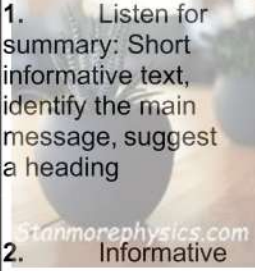



Term	Duration	No. of weeks	No. of days	Actual number of school days
1	12 (14) January – 27 March	11	53(55)	53 (55)

TERM 1	WEEK 1 14-16 JAN WEEK 2 19 -23 JAN	WEEK 2 26-30 JAN	WEEK 3 2 -6 - FEB	WEEK 4 9-13 FEB	WEEK 5 16-20 FEB	WEEK 6 23-27 FEB	WEEK 7 2 - 6 MARCH	WEEK 8 9- 13 MAR	WEEK 9 16-27 MAR
CAPS TOPICS	1. Listening and speaking      2. Reading and viewing      3. Writing and presenting      4. Language structures and conventions								
<b>CONCEPTS, SKILLS AND VALUES</b>	<b>Consolidation of Grade 10 work</b> 1. Introduction of learners to class  2. Peer assessment of baseline test  3. Discussion of baseline test  4. Discuss the features of texts, newspaper or magazine articles <b>Revise parts of speech</b>	1. Listening comprehension for information OR View TV documentary  2. Informative written or visual text Fact and opinion Make inferences Identify important and less important details <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. Write informative paragraph Focus on sentence construction and clarity, paragraph, conventions, e.g., main ideas, supporting details, etc. Focus on: Process writing Planning, drafting,	 1. Listen for summary: Short informative text, identify the main message, suggest a heading 2. Informative written text: Simple summary of important facts Write point form summary <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. Prepare for SBA task 2 (longer transactional text) for example, by responding to the issues explored in the literary text Focus on process writing: Brainstorm, plan and draft	Group discussion on visual texts such as cartoons  1. Non-literary visual text (cartoon) Baseline test (informal assessment) <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. Write the longer transactional which was planned the previous week Focus on process writing. Write an <b>imaginative paragraph</b> in response to the issues explored in the literary text, e.g., <b>a poem, diary or letter</b> <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proofreading and presenting <b>Text structure and language features</b> (see 3.3)	<b>1. SBA task 1 – Listening Comprehension</b>  2. Summary from <b>informative text</b> identify important and less important details, revise vocabulary related to text <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. Write a narrative in which characters meet and speak. Write <b>point form summary</b> Extend <b>notes</b> into a full text, e.g., paraphrasing main ideas from a text or interview <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proofreading and presenting	1. Prepared reading aloud – passage from set work (novel, drama, poem, short story) Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures  2. Read an interview Discuss language structures and conventions related to the interview OR Formal letters of request and complaint. Focus on key features and language conventions <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. Write an interview, formal letter of request and complaint, application.	1. Prepared reading aloud – passage from set work (novel, drama, poem, short story) Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures  2. Read learners' longer transactional texts in preparation for the SBA task. <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. <b>SBA Task no 2: Longer transactional text</b>	1. Group discussion on visual texts such as adverts Listen to different texts and discuss, e.g. song  2. <b>REVISION</b> (Contextual questions, prepare <b>for language test</b> ) <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. <b>REVISION – descriptive essay, writing essays based on visual texts</b>  4. Vocabulary: research meaning of words in reading – dictionary work Remedial grammar from learners' writing	1. Prepared reading aloud – passage from set work (novel, drama, poem, short story) Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures  2. <b>SBA Task no 3: Language test</b> <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions & answers  3. <b>REVISION</b> Descriptive essay, writing essays based on visual texts  4. <b>REVISION</b> Vocabulary: related to songs as they appear in reading text, e.g. archaisms, contractions

