



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
1-2	Listening and Speaking	<p>Introductions: Self or others</p> <ul style="list-style-type: none"> • Teach features and conventions of introduction • Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> • Identify main and supporting ideas from a short story • Take notes • Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> • Retell events in correct sequences • Mention characters correctly • Mention the timeline <p>Story Telling</p>	<p>Introductions: Self or others</p> <p>Teach features and conventions of introduction</p> <ul style="list-style-type: none"> • Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> • Identify main and supporting ideas from a short story • Take notes • Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> • Retell events in correct sequences • Mention characters correctly • Mention the timeline <p>Story Telling</p>	<p>Introductions: Self or others</p> <p>Teach features and conventions of introduction</p> <ul style="list-style-type: none"> • Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> • Identify main and supporting ideas from a short story • Take notes • Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> • Retell events in correct sequences • Mention characters correctly • Mention the timeline <p>Story Telling</p>

	<ul style="list-style-type: none"> • Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture • Tell story from own experience 	<ul style="list-style-type: none"> • Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture • Tell story from own experience <p>Listening comprehension</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, • Share ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<ul style="list-style-type: none"> • Teach conventions of storytelling: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture • Tell story from own experience <p>Listening comprehension</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, • Share ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions
<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>			
Reading and Viewing	<p>Literary text: short stories/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluation) <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Visualization 	<p>Literary text: short stories/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluation) <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading 	<p>Literary text: short stories/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluation) <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning

		<ul style="list-style-type: none"> • Inferring meaning and conclusions • Fact and opinion • Meaning of words 	<ul style="list-style-type: none"> • Visualization • Inferring meaning and conclusions • Fact and opinion • Meaning of words 	<ul style="list-style-type: none"> • Intensive reading • Visualization • Inferring meaning and conclusions • Fact and opinion • Meaning of words
Writing and Presenting	<p>Write a narrative/descriptive paragraph Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Use conjunctions for cohesion • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a story based on a personal experience.</p>	<p>Write a narrative/descriptive paragraph Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Use conjunctions for cohesion • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a story based on a personal experience.</p>	<p>Write a narrative/descriptive paragraph Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Use conjunctions for cohesion • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a story based on a personal experience.</p>	
Language and conventions	<p>Reinforcement of language structures and conventions covered in previous weeks Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement Word meaning: synonyms, antonyms,</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun Sentence level: simple sentences, statements, simple present tense,</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement Word meaning: synonyms, antonyms,</p>	

		proverbs, idioms	simple past tense, subject, subject-verb agreement Word meaning: synonyms, antonyms, proverbs, idioms	proverbs, idioms
3-4	Listening and Speaking	<p>Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present <p>Poetry</p> <ul style="list-style-type: none"> • 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 	<p>Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present <p>Poetry</p> <ul style="list-style-type: none"> • 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 	<p>Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present <p>Poetry</p> <ul style="list-style-type: none"> • 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 and Viewing	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or

		<p>manipulative use of language</p> <ul style="list-style-type: none"> Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> 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 	<p>manipulative use of language</p> <ul style="list-style-type: none"> Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> 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 	<p>manipulative use of language</p> <ul style="list-style-type: none"> Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> 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
	<p>Writing and Presenting</p>	<p>Write a speech</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay 	<p>Write a speech</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay 	<p>Write a speech</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay

	<ul style="list-style-type: none"> • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<ul style="list-style-type: none"> • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<ul style="list-style-type: none"> • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion
	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Reflective (During the course of the Term)		FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> • Essay: (During the course of the Term) Descriptive, Narrative or Reflective (40 marks)
Language Structures and Conventions	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p>

			Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau	
5-6	Listening and Speaking	Listening and Speaking strategies Listen to and discuss the poem <ul style="list-style-type: none"> • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem Prepared reading aloud <ul style="list-style-type: none"> • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language
	Reading and Viewing	Poetry <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading -- Predicting -- Infer meaning of unfamiliar words by using word attack skills • Critical language awareness 	Poetry <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading -- Predicting -- Infer meaning of unfamiliar words by using word attack skills • Critical language awareness 	Poetry <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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:

		<ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> • Two verses <p>Transactional texts Letters (Friendly/informal)</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> • Two verses <p>Transactional texts Letters (Friendly/informal)</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> • Two verses <p>Transactional texts Letters (Friendly/informal)</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
	Language Structures and Conventions	<p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophone synonyms, antonyms,</p>	<p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/</p>	<p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophone synonyms, antonyms,</p>

