



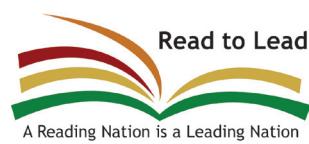
MULTIGRADE TOOLKIT

FOR
ENGLISH
HOME LANGUAGE
SENIOR PHASE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



MULTIGRADE TOOLKIT

ENGLISH

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MULTIGRADE TOOLKIT ENGLISH HOME LANGUAGE

FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- **The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- **The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to



leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.

Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.

Elobo Kgatla
MRS AM MOTSHEKGA, MP
MINISTER
DATE: 12.04.2015



1. PREAMBLE

This Multi-Grade Toolkit is meant to assist teachers who practice Multi-Grade teaching (MGT) in the Senior Phase. It consists of an adapted version of the Annual Teaching Plan (ATP) as well as an exemplar lesson plan covering activities to be done over the first 2-weekly cycle of the ATP especially to suit MGT schools.

It is important to note that it is hoped that such a lesson plan will assist the teacher by providing her or him with a model of how information to be taught is gleaned from the ATP and packaged for lesson planning in a multi-grade set-up. Teachers, therefore, are expected to use the ATP in preparing lesson plans that are in keeping with the model provided here.

It must be noted that activities in the three Senior Phase grades have been aligned so that the teacher may teach all the learners across three grades at the same time. This alleviates the need to do three Lesson Plans for three grades in MGT. Therefore it becomes important that teachers do not misconstrue the **sameness** of ‘content’ to be taught to mean that they may teach the activities at the same level. As much as possible, different grades are expected to experience differing levels of difficulty and depth from the same activity being taught. We call that “differentiated learning”.

Further, teachers are reminded to integrate skills, irrespective of the focus of the lesson. To that end, it is recommended that the teacher makes every effort to teach language structures and conventions regularly, even when the focus is on listening and speaking, reading and viewing or, for that matter, writing and presentation. The expectation is that the teacher will simultaneously teach relevant grammar or language that will assist learners to generate language tools to apply in these other skills.

Teachers should, furthermore, note that the ‘content’ drawn from the ATP should be framed in a 2-weekly cycle in such a way that it culminates into a formal task at the end of the cycle. We are trying to engender an orientation that the 2- weekly cycle actually prepares the learners - via all 4 language skills and in line with policy regarding weighting – to generate as much information as possible that will assist them in coming up with a solid formal task at the end of the cycle. This becomes Formal Assessment and it is to be recorded. However, informal assessment occurs continually on a daily basis, and is not necessarily to be recorded.

It is therefore recommended strongly that schools practicing multi-grade should desist from combining learners who do not belong in the same phase, if they are to benefit from this toolkit. Accordingly, Grade 7 may only be combined with Grades 8 & 9 only. They may under no circumstances be combined with Grade 6, for example. Therefore, in closing, we hope that teachers will take the cue from this toolkit and maximize on it whenever they conduct their activities in the multi-grade environment. We are convinced that it will provide the much-needed direction and assistance in the MGT schools.

ANNUAL TEACHING PLAN -HOME LANGUAGE				
Weeks	Skill	Grade 7	Grade 8	Grade 9
1-2	Listening and Speaking	<p>Listening and Speaking strategies:</p> <p>Group/pattern discussion</p> <ul style="list-style-type: none"> Discuss specific ideas from a short story Take a position on ideas and refer to text to support the position. Relate content to own experience 	<p>TERM 1</p> <p>Listening and Speaking strategies:</p> <p>Group discussion – brainstorming; select relevant ideas; sequence main ideas</p>	<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"> Explain listening process Take notes Answer questions 	<p>Listening comprehension: advertisement</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



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Viewing	<ul style="list-style-type: none"> Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme 	<p>short stories</p> <ul style="list-style-type: none"> General discussion on the key features like character, characterization, plot, conflict, background, setting, narrator, theme 	<p>short stories / drama</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) <ul style="list-style-type: none"> 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 process:</p> <ul style="list-style-type: none"> Pre-reading strategies Introduce learners to : Text features—titles, headings, captions, illustrations, Parts of a book—title page, table of contents, chapters, glossary, index, appendix, footnote, etc. <p>Reading viewing for comprehension strategies (strategies)</p> <ul style="list-style-type: none"> Skimming



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">• Scanning• Intensive reading• Fact and opinion• Infer meaning of unfamiliar words by word attack skills	<ul style="list-style-type: none">• Intensive reading• Summarising• Visualizing• Inferring meaning and conclusions	<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• Body language• Use of punctuation and font• Pre-reading• During reading (features of text)• Post-reading (answer questions, compare, contrast, evaluate)
	Writing and Presenting	Write narrative/ descriptive 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• Use appropriate words and style• Write in the past tense	Write an essay: Narrative/ reflective /descriptive 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• Present essay for assessment	Write an essay: Narrative/ reflective /descriptive 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• Present essay for assessment



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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>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>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>



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Spelling and punctuation: full stop, comma, colon, semi colon, capital and small letters Dictionary use and spelling rules Vocabulary in context Remedial	Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark	Vocabulary in context	
3-4	Listening and Speaking	Listening and Speaking strategies Listen to and discuss the poem	Listening and Speaking strategies Listen to and discuss the poem	Listening and Speaking strategies Listen to and discuss the poem • Share ideas and experiences and show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	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 prepared speech by president/influential member of the society <ul style="list-style-type: none">• Discuss features of prepared speech• Identify and explain language use• Identify and discuss features in the speech 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 prepared speech by president/influential member of the society <ul style="list-style-type: none">• Discuss features of prepared speech• Identify and explain language use• Identify and discuss features in the speech Prepared speech <ul style="list-style-type: none">• Choose appropriate topic• Organize information coherently• Identify correct vocabulary and language structures• Prepare effective introduction and ending			



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	introduction and ending • Practice • Present	introduction and ending • Practice • Present		• Practice • Present
	Reading and Viewing	Literary text: poems Reading methods • Independent reading Pre-reading strategies • Recognize features of text such as titles, headings, illustrations	Literary text: poems Reading methods • Independent reading Pre-reading strategies • Recognize features of text such as titles, headings, illustrations • Recognize parts of book such as cover, title page, index, chapters, glossary.	Literary text: poems Reading methods • Independent reading Pre-reading strategies • Recognize features of text such as titles, headings, illustrations • During reading (features of text) • During reading (features of text)



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">Post-reading (answer questions, compare, contrast, evaluate)	<p>Reading strategies:</p> <p>Guided reading ,Group reading, Independent reading</p> <ul style="list-style-type: none">Post-reading (answer questions, compare, contrast, evaluate)	<p>Reading strategies:</p> <p>Guided reading ,Group reading, Independent reading</p> <ul style="list-style-type: none">Post-reading (answer questions, compare, contrast, evaluate)
				<p>Reading / viewing of written / visual text for comprehension</p> <ul style="list-style-type: none">Skimming and ScanningIntensive readingPurpose and target groupInferring meaning of unfamiliar words by using word attack skills<ul style="list-style-type: none">clarifyingpredictingand drawing conclusionsIdentify manipulative words and images language
				<p>Reading / viewing of written / visual text for comprehension</p> <ul style="list-style-type: none">Skimming and ScanningIntensive readingPurpose and target groupInferring meaning of unfamiliar words by using word attack skills<ul style="list-style-type: none">clarifyingpredictingand drawing conclusionsIdentify manipulative words and images language



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">Influence of selection and omission on the meaning of textHow language and images reflect and shape values and attitudesImpact of use of font types and sizes, headings and caption on meanings of words.	<ul style="list-style-type: none">Influence of selection and omission on the meaning of textHow language and images reflect and shape values and attitudesImpact of use of font types and sizes, headings and caption on meanings of words.	<p>Poetry</p> <ul style="list-style-type: none">Influence of selection and omission on the meaning of textHow language and images reflect and shape values and attitudesImpact of use of font types and sizes, headings and caption on meanings of words.



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
			<p>Creative writing: own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none">• structure of a stanza• use conjunctions for cohesion• use a variety of sentence lengths and structures• dictation• figurative language	<p>Creative writing: own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none">• Body language• Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills<ul style="list-style-type: none">– clarifying– predicting
	<p>Writing and Presenting</p> <p>poem</p>		<p>Creative writing: own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none">• structure of a stanza• use conjunctions for cohesion• use a variety of sentence types, lengths and structures• dictation• figurative language	<p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Focus on process writing</p> <ul style="list-style-type: none">• Two to three verses• Three to four verses <p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Write a letter of appreciation for help/ advice received</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 sentence types, lengths and structures 	<p>Write a letter of appreciation for help/ advice received</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 sentence types, lengths and structures 	<p>Write a letter of appreciation for help/ advice received</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 sentence types, lengths and structures
	<p>Language Structures and Conventions</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>Word level work:</p> <ul style="list-style-type: none"> • Spelling and spelling patrons • Abbreviations , shortening, acronyms • Stems, pre- and suffix's, complex and simplex



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		Sentence level: verb phrase; verb clause; topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language	Sentence level: verb phrase; verb clause; topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language	Sentence level work: <ul style="list-style-type: none">• Nouns, adjectives, pronouns• Punctuation<ul style="list-style-type: none">• Tenses; direct and reported speech; sentence structure; concord

- Word meaning:** rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ idiophones interjectives/ idiophones synonyms, antonyms, literal, figurative
- Word meaning:** rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ idiophones synonyms, antonyms, literal, figurative
- Punctuation:**
exclamation mark; question mark; comma; full stop
Vocabulary in context
Remedial grammar from learners' writing
- Punctuation:**
full stop, comma
Punctuation:
exclamation mark; question mark; comma; full stop
Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
5-6	Listening and Speaking	Listening and Speaking strategies Conversation about drama:	Listening and Speaking strategies Conversation about drama: <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 Use incomplete dialogues for learners Dialogue <ul style="list-style-type: none">• Take part in a dialogue• Use appropriate language• Respond appropriately• Observe dialogue	Critical language use: Idioms and proverbs; euphemism Vocabulary in context

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	conventions, e.g. turn taking <ul style="list-style-type: none"> • Use appropriate body language Reconstruct scenes: <ul style="list-style-type: none"> • Agree on the version/ meaning • Role-play what happened in the two scenes etc. 	paraphrasing and retelling <ul style="list-style-type: none"> • Body language • Authenticity Presentation		
	Reading and Viewing	Literary text drama (one act) <ul style="list-style-type: none"> • Key features of literature text: Such as character, characterisation, plot, conflict, background, setting, narrator, theme 	Literary text like novel / short stories/ drama <ul style="list-style-type: none"> • Key features of literature text: Such as character, characterisation, plot, conflict, background, setting, narrator, theme 	Literary text like novel / short stories/ drama <ul style="list-style-type: none"> • Key features of literature text: Such as character, characterisation, plot, conflict, background, setting, narrator, theme

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>poem, figures of speech/imagery, rhyme & rhythm</p> <ul style="list-style-type: none"> external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message 	<p>poem, figures of speech/ imagery, rhyme, rhythm</p> <ul style="list-style-type: none"> external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message 	<p>figures of 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>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> Skimming and scanning Intensive reading <ul style="list-style-type: none"> Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness 	<p>Reading / viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> Skimming and Scanning Intensive reading <ul style="list-style-type: none"> Inferring meaning and conclusions Identify manipulative language Influence of selection and omission on the meaning of text Infer meaning of unfamiliar words by using word attack skills. 	<p>Read / view contract for comprehension(Strategies)</p> <ul style="list-style-type: none"> Skimming Scanning Language use Contract-speak, e.g. fine print, dispute, contract lifespan Infer meaning of unfamiliar words by using word attack skills.



