

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 7 - ENGLISH HL - TERM 1)

GRADE 7 TERM 1				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
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.			
WEEK 1-2	Listen to a short story <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 Retell a short story <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline 	Literary text: Short stories <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme. Follow the reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluation) Reading comprehension and Reading strategies <ul style="list-style-type: none"> Skimming and scanning Intensive reading Visualization Infer meaning and conclusions Fact and opinion Meaning of words 	Write a narrative / reflective paragraph Follow paragraph conventions: <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 in a descriptive / narrative manner Use appropriate words and style Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	Word level work: common nouns, proper nouns Sentence level: simple sentences, statements, simple present tense, simple past tense Spelling and punctuation: full stop, comma, colon, semi colon, capital and lower-case letters
	FORMAL ASSESSMENT TASK 1 ORAL <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.)			
WEEK 3-4	Listen to and discuss a poem <ul style="list-style-type: none"> Share ideas and experiences and show 	Literary text: poems Reading methods <ul style="list-style-type: none"> Independent reading 	Creative writing: own poem Teach stanza conventions:	Word level: revision on verbs, finite verbs, pronouns, personal

	<p>understanding of concepts</p> <ul style="list-style-type: none"> Answer questions Explain to a friend why you liked a specific poem 	<p>Pre-reading strategies</p> <ul style="list-style-type: none"> Recognize features of text such as titles, headings, illustrations <p>Teach key features of poem:</p> <ul style="list-style-type: none"> 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 	<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>Write a poem</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors,</p> <p>Punctuation: full stop, comma</p> <p>Spelling: Dictionary usage, spelling patterns, spelling rules</p>
	<p>FORMAL ASSESSMENT TASK 2 WRITING</p> <ul style="list-style-type: none"> Essay: (30 marks) <p>Narrative / Reflective (During the course of the Term)</p>			
WEEK 5-6	<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>Literary text drama (one act)</p> <ul style="list-style-type: none"> Teach key features of literature text: character, characterization, plot, conflict, background, setting, narrator, theme <p>Follow the 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>Teach key features of poem:</p> <ul style="list-style-type: none"> internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography 	<p>Write a dialogue, enacting drama</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience, purpose and context Word choice Appropriateness of certain utterances Free expression <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and 	<p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement</p>

		<ul style="list-style-type: none"> figurative meaning mood, theme and message 	presenting	
WEEK 7-8	<p>Listen to a short story/folklore</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas and take notes Share ideas and experiences and show understanding of concepts Identify persuasive and manipulating techniques where applicable Answer questions <p>Discuss the story/folklore that they were exposed to in the previous activity</p> <ul style="list-style-type: none"> Identify characters Discuss the theme Discuss point of view 	<p>Literary text: short stories/folklore</p> <p>Teach key features of literature text: such as</p> <ul style="list-style-type: none"> character, characterization, plot conflict, background, setting, narrator, theme <p>Follow the 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</p> <ul style="list-style-type: none"> skimming and scanning intensive reading <p>Infer meaning of unfamiliar words by word attack skills</p>	<p>Write a review/letter/diary entry</p> <ul style="list-style-type: none"> Requirements of format, style, Target audience purpose and context Paragraph cohesion Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a review/letter/diary entry following the process writing</p>	<p>Word level:</p> <p>singular and plural, adjectives, degrees of comparison, superlatives.</p> <p>Sentence level:</p> <p>simple present tense, simple past tense</p> <p>Word meaning:</p> <p>homophones, idioms</p>
<p>FORMAL ASSESSMENT TASK 3 (50 MARKS)</p> <p>RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) 				
WEEK 9-10	<p>Listening comprehension</p> <ul style="list-style-type: none"> Explain listening process Take notes Answer questions <p>Discussion</p> <ul style="list-style-type: none"> Discuss specific ideas from a short story Take a position on ideas and 	<p>Literary text: short stories</p> <p>Teach key features of literature text:</p> <ul style="list-style-type: none"> character, characterisation, plot, conflict, background, setting, narrator, theme <p>Follow the Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) 	<p>Write a narrative/reflective essay</p> <ul style="list-style-type: none"> Paragraph conventions: Topic sentence of paragraph Main and supporting ideas Logical order of 	<p>Word level:</p> <p>prefixes, suffixes, roots, auxiliary verbs, finite verbs</p> <p>Sentence level:</p> <p>subject and predicate, subject verb agreement,</p>