		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 <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Discuss findings Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	Speaking and Listening strategies listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Discuss findings Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	Speaking and Listening strategies listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Discuss findings Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion
	Reading and Viewing	Read newspaper or magazine article <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry <ul style="list-style-type: none"> • 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) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Language structures and conventions (20 marks) 		FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Literary/non- literary Text (25 marks) • Visual Text (15 marks) • Summary (10 marks) • Language Structures (20 marks)
Writing and Presenting	Long transactional text e.g. Newspaper article/magazine article <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a newspaper/magazine article	Long transactional text e.g. Newspaper article/magazine article <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a newspaper/magazine article	Long transactional text e.g. Newspaper article/magazine article <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a newspaper/magazine article
Language Structures and Conventions	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause;	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival	Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause;

		<p>conjunctions; emotive and manipulative language</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop</p> <p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	<p>and adverbial clause;</p> <p>conjunctions; emotive and manipulative language</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop</p> <p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	<p>conjunctions; emotive and manipulative language</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop</p> <p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>
9-10	Listening and Speaking	<p>Speaking and Listening strategies</p> <p>Group discussion/conversation:</p> <p>Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Speaking and Listening strategies</p> <p>Group discussion/conversation:</p> <p>Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Speaking and Listening strategies</p> <p>Group discussion/conversation:</p> <p>Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • 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	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming 	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming 	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming

		<ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) -- Explore literary features like titles, headings, illustrations, font size, font type -- Explore parts of book like cover, title page, index, chapters, glossary • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions 	<ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) -- Explore literary features like titles, headings, illustrations, font size, font type -- Explore parts of book like cover, title page, index, chapters, glossary • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions 	<ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) -- Explore literary features like titles, headings, illustrations, font size, font type -- Explore parts of book like cover, title page, index, chapters, glossary • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions
	Writing and Presenting	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use 	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use 	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use

		<ul style="list-style-type: none"> • Register Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a advertisement/poster	<ul style="list-style-type: none"> • Register Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a advertisement/poster	<ul style="list-style-type: none"> • Register Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a advertisement/poster
	Language Structures and Conventions	Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjectives: comparative, superlative Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement. Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma	Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjectives: comparative, superlative Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement. Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma	Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjectives: comparative, superlative Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement. Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma

FORMATIVE ASSESSMENT ACTIVITIES			
Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 7 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
FORMAL ASSESSMENT TASK 1 ORAL – GRADES 7-8 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Reflective (During the course of the Term)	FORMAL ASSESSMENT TASK 3 (50 MARKS) – GRADES 7-8 RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Language structures and conventions (20 marks) 	

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

TERM 2

1-2	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions <p>Different kinds of oral communication e.g. A unprepared news presentation/ speech</p> <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language 	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions <p>Different kinds of oral communication e.g. A unprepared news presentation/ speech</p> <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language 	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions <p>Different kinds of oral communication e.g. A unprepared news presentation/ speech</p> <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language
	Reading and Viewing	<p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • 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 <p>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps) 	<p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • 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 <p>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences 	<p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • 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 <p>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps)

			• Make a summary (use mind maps)	
Writing and Presenting	Transactional text e.g. Directions/ Instructions/ <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an instruction text	Transactional text e.g. Directions/ Instructions/ <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an instruction text	Transactional text e.g. Directions/ Instructions/ <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an instruction text	
Language Structures and Conventions	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives: comparative, superlative; common and proper nouns; pronouns: personal, relative, reflexive and possessive conjunctions Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; Word meaning: synonyms; antonyms; contextual; Punctuation and spelling: spelling patterns: full stop, comma Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives: comparative, superlative; common and proper nouns; pronouns: personal, relative, reflexive and possessive conjunctions Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; Word meaning: synonyms; antonyms; contextual; Punctuation and spelling: spelling patterns: full stop, comma Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives: comparative, superlative; common and proper nouns; pronouns: personal, relative, reflexive and possessive conjunctions Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; Word meaning: synonyms; antonyms; contextual; Punctuation and spelling: spelling patterns: full stop, comma Vocabulary in context	

