

Teaching Plan English First Additional Language Grade 7

TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 1					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 - 2	<p>Listening and Speaking strategies</p> <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>Literary text: short stories</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, 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 • Visualization • Inferring meaning and conclusions • Fact and opinion • Meaning of word 	<p>Write a narrative paragraph</p> <p>Paragraph conventions:</p> <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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a story based on a personal experience.</p>	<p>Reinforcement of grammar in previous phase.</p> <p>Word level work: common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation: full stop, comma, colon, semi colon, capital and small letters</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	5%

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ENGLISH FAL GRADE 7 TERM 1					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3 – 4	<p>Listening and Speaking strategies Listen to and discuss the poem</p> <ul style="list-style-type: none"> • Share ideas and experiences en 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>Literary text: poems Reading methods</p> <ul style="list-style-type: none"> • Independent reading <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>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>Creative writing: own poem Stanza conventions:</p> <ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Writes a poem</p>	<p>covered Reinforcement of in previous weeks.grammar</p> <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,</p> <p>Punctuation: full stop, comma.</p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	10%

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Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<p>Listening and Speaking strategies</p> <p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions <p>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 drama (one act)</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, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading -- Predicting -- Infer meaning of unfamiliar words by using word attack skills • Critical language awareness 	<p>Write a dialogue , enacting drama</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context • Word choice • Appropriateness of certain utterances • Free expression <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement</p> <p>Word meaning: synonyms, antonyms, proverbs, idioms</p> <p>Punctuation: colon, open and close inverted commas, exclamation marks, question marks.</p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	15%

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ENGLISH FAL GRADE 7 TERM 1					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 – 8	<p>Listening and Speaking strategies Listen to a short story/folklore Listening Comprehension</p> <ul style="list-style-type: none"> • Identify main and supporting ideas and take notes • Share ideas and experiences and show understanding of concepts • Identify persuasive and manipulating techniques where applicable • Answer questions <p>Group/panel discussion Listen to poetry and determine meaning Discuss the story/folklore that they were exposed to in the previous activity</p> <ul style="list-style-type: none"> • Identify characters • Discuss the theme • Discuss point of view • Relate content to own experience 	<p>Literary text: short stories/folklore</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, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> • skimming and scanning • intensive reading • Infer meaning of unfamiliar words by word attack skills 	<p>Write a review/letter</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Paragraph cohesion • Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a letter/review following the process writing</p>	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: singular and plural, adjectives, degrees of comparison, superlatives. Sentence level: simple present tense, simple past tense Word meaning: homophones, homonymy, polysemy, riddles, proverbs, idioms</p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	20%

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ENGLISH FAL GRADE 7 TERM 1					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
9 - 10	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Group/panel discussion</p> <ul style="list-style-type: none"> • Discuss specific ideas from a short story • Take a position on ideas and refer to text to support the position <p>Relate content to own experience</p>	<p>Literary text: short stories</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, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Reading/Viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Fact and opinion • Infer meaning of unfamiliar words by word attack skills 	<p>Write a descriptive essay</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Present an essay for assessment</p>	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: prefixes, suffixes, roots, auxillary verbs, finite verbs</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p> <p>Word meaning: synonyms, antonyms</p> <p>Punctuation and spelling: Dictionary usage, spelling patterns, spelling rules</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners writing. Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	25%
Assessment for Term 1					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
	Task 1: Oral	Task 2: Writing	Task 3: Test 1		
	Retell a story/discusses a poem/dialogue/group/panel discussion	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use		
					25%

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TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 2					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 – 2	<p>Listening and Speaking strategies Listening comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Tell a story</p> <ul style="list-style-type: none"> • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere time-line, ironic twists and ending; 	<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, evaluate) <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: Narrative essay 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 grammar covered in previous week.</p> <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>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	30%

