

MULTI-GRADE TEACHING ANNUAL TEACHING PLAN

SUBJECT: ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE

	ANNUAL TEACHING PLANS FOR MULTIGRADE					
Weeks	Skill	Grade 7	Grade 8	Grade 9		
			TERM 1			
Day 1-3 of week 1	· ·					
1-2	Listening and Speaking	Introductions: Self or others • Teach features and conventions of introduction • Language use Listen to a short story • Identify main and supporting ideas from a short story • Take notes • Share ideas and experiences and show understanding of concepts Retell a story • Retell events in correct sequences • Mention characters correctly • Mention the timeline	Introductions: Self or others Teach features and conventions of introduction Language use Listen to a short story Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts Retell a story Retell events in correct sequences Mention characters correctly Mention the timeline	Introductions: Self or others Teach features and conventions of introduction Language use Listen to a short story Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts Retell a story Retell events in correct sequences Mention characters correctly Mention the timeline		
		Story Telling	Story Telling	Story Telling		

- Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture
- Tell story from own experience
- Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture
- Tell story from own experience

Listening comprehension

- Record main and supporting ideas by making notes,
- Share ideas and experiences and show understanding of concepts
- Identify persuasive/manipulative techniques
- Answer questions

- Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture
- Tell story from own experience

Listening comprehension

- Record main and supporting ideas by making notes,
- Share ideas and experiences and show understanding of concepts
- Identify persuasive/manipulative techniques
- Answer questions

FORMAL ASSESSMENT TASK 1 ORAL

• Reading Aloud (20 marks)

(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)

Reading and Viewing

Literary text: short stories/folklore

 Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme

Reading process:

- Pre-reading (Introduce text)
- During reading (features of text)
- Post-reading (answer questions, compare, contrast, evaluation

Pre-reading strategies

- Recognize features of text such as titles, headings, illustrations
- Recognise parts of book such as cover, title page, index, chapters, glossary, index

Reading comprehension and reading strategies

- Skimming and Scanning
- Intensive reading
- Visualization

Literary text: short stories/folklore

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Pre-reading strategies

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Reading comprehension and reading strategies

Skimming and Scanning

	Inferring meaning and conclusions	Visualization	Intensive reading
	Fact and opinion	 Inferring meaning and conclusions 	Visualization
	Meaning of words	Fact and opinion	Inferring meaning and conclusions
		Meaning of words	Fact and opinion
		-	Meaning of words
Writing and	Write a narrative/descriptive	Write a narrative/descriptive	Write a narrative/descriptive
Presenting	paragraph	paragraph	paragraph
	Paragraph conventions:	Paragraph conventions:	Paragraph conventions:
	Topic sentence of paragraph	Topic sentence of paragraph	Topic sentence of paragraph
	Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
	Use conjunctions for cohesion	Use conjunctions for cohesion	Use conjunctions for cohesion
	Explain requirements of text such as	Explain requirements of text such as	Explain requirements of text such as
	telling a story	telling a story	telling a story
	Use appropriate words and style	Use appropriate words and style	Use appropriate words and style
	Write in the past tense	Write in the past tense	Write in the past tense
	Focus on process writing	Focus on process writing	Focus on process writing
	• Planning	• Planning	• Planning
	• Drafting	• Drafting	• Drafting
	• Revision	• Revision	• Revision
	• Editing	• Editing	• Editing
	Proof-reading and presenting	Proof-reading and presenting	Proof-reading and presenting
	Writes a story based on a personal	Writes a story based on a personal	Writes a story based on a personal
	experience.	experience.	experience.
Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
and	structures	structures	structures
conventions	and conventions covered in previous	and conventions covered in	and conventions covered in previous
	weeks	previous	weeks
	Word level: common and proper	weeks	Word level: common and proper
	nouns,	Word level: common and proper	nouns,
	complex nouns, collective nouns, finite	nouns,	complex nouns, collective nouns, finite
	verbs, pronouns, possessive noun	complex nouns, collective nouns,	verbs, pronouns, possessive noun
	Sentence level: simple sentences,	finite	Sentence level: simple sentences,
	statements, simple present tense,	verbs, pronouns, possessive noun	statements, simple present tense,
	simple past tense, subject, subject-verb	Sentence level: simple sentences,	simple past tense, subject, subject-verb
	agreement	statements, simple present tense,	agreement
	Word meaning: synonyms, antonyms,		Word meaning: synonyms, antonyms,

		proverbs, idioms	simple past tense, subject, subject-	proverbs, idioms
		proverse, idiorns	verb	pioverbs, idioms
			agreement	
			Word meaning: synonyms,	
			antonyms,	
			proverbs, idioms	
3-4	Listening and	Listening and Speaking strategies:	Listening and Speaking strategies:	Listening and Speaking strategies:
3-4	Speaking	Listen to prepared speech by	Listen to prepared speech by	Listen to prepared speech by
	Opeaking	president/influential member of the	president/influential member of the	president/influential member of the
		society	society	society
		Discuss features of prepared speech	Discuss features of prepared speech	Discuss features of prepared speech
		Identify and explain language use	Identify and explain language use	Identify and explain language use
		Identify and discuss features in the	Identify and discuss features in the	Identify and discuss features in the
		speech	speech	speech
		Prepared speech	Prepared speech	Prepared speech
		Choose appropriate topic	Choose appropriate topic	Choose appropriate topic
		Organize information coherently	Organize information coherently	Organize information coherently
		Identify correct vocabulary and	Identify correct vocabulary and	Identify correct vocabulary and
		language structures	language structures	language structures
		Prepare effective introduction and	Prepare effective introduction and	Prepare effective introduction and
		ending	ending	ending
		Practice	Practice	Practice
		Present	Present	Present
		Poetry	Poetry	Poetry
		Key features of poem	Key features of poem	Key features of poem
		• internal structure of a poem, figures of	• internal structure of a poem, figures	• internal structure of a poem, figures of
		speech/imagery, rhyme, rhythm	of	speech/imagery, rhyme, rhythm
		external structure of a poem, lines,	speech/imagery, rhyme, rhythm	 external structure of a poem, lines,
		words, stanzas, typography	 external structure of a poem, lines, 	words, stanzas, typography
		figurative meaning	words, stanzas, typography	figurative meaning
		• mood	figurative meaning	• mood
		theme and message	• mood	theme and message
			theme and message	
	Reading and	Read a speech	Read a speech	Read a speech
	Viewing	 Identify and discuss key features 	 Identify and discuss key features 	 Identify and discuss key features
		Analyse language use	Analyse language use	Analyse language use
		Identify and discuss emotive or	Identify and discuss emotive or	Identify and discuss emotive or

		manipulative use of language	manipulative use of language	 manipulative use of language Analyse introduction and conclusion Reading process: Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Reading strategies: Guided reading, Group reading, Independent reading Reading/viewing of written/visual text for comprehension Skimming and Scanning Intensive reading Purpose and target group Inferring meaning and conclusions Identify manipulative language Influence of selection and omission on the meaning of text How language and images reflect and shape values and attitudes Impact of use of font types and sizes, headings and caption on meaning
V	Writing and	Write a speech	Write a speech	Write a speech
	Presenting	Focus on process writing	Focus on process writing	Focus on process writing
		• Planning	Planning	• Planning
		• Drafting	• Drafting	• Drafting
		• Revision	• Revision	• Revision
		EditingProof-reading and presenting	EditingProof-reading and presenting	Editing Proof-reading and presenting
		• Froor-reading and presenting	rroor-reading and presenting	r rioui-reading and presenting
		Write a speech:	Write a speech:	Write a speech:
		• Explain the requirements of text to	• Explain the requirements of text to	• Explain the requirements of text to
		write a narrative essay	write a narrative essay	write a narrative essay

	Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion FORMAL ASSESSMENT TASK 2 WRITING Essay: (30 marks) Narrative / Reflective (During the course of the Term)	Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion	Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion FORMAL ASSESSMENT TASK 2: WRITING Essay: (During the course of the Term) Descriptive, Narrative or Reflective (40 marks)
Language Structures and Conventions	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative
	Sentence level: direct and indirect speech, verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival synonyms, antonyms, and adverbial clause; conjunctions; emotive and manipulative language Word meaning:	Sentence level: direct and indirect speech, verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival synonyms, antonyms, and adverbial clause; conjunctions; emotive and manipulative language	Sentence level: direct and indirect speech, verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival synonyms, antonyms, and adverbial clause; conjunctions; emotive and manipulative language Word meaning:
	literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau	Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon	literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau