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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	<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	<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
		Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting	Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting	Focus on process writing <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 Structures and Conventions	Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
7-8	Listening and Speaking strategies	<p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement</p> <p>Word meaning: synonyms, antonyms, proverbs, idioms</p> <p>Punctuation: colon, open and close inverted commas, exclamation marks, question marks</p> <p>Vocabulary in context: Remedial grammar from learners' writing</p>	<p>Word level: adverbs of manner, time; definite and indefinite articles.</p> <p>Infinite verbs; gerunds</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p> <p>Vocabulary in context:the language of contracts and legal documents</p>	<p>Word level : conjunctions, adverbs of manner, time; definite and indefinite articles.</p> <p>Infinite verbs; gerunds Adjectives: comparative, superlative</p> <p>Sentence level work:</p> <p>Sentence structure; sentence types;</p> <p>direct and reported speech;</p> <p>question forms; voice;</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling:</p> <p>spelling patterns; Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context:the language of contracts and legal documents</p> <p>Listening and Speaking strategies</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Speaking	Listen to a short story/folklore Listening Comprehension • Identify main and supporting ideas and take supporting ideas and take notes • Share ideas and experiences and show understanding of concepts • Identify persuasive and manipulating techniques where applicable • Answer questions	Listen to a short story/folklore Listening Comprehension • 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	Listen to a short story/folklore Listening Comprehension • 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
	Reading and Reading and			

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Viewing	article <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme 	article <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) 	article <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>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>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
	Writing and Presenting		<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none"> Correct format Purpose 	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none"> Correct format Purpose



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">Main and supporting ideas<ul style="list-style-type: none">Logical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none">PlanningDraftingRevisionEditingProof-reading and presenting <p>Write a newspaper/magazine article</p>	<ul style="list-style-type: none">Main and supporting ideas<ul style="list-style-type: none">Logical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none">PlanningDraftingRevisionEditingProof-reading and presenting <p>Write a newspaper/magazine article</p>	<ul style="list-style-type: none">Main and supporting ideas<ul style="list-style-type: none">Logical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none">PlanningDraftingRevisionEditingProof-reading and presenting <p>Write a newspaper/magazine article</p>
	Language Structures and Conventions	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative</p>	<p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	<p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	
9-10	Listening and Speaking		<p>Listening and Speaking strategies</p> <p>Oral: Interview/ filling in a questionnaire report / group discussion</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently support with examples. • Identify and choose the correct vocabulary, language and conventions <p>Listening and Speaking strategies</p> <p>Oral: Interview/ filling in a questionnaire report / group discussion</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently support with examples. • Identify and choose the correct vocabulary, language and conventions 	

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Listening comprehension</p> <ul style="list-style-type: none"> • Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Reading and Viewing	<ul style="list-style-type: none"> • Body language • Introduction and conclusion 	<ul style="list-style-type: none"> • Body language • Introduction and conclusion 	<ul style="list-style-type: none"> • Body language • Introduction and conclusion
	Read a newspaper / magazine report	<ul style="list-style-type: none"> • Key features of report • Format • Language use 	<p>Read a newspaper / magazine report / Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning 	<p>Read a newspaper/magazine report</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning <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,

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>poem, figures of 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>poem, figures of 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> <ul style="list-style-type: none"> Paragraph conventions: 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>Write a descriptive essay</p> <ul style="list-style-type: none"> Paragraph conventions: 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>Focus on descriptive essay</p> <ul style="list-style-type: none"> Paragraph conventions: 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 	



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Present an essay for assessment	Transactional text e.g. investigative report <ul style="list-style-type: none"> • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style 	Transactional text e.g. investigative report <ul style="list-style-type: none"> • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style 	Present an essay for assessment
		Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
	Language Structures			Word level: adverbs of manner, time; definite and indefinite

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	and Conventions	<p>indefinite articles.</p> <p>Infinite verbs; gerunds</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p>	<p>indefinite articles.</p> <p>Infinite verbs; gerunds</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p>



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
1-2	Listening and Speaking	Listening for comprehension Listen to a story / instructions /directions <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions • Explain listening process • Take notes • Take notes 	TERM 2 Listening for comprehension Listen to a story/ instructions /directions <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions • Explain listening process • Take notes • Take notes
	Reading and Viewing	Different kinds of oral communication e.g. A unprepared news presentation / speech	Different kinds of oral communication e.g. A unprepared news presentation / speech

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>background, setting, narrator, mood, theme, conflict, narrators perspective</p> <ul style="list-style-type: none"> Inferring meaning of unfamiliar words and images by word attack skills Language structure and style 	<p>background, setting, narrator, mood, theme, conflict, narrators perspective</p> <ul style="list-style-type: none"> Inferring meaning of unfamiliar words and images by word attack skills Language structure and style 	<p>background, setting, narrator, mood, theme, conflict, narrators perspective.</p> <ul style="list-style-type: none"> Inferring meaning of unfamiliar words and images by word attack skills Language structure and style

Reading process:

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

Reading process:

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

Poetry

- Key features of poem
 - internal structure of a poem, figures of speech/ imagery, rhyme, rhythm
 - external structure of a poem, lines, words, stanzas,
 - typography

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Writing and Presenting	<p>Writing: Narrative essay</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>Writing: Narrative essay</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



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
		<p>Transactional texts: Diary entry / constitution / policy</p> <ul style="list-style-type: none"> • Language conventions 	<p>Transactional texts: Diary entry / constitution / policy</p> <ul style="list-style-type: none"> • Language conventions <p>Transactional texts: Diary entry / constitution / policy</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 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



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Language structures and conventions	Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks
		<p>Word level: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative;</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p>	<p>Word level work: Adjectives: comparative, superlative; common and proper nouns; conjunctions</p> <p>Sentence level: topic sentences; statement; tenses; main and supporting statements; simple and compound sentences</p> <p>Word meaning: synonyms; antonyms; contextual; literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p>



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Vocabulary in context Remedial grammar from learners' writing			<p>Speaking and Listening strategies</p> <p>Listening for comprehension: to a recording of a speech role-play /an advertisement.</p> <ul style="list-style-type: none"> • Explain strategies of the listening process. • Use appropriate language, style and register • Answer questions in writing <p>Speaking and Listening strategies</p> <p>Listening for comprehension: to a recording of a speech role-play /an advertisement.</p> <ul style="list-style-type: none"> • Explain strategies of the listening process. • Use appropriate language, style and register • Answer questions in writing <p>Different forms of oral communication: Debate</p> <ul style="list-style-type: none"> • Choose appropriate topic • Present argument logically • Use cohesive devices appropriately • Use correct vocabulary, language structures • Use manipulative/emotive language • Follow procedures <p>Speaking and Listening strategies</p> <p>Listening for comprehension: to a recording of a speech role-play /an advertisement.</p> <ul style="list-style-type: none"> • Explain strategies of the listening process. • Use appropriate language, style and register • Answer questions in writing <p>Debate</p> <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
3-4	Listening and Speaking			

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Reading and Viewing	<p>Reading and comprehension (use written and/or visual text such as advertisement / literary text like a recorded television or radio / simulation forum.</p> <ul style="list-style-type: none"> • Key features of the text • Format • Role players • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills 	<p>Reading/viewing for comprehension (use written and/or visual text such as advertisement / literary text like a recorded television or radio / simulation forum.</p> <ul style="list-style-type: none"> • Key features of the text • Format • Role players • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills 	<p>Reading/viewing for comprehension (use written and/or visual text such as advertisement / literary text like a recorded television or radio/ simulation forum.</p> <ul style="list-style-type: none"> • Key features of the text • Format • Role players • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		characterisation, plot, conflict, background, setting, narrator, theme	characterisation, plot, conflict, background, setting, narrator, theme	conflict, background, setting, narrator, theme
		Unprepared reading <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience 	Unprepared reading <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience 	Unprepared reading <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience
	Writing and Presenting			<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 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 Transactional texts:</p> <p>Advertisements/posters</p> <ul style="list-style-type: none"> Requirements of format Purpose, target group and context <p>Write Transactional texts:</p> <p>Advertisements/posters</p> <ul style="list-style-type: none"> Requirements of format Purpose, target group and context

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
		<ul style="list-style-type: none"> Word choice and sentences construction Visual elements such as font types and size, headings, symbols, colour) Manipulating/persuasive language <p>Write a dialogue Paragraph conventions</p> <ul style="list-style-type: none"> Format Introductory sentences Main and supporting ideas Order and cohesion Word choice and punctuation <p>Language conventions</p>	<ul style="list-style-type: none"> Word choice and sentences construction Visual elements such as font types and size, headings, symbols, colour) Manipulating/persuasive language <p>Write a dialogue Paragraph conventions</p> <ul style="list-style-type: none"> Format Introductory sentences Main and supporting ideas Order and cohesion Word choice and punctuation <p>Language conventions</p>
		<p>Writing: Text review (unprepared text read)/documentary</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences 	<p>Writing: Text review (unprepared text read)/documentary</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences





ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">• Use conjunctions to ensure cohesion• Use a variety of sentence types, lengths and structures	<ul style="list-style-type: none">• Use conjunctions to ensure cohesion• Use a variety of sentence types, lengths and structures	<ul style="list-style-type: none">• Use conjunctions to ensure cohesion• Use a variety of sentence types, lengths and structures
		Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting	Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting	Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting
	Language Structures and Conventions	Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Sentence level: direct and indirect speech, simple and compound sentences	Sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form	Sentence level work: Complex sentences; Generalisations, Direct/indirect speech	
		Word meaning: synonyms, antonyms, literal and figurative meaning	Word meaning: literal; synonyms; antonyms; homophones; homonyms;	Word meaning: Idioms and proverbs
5-6	Listening and Speaking	Punctuation and spelling: colon; semicolon Dictionary use	Punctuation and spelling: Quotation marks; spelling patterns; abbreviations. Spelling rules and conventions.	Punctuation and spelling: Quotation marks; spelling patterns; abbreviations. Group/class discussion on how to give instructions or follow procedures

