



MULTIGRADE TOOLKIT

ENGLISH FIRST ADDITIONAL LANGUAGE SENIOR PHASE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





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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.

Eloisa Motshekga

MRS AM MOTSHEKGA, MP

MINISTER

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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.

2. ANNUAL TEACHING PLANS FOR MULTIGRADE				
Weeks	Skill	Grade 7	Grade 8	Grade 9
1-2	Listening and Speaking	<p>Introductions: Self or others</p> <ul style="list-style-type: none"> Teach features and conventions of introduction Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline 	<p>Introductions: Self or others</p> <p>Teach features and conventions of introduction</p> <ul style="list-style-type: none"> Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline 	<p>Introductions: Self or others</p> <p>Teach features and conventions of introduction</p> <ul style="list-style-type: none"> Language use <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline





2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
			<p>Reading and Viewing</p> <p>Literary text: short stories/folklore</p> <ul style="list-style-type: none"> Key features of literature text: such as character, plot, conflict, characterisation, setting, narrator, background, theme <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluation) <p>Pre-reading strategies</p> <ul style="list-style-type: none"> Recognize features of text such as titles, headings, illustrations Recognise parts of book such as cover, title page, index, chapters, glossary, index <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> Skimming and Scanning Intensive reading 	



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Writing and Presenting	<ul style="list-style-type: none">• Visualization• Inferring meaning and conclusions• Fact and opinion• Meaning of words	<ul style="list-style-type: none">• Visualization• Inferring meaning and conclusions• Fact and opinion• Meaning of words	<ul style="list-style-type: none">• Visualization• Inferring meaning and conclusions• Fact and opinion• Meaning of words
		Write a narrative/descriptive paragraph 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 a narrative/descriptive paragraph 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 a narrative/descriptive paragraph 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
	Language structures and conventions		Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting Writes a story based on a personal experience.	Focus on process writing <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting Writes a story based on a personal experience.



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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>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>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun</p> <p>Sentence level: simple sentences, statements, simple past tense, subject, subject-verb agreement</p> <p>Word meaning: synonyms, antonyms, proverbs, idioms</p> <p>Listening and Speaking strategies:</p> <p>Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending <p>Listening and Speaking strategies:</p> <p>Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending
3-4	Listening and Speaking			<p>Listening and Speaking strategies:</p> <p>Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

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 	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

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	Reading strategies: Guided reading, Group reading, Independent reading	Reading strategies: Written/visual text for comprehension <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning 	Reading strategies: Written/visual text for comprehension <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning
	Writing and Presenting	Write a speech 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

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion
	<p>Language Structures and Conventions</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives</p> <p>Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives</p> <p>Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p>	<p>Word level: Nouns - compound, gerund, diminutives, augmentatives</p> <p>Verbs: finite; non-finite verbs; Prepositions, Adjectives: comparative, superlative</p> <p>Sentence level: direct and indirect speech, verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause</p> <p>Sentence level: direct and indirect speech, verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause</p> <p>Word meaning: literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop, inverted commas,</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>semi-colon, colon</p> <p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	<p>semi-colon, colon</p> <p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>	<p>Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p>
5-6	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listen to and discuss the poem</p> <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Answer questions Explain to a friend why you liked a specific poem <p>Prepared reading aloud</p> <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Give attention to punctuation Use appropriate body language 	<p>Listening and Speaking strategies</p> <p>Listen to and discuss the poem</p> <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Answer questions Explain to a friend why you liked a specific poem <p>Prepared reading aloud</p> <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Give attention to punctuation Use appropriate body language 	<p>Listening and Speaking strategies</p> <p>Listen to and discuss the poem</p> <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Answer questions Explain to a friend why you liked a specific poem <p>Prepared reading aloud</p> <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Give attention to punctuation Use appropriate body language
	Reading and Viewing	<p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message 	<p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message 	<p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood theme and message



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Reading/viewing for comprehension (strategies) <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 	Reading/viewing for comprehension (strategies) <ul style="list-style-type: none"> Skimming and scanning <ul style="list-style-type: none"> Intensive reading <ul style="list-style-type: none"> Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness 	Reading/viewing for comprehension (strategies) <ul style="list-style-type: none"> Skimming and scanning <ul style="list-style-type: none"> Intensive reading <ul style="list-style-type: none"> Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness 	Reading/viewing for comprehension (strategies) <ul style="list-style-type: none"> Skimming and scanning <ul style="list-style-type: none"> Intensive reading <ul style="list-style-type: none"> Predicting Infer meaning of unfamiliar words by using word attack skills Critical language awareness
	Writing and Presenting <ul style="list-style-type: none"> structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures dictation figurative language 	Creative writing: own poem Stanza conventions: <ul style="list-style-type: none"> structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures dictation figurative language Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> Two verses 	Creative writing: own poem Stanza conventions: <ul style="list-style-type: none"> structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures dictation figurative language Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> Two verses 	Creative writing: own poem Stanza conventions: <ul style="list-style-type: none"> structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures dictation figurative language Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Writes a poem</p> <ul style="list-style-type: none"> Two verses



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Language Structures and Conventions</p>	<ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p>	<ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives, ideophone synonyms, antonyms, antonyms,</p> <p>Punctuation: full stop, comma</p>	<ul style="list-style-type: none"> • Features of the text • Language use • Register and style <p>Write a letter based on visual Stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives, ideophone synonyms, antonyms, antonyms,</p> <p>Punctuation: full stop, comma</p>
7-8	Listening and Speaking	<p>Speaking and Listening:</p> <p>Strategies to listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features 	<p>Speaking and Listening:</p> <p>Strategies to listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features 	<p>Speaking and Listening:</p> <p>Strategies to listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	<ul style="list-style-type: none"> • Language use • Tone • Register • Introduction and conclusion <p>Discuss findings</p> <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	<ul style="list-style-type: none"> • Language use • Tone • Register • Introduction and conclusion <p>Discuss findings</p> <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	<ul style="list-style-type: none"> • Language use • Tone • Register • Introduction and conclusion <p>Discuss findings</p> <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion
	<p>Reading and Viewing</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read newspaper or magazine article</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, 	<p>Read newspaper or magazine article</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>rhyme, rhythm</p> <ul style="list-style-type: none">external structure of a poem, lines, words, stanzas, typographyfigurative meaningmoodtheme and message	<p>rhyme, rhythm</p> <ul style="list-style-type: none">external structure of a poem, lines, words, stanzas, typographyfigurative meaningmoodtheme and message	<ul style="list-style-type: none">external structure of a poem, lines, words, stanzas, typographyfigurative meaningmoodtheme and message
	Writing and Presenting	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none">Correct formatPurposeMain and supporting ideasLogical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none">Correct formatPurposeMain and supporting ideasLogical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none">Correct formatPurposeMain and supporting ideasLogical order of sentencesUse conjunctions to ensure cohesionUse a variety of sentences types, lengths and structures
	Language Structures	<p>Word level: Nouns - compound, gerund,</p>	<p>Word level: Nouns - compound, gerund,</p>	<p>Word Level: Nouns - compound, gerund,</p>