		<p>revising, editing, proofreading and presenting <b>text structure and language features</b> (see 3.3) <b>4.</b> Statements, sentence structure</p> <p><b>4.</b> Use of determined vocabulary related to reading texts</p>	<p><b>4.</b> Expressing emotions: Adverbs and adjectives (revision) Remedial grammar from learners' writing <b>Vocabulary</b> related to reading and visual texts Using a thesaurus – synonyms</p>	<p><b>4.</b> Expressing emotions Adverbs and adjectives (revision) Remedial grammar from learners' writing Vocabulary related to reading and visual texts, Using thesaurus – synonyms Building antonyms with prefixes and suffixes</p>	<p><b>Text structure and language features</b> (see 3.3)</p> <p><b>4.</b> Language Direct and indirect speech to create character Punctuation of direct and indirect speech</p>	<p>Draw up, fill in a table of contrasting features. <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proofreading and presenting <b>Text structure and language features</b> (see 3.3)</p> <p><b>4.</b> Vocabulary related to reading texts Dictionary work</p>	<p><b>4.</b> Nouns and pronouns (revision) Direct and indirect speech to create character Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing <b>Vocabulary:</b> research meaning of words in reading – dictionary work</p>	<p>Remedial grammar from learners' writing, language test</p>
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TERM 1	WEEK 1 14-16 JAN WEEK 2 19 -23	WEEK 2 26-30 JAN	WEEK 3 27 - 31 JAN	WEEK 4 2 -6 - FEB	WEEK 5 9-13 FEB	WEEK 6 16-20 FEB	WEEK 7 2 - 6 MARCH	WEEK 8 9- 13 MAR	WEEK 9 16-27 MAR
<b>REQUISITE PRE-KNOWLEDGE</b>		Knowledge of listening skills Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of listening skills Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of listening skills Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Language – concord – agreement of subject and verb Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers Cartoon study – vocabulary KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers Knowledge of process writing, emails/letters KEY FEATURES of literary texts
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>		Newspapers, magazines <a href="https://qr.go.page.link/KU9d">https://qr.go.page.link/KU9d</a> Listening comprehension exemplar, sample informational article, TV documentary Visual literacy (cartoon study and advertising <a href="https://qr.go.page.link/wVDy">https://qr.go.page.link/wVDy</a>	Informative written text DBE integrated study guides 	Listening comprehension exemplar, sample informational article	Narrative text	Listening comprehension exemplar See SBA exemplar task] <a href="https://qr.go.page.link/imZ9">https://qr.go.page.link/imZ9</a> <u>Interview</u>	Library resources, internet, encyclopaedias	Advertisements and cartoons, past year paper MCMA Video 1 Act 1 <a href="https://qr.go.page.link/1aGT">https://qr.go.page.link/1aGT</a>	<u>Formal letters, emails (request, complaint)</u>
<b>INFORMAL ASSESSMENT: REMEDIATION</b>		Practice listening comprehension Write 1 summary Informative paragraph	Longer transactional writing – process writing Key features of the Literary text	Practice listening comprehension Written comprehension practice (baseline informal assessment)	Longer transactional writing – process writing Write 1 summary	Key features of the literary text Interview	Key features of the literary text	Longer transactional text –features Cartoon study, past papers	Interview, letters and emails
<b>SBA FORMAL ASSESSMENT</b>						<b>TASK 1: Listening comprehension (10)</b>	<b>TASK 2: Writing: Longer transactional text (30)</b>	<b>TASK 3: Comprehension (20) Summary (10) Language in context (10) [Total: 40]</b>	