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> Fill gaps Use discourse markers to sustain discussion 	<ul style="list-style-type: none"> Fill gaps Use discourse markers to sustain discussion 	<ul style="list-style-type: none"> Use discourse markers to sustain discussion
		<p>Speaking and Listening strategies</p> <p>Listen to oral text such as interview / speech / story telling for comprehension</p> <ul style="list-style-type: none"> Take notes during listening Listen critically 	<p>Speaking and Listening strategies</p> <p>Listen to oral text such as interview / speech / story telling for comprehension</p> <ul style="list-style-type: none"> Take notes during listening Listen critically 	<p>Speaking and Listening strategies</p> <p>Listen to oral text such as interview / speech / story telling for comprehension</p> <ul style="list-style-type: none"> Take notes during listening Listen critically
			<p>Interview</p> <ul style="list-style-type: none"> Teach features and conventions Do planning and research Choose style, register and vocabulary Take turns Use persuasion techniques 	<p>Interview</p> <ul style="list-style-type: none"> Teach features and conventions Do planning and research Choose style, register and vocabulary Take turns Use persuasion techniques

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <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>as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <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>features</p> <ul style="list-style-type: none"> • Show Comprehension of development of plot and conflict, characterisation, turning point, background, / milieu role of narrator, theme, conclusion and ending <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))

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
		<ul style="list-style-type: none"> • mood • theme and message <p>Reading comprehension: Interview(use written and / or visual text such as cartoons / strips)</p>	<ul style="list-style-type: none"> • mood • theme and message <p>Reading comprehension: Interview(use written and / or visual text such as cartoons / strips)</p>
		<ul style="list-style-type: none"> skimming and scanning intensive reading Making predictions Inferring the meaning of unfamiliar words and images by word attack 	<ul style="list-style-type: none"> skimming and scanning intensive reading Making predictions Inferring the meaning of unfamiliar words and images by word attack practices facts and opinion view point of role play
			<p>Revise structure of Summary</p>
	Writing and Presenting	Transactional text e.g. Written Interview	Transactional text e.g. Written interview

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Requirements of format, style and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Word choice and sentence structure • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions 	<ul style="list-style-type: none"> • Requirements of format, style and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Word choice and sentence structure • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions 	<ul style="list-style-type: none"> • Requirements of format, style and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Word choice and sentence structure • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions
				<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
				<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision
				<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	<p>Language Structures and Conventions</p> <ul style="list-style-type: none"> Editing Proof-reading and presenting 	<p>Reinforcement of language structure and conventions covered in previous weeks</p> <p>Word level: Adverbs Preposition – of time, place and movement. Adjectives: numerical</p>	<p>Reinforcement of language structure and conventions covered in previous weeks</p> <p>Word level work: Adverbs of place and frequency</p> <p>Sentence level: active and passive voice</p> <p>Grade 9</p> <ul style="list-style-type: none"> Editing Proof-reading and presenting <p>Reinforcement of language structure and conventions covered in previous weeks</p> <p>Word level work: 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, figurative; literal; contextual; pun</p>



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Punctuation and spelling: hyphen; apostrophe	Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma	Punctuation and spelling: spelling patterns.	
7-8	Listening and Speaking strategies Listening comprehension (nonfictional text e.g. Newspaper articles)	<p>Listening and Speaking strategies Listening comprehension (nonfictional text e.g. Newspaper articles)</p> <ul style="list-style-type: none"> • Listen for comprehension • Take notes • Answer questions <p>Group discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register 	<p>Listening and Speaking strategies Listening comprehension (nonfictional text e.g. Newspaper articles)</p> <ul style="list-style-type: none"> • Listen for comprehension • Take notes • Answer questions <p>Group discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register 	<p>Speaking and Listening strategies Listen to a recorded</p> <p>Speaking and Listening strategies Listen to a recorded</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	advertisement / advertisement on the radio <ul style="list-style-type: none"> Language use Tone Pace Conventions Take notes 	advertisement / advertisement on the radio <ul style="list-style-type: none"> Language use Tone Pace Conventions Take notes 	Oral presentation: analysis of an advertisement <ul style="list-style-type: none"> Explain visual cues like font, print size, picture shots Explain manipulative use of the language Explain how omissions, contractions and language use are employed to manipulate the target audience 	Oral presentation: analysis of an advertisement <ul style="list-style-type: none"> Explain visual cues like font, print size, picture shots Explain manipulative use of the language Explain how omissions, contractions and use are employed to manipulate the target audience
	Reading and Viewing	Read / view visual text e.g. Advertisement / cartoon / graphs	Read / view visual text e.g. Advertisement / cartoon / graphs	Read / view visual text e.g. Advertisement / cartoon / graphs



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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>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>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>Writing and Presenting</p>	<p>Shorter transactional/ visual texts e.g. Advertisement review</p>	<p>Shorter transactional/ visual texts e.g. Advertisement review</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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 	<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 	<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 advertisement review</p>	<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an advertisement review</p>
	Language Structures	Reinforcement of language structures and conventions covered in	Reinforcement of language structures and conventions covered in	Reinforcement of language structures and conventions covered in previous weeks

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
9-10	Conventions	<p>previous weeks</p> <p>Word level: Transitive and intransitive verbs</p> <p>Sentence level: Passive; present progressive; direct and reported speech; reported speech;</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: colon; quotation marks; question marks; comma; full stop</p>	<p>previous weeks</p> <p>Word level work: Common and complex nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: introductory paragraphs; definition paragraph, concluding paragraph; sentence structures; sentence types</p> <p>Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms</p> <p>Punctuation and spelling: spelling patterns; abbreviations spelling patterns; various punctuation marks</p>	<p>Word level work: Nouns - Concrete and abstract, compound and complex Pronouns – reflexive, relative, interrogative, indefinite</p> <p>Sentence level work: Tenses; paragraphs; Concord; Sentence structure; passive voice; direct and reported speech.</p> <p>Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms</p> <p>Punctuation and spelling: spelling patterns; abbreviations spelling patterns; various punctuation marks</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE		Grade 7	Grade 8	Grade 9
Weeks	Skill			
	Speaking			
	Reading and Viewing			
	Writing and Presenting			
	Language Structures and Conventions			



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
TERM 3			
1-2	Listening and Speaking	Listening and Speaking strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> Practice listening process Listen to dialogue Structure and development of ideas Take notes <ul style="list-style-type: none"> Language and power Tone Mood Introduction and conclusion Answer questions 	Listening and Speaking strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> Practice listening process Listen to dialogue Structure and development of ideas Take notes <ul style="list-style-type: none"> Language and power Tone Mood Introduction and conclusion Answer questions
		Group discussion/ dialogue: <ul style="list-style-type: none"> Indicate roles Speakers take turns Explain view points and reach consensus Use appropriate language, style and register Present 	Group discussion/ dialogue: <ul style="list-style-type: none"> Indicate roles Speakers take turns Explain view points and reach consensus Use appropriate language, style and register Present

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Reading and Viewing	Literary text like drama / story/ novel <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme 	Literary text like drama / story/ novel <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) 	Literary text like drama / story/ novel <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>Text features – titles, headings, captions, illustrations,</p> <p>Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</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, words, stanzas, typography figurative meaning

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> figurative meaning mood theme and message 	<p>Reading /viewing for comprehension</p> <ul style="list-style-type: none"> Skimming Scanning Summarize Visualization Make inferences Meaning of words <p>Reading strategies for comprehension</p> <ul style="list-style-type: none"> Purpose and target group Making inferences Give own opinion Distinguish between facts and opinions Direct and implied meaning 	<p>Reading for Comprehension and reading strategies: visual text - cartoon</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 Reviewing to promote understanding The effect of selections and omissions on meaning The effect of figurative and rhetorical devices Impact of visual techniques
	Writing and Presenting		<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>Longer transactional text e.g. dialogue / review Paragraph conventions</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences <p>Transactional text: write a will and testament</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use conjunctions to ensure 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 will and testament</p>
			<p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p>
	<p>Language structures and conventions</p>		<p>Word level: common nouns, collective nouns; adverbs of manner and time; adjectives</p>	<p>Word level work: Concrete and abstract Nouns; adjectives; conjunctions and transition</p> <p>Sentence level: simple present tense; question forms; statement; discourse markers; direct and reported speech; simple past tense</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		Word meaning: synonyms, antonyms, homonyms Punctuation: question marks; ellipsis; capitalization; hyphen; abbreviations - initialism, acronym, clipped, truncation.	Word meaning: antonyms; synonyms; paronyms; contextual; literal Punctuation and spelling: spelling patterns: full stop, comma; quotation marks	Word meaning: Paronyms, polysemes; homonyms, homophones. Punctuation and spelling: spelling patterns
3-4	Listening and Speaking		Listening and Speaking strategies Listen to an interview <ul style="list-style-type: none"> Compile questionnaire Observe conventions Use appropriate language Take notes Report findings 	Speaking and Listening strategies Listen to an interview <ul style="list-style-type: none"> Role clarification Language use Language and power Discuss CV as one of the requirement for appointment/admission <ul style="list-style-type: none"> Information Relevance Referees Link to covering letter Discuss CV as one of the requirement for appointment/admission <ul style="list-style-type: none"> Information Relevance Referees Link to covering letter

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none">• Listen to letter to the press<ul style="list-style-type: none">• Take notes– Language use– Register– Conventions• Share notes	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none">• Listen to letter to the press<ul style="list-style-type: none">• Take notes– Language use– Register– Conventions• Share notes	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none">• Listen to letter to the press<ul style="list-style-type: none">• Take notes– Language use– Register– Conventions• Share notes
	Group discussion <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<ul style="list-style-type: none">– Take turns– Stays on the topic– Asks questions	Group discussion <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<ul style="list-style-type: none">– Take turns– Stays on the topic– Asks questions	Group discussion <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<ul style="list-style-type: none">– Take turns– Stays on the topic– Asks questions





ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme	<p>Use at least:</p> <ul style="list-style-type: none">one comprehension from the textbookone literature text and explain plot, sub-plot, character portrayal, conflict and dramatic responseIdentification of themes, mood and tone	<ul style="list-style-type: none">Specific focus on literary text featuresShow comprehension of development of plot and conflict, characterisation, turning point, background, / milieu / role of narrator, theme, conclusion and ending

Reading process:

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

Reading process:

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

Poetry

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

Poetry

- Key features of poem
- internal structure of a poem, figures of speech/ imagery, rhyme, rhythm
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Reading process:

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

Reading process:

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

Poetry

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

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Writing and Presenting	<ul style="list-style-type: none"> • theme and message 	<ul style="list-style-type: none"> • mood • theme and message 	<ul style="list-style-type: none"> • theme and message
		Transactional text: e.g. Covering letter and CV <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements 	Transactional text: e.g. Covering letter and CV <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements 	Transactional text: e.g. Covering letter and CV <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements
			Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
			Write a covering letter and CV	Write a covering letter and CV
	Language	Reinforcement of language	Reinforcement of language	Reinforcement of language