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ENGLISH FAL GRADE 7 TERM 2					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3 – 4	<p>Listening and Speaking strategies 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: Debate (on advertising)</p> <ul style="list-style-type: none"> • Choose appropriate topic • Present argument logically • Use cohesive devices appropriately • Use correct vocabulary, language structures • Use manipulative/emotive language • Follow procedures 	<p>Reading/viewing for comprehension (use written and/or visual text such as 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>Literary text such as a novel</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write Transactional texts: Advertisement/posters</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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative Sentence level: direct and indirect speech, simple and compound sentences Word meaning: synonyms, antonyms, literal and figurative meaning Punctuation and spelling: colon; semicolon Dictionary use Vocabulary in context Remedial grammar from learners writing.</p>	35%

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ENGLISH FAL GRADE 7 TERM 2					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 – 6	<p>Listening and Speaking strategies Group/class discussion on how to give instructions or follow procedures</p> <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion <p>Prepared/unprepared speaking</p> <ul style="list-style-type: none"> • Choice of diction • Use of tone, pace and intonation • Using cues during presentation • Using appropriate body language 	<p>Reads an instructional text like instructional procedures</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences <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, stanzas, typography • figurative meaning • mood • theme and message 	<p>Shorter transactional text: instructions</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Paragraph cohesion • Word choice and sentence structure <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</p>	<p>Reinforcement of grammar covered in previous week.</p> <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>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	40%

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TEACHING PLANS TABLE					
ENGLISH HOME LANGUAGE GRADE 7 TERM 2					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 - 8	Listening and Speaking strategies Role play drama <ul style="list-style-type: none"> • Assume assigned role • Use appropriate language • Observe conventions • Use appropriate body language Investigation role play <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • Use appropriate language • Report findings 	Listening and Speaking strategies Role play drama <ul style="list-style-type: none"> • Assume assigned role • Use appropriate language • Observe conventions • Use appropriate body language Investigation role play <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • Use appropriate language • Report findings Read literary text: like drama/novel <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	Write a drama review Paragraph conventions: <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Reinforcement of grammar covered in previous week. Word level: Transitive and intransitive verbs Sentence level: Passive; present progressive; direct and reported speech; Word meaning: synonyms, antonyms, literal, figurative Punctuation: colon; quotation marks; question marks; comma; full stop Vocabulary in context Remedial grammar from learners writing.	45%
Assessment for Term 2					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
9 - 10	Task 1: Oral	Task 2: Test 2	Task 3		
	Listening comprehension/debate/conversation/ (un)prepared speech/group discussion on giving	Literature: Contextual questions	Mid-year examinations Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text		50%

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TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 - 2	<p>Listening and Speaking strategies Listening comprehension on how to fill in a form/questionnaire</p> <ul style="list-style-type: none"> • Practise listening process • Take notes • Answer questions <p>Different forms of oral communication on the use of a questionnaire or form Forums, panel discussions</p> <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion 	<p>Read a text on the importance of a questionnaire and how to fill it in</p> <ul style="list-style-type: none"> • Information required • Language use • Signature <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarize • Visualization • Make inferences • Meaning of words 	<p>Transactional texts such as filling in of questionnaires, or forms:</p> <ul style="list-style-type: none"> • Follow instructions • Provide correct information to the prompt • Use appropriate language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: common nouns, collective nouns; collective; adverbs 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 Abbreviations – initialism, acronym, clipped, truncation</p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	55%

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TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3 – 4	<p>Listening and Speaking strategies Listen to drama (Dialogue/Interview)</p> <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • Use appropriate language • Take notes • Report findings <p>Different forms of oral communication Dramatisation Adapting one genre to another</p> <ul style="list-style-type: none"> • Enacting original dialogue • Performance in keeping with the spirit and intention of the original • Vivid characterisation with simple props -- Use of effective props to create setting 	<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>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, stanzas, typography • figurative meaning • mood • theme and message 	<p>Longer texts e.g. dialogue/ written interview</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: proper nouns, singular and plural Adjectives: comparative, superlative Sentence level: complex with relative clauses; direct and indirect speech. Word meaning: roots of words Punctuation: colon; quotation marks; comma; full stop; apostrophe; question mark Vocabulary in context Remedial grammar from learners writing.</p>	60%