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	and Conventions	<p>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> <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>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> <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>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> <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>Speaking and Listening strategies</p> <p>Group discussion/conversation: Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none">• Tone• Pacing• Emotive and manipulative language use	<p>Speaking and Listening strategies</p> <p>Group discussion/conversation: Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none">• Tone	<p>Speaking and Listening strategies</p> <p>Group discussion/conversation: Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none">• Tone

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions
	<p>Reading and Viewing</p> <p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font 	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font 	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font 	<p>Reading / viewing for comprehension (visual text such as advertisement / poster / cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) <ul style="list-style-type: none"> – Explore literary features like titles, headings, illustrations, font size, font type • During reading (features of text) <ul style="list-style-type: none"> – Explore parts of book like cover, title page, index, chapters, glossary • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Pre-reading <ul style="list-style-type: none"> – During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) <ul style="list-style-type: none"> – Explore literary features like titles, headings, illustrations, font size, font type • During reading (features of text) <ul style="list-style-type: none"> – Explore parts of book like cover, title page, index, chapters, glossary • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and 	<p>Literary text like youth novel/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 • During reading (features of text) <ul style="list-style-type: none"> – Explore parts of book like cover, title page, index, chapters, glossary • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Writing and Presenting	<p>conclusions</p> <p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register <p>Focus on writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an advertisement/poster</p>	<p>conclusions</p> <p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register <p>Focus on writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an advertisement/poster</p>	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register <p>Focus on writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an advertisement/poster</p>
	Language Structures and Conventions	<p>Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds</p> <p>Adjectives: comparative, superlative.</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and adverbial clauses, and phrases; negation; statement.</p>	<p>Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds</p> <p>Adjectives: comparative, superlative.</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and adverbial clauses, and phrases; negation; statement.</p>	<p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
1-2	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions Different kinds of oral communication e.g. A unprepared news presentation/ speech <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language 	<p>2.2 TERM 2</p> <p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions Different kinds of oral communication e.g. A unprepared news presentation/ speech <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language <p>Reading and Viewing</p> <p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) • Poetry <p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions Different kinds of oral communication e.g. A unprepared news presentation/ speech <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language <p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) • Poetry

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<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 	<ul style="list-style-type: none"> • Key features of poem <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps) <p>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps) <p>Transactional text e.g. Directions/ Instructions.</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision
	Writing and Presenting			<p>Transactional text e.g. Directions/ Instructions.</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	Language Structures and Conventions	<ul style="list-style-type: none"> Editing Proof-reading and presenting Write an instruction text <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives: comparative, superlative; common and proper nouns; pronouns: personal, relative, reflexive and possessive conjunctions</p>	<ul style="list-style-type: none"> Editing Proof-reading and presenting Write an instruction text <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives: comparative, superlative; common and proper nouns; pronouns: personal, relative, reflexive and possessive conjunctions</p> <p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause;</p> <p>Word meaning: synonyms; antonyms; contextual;</p> <p>Punctuation and spelling: spelling patterns: full stop, comma</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
3-4	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Forum/panel 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>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 	<p>Listening and Speaking strategies</p> <p>Forum/panel 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>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 	<p>Listening and Speaking strategies</p> <p>Forum/panel 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>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 <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

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	Reading and Viewing	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)
	Writing and Presenting	<p>Write an essay: Argumentative/ discursive essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision 	<p>Write an essay: Argumentative/ discursive essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Language Structures and Conventions	<ul style="list-style-type: none">EditingProof-reading and presenting Write an essay following the process approach to writing	<ul style="list-style-type: none">EditingProof-reading and presenting Write an essay following the process approach to writing	<ul style="list-style-type: none">EditingProof-reading and presenting Write an essay following the process approach to writing
5-6	Listening and Speaking			<ul style="list-style-type: none">Reinforcement of language structures and conventions covered in previous weeksWord level work: Stems; prefixes and suffixes; Adjectives, PrepositionsSentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence typesWord meaning: Idioms and proverbsPunctuation and spelling: spelling patterns.Vocabulary in contextRemedial grammar from learners' writing <ul style="list-style-type: none">Listening and Speaking strategiesConversation about drama:<ul style="list-style-type: none">Take part in informal conversations about simple topicsUse correct registerMaintain the conversation

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language 	<ul style="list-style-type: none"> • Use correct register <ul style="list-style-type: none"> • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language 	<ul style="list-style-type: none"> • Identify main and supporting ideas • Take notes • Answer questions <p>Use incomplete dialogues for learners</p> <p>Dialogue</p> <ul style="list-style-type: none"> • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language
				<p>Literary text like youth novel/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, <p>Literary text like youth novel/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast,

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<p>evaluate)</p> <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>evaluate)</p> <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>evaluate)</p> <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>evaluate)</p> <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language
	<p>Writing and Presenting</p> <p>Write a drama review Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a drama review Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a drama review Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of language structures and conventions</p> <p>Reinforcement of language structures and conventions</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill and Conventions	Grade 7	Grade 8	Grade 9
	covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: Synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing	covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: Synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing	covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: Synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing	covered in previous weeks Word level work: Relative pronouns; singular and plural forms Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence; speech; voice; bias and prejudice Word meaning: Synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks Vocabulary in context Remedial grammar from learners' writing
7-8	Listening and Speaking	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions 	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions 	Speaking and Listening strategies Listening to a speech by a prominent member of the society <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Prepared speech Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use 	<p>Prepared speech Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use <p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	
			<p>Prepared speech Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use <p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies: Guided reading, Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p>	

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message 	<ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message 	<ul style="list-style-type: none"> • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message
	Writing and Presenting	Write a speech Focus on process writing	Focus on process writing	Write a speech Focus on process writing

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<ul style="list-style-type: none"> Proof-reading and presenting Write a speech: <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion 	<ul style="list-style-type: none"> Proof-reading and presenting Write a speech: <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion 	<ul style="list-style-type: none"> Proof-reading and presenting Write a speech: <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion 	<ul style="list-style-type: none"> Proof-reading and presenting Write a speech: <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay Identify the target audience Decide on style, purpose and format Use appropriate words Introduction to development, climax Conclusion

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
9-10		Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Abbreviations - semi-colon, colon	Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Abbreviations - semi-colon, colon
			MID YEAR EXAM



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
1-2	Listening and Speaking	Listening and Speaking strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> • Listen to dialogue • Take notes – 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"> • Listen to dialogue • Take notes – 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"> • Listen to dialogue • Take notes – Language and power – Tone – Mood – Introduction and conclusion • Answer questions
	Reading and Viewing	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 	Literary text like drama/play <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/play <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, Theme

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	<p>Reading process: Pre-reading strategies • 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 mood theme and message <p>Reading strategies for comprehension</p>	<p>Reading process: Pre-reading strategies • 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 mood theme and message <p>Reading strategies for comprehension</p>	<p>Reading process: Pre-reading strategies • 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 mood theme and message <p>Reading strategies for comprehension</p>
	<p>Writing and Presenting</p>	<p>Longer transactional text e.g. dialogue/review</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Correct format Purpose and target group Logical order of sentences Use conjunctions to ensure cohesion 	<p>Longer transactional text e.g. dialogue/review</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Correct format Purpose and target group Logical order of sentences Use conjunctions to ensure cohesion <p>Longer transactional text e.g. dialogue/review</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Correct format Purpose and target group Logical order of sentences Use conjunctions to ensure cohesion



