

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
1 - 2	<p><b>Listening and Speaking strategies</b></p> <p><b>Listen to a short story</b></p> <ul style="list-style-type: none"> <li>• Identify main and supporting ideas from a short story</li> <li>• Take notes</li> <li>• Share ideas and experiences and show understanding of concepts</li> </ul> <p><b>Retell a story</b></p> <ul style="list-style-type: none"> <li>• Retell events in correct sequences</li> <li>• Mention characters correctly</li> <li>• Mention the timeline</li> </ul>	<p><b>Literary text: short stories</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluation)</li> </ul> <p><b>Pre-reading strategies</b></p> <ul style="list-style-type: none"> <li>• Recognize features of text such as titles, headings, illustrations</li> <li>• Recognise parts of book such as cover, title page, index, chapters, glossary, index</li> </ul> <p><b>Reading comprehension and reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Visualization</li> <li>• Inferring meaning and conclusions</li> <li>• Fact and opinion</li> <li>• Meaning of word</li> </ul>	<p><b>Write a narrative paragraph</b></p> <p><b>Paragraph conventions:</b></p> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Use conjunctions for cohesion</li> <li>• Explain requirements of text such as telling a story</li> <li>• Use appropriate words and style</li> <li>• Write in the past tense</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Writes a story based on a personal experience.</b></p>	<p><b>Reinforcement of grammar in previous phase.</b></p> <p><b>Word level work:</b> common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns</p> <p><b>Sentence level:</b> simple sentences, statements, simple present tense, simple past tense</p> <p><b>Spelling and punctuation:</b> full stop, comma, colon, semi colon, capital and small letters</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners writing.</b></p>	5%	5%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
3 – 4	<p><b>Listening and Speaking strategies</b>  <b>Listen to and discuss the poem</b></p> <ul style="list-style-type: none"> <li>• Share ideas and experiences en show understanding of concepts</li> <li>• Answer questions</li> <li>• Explain to a friend why you liked a specific poem</li> </ul> <p><b>Prepared reading aloud</b></p> <ul style="list-style-type: none"> <li>• Tone, voice projection, pronunciation, phrasing, eye contact</li> <li>• Give attention to punctuation</li> <li>• Use appropriate body language</li> </ul>	<p><b>Literary text: poems</b>  <b>Reading methods</b></p> <ul style="list-style-type: none"> <li>• Independent reading</li> </ul> <p><b>Pre-reading strategies</b></p> <ul style="list-style-type: none"> <li>• Recognize features of text such as titles, headings, illustrations</li> <li>• Recognise parts of book such as cover, title page, index, chapters, glossary, index</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Creative writing: own poem</b>  <b>Stanza conventions:</b></p> <ul style="list-style-type: none"> <li>• structure of a stanza</li> <li>• use conjunctions for cohesion</li> <li>• use a variety of sentence types, lengths and structures</li> <li>• diction</li> <li>• figurative language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Writes a poem</p>	<p><b>covered Reinforcement of in previous weeks. Grammar</b></p> <p><b>Word level:</b> compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p><b>Word meaning:</b> rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophone synonyms, antonyms,</p> <p><b>Punctuation:</b> full stop, comma.</p> <p><b>Vocabulary in context</b>  <b>Remedial grammar from learners writing.</b></p>	5%	10%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