	<p>refer to text to support the position</p> <p>Relate content to own experience</p>	<ul style="list-style-type: none"> • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Teach the key features of poem:</p> <ul style="list-style-type: none"> • 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 <p>Reading/Viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Fact and opinion • Infer meaning of unfamiliar words by word attack skills 	<p>paragraphs</p> <ul style="list-style-type: none"> • 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>Present an essay for assessment</p>	<p>Punctuation and spelling:</p> <p>Dictionary usage, spelling patterns, spelling rules</p> <p>Word meaning: synonyms, antonyms</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
GRADE 7 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1				
	<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>	<p>FORMAL ASSESSMENT TASK 2 WRITING</p> <ul style="list-style-type: none"> • Essay: (30 marks) <p>Narrative / Reflective (During the course of the Term)</p>	<p>FORMAL ASSESSMENT TASK 3 (50 MARKS) RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Language structures and conventions (20 marks) 	

GRADE 7 TERM 2				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and Speaking strategies:</p> <p>Listening Comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>OR</p> <p>Tell a story by focusing on:</p> <ul style="list-style-type: none"> • Characterisation; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk</p>	<p>Reading/Viewing for comprehension:</p> <p>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages)</p> <ul style="list-style-type: none"> • Key features of literature text: such as characterisation, plot, conflict, background, setting, narrator, theme <p>OR</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic 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) 	<p>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</p> <p>Use 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>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting: 	<p>Word level: Complex nouns, predicate and object, , Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Dictionary use encouraged</p>

	about what the speaker said, etc.	<ul style="list-style-type: none"> • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 		
Week 3-4	<p>Listening and Speaking strategies:</p> <p>Listening comprehension – Use a Visual text such as a Poster/ Advertisement / a Television news presentation</p> <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Reading/Viewing for comprehension:</p> <p>Use a Written and/or Visual text such as an Advertisement</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 • Manipulative language • Formal/informal language <p>OR</p> <p>Read a Literary text such as a novel</p> <ul style="list-style-type: none"> • Focus on the key features of a literary text: such as characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p>	<p>Write a Transactional text: Create an Advertisement / Poster (Select one)</p> <ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting: 	<p>Word level: Proper nouns, gender, plural, singular</p> <p>Adjectives: demonstrative, relative</p> <p>Sentence level: direct and indirect speech, simple and compound sentences</p> <p>Word meaning: synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation and spelling: colon; semi- colon</p> <p>Dictionary use encouraged</p>

		<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 1 ORAL: <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>			
Week 5-6	Listening and Speaking strategies: Prepared/Unprepared speaking on how to follow Instructions or Procedures <ul style="list-style-type: none"> • Focus on the choice of wording & expression • Use of tone, pace and intonation • Use of cues during presentation • Use of appropriate body language 	Reading/Viewing for comprehension: Read an Instructional text like a recipe / direction, etc. <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences Follow the Reading Process	A shorter transactional text: Write an Instructional text such as how to use a tool or an instrument, prepare food, repair^[BC1] faults, etc. <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Paragraph cohesion • Use suitable word choice and sentence structure Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Word level: Adverbs; Preposition of time, place and movement Adjectives: numerical Sentence level: active and passive voice Word meaning: idioms and proverbs Punctuation: hyphen; apostrophe Dictionary use encouraged
Week 6	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> • Transactional writing: (10 marks) (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>			

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

	<ul style="list-style-type: none">Listening and Speaking activities that comply with the Covid-19 conditions	<ul style="list-style-type: none">Reading Comprehension activitiesLiterature activities based on the three prescribed genres for the semester	<ul style="list-style-type: none">Transactional TextsEssayCreative Writing	<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: <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)		FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none">Transactional writing: (2 short or 1 long: 10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <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)	

