**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and Speaking strategies**  • Listening comprehension on how to fill in a form / questionnaire  • Practice listening process  • Take notes  • Answer questions | **LISTENING COMPREHENSION:** |  |  |
| **Different forms of oral communication on the use of a questionnaire:**  • Choose a topic  • Share ideas  • Take turns and listen attentively  • Fill gaps  • Use discourse markers to sustain discussion |  |  |
| **Follow the listening process:**  **Pre-listening** introduces learners to the listening situation.  **During listening** – questioning, recognising, matching, note-taking, interpreting  **Post-listening** follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.  **Summarise** the presentation orally  Draw conclusions |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read a text on the importance of a questionnaire and how to fill it in:**  • Information required  • Language use  • Signature  **Reading/viewing for comprehension**  • Skimming  • Scanning  • Summarize  • Visualization  • make inferences  • meaning of words  **Follow the Reading Process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, com-pare, contrast, evaluate) | **READING COMPREHENSION:**  **QUESTIONNAIRE** |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Transactional texts such as filling in of questionnaires, or forms:**  **Follow instructions**  Provide correct information to the prompt  Use appropriate language  **Follow the Writing Process:**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting | **WRITING:**  **FILLING IN A**  **QUESTIONNAIRE / FORM** |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level:**  common nouns, collective nouns; collective; adverbs of manner and time; adjectives | **LSC ACTIVITY** |  |  |
| **Sentence level:**  noun clauses; adjectival and adverbial clauses; compound and complex sentences | **LSC ACTIVITY** |  |  |
| **Word meaning:**  synonyms, antonyms, homonyms | **LSC ACTIVITY** |  |  |
| **Punctuation:**  question marks; ellipsis; capitalisation; hyphen | **LSC ACTIVITY** |  |  |
| **Abbreviations** – initialism, acronym, clipped, truncation | **LSC ACTIVITY** |  |  |

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*  SCHOOL STAMP  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and speaking strategies** l**isten to drama**  • Compile questionnaire  • Observe conventions  • use appropriate language  • Take notes  • Report findings  **Follow the listening process**:  **Pre-listening** introduces learners to the listening situation.  **During listening** – questioning, recognising, matching, note-taking, interpreting  **Post-listening** follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.  • Summarise the presentation orally  • Draw conclusions | **LISTENING**  **COMPREHENSION:**  **DRAMA** |  |  |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Literary text like youth drama/radio drama**  • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme  **Poetry**  • Key features of poem  • internal structure of a poem, figures of speech / imagery, rhyme, rhythm  • external structure of a poem, lines, stanzas, typography  • figurative meaning  • mood  • theme and message  **Follow the Reading Process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate) | **DRAMA: FEATURE NOTES**  **READING COMPREHENSION:**  **LITERATURE TEXT-**  **(POEM)** |  |  |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Longer texts e.g. written**  • Requirements of format, style  • Target audience purpose and context  • Word choice  • Appropriate language use  **Follow the Writing Process:**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting | **WRITING: DRAMA / DIALOGUE** |  |  |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level:**  proper nouns, singular and plural Adjectives: comparative, superlative | **LSC AVTIVITY** |  |  |
| **Sentence level:**  Complex with relative clauses; direct and in-direct speech | **LSC AVTIVITY** |  |  |
| **Word meaning:**  roots of words | **LSC AVTIVITY** |  |  |
| **Punctuation:**  colon; quotation marks; comma; full stop; apostrophe; question mark | **LSC AVTIVITY** |  |  |

**FORMAL ASSESSMENT TASK: ORAL [20 Marks]**

Listening Comprehension or Prepared Reading

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| SCHOOL STAMP  *Signatures:*  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* |

**WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and speaking strategies different forms of oral communication**  • Good opening/introduction  • use of tone, pace and intonation  • Language use  • Appropriate body language  • Good conclusion  **Listening comprehension (written text/ TV news presentation**)  • Explain listening process  • Take notes  • Answer questions  **Follow the listening process**:  **Pre-listening** introduces learners to the listening situation.  **During listening** – questioning, recognising, matching, note-taking, interpreting  **Post-listening** follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.  • Summarise the presentation orally  • Draw conclusions | **LISTENING**  **COMPREHENSION:**  **TV NEWS PRESENTATION** |  |  |

**TERM 3: WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read text on how to write a notice/ agenda and minutes**  • Language use  • Format  • Role execution  **Reading/viewing for comprehension writ-ten/visual text/graphs**  • Skimming for main ideas  • Scanning for supporting details  • making predictions  • Inferring the meaning of unfamiliar words and images  • main and supporting ideas  • Own opinion  **Follow the Reading Process:**  Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate)  Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate) | **READING COMPREHENSION**  **NOTICE/ AGENDA AND MINUTES** |  |  |

**FORMAL ASSESSMENT TASK 10 RESPONSE TO LITERATURE (contextual) [30 Marks]**

Poem (10 Marks) AND

Drama / Short Stories / Folklore / Novel (20 marks)

**TERM 3: WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Longer transactional texts e.g. no-tice/agenda and minutes**  • Identify target audience and purpose of writing;  • Decide on style, view- point & format of writing;  • Word choice and language structures  **Follow the Writing Process:**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting | **WRITE: NOTICE / AGENDA AND MINUTES** |  |  |

**TERM 3: WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level:**  Pronouns: personal, demonstrative, possessive. | **LSC AVTIVITY** |  |  |
| **Sentence level:**  Simple present tense, simple past tense; direct and reported speech; active and passive voice; | **LSC AVTIVITY** |  |  |
| **Word meaning:**  Verbal extensions (derivatives) | **LSC AVTIVITY** |  |  |
| **Punctuation:**  apostrophe; capitalisation; comma; full stop; colon | **LSC AVTIVITY** |  |  |

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
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**TERM 3: WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and speaking strategies:**  **Listens to and discusses current news based on newspapers and magazine articles**  • Use of manipulative/emotive / persuasive language  • Use of cues  • Adherence to conventions  • Appropriate body language  • Attention-grabbing introduction and a strong conclusion  • Purpose, target group and context  **Prepared/unprepared reading a newspaper article aloud**  • Use of tone, pace and intonation  • Observing punctuation marks for good effect  • Appropriate body language | **NEWSPAPER/MAGAZINE FEATURES**  **READING ALOUD** |  |  |

**TERM 3: WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches**  • Skimming for main ideas  • Scanning for supporting details  • Making predictions  • Facts and opinions  • Viewpoint of author  • Inferring the meaning of unfamiliar words and images  • Formal/informal language  • Direct/implied meaning  • Figures of speech  **Write a comprehension test**  **Follow the Reading Process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate) | **READING COMPREHENSION:**  **NEWSPAPER ARTICLE** |  |  |

**TERM 3: WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Long/short transactional texts: Write a newspaper article**  • Requirements of format, style  • Target audience purpose and context  • Word choice and language structures  **Follow the Writing Process:**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting | **WRITE:**  **NEWSPAPER ARTICLE** |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level**: abstract nouns; concrete nouns Prepositions  Adjectives: comparative, superlative | **LSC AVTIVITY** |  |  |
| **Sentence level:**  Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices | **LSC AVTIVITY** |  |  |
| **Word meaning**: synonyms, antonyms, literal, figurative | **LSC AVTIVITY** |  |  |
| **Punctuation**: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis | **LSC AVTIVITY** |  |  |

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