## TERM 2

TERM 2	WEEK 1 08-11 APR	WEEK 2 14-17 APR	WEEK 3 22-25 APR	WEEK 4 29 APR-2 MAY	WEEK 5 05-09 MAY	WEEK 6 12-16 MAY	WEEK 7 19-23 MAY	WEEK 8 26-30 MAY	WEEK 9 02- 06 JUN	WEEK 10 &11 09- 27 JUN
CAPS TOPICS	1. Listening and speaking    2. Reading and viewing    3. Writing and presenting    4. Language structures and conventions									
<b>CONCEPTS, SKILLS AND VALUES</b>	<p>1. Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc</p> <p>Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p> <p>2. Intensive reading <b>directions</b> from a literary, text, indicating proportion, distance etc.</p> <p><b>Visual text</b> on a place of public interest Bus or other travel</p> <p>Timetables</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Write directions to a place of public</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p> <p>Text structures and Language features (see 3.3)</p>	<p>1. Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc.</p> <p>Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p> <p>2. Intensive reading.</p> <p><b>directions</b> from a literary, text, indicating proportion, distance etc.</p> <p><b>Visual text</b> on a place of public interest Bus or other travel</p> <p>Timetables</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Paragraphs on set work</p> <p>Describe a character and justify, describe the setting and its effect, identify theme and effect</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p> <p>Text structures and language features (see 3.3)</p>	<p>1. Role play meeting procedures in class with topic drawn from reading text</p> <p>2. <b>SBA TASK 5 Literature assignment: (35)</b></p> <p>3. Paragraph on set work, e.g. Describe a character and justify, describe the setting and its effect, identify them and effect</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p>1. Role play meeting procedures in class with topic drawn from reading text</p> <p>2. Informative text, e.g. Newspaper on a community issue, e.g. Water shortages, rubbish removal</p> <p>Encourage reading and viewing of newscasts, newspapers</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Essay writing: Introduce reflective essay Focus on</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p>1. Preparatory exercises for the formal researched speech</p> <p>2. Read for critical awareness</p> <p>Text which gives viewpoint/attitude/ assumption e.g. Political cartoon, advert, emotive reporting</p> <p>Multimodal advert, from magazine/newspaper/ television</p> <p><b>INTENSIVE READING</b></p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Create an advertisement include persuasive techniques, e.g., expert recommendation, implication, generalisation etc.</p> <p>Focus on</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p>1. Preparatory exercises for the formal researched speech</p> <p>2. Informative text, e.g. Newspaper on a community issue, e.g. Water shortages, rubbish removal</p> <p>Encourage reading and viewing of newscasts, newspapers</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Agenda of a community meeting in response to the reading text</p> <p>Write the minutes of the meeting</p> <p>Focus on</p> <p>Process writing Planning, drafting, revising, editing, proof reading and presenting</p>	<p>1. Present oral task 4 (prepared speech)</p> <p>2. Read for critical awareness</p> <p>Text which gives viewpoint/attitude/ assumption e.g. Political cartoon, advert, emotive reporting</p> <p>Multimodal advert, from magazine/newspaper/t v</p> <p><b>INTENSIVE READING</b></p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Create a poster/flyer include persuasive techniques, e.g., expert recommendation, implication, generalisation etc.</p> <p>Focus on</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p>1. Present oral task 4 (prepared speech)</p> <p>2. <b>INTENSIVE READING</b></p> <p>Literary text</p> <p><b>INTENSIVE READING</b></p> <p>Explore themes and characters further</p> <p>Compare and contrast <u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery</p> <p>Teach vocabulary related to the text</p> <p>Questions &amp; answers</p> <p>3. Create a poster/flyer include persuasive techniques, e.g., expert recommendation, implication, generalisation etc.</p> <p>Focus on</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p>1. Present oral task 4 (prepared speech)</p> <p>2. <b>INTENSIVE READING</b></p> <p>Literary text</p> <p><b>INTENSIVE READING</b></p> <p>Explore themes and characters further</p> <p>Compare and contrast</p> <p><b>Task 6: Controlled test: Literature any two genres) (35)</b></p> <p>3. Essay writing Argumentative essay/ writing essays based on visual texts</p> <p>Focus on</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>	<p><b>REVISION:</b> Feedback and review on Task 4</p> <p><b>REVISION:</b> Feedback and review of SBA task 5&amp;6</p> <p><b>REVISION:</b> Remedial work on aspects covered</p> <p><b>REVISION:</b> Remedial work on aspects covered</p>



Term	Duration	No. of weeks	No. of days	Actual number of school days
2	18 APRIL – 26 JUNE	12	58	54