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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>Reinforcement of language structures and conventions covered in previous weeks</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 meaning: synonyms; homonyms; paronyms</p> <p>Punctuation and spelling: Spelling patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p>	
		<p>Language Structures and Conventions</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</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 meaning: synonyms; homonyms; paronyms</p> <p>Punctuation and spelling: Spelling patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p>	



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
3-4	Listening and Speaking	<p>Remedial grammar from learners' writing</p> <p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes – Language use – Register – Conventions – Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion – Take turns – Stays on the topic – Asks questions 	<p>Remedial grammar from learners' writing</p> <p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes – Language use – Register – Conventions – Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion – Take turns – Stays on the topic – Asks questions 	<p>Remedial grammar from learners' writing</p> <p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes – Language use – Register – Conventions – Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion – Take turns – Stays on the topic – Asks questions



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<p>Reading process:</p> <ul style="list-style-type: none"> • Sequencing <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>Reading process:</p> <ul style="list-style-type: none"> • Sequencing <p>Poetry:</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Reading 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>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text -- Explain plot, sub-plot, character portrayal, conflict and dramatic response <p>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text -- Explain plot, sub-plot, character portrayal, conflict and dramatic response



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
Writing and Presenting	<p>-- Identification of themes, mood and tone</p> <p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>-- Identification of themes, mood and tone</p> <p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>-- Identification of themes, mood and tone</p> <p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>-- Identification of themes, mood and tone</p> <p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
Language Structure and Convention	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences;</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences;</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences;</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
5-6	Listening and Speaking Vocabulary in context Remedial grammar from learners' writing	<p>Sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p>	<p>Sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p>	<p>Complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p>
	Reading and Read/view visual text e.g.		<p>Vocabulary in context Remedial grammar from learners' writing</p> <p>Speaking and Listening strategies</p> <p>Listen to interview</p> <ul style="list-style-type: none"> • Role clarification • Language use • Language and power 	<p>Vocabulary in context Remedial grammar from learners' writing</p> <p>Speaking and Listening strategies</p> <p>Listen to interview</p> <ul style="list-style-type: none"> • Role clarification • Language use • Language and power <p>Discuss CV as one of the requirements for job advertisement / appointment / admission</p> <ul style="list-style-type: none"> • Information • Relevance • Referees • Link to covering letter <p>Read/view visual text e.g.</p>



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Viewing	job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language and omission on the meaning of text • 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	job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language and omission on the meaning of text • 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	job advertisement / appointment / admission Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning
	Writing and Presenting	Transactional text: e.g. Covering letter and CV • Requirements of format, style • Target audience purpose and context • Word choice • Sentence structure, lengths and types	Transactional text: e.g. Covering letter and CV • Requirements of format, style • Target audience purpose and context • Word choice • Sentence structure, lengths and types	Transactional text: e.g. Covering letter and CV • Requirements of format, style • Target audience purpose and context • Word choice • Sentence structure, lengths and types Focus on process writing • Planning • Drafting • Revision



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<p>• Editing</p> <p>• Proof-reading and presenting</p> <p>Write a covering letter and CV</p>	<p>• Editing</p> <p>• Proof-reading and presenting</p> <p>Write a covering letter and CV</p>	<p>• Editing</p> <p>• Proof-reading and presenting</p> <p>Write a covering letter and CV</p>	
7-8	<p>Language Structure and Convention</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p>	<p>Sentence level:</p> <p>Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>	<p>Sentence level:</p> <p>Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p>Debate/Group discussion:</p> <p>Discuss use of email/ posters/diary entries/ flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching,

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Reading and viewing	organising and presenting	organising and presenting	and presenting
		<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language us e • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

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, vivid description• Sentence structure, lengths and types <p>Focus on writing process</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Produce one of above-mentioned texts</p>	<ul style="list-style-type: none">• Correct format• Purpose• Main and supporting ideas• Logical order of sentences• Use conjunctions to ensure cohesion• Use a variety of sentences types, lengths and structures <p>Focus on writing process</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Write a diary / email entry</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 <p>Focus on writing process</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Write an e-mail following the process approach to writing</p> <p>Transactional texts: contract / constitution / policy / documentary</p> <ul style="list-style-type: none">• Correct format• Purpose• Main and supporting ideas• Language use• Register• Logical order of sentences• Use conjunctions to ensure cohesion

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	Language Structure and Convention	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p>	<ul style="list-style-type: none"> 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 diary entry/ constitution/policy following the process approach to writing</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context</p>



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
9-10	Listening and Speaking	<p>Remedial grammar from learners' writing</p> <p>Listening for comprehension Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Forum/group discussion: culture</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<p>Remedial grammar from learners' writing</p> <p>Listening for comprehension Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Forum/group discussion: culture</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<p>Remedial grammar from learners' writing</p> <p>Listening for comprehension Listen to a folklore story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Forum/group discussion: culture</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> Post-reading (answer questions, compare, contrast, evaluate)) 	<ul style="list-style-type: none"> Post-reading (answer questions, compare, contrast, evaluate)) 	<ul style="list-style-type: none"> Post-reading (answer questions, compare, contrast, evaluate))
	Writing and Presenting	<p>Write an essay: Reflective / Expository essay</p> <ul style="list-style-type: none"> Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Explain ideas or give facts in a systematic way Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Reflective / Expository essay</p> <ul style="list-style-type: none"> Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Explain ideas or give facts in a systematic way Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Reflective / Expository essay</p> <ul style="list-style-type: none"> Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Explain ideas or give facts in a systematic way Research ideas and support with facts and figures Clarify any unfamiliar concepts Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write an essay following the process approach to writing</p>
	Language Structure	Word level work: Pronouns - personal and	Word level work: Pronouns - personal and	Word level work: Pronouns - personal and relative

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill and Convention	Grade 7	Grade 8
	relative Moods - Subjunctive Imperative Potential Indicative Conditional	relative Moods - Subjunctive Imperative Potential Indicative Conditional	Sentence level work: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
1-2	Listening and Speaking	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions Tell a story <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere • time-line, ironic twists and ending 	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions Tell a story <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere • time-line, ironic twists and ending 	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions Tell a story <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere • time-line, ironic twists and ending

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message
	<p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language 	<p>Write a review of the story/novel</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	<ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	Vocabulary in context Remedial grammar from learners' writing	Vocabulary in context Remedial grammar from learners' writing	Vocabulary in context Remedial grammar from learners' writing
3-4	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story and time line • Discuss with partner • Story telling • Choose a topic • Do planning and research • Choose style, register and vocabulary 	<p>Listening and Speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story and time line • Discuss with partner • Story telling • Choose a topic • Do planning and research • Choose style, register and vocabulary

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> reflect and shape values and attitudes Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message 	<ul style="list-style-type: none"> reflect and shape values and attitudes Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message 	<ul style="list-style-type: none"> Impact of use of font types and sizes, headings and caption on meaning <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message
				<p>Transactional text E.g. obituary/diary entry/invitation card</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
	<ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach 	<ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach <p>Transactional text: write a report on findings in a dispute between a seller and a purchaser</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures 	<ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write obituary/diary entry/invitation card following the process writing approach <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write a report following a process approach to writing