5 - 6	<p><b>Listening and Speaking strategies</b>  <b>Conversation about drama:</b></p> <ul style="list-style-type: none"> <li>• Take part in informal conversations about simple topics</li> <li>• Use correct register</li> <li>• Maintain the conversation</li> <li>• Identify main and supporting ideas</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Use incomplete dialogues for learners</b>  <b>Dialogue</b></p> <ul style="list-style-type: none"> <li>• Take part in a dialogue</li> <li>• Use appropriate language</li> <li>• Respond appropriately</li> <li>• Observe dialogue conventions, e.g. turn taking</li> <li>• Use appropriate body language</li> </ul>	<p><b>Literary text drama (one act)</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading/viewing for comprehension (strategies)</b></p> <ul style="list-style-type: none"> <li>• Skimming and scanning</li> <li>• Intensive reading</li> <li>-- Predicting</li> <li>-- Infer meaning of unfamiliar words by using word attack skills</li> <li>• Critical language awareness</li> </ul>	<p><b>Write a dialogue , enacting drama</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience, purpose and context</li> <li>• Word choice</li> <li>• Appropriateness of certain utterances</li> <li>• Free expression</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns</p> <p><b>Sentence level:</b> simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement</p> <p><b>Word meaning:</b> synonyms, antonyms, proverbs, idioms</p> <p><b>Punctuation:</b> colon, open and close inverted commas, exclamation marks, question marks.</p> <p>Vocabulary in context Remedial grammar from learners writing.</p>	5%	15%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
7 – 8	<p><b>Listening and Speaking strategies</b>  <b>Listen to a short story/folklore</b>  <b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>• Identify main and supporting ideas and take notes</li> <li>• Share ideas and experiences and show understanding of concepts</li> <li>• Identify persuasive and manipulating techniques where applicable</li> <li>• Answer questions</li> </ul> <p><b>Group/panel discussion</b>  <b>Listen to poetry and determine meaning</b>            Discuss the story/folklore that they were exposed to in the previous activity</p> <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Discuss the theme</li> <li>• Discuss point of view</li> <li>• Relate content to own experience</li> </ul>	<p><b>Literary text: short stories/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading/viewing for comprehension</b></p> <ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• intensive reading</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul>	<p><b>Write a review/letter</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style,</li> <li>• Target audience purpose and context</li> <li>• Paragraph cohesion</li> <li>• Word choice</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a letter/review following the process writing</b></p>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> singular and plural, adjectives, degrees of comparison, superlatives.  <b>Sentence level:</b>, simple present tense, simple past tense  <b>Word meaning:</b> homophones, homonymy, polysemy, riddles, proverbs, idioms</p>	5%	20%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
9 - 10	<b>Listening and Speaking strategies</b> <b>Listening comprehension</b> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <b>Group/panel discussion</b> <ul style="list-style-type: none"> <li>• Discuss specific ideas from a short story</li> <li>• Take a position on ideas and refer to text to support the position</li> </ul> Relate content to own experience	<b>Literary text: short stories</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <b>Reading process:</b> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <b>Reading/Viewing for comprehension (strategies)</b> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Fact and opinion</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul>	<b>Write a descriptive essay</b> <ul style="list-style-type: none"> <li>• Paragraph conventions:</li> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <b>Present an essay for assessment</b>	<b>Reinforcement of grammar covered in previous week.</b>  <b>Word level:</b> prefixes, suffixes, roots, auxillary verbs, finite verbs <b>Sentence level:</b> subject and predicate, subject verb agreement, main clause, dependent clause <b>Word meaning:</b> synonyms, antonyms <b>Punctuation and spelling:</b> Dictionary usage, spelling patterns, spelling rules	5%	25%