			Abbreviations - initialism, acronym,	
			clipped, truncation, aphesis,	
			portmanteau	
5-6	Listening and Speaking	Listening and Speaking strategies Listen to and discuss the poem • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language	Listening and Speaking strategies Listen to and discuss the poem • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language	Listening and Speaking strategies Listen to and discuss the poem • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language
	Reading and Viewing	Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message Reading/viewing for comprehension (strategies) Skimming and scanning Intensive reading Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness	Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message Reading/viewing for comprehension (strategies) Skimming and scanning Intensive reading Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness	Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message Reading/viewing for comprehension (strategies) • Skimming and scanning • Intensive reading Predicting Infer meaning of unfamiliar words by using word attack skills • Critical language awareness
	Writing and Presenting	Creative writing: own poem Stanza conventions:	Creative writing: own poem Stanza conventions:	Creative writing: own poem Stanza conventions:

	 structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures diction figurative language Focus on process writing Planning Drafting Revision 	 structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures diction figurative language Focus on process writing Planning Drafting Revision 	 structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures diction figurative language Focus on process writing Planning Drafting Revision
	EditingProof-reading and presentingWrites a poemTwo verses	EditingProof-reading and presentingWrites a poemTwo verses	EditingProof-reading and presentingWrites a poemTwo verses
	Transactional texts Letters (Friendly/informal) • Features of the text • Language use • Register and style Write a letter based on visual Stimulus	Transactional texts Letters (Friendly/informal) • Features of the text • Language use • Register and style Write a letter based on visual Stimulus	Transactional texts Letters (Friendly/informal) • Features of the text • Language use • Register and style Write a letter based on visual Stimulus
	Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting	Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting	Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting
Language Structures and Conventions	Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ideophone synonyms, antonyms,	Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/	Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ideophone synonyms, antonyms,

		Punctuation: full stop, comma	ideophone synonyms, antonyms, Punctuation: full stop, comma	Punctuation: full stop, comma
7-8	Listening and Speaking	Speaking and Listening strategies listen to a newspaper report Structure Features Language use Tone Register Introduction and conclusion Discuss findings Oral presentation of report Language use Register Tone Body language Introduction and conclusion	Speaking and Listening strategies listen to a newspaper report Structure Features Language use Tone Register Introduction and conclusion Discuss findings Oral presentation of report Language use Register Tone Body language Introduction and conclusion	Speaking and Listening strategies listen to a newspaper report Structure Features Language use Tone Register Introduction and conclusion Discuss findings Oral presentation of report Language use Register Tone Body language Introduction and conclusion
	Reading and Viewing	Read newspaper or magazine article • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message	Read newspaper or magazine article • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood	Read newspaper or magazine article • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message

		theme and message	
	FORMAL ASSESSMENT TASK 3 (50 MARKS)		FORMAL ASSESSMENT TASK 3:
	RESPONSE TO TEXTS:		RESPONSE TO TEXT (70 MARKS)
	Literary or non-literary (20 marks)		RESPONSE TO TEXT (70 MARKS)
	Visual text (10 marks)		Literary/non- literary Text (25 marks)
	 Language structures and conventions (20 marks) 		Visual Text (15 marks)
	Controlled (20 mains)		Summary (10 marks)
			Language Structures (20 marks)
Writing and	Long transactional text e.g.	Long transactional text e.g.	Long transactional text e.g.
Presenting	Newspaper article/magazine article	Newspaper article/magazine article	Newspaper article/magazine article
	Correct format	Correct format	Correct format
	Purpose	Purpose	Purpose
	Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
	Logical order of sentences	Logical order of sentences	Logical order of sentences
	Use conjunctions to ensure cohesion	Use conjunctions to ensure cohesion	Use conjunctions to ensure cohesion
	 Use a variety of sentences types, 	 Use a variety of sentences types, 	Use a variety of sentences types,
	lengths and structures	lengths and structures	lengths and structures
	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
	Editing	Editing	Editing
	Proof-reading and presenting	Proof-reading and presenting	Proof-reading and presenting
	Write a newspaper/magazine article	Write a newspaper/magazine article	Write a newspaper/magazine article
Language	Word level: Nouns - compound,	Word level: Nouns - compound,	Word level: Nouns - compound,
Structures	gerund,	gerund,	gerund,
and	diminutives, augmentatives	diminutives, augmentatives	diminutives, augmentatives
Conventions	Verbs: finite; non-finite verbs;	Verbs: finite; non-finite verbs;	Verbs: finite; non-finite verbs;
	Prepositions	Prepositions	Prepositions
	Adjectives: comparative, superlative	Adjectives: comparative, superlative	Adjectives: comparative, superlative
	Sentence level: verb phrase; verb	Sentence level: verb phrase; verb	Sentence level: verb phrase; verb
	clause; supporting sentences, topic	clause; supporting sentences, topic	clause; supporting sentences, topic
	sentence; noun phrase; noun, adjectival	sentence; noun phrase; noun,	sentence; noun phrase; noun, adjectival
	and adverbial clause;	adjectival	and adverbial clause;

		conjunctions; emotive and manipulative language Word meaning: synonyms, antonyms, literal, figurative Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau	and adverbial clause; conjunctions; emotive and manipulative language Word meaning: synonyms, antonyms, literal, figurative Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau	conjunctions; emotive and manipulative language Word meaning: synonyms, antonyms, literal, figurative Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau
9-10	Listening and Speaking	Speaking and Listening strategies Group discussion/conversation: Listen to/watch an advertisement and discuss) • Tone • Pacing • Emotive and manipulative language use • Font size • Body language	Speaking and Listening strategies Group discussion/conversation: Listen to/watch an advertisement and discuss) • Tone • Pacing • Emotive and manipulative language use • Font size • Body language	Speaking and Listening strategies Group discussion/conversation: Listen to/watch an advertisement and discuss) • Tone • Pacing • Emotive and manipulative language use • Font size • Body language
		Listening comprehension: advertisement • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	Listening comprehension: advertisement • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	Listening comprehension: advertisement • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions
	Reading and Viewing	Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips) • Skimming	Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips) • Skimming	Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips) • Skimming

		Scanning	Scanning	Scanning
		Intensive reading	Intensive reading	Intensive reading
		Make inferences (characters, setting,	Make inferences (characters, setting,	Make inferences (characters, setting,
		milieu, message)	milieu, message)	milieu, message)
		Infer meaning of unfamiliar words by	Infer meaning of unfamiliar words by	Infer meaning of unfamiliar words by
		word attack skills	word attack skills	word attack skills
		Emotive language	Emotive language	Emotive language
		Body language	Body language	Body language
		Use of punctuation and font	Use of punctuation and font	Use of punctuation and font
		Pre-reading	Pre-reading	Pre-reading
		During reading (features of text)	During reading (features of text)	During reading (features of text)
		Post-reading (answer questions,	Post-reading (answer questions,	Post-reading (answer questions,
		compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
		compare, contrast, evaluate)	Compare, Commast, evaluate)	Compare, contrast, evaluate)
		Literary text like youth novel/short	Literary text like youth novel/short	Literary text like youth novel/short
		stories/drama	stories/drama	stories/drama
		 Pre-reading (Introduce text) 	Pre-reading (Introduce text)	Pre-reading (Introduce text)
		Explore literary features like titles,	Explore literary features like titles,	Explore literary features like titles,
		headings, illustrations, font size, font	headings, illustrations, font size, font	headings, illustrations, font size, font
		type	type	type
		Explore parts of book like cover, title	Explore parts of book like cover, title	Explore parts of book like cover, title
		page, index, chapters, glossary	page, index, chapters, glossary	page, index, chapters, glossary
		During reading (features of text)	During reading (features of text)	During reading (features of text)
		Post-reading (answer questions,	Post-reading (answer questions,	Post-reading (answer questions,
		compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
		Reading strategies	Reading strategies	Reading strategies
		Skimming	Skimming	• Skimming
		Scanning	Scanning	Scanning
		Intensive reading	Intensive reading	Intensive reading
		Summarising	Summarising	Summarising
		Visualizing	Visualizing	Visualizing
		 Inferring meaning and conclusions 	 Inferring meaning and conclusions 	Inferring meaning and conclusions
١,	Writing and	Transactional texts:	Transactional texts:	Transactional texts:
l l	Presenting	Advertisement/poster	Advertisement/poster	Advertisement/poster
		Correct format	Correct format	Correct format
		Purpose	Purpose	Purpose
		Text features	Text features	Text features
		Language use	Language use	Language use

	Register	Register	Register
	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
	Editing	Editing	Editing
	 Proof-reading and presenting 	 Proof-reading and presenting 	Proof-reading and presenting
	Write a advertisement/poster	Write a advertisement/poster	Write a advertisement/poster
Language	Word level: adverbs of manner, time;	Word level: adverbs of manner, time;	Word level: adverbs of manner, time;
Structures	definite and indefinite articles.	definite and indefinite articles.	definite and indefinite articles.
and	Infinite verbs; gerunds	Infinite verbs; gerunds	Infinite verbs; gerunds
Conventions	Adjectives: comparative, superlative	Adjectives: comparative, superlative	Adjectives: comparative, superlative
	Sentence level: sentence structure;	Sentence level: sentence structure;	Sentence level: sentence structure;
	adjectival and adverbial clauses, and	adjectival and adverbial clauses, and	adjectival and adverbial clauses, and
	phrases; negation; statement.	phrases; negation; statement.	phrases; negation; statement.
	Word meaning: synonyms, antonyms,	Word meaning: synonyms,	Word meaning: synonyms, antonyms,
	literal, figurative	antonyms,	literal, figurative
	Punctuation: full stop, comma	literal, figurative	Punctuation: full stop, comma
		Punctuation: full stop, comma	