GRADE 7 TERM 3				
Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies</p> <p>Listening comprehension on how to fill in a form/questionnaire</p> <ul style="list-style-type: none"> Practice listening process Take notes Answer questions <p>Different forms of oral communication on the use of a questionnaire</p> <p>Choose a topic</p> <ul style="list-style-type: none"> Share ideas Take turns and listen attentively Fill gaps Use discourse markers to sustain discussion 	<p>Read a text on the importance of a questionnaire and how to fill it in</p> <ul style="list-style-type: none"> Information required Language use Signature <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> Skimming Scanning Summarize Visualization make inferences meaning of words 	<p>Transactional texts such as filling in of questionnaires, or forms:</p> <ul style="list-style-type: none"> Follow instructions Provide correct information to the prompt Use appropriate language <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: common nouns, collective nouns; collective; <u>adverbs</u> of manner and time; adjectives</p> <p>Sentence level: noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p>Word meaning: synonyms, antonyms, homonyms</p> <p>Punctuation: question marks; ellipsis; capitalisation; hyphen</p> <p>Abbreviations – initialism, acronym, clipped, truncation</p>
Week 3-4	<p>Listening and speaking strategies listen to drama</p> <ul style="list-style-type: none"> Compile questionnaire Observe conventions use appropriate language Take notes 	<p>Literary text like youth drama/radio drama</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, 	<p>Longer texts e.g. dialogue/ written interview</p> <ul style="list-style-type: none"> Requirements of format, style Target audience purpose and context Word choice 	<p>Word level: proper nouns, singular and plural Adjectives: comparative, superlative</p> <p>Sentence level:</p>

	<ul style="list-style-type: none"> • Report findings <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>theme</p> <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, stanzas, typography • figurative meaning • mood • theme and message <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"> • Appropriate language use <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>complex with relative clauses; direct and indirect speech.</p> <p>Word meaning:</p> <p>roots of words</p> <p>Punctuation:</p> <p>colon; quotation marks; comma; full stop; apostrophe; question mark</p>
	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p>			

Week 5-6	<p>Listening and speaking strategies different forms of oral communication</p> <ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • 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 <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> • Language use • Format • Role execution <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 written/visual text/graphs</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Own opinion 	<p>Longer transactional texts e.g. notice/agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level:</p> <p>Pronouns: personal, demonstrative, possessive.</p> <p>Sentence level:</p> <p>simple present tense, simple past tense; direct and reported speech; active and passive voice;</p> <p>Word meaning:</p> <p>Verbal extensions (derivatives)</p> <p>Punctuation:</p> <p>apostrophe; capitalisation; comma; full stop; colon</p>
Week 6	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>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 			

Week 7-8	<p>Listening and speaking strategies</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none">• 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 <p>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none">• Use of tone, pace and intonation• Observing punctuation marks for good effect• Appropriate body language	<p>Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none">• Skimming for main ideas• Scanning for supporting details• Making predictions• Facts and opinions• View point of author• Inferring the meaning of unfamiliar words and images• Formal/informal language• Direct/implied meaning <p>Figures of speech</p> <p>Write a comprehension test</p> <p>Follow the Reading Process:</p> <ul style="list-style-type: none">• <i>Pre-reading (Introduce text)</i>• <i>During reading (features of text)</i>• <i>Post-reading (answer questions, compare, contrast, evaluate)</i>	<p>Long/short transactional texts: Write a newspaper article</p> <ul style="list-style-type: none">• Requirements of format, style• Target audience purpose and context• Word choice and language structures <p>Follow the Writing Process</p>	<p>Word level: abstract nouns; concrete nouns Prepositions</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level:</p> <p>Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>
	<p>FORMAL ASSESSMENT TASK 7</p> <p>CREATIVE WRITING PROJECT</p> <p>Stage 3: Oral presentation (Learners do the Oral presentation of their project)</p> <p>(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			

	Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.			
Week 9-10	<p>Listening and speaking strategies</p> <p>Listening comprehension based on giving directions</p> <ul style="list-style-type: none"> • Practise listening process • Take notes • Write answers <p>Different forms of oral communication e.g. giving directions instructions/</p> <ul style="list-style-type: none"> • use of appropriate language • Short effective sentences • Detail 	<p>Literary text like youth novel/short stories/drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>readng 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>Write a narrative/descriptive essay</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>Proof-reading and presenting</p> <p>Write a narrative/descriptive essay</p>	<p>Word level: complex nouns</p> <p>Pronouns – personal, relative, reflexive Articles – definite, indefinite, articleless Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop; comma; colon, semi colon</p>
<p>FORMAL ASSESSMENT TASK 8</p> <p>RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) • Short Stories (10 marks) 				
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>Readng 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 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3		
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research & write-up of the project (20 + 30 = 50 marks) 	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <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>	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poem (10 marks) Drama (10 marks) Short Stories (10 marks)