Assessment for Term 1						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
	<b>Task 1: Oral</b>	<b>Task 2: Writing</b>	<b>Task 3: Test 1</b>			
	Retell a story/discusses a poem/dialogue/group/panel discussion	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use			

## Teaching plan English Home Language Grade 7

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	
1 – 2	<b>Listening and Speaking strategies</b> Listening comprehension: <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <b>Tell a story</b> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Diction</li> <li>• Body language</li> <li>• Interpret mood, tone, atmosphere</li> <li>• time-line, ironic twists and ending;</li> </ul>	<b>Literary text like youth novel/drama</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <b>Reading process:</b> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <b>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</b> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> </ul>	<b>Writing: Narrative essay</b> <b>Paragraph conventions:</b> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<b>Reinforcement of grammar covered in previous week.</b>  <b>Word level:</b> Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative <b>Sentence level:</b> subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense <b>Word meaning:</b> synonyms, antonyms, literal, figurative, emotive language <b>Punctuation:</b> full stop, comma, exclamation mark, question mark	5%	30

## Teaching plan English Home Language Grade 7

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	ACC
3 – 4	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension (written text/TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication: Debate (on advertising)</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Present argument logically</li> <li>• Use cohesive devices appropriately</li> <li>• Use correct vocabulary, language structures</li> <li>• Use manipulative/emotive language</li> <li>• Follow procedures</li> </ul>	<p><b>Reading/viewing for comprehension (use written and/or visual text such as advertisement)</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Manipulative language</li> <li>• Formal/informal language</li> </ul> <p><b>Literary text such as a novel</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write Transactional texts: Advertisement/posters</b></p> <ul style="list-style-type: none"> <li>• Requirements of format</li> <li>• Purpose, target group and context</li> <li>• Word choice and sentences construction</li> <li>• Visual elements such as font types and size, headings, symbols, colour)</li> <li>• Manipulating/persuasive language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> Proper nouns, gender, plural, singular  <b>Adjectives:</b> demonstrative, relative  <b>Sentence level:</b> direct and indirect speech, simple and compound sentences  <b>Word meaning:</b> synonyms, antonyms, literal and figurative meaning  <b>Punctuation and spelling:</b> colon; semicolon            Dictionary use</p>	5%	35%

## Teaching plan English Home Language Grade 7

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	ACC
5 – 6	<p><b>Listening and Speaking strategies</b>  <b>Group/class discussion on how to give instructions or follow procedures</b></p> <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Share ideas</li> <li>• Take turns and listen attentively</li> <li>• Fill gaps</li> <li>• Use discourse markers to sustain discussion</li> </ul> <p><b>Prepared/unprepared speaking</b></p> <ul style="list-style-type: none"> <li>• Choice of diction</li> <li>• Use of tone, pace and intonation</li> <li>• Using cues during presentation</li> <li>• Using appropriate body language</li> </ul>	<p><b>Reads an instructional text like instructional procedures</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Shorter transactional text: instructions</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Paragraph cohesion</li> <li>• Word choice and sentence structure</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an instructional text</b></p>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b>            Adverbs            Preposition – of time, place and movement            Adjectives: numerical</p> <p><b>Sentence level:</b> active and passive voice</p> <p><b>Word meaning:</b> idioms and proverbs</p> <p><b>Punctuation:</b> hyphen; apostrophe</p>	5%	40%