		Remedial grammar from learners' writing	Punctuation and spelling: spelling patterns: full stop, comma Vocabulary in context Remedial grammar from learners' writing	Remedial grammar from learners' writing
3-4	Listening and Speaking	Listening and Speaking strategies Forum/panel discussion: <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Debate <ul style="list-style-type: none"> • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Poetry <ul style="list-style-type: none"> • 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 	Listening and Speaking strategies Forum/panel discussion: <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Debate <ul style="list-style-type: none"> • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Poetry <ul style="list-style-type: none"> • 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 	Listening and Speaking strategies Forum/panel discussion: <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Debate <ul style="list-style-type: none"> • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Poetry <ul style="list-style-type: none"> • 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
FORMAL ASSESSMENT TASK 1 ORAL: <ul style="list-style-type: none"> • Reading aloud (20 marks) 				
Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)				
	Reading and Viewing	Read a newspaper/magazine article about current/social issues	Read a newspaper/magazine article about current/social issues	Read a newspaper/magazine article about current/social issues

		<ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)
	Writing and Presenting	<p>Write an essay: Argumentative/discursive essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Argumentative/discursive essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Argumentative/discursive essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>
	Language Structures and Conventions	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Stems; prefixes and suffixes; Adjectives Prepositions</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Stems; prefixes and suffixes; Adjectives</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Stems; prefixes and suffixes; Adjectives Prepositions</p>

		<p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Prepositions</p> <p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
5-6	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language 	<p>Listening and Speaking strategies</p> <p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language 	<p>Listening and Speaking strategies</p> <p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language
	Reading and Viewing	<p>Literary text like youth novel/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme 	<p>Literary text like youth novel/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme 	<p>Literary text like youth novel/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme

		<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language
	Writing and Presenting	<p>Write a drama review</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a drama review</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a drama review</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
		<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> • Transactional writing: (10 marks) (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>		<p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: (20 marks) (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>

	Language Structures and Conventions	Reinforcement of language structures and conventions covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing
7-8	Listening and Speaking	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions Prepared speech Learners to undertake research or investigation as a preparatory activity. <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use 	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions Prepared speech Learners to undertake research or investigation as a preparatory activity. <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use 	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions Prepared speech Learners to undertake research or investigation as a preparatory activity. <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use

	<p>Reading and Viewing</p>	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> • 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 <p>Poetry</p> <ul style="list-style-type: none"> • 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 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> • 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 <p>Poetry</p> <ul style="list-style-type: none"> • 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 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies:</p> <p>Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> • 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 <p>Poetry</p> <ul style="list-style-type: none"> • 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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			<ul style="list-style-type: none"> • mood • theme and message 	
	Writing and Presenting	<p>Write a speech Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<p>Write a speech Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<p>Write a speech Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion
	Language Structures and Conventions	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>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</p> <p>Word meaning: literal, figurative Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon</p>

		Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau	Punctuation: exclamation mark; question mark; comma; full stop, inverted commas, semi-colon, colon Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau	Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau
9-10		FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 		FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • 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)
FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 7 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2				
FORMAL ASSESSMENT TASK 1 ORAL: GRADES 7-9 <ul style="list-style-type: none"> • Reading aloud (20 marks) 	FORMAL ASSESSMENT TASK 4: GRADES 7-9 <ul style="list-style-type: none"> • Transactional writing: (2 short or 	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) GRADE 7-8 <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) 		

<p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>1 long: 10 marks) Written before the controlled test</p>	<ul style="list-style-type: none"> • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)
		<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</p> <p>RESPONSE TO TEXT (70 MARKS) – GRADE 9</p> <ul style="list-style-type: none"> • 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 Speaking	<p>Listening and Speaking strategies Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Group discussion/dialogue:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<p>Listening and Speaking strategies Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Group discussion/dialogue:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<p>Listening and Speaking strategies Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Group discussion/dialogue:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present
	Reading and Viewing	<p>Literary text like drama/play</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process: Pre-reading strategies</p> <ul style="list-style-type: none"> • Text features - titles, headings, captions, illustrations, • Parts of a book - title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography 	<p>Literary text like drama/play</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process: Pre-reading strategies</p> <ul style="list-style-type: none"> • Text features - titles, headings, captions, illustrations, • Parts of a book - title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, 	<p>Literary text like drama/play</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process: Pre-reading strategies</p> <ul style="list-style-type: none"> • Text features - titles, headings, captions, illustrations, • Parts of a book - title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography

		<ul style="list-style-type: none"> • figurative meaning • mood • theme and message Reading strategies for comprehension	<ul style="list-style-type: none"> • typography • figurative meaning • mood • theme and message Reading strategies for comprehension	<ul style="list-style-type: none"> • figurative meaning • mood • theme and message Reading strategies for comprehension
Writing and Presenting	Longer transactional text e.g. dialogue/review Paragraph conventions Correct format <ul style="list-style-type: none"> • Purpose 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 <ul style="list-style-type: none"> • Planning • Drafting • Revision 	Longer transactional text e.g. dialogue/review Paragraph conventions Correct format <ul style="list-style-type: none"> • Purpose 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 <ul style="list-style-type: none"> • Planning • Drafting • Revision 	Longer transactional text e.g. dialogue/review Paragraph conventions Correct format <ul style="list-style-type: none"> • Purpose 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 <ul style="list-style-type: none"> • Planning • Drafting • Revision 	
Language Structures and Conventions	Reinforcement of language structures and conventions covered in previous weeks Word level work:: Adverbs of manner, place, degree; prepositions Sentence level: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Word meaning: synonyms; homonyms; paronyms Punctuation and spelling: spelling	Reinforcement of language structures and conventions covered in previous weeks Word level work:: Adverbs of manner, place, degree; prepositions Sentence level: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Word meaning: synonyms; homonyms;	Reinforcement of language structures and conventions covered in previous weeks Word level work:: Adverbs of manner, place, degree; prepositions Sentence level: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Word meaning: synonyms; homonyms; paronyms Punctuation and spelling: spelling	

		<p>patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>paronyms</p> <p>Punctuation and spelling: spelling</p> <p>patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
3-4	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes <p>-- Language use</p> <p>-- Register</p> <p>-- Conventions</p> <ul style="list-style-type: none"> • Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion <p>-- Take turns</p> <p>-- Stays on the topic</p> <p>-- Asks questions</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes <p>-- Language use</p> <p>-- Register</p> <p>-- Conventions</p> <ul style="list-style-type: none"> • Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion <p>-- Take turns</p> <p>-- Stays on the topic</p> <p>-- Asks questions</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes <p>-- Language use</p> <p>-- Register</p> <p>-- Conventions</p> <ul style="list-style-type: none"> • Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion <p>-- Take turns</p> <p>-- Stays on the topic</p> <p>-- Asks questions</p>
	Reading and viewing	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem 	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem 	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem

		<ul style="list-style-type: none"> • 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 <p>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text <p>-- Explain plot, sub-plot, character portrayal, conflict and dramatic response</p> <p>-- Identification of themes, mood and tone</p>	<ul style="list-style-type: none"> • 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 <p>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text <p>-- Explain plot, sub-plot, character portrayal, conflict and dramatic response</p> <p>-- Identification of themes, mood and tone</p>	<ul style="list-style-type: none"> • 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 <p>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text <p>-- Explain plot, sub-plot, character portrayal, conflict and dramatic response</p> <p>-- Identification of themes, mood and tone</p>
	<p>Writing and Presenting</p>	<p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a letter to the press</p>	<p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a letter to the press</p>

			Write a letter to the press	
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT				
Stage 1: Research (Learners do research on their project) (20 marks)				
Language Structure and Convention	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Punctuation and spelling: spelling rules and conventions Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Punctuation and spelling: spelling rules and conventions Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. Punctuation and spelling: spelling rules and conventions Vocabulary in context Remedial grammar from learners' writing	
5-6	Listening and Speaking	Speaking and Listening strategies Listen to interview <ul style="list-style-type: none"> • Role clarification • Language use • Language and power Discuss CV as one of the requirements for job advertisement / appointment / admission <ul style="list-style-type: none"> • Information • Relevance • Referees 	Speaking and Listening strategies Listen to interview <ul style="list-style-type: none"> • Role clarification • Language use • Language and power Discuss CV as one of the requirements for job advertisement / appointment / admission <ul style="list-style-type: none"> • Information • Relevance • Referees 	Speaking and Listening strategies Listen to interview <ul style="list-style-type: none"> • Role clarification • Language use • Language and power Discuss CV as one of the requirements for job advertisement / appointment / admission <ul style="list-style-type: none"> • Information • Relevance • Referees

