**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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