	FORMATIVE ASSESSMENT ACTIVITIES					
 Listening and Speaking activities Variety of Listening and Speaking activities Listening and Speaking activities Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 		Writing and Presenting activities Writing Process Paragraphing Transactional Texts Essay Creative Writing	Language Structures and Conventions activities • Variety of Language Structures and Convention activities			
	GRADE 7 ENG HL SUMMARY	OF FORMAL ASSESSMENT TASKS: T	ERM 1			
FORMAL ASSESSMENT TASK 1 ORAL – GRADES 7-8 • Reading Aloud (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.) FORMAL ASSESSMENT TASK 2 WRITING – GRADES 7-8 • Essay: (30 marks) Narrative / Reflective (During the course of the Term)		FORMAL ASSESSMENT TASK 3 (50 MARRESPONSE TO TEXTS: Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conve	RKS) – GRADES 7-8 s)			

FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 MARKS) – GRADE 9
Literary/non- literary Text (25 marks)
Visual Text (15 marks)
Summary (10 marks)
Language Structures (20 marks)

Listening comprehension: Listen to instructions/directions Listening comprehension: Lasque and conventions Spech Giving directions: Giving directions: Giving directions: Features of the text Language and conventions Body language Read information text with visuals, Language use Features Features Features Features Features Language use Features		TERM 2				
Listen to instructions/directions - Take notes - Answer questions Different kinds of oral communication e.g. A unprepared news presentation/ speech Giving directions: - Features of the text - Language and conventions - Body language Reading and Viewing Reading process: - Format - Language use - Features Reading process: - Pre-reading (Introduce text) - During reading (features of text) - Post-reading (answer questions compare, contrast, evaluate) - Poetry - Key features of poem - internal structure of a poem, figures of speech/imagery, rhyme, rhythm - external structure of a poem, lines, words, stanzas, - typography - figurative meaning - mood - theme and message Reading/Viewing visual text - Listen to instructions/directions - Take notes - Answer questions Different kinds of oral communication - g. A unprepared news presentation/ s peech (Giving directions: - Features of the text - Language and conventions - Body language - Features of the text - Language and conventions - Body language - Features of the text - Language use - Features - Format - Language use - Features - Fre-reading (Introduce text) - During reading (features of text) - Poetry - Ney features of poem - Internal structure of a poem, figures of speech/imagery, rhyme, rhythm - external structure of a poem, lines, words, stanzas, - typography - figurative meaning - mood - theme and message - Features - Featines - Features of text - During reading (features of poem - Internal structure of a poem, figures - Features - Feature	1-2 Listening and	Listening and Speaking strategies	Listening and Speaking strategies	Listening and Speaking strategies		
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 typography figurative meaning mood theme and message Reading/Viewing visual text words, stanzas, typography figurative meaning mood mood theme and message theme and message Reading/Viewing visual text 		 external structure of a poem, lines, 		 external structure of a poem, lines, 		
 figurative meaning mood theme and message Reading/Viewing visual text tigurative meaning mood mood theme and message theme and message theme and message Reading/Viewing visual text 		words, stanzas,	 external structure of a poem, lines, 	words, stanzas,		
• mood • theme and message • mood • theme and message • mood • theme and message • Reading/Viewing visual text		typography	words, stanzas,	typography		
• theme and message Reading/Viewing visual text • mood • theme and message • theme and message Reading/Viewing visual text		figurative meaning	typography	figurative meaning		
Reading/Viewing visual text • theme and message Reading/Viewing visual text			figurative meaning			
		theme and message	• mood	theme and message		
• Scanning Reading/Viewing visual text • Scanning		Reading/Viewing visual text	theme and message	Reading/Viewing visual text		
· · · · · · · · · · · · · · · · ·		Scanning	Reading/Viewing visual text	Scanning		
• Intensive reading • Scanning • Intensive reading		Intensive reading	Scanning	Intensive reading		
Make inferences Intensive reading Make inferences		Make inferences		Make inferences		
• Make a summary (use mind maps) • Make inferences • Make a summary (use mind n		Make a summary (use mind maps)	Make inferences	Make a summary (use mind maps)		

		Make a summary (use mind maps)	
Writing and	Transactional text e.g. Directions/	Transactional text e.g. Directions/	Transactional text e.g. Directions/
Presenting Instructions/		Instructions/	Instructions/
	Correct format	Correct format	Correct format
	Organize content (mind map)	Organize content (mind map)	Organize content (mind map)
	Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
	Paragraph conventions	Paragraph conventions	Paragraph conventions
	 Logical progression of paragraphs to 	 Logical progression of paragraphs to 	Logical progression of paragraphs to
	ensure coherence	ensure coherence	ensure coherence
	Conjunctions for cohesion	Conjunctions for cohesion	Conjunctions for cohesion
	Language conventions	Language conventions	Language conventions
	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
	• Editing	Editing	Editing
	Proof-reading and presenting	Proof-reading and presenting	Proof-reading and presenting
	Write an instruction text	Write an instruction text	Write an instruction text
Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
Structures	structures	structures	structures
and	and conventions covered in previous	and conventions covered in	and conventions covered in previous
Conventions	weeks	previous	weeks
	Word level work:	weeks	Word level work:
	Adjectives: comparative, superlative;	Word level work:	Adjectives: comparative, superlative;
	common and proper nouns; pronouns:	Adjectives: comparative, superlative;	common and proper nouns; pronouns:
	personal, relative, refflexsive and	common and proper nouns; pronouns:	personal, relative, refflexsive and
	possesive conjunctions	personal, relative, refflexsive and	possesive conjunctions
	Sentence level: verb phrase; verb	possesive conjunctions	Sentence level: verb phrase; verb
	clause; supporting sentences, topic	Sentence level: verb phrase; verb	clause; supporting sentences, topic
	sentence; noun phrase; noun, adjectival	clause; supporting sentences, topic	sentence; noun phrase; noun, adjectival
	and adverbial clause;	sentence; noun phrase; noun,	and adverbial clause;
	Word meaning: synonyms; antonyms;	adjectival	Word meaning: synonyms; antonyms;
	contextual;	and adverbial clause;	contextual;
	Punctuation and spelling: spelling	Word meaning: synonyms;	Punctuation and spelling: spelling
	patterns: full stop, comma	antonyms;	patterns: full stop, comma
	Vocabulary in context	contextual;	Vocabulary in context

		Remedial grammar from learners'	Punctuation and spelling: spelling	Remedial grammar from learners'
		writing	patterns: full stop, comma	writing
			Vocabulary in context	
			Remedial grammar from learners'	
			writing	
3-4	Listening and	Listening and Speaking strategies	Listening and Speaking strategies	Listening and Speaking strategies
	Speaking	Forum/panel discussion:	Forum/panel discussion:	Forum/panel discussion:
		Indicate roles	Indicate roles	Indicate roles
		Speakers take turns	Speakers take turns	Speakers take turns
		Explain view points and reach	Explain view points and reach	Explain view points and reach
		consensus	consensus	consensus
		Use appropriate language, style and	Use appropriate language, style and	Use appropriate language, style and
		register	register	register
		Debate	Debate	Debate
		Indicate roles	Indicate roles	Indicate roles
		Learn text conventions	Learn text conventions	Learn text conventions
		Speakers take turns	Speakers take turns	Speakers take turns
		Explain view points and reach	Explain view points and reach	Explain view points and reach
		consensus	consensus	consensus
		Use appropriate language, style and	Use appropriate language, style and	Use appropriate language, style and
		register	register	register
		Poetry	Poetry	
		Key features of poem	Key features of poem	Poetry
		• internal structure of a poem, figures of	• internal structure of a poem, figures	Key features of poem
		speech/imagery, rhyme, rhythm	of	• internal structure of a poem, figures of
		• external structure of a poem, lines,	speech/imagery, rhyme, rhythm	speech/imagery, rhyme, rhythm
		words, stanzas, typography	external structure of a poem, lines,	external structure of a poem, lines,
		figurative meaning	words, stanzas, typography	words, stanzas, typography
		• mood	figurative meaning	figurative meaning
		theme and message	• mood	• mood
			theme and message	theme and message
	EODMAL ASSESS	MENT TASK 1 ORAL:	3	3
		aloud (20 marks)		
	- Reading 6	aloud (20 marks)		
		e process during Term 1 to ensure that all learne		
	Reading and	Read a newspaper/magazine article	Read a newspaper/magazine article	Read a newspaper/magazine article
	Viewing	about current/social issues	about current/social issues	about current/social issues