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill Structures and Conventions	Grade 7 structures and conventions covered in previous weeks	Grade 8 structures and conventions covered in previous weeks	Grade 9 structures and conventions covered in previous weeks
		<p>Word level: proper nouns, singular and plural Adjectives: comparative, superlative</p> <p>Sentence level: complex with relative clauses; direct and indirect speech.</p>	<p>Word level work: Adverbs of manner, place, degree; prepositions</p> <p>Sentence level: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p>	<p>Word level work: Adjectives</p> <p>Sentence level work: speech; tenses; sentence types; paragraph types; voice; clauses and phrases. sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
Grade 9			
5-6	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Different forms of oral Communication. (Meeting procedures)</p> <p>Role play: meeting procedure</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 and Speaking strategies</p> <p>Unprepared speech</p> <ul style="list-style-type: none"> • Public speaking skills • Planning, research and organization • Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices • Language usage: • vocabulary • Style and register <p>Speaking and Listening strategies</p> <p>Listen to the Debate on the radio/ television</p> <ul style="list-style-type: none"> • Role players • Use of voice • Pacing • Presenting a motion and defending it • Presenting a rebuttal • Resolution • Take notes • Discuss and share notes <p>Participate in a debate</p> <ul style="list-style-type: none"> • Debating conventions • Language use • Present a motion and defend it • Present a rebuttal • Role players • Resolution
			<p>Listening comprehension</p> <p>(written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
Reading and Viewing <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>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 Infer meaning of unfamiliar words and images (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language <p>Literary text such as youth novel/ short story / drama</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 / viewing for comprehension (Visual and written texts) Strategies</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Intensive reading Making predictions Inferring the meaning of unfamiliar words and images Main and supporting ideas The effect of selections and omissions on meaning The effect of figurative and rhetorical devices <p>Read a literature text e.g. Novel/ short story/ Folklore e.g. legends, myths, fables</p> <ul style="list-style-type: none"> Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection 				

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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 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 • 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)) <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 • The writer's inferences and conclusions <p>Summarising the text</p>
				<p>Writing and Presenting</p> <p>Write an essay: Narrative/descriptive/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style
				<p>Write an essay: Narrative/descriptive/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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	Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks	Word level work: Conjunctions and transition words

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		Sentence level: simple present tense, simple past tense; direct and reported speech; active and passive voice;	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.	Sentence level work: Speech; sentence types; sentence structure; voice; tenses; paragraph types, emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.
			Word meaning: Verbal extensions (derivatives)	Word meaning: Literal, figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun
7-8	Listening and Speaking		Punctuation and spelling: apostrophe; capitalisation; comma; full stop; colon Vocabulary in context Remedial grammar from learners' writing.	Punctuation and spelling: spelling patterns Listening and Speaking strategies
				Listening and Speaking strategies

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		Listening to a speech by a prominent member of the society <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 	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 line • Discuss with partner language use • Discuss with partner language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions 	Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions
			Prepared speech <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	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
			Story telling <ul style="list-style-type: none"> • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story 	Story telling <ul style="list-style-type: none"> • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story
			Reading and Viewing	Reading/viewing for information (use text such as Newspaper
				Literary text such as short story, youth novel / novel
				Literary text such as short story, youth novel / novel

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	articles/ magazine articles/ written speeches / short story / novel	<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 • Figures of speech <p>Write a comprehension test</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>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 process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate))



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Reading comprehension : (text from text prescribed literature)	<p>Reading / viewing for comprehension (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 	<p>Reading / viewing for comprehension (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and Conclusions
	Writing and Presenting	<p>Write a literary text: short story/ essay</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion 	<p>Write a literary text: short story/ essay</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • 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>Focus on process writing</p> <ul style="list-style-type: none"> • Use a variety of sentences types, lengths and structures
			<p>Create own story following the process outlined</p> <p>Best story ‘published’/ read in class.</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>Create own story following the process outlined</p> <p>Best story ‘published’/ read in class.</p>	<p>Create own story following the process outlined</p> <p>Best story ‘published’/ read in class.</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.	Sentence level: sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;	Word meaning: synonyms; antonyms; homonyms; Punctuation and spelling: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis	Sentence level work: Descriptive paragraph; choice paragraph; classification paragraph.
			Word meaning: synonyms; antonyms; homonyms; Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions	Word meaning: One word for a phrase Punctuation and spelling: spelling patterns
9-10	Listening and Speaking	Speaking and Listening strategies Story Telling	Listening and Speaking strategies Listen to a text read aloud from a short story	Speaking and Listening strategies Story Telling <ul style="list-style-type: none">• Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact,• Recorded text is played• Appropriate reading skills are pointed out to learners

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
		<p>Different forms of oral communication e.g. giving directions instructions/</p> <ul style="list-style-type: none"> • Conventions and features of a story 	<p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Select a text to read aloud • Use appropriate reading skills such as tone, volume, tempo, voice projection, pronunciation, fluency • Practise • Read text
		<p>Reading and Viewing</p>	<p>Read a literary text such as short story /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>Read a literary text such as short story /novel/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as, background, time, milieu, narrator,



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	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 	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 	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



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
<p>Writing and Presenting</p> <p>Write an argumentative / reflective 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>Write an essay: Argumentative / reflective essay</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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Focus on process writing</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"> • 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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Focus on process writing</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 				

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
			Grade 9
	Language Structures and Conventions	<p>presenting</p> <p>Reinforcement of language structures and conventions covered in previous weeks.</p> <p>Word level: Complex nouns Pronouns Articles - definite, indefinite, Adjectives: comparative, superlative</p>	<p>Reinforcement of language structures and conventions covered in previous weeks.</p> <p>Word level work: Common and complex nouns. Prepositions with a variety of phrasal verbs, pronouns Articles - definite, indefinite, Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop; comma; colon, semi colon</p> <p>Reinforcement of language structures and conventions covered in previous weeks.</p> <p>Word level work: Verbs, pronouns, Articles - definite, indefinite, Adjectives: comparative, superlative</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns; various punctuation marks</p>



ANNUAL TEACHING PLAN -HOME LANGUAGE					
Weeks	Skill	Grade 7	Grade 8	Grade 9	
1-2	Listening and Speaking strategies Unprepared speech (Introducing a speaker;/vote of thanks/ Telling a story)	TERM 4 Listening and Speaking strategies Listening comprehension (such as listening to a written / audio-visual text/ oral story) <ul style="list-style-type: none"> Identify main and supporting ideas Choose appropriate topic Organize information coherently Identify vocabulary, language structures, Effective introduction and ending Features and conventions (public speaking techniques, structure.) 	Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ story) <ul style="list-style-type: none"> Identify main and supporting ideas Write notes Share ideas and experiences and show understanding of concepts Identify persuasive/ Manipulating techniques where applicable Answer questions 	Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ story) <ul style="list-style-type: none"> Reacts critical on a variety of texts Listen for specific information Listen and enjoy fables and titles Answer question 	Meeting procedure <ul style="list-style-type: none"> Role players Meeting conventions Turn taking Language use Disagreeing in the meeting Introduction and conclusion



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Reading and Viewing	<p>Reading/comprehension (use written / visual text / multi-media texts)</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>Reading/Viewing for information (use written / visual text / multi-media texts)</p> <ul style="list-style-type: none"> • Intensive reading • Making inference • Predict • Visualization • Meaning of words • Fact and opinion • Write a summary
		<p>Reading comprehension : (use written / visual text / multi-media texts)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning • Write a summary 	<p>Reading comprehension : (use written / visual text / multi-media texts)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning • Write a summary



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	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 	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 <p>Read a newspaper/ magazine article</p> <ul style="list-style-type: none"> • Format • Language use • Text features • Sequencing 	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 <p>Literary text such as short story, youth novel / novel</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme
	Writing and Presenting	Long/short transactional text e.g. giving directions	Long transactional text e.g. Newspaper article / magazine article	Long transactional text e.g. Letter of application (formal)



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none">• Requirements of format, Style• Target audience, purpose and context• Word choice and language structures	<ul style="list-style-type: none">• Correct format• Purpose <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">• Correct format• Purpose <p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Write a newspaper/ magazine article</p>
	Language structures and conventions		Reinforcement of language structures and conventions covered in previous weeks	Reinforcement of language structures and conventions covered in previous weeks

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Word level: complex nouns; Adjectives: comparative, superlative; Prepositions - simple (one word), compound (two word), complex (three and more word) preposition s</p> <p>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses</p>	<p>Word level work: Singular and plural; gender; diminutives Prepositions - simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p>	<p>Word level work: Verbs Singular and plural; gender; diminutives Prepositions - simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level work: Direct and indirect speech. Active voice, passive voice, fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: semicolon; inverted commas full stop; apostrophe</p> <p>Punctuation and spelling: quotation marks spelling patterns</p> <p>Punctuation and spelling: spelling patterns.</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
3-4	Listening and Speaking	Listening and Speaking strategies <ul style="list-style-type: none"> Different forms of oral Communication Debate/Group discussion: Discuss use of e-mail/ posters/ diary entries/ flyers Features and conventions Planning, researching, organising and presenting Speakers take turns 	Listening and Speaking strategies <ul style="list-style-type: none"> 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 practise 	Speaking and Listening strategies <ul style="list-style-type: none"> Forum discussion/ panel discussion / group discussion <ul style="list-style-type: none"> Role players Forum/discussion conventions Turn taking Language use Disagreeing in the discussion Introduction and conclusion Groups talk about subjects of current interest.

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	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>Literary text such as / novel / short story / drama /</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, 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>Literary text such as short story, youth novel / novel</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"> • 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



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Writing and Presenting	Long/shorter transactional texts e.g.: e-mail, posters/diary entries/ flyers. <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 	Write a transactional text: a diary entry. <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 	Transactional texts e.g. diary entry: <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
			Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
			Write a diary entry	Write a diary entry
			Language Structures	Reinforcement of language structures and conventions
				Reinforcement of language structures and conventions

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill and Conventions	Grade 7 conventions covered in previous weeks	Grade 8 covered in previous weeks	Grade 9 covered in previous weeks
		<p>Word level: pronouns - interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetorical questions</p>	<p>Word level work: Pronouns – personal and relative Moods – Subjunctive; Imperative; Potential; 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 level work: Proper nouns, gerund, complex nouns Moods – Subjunctive; Imperative; Potential; Indicative; Conditional</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p> <p>Word meaning: Stereotypes, prejudice, biasness, emotive</p> <p>Punctuation and spelling: spelling patterns Abbreviations – initialism, acronym, clipped,</p>

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
5-6	Listening and Speaking strategies Listening comprehension	<p>font</p> <p>Listening and Speaking strategies Listen to a text read aloud</p>	<p>Listening and Speaking strategies Listen to a text read aloud</p> <ul style="list-style-type: none"> Recorded text is played Explain listening process Take notes Answer questions and dramatise 	<p>Speaking and Listening strategies Role play a situation</p> <ul style="list-style-type: none"> Recorded text is played Appropriate reading skills are pointed out to learners Use of punctuation in a read text Opening and closing <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>Dialogue based on text read aloud</p> <ul style="list-style-type: none"> Decide on topic Revise conventions Discourse markers to sustain dialogue Roles for participants Opening and closing Practise Presentation <p>Conversation</p> <ul style="list-style-type: none"> Decide on suitable situation and topics Speaking conventions Language and power Discourse markers Use of cues Adherence to conventions Appropriate body language Attention-grabbing introduction and a strong conclusion Purpose, target group and context



ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Read literary text like youth novel / short stories / drama / folklore	<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 and 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>Read literary text such as short story, youth novel / novel</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator and 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)
	Reading and Viewing	<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 	<p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem internal structure of a poem, figures of speech/ imagery, rhyme, rhythm



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> 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>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>Analysis of a poem:</p> <ul style="list-style-type: none"> Lines, words, stanzas, link, refrain, typography, punctuation. Meaning: implicit and explicit <p>Analysis of a poem:</p> <ul style="list-style-type: none"> Lines, words, stanzas, link, refrain, typography, punctuation. Meaning: implicit and explicit <p>Revision and preparation for Examination (Essays/journalistic report/ obituary/diary entry/ invitation card)</p> <p>Preparation stage:</p> <ul style="list-style-type: none"> Correct format Purpose Bias and prejudice Manipulation Stereotypes
	Writing and Presenting			

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures 	<ul style="list-style-type: none"> 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 	<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
	Language Structures and Conventions		<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Relative pronouns; singular and plural forms</p>
				<p>Word level work: Verbs, nouns, Relative pronouns; singular and plural Forms</p>



ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;	Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; speech; voice; bias and prejudice	Sentence level work: Explanation: cause and effect	Sentence level work: Explanation: cause and effect
7-8	Listening and Speaking	Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks	Word meaning: synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks	Word meaning: Shift of meaning, using language for special purpose, one word for a phrase Punctuation and spelling: spelling patterns.

ANNUAL TEACHING PLAN -HOME LANGUAGE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Listening • Listening comprehension	• Prepared reading • Unprepared reading	• Prepared reading • Unprepared reading	• Prepared reading • Unprepared reading
	Reading and Viewing	Revision and preparation for examination	Prepare for examination	Reading and Viewing: Revision of key features, conventions and structures
				Reading • Reading comprehension • Summary • Literature: – Novel / short stories / folklore – Drama / film study – Poems
				Reading • Reading comprehension • Summary • Literature: – Novel / short stories / folklore – Drama / film study – Poems
	Writing and Presenting	Revision and preparation for examination	Prepare for examination	Revision of writing texts Revision of the process approach to Writing
				Writing: • Transactional texts • Long transactional texts • Short transactional texts
	Language	Reinforcement of	Reinforcement of language	Reinforcement of language

ANNUAL TEACHING PLAN -HOME LANGUAGE			
Weeks	Skill	Grade 7	Grade 8
	Structures and Conventions	language structures and conventions covered in previous weeks.	structures and conventions covered in previous weeks.
		Word level work: collective pronouns; reflexive pronouns; stem.	Word level work: revision
		Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation	Sentence level work: revision compound and complex sentences; statements; subject-verb agreement; question forms; negation
			Word meaning: revision
			Punctuation and spelling: Revision
			Word meaning: One word for a phrase
			Punctuation and spelling: Spelling patterns.
			End-of-the-Year EXAMINATION



TERM 1 PLANNING: LESSON PLAN
SUBJECT: ENGLISH HL

DURATION: WEEK 1 & 2

DATE	ACTIVITIES	TEACHERS' NOTES	GRADE 7	GRADE 8	GRADE 9
Listening and Speaking WEEK 1	THE TEACHER WILL: <ul style="list-style-type: none">Explain the listening processRead a short storyAsk prompting questions as (s)he goes along	Listening and Speaking strategies	THE LEARNERS WILL: <ul style="list-style-type: none">Take notes and jot down new wordsLook for the meaning of words/create their own dictionariesAnswer questions from/about the story.	Listening and Speaking strategies	THE LEARNERS WILL: <ul style="list-style-type: none">Take notes and jot down new words and formulate own title for the storyLook for the meaning of wordsUse new words in sentencesAnswer questions from/about the story.
				<p>Group/panel discussion</p> <ul style="list-style-type: none"> Discuss specific ideas from a short story Take a position on ideas and refer to text to support the position Group members will take turns to tell the class their 	<p>Group/panel discussion</p> <ul style="list-style-type: none"> Select relevant ideas; sequence main ideas Formulate and answer own questions based on the story Group members will take turns to tell the class their



Read the advertisement and explain/ discuss the following:	<p>Own stories (1st member will do introduction, 2nd and 3rd member the body and the 4th member will do a powerful conclusion)</p> <ul style="list-style-type: none"> NB: Focus on sequence and chronology of events, relate content to own experience 	<p>Own stories (1st member will do introduction, 2nd and 3rd member- the body and the 4th member - a powerful conclusion)</p> <ul style="list-style-type: none"> NB: Focus on sequence and chronology of events, relate content to own experience 	<p>Listening comprehension: Advertisement</p>
	<p>Tone</p> <p>Pace</p> <p>Emotive and manipulative language use</p> <p>Font size and body language</p>	<p>Listening comprehension: Advertisement</p>	<p>Listening comprehension: Advertisement</p>
WEEK 2			



WEEK 2

	THE LEARNERS WILL:	THE LEARNERS WILL:	THE LEARNERS WILL:
Provide different texts to learners and explain Key features of literature text: such as character, characterisation plot, conflict, background, setting, narrator, theme	<ul style="list-style-type: none"> • Skim and scan the text for meaning and recognition of new and unfamiliar words, <p>Teach: 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"> • Read in groups from their own texts and identify features such as character, characterisation, plot, conflict, background, setting, narrator, theme from their own texts. 	<ul style="list-style-type: none"> • Do intensive reading of the text and find inferred meaning and draw conclusions • Answer questions from their own texts.
	<ul style="list-style-type: none"> • Skim and scan the text for meaning and recognition of new and unfamiliar words 	<ul style="list-style-type: none"> • Read in pairs from their own texts and identify features such as character, characterisation, plot, conflict, background, setting, narrator, theme from their own texts. 	<ul style="list-style-type: none"> • Do intensive reading of their own texts. • Answer questions from their own texts.



WEEK 2	Poetry THE TEACHER WILL: <ul style="list-style-type: none"> Provide learners with two poems and explain Key features of the poem from one. 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 	Poetry THE LEARNERS WILL: <ul style="list-style-type: none"> Identify different internal features of a poem as taught, from another poem not used by the teacher (pair work) Identify external features of a poem, the figurative meaning, mood and message. 	Poetry THE LEARNERS WILL: <ul style="list-style-type: none"> Identify different features of a poem as taught, from another poem not used by the teacher (pair work) Identify external features of a poem, the figurative meaning, mood and message. Create a one stanza of their own poem in pairs 	Poetry THE LEARNERS WILL: <ul style="list-style-type: none"> Identify different features of a poem as taught, from another poem not used by the teacher (pair work) Identify external features of a poem, the figurative meaning, mood and message. Create two stanzas of their own poem in pairs taking into consideration rhyme, rhythm and figurative meaning. 	Poetry THE LEARNERS WILL: <ul style="list-style-type: none"> Identify different features of a poem as taught, from another poem not used by the teacher (pair work) Identify external features of a poem, the figurative meaning, mood and message. Create two stanzas of their own poem in pairs taking into consideration rhyme, rhythm and figurative meaning.
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WEEK 1	<p>THE LEARNERS WILL: (FROM THE PROVIDED TEXTS)</p> <ul style="list-style-type: none"> • Identify a topic sentence • Draw mind maps before writing • Topic sentence of paragraph • Main and supporting ideas. • From the story they will make own sentences using conjunctions from the text, the correct register and tone. • Write a paragraph in the present tense using words from the text. • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense 	<p>THE LEARNERS WILL:</p> <ul style="list-style-type: none"> • Identify a topic sentence • Draw mind maps before writing • Find main and supporting ideas. • From the story they will make own sentences using conjunctions from the text, the correct register and tone. • Write a paragraph in the present tense using words from the text. • Write a paragraph in the correct register and tone. • Write a paragraph in the correct register and tone. • Write a paragraph in the correct register and tone. • Write a paragraph in the correct register and tone. • Write a paragraph in the correct register and tone.
		<p>WEEK 2</p>



<p>Focus and explain the process of writing:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<ul style="list-style-type: none"> Exchange the paragraphs with the other groups and change them into past tense 	<ul style="list-style-type: none"> Using the message(s) from the text, they will write their own stories (a paragraph in groups) following the writing process. [See CAPS for length] 	<ul style="list-style-type: none"> Using the message(s) from the text, they will write their own stories (two paragraphs in pairs) following the writing process. [See CAPS for length] 	<ul style="list-style-type: none"> Using the message(s) from the text, they will create colourful creative posters in groups following the writing process. [See CAPS for length] Display their posters to the whole class to comment or critique.
		<ul style="list-style-type: none"> Read their group stories to the whole class 	<ul style="list-style-type: none"> Read their pair stories to the whole class 	<p>Reinforcement of grammar covered in previous phase:</p>
	<p>THE TEACHER WILL focus on</p> <p>Word level work:</p> <p>discuss</p>	<p>Reinforcement of grammar covered in previous phase:</p>	<p>Reinforcement of grammar covered in previous phase:</p>	<p>THE LEARNERS WILL:</p>
<p>N.B. Spread the language aspects across the two week cycle in an integrated manner</p>	<p>Language Structures & Conventions</p>	<p>common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns</p>	<p>THE LEARNERS WILL:</p> <ul style="list-style-type: none"> Write essays (in groups) using common nouns, concrete and abstract nouns (taking into consideration tenses, punctuation and use of correct communicative language). 	<p>THE LEARNERS WILL:</p> <ul style="list-style-type: none"> Write stories (in groups) using common nouns, concrete and abstract nouns, spelling and punctuation marks, etc. Create a poster on different social issues (e.g. drug abuse, clean environment, saving water, tourism, etc.).