## Teaching plan English Home Language Grade 7

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	Acc
7 - 8	<b>Listening and Speaking strategies</b> <b>Role play drama</b> <ul style="list-style-type: none"> <li>• Assume assigned role</li> <li>• Use appropriate language</li> <li>• Observe conventions</li> <li>• Use appropriate body language</li> </ul> <b>Investigation role play</b> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• Use appropriate language</li> <li>• Report findings</li> </ul>	<b>Listening and Speaking strategies</b> <b>Role play drama</b> <ul style="list-style-type: none"> <li>• Assume assigned role</li> <li>• Use appropriate language</li> <li>• Observe conventions</li> <li>• Use appropriate body language</li> </ul> <b>Investigation role play</b> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• Use appropriate language</li> <li>• Report findings</li> </ul> <b>Read literary text: like drama/novel</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <b>Reading process:</b> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<b>Write a drama review</b> <b>Paragraph conventions:</b> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<b>Reinforcement of grammar covered in previous week.</b>  <b>Word level:</b> Transitive and intransitive verbs <b>Sentence level:</b> Passive; present progressive; direct and reported speech; <b>Word meaning:</b> synonyms, antonyms, literal, figurative <b>Punctuation:</b> colon; quotation marks; question marks; comma; full stop	5%	45%
Assessment for Term 2						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	Acc
9 - 10	<b>Task 1: Oral</b>	<b>Task 2: Test 2</b>	<b>Task 3</b>			
	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		5%	50%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 3						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	
1 - 2	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension on how to fill in a form/questionnaire</b></p> <ul style="list-style-type: none"> <li>• Practise listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Different forms of oral communication on the use of a questionnaire or form</b>  <b>Forums, panel discussions</b></p> <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Share ideas</li> <li>• Take turns and listen attentively</li> <li>• Fill gaps</li> <li>• Use discourse markers to sustain discussion</li> </ul>	<p><b>Read a text on the importance of a questionnaire and how to fill it in</b></p> <ul style="list-style-type: none"> <li>• Information required</li> <li>• Language use</li> <li>• Signature</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Summarize</li> <li>• Visualization</li> <li>• Make inferences</li> <li>• Meaning of words</li> </ul>	<p><b>Transactional texts such as filling in of questionnaires, or forms:</b></p> <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Provide correct information to the prompt</li> <li>• Use appropriate language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> common nouns, collective nouns;  collective; adverbs of manner and time;  adjectives</p> <p><b>Sentence level:</b> noun clauses; adjectival and adverbial clauses;  compound and complex sentences</p> <p><b>Word meaning:</b> synonyms, antonyms, homonyms</p> <p><b>Punctuation:</b> question marks; ellipsis;  capitalisation; hyphen  Abbreviations – initialism, acronym, clipped, truncation</p>	5%	55%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 3						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
3 – 4	<p><b>Listening and Speaking strategies</b>  <b>Listen to drama (Dialogue/Interview)</b></p> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• Use appropriate language</li> <li>• Take notes</li> <li>• Report findings</li> </ul> <p><b>Different forms of oral communication</b>            Dramatisation            Adapting one genre to another</p> <ul style="list-style-type: none"> <li>• Enacting original dialogue</li> <li>• Performance in keeping with the spirit and intention of the original</li> <li>• Vivid characterisation with simple props</li> <li>-- Use of effective props to create setting</li> </ul>	<p><b>Literary text like youth drama/radio drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Longer texts e.g. dialogue/ written interview</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> <li>• Appropriate language use</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> proper nouns, singular and plural            Adjectives: comparative, superlative  <b>Sentence level:</b> complex with relative clauses; direct and indirect speech.  <b>Word meaning:</b> roots of words  <b>Punctuation:</b> colon; quotation marks; comma; full stop; apostrophe; question mark</p>	5%	60%

## Teaching plan English Home Language Grade 7

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

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 3						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
7 – 8	<p><b>Listening and Speaking strategies</b>  <b>Listens to and discusses current news based on newspapers and magazine articles</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p><b>Prepared/unprepared reading a newspaper article aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul>	<p><b>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• View point of author</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Formal/informal language</li> <li>• Direct/implied meaning</li> <li>• Figures of speech</li> </ul> <p><b>Write a comprehension test</b></p>	<p><b>Long/short transactional texts : newspaper article</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a newspaper article</b></p>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> abstract nouns; concrete nouns            Prepositions            Adjectives: comparative, superlative</p> <p><b>Sentence level:</b>            Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>	5%	70%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 3						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
9 - 10	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension based on giving directions</b></p> <ul style="list-style-type: none"> <li>• Practise listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication e.g. giving directions instructions/</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate language</li> <li>• Short effective sentences</li> <li>• Detail</li> </ul>	<p><b>Literary text like youth novel/short stories/drama/radio drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading and viewing for comprehension e.g. written/visual text</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• View point of author</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Fact and opinion</li> <li>• Direct and implied meaning</li> </ul>	<p><b>Write a narrative/descriptive essay</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> complex nouns Pronouns – personal, relative, reflexive Articles – definite, indefinite, articleless Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> full stop; comma; colon, semi colon</p>	5%	75%