	Format	Format	Format
	Text features	Text features	Text features
	Language use	Language use	Language use
	• Tone	• Tone	• Tone
	Sequencing	Sequencing	Sequencing
	Reading process:	Reading process:	Reading process:
	Pre-reading (Introduce text)	Pre-reading (Introduce text)	Pre-reading (Introduce text)
	During reading (features of text)	 During reading (features of text) 	During reading (features of text)
	Post-reading (answer questions,	 Post-reading (answer questions, 	 Post-reading (answer questions,
	compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
Writing and	Write an essay: Argumentative/	Write an essay: Argumentative/	Write an essay: Argumentative/
Presenting	discursive essay	discursive essay	discursive essay
	Word choice,	Word choice,	Word choice,
	Personal voice and style	Personal voice and style	Personal voice and style
	Vivid description	Vivid description	Vivid description
	• Tone	• Tone	• Tone
	Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
	Mind-maps to organise coherent ideas	 Mind-maps to organise coherent 	Mind-maps to organise coherent ideas
	 Present essay for assessment 	ideas	 Present essay for assessment
	Focus on process writing	Present essay for assessment	Focus on process writing
	• Planning	Focus on process writing	Planning
	• Drafting	• Planning	Drafting
	Revision	• Drafting	Revision
• Editing		• Revision	• Editing
	Proof-reading and presenting	• Editing	Proof-reading and presenting
		Proof-reading and presenting	
	Write an essay following the process		Write an essay following the process
	approach to writing	Write an essay following the	approach to writing
		process	
1	Dainfanannant of language	approach to writing	Delufano and of language
Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
Structures	structures	structures and conventions covered in	structures
and Conventions	and conventions covered in previous weeks		and conventions covered in previous weeks
Conventions	Word level work:	previous weeks	Word level work:
		Word level work:	
	Stems; prefixes and suffixes; Adjectives		Stems; prefixes and suffixes; Adjectives
	Adjectives Prepositions	Stems; prefixes and suffixes; Adjectives	Prepositions
	F16001110112	Aujectives	LIGhosinous

		Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns. Vocabulary in context Remedial grammar from learners' writing	Prepositions Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns. Vocabulary in context Remedial grammar from learners' writing	Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns. Vocabulary in context Remedial grammar from learners' writing
5-6	Listening and Speaking	Listening and Speaking strategies Conversation about drama: • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions Use incomplete dialogues for learners Dialogue • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language	Listening and Speaking strategies Conversation about drama: • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions Use incomplete dialogues for learners Dialogue • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language	Listening and Speaking strategies Conversation about drama: • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions Use incomplete dialogues for learners Dialogue • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language
	Reading and Viewing	Literary text like youth novel/drama • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme	Literary text like youth novel/drama • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme	Literary text like youth novel/drama • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme

	Reading process:	Reading process:	Reading process:
	Pre-reading (Introduce text)	Pre-reading (Introduce text)	Pre-reading (Introduce text)
	During reading (features of text)	 During reading (features of text) 	 During reading (features of text)
	 Post-reading (answer questions, 	 Post-reading (answer questions, 	 Post-reading (answer questions,
	compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
	Reading/viewing for comprehension	Reading/viewing for	Reading/viewing for comprehension
	(use written and/or visual text such	comprehension	(use written and/or visual text such
	as cartoons/strips)	(use written and/or visual text such	as cartoons/strips)
	• Skimming	as cartoons/strips)	Skimming
	Scanning	Skimming	Scanning
	Intensive reading	Scanning	Intensive reading
	Make inferences (characters, setting,	Intensive reading	Make inferences (characters, setting,
	milieu, message)	Make inferences (characters, setting,	milieu, message)
	Infer meaning of unfamiliar words by	milieu, message)	Infer meaning of unfamiliar words by
	word attack skills	Infer meaning of unfamiliar words by	word attack skills
	Emotive language	word attack skills	Emotive language
100.00	NAC IS	Emotive language	
Writing and	Write a drama review	Write a drama review	Write a drama review
Presenting	Paragraph conventions:	Paragraph conventions:	Paragraph conventions:
	Topic sentence of paragraph	Topic sentence of paragraph	Topic sentence of paragraph
	Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
	Logical order of paragraphs	Logical order of paragraphs	Logical order of paragraphs
	Conjunctions for cohesion	Conjunctions for cohesion	Conjunctions for cohesion
	Use a variety of sentence types, lengths and attractures.	• Use a variety of sentence types,	Use a variety of sentence types,
	lengths and structures Focus on process writing	lengths and structures Focus on process writing	lengths and structures Focus on process writing
	• Planning	• Planning	Planning
	• Drafting	• Drafting	• Drafting
	• Revision	• Revision	• Revision
	• Editing	• Editing	• Editing
	Proof-reading and presenting	Proof-reading and presenting	Proof-reading and presenting
	FORMAL ASSESSMENT TASK 4:	1 1001-reading and presenting	FORMAL ASSESSMENT TASK 4:
	Transactional writing: (10 marks) (2 sl	hort or 1 long: 10 marks)	WRITING
		noit of Tiong. To marks	Transactional writing: (20 marks) (2
	Written before the controlled test		short or 1 long: 10 marks)

	Language	Reinforcement of language	Reinforcement of language Reinforcement of language	
	Structures	structures	structures	structures
	and	and conventions covered in previous	and conventions covered in	and conventions covered in previous
	Conventions	weeks	previous	weeks
		Word level work:	weeks	Word level work:
		Relative pronouns; singular and plural	Word level work:	Relative pronouns; singular and plural
		forms	Relative pronouns; singular and plural	forms
		Sentence level work:	forms	Sentence level work:
		Procedure; compare/contrast	Sentence level work:	Procedure; compare/contrast
		Description paragraph; introductory	Procedure; compare/contrast	Description paragraph; introductory
		and closing paragraphs; sentences;	Description paragraph; introductory	and closing paragraphs; sentences;
		supporting sentences, topic sentence;	and closing paragraphs; sentences;	supporting sentences, topic sentence;
		speech; voice; bias and prejudice	supporting sentences, topic sentence;	speech; voice; bias and prejudice
		Word meaning: synonyms, antonyms	speech; voice; bias and prejudice	Word meaning: synonyms, antonyms
		Punctuation and spelling: quotation	Word meaning: synonyms, antonyms	Punctuation and spelling: quotation
		marks; spelling patterns; punctuation	Punctuation and spelling: quotation	marks; spelling patterns; punctuation
		marks	marks; spelling patterns; punctuation	marks
		Vocabulary in context	marks	Vocabulary in context
	Remedial grammar from learners'		Vocabulary in context	Remedial grammar from learners'
		writing	Remedial grammar from learners'	writing
			writing	
7-8	Listening and	Speaking and Listening strategies	Speaking and Listening strategies	Speaking and Listening strategies
	Speaking	Listening to a speech by a prominent	Listening to a speech by a	Listening to a speech by a prominent
		member of the society	prominent	member of the society
		• Language use	member of the society	• Language use
		Bias and prejudice	• Language use	Bias and prejudice
		• Stereotypes	Bias and prejudice	• Stereotypes
		• Tone	• Stereotypes	• Tone
		• Language and power	• Tone	• Language and power
		• Answer questions	• Language and power	• Answer questions
		Prepared speech	• Answer questions	Prepared speech
		Learners to undertake research or	Prepared speech	Learners to undertake research or
		investigation as a preparatory activity.	Learners to undertake research or	investigation as a preparatory activity.
		Presentation conventions	investigation as a preparatory activity.	Presentation conventions
		Body language	Presentation conventions	Body language
		Introduction and conclusion	Body language	Introduction and conclusion
		Language use	Introduction and conclusion	Language use
			Language use	

Reading and Viewing

Read a speech

- Identify and discuss key features
- · Analyse language use
- Identify and discuss emotive or manipulative use of language
- Analyse introduction and conclusion

Reading process:

- Pre-reading (Introduce text)
- During reading (features of text)
- Post-reading (answer questions, compare, contrast, evaluate)

Reading strategies:

Guided reading, Group reading, Independent reading

Reading/viewing of written/visual text

for comprehension

- Skimming and Scanning
- Intensive reading
- Purpose and target group
- Inferring meaning and conclusions
- Identify manipulative language
- · Influence of selection and omission on the meaning of text
- · How language and images reflect and shape values and attitudes
- Impact of use of font types and sizes, headings and caption on meaning

Poetry

- Key features of poem
- internal structure of a poem, figures of speech/imagery, rhyme, rhythm
- external structure of a poem, lines, words, stanzas, typography
- figurative meaning
- mood
- theme and message