Teach adjectives	<p>Sentence level: simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation: full stop, comma, colon, semi colon, capital and small letters Dictionary use and spelling rules</p>	<ul style="list-style-type: none"> Display in class for comments and critique. <p>NB: Adhere to features of a poster.</p> <ul style="list-style-type: none"> The different stories from different groups will be edited and proofread, then collated into a booklet(s) and published as a school memento. 			<p>ASSESSMENT</p>
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INFORMAL/
INFORMAL

INFORMAL/ FORMAL	

TEACHER:

HEAD OF DEPARTMENT [HOD]
COMMENTS:-

RECOMMENDATIONS:

SIGNATURE: _____ DATE: _____



**TERM 1 PLANNING: LESSON PLAN
SUBJECT: ENGLISH HL**

DURATION: WEEK 3 & 4

DATE	ACTIVITIES	TEACHERS' NOTES	GRADE 7	GRADE 8	GRADE 9
Listening and Speaking	THE TEACHER WILL: WEEK 3	Listening and Speaking strategies LEARNERS WILL: Read a poem and instruct learners to take notes and new words Allow learners to share their own experiences as according to the poem.	LEARNERS WILL: Listen to and discuss the poem <ul style="list-style-type: none">• Create sentences using new words from the poem• Share ideas and experiences and show understanding of concepts derived from the poem• Answer questions about/from the poem LEARNERS WILL: Listen to and discuss the poem <ul style="list-style-type: none">• Create sentences using new words from the poem• Share ideas and experiences and show understanding of concepts derived from the poem• Answer questions about/from the poem LEARNERS WILL: Listen to and discuss the poem <ul style="list-style-type: none">• Create sentences using new words from the poem• Share ideas and experiences and show understanding of concepts derived from the poem• Answer questions about/from the poem	LEARNERS WILL: Listen to and discuss the poem <ul style="list-style-type: none">• Create sentences using new words from the poem• Share ideas and experiences and show understanding of concepts derived from the poem• Answer questions about/from the poem	LEARNERS WILL: Listen to and discuss the poem <ul style="list-style-type: none">• Create sentences using new words from the poem• Share ideas and experiences and show understanding of concepts derived from the poem• Answer questions about/from the poem



			Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society	Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society
Discuss features of prepared speech (S)he pauses for learners to repeat with correct pronunciation and diction, tone, voice projection, pronunciation phrasing of words appropriate and body language WEEK 4	LEARNERS WILL: <ul style="list-style-type: none"> Take notes on new and unfamiliar words to use in sentences. Use identified words in sentences to demonstrate understanding Discuss the tone of the text and the reader (anger, regret, remorse, despair etc.) Identify and discuss features of speech and give own examples Engage in a dialogue to demonstrate different body languages, voice projection and fluency 	LEARNERS WILL: <ul style="list-style-type: none"> Take notes on new and unfamiliar words to use in sentences. Use identified words in sentences to demonstrate understanding Discuss the tone of the text and the reader (anger, regret, remorse, despair etc.) Identify and discuss features of speech and give own examples Engage in a dialogue to demonstrate different body languages, voice projection and fluency 	LEARNERS WILL: <ul style="list-style-type: none"> Use identified words in sentences to demonstrate understanding Identify and discuss features in the speech and give own examples 	LEARNERS WILL: <ul style="list-style-type: none"> Use identified words in sentences to demonstrate understanding Identify and discuss features in the speech and give own examples



WEEK 4

following.	Appropriate topic <ul style="list-style-type: none"> use of voice, intonation and pace punctuation in reading opening and closure 	Prepared speech <ul style="list-style-type: none"> Choose appropriate topic Organize information coherently Use appropriate vocabulary and language structures Practice and Present own speech 	Prepared speech <ul style="list-style-type: none"> Choose appropriate topic Organize information coherently Use appropriate vocabulary and language structures Prepare and present own speech. 	Prepared speech <ul style="list-style-type: none"> Choose an appropriate topic. Organize information coherently Use appropriate vocabulary and language structures Prepare and present own speech.



Reading and Viewing WEEK 3

THE TEACHER WILL:
Teach a novel.
Provide learners with different poems or novels. (S) he revises the features of the specific genre.

Literary text: novel Reading methods
• Independent reading
Pre-reading

LITERATORS WILL:
LEARNERS WILL:
Pre-reading

Literary text like youth novel / short stories / drama

Pre-reading

LEARNERS WILL:
Predict the topic after the introduction of the text.
Identify and jot down new words
Create their dictionary from these words
Analyse introduction and Create personal

		unfamiliar words	conclusion	<p>During reading:</p> <ul style="list-style-type: none"> Identify features of a novel: character, characterisation, plot, conflict, background, setting, narrator, theme <p>WEEK 4</p>	<p>During reading:</p> <ul style="list-style-type: none"> Identify features of a novel: character, characterisation, plot, conflict, background, setting, narrator, theme <p>Post reading:</p> <ul style="list-style-type: none"> Answer questions from the novel Identify features of a novel 	<p>During reading:</p> <ul style="list-style-type: none"> Identify features of a novel: General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme <p>Post reading:</p> <ul style="list-style-type: none"> Do intensive reading, identify the inferred meaning and draw conclusions. Write a summary of the novel read guided by the features. Discuss the moral of the novel 	<p>During reading:</p> <ul style="list-style-type: none"> Create their own conclusion <p>Post-reading:</p> <ul style="list-style-type: none"> answer questions, compare, contrast, evaluate 	<p>THE TEACHER WILL:</p> <p>Focus on process writing</p> <p>WEEK 3</p>	<p>Writing and presenting</p> <p>WEEK 3</p> <p>Writes a poem</p> <ul style="list-style-type: none"> Two verses 	<p>Writes a poem</p> <ul style="list-style-type: none"> Two verses
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	<ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language and presenting 	<p>WEEK 4</p> <p>Focus on process writing:</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use <p>Write a letter of appreciation for help/advice received</p> <p>Write a letter of appreciation for help/advice received</p> <p>Write a letter of appreciation for help/advice received</p>
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<ul style="list-style-type: none"> • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures Correct format 	<p>THE TEACHER WILL:</p> <p>Language Structures & Conventions</p>	<p>LEARNERS WILL:</p> <p>Make a weather chart and report focus on: compound, gerund, diminutives, Augmentatives</p> <p>Identify compound and complex nouns, finite verbs and pronouns from a cartoon strip provided and use them in their own story writing</p>	<p>LEARNERS WILL:</p> <p>Make a collage of different food(s) and write two paragraphs on healthy living paying attention to Spelling and spelling patterns</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Spelling and spelling patrons • Abbreviations, shortening, acronyms • Stems, pre and suffix's, complex and simplex <p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative</p>
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<p>Language aspects</p> <p>across the two week cycle in an integrated manner</p>	<p>Sentence level: verb phrase; verb clause; topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophones, synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>	<p>Sentence level work:</p> <ul style="list-style-type: none"> • Nouns, adjectives, pronouns • Punctuation • Tenses; direct and reported speech; sentence structure; concord <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophones, 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>Punctuation: exclamation mark; question mark; comma; full stop</p> <p>Abbreviations –initialism, acronym, clipped, truncation, aphesis, portmanteau</p>
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	RESOURCES	
ASSESSMENT		
INFORMAL/ FORMAL	Task 1: Oral Retell a story / discusses a poem / dialogue / group/panel discussion	Group discussion - visual texts / listening comprehension / (un)prepared speech / forum/group discussion/interview Prepared reading / conversation

TEACHER: _____

HEAD OF DEPARTMENT [HOD]

COMMENTS: _____

RECOMMENDATIONS:

DATE: _____
 SIGNATURE: _____



TERM 2 PLANNING: LESSON PLAN
SUBJECT: ENGLISH HL

DURATION: WEEK 1 & 2

DATE	ACTIVITIES	TEACHERS' NOTES	GRADE 7	GRADE 8	GRADE 9
Skill					
Listening and Speaking WEEK 1	THE TEACHER WILL: Listening for comprehension		Listening for comprehension Listen to a story/ instructions/ directions	Listening for comprehension Listen to a story/ instructions/ directions	Listening for comprehension Listen to a story/ instructions/directions
			THE LEARNERS WILL: <ul style="list-style-type: none"> Give a topic to the class and ask general questions related to the story they are going to read. Read the text/story to the whole class and instruct them to take notes. Reread and ask questions related to the story. 	THE LEARNERS WILL: <ul style="list-style-type: none"> Predict what the story is about Answer questions from their own experience Listen to the story and relate their predictions to the story Take notes Identify main, supportive ideas and language use Respond to contextual questions Engage in different kinds of oral communication e.g. 	THE LEARNERS WILL: <ul style="list-style-type: none"> Predict what the story is about Answer questions from their own experience Listen to the story and relate their predictions to the story Take notes Identify main and supportive ideas and language use Respond to contextual questions Engage in different kinds of oral communication e.g. different kinds of oral communication



<ul style="list-style-type: none"> • Listen to a story/ instructions /directions 	<p>THE TEACHER WILL:</p> <p>WEEK 1</p> <p>Let the learners read the play extract</p>	<p>LEARNERS WILL</p> <p>Read a literature text e.g. Drama /short story /folklore / novel</p> <p>Reading strategies</p>	<p>LEARNERS WILL</p> <p>communication e.g. giving and following directions/instructions</p>	<p>[giving and following directions of a recipe e.g. how to make a dumpling: UTENSILS INGREDIENTS METHOD</p>
				<p>Reading process:</p> <p>Pre-reading</p> <ul style="list-style-type: none"> • Learners will predict the storyline from skimming and scanning the text. • They will come up with their own titles for the story • Give their understanding/ views about the background of the story <p>During reading (features of text)</p> <ul style="list-style-type: none"> • One member from each group will read a paragraph of the given





WEEK 2

<p>style</p> <p>given text emphasising good pronunciation, diction and tone.</p> <ul style="list-style-type: none">• All groups will get a chance to read.(the story can be repeated until each group gets a chance to read)	<p>text emphasising good pronunciation, diction and tone.</p> <ul style="list-style-type: none">• All groups will get a chance to read.(the story can be repeated until each group gets a chance to read)	<p>text emphasising good pronunciation, diction and tone.</p> <ul style="list-style-type: none">• All groups will get a chance to read.(the story can be repeated until each group gets a chance to read)
		<p>Post-reading:</p> <ul style="list-style-type: none">• Answer questions on the story• Compare predictions and the real events of the story• Contrast own/group views with the author's• Evaluate both reality and what the author and other group members' views are• Make/create a make shift theatre and perform/role play on stage.
		<p>Post-reading:</p> <ul style="list-style-type: none">• Answer questions on the story• Compare predictions and the real events of the story• Contrast own/group views with the author's• Evaluate both reality and what the author and other group members' views are• Make/create a make shift theatre and perform/role play on stage.

