

COVID-19 TRIMMED ANNUAL TEACHING PLAN: GRADE 7 FAL

GRADE 7 TERM 2				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and Speaking strategies:</p> <p>Listening Comprehension:</p> <p>Read a short Poem about the Covid-19</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p style="text-align: center;">OR</p> <p>Tell a story by focusing on:</p> <ul style="list-style-type: none"> • Characterisation; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p>	<p>Reading/Viewing for comprehension:</p> <p>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages)</p> <ul style="list-style-type: none"> • Key features of literature text: such as characterisation, plot, conflict, background, setting, narrator, theme <p style="text-align: center;">OR</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips)</p> <ul style="list-style-type: none"> • Skimming; Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) 	<p>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</p> <p>Use Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Dictionary use encouraged</p>

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

		compare, contrast, evaluate)		
<p>FORMAL ASSESSMENT TASK 6 ORAL - (During the course of the Term) Listening Comprehension OR Prepared Speech [20 Marks]</p>				
Week 5-6	<p>Listening and Speaking strategies:</p> <p>Prepared/Unprepared speaking on how to follow Instructions or Procedures</p> <ul style="list-style-type: none"> • Focus on the choice of wording & expression • Use of tone, pace and intonation • Use of cues during presentation • Use of appropriate body language 	<p>Reading/Viewing for comprehension:</p> <p>Read an Instructional text like a recipe / direction, etc.</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>A shorter transactional text:</p> <p>Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Paragraph cohesion • Use suitable word choice and sentence structure <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Adverbs; Preposition – of time, place and movement Adjectives: numerical</p> <p>Sentence level: active and passive voice</p> <p>Word meaning: idioms and proverbs</p> <p>Punctuation: hyphen; apostrophe</p> <p>Dictionary use encouraged</p>
Week 6	<p>FORMAL ASSESSMENT TASK 7</p> <p>WRITING Test (1hr 30 min) [Total: 40 Marks]</p> <p>Transactional text</p> <p>Advertisement / Poster / Instructional text: Recipe (Select one) (20 Marks)</p> <p>AND</p> <p>Essay - Narrative / Descriptive Essay (Select one) (20 Marks)</p>			

<p>Week 7-8</p>	<p>Listening and Speaking strategies:</p> <p>Investigation</p> <ul style="list-style-type: none"> Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role individually The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played Use clear objective language Clearly enunciated ideas showing awareness of audience and purpose 	<p>Reading/Viewing for comprehension:</p> <p>Read a literary text: Drama/Novel</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a Drama review (Apply paragraph conventions: 100-120 words):</p> <ul style="list-style-type: none"> Reflect an individual's response to a work drama. Evaluate or provide 'critique' to the drama presented Various reviewers may respond differently to the same drama Give relevant facts, for example, the name of the producer/artist, the title of the drama, the name of the production company, etc. <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: Transitive and intransitive verbs</p> <p>Sentence level: Passive; present progressive; direct and reported speech</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: colon; quotation marks; question marks; comma; full stop</p> <p>Dictionary use encouraged</p>
<p>Week 8</p>	<p>FORMAL ASSESSMENT TASK 8</p> <p>COMPREHENSION & LANGUAGE USE – Test (2 hours 30 min) [Total: 60 Marks]</p> <p>Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks)</p> <p>Question 1.2 - Visual text (10 marks)</p> <p>Question 2 - Summary (10 marks)</p> <p>Question 3 - Language Structures and Conventions in context (20 marks)</p>			

GRADE 7 TERM 3				
Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies</p> <p>Listening comprehension on how to fill in a form /questionnaire</p> <ul style="list-style-type: none"> Practice listening process Take notes Answer questions <p>Different forms of oral communication on the use of a questionnaire</p> <p>Choose a topic</p> <ul style="list-style-type: none"> Share ideas Take turns and listen attentively Fill gaps Use discourse markers to sustain discussion <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners</p>	<p>Read a text on the importance of a questionnaire and how to fill it in</p> <ul style="list-style-type: none"> Information required Language use Signature <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> Skimming Scanning Summarize Visualization make inferences meaning of words <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) 	<p>Transactional texts such as filling in of questionnaires, or forms:</p> <ul style="list-style-type: none"> Follow instructions Provide correct information to the prompt Use appropriate language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: common nouns, collective nouns; collective; <u>adverbs</u> of manner and time; adjectives</p> <p>Sentence level: noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p>Word meaning: synonyms, antonyms, homonyms</p> <p>Punctuation: question marks; ellipsis; capitalisation; hyphen</p> <p>Abbreviations – initialism, acronym, clipped, truncation</p>

	<p>ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 			
Week 3-4	<p>Listening and speaking strategies listen to drama</p> <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • use appropriate language • Take notes • Report findings <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Literary text like youth drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <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>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Longer texts e.g. written</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level:</p> <p>proper nouns, singular and plural Adjectives: comparative, superlative</p> <p>Sentence level:</p> <p>complex with relative clauses; direct and indirect speech.</p> <p>Word meaning:</p> <p>roots of words</p> <p>Punctuation:</p> <p>colon; quotation marks; comma; full stop; apostrophe; question mark</p>
	<p>FORMAL ASSESSMENT TASK 9 ORAL [20 Marks]</p> <p>Listening Comprehension or Prepared Reading</p>			