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- Identify and discuss key features
- Analyse language use
- Identify and discuss emotive or manipulative use of language
- Analyse introduction and conclusion Reading process:
- Pre-reading (Introduce text)
- During reading (features of text)
- Post-reading (answer questions, compare, contrast, evaluate)

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- Identify and discuss emotive or manipulative use of language
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Pre-reading (Introduce text)

- During reading (features of text)
- Post-reading (answer questions, compare, contrast, evaluate)

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- external structure of a poem, lines, words, stanzas, typography
- figurative meaning
- mood
- theme and message

		• mood	
		theme and message	
Writing and	Write a speech	Write a speech	Write a speech
Presenting	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
	Editing	Editing	Editing
	Proof-reading and presenting	 Proof-reading and presenting 	Proof-reading and presenting
	Write a speech:	Write a speech:	Write a speech:
	Explain the requirements of text to	 Explain the requirements of text to 	Explain the requirements of text to
	write a narrative essay	write a narrative essay	write a narrative essay
	Identify the target audience	Identify the target audience	Identify the target audience
	Decide on style, purpose and format	Decide on style, purpose and format	Decide on style, purpose and format
	Use appropriate words	Use appropriate words	Use appropriate words
	Introduction to development, climax	Introduction to development, climax	Introduction to development, climax
	Conclusion	Conclusion	Conclusion
Language	Word level: Nouns - compound, gerund,	Word level: Nouns - compound,	Word level: Nouns - compound, gerund,
Structures	diminutives, augmentatives	gerund,	diminutives, augmentatives
and	Verbs: finite; non-finite verbs;	diminutives, augmentatives	Verbs: finite; non-finite verbs;
Conventions	Prepositions, Adjectives: comparative,	Verbs: finite; non-finite verbs;	Prepositions, Adjectives: comparative,
	superlative	Prepositions, Adjectives: comparative,	superlative
		superlative	
	Sentence level: direct and indirect		Sentence level: direct and indirect
	speech, verb phrase; verb clause;	Sentence level: direct and indirect	speech, verb phrase; verb clause;
	supporting sentences, topic sentence;	speech, verb phrase; verb clause;	supporting sentences, topic sentence;
	noun phrase; noun, adjectival	supporting sentences, topic sentence;	noun phrase; noun, adjectival
	synonyms, antonyms, and adverbial	noun phrase; noun, adjectival	synonyms, antonyms, and adverbial
	clause; conjunctions; emotive and	synonyms, antonyms, and adverbial	clause; conjunctions; emotive and
	manipulative language	clause; conjunctions; emotive and	manipulative language
	Mand as a spin or	manipulative language	Mond as a spin su
	Word meaning:	Mord manning.	Word meaning:
	literal, figurative	Word meaning:	literal, figurative
	Punctuation: exclamation mark;	literal, figurative	Punctuation: exclamation mark;
	question mark; comma; full stop,		question mark; comma; full stop,
	inverted commas, semi-colon, colon		inverted commas, semi-colon, colon

		Abbreviations - clipped, truncation portmanteau	initialism, acronym, on, aphesis,	question mark; inverted comm	exclamation mark; comma; full stop, as, semi-colon, colon s - initialism, acronym, tion, aphesis,	Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau
9-10		RESPONSE TO TI Question 1 Question 2 Question 3	SMENT TASK 5: CONTR EXTS (60 MARKS) I: Literary / non-literary text 2: Visual text (10 marks) 3: Summary (10 marks) I: Language structures and	(20 marks)	arks	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Language Structures and Conventions (20 marks)
			FORMA	TIVE ASSESSMEN	T ACTIVITIES	
	Listening and Speactivities Variety of Lister Speaking activ Listening and activities that codes Covid-19 cond	ening and ities Speaking comply with the itions	ading and Viewing ivities Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester	Writing and Pro Writing Proc Paragraphin Transaction Essay Creative Wri	esenting activities ess g al Texts ting	Language Structures and Conventions activities Variety of Language Structures and Convention activities
		GRAI	DE 7 ENG HL SUMMARY (
FORMAL ASSESSMENT TASK 1 ORAL: GRADES 7-9 • Reading aloud (20 marks) FORMAL ASSESSMENT TASK GRADES 7-9 • Transactional writing: (2 states)			RESPONSE TO TEXTS (ry / non-literary text (20 marks)		

Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)	1 long: 10 marks) Written before the controlled test	 Question 3: Summary (10 marks) Question 4: Language structures and Conventions (20 marks)
		FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) – GRADE 9
		 Question 1: Literary/ Non- Literary Text (25 marks) Question 2: Visual Text (15 marks) Question 3: Summary (10 marks)
		Language Structures and Conventions (20 marks)

TERM 3			
1-2 Listening and Listening and Speaking strategies Listening and Speaking strategies Listening ar	nd Speaking strategies		
Speaking Listening comprehension (use Listeni	omprehension (use		
recorded dialogue) recorded dialogue) recorded dialogue)			
Listen to dialogue Listen to dialogue Listen to dialogue	alogue		
• Take notes • Take notes • Take notes	3		
Language and power Language and power Language	and power		
Tone Tone Tone			
Mood Mood Mood			
Introduction and conclusion Introduction and conclusion Introduction	on and conclusion		
• Answer questions • Answer questions • Answer questions			
	ussion/dialogue:		
• Indicate roles • Indicate roles • Indicate roles			
Speakers take turns Speakers take turns Speakers take turns Speakers take turns	ake turns		
• Explain view points and reach • Explain view points and reach • Explain view	w points and reach		
consensus consensus consensus	·		
• Use appropriate language, style and • Use appropriate language, style appropriate language, style and • Use appropriate language, style appropriate language, st	priate language, style and		
register register register	3 3 7		
• Present • Present • Present			
Reading and Literary text like drama/play Literary text like drama/play Literary text	t like drama/play		
Viewing • Key features of literature text: such • Key features of literature text: such • Key features of literature text: such	es of literature text: such		
	, action, dialogue, plot,		
conflict, background, setting, narrator, conflict, background, conflict, background, setting, narrator, conflict, background, conflict, background, conflict, ba	kground, setting, narrator,		
theme theme theme			
Reading process: Reading process: Reading process:	cess:		
Pre-reading strategies Pre-reading strategies Pre-reading			
• Text features - titles, headings, • Text features - titles, headings, • Text features	res - titles, headings,		
captions, illustrations, captions, illustrations, captions, illustrations,	strations,		
• Parts of a book - title page, table of • Parts of a book - title page, table of • Parts of a	book - title page, table of		
contents, chapters, glossary, index, chapters, glossary, index, contents, chapters, glossary, index, contents, chapters, glossary, index, contents, chapters, glossary, index, contents, chapters, glossary, index, chapters, glossary, index, chapters, glossary, index, chapters, glossary, chapters, glos	apters, glossary, index,		
appendix, footnotes, etc. appendix, footnotes, etc. appendix, footnotes, etc.	otnotes, etc.		
Poetry Poetry Poetry	·		
• Key features of poem • Key features of poem • Key features	es of poem		
• internal structure of a poem, figures of • internal structure of a poem, figures • internal structure of a poem, figures	ucture of a poem, figures of		
	gery, rhyme, rhythm		
	ructure of a poem, lines,		
words, stanzas, • external structure of a poem, lines, words, stanz	zas,		
• typography words, stanzas, • typography			

	figurative meaning	• typography	figurative meaning
	• mood	figurative meaning	• mood
	theme and message	• mood	theme and message
	Reading strategies for	theme and message	Reading strategies for
	comprehension	Reading strategies for	comprehension
		comprehension	
Writing and	Longer transactional text e.g.	Longer transactional text e.g.	Longer transactional text e.g.
Presenting	dialogue/review	dialogue/review	dialogue/review
	Paragraph conventions	Paragraph conventions	Paragraph conventions
	Correct format	Correct format	Correct format
	Purpose and target group	Purpose and target group	Purpose and target group
	Logical order of sentences	Logical order of sentences	Logical order of sentences
	Use conjunctions to ensure cohesion	Use conjunctions to ensure cohesion	Use conjunctions to ensure cohesion
	 Use a variety of sentences types, 	 Use a variety of sentences types, 	Use a variety of sentences types,
	lengths and structures	lengths and structures	lengths and structures
	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
Structures	structures	structures	structures
and	and conventions covered in previous	and conventions covered in	and conventions covered in previous
Conventions	weeks	previous	weeks
	Word level work::	weeks	Word level work::
	Adverbs of manner, place, degree;	Word level work::	Adverbs of manner, place, degree;
	prepositions	Adverbs of manner, place, degree;	prepositions
	Sentence level: simple sentences;	prepositions	Sentence level: simple sentences;
	complex sentences; sentence structure;	Sentence level: simple sentences;	complex sentences; sentence structure;
	emotive and manipulative language	complex sentences; sentence	emotive and manipulative language
	use;	structure;	use;
	fact and opinion; bias, prejudice and	emotive and manipulative language	fact and opinion; bias, prejudice and
	stereotypes.	use;	stereotypes.
	Word meaning: synonyms;	fact and opinion; bias, prejudice and	Word meaning: synonyms;
	homonyms;	stereotypes.	homonyms;
	paronyms	Word meaning: synonyms;	paronyms
	Punctuation and spelling: spelling	homonyms;	Punctuation and spelling: spelling