## Teaching plan English Home Language Grade 7

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

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 4						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
1 - 2	<p><b>Listening and Speaking strategies</b>  <b>Unprepared speech</b> Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Organize information coherent</li> <li>• Identify vocabulary, language structures,</li> <li>• Effective introduction and ending</li> </ul> <p>Features and conventions (public speaking techniques, structure.)</p> <p><b>Reading aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul>	<p><b>Literary text like youth novel/short stories/drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension (use written and visual text)</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Main and supporting ideas</li> <li>• Fact and opinion</li> <li>• Inferences and conclusions</li> <li>• Own opinion</li> </ul>	<p><b>Long/short transactional text e.g. giving directions</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience, purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> complex nouns;            Adjectives: comparative, superlative;            Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p><b>Sentence level:</b> simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p><b>Word meaning:</b> synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p><b>Punctuation:</b> semicolon; inverted commas; full stop; apostrophe</p>	5%	80%



## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 4						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
3-4	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension (written text/TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication</b>  <b>Debate/Group discussion: Discuss use of e-mail/posters/diary entries/flyers</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul>	<p><b>Read a text with a diary/e-mail/flyers</b></p> <ul style="list-style-type: none"> <li>• The format</li> <li>• Language use</li> <li>• Target audience</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.]</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice, vivid description</li> <li>• Sentence structure, lengths and types</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Produce one of above-mentioned Texts-</b></p>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> pronouns – interrogative, demonstrative, indefinite nouns – collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots.</p> <p><b>Sentence level:</b> direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p><b>Word meaning:</b> antonyms; literal; figurative; contextual</p> <p><b>Punctuation:</b> quotation marks; question marks; comma; exclamation marks; <i>font</i></p>	5%	85%

## Teaching plan English Home Language Grade 7

TEACHING PLANS TABLE						
ENGLISH Home Language GRADE 7 TERM 4						
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
5 - 6	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul>	<p><b>Read literary text like youth novel/ short stories/drama/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Poetry: Prescribed Poems</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p>Analysis of a poem:</p> <ul style="list-style-type: none"> <li>• Lines, words, stanzas, link, refrain, typography, punctuation.</li> <li>• Meaning: implicit and explicit</li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Essays</b></p> <p><b>Preparation stage:</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level:</b> auxiliary verbs; finite verbs,</p> <p><b>Adjectives:</b> comparative, superlative</p> <p><b>Sentence level:</b> bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p><b>Word meaning:</b> synonyms, antonyms, contextual</p> <p><b>Punctuation:</b> full stop; comma; exclamation marks; question marks</p>	5%	90%
7 – 8	<p><b>Revision and preparation for examination</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Prepared speech/debate//interview/ conversation</li> <li>• Prepared reading</li> <li>• Unprepared reading</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Prepared reading</li> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature: <ul style="list-style-type: none"> <li>-- Novel/short stories/folklore</li> <li>-- Drama/film study</li> <li>-- Poems</li> </ul> </li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Transactional texts</li> </ul>	<p><b>Reinforcement of grammar covered in previous week.</b></p> <p><b>Word level work: collective pronouns; reflexive pronouns; stem.</b></p> <p><b>Sentence level:</b> simple, compound and complex sentences; statements; subject-verb agreement; question forms;</p>	5%	95%

## Teaching plan English Home Language Grade 7

				negation <b>Word meaning:</b> synonyms, antonyms, literal, figurative <b>Punctuation</b>		
--	--	--	--	--	--	--

TEACHING PLANS TABLE							
ENGLISH Home Language GRADE 7 TERM 4							
Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage		
<b>Formal and end-of-the-year Assessment Tasks Term 4</b>							
<b>9 - 10</b>	<b>Task 1: Oral</b>		<b>Task 2: End-of-the-Year EXAMINATION</b>				
	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)			<b>5%</b>	<b>100%</b>