<p>Week 5-6</p>	<p>Listening and speaking strategies different forms of oral communication</p> <ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> • Language use • Format • Role execution <p>Readng/viewing for comprehension written/visual text/graphs</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Own opinion <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Longer transactional texts e.g. notice/agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Pronouns: personal, demonstrative, possessive.</p> <p>Sentence level: simple present tense, simple past tense; direct and reported speech; active and passive voice;</p> <p>Word meaning: Verbal extensions (derivatives)</p> <p>Punctuation: apostrophe; capitalisation; comma; full stop; colon</p>
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<p>Week 6</p>	<p>FORMAL ASSESSMENT TASK 10 RESPONSE TO LITERATURE (contextual) [30 Marks]</p> <p>Poem AND Drama / Short Stories / Folklore / Novel</p>			
<p>Week 7-8</p>	<p>Listening and speaking strategies</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/unprepared reading a newspaper article aloud</p>	<p>Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implicit meaning <p>Figures of speech</p> <p>Write a comprehension test</p> <p><i>Follow the Reading Process:</i></p>	<p>Long/short transactional texts: Write a newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • <i>Planning</i> • <i>Drafting</i> • <i>Revision</i> • <i>Editing</i> • <i>Proof-reading and presenting</i> 	<p>Word level: abstract nouns; concrete nouns Prepositions</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level:</p> <p>Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question</p>

	<ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<ul style="list-style-type: none"> • <i>Pre-reading (Introduce text)</i> • <i>During reading (features of text)</i> • <i>Post-reading (answer questions, compare, contrast, evaluate)</i> 		<p>marks; ellipsis</p>
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GRADE 7 TERM 4				
Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies</p> <p>unprepared speech Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> Choose appropriate topic Organize information coherent Identify vocabulary, language structures, Effective introduction and ending <p>Features and conventions (public speaking techniques, structure.)</p> <p>Reading aloud</p> <ul style="list-style-type: none"> Use of tone, pace and intonation Observing punctuation marks for good effect Appropriate body language <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-</p>	<p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading/viewing for comprehension (use written and visual text)</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details making predictions Inferring the meaning of unfamiliar words and images main and supporting ideas Fact and opinion Inferences and conclusions Own opinion <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/short transactional text e.g. giving directions</p> <ul style="list-style-type: none"> Requirements of format, style Target audience, purpose and context Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p>Word meaning: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p>Punctuation: semicolon; inverted commas; full stop; apostrophe</p>

	<p>taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 			
<p>Week 3-4</p>	<p>Listening and speaking strategies</p> <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers <p>Different forms of oral communication</p> <p>Discuss use of e-mail/posters/diary entries/flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p>	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Poetry/ Folklore</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.</p> <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>Produce one of above-mentioned texts</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>Proof-reading and presenting</p>	<p>Word level:</p> <p>pronouns – interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs,</p> <p>Adjectives: comparative, superlative</p> <p>Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p>Word meaning: antonyms; literal; figurative; contextual</p> <p>Punctuation: quotation</p>

	<p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 			<p>marks; question marks; comma; exclamation marks; font</p>
<p>Week 5-6</p>	<p>Listening and speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Prepared speech</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context 	<p>Read literary text like youth novel/ short stories/drama/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Poetry: Prescribed Poems</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Analysis of a poem:</p> <ul style="list-style-type: none"> • Lines, words, stanzas, link, refrain, typography, 	<p>Revision and preparation for examination</p> <p>essays</p> <p>Preparation stage:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level:</p> <p>auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p>Word meaning: synonyms, antonyms, Contextual</p> <p>Punctuation: full stop; comma;</p>

	<p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>punctuation.</p> <ul style="list-style-type: none"> • Meaning: implicit and explicit 		<p>exclamation marks; question marks</p>
<p>Week 6</p>	<p>FORMAL ASSESSMENT TASK 11 - WRITING PAPER 3 [Total: 40 Marks]</p> <p>Transactional text / Written / Newspaper Article / Agenda & Minutes (Select one) (10 Marks)</p> <p>AND</p> <p>Essay Narrative / Descriptive Essay (Select one) (30 Marks)</p> <p>Note: There must be a variation of genres across the grades.</p>			
<p>Week 7-8</p>	<p>Revision and preparation for examination</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Prepared speech// conversation • Prepared reading • Unprepared reading <p>Listening</p> <ul style="list-style-type: none"> • Listening comprehension 	<p>Revision and preparation for examination</p> <p>Reading</p> <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> - Novel/short stories/folklore - Drama/film study - Poems 	<p>Revision and preparation for examination</p> <p>Writing:</p> <ul style="list-style-type: none"> • Transactional texts • Essay 	<p>Word level work:</p> <p>collective pronouns; reflexive pronouns; stem.</p> <p>Sentence level:</p> <p>simple, compound and complex sentences; statements; subject-verb agreement; question forms;</p>

				negation Word meaning: synonyms, antonyms, literal, figurative Punctuation
TERM 4 FORMAL END OF YEAR EXAMINATION				
FORMAL ASSESSMENT TASK 12 (20 Marks) ORAL PAPER 1 Unprepared Speech OR Prepared Speech – During the course of the Term			FORMAL ASSESSMENT TASK 13: [Total: 60 Marks] COMPREHENSION & LANGUAGE USE PAPER 2 Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)	