		patterns; comma; full stop; ellipsis Vocabulary in context Remedial grammar from learners' writing	paronyms Punctuation and spelling: spelling patterns; comma; full stop; ellipsis Vocabulary in context Remedial grammar from learners' writing	patterns; comma; full stop; ellipsis Vocabulary in context Remedial grammar from learners' writing
3-4	Listening and	Listening and Speaking strategies	Listening and Speaking strategies	Listening and Speaking strategies
	Speaking	Listening comprehension:	Listening comprehension:	Listening comprehension:
		Listen to letter to the press	Listen to letter to the press	Listen to letter to the press
		Take notes	Take notes	Take notes
		Language use	Language use	Language use
		Register	Register	Register
		Conventions	Conventions	Conventions
		Share notes	Share notes	Share notes
		Group discussion	Group discussion	Group discussion
		Relates to own life experiences	Relates to own life experiences	Relates to own life experiences
		Uses information from the text to	 Uses information from the text to 	Uses information from the text to
		answer questions	answer questions	answer questions
		Discusses the social, moral and	Discusses the social, moral and	Discusses the social, moral and
		cultural values in the text	cultural values in the text	cultural values in the text
		Participates in group discussion	 Participates in group discussion 	Participates in group discussion
		Take turns	Take turns	Take turns
		Stays on the topic	Stays on the topic	Stays on the topic
		Asks questions	Asks questions	Asks questions
	Reading and	Read a newspaper/magazine article	Read a newspaper/magazine article	Read a newspaper/magazine article
	viewing	about current/social issues	about current/social issues	about current/social issues
		Format	Format	Format
		Text features	Text features	Text features
		Language use	Language use	Language use
		• Tone	• Tone	• Tone
		• Sequencing	• Sequencing	• Sequencing
		Reading process:	Reading process:	Reading process:
		Pre-reading (Introduce text)	Pre-reading (Introduce text)	Pre-reading (Introduce text)
		During reading (features of text)	• During reading (features of text)	During reading (features of text)
		Post-reading (answer questions,	 Post-reading (answer questions, 	Post-reading (answer questions,
		compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
		Poetry	Poetry	Poetry
		Key features of poem	Key features of poem	Key features of poem

	internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message	 internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message 	 internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message
	One act play Use at least • one comprehension from the textbook • one literature text Explain plot, sub-plot, character portrayal, conflict and dramatic response Identification of themes, mood and tone	OR One act play Use at least • one comprehension from the textbook • one literature text Explain plot, sub-plot, character portrayal, conflict and dramatic response Identification of themes, mood and tone	OR One act play Use at least • one comprehension from the textbook • one literature text Explain plot, sub-plot, character portrayal, conflict and dramatic response Identification of themes, mood and tone
Writing and Presenting	Transactional text: letter to the press Paragraph conventions Correct format Purpose Main and supporting and target group Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write a letter to the press	Transactional text: letter to the press Paragraph conventions Correct format Purpose Main and supporting and target group Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting	Transactional text: letter to the press Paragraph conventions Correct format Purpose Main and supporting and target group Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write a letter to the press

			Write a letter to the press			
	FORMAL ASSES	SMENT TASK 6: CREATIVE WRITING PROJ	•			
	Stage 1: Research (Learners do research on their project)					
	(20 marks)					
	Language	Reinforcement of language	Reinforcement of language	Reinforcement of language		
	Structure and	structures	structures	structures		
	Convention	and conventions covered in previous	and conventions covered in	and conventions covered in previous		
		weeks	previous	weeks		
		Word level work:	weeks	Word level work:		
		Adjectives; adverbs; abbreviations;	Word level work:	Adjectives; adverbs; abbreviations;		
		roots,	Adjectives; adverbs; abbreviations;	roots,		
		prefixes and suffixes	roots,	prefixes and suffixes		
		Sentence level: simple sentences;	prefixes and suffixes	Sentence level: simple sentences;		
		complex sentences; past continuous	Sentence level: simple sentences;	complex sentences; past continuous		
		tense; future continuous tense;	complex sentences; past continuous	tense; future continuous tense;		
		sentence	tense; future continuous tense;	sentence		
		structure; emotive and manipulative	sentence	structure; emotive and manipulative		
		language use; fact and opinion; bias,	structure; emotive and manipulative	language use; fact and opinion; bias,		
		prejudice and stereotypes.	language use; fact and opinion; bias,	prejudice and stereotypes.		
		Punctuation and spelling: spelling	prejudice and stereotypes.	Punctuation and spelling: spelling		
		rules and conventions	Punctuation and spelling: spelling	rules and conventions		
		Vocabulary in context	rules and conventions	Vocabulary in context		
		Remedial grammar from learners'	Vocabulary in context	Remedial grammar from learners'		
		writing	Remedial grammar from learners'	writing		
			writing			
5-6	Listening and	Speaking and Listening strategies	Speaking and Listening strategies	Speaking and Listening strategies		
	Speaking	Listen to interview	Listen to interview	Listen to interview		
		Role clarification	Role clarification	Role clarification		
		Language use	Language use	Language use		
		Language and power	Language and power	Language and power		
		Discuss CV as one of the	Discuss CV as one of the	Discuss CV as one of the		
		requirements	requirements	requirements		
		for job advertisement / appointment /	for job advertisement / appointment	for job advertisement / appointment /		
		admission	/ admission	admission		
		• Information	Information	• Information		
		• Relevance	• Relevance	• Relevance		
		Referees	Referees	Referees		

	Link to covering letter	Link to covering letter	Link to covering letter
Reading and Viewing	Read/view visual text e.g. job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning	Read/view visual text e.g. job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning	Read/view visual text e.g. job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information Skimming and Scanning Intensive reading Purpose and target group Inferring meaning and conclusions Identify manipulative language Influence of selection and omission on the meaning of text How language and images reflect and shape values and attitudes Impact of use of font types and sizes, headings and caption on meaning
Writing and Presenting	Transactional text: e.g. Covering letter and CV Requirements of format, style Target audience purpose and context Word choice Sentence structure, lengths and types Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write a covering letter and CV	Transactional text: e.g. Covering letter and CV • Requirements of format, style • Target audience purpose and context • Word choice • Sentence structure, lengths and types Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting	Transactional text: e.g. Covering letter and CV Requirements of format, style Target audience purpose and context Word choice Sentence structure, lengths and types Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write a covering letter and CV
		Write a covering letter and CV	

		FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) Planning/pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting			
	Language Structure and Convention	Reinforcement of language structures and conventions covered in previous weeks Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices. Word meaning: synonyms, antonyms, literal, figurative Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis	Reinforcement of language structures and conventions covered in previous weeks Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices. Word meaning: synonyms, antonyms, literal, figurative	Reinforcement of language structures and conventions covered in previous weeks Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices. Word meaning: synonyms, antonyms, literal, figurative Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis	
7-8	Listening and Speaking	Debate/Group discussion: Discuss use of e-mail / posters / diary entries / flyers	Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis Debate/Group discussion: Discuss use of e-mail/posters/diary entries/ flyers	Debate/Group discussion: Discuss use of e-mail/posters/diary entries/ flyers	

	 Features and conventions Planning, researching, organising and presenting 	Features and conventionsPlanning, researching, organising and presenting	Features and conventionsPlanning, researching, organising and presenting		
	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project)				
	 (20 marks) Uses appropriate structure: introduction, body and conclusion Presents central idea and supporting details Shows evidence of research/ investigation Uses appropriate body language and presentation skills, e.g. makes eye contact, volume Participates in a discussion Gives constructive feedback Maintains discussion Shows sensitivity to the rights and feelings of others Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded. 				
Reading and viewing	Read a text with a diary/e-mail/flyers The format Language use Target audience Reading process: Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning	Read a text with a diary/e-mail/flyers The format Language us e Target audience Reading process: Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography	Read a text with a diary/e-mail/flyers The format Language use Target audience Reading process: Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning		

	mood theme and message	figurative meaning mood theme and message	mood theme and message
Writing and Presenting	Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting Produce one of above-mentioned texts	Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers	Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write an e-mail following the process approach to writing Transactional texts: contract / constitution / policy / documentary Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures

				Focus on process writing Planning Prafting Revision Editing Proof-reading and presenting Write a diary entry/constitution/policy following the process approach to writing
	Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
	Structure and	structures	structures	structures
	Convention	and conventions covered in previous	and conventions covered in	and conventions covered in previous
		weeks	previous	weeks
		Word level work:	weeks	Word level work:
		Adjectives; adverbs; abbreviations;	Word level work:	Adjectives; adverbs; abbreviations;
		roots,	Adjectives; adverbs; abbreviations;	roots,
		prefixes and suffixes Sentence level: simple sentences;	roots, prefixes and suffixes	prefixes and suffixes Sentence level: simple sentences;
		complex sentences; past continuous	Sentence level: simple sentences;	•
		tense; future continuous tense;	complex sentences; past continuous	complex sentences; past continuous tense; future continuous tense;
		sentence	tense; future continuous tense;	sentence
		structure; emotive and manipulative	sentence	structure; emotive and manipulative
		language use; fact and opinion; bias,	structure; emotive and manipulative	language use; fact and opinion; bias,
		prejudice and stereotypes.	language use; fact and opinion; bias,	prejudice and stereotypes.
		Punctuation and spelling: spelling	prejudice and stereotypes.	Punctuation and spelling: spelling
		rules and conventions	Punctuation and spelling: spelling	rules and conventions
		Vocabulary in context	rules and conventions	Vocabulary in context
		Remedial grammar from learners'	Vocabulary in context	Remedial grammar from learners'
		writing	Remedial grammar from learners' writing	writing
9-10	Listening and	Listening for comprehension	Listening for comprehension	Listening for comprehension
	Speaking	Listen to a folklore story	Listen to a folklore story	Listen to a folklore story
		identify main and supportive ideas	identify main and supportive ideas	identify main and supportive ideas
		language use	language use	language use
		register	register	• register

		answer questions	answer questions	answer questions
		Forum/group discussion: culture	Forum/group discussion: culture	Forum/group discussion: culture
		Indicate roles	Indicate roles	Indicate roles
		Speakers take turns	Speakers take turns	Speakers take turns
		Explain view points and reach	Explain view points and reach	Explain view points and reach
		consensus	consensus	consensus
		Use appropriate language, style and	Use appropriate language, style and	Use appropriate language, style and
		register	register	register
		• Present	Present	• Present
-	Reading and	Read a literature text e.g.	Read a literature text e.g.	Read a literature text e.g. Folklore
	viewing	Folklore e.g. legends, myths,	Folklore e.g. legends, myths,	e.g. legends, myths,
	_	fables	fables	fables
		Literary text features such as	Literary text features such as	Literary text features such as
		structure, character, milieu, plot,	structure, character, milieu, plot,	structure, character, milieu, plot,
		conflict, symbolism, sound richness,	conflict, symbolism, sound richness,	conflict, symbolism, sound richness,
		imagery, preview reflection	imagery, preview reflection	imagery, preview reflection
		Reading process:	Reading process:	Reading process:
		Pre-reading (Introduce text)	Pre-reading (Introduce text)	Pre-reading (Introduce text)
		During reading (features of text)	 During reading (features of text) 	 During reading (features of text)
		 Post-reading (answer questions, 	 Post-reading (answer questions, 	 Post-reading (answer questions,
		compare, contrast, evaluate))	compare, contrast, evaluate))	compare, contrast, evaluate))
-		FORMAL ACCEPCINENT TACKS		
		FORMAL ASSESSMENT TASK 8		
		RESPONSE TO LITERATURE (30 MARKS)		
		Poem (10 marks)		
		Drama/ Short Stories (20 marks)		
	Writing and	Write an essay: Reflective /	Write an essay: Reflective /	Write an essay: Reflective /
	Presenting	Expository essay	Expository essay	Expository essay
		Word choice,	Word choice,	Word choice,
		Personal voice and style	Personal voice and style	Personal voice and style
		Vivid description	Vivid description	Vivid description
		• Tone	• Tone	• Tone
		Main and supporting ideas	Main and supporting ideas	Main and supporting ideas
		Mind-maps to organise coherent ideas	Mind-maps to organise coherent	Mind-maps to organise coherent ideas
		Explain ideas or give facts in a	ideas	 Explain ideas or give facts in a
		systematic way	 Explain ideas or give facts in a 	systematic way
			systematic way	

Language Structure and Convention	 Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment Focus on process writing Planning Drafting Revision Editing Proof-reading and presenting Write an essay following the process approach to writing Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund Word meaning: literal and figurative meaning Punctuation and spelling: spelling patterns; punctuation marks Vocabulary in context 	 Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment Focus on process writing Planning Drafting Revision Editing Proof-reading and presenting Write an essay following the process approach to writing Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund Word meaning: literal and figurative meaning Punctuation and spelling: spelling 	 Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment Focus on process writing Planning Drafting Revision Editing Proof-reading and presenting Write an essay following the process approach to writing Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund Word meaning: literal and figurative meaning Punctuation and spelling: spelling patterns; punctuation marks Vocabulary in context
	•		

	FORM	ATIVE ASSESSMENT ACTIVITIES	
 Listening and Speaking activities Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	activities Literature activities based on the three prescribed genres for the semester	Creative Writing	Language Structures and Conventions activities Variety of Language Structures and Convention activities
 CREATIVE WRITING PROJECT Research & write-up of the project (20 + 30 = 50 marks) 	GRADE 7-9 ENG HL SUMI FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Oral presentation of the project the project that the oral task in term mark will be recorded.		FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) • Poem (10 marks)

	TERM 4			
1-2	Listening and	Listening and Speaking strategies	Listening and Speaking strategies	Listening and Speaking strategies
	Speaking	Listening comprehension:	Listening comprehension:	Listening comprehension:
		Explain listening process	Explain listening process	Explain listening process
		Take notes	Take notes	Take notes
		Answer questions	Answer questions	Answer questions
		Tell a story	Tell a story	Tell a story
		Characterisation	Characterisation	Characterisation
		Diction	Diction	Diction
		Body language	Body language	Body language
		 Interpret mood, tone, atmosphere 	 Interpret mood, tone, atmosphere 	Interpret mood, tone, atmosphere
		time-line, ironic twists and ending	time-line, ironic twists and ending	time-line, ironic twists and ending
	Reading and	Literary text such as novel /	Literary text such as novel /	Literary text such as novel /
	viewing	short story	short story	short story
		Key features of literature text: such	Key features of literature text: such	Key features of literature text: such
		as character, action, dialogue, plot,	as character, action, dialogue, plot,	as character, action, dialogue, plot,
		conflict, background, setting, narrator,	conflict, background, setting, narrator,	conflict, background, setting, narrator,
		theme	theme	theme
		Reading process:	Reading process:	Reading process:
		Pre-reading (Introduce text)	Pre-reading (Introduce text)	Pre-reading (Introduce text)
		During reading (features of text)	During reading (features of text)	During reading (features of text)
		 Post-reading (answer questions, 	 Post-reading (answer questions, 	Post-reading (answer questions,
		compare, contrast, evaluate)	compare, contrast, evaluate)	compare, contrast, evaluate)
		Poetry	Poetry	Poetry
		Key features of poem	Key features of poem	Key features of poem
		• internal structure of a poem, figures of	• internal structure of a poem, figures	• internal structure of a poem, figures of
		speech/imagery, rhyme, rhythm	of	speech/imagery, rhyme, rhythm
		external structure of a poem, lines,	speech/imagery, rhyme, rhythm	external structure of a poem, lines,
		words, stanzas,	external structure of a poem, lines,	words, stanzas,
		typography	words, stanzas,	typography
		figurative meaning	typography	figurative meaning
		• mood	figurative meaning	• mood
		• theme and message	• mood	• theme and message
		Reading/viewing for comprehension	• theme and message	Reading/viewing for comprehension
		(use written and/or visual text such	Reading/viewing for	(use written and/or visual text such
		as cartoons/strips)	comprehension	as cartoons/strips)
		Skimming	(use written and/or visual text such	Skimming