		<ul style="list-style-type: none"> • Link to covering letter 	<ul style="list-style-type: none"> • Link to covering letter 	<ul style="list-style-type: none"> • Link to covering letter
	Reading and Viewing	<p>Read/view visual text e.g. job advertisement / appointment / admission</p> <p>Use reading/viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> • 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 	<p>Read/view visual text e.g. job advertisement / appointment / admission</p> <p>Use reading/viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> • 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 	<p>Read/view visual text e.g. job advertisement / appointment / admission</p> <p>Use reading/viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> • 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	<p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice <p>• Sentence structure, lengths and types</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p>	<p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice <p>• Sentence structure, lengths and types</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p>	<p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice <p>• Sentence structure, lengths and types</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p>

		<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 		
	<p>Language Structure and Convention</p>	<p>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</p>	<p>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</p>	<p>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</p>
7-8	<p>Listening and Speaking</p>	<p>Debate/Group discussion: Discuss use of e-mail / posters / diary entries / flyers</p>	<p>Debate/Group discussion: Discuss use of e-mail/posters/diary entries/ flyers</p>	<p>Debate/Group discussion: Discuss use of e-mail/posters/diary entries/ flyers</p>

	<ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting 	<ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting 	<ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting
	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • 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 <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</p>		
Reading and viewing	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • 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 	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography 	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • mood • theme and message 	<ul style="list-style-type: none"> • figurative meaning • mood • theme and message 	<ul style="list-style-type: none"> • mood • theme and message
	<p>Writing and Presenting</p>	<p>Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Produce one of above-mentioned texts</p>	<p>Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a diary entry</p>	<p>Long / shorter transactional texts e.g.: e-mail, posters / diary entries / flyers</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an e-mail following the process approach to writing</p> <p>Transactional texts: contract / constitution / policy / documentary</p> <ul style="list-style-type: none"> • 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

				<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a diary entry/constitution/policy following the process approach to writing</p>
	Language Structure and Convention	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
9-10	Listening and Speaking	<p>Listening for comprehension</p> <p>Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register 	<p>Listening for comprehension</p> <p>Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register 	<p>Listening for comprehension</p> <p>Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register

		<ul style="list-style-type: none"> • answer questions Forum/group discussion: culture <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<ul style="list-style-type: none"> • answer questions Forum/group discussion: culture <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<ul style="list-style-type: none"> • answer questions Forum/group discussion: culture <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present
Reading and viewing	Read a literature text e.g. Folklore e.g. legends, myths, fables <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) 	Read a literature text e.g. Folklore e.g. legends, myths, fables <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) 	Read a literature text e.g. Folklore e.g. legends, myths, fables <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) 	
FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> • Poem (10 marks) Drama/ Short Stories (20 marks)				
Writing and Presenting	Write an essay: Reflective / Expository essay <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Explain ideas or give facts in a systematic way 	Write an essay: Reflective / Expository essay <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Explain ideas or give facts in a systematic way 	Write an essay: Reflective / Expository essay <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Explain ideas or give facts in a systematic way 	

		<ul style="list-style-type: none"> • Research ideas and support with facts and figures • Clarify any unfamiliar concepts • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<ul style="list-style-type: none"> • Research ideas and support with facts and figures • Clarify any unfamiliar concepts • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<ul style="list-style-type: none"> • Research ideas and support with facts and figures • Clarify any unfamiliar concepts • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>
	Language Structure and Convention	<p>Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p> <p>Word meaning: literal and figurative meaning</p> <p>Punctuation and spelling: spelling patterns; punctuation marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p> <p>Word meaning: literal and figurative meaning</p> <p>Punctuation and spelling: spelling patterns; punctuation marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Word level work: Pronouns - personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p> <p>Word meaning: literal and figurative meaning</p> <p>Punctuation and spelling: spelling patterns; punctuation marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

FORMATIVE ASSESSMENT ACTIVITIES

<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
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GRADE 7-9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3

<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> • Research & write-up of the project (20 + 30 = 50 marks) 	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> • Oral presentation of the project (20 marks) <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</p>	<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama/ Short Stories (20 marks)
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TERM 4

1-2	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Tell a story</p> <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere <p>time-line, ironic twists and ending</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Tell a story</p> <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere <p>time-line, ironic twists and ending</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Tell a story</p> <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere <p>time-line, ironic twists and ending</p>
	Reading and viewing	<p>Literary text such as novel / short story</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • 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 <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming 	<p>Literary text such as novel / short story</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • 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 <p>Reading/viewing for comprehension (use written and/or visual text such</p>	<p>Literary text such as novel / short story</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • 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 <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming

	<ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	as cartoons/strips) <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<ul style="list-style-type: none"> • 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 review of the story/novel <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Write a review of the story/novel <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Write a review of the story/novel <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
Language Structure and Convention	Word level: pronouns - interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots. Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions Word meaning: antonyms; literal; figurative; contextual Punctuation: quotation marks; question marks; comma; exclamation marks; <i>font</i>	Word level: pronouns - interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots. Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions Word meaning: antonyms; literal; figurative; contextual Punctuation: quotation marks; question marks; comma; exclamation marks; <i>font</i>	Word level: pronouns - interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots. Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions Word meaning: antonyms; literal; figurative; contextual Punctuation: quotation marks; question marks; comma; exclamation marks; <i>font</i> Vocabulary in context

		Vocabulary in context Remedial grammar from learners' writing	Vocabulary in context Remedial grammar from learners' writing	Remedial grammar from learners' writing
3-4	Listening and Speaking	Listening and Speaking strategies Listening for information <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
		FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) <ul style="list-style-type: none"> • 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)		
	Reading and viewing	Reading / viewing of written / visual text for comprehension <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of 	Reading / viewing of written / visual text for comprehension <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key features of poem 	Reading / viewing of written / visual text for comprehension <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of

		<p>speech/imagery, rhyme, rhythm</p> <ul style="list-style-type: none"> • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message 	<ul style="list-style-type: none"> • 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 	<p>speech/imagery, rhyme, rhythm</p> <ul style="list-style-type: none"> • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message
	<p>Writing and Presenting</p>	<p>Transactional text E.g. obituary/diary entry/invitation card</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write obituary/diary entry/invitation card following the process writing approach</p>	<p>Transactional text E.g. obituary/diary entry/invitation card</p> <ul style="list-style-type: none"> • 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write obituary/diary entry/invitation card following the process writing approach</p>	<p>Transactional text E.g. obituary/diary entry/invitation card</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register <p>Transactional text: write a report on findings in a dispute between a seller and a purchaser</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register

				<ul style="list-style-type: none"> • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a report following a process approach to writing</p>
	Language Structure and Convention	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p>Word meaning: synonyms, antonyms, contextual</p> <p>Punctuation: full stop; comma; exclamation marks; question marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p>Word meaning: synonyms, antonyms, contextual</p> <p>Punctuation: full stop; comma; exclamation marks; question marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p>Word meaning: synonyms, antonyms, contextual</p> <p>Punctuation: full stop; comma; exclamation marks; question marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
5-6	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure</p> <ul style="list-style-type: none"> • Good opening/introduction • Use of tone, pace and intonation 	<p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure</p> <ul style="list-style-type: none"> • Good opening/introduction • Use of tone, pace and intonation 	<p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure</p> <ul style="list-style-type: none"> • Good opening/introduction • Use of tone, pace and intonation

		<ul style="list-style-type: none"> • Language use • Appropriate body language • Good conclusion 	<ul style="list-style-type: none"> • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions 	<ul style="list-style-type: none"> • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions
Reading and viewing	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language
Writing and Presenting	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a notice, agenda and minutes</p>	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a notice, agenda and minutes</p>

		following the process approach to writing	Write a notice, agenda and minutes following the process approach to writing	following the process approach to writing
		FORMAL ASSESSMENT TASK 9: WRITING <ul style="list-style-type: none"> Transactional writing: (10 marks) (2 short or 1 long: 10 marks) Written before the controlled test		FORMAL ASSESSMENT TASK 9: WRITING <ul style="list-style-type: none"> 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' writing	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' writing	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' writing
7-8	Listening and Speaking	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate//interview/ conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate//interview/ conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate//interview/ conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension

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

		RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • 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 ASSESSMENT ACTIVITIES			
Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities Literature activities based on the three prescribed genres for the semester	Writing and Presenting activities <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Transactional writing: (10 marks) (2 short or 1 long: 10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) GRADES 7-8 <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	
		FORMAL ASSESSMENT TASK 10: CONTROLLED TEST – GRADE 9 RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) 	

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| | | <ul style="list-style-type: none">• Question 2: Visual Text (15 marks)• Question 3: Summary (10 marks)• Question 4: Language Structures and Conventions (20 marks) |
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