	<p>THE TEACHER WILL:</p> <ul style="list-style-type: none"> • Answer questions on the poem • Will tease out figurative meaning(s) of the poem and explain them • Revise key features of a poem. • Will provide learners with different kinds of poems to read, identify features and the tone, attitude and mood of the poet • Revise figures of speech (personification, hyperbole, onomatopoeia etc.) 	<p>and diction</p> <ul style="list-style-type: none"> • Answer questions on the poem • Will tease out figurative meaning(s) of the poem and explain them • Make their own sentences making use of figures of speech to show understanding • Describe the tone, mood and attitude of the poet of their different poems. • Apply all their knowledge by writing their own three stanza poems as groups • Apply all their knowledge by writing their own two stanza poems as groups • Read it to the class with emphasis on key features. 	<p>diction</p> <ul style="list-style-type: none"> • Answer questions on the poem • Will tease out figurative meaning(s) of the poem and explain them • Make their own sentences making use of figures of speech to show understanding • Describe the tone, mood and attitude of the poet of their different poems. • Apply all their poetry knowledge by writing their own poems as individuals • Create a poster and organise poetry sessions for the school • Organise a concert and invite other learner poets. (Stage, time, invites, programme director, assign roles to different learners etc.) 	<p>LEARNERS WILL DO:</p> <ul style="list-style-type: none"> • Answer questions on the poem • Will tease out figurative meaning(s) of the poem and explain them • Make their own sentences making use of figures of speech to show understanding • Describe the tone, mood and attitude of the poet of their different poems. • Apply all their poetry knowledge by writing their own poems as individuals • Create a poster and organise poetry sessions for the school • Organise a concert and invite other learner poets. (Stage, time, invites, programme director, assign roles to different learners etc.)
Writing and presenting	THE TEACHER WILL:	LEARNERS WILL DO:	LEARNS WILL DO:	LEARNS WILL DO:
WEEK 1	<p>Revise process writing</p> <ul style="list-style-type: none"> • Planning-think 	<p>Transactional text e.g. Directions / Instructions / narrative</p>	<p>Transactional text e.g. Directions / Instructions / narrative</p>	<p>Transactional text e.g. Directions / Instructions / narrative essay</p>



about what you want to write about the audience	essay	Brainstorm what they want to write about as groups or pairs(e.g. giving directions)	<ul style="list-style-type: none"> • Drafting-brainstorm ideas of the story/text • Revision-organise and relook these ideas • Editing-check the draft and make corrections • Proof-reading and presenting- do the final recheck spelling, tone and message. then publish your document
			<p>WEEK 2</p> <ul style="list-style-type: none"> • Draw a map of their area (shops, school, neighbouring farm/house, windmill, farm storage, kraal, stable, Millie field, dam, borehole, pig sty, trough etc.) • Draw a map of their area (shops, school, neighbouring farm/house, windmill, farm storage, kraal, stable, Millie field, dam, borehole, pig sty, trough etc.) • Give direction to the school from any of the identified icons in your map.(observe/use the correct terminology. e.g. turn right at the stop sign/junction and walk/drive two km east) • Give direction to the school from any of the identified icons in your map.(observe/use the correct terminology. e.g. turn right at the stop sign/junction and walk/drive two km east) • Identify the different land marks (e.g. a tall tree on the right, a dilapidated house on the corner etc.) • Stick to relevant conjunctions (adjectives, nouns, adverbs etc.) • Organise their ideas eliminating some that are not relevant • Correct format • Organize content (mind map) • Main and supporting ideas



<ul style="list-style-type: none"> • Paragraph Conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions 	<ul style="list-style-type: none"> • Revise and edit the work • Proofread and present their work 	(adjectives, nouns, adverbs etc.)	<ul style="list-style-type: none"> • Organise their ideas eliminating some that are not relevant • Revise and edit the work • Proofread and present their work 	<ul style="list-style-type: none"> • Revise and edit the work • Organise a 10km run and 5km walk from the school to any of the icons and back to the school.(take note of the distance, land marks, water sites, cheer leaders, prizes, tags etc.) 	<ul style="list-style-type: none"> • eliminating some that are not relevant
<p>Language Structures & Conventions</p> <p>NB. Spread the language aspects across the two week cycle in an integrated manner</p> <p>Teach adjectives</p>	<p>THE TEACHER WILL FOCUS ON:</p> <p>Word level: Complex nouns, predicate and verbs, Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p>	<p>THE TEACHER WILL:</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>THE LEARNER WILL:</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>THE LEARNER WILL:</p> <p>PROJECT POSTER</p> <ul style="list-style-type: none"> • Design a Convention poster (e.g. complex noun, predicate and verbs, Adjectives: comparative, superlative) • Make exemplar sentences with those 	<p>THE LEARNER WILL:</p> <p>PROJECT</p> <ul style="list-style-type: none"> • Divide yourselves into groups/pairs and choose a team leader • Team leader assigns different duties to group members • All members collect all the resources needed (brainstorm members)



<p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners'</p> <p>writing object, dual use of some nouns, finite</p>	<p>conventions</p> <ul style="list-style-type: none"> • together) • Clarify instructions to all member • Clarify all requirements and criteria for flash cards(size, neatness, colour, font size etc.) <p>PROJECT</p> <ul style="list-style-type: none"> • Design vocabulary cards on healthy foods(nouns) • Synonyms AND antonyms • Homophones and homonyms, • Figures of speech. • Punctuation marks (marks and words) • Paste them on the wall 	<ul style="list-style-type: none"> • All members collect all the resources needed (brainstorm together) • Clarify instructions to all member • Clarify all requirements and criteria for flash cards(size, neatness, colour, font size etc.) • Use correct spelling of words, punctuation and good use of grammar words e.g. synonyms, antonyms, literal and figurative language • Ensure that subject and predicate, subject verb agreement, main clause, dependent clause are correctly used. 	<p>ASSESSMENT</p>



	INFORMAL/ FORMAL

TEACHER: _____

DATE: _____

HEAD OF DEPARTMENT [HOD]
COMMENTS:-

RECOMMENDATIONS:

SIGNATURE:-

DATE: _____



**TERM 3 PLANNING: LESSON PLAN
SUBJECT: ENGLISH HL**

DURATION: WEEK 1 & 2

DATE	ACTIVITIES	TEACHERS' NOTES	GRADE 7	GRADE 8	GRADE 9
Skill			LEARNERS		
Listening and Speaking WEEK 1	<p>Activate background knowledge and indicate purpose of the text</p> <p>Plays a recorded dialogue/ reads a dialogue while learners are listening.</p> <p>NB: Teach features of a dialogue</p>	<ul style="list-style-type: none"> • Pre-listening <ul style="list-style-type: none"> - Talk about the topic in groups or as a whole class. - Learners discuss the structure of a dialogue. <ul style="list-style-type: none"> • During listening <ul style="list-style-type: none"> - Listen carefully and attentively and fill a table with common and proper nouns in groups. - Write a list of unfamiliar words from the dialogue in groups. - Take notes on the tone and the mood of the dialogue. 	<ul style="list-style-type: none"> • Pre-listening <ul style="list-style-type: none"> - Relate the title of the dialogue to personal experiences and make predictions. <ul style="list-style-type: none"> • During listening <ul style="list-style-type: none"> - Learners listen attentively and take notes of major events in the dialogue and discuss them in pairs. - Take notes on new vocabulary. - Take notes on the tone and the mood of the text. 	<ul style="list-style-type: none"> • Pre-listening <ul style="list-style-type: none"> - Activate prior knowledge by discussing the structure of a dialogue and the meaning of negotiations. - Discuss the importance of negotiations. <ul style="list-style-type: none"> • During listening <ul style="list-style-type: none"> - Take notes on the development of ideas in preparation for the writing of a summary. - List all the new words. - Take notes on the tone and the mood of the text. 	<ul style="list-style-type: none"> • Pre-listening <ul style="list-style-type: none"> - Activate prior knowledge by discussing the structure of a dialogue and the meaning of negotiations. - Discuss the importance of negotiations. <ul style="list-style-type: none"> • During listening <ul style="list-style-type: none"> - Take notes on the development of ideas in preparation for the writing of a summary. - List all the new words. - Take notes on the tone and the mood of the text.





WEEK 2

		<ul style="list-style-type: none">• Post listening	<ul style="list-style-type: none">• Post listening	<ul style="list-style-type: none">- Use new words in complete meaningful sentences (Group work).- Answer direct question based on the dialogue.- Describes a character in the dialogue.	<ul style="list-style-type: none">- Discuss the introduction and the conclusion of the dialogue while observing group work conventions- Respond to comprehension questions based on the story.	<ul style="list-style-type: none">- Discuss the use of negotiation skills to reach a consensus.- Discuss the mood and the tone of the dialogue.- Describe characters in the dialogue and relate them to own life experience.- Discuss the introduction and the conclusion of the dialogue while observing group work dynamics.	<ul style="list-style-type: none">Learners will:• Pre- reading	<ul style="list-style-type: none">Learners will:• Pre- reading	<ul style="list-style-type: none">Learners will:• Pre- reading
Reading and Viewing	Teacher will:	<ul style="list-style-type: none">Explain key features of literature text such as character, characterisation, plot, conflict,	<ul style="list-style-type: none">Learners will:• Pre- reading	<ul style="list-style-type: none">- Activate background knowledge by discussing the structure of a text to be read focusing on the topic or title.- Guess what the text is	<ul style="list-style-type: none">- Skim the text and discuss what kind of a text it is, what it is about, and indicate how the writer feels about the subject of the text.- Scan the text to find	<ul style="list-style-type: none">- Skim the text and discuss what kind of a text it is, what it is about, and indicate how the writer feels about the subject of the text.- Scan the text to find	<ul style="list-style-type: none">Learners will:• Pre- reading	<ul style="list-style-type: none">Learners will:• Pre- reading	<ul style="list-style-type: none">Learners will:• Pre- reading
WEEK 1									

	<p>background, setting, narrator, theme</p> <ul style="list-style-type: none"> - all about and make predictions - Skim and scan the text for specific and general information. <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduces text) • During reading (features of text) • Post-reading gives a classroom activity to assess comprehension and knowledge <p>Emphasise / revise features of a poem and reading strategies</p>	<p>specific information like name of characters and setting (space and time)</p> <ul style="list-style-type: none"> • During reading <ul style="list-style-type: none"> - Write down unfamiliar words. - Circle all adjectives and use them in the sentence. - Work out the meaning of the words in the context of the text (word attack skills). - Ask meaningful questions based on the text to improve understanding - Explain what the text is about using own words. • During reading <ul style="list-style-type: none"> - Identify and underline or circle unfamiliar words in the text. - Work out the meaning of the words in the context of the text (word attack skills). - Make notes about characters, setting, and plot. - Ask meaningful questions based on the text to improve understanding. - Explain what the text is about using own words. • Post reading <ul style="list-style-type: none"> - Answer questions based on the text you have read. - Make use of the unfamiliar words in sentences. <p>text.</p> <ul style="list-style-type: none"> - Scan the text to find specific information like name of characters, - setting (space and time), plot, narrator, and theme. <ul style="list-style-type: none"> • During reading <ul style="list-style-type: none"> - Identify and underline or circle unfamiliar all nouns in the text. - Work out the meaning of unfamiliar words in the context of the text (word attack skills). - Make notes about characters, setting, and plot. - Ask meaningful questions based on the text to improve understanding. - Explain what the text is about using own words. • Post reading <ul style="list-style-type: none"> - Analyse the text concentrating on the use of language, grammar and vocabulary. - Answer questions based on the text you have read. <ul style="list-style-type: none"> • Post reading <ul style="list-style-type: none"> - Analyse the text.
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<ul style="list-style-type: none"> - Write a classroom activity to demonstrate comprehension and knowledge of the text. 	<ul style="list-style-type: none"> - Make use of the unfamiliar words in complete and meaningful sentences. - Write a classroom activity <ul style="list-style-type: none"> - (E.g. two paragraphs about “My Dream”. - Paste the written on the class walls for all to read. 	<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>Poetry</p> <ul style="list-style-type: none"> - Answer questions based on style, purpose and target group, inferential meaning and grammar use. - Make use of the unfamiliar words in complete and meaningful sentences. - Organise a reading competition about “My Dream”. - Design certificates as awards for winners and runners up. <p>Reading strategies for comprehension and reading strategies: visual text - cartoon</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion
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WEEK 2