TERM 2	WEEK 1 08-11 APR	WEEK 2 14-17 APR	WEEK 3 22-25 APR	WEEK 4 29 APR-2 MAY	WEEK 5 05-09 MAY	WEEK 6 12-16 MAY	WEEK 7 19-23 MAY	WEEK 8 26-30 MAY	WEEK 9 02- 06 JUN	WEEK 10 & 11 09- 27 JUN
	<b>4. Language Structures and conventions</b> Prepositions (revision) Adjectives \Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc.	<b>4. Prepositions (revision)</b> Adjectives Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc	<b>4. Concord in context- examples from listening practice or literary texts</b> Remedial grammar from learners writing 	<b>4. Paragraph structure- topic sentence and supporting details</b> Past tense, numbered, formal, concise language	<b>4. Concord in context- examples from listening practice or literary texts</b> Vocabulary related to reading texts Meta-language of advertising	<b>4. Figurative language and rhetorical devices</b> e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	<b>4. Concord in context- examples from listening practice or literary texts</b> Vocabulary related to reading texts Meta-language of advertising	<b>4 Figurative language and rhetorical devices</b> e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	<b>4. Figurative language and rhetorical devices</b> e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of argumentative writing	
<b>REQUISITE PRE-KNOWLEDGE</b>	Reading skills/strategies Knowledge of short story Applicable vocabulary	Language skills	Reading and listening skills/strategies Applicable vocabulary Knowledge of theme/characterising and elements in poetry	How to write a paragraph Applicable vocabulary Knowledge of the set work in question	Knowledge of what critical language awareness is How to apply AIDA formula	Knowledge of how a meeting is conducted Applicable vocabulary				
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Study guides Education websites	Study guides Education websites	Study guides Education websites	Study guides Education websites
<b>INFORMAL ASSESSMENT: REMEDIATION</b>	Literature worksheet	Language assessment in context	Literature worksheet	Paragraph/essay Discussion on burning community issues and how to solve it/bring it to the attention of authorities	Discussion on critical language awareness Advert as a short transactional text	Agenda and minutes as a longer transactional text	Discussion on critical language awareness Advert as a short transactional text	Literature worksheet	Argumentative Essay/ <b>essays based on visual texts</b>	
<b>SBA FORMAL ASSESSMENT</b>			<b>SBA TASK 5: Literature assignment: Shorter transactional based on literature text (20)</b> <b>Contextual questions (15)</b> <b>(Total: 35)</b>		<b>SBA TASK 4: Oral: Prepared speech</b>			<b>MIDYEAR EXAM</b> <b>Paper 1 – 80</b> <b>Paper 2 – 70</b>		





Term	Duration	No. of weeks	No. of days	Actual number of school days
3	21 JULY – 23 SEPTEMBER	10	47	46

TERM 3	WEEK 1 21 - 24 JUL	WEEK 2 27 - 31 JULY	WEEK 3 3 - 7 AUG	WEEK 4 11 - 14 AUG	WEEK 5 17 - 21 AUG	WEEK 6 24 - 28 AUG	WEEK 7 31 AUG - 4 SEP	WEEK 8 8 – 11 SEP	WEEK 9 15 - 19 SEP	WEEK 10 & 11 REVISION/EXAMINATIONS
CAPS TOPICS	1. Listening and speaking    2. Reading and viewing    3. Writing and presenting    4. Language structures and conventions									