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ENGLISH FAL GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<p>Listening and Speaking strategies Different forms of oral communication Role play: meeting procedure</p> <ul style="list-style-type: none"> • Good opening/introduction • Use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions 	<p>Read text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> • Role players • Language use • Format • Role execution <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension written/visual text/graphs</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion 	<p>Longer transactional texts e.g. Notice/Agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: Pronouns: personal, demonstrative, possessive. Sentence level: simple present tense, simple past tense; direct and reported speech; active and passive voice; Word meaning: Verbal extensions (derivatives) Punctuation: apostrophe; capitalisation; comma; full stop; colon Vocabulary in context Remedial grammar from learners writing.</p>	65%

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ENGLISH FAL GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 – 8	<p>Listening and Speaking strategies Listens to and discusses current news based on newspapers and magazine articles</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>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech <p>Write a comprehension test</p>	<p>Long/short transactional texts :</p> <p>newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a newspaper article</p>	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: 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>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	70%

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ENGLISH FAL GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
9 - 10	<p>Listening and Speaking strategies Listening comprehension based on giving directions</p> <ul style="list-style-type: none"> • Practise listening process • Take notes • Write answers <p>Different forms of oral communication e.g. giving directions instructions/</p> <ul style="list-style-type: none"> • Use of appropriate language • Short effective sentences • Detail 	<p>Literary text like youth novel/short stories/drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>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, stanzas, typography • figurative meaning • mood • theme and message <p>Reading and viewing for comprehension e.g. written/visual text</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 • Fact and opinion • Direct and implied meaning 	<p>Write a narrative/descriptive essay</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: complex nouns Pronouns – personal, relative, reflexive Articles – definite, indefinite, articleless Adjectives: comparative, superlative Sentence level: subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop; comma; colon, semi colon Vocabulary in context Remedial grammar from learners writing.</p>	75%

TEACHING PLANS TABLE

ENGLISH FAL

Teaching Plan English First Additional Language Grade 7

GRADE 7 TERM 3					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
Assessment for Term 3					
9 - 10	Task 1: Oral	Task 2: Writing	Task 3: Test 3		
	Role play - meeting procedures/(un)prepared reading/giving direction/forum/panel discussion	Descriptive/Narrative essay Agenda and minutes	Comprehension and Language use OR Literature		75%

Teaching Plan English First Additional Language Grade 7

TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 4					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 - 2	<p>Listening and Speaking strategies Unprepared speech Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherent • Identify vocabulary, language structures, • Effective introduction and ending <p>Features and conventions (public speaking techniques, structure.)</p> <p>Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension (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>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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <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>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>	80%

Teaching Plan English First Additional Language Grade 7

TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 4					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3-4	<p>Listening and Speaking strategies 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 Debate/Group discussion: 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>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/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>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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Produce one of above-mentioned Texts-</p>	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: pronouns – interrogative, demonstrative, indefinite nouns – collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p>Word meaning: antonyms; literal; figurative; contextual</p> <p>Punctuation: quotation marks; question marks; comma; exclamation marks; <i>font</i></p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	85%

Teaching Plan English First Additional Language Grade 7

TEACHING PLANS TABLE					
ENGLISH FAL GRADE 7 TERM 4					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<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, punctuation. • Meaning: implicit and explicit 	<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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; Word meaning: synonyms, antonyms, contextual Punctuation: full stop; comma; exclamation marks; question marks</p>	90%
7 – 8	<p>Revision and preparation for examination</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Prepared speech/debate//interview/ 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 	<p>Reinforcement of grammar covered in previous week.</p> <p>Word level work: collective pronouns; reflexive pronouns; stem. Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p>	95%

Teaching Plan English First Additional Language Grade 7

				<p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners writing.</p>
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TEACHING PLANS TABLE					
ENGLISH FAL					
GRADE 7 TERM 4					
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
Formal and end-of-the-year Assessment Tasks Term 4					
9 - 10	Task 1: Oral		Task 2: End-of-the-Year EXAMINATION		
	Reading aloud/Debate/group discussion/(un)prepared speech		Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)		100%