2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
	Language Structure and Convention	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetorical questions;</p> <p>Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetorical questions;</p> <p>Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetorical questions;</p> <p>Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks</p>
5-6	Listening and Speaking	<p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure • Good opening/introduction</p>	<p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> <p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure • Good opening/introduction</p>	<p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> <p>Listening and Speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: meeting procedure • Good opening/introduction</p>

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion 	<ul style="list-style-type: none"> • Use of tone, pace and intonation <ul style="list-style-type: none"> • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions 	<ul style="list-style-type: none"> • Language use <ul style="list-style-type: none"> • Appropriate body language • Good conclusion <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions
	Reading and viewing	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading <ul style="list-style-type: none"> • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Reading/viewing for comprehension (use written and/or visual text such as notice, agenda and minutes)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading <ul style="list-style-type: none"> • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language
	Writing and Presenting	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description 	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description 	<p>Write a transactional text: notice, agenda and minutes</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

Weeks	Skill	Grade 7	Grade 8	Grade 9
		<ul style="list-style-type: none"> • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a notice, agenda and minutes following the process approach to writing</p>	<ul style="list-style-type: none"> • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a notice, agenda and minutes following the process approach to writing</p>	
	Language Structure and Convention			

2. ANNUAL TEACHING PLANS FOR MULTIGRADE

	Weeks	Skill	Grade 7	Grade 8	Grade 9
		Vocabulary in context Remedial grammar from learners' writing			
7-8	Listening and Speaking	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate/interview/conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate/interview/conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate/interview/conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech/debate/interview/conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension

2. ANNUAL TEACHING PLANS FOR MULTIGRADE			
Weeks	Skill	Grade 7	Grade 8
9-10	Language Structure and Convention <ul style="list-style-type: none"> • Short transactional texts <p>Reinforcement of language structures and conventions covered in previous weeks Word level work: collective pronouns; reflexive pronouns; stem.</p> <p>Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation Vocabulary in context Remedial grammar from learners' writing</p>	<ul style="list-style-type: none"> • Short transactional texts <p>Reinforcement of language structures and conventions covered in previous weeks Word level work: collective pronouns; reflexive pronouns; stem.</p> <p>Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation Vocabulary in context Remedial grammar from learners' writing</p>	<ul style="list-style-type: none"> • Short transactional texts <p>Reinforcement of language structures and conventions covered in previous weeks Word level work: collective pronouns; reflexive pronouns; stem.</p> <p>Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation Vocabulary in context Remedial grammar from learners' writing</p>



LESSON PLANS

TERM 1: CYCLE 1



LESSON PLAN -WEEK 1 & 2				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 1 & 2	Listening and Speaking	Listens to a short story	Listens to a short story	Listen to a short story
		<p><i>Learners preview the text by skimming and scanning the text and quickly look at the image.. Based on what you learnt from skimming the text, what do you think it will be about?</i></p> <p><i>In how many parts can one subdivide this story? Are you seeing paragraphs because a new thought is coming up? Where should there be new paragraphs?</i></p>	<p><i>Learners preview the text by skimming and scanning the text and quickly look at the image. Based on what you learnt from skimming the text, what do you think it will be about?</i></p> <p><i>Which questions are being answered by the introduction?</i></p>	<ul style="list-style-type: none"> The teacher introduces features of a short story. Reads a story and rereads it and focuses on clear pronunciation and intonation of words <p>Story Telling</p> <p>Story Telling</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a

LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
	from a short story • Take notes of new word from the story • Share ideas and experiences from real life	short story • Take notes of important information of the story • Share ideas and experiences and show understanding of concepts from the story	supporting ideas from a short story • Take notes of important information from the story • Share ideas and experiences and show understanding of concepts
			<p><i>Decide which is the climax/peak of the story and which are the steps that are leading towards that.</i></p> <p>Retell a story</p> <ul style="list-style-type: none"> • Retell events in correct sequences • Mention characters correctly • Tell story from own experience <p><i>Applies the story to own life experience and tells a story from own life.</i></p>



LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
			Grade 9
	Listening comprehension <ul style="list-style-type: none">Record main and supporting ideas by making notes,Share ideas and experiences and show understanding of conceptsIdentify persuasive/ manipulative techniquesAnswer questions	Listening comprehension <ul style="list-style-type: none">Record main and supporting ideas by making notes,Share ideas and experiences and show understanding of conceptsIdentify persuasive/manipulative techniquesAnswer questions	Listening comprehension <ul style="list-style-type: none">Record main and supporting ideas by making notes,Share ideas and experiences and show understanding of conceptsIdentify persuasive/manipulative techniquesAnswer questions



LESSON PLAN -WEEK 1 & 2				TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	
		<p>identify features of text such as titles, headings, illustrations etc.</p> <p><i>Read the following extract from the text and decide which of the detail information is unnecessary. How could one develop the story further?</i></p>	<p>identify features of text such as titles, headings, illustrations etc.</p> <p><i>Post reading:</i> Write a class activity based on a literary text read.</p>	<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduces text) • During reading (features of text) • Post-reading <p>Gives a classroom activity to assess comprehension and knowledge.</p> <p>Post reading: Write a class activity based on a literary text read.e.g. tell/write your ending of the story.</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Inferring meaning and conclusions • Fact and opinion • Answer questions, compare, contrast, evaluation



LESSON PLAN -WEEK 1 & 2				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 1 & 2				TEACHER'S NOTES
	Create their own personal dictionary from learnt words	and draw conclusions from the story • Determine fact or opinion	Summarise the story in their own words	<p>Learners will: Write a narrative/descriptive paragraph about the title of the story.</p> <p>In the main part you give supporting details of information</p> <p>Paragraph conventions:</p> <p>Learners will: Create a topic sentence of paragraph; - write main and supporting ideas and use conjunctions for cohesion • Use appropriate words and style and write a paragraph in the past tense</p> <p>Learners will: Write a narrative/descriptive paragraph about the title of the story.</p> <p>Paragraph conventions:</p> <p>Learners will: Create a topic sentence of paragraph • write Main and supporting ideas and use conjunctions for cohesion • Use appropriate words and style and write a paragraph in the past tense</p> <p>Learners will: The teacher will explain the difference between narrative and descriptive writing</p> <p>Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting</p>



LESSON PLAN -WEEK 1 & 2				TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	
		<p>Learners will: Write a story based on a personal experience following the writing process steps.</p>	<p>paragraph in the past tense Learners will: Write a story based on a personal experience following the writing process steps.</p>	<p>paragraph in the past tense Learners will: Write a story based on a personal experience following the writing process steps.</p>
WEEK 1 & 2	Language Structures & Conventions	<p><i>Learners will do an activity which addresses the following word level/work tasks;</i></p> <p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun</p>	<p><i>Learners will do an activity which addresses the following tasks;</i></p> <p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun</p>	<p><i>Learners will do an activity which addresses the following tasks;</i></p> <p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive noun</p> <p>The teacher reinforces language structures and conventions covered in previous weeks</p>



LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
		subject, subject-verb agreement Word meaning: synonyms, antonyms, proverbs, idioms	subject, subject-verb agreement Word meaning: synonyms, antonyms, proverbs, idioms
	EXPANDED OPPORTUNITY	Textbooks, magazines readers, newspapers, etc.	Textbooks, magazines readers, newspapers, etc.
	RESOURCES		
	ASSESSMENT		
	INFORMAL		
	FORMAL		