<ul style="list-style-type: none"> • Scanning • Summarize • Visualization • Make inferences • Meaning of words 	<p>Reading for Comprehension and reading strategies:</p> <p>visual text - cartoon</p> <ul style="list-style-type: none"> • mood • theme and message <p>Reading for Comprehension and reading strategies:</p> <p>visual text - cartoon</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 • Reviewing to promote understanding • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques 	<p>Learners will:</p> <ul style="list-style-type: none"> • Convert a short dialogue into a paragraph following a testament
<p>Writing and presenting</p> <p>WEEK 1</p>	<p>The teacher will explain the difference between</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • Follow the writing process to produce a



<p>narrative and descriptive writing, conversion of a dialogue into a paragraph, will and testament.</p> <p>WEEK 2</p> <ul style="list-style-type: none"> Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>good introductory paragraph of any literary text.</p> <ul style="list-style-type: none"> • Fill in application form/questionnaires. • Convert a paragraph into a dialogue observing the format, purpose and target group, logical order of sentences. 	<p>the writing process.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Observing the correct format, purpose, main and supporting ideas, language use and register. • Fill in application form/questionnaires. • Convert a paragraph into a dialogue observing the format, purpose and target group, logical order of sentences. <p>Learners will:</p> <ul style="list-style-type: none"> • Do an exercise on adjectives in the superlative and comparative form, common and proper nouns. • Practice exercises on adjectives, collective and common nouns, noun clauses, antonyms and synonyms. • Write sentences using adverbs to describe an action taken from the read text. <p>NB. Spread the language aspects across the two week cycle in an integrated manner</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Do an exercise on adjectives in the superlative and comparative form, common and proper nouns. • Use the discourse markers and simple past tense in converting the dialogue into a paragraph about the dialogue. • Do a classroom activity based on direct and reported speech/ punctuation and spelling.
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				<ul style="list-style-type: none"> • Do a classroom activity based on direct and reported speech/ punctuation and spelling.

DATE: _____

TEACHER: _____

HEAD OF DEPARTMENT [HOD] COMMENTS: _____

RECOMMENDATIONS: _____

SIGNATURE:- _____



**TERM 4 PLANNING: LESSON PLAN
SUBJECT: ENGLISH HL**

DURATION: WEEK 1 &2

DATE	ACTIVITIES	TEACHERS' NOTES	GRADE 7	GRADE 8	GRADE 9
Listening and Speaking WEEK 1	<p>The teacher will:</p> <ul style="list-style-type: none"> Present a speech to learners using appropriate cues. Organize information coherently Identify vocabulary, language structures, Effective introduction and ending features and conventions (public speaking techniques, structure.) 	<p>Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ oral story) Introducing a speaker;/vote of thanks/ telling a story)</p> <p>Listening and Speaking Strategies Listening comprehension (such as listening to a written / audio-visual text/ oral story) Introducing a speaker;/vote of thanks/ telling a story)</p>	<p>Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ oral story) Introducing a speaker;/vote of thanks/ telling a story)</p>	<p>Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ oral story) Introducing a speaker;/vote of thanks/ telling a story)</p>	<p>Listening and Speaking strategies Listening Comprehension (Such as listening to a fable/ oral story) Introducing a speaker;/vote of thanks/ telling a story)</p>



		<p>During listening</p> <ul style="list-style-type: none"> - Note the introduction and the conclusion - Compare the presentation with own experiences and make notes. 	<p>During listening</p> <ul style="list-style-type: none"> - Note the introduction and the conclusion - Compare the presentation with own experiences and make notes. 	<p>Post listening</p> <p>Learners compile their profiles of different teachers and introduce them in class. (Focusing on posture, introduction, sequence of qualifications, pronunciation, intonation, public speaking techniques etc.)</p>	<p>Post listening</p> <p>Learners compile their profiles of different teachers and introduce them in class. (Focusing on posture, introduction, sequence of qualifications, pronunciation, intonation, public speaking techniques etc.)</p>	<p>Reading /Viewing for information/ Visual text/Multimedia text. Using (autobiographies)</p>
	WEEK 2	<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>Post listening</p> <ul style="list-style-type: none"> - Answer questions from the speech teachers and introduce them in class. (Focusing on posture, introduction, sequence of qualifications, pronunciation, intonation, public speaking techniques etc.) 		<p>Reading comprehension: Visual text/Multimedia text (autobiographies)</p>
		<p>Reading and Viewing</p> <p>THE TEACHER WILL:</p>				



WEEK 1	Revise the reading strategies with the provided text (all have different texts – autobiographies)	Reading process: (Group work)
		<ul style="list-style-type: none"> • Pre-reading <ul style="list-style-type: none"> - Skim the text to get a feel of what it is about such as what the title means? What does it say about the text? - Scan the text for key words and parts of the text. • 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
WEEK 2		Reading process: (Group work)
		<ul style="list-style-type: none"> • Pre-reading <ul style="list-style-type: none"> - Skim the text to get a feel of what it is about such as what the title means? What does it say about the text? - Scan the text for key words and parts of the text. • During reading <ul style="list-style-type: none"> - Read the autobiography and profile the subject of the text. - Sequence the subject's professional life experiences. • Post-reading <ul style="list-style-type: none"> - Answer questions on autobiographies - Profile the subject's Curriculum Vitae (CV)



	<ul style="list-style-type: none"> - Different groups compare different profiles. - Rank the subjects according their qualifications. 	<ul style="list-style-type: none"> - Different groups compare different profiles. - Rank the subjects according their qualifications. - Present the profiles in class. 	<ul style="list-style-type: none"> - Groups assume different roles (event management, catering and decor, speakers, programme directors, etc.) - The event is actualised (introduction of guests with emphasis on their profiles/CVs as compiled by different groups.) 	<p>Long transactional text e.g. Letter of application (formal)</p> <p>Prewriting</p> <ul style="list-style-type: none"> - Revise the provided autobiographies. - Share ideas about format and style of autobiographies. - Discuss verification of a CV by the employer
WEEK 1	THE TEACHER WILL:	<p>Long/short transactional text e.g. CV</p> <p>Prewriting</p> <ul style="list-style-type: none"> - Revise the provided autobiographies. - Discuss the purpose of the CV and what goes into it. - Share ideas about format and style of autobiographies. <p>Revises giving directions using appropriate language.</p>	<p>Long transactional text e.g. (CV)</p> <p>Prewriting</p> <ul style="list-style-type: none"> - Revise the provided autobiographies. - Share ideas about format and style of autobiographies. - Discuss verification of a CV by the employer 	



	<p>Requirements of format, style</p> <ul style="list-style-type: none"> • Target audience, purpose and context • Word choice and language structures <p>During writing</p> <ul style="list-style-type: none"> - Write autobiography following the correct format and style. - Compile a CV from autobiography. - Share with the partner to critique and comment. <p>Post writing</p> <ul style="list-style-type: none"> - Exchange the work with another pair (both autobiography and CV) - Pairs compare and evaluate the two 	<p>During writing</p> <ul style="list-style-type: none"> - Write autobiography following the correct format and style. - Compile a CV from autobiography. - Share with the partner to critique and comment. <p>Post writing</p> <ul style="list-style-type: none"> - Create a job advertisement with all incumbent requirements. (<i>Qualifications, experience, duties, etc.</i>) - Compile/ prepare a CV and apply for the job.
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WEEK 2



Language Structures & Conventions	The teacher will reinforce language structures and conventions covered in previous weeks N.B. Spread the language aspects across the two week cycle in an integrated manner	<p>Cultural event (Group work)</p> <ul style="list-style-type: none"> - Groups brainstorm about the event and assume different roles <p>Group 1& 2:</p> <ul style="list-style-type: none"> - Design invitations and send them out. (<i>guest list</i>) - Know all guests' addresses and their portfolios. (<i>Cultural performers, speakers, etc.</i>) - Invitation cards must be neat, informative, - Invitations can be mailed (<i>post/e-mail</i>) couriered <p>Word level:</p> <ul style="list-style-type: none"> - complex nouns; - Adjectives: comparative, superlative; - Prepositions - simple (one word), compound (two word), complex (three and more word) prepositions <p>Teach adjectives</p>	<p>Cultural event (Group work)</p> <ul style="list-style-type: none"> - Groups brainstorm about the event and assume different roles <p>Group 1& 2:</p> <ul style="list-style-type: none"> - Design invitations and send them out. (<i>guest list</i>) - Know all guests' addresses and their portfolios. (<i>Cultural performers, speakers, etc.</i>) - Invitation cards must be neat, informative, - Invitations can be mailed (<i>post/e-mail</i>) couriered <p>Group 1& 2:</p> <ul style="list-style-type: none"> - Design invitations and send them out. (<i>guest list</i>) - Know all guests' addresses and their portfolios. (<i>Cultural performers, speakers, etc.</i>) - Invitation cards must be neat, informative, - Invitations can be mailed (<i>post/e-mail</i>) couriered <p>Sentence level:</p> <ul style="list-style-type: none"> - simple sentences; - compound sentences; - complex sentences; - adverbial and adjectival clauses; <p>Group 3 & 4:</p> <ul style="list-style-type: none"> - resources and catering (<i>venue, menu, décor, dress code, ushers, etc.</i>)
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	<p>Word meaning:</p> <ul style="list-style-type: none"> - Group 5 & 6: accommodation and logistics - Actualise the event - Take notes of how different language groups express their cultural through dance, food and attire. (any other factor is acceptable) <p>Punctuation:</p> <ul style="list-style-type: none"> semicolon; inverted commas; full stop; apostrophe 	<p>Group 5 & 6:</p> <ul style="list-style-type: none"> - Group 5 & 6: accommodation and logistics - Actualise the event - Write a narrative describing the event (your essay should reflect synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs, semicolon; inverted commas; full stop; apostrophe. 	
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Lang Group	Food	Clothing	Dance
Setswana			
Isi-Zulu			
Isi-Swati			
Sepedi			
Sesotho			
isiXhosa			
isiNdebele			

EXPANDED
OPPORTUNITY



	RESOURCES	Textbooks, magazines .readers, newspapers, etc.	Textbooks, magazines .readers, newspapers, etc.	Textbooks, magazines, readers, newspapers, etc.
ASSESSMENT				
	INFORMAL/ FORMAL			

TEACHER: _____ DATE: _____

HEAD OF DEPARTMENT [HOD]
COMMENTS: _____

RECOMMENDATIONS:

DATE: _____
SIGNATURE: _____





MULTIGRADE TOOLKIT ENGLISH HOME LANGUAGE



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Published in 2017 by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

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