GRADE 7 TERM 4				
Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies</p> <p>unprepared speech Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> Choose appropriate topic Organize information coherent Identify vocabulary, language structures, Effective introduction and ending <p>Features and conventions (public speaking techniques, structure.)</p> <p>Reading aloud</p> <ul style="list-style-type: none"> Use of tone, pace and intonation Observing punctuation marks for good effect Appropriate body language 	<p>Literary text like youth novel/short stories/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/viewing for comprehension (use written and visual text)</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details making predictions Inferring the meaning of unfamiliar words and images main and supporting ideas Fact and opinion Inferences and conclusions Own opinion <p>Follow the 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>Long/short transactional text e.g- giving directions</p> <ul style="list-style-type: none"> Requirements of format, style Target audience, purpose and context Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p>Word meaning: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p>Punctuation: semicolon; inverted commas; full stop; apostrophe</p>
Week 3-4	<p>Listening and speaking strategies</p> <p>Listening comprehension</p>	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> The format Language use 	<p>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.</p>	<p>Word level: pronouns – interrogative, demonstrative, indefinite</p>

	<p>(written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers <p>Different forms of oral communication</p> <p>Discuss use of e-mail/posters/diary entries/flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting • Summarise the presentation orally 	<ul style="list-style-type: none"> • Target audience <p>Poetry/ Folklore</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, stanzas, typography • figurative meaning • mood • theme and message <p>Follow the 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"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, Sentence structure, lengths and types <p>Produce one of above-mentioned texts</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>Proof-reading and presenting</p>	<p>nouns - collective nouns; finite verbs,</p> <p>Adjectives: comparative, superlative</p> <p>Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p>Word meaning: antonyms; literal; figurative; contextual</p> <p>Punctuation: quotation marks; question marks; comma; exclamation marks; font</p>
	<p>FORMAL ASSESSMENT TASK 7</p> <p>ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>(Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4)</p>			
Week 5-6	<p>Listening and speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process 	<p>Read literary text like youth novel/ short stories/drama/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme 	<p>Revision and preparation for examination</p> <p>Essays</p> <p>Preparatio</p>	<p>Word level:</p> <p>auxiliary verbs;</p> <p>finite verbs,</p> <p>Adjectives: comparative,</p>

	<ul style="list-style-type: none"> Take notes Answer questions <p>Prepared speech</p> <ul style="list-style-type: none"> Use of tone, pace and intonation 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 	<p>Poetry: Prescribed Poems</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, stanzas, typography Figurative meaning Mood Theme and message <p>Analysis of a poem:</p> <ul style="list-style-type: none"> Lines, words, stanzas, link, refrain, typography, punctuation. Meaning: implicit and explicit 	<p>n stage:</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience purpose and context Word choice <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>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>FORMAL ASSESSMENT TASK 9: WRITING</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>			
Week 7-8	<p>Revision and preparation for examination</p> <p>Speaking:</p> <ul style="list-style-type: none"> Prepared speech// conversation Prepared reading Unprepared reading <p>Listening</p> <ul style="list-style-type: none"> Listening comprehension 	<p>Revision and preparation for examination</p> <p>Reading</p> <ul style="list-style-type: none"> Prepared reading Reading comprehension Summary Literature: <ul style="list-style-type: none"> Novel/short stories/folklore Drama/film study Poems 	<p>Revision and preparation for examination</p> <p>Writing:</p> <ul style="list-style-type: none"> Transactional texts Essay 	<p>Word level work:</p> <p>collective pronouns; reflexive pronouns; stem.</p> <p>Sentence level:</p> <p>simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p>

				Word meaning: synonyms, antonyms, literal, figurative Punctuation
Week 9 - 10	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) 			
	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 4			
	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)	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 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) 	