CYCLE 2



LESSON PLAN -WEEK 3 & 4

DATE	SKILL	Grade 7	Grade 8	Grade 9	TEACHER'S NOTES
WEEK 3 & 4	Listening and Speaking strategies: Learners will: listen carefully to the speech • Discuss features of prepared speech • Identify and explain language use • Identify and discuss language features in the speech • Identify and discuss features in the speech	Listening and Speaking strategies: Learners will: • Discuss features of prepared speech • Identify and explain language use • Identify and discuss language features in the speech • Identify and discuss features in the speech	Listening and Speaking strategies: Learners will: • Discuss features of prepared speech • Identify and explain language use • Identify and discuss language features in the speech • Identify and discuss features in the speech	Listening and Speaking strategies: Learners will: • Discuss features of prepared speech • Identify and explain language use • Identify and discuss language features in the speech • Identify and discuss features in the speech	<p>The teacher will:</p> <ul style="list-style-type: none"> Explain features of a prepared speech Explain a good introduction, coherence of information, diction, intonation and correct pronunciation <p>Prepared speech</p> <ul style="list-style-type: none"> Choose appropriate topic Organize information coherently Identify correct vocabulary and language structures <p>Prepared effective introduction and ending</p> <ul style="list-style-type: none"> Read/play a recorded speech

LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK	Reading and	Learners will:	Learners will:	Learners will:
		<p>Poetry</p> <p>Learners will:</p> <p>One leaner will read the poem and others will take notes of key features in the poem read.(group/pair activity)</p>	<p>Poetry</p> <p>Learners will:</p> <p>One learner will read the poem and others will take notes of key features in the poem read.(group/pair activity)</p> <p>Discuss the notes taken from the poem</p>	<p>Poetry</p> <p>Learners will:</p> <p>One learner will read the poem and others will take notes of key features in the poem read.(group/pair activity)</p> <p>Discuss the notes taken from the poem</p> <p>The teacher will:</p> <p>Explain :</p> <p>Key features of poem</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message <p>The teacher will:</p> <p>Revise briefly</p>



LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
3 & 4	Viewing their own texts or provided by the teacher then: Analyse introduction and conclusion • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language Reading and Viewing	their own texts or provided by the teacher then: Analyse introduction and conclusion • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language	their own texts or provided by the teacher then: Analyse introduction and conclusion • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language

LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
	reading, group reading or Independent reading (in groups or pairs or whole class)	<p>reading, group reading or Independent reading (in groups or pairs or whole class)</p> <p>Reading and Viewing</p> <ul style="list-style-type: none"> They will identify manipulative language They will then do intensive reading and observe how language and images reflect and shape values and attitudes 	<p>group reading or Independent reading (in groups or pairs or whole class)</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> They will identify manipulative language They will then do intensive reading and observe how language and images reflect and shape values and attitudes <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> Skimming and Scanning
WEEK 3 & 4	Writing and presenting	Write a speech Learners will write a speech in view of the following;	Write a written text Learners will write a speech in view of the following;



LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
	<ul style="list-style-type: none"> Identify the target audience to write a speech Decide on style, purpose and format Use appropriate words Introduction to development, climax and conclusion Learners have to write a narrative essay of three paragraphs. 	<ul style="list-style-type: none"> Identify the target audience to write a speech Decide on style, purpose and format Use appropriate words Introduction to development, climax and conclusion create a poster on social issues(or any other issue) 	<ul style="list-style-type: none"> Identify the target audience to write a speech Decide on style, purpose and format Use appropriate words Introduction to development, climax and conclusion. They will write their own story booklet and they will be collated into one.
WEEK 3 & 4	Language Structures & Conventions	Learners will do an activity which addresses the following word level work tasks;	<p>Learners will identify Proper nouns and pronouns from the text provided and produce a paragraph using these words</p> <p>They will also identify all types of verbs from the provided text and apply</p> <p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions, Adjectives:</p>

LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
	them in their own sentences.	use them creatively in their prepared speech (group and pair work)	text and create two stanzas of a poem (observe rhyme and rhythm) from the provided text.	<p>comparative, superlative</p> <p>Sentence level: direct and indirect speech, verb phrase; verb clause;</p> <p>supporting sentences, topic sentence; noun phrase; noun, adjectival synonyms, antonyms, and adverbial clause; conjunctions; emotive and manipulative language</p> <p>Word meaning: literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop,</p>





LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
WEEK 1 & 2	Listening and Speaking	<p>Learners must;</p> <ul style="list-style-type: none"> Take notes Answer questions. Recount events in the story 	<p>Learners must;</p> <ul style="list-style-type: none"> Take notes Answer questions. <p>These questions must include answers related to directions.</p>
		<p>Learners</p> <p>Listens to, follows and gives instructions for making or doing something (at least 2 steps) and directions</p>	<p>Learners give directions</p> <ul style="list-style-type: none"> Listens to, follows and gives instructions instructions for making or doing something (at least 2 steps) and directions

LESSON PLAN -WEEK 1 & 2					
DATE	SKILL	Grade 7	Grade 8	Grade 9	TEACHER'S NOTES
WEEK 1 & 2	Reading and Viewing	Comprehension <i>Reads and reflects on stories, charts/tables/ diagrams /maps/pictures, posters, poems and instructions for doing or making something. Does comprehension activities on all the texts</i>	Comprehension <i>Reads and reflects on stories, charts/tables/ diagrams /maps/pictures, posters, poems and instructions for doing or making something. Does comprehension activities on all the texts</i>	Comprehension <i>Reads and reflects on stories, charts/tables/ diagrams /maps/pictures, posters, poems and instructions for doing or making something. Does comprehension activities on all the texts</i>	<p>Reading and Viewing</p> <p>The teacher reads information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) <p>Process</p> <ul style="list-style-type: none"> • Skimming • Scanning





LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
	<ul style="list-style-type: none"> Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language 	<ul style="list-style-type: none"> Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Post-reading (answer questions).</p>	<ul style="list-style-type: none"> Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Post-reading (answer questions and compare the characters)</p>
		<p>Poetry</p> <p>The learners identify and answer questions about key features of the poem.</p>	<p>Poetry</p> <p>Learners answer questions about key features of a poem and list figures of speech in a poem.</p>
WEEK 1 & 2	Writing and presenting	<p>Writes messages, personal recount, summaries, 1 paragraph stories, instructions for doing</p>	<p>Writes messages, personal recount, summaries, 1 paragraph stories, instructions for doing</p> <p>Writing and Presenting Transactional text e.g. Directions/</p>

LESSON PLAN -WEEK 1 & 2				Grade 9	TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	Grade 9	
		or making something	or making something	<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"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write an instructional text based on a story. [Group Activity]</p> <p>Write an instructional text based on given direction. [Paired Activity].</p> <p>Write an instructional text based on an individual point of view.</p> <ul style="list-style-type: none"> Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions
WEEK 1 & 2	Language Structures & Conventions	Word level work: Adjectives: comparative, superlative; common and proper nouns;	Word level work: Adjectives: comparative, superlative; common and proper nouns;	Word level work: Adjectives: comparative, superlative; common and proper nouns;	Language Structures & Conventions The teacher

LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
	pronouns:	pronouns: personal and relative.	<p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause;</p> <p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause;</p>
			<p>Word meaning: synonyms; antonyms; contextual;</p> <p>Punctuation and spelling: spelling patterns: full stop, comma</p>
			EXPANDED OPPORTUNITY
	RESOURCES	Textbooks, magazines readers, newspapers,	Textbooks, magazines readers, newspapers, Textbooks, magazines readers,



CYCLE 2

LESSON PLAN -WEEK 3 & 4					TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	Grade 9	
WEEK 3 & 4	Listening and Speaking	<p>Debate</p> <ul style="list-style-type: none"> • Learn text conventions • Speakers take turns • Use appropriate language, style and register 	<p>Debate</p> <ul style="list-style-type: none"> • Learn text conventions • Learners research about the given topic. • Speakers take turns • Use appropriate language, style and register <p>Learners are actively involved in the debate process</p>	<p>Forum/panel discussion:</p> <p>Learners research about the given topic.</p> <ul style="list-style-type: none"> • Speakers take turns • Use appropriate language, style and register <p>Learners are actively involved in the debate process</p>	<p>The teacher introduces a topic [Current social issues] to enable learners to discuss and share ideas.</p> <p>The teacher monitors that a team of speakers for each side with specified roles is chosen</p> <p>Explain view points and reach consensus</p>
WEEK 3 & 4	Reading and Viewing		<p>Learners; Reads and reflects on stories./newspaper articles/ factual recount/ posters/ notices/ charts/tables/maps/</p>	<p>Learners; Reads and reflects on stories./newspaper articles/ factual recount/ posters/ notices/ charts/tables/maps/</p>	<p>Reading and Viewing 1:</p> <p>The teacher reads a newspaper/magazine article about current/social issues</p>



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
	Reading and Viewing	<p><i>pictures/ plays/ poems/ recipes and simple instructions.</i></p> <ul style="list-style-type: none"> Post-reading (answer questions) 	<p><i>pictures/ plays/ poems/ recipes and simple instructions.</i></p> <ul style="list-style-type: none"> Post-reading (answer questions and compare) 	<p><i>pictures/ plays/ poems/ recipes and simple instructions.</i></p> <ul style="list-style-type: none"> Post-reading (answer questions, compare, contrast and evaluate) <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) Tone Sequencing
	Reading and Viewing	Poetry	Poetry	<p>Reading and Viewing 2:</p> <p>The Teacher identifies</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme,



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
				<p>TEACHER'S NOTES</p> <p>rhythm</p> <ul style="list-style-type: none"> • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message
WEEK 3 & 4	Writing and presenting	<p>Write an essay: Argumentative/ discursive essay Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write an essay: Argumentative/ discursive essay Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Writing and Presenting:-</p> <p>Write an essay: Argumentative/discursive essay</p> <p>Write an essay: Argumentative/discursive essay</p> <p>Writing and Presenting:-</p> <p>Write an essay: Argumentative/ discursive essay Focus on process</p> <p>writing</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
	to writing [Group Activity].	to writing [Paired Activity].	to writing [Individual Activity].	<ul style="list-style-type: none"> • Mind-maps to organise coherent ideas • Present essay for assessment
WEEK 3 & 4	Language Structures & Conventions	<p>Word level work: Stems; prefixes and suffixes; Adjectives and prepositions</p> <p>Sentence level work: Tenses; sentence structure; sentence types [Past Tense, regular and irregular verbs]</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Spelling patterns [Dictation and Weekly Spelling tests]</p>	<p>Word level work: Stems; prefixes and suffixes; Adjectives and prepositions</p> <p>Sentence level work: Tenses; sentence structure; sentence types [Future Tense]</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Spelling patterns [Weekly Spelling tests]</p>	<p>Language Structures & Conventions</p> <p>The teacher reinforces the language structures and conventions covered in previous weeks</p> <p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph;</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>



LESSON PLAN -WEEK 3 & 4				TEACHER'S NOTES	
DATE	SKILL	Grade 7	Grade 8	Grade 9	
	EXPANDED OPPORTUNITY	Textbooks, magazines readers, newspapers, etc.	Textbooks, magazines readers, newspapers, etc.	Textbooks, magazines readers, newspapers, etc.	
	RESOURCES				
	ASSESSMENT				
	INFORMAL				
	FORMAL				



TERM 3
CYCLE 1



LESSON PLAN -WEEK 1 & 2				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 1 & 2	Listening and Speaking	<ul style="list-style-type: none"> Learners will be:- Listening to a dialogue Taking notes Find the meaning of difficult words 	<ul style="list-style-type: none"> Learners will be:- Listening to a dialogue Taking notes Answering questions 	<ul style="list-style-type: none"> Learners will be:- Listening to a dialogue Taking notes Define the roles of different characters
		Group discussion/dialogue: <ul style="list-style-type: none"> Indicate roles Speakers take turns Use appropriate language, style and register Learners read a dialogue 	Group discussion/dialogue: <ul style="list-style-type: none"> Indicate roles Speakers take turns Use appropriate language, style and register Learners perform a drama using relevant costumes. 	Reading and Viewing 1 The teacher clarifies the key features of literature text: such as character, action,
WEEK 1 & 2	Reading and Viewing	Literary text like drama/ play <ul style="list-style-type: none"> Text features - titles, headings, captions, illustrations. 	Literary text like drama/ play <ul style="list-style-type: none"> Text features - titles, headings, captions, illustrations. 	Reading and Viewing 1 The teacher clarifies the key features of literature text: such as character, action,

LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
		Grade 9	Grade 9
	Reading and Viewing	<ul style="list-style-type: none"> The learners identify the different parts of a book - title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <p>Reading and Viewing</p>	<ul style="list-style-type: none"> Learners explain the importance of the title page, table of contents. <p>Learners read a dialogue and answer questions based on the sequence of events.</p> <p>Comprehension</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inferences (setting, milieu, message) Infer meaning of unfamiliar words by word attack skills
		<ul style="list-style-type: none"> Learners explain the importance of the chapters, glossary, index, appendix, footnotes, etc. when writing a book. <p>Learners read a dialogue and answer questions based on the role/ descriptions of the main characters.</p>	<ul style="list-style-type: none"> Learners explain the importance of the chapters, glossary, index, appendix, footnotes, etc. when writing a book. <p>Learners read a dialogue and answer questions based on the role/ descriptions of the main characters.</p> <p>Comprehension</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>dialogue, plot, conflict, background, setting, narrator, theme</p> <p>Reading process:</p> <p>Pre-reading strategies</p> <p>Teach comprehension skills using a dialogue/drama</p> <p>The teacher plays a video clip based on the prescribed text.</p>



LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
WEEK 1 & 2	Writing and presenting	<p>Longer transactional text e.g. dialogue/review[Group activity]</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision 	<p>Longer transactional text e.g. dialogue/review[individual activity]</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision <p>Longer transactional text e.g. dialogue/review[individual activity]</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Purpose and target group Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures
WEEK 1 & 2	Language Structures & Conventions		<p>Word level work:: Learners find adverbs of manner, place, degree; prepositions in a text.</p> <p>Word level work:: Learners complete an activity on adverbs of manner, place, degree; prepositions</p>