	Scanning	as cartoons/strips)	Scanning
	Intensive reading	Skimming	Intensive reading
	Make inferences (characters, setting,	Scanning	Make inferences (characters, setting,
	milieu, message)	Intensive reading	milieu, message)
	 Infer meaning of unfamiliar words by 	Make inferences (characters, setting,	Infer meaning of unfamiliar words by
	word attack skills	milieu, message)	word attack skills
	Emotive language	 Infer meaning of unfamiliar words by 	Emotive language
		word attack skills	
		Emotive language	
Writing and	Write a review of the story/novel	Write a review of the story/novel	Write a review of the story/novel
Presenting	Structure of the text	Structure of the text	Structure of the text
	 Features and conventions 	 Features and conventions 	Features and conventions
	Diction	Diction	Diction
	Register	Register	Register
	Audience	Audience	Audience
	• Tone	• Tone	• Tone
	Focus on process writing	Focus on process writing	Focus on process writing
	Planning	• Planning	Planning
	Drafting	Drafting	Drafting
	Revision	Revision	Revision
	Editing	Editing	Editing
	Proof-reading and presenting	 Proof-reading and presenting 	Proof-reading and presenting
Language	Word level: pronouns - interrogative,	Word level: pronouns - interrogative,	Word level: pronouns - interrogative,
Structure and	demonstrative, indefinite nouns -	demonstrative, indefinite nouns -	demonstrative, indefinite nouns -
Convention	collective nouns;	collective nouns;	collective nouns;
	finite verbs,	finite verbs,	finite verbs,
	Adjectives: comparative, superlative	Adjectives: comparative, superlative	Adjectives: comparative, superlative
	Prefixes, suffixes and roots.	Prefixes, suffixes and roots.	Prefixes, suffixes and roots.
	Sentence level: direct speech;	Sentence level: direct speech;	Sentence level: direct speech;
	questions and prompts; subject-verb	questions and prompts; subject-verb	questions and prompts; subject-verb
	agreement; abbreviated statements;	agreement; abbreviated statements;	agreement; abbreviated statements;
	rhetoric questions	rhetoric questions	rhetoric questions
	Word meaning: antonyms; literal;	Word meaning: antonyms; literal;	Word meaning: antonyms; literal;
	figurative; contextual	figurative; contextual	figurative; contextual
	Punctuation: quotation marks;	Punctuation: quotation marks;	Punctuation: quotation marks; question
	question marks; comma; exclamation	question marks; comma; exclamation	marks; comma; exclamation marks; font
	marks; font	marks; font	Vocabulary in context

		Vocabulary in context	Vocabulary in context	Remedial grammar from learners'
		Remedial grammar from learners' writing	Remedial grammar from learners' writing	writing
3-4	Listening and Speaking	Listening and Speaking strategies Listening for information Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story and time line Discuss with partner Story telling Choose a topic Do planning and research Choose style, register and vocabulary	Listening and Speaking strategies Listening for information Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story and time line Discuss with partner Story telling Choose a topic Do planning and research Choose style, register and vocabulary	Listening and Speaking strategies Listening for information Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story and time line Discuss with partner Story telling Choose a topic Do planning and research Choose style, register and vocabulary
	Doodingsond	,	term 3 to ensure that all learners are assessed	
	Reading and viewing	Reading / viewing of written / visual text for comprehension • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning Poetry • Key features of poem • internal structure of a poem, figures of	Reading / viewing of written / visual text for comprehension • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning Poetry • Key features of poem	Reading / viewing of written / visual text for comprehension • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning Poetry • Key features of poem • internal structure of a poem, figures of

Writing and Presenting	speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message Transactional text E.g. obituary/diary entry/invitation card	 internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message Transactional text E.g. obituary/diary entry/invitation card 	speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message Transactional text E.g. obituary/diary entry/invitation card
	Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Planning Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach	 Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Drafting Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach 	 Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Drafting Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach Transactional text: write a report on findings in a dispute between a seller and a purchaser Correct format Purpose Main and supporting ideas Language use Register

	Language Structure and Convention	Reinforcement of language structures and conventions covered in previous weeks Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks Vocabulary in context Remedial grammar from learners' writing	Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing Planning Planning Proffing Revision Editing Proof-reading and presenting Write a report following a process approach to writing Reinforcement of language structures and conventions covered in previous weeks Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks Vocabulary in context Remedial grammar from learners' writing
5-6	Listening and Speaking	Listening and Speaking strategies Different forms of oral communication Role play: meeting procedure • Good opening/introduction • Use of tone, pace and intonation	Listening and Speaking strategies Different forms of oral communication Role play: meeting procedure • Good opening/introduction • Use of tone, pace and intonation	Listening and Speaking strategies Different forms of oral communication Role play: meeting procedure • Good opening/introduction • Use of tone, pace and intonation

Reading and viewing	Language use Appropriate body language Good conclusion Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes) Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language	Language use Appropriate body language Good conclusion Listening comprehension (written text/TV news presentation) Explain listening process Take notes Answer questions Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes) Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills	Language use Appropriate body language Good conclusion Listening comprehension (written text/TV news presentation) Explain listening process Take notes Answer questions Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes) Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language
Writing and Presenting	Write a transactional text: notice, agenda and minutes • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting	Write a transactional text: notice, agenda and minutes Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Present essay for assessment Focus on process writing Planning Drafting Revision Editing	Write a transactional text: notice, agenda and minutes • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting

		following the process approach to writing FORMAL ASSESSMENT TASK 9: WRITING Transactional writing: (10 marks) (2 sl Written before the controlled test		following the process approach to writing FORMAL ASSESSMENT TASK 9: WRITING Transactional writing: (20 marks) (2 short or 1 long: 20 marks) Written before the controlled test
	Language Structure and Convention	Word level work: Proper nouns, gerund, complex nouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: Stereotypes, prejudice, biasness, emotive Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial grammar from learners'	Word level work: Proper nouns, gerund, complex nouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: Stereotypes, prejudice, biasness, emotive Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial grammar from learners'	Word level work: Proper nouns, gerund, complex nouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: Stereotypes, prejudice, biasness, emotive Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial grammar from learners'
7-8	Listening and Speaking	Revision and preparation for examination Speaking: • Prepared speech/debate//interview/ conversation • Prepared reading • Unprepared reading Listening • Listening comprehension	Revision and preparation for examination Speaking: • Prepared speech/debate//interview/ conversation • Prepared reading • Unprepared reading Listening • Listening comprehension	Revision and preparation for examination Speaking: • Prepared speech/debate//interview/ conversation • Prepared reading • Unprepared reading Listening • Listening comprehension

	Reading and	Revision and preparation for	Revision and preparation for	Revision and preparation for
	viewing	examination	examination	examination
		Reading	Reading	Reading
		Prepared reading	Prepared reading	Prepared reading
		Reading comprehension	Reading comprehension	Reading comprehension
		• Summary	• Summary	Summary
		Literature:	Literature:	Literature:
		Novel/short stories/folklore	Novel/short stories/folklore	Novel/short stories/folklore
		Drama/film study	Drama/film study	Drama/film study
		Poems	Poems	Poems
	Writing and	Prepare for examination	Prepare for examination	Prepare for examination
	Presenting	Writing:	Writing:	Writing:
		• Essays	• Essays	• Essays
		Long transactional texts	Long transactional texts	Long transactional texts
		Short transactional texts	Short transactional texts	Short transactional texts
	Language	Reinforcement of language	Reinforcement of language	Reinforcement of language
	Structure and	structures	structures	structures
	Convention	and conventions covered in previous	and conventions covered in	and conventions covered in previous
		weeks	previous	weeks
		Word level work: collective	weeks	Word level work: collective
		pronouns;	Word level work: collective	pronouns;
		reflexive pronouns; stem.	pronouns;	reflexive pronouns; stem.
		Sentence level: simple, compound	reflexive pronouns; stem.	Sentence level: simple, compound
		and complex sentences; statements;	Sentence level: simple, compound	and complex sentences; statements;
		subject-verb agreement; question	and complex sentences; statements;	subject-verb agreement; question
		forms;	subject-verb agreement; question	forms;
		negation	forms;	negation
		Word meaning: synonyms, antonyms,	negation	Word meaning: synonyms, antonyms,
		literal, figurative	Word meaning: synonyms,	literal, figurative
		Punctuation	antonyms,	Punctuation
		Vocabulary in context	literal, figurative	Vocabulary in context
		Remedial grammar from learners'	Punctuation	Remedial grammar from learners'
		writing	Vocabulary in context	writing
			Remedial grammar from learners'	
			writing	
0.40		FORMAL ASSESSMENT TASK 10: CONT	ROLLED TEST	FORMAL ASSESSMENT TASK 10:
9-10				CONTROLLED TEST

	 SPONSE TO TEXTS (60 ARKS) Question 1: Literary / non-literary text (20 Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and Cor 	·	RESPONSE TO TEXT (70 MARKS) • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks)
	FORMATIVE A	SSESSMENT ACTIVITIES	
Listening and Speaking activities Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions	Reading and Viewing activities Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester	Writing and Presenting activities Writing Process Paragraphing Transactional Texts Essay Creative Writing	Language Structures and Conventions activities Variety of Language Structures and Convention activities
	GRADE 7 ENG HL SUMMARY OF	FORMAL ASSESSMENT TASKS:	TERM 4
FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) GRADES 7-9 • Oral presentation of the project (Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4)	FORMAL ASSESSMENT TASK 9: WRITING GRADES 7-9 • Transactional writing: (10 marks) (2 short or 1 long: 10 marks) Written before the controlled test	RESPONSE TO TEXTS (60 MA	RKS) GRADES 7-8 n-literary text (20 marks) 10 marks)
,		RESPONSE TO TEXT (70 MAR	(10: CONTROLLED TEST – GRADE 9 RKS) n- Literary Text (25 marks)

	Question 2: Visual Text (15 marks)
	Question 3: Summary (10 marks)
	Question 4: Language Structures and Conventions (20 marks)