LESSON PLAN -WEEK 1 & 2			
DATE	SKILL	Grade 7	Grade 8
TEACHER'S NOTES	Grade 9		
		<p>Sentence level: simple sentences; emotive and manipulative language use; use of bias.</p> <p>Word meaning: synonyms; homonyms.</p> <p>Learners complete an activity on Punctuation and Weekly spelling tests: Spelling; dictation; patterns; comma; full stop.</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 meaning: synonyms; homonyms.</p> <p>Learners complete an activity on punctuation and weekly spelling tests: Spelling; patterns; comma; full stop.</p> <p>Corrections/Remedial</p>
			<p>The teacher reinforces the language structures and conventions covered in previous weeks</p> <p>Teach vocabulary in context</p> <p>Corrections/Remedial</p>
			<p>Remedial grammar from learners' writing.</p>
			<p>EXPANDED OPPORTUNITY</p>



LESSON PLAN -WEEK 1 & 2					
DATE	SKILL	Grade 7	Grade 8	Grade 9	TEACHER'S NOTES
	RESOURCES				
	ASSESSMENT				
	INFORMAL				
	FORMAL				



CYCLE 2

LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 3 & 4	Listening and Speaking	<ul style="list-style-type: none"> Learners will :- Listen to letter to the press Take notes on, Language use/ vocabulary Share notes 	<ul style="list-style-type: none"> Learners will :- Listen to letter to the press Design a format of the letter to the press. -- Register -- Conventions Share notes 	<ul style="list-style-type: none"> Learners will :- Listen to letter to the press Take notes -- Language use -- Register -- Conventions Share notes
		<p>Group discussion</p> <ul style="list-style-type: none"> Relates to own life experiences Uses information from the text to answer questions Participates in group discussion -- Take turns -- Stays on the topic -- Asks questions 	<p>Group discussion</p> <ul style="list-style-type: none"> Relates to own life experiences Uses information to differentiate a formal and an informal letter. Participates in group discussion -- Take turns -- Stays on the topic -- Asks questions 	<p>Listening and Speaking</p> <p>The teacher reads a listening comprehension about a letter to the Press.</p> <p>Group discussion</p> <ul style="list-style-type: none"> Relates to own life experiences Uses information from the text to discuss the social, moral and cultural values in the text Participates in group discussion -- Take turns -- Stays on the topic -- Asks questions



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 3 & 4	Reading and Viewing	Poetry	Poetry	Poetry
	The learners identify and answer questions about key features of the poem.	Learners answer questions about key features of a poem and list figures of speech in a poem.	Learners answer questions about key features of a poem and list figures of speech in a poem.	<p>Reading and Viewing 2</p> <p>The Teacher identifies</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



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 3 & 4	Writing and presenting	Transactional text: letter to the press Focus on process writing	Transactional text: letter to the press Focus on process writing	Transactional text: letter to the press Focus on process writing
		<ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Write a letter to the press relating to own life experiences. (Group Activity)</p> <p>Write a letter to the press adhering to the appropriate format of the letter.{Paired activity}</p> <p>Write a letter to the press discusses the social, moral and cultural values {Individual Activity}</p>



LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
WEEK 3 & 4	Language Structures & Conventions	<p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level:- Simple sentences; Complex sentences; past tense, sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p>	<p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: Past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p>
		<p>Punctuation and spelling: Learners complete an activity on spelling rules and conventions</p> <p>Corrections/Remedial</p>	<p>Punctuation and spelling: Learners complete an activity on spelling rules and conventions</p> <p>Corrections/Remedial</p>
			EXPANDED OPPORTUNITY



LESSON PLAN -WEEK 3 & 4					
DATE	SKILL	Grade 7	Grade 8	Grade 9	TEACHER'S NOTES
	RESOURCES				



TERM 4
CYCLE 1



LESSON PLAN –WEEK: 1 & 2				Grade 9	TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	Grade 9	
WEEK 1 & 2	Listening and Speaking	Listening and Speaking strategies Learners will: <ul style="list-style-type: none"> Take notes as they are listening to a story. Answer questions as the teacher prompts them to (characterisation, mood, etc.). Answer questions as the teacher prompts them to respond to questions. (characterisation, mood, etc.). 	Listening and Speaking strategies. Learners will: <ul style="list-style-type: none"> Take notes as they are listening to the story Answer questions as the teacher prompts them to (characterisation, mood, etc.). 	Listening and Speaking strategies. Learners will: <ul style="list-style-type: none"> Take notes as they are listening to the story Answer questions as the teacher prompts them to (characterisation, mood, etc.). analyse the story looking at different characters, diction and mood. 	<p>The Teacher will:</p> <ul style="list-style-type: none"> Explain listening process Read and ask comprehension questions in the process. <p>Tell a story with focus on:</p> <ul style="list-style-type: none"> Characterisation Diction Body language Interpret mood, tone, atmosphere time-line, ironic twists and ending <p>Analyse the story looking at different characters, diction and mood.</p> <ul style="list-style-type: none"> Retell a story in their own words using correct diction and body language.

LESSON PLAN –WEEK: 1 & 2				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 1 & 2	Reading and Viewing	Literary text such as novel / short story	Literary text such as novel / short story	Literary text such as novel / short story
		<p>Learners will: Identify from a story provided key features of a literature text.</p> <p>Reading and Viewing</p> <ul style="list-style-type: none"> • Skim and scan the poem before intensive reading • Read a poem aloud with correct tone pronunciation and diction • Respond to questions set on the poem (- what is a stanza; identify rhyme etc.) • Identify the internal structure of the poem 	<p>Learners will: Identify from a story provided key features of a literature text.</p> <p>Reading and Viewing</p> <ul style="list-style-type: none"> • Skim and scan a totally new poem before intensive reading • They identify the figurative meaning found in the poem • Identify the message and theme of the poem • Respond to questions set on the poem (-what is a stanza; identify rhyme etc.) • Identify the external structure of the poem 	<p>Learners will: Identify from a story provided key features of a literature text.</p> <p>Novel / Short story</p> <ul style="list-style-type: none"> • Skim and scan a totally new poem before intensive reading • They identify the figurative meaning found in the poem • Identify the message and theme of the poem • Respond to questions set on the poem (- what is a stanza; identify rhyme etc.) • Identify the external structure of the poem <p>The Teacher will: The Teacher will: Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language





LESSON PLAN –WEEK: 1 & 2						
DATE	SKILL	Grade 7	Grade 8	Grade 9		
WEEK 1 & 2	Writing and presenting	Write a review of the story/novel	Write a review of the story/novel	Write a review of the story/novel		
		<p>The Learners will:</p> <ul style="list-style-type: none">• Brainstorm ideas on writing a poem, a story etc.(working in pairs/groups)• They arrange the ideas chronologically or sequentially taking into consideration the process of writing• Put these ideas together to make a sensible paragraph with correct register, tone, diction and write for a specific audience.	<p>The Learners will:</p> <ul style="list-style-type: none">• Brainstorm ideas on writing a poem, a story etc.(working in pairs/groups)• Arrange the ideas chronologically or sequentially taking into consideration the process of writing• Put these ideas together to create their own poem(s) focusing on features of a poem such stanzas, rhyme(s), rhythm etc.	<p>The Learners will:</p> <ul style="list-style-type: none">• Brainstorm ideas on writing a poem, a story etc.(working in pairs/groups)• They arrange the ideas chronologically or sequentially taking into consideration the process of writing• Put these ideas together to write a one page story taking into cognizance the process of writing	<p>TEACHER'S NOTES</p> <p>Revise features of the literary text and Explain the following;</p> <ul style="list-style-type: none">• Structure of the text• Features and conventions• Diction• Register• Audience• Tone <p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting	<p>The Teacher will:</p> <p>Revise features of the literary text and Explain the following;</p> <ul style="list-style-type: none">• Structure of the text• Features and conventions• Diction• Register• Audience• Tone <p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting

LESSON PLAN –WEEK: 1 & 2			
DATE	SKILL	Grade 7	Grade 8
		<p>conventions learnt from the previous weeks. PRONOUNS: Learners will identify interrogative and demonstrative pronouns and pronouns from the text provided and apply them in their own sentences.</p> <p>They will also identify different types of adjectives from the provided text and use them creatively in a dialogue.</p>	<p>conventions learnt from the previous weeks. PRONOUNS: Learners will identify interrogative and demonstrative pronouns and pronouns from the text provided and apply them in their own sentences.</p> <p>They will also identify different types of adjectives from the provided text and use them creatively in a dialogue.</p> <p>pronouns from the text provided and produce a paragraph using these words. They will also apply direct and indirect speech in a story booklet that they will write as groups, taking into cognizance figurative speech, synonyms and antonyms, abbreviations and rhetoric questions and statements.</p>
			<p>TEACHER'S NOTES</p> <p>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; rhetoric questions</p> <p>Word meaning: antonyms; literal; figurative; contextual</p> <p>Punctuation: quotation marks; question marks; comma; exclamation marks; font</p> <p>Teach vocabulary in context</p> <p>Remedial grammar from learners' writing</p>



LESSON PLAN –WEEK: 1 & 2		DATE	SKILL	Grade 7	Grade 8	Grade 9	TEACHER'S NOTES
			EXPANDED OPPORTUNITY				
			RESOURCES				
				ASSESSMENT			
					INFORMAL		
						FORMAL	

CYCLE 2

LESSON PLAN -WEEK 3 & 4				Grade 9	TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	Grade 9	
WEEK 3 & 4	Listening and Speaking	LEARNES WILL : Listening for information <ul style="list-style-type: none"> • Listen to presentation, language use, tempo and voice projection from the text presented by the teacher 	LEARNES WILL : Listening for information <ul style="list-style-type: none"> • Listening for information • Listen to presentation, language use, tempo and voice projection from the text presented by the teacher 	LEARNES WILL : Listening for information <ul style="list-style-type: none"> • Listening for information • Listen to presentation, language use, tempo and voice projection from the text presented by the teacher <p>They will take notes as they are listening</p>	<p>The teacher will:</p> <p>Read to the class the information text emphasising the tempo, voice projection, language use and pronunciation.</p> <p>They will take notes as they are listening</p>



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
WEEK 3 & 4	Reading and Viewing	Reading / viewing of written / visual text for comprehension	Reading / viewing of written / visual text for comprehension	Reading / viewing of written / visual text for comprehension
	their own story with all the information above and present it to another group (group activity).	their own story with all the information above and share it with a partner (paired activity).	their own story with all the information above and present it to the whole class individually.	<p>TEACHER'S NOTES</p> <p>A written or visual text will be distributed to the whole class A learner will be identified to read to the whole class. (Other learners will also be having their own copies to follow while the other one is reading)</p> <p>THE TEACHER WILL: Before the reading' the teacher will demonstrate skimming and scanning process Revise inferences, manipulative language use and explain how language and images reflect and shape values and attitudes.</p> <p>LEARNERS WILL:</p> <ul style="list-style-type: none"> Skim and Scan the text, then thereafter: <ul style="list-style-type: none"> do Intensive reading of the text and respond to comprehension questions. Also, identify manipulative language and Inferred meaning and then draw a conclusion about the text. Do critical analysis of the text looking for its biasness, prejudice & stereotype.



LESSON PLAN -WEEK 3 & 4				
DATE	SKILL	Grade 7	Grade 8	Grade 9
	Poetry	Poetry	Poetry	<p>Learners will:</p> <ul style="list-style-type: none"> • Read the poem in groups and discuss both internal (figures of speech/ imagery, rhyme, rhythm) and external (lines, words, stanzas, typography) structures of a poem. <p>Learners will:</p> <ul style="list-style-type: none"> • Read the poem in groups and discuss both internal (figures of speech/ imagery, rhyme, rhythm) and external (lines, words, stanzas, typography) structures of a poem. • Identify figurative meaning, mood, theme and message of the poem <p>Learners will:</p> <ul style="list-style-type: none"> • Read the poem in groups and discuss both internal (figures of speech/ imagery, rhyme, rhythm) and external (lines, words, stanzas, typography) structures of a poem. • Identify figurative meaning, mood, theme and message of the poem
WEEK 3 & 4	Writing and presenting	Transactional text	Transactional text	<p>Transactional text</p> <p>Learners will:</p> <p>In pairs produce one piece of a transactional text following the writing</p> <p>Transactional text</p> <p>Learners will:</p> <p>individually produce one piece of a transactional text (report) following the writing</p> <p>Transactional text</p> <p>Learners will:</p> <p>(obituary/diary entry/invitation card)</p> <p>THE TEACHER WILL:</p> <p>Teach a transactional</p>

LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
	process approach of • Planning • Drafting • Revision • Editing • Proof-reading and presenting	process approach of • Planning • Drafting • Revision • Editing • Proof-reading and presenting	writing process approach of • Planning • Drafting • Revision • Editing • Proof-reading and presenting
WEEK 3 & 4	Language Structures & Conventions	Learners will: <ul style="list-style-type: none">Write language activities based on: auxiliary verbs; finite verbs, adjectives; (comparative, superlative)	<p>TEACHER'S NOTES</p> <p>text emphasising on:</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas • Language use Register Logical order of sentences use of conjunctions to ensure cohesion use of a variety of sentence types, lengths and structures <p>The will teach language structures and conventions with focus on the following:</p> <p>Word level: auxiliary verbs; finite verbs, adjectives; (comparative, superlative)</p> <p>Use examples of bias, stereotypes, prejudice, emotive and manipulative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and</p>



LESSON PLAN -WEEK 3 & 4			
DATE	SKILL	Grade 7	Grade 8
	statements and rhetoric questions in paragraphs.	statements and rhetoric questions in paragraphs.	<ul style="list-style-type: none"> Identify synonyms, antonyms, and contextual meaning of words in texts.
		statements and rhetoric questions in paragraphs.	<ul style="list-style-type: none"> Identify synonyms, antonyms, and contextual meaning of words in texts.
			<ul style="list-style-type: none"> Punctuate paragraphs and sentences using full stop, comma, exclamation marks and question marks.
			<ul style="list-style-type: none"> Punctuate paragraphs and sentences using full stop, comma, exclamation marks and question marks.
			<ul style="list-style-type: none"> Punctuate paragraphs and sentences using full stop, comma, exclamation marks and question marks.



LESSON PLAN -WEEK 3 & 4				TEACHER'S NOTES
DATE	SKILL	Grade 7	Grade 8	Grade 9
	ASSESSMENT			
		INFORMAL		
				FORMAL





MULTIGRADE TOOLKIT ENGLISH FIRST ADDITIONAL LANGUAGE



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