CONCEPTS, SKILLS AND VALUES	<p><b>1.</b> Panel discussion/interview Preparation for unprepared Speech/ prepared reading aloud</p> <p>Listen for viewpoints; list them</p> <p><b>2.</b> Read for summary Discursive text which balances argument/ discussion for and against</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Prepare for discursive writing/writing essays based on visual texts</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p>	<p><b>1.</b> Unprepared Speech/ prepared reading aloud (SBA Task 7)</p> <p><b>2.</b> Read for summary Discursive text which balances argument/ discussion for and against</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Prepare for discursive writing/writing essays based on visual texts</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p>	<p><b>1.</b> Unprepared Speech/ prepared reading aloud (SBA Task 7)</p> <p><b>2.</b> Reading and viewing a cartoon/advert</p> <p>Informal activity: Answer questions set on cartoon/advert</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Discursive essay/ writing essays based on visual texts</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</p>	<p><b>1.</b> Discuss an issue related to the literary text studied or a visual text (advert)</p> <p><b>2.</b> Reading and viewing a cartoon/advert</p> <p>Informal activity: Answer questions set on cartoon/advert</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Discursive essay/ writing essays based on visual texts</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</p>	<p><b>1.</b> Formal prepared/ researched speech based on setwork</p> <p>Peer assessment for listening practice (to promote Extended Reading and independent research)</p> <p><b>2. Comprehension</b> Answering techniques-comprehension skills Vocabulary related to reading text</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Practise Shorter transactional Genres: Invitation Flyers Directions/Instruction s Email</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p>	<p><b>1.</b> Formal prepared/ researched speech based on setwork</p> <p>Peer assessment for listening practice (to promote Extended Reading and independent research)</p> <p><b>2. Comprehension</b> Answering techniques-comprehension skills Vocabulary related to reading text</p> <p><u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3. FORMAL TASK 8: Essay (50)</b></p>	<p><b>1.</b> Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading</p> <p><b>2. INTENSIVE READING</b> Critical language awareness PROVIDE EXAMPLES OF a letter of request or complaint or a cover letter and cv (purpose and audience Facts and opinion) focus on naming (how are people named) what is included or excluded, pronouns (who are they) <u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Revise FORMAL letter format</p> <p>Write a letter of complaint/request/ covering letter and cv in response to reading text Be aware of own position and attitude Focus on: Process writing Planning, drafting, revising editing, proofreading, and presenting</p>	<p><b>1.</b> Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading</p> <p><b>2. INTENSIVE READING</b> Critical language awareness PROVIDE EXAMPLES OF a letter of request or complaint or a cover letter and cv (purpose and audience Facts and opinion) focus on naming (how are people named) what is included or excluded, pronouns (who are they) <u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Design an invitation card</p> <p>Write diary entries</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading, and presenting</p>	<p><b>1.</b> Prepared reading aloud of letters to the press</p> <p><b>2. Revision: Paper 1 Question 5</b> Language Structures and Conventions (Verb tenses, parts of speech, direct and indirect speech, combining sentences, active and passive voice, prepositions, negative form, question tags, antonyms and synonyms, homophones and homonyms, degrees of comparison and editing skills) <u>Study of literature:</u> Poetry, short stories, novel, drama</p> <p>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p><b>3.</b> Design an invitation card</p> <p>Write diary entries</p> <p>Focus on: Process writing Planning, drafting, revising editing, proofreading, and presenting</p>	<p><b>REVISION: Feedback and review of unprepared speech/prepared reading</b></p> <p><b>2. Revision: Paper 1 Question 5</b> Language Structures and Conventions (Verb tenses, parts of speech, direct and indirect speech, combining sentences, active and passive voice, prepositions, negative form, question tags, antonyms and synonyms, homophones and homonyms, degrees of comparison and editing skills)</p> <p><b>3. REVISION Feedback and review of aspects covered REVISION</b></p>
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TERM 3	WEEK 1 21 - 24 JUL	WEEK 2 27 - 31 JULY	WEEK 3 3 - 7 AUG	WEEK 4 11 - 14 AUG	WEEK 5 17 - 21 AUG	WEEK 6 24 - 28 AUG	WEEK 7 31 AUG - 04 SEP	WEEK 8 08 - 11 SEP	WEEK 9 15 - 19 SEP	WEEK 10 & 11 TESTS/EXAMINATIONS
	4. Parts of speech Vocabulary related to reading text	4. Parts of speech Vocabulary related to reading text	4. Image, symbol, literal and figurative meaning Vocabulary related to reading text Remedial grammar from learners' writing Abbreviations commonly used in classified advertisements, acronyms, etc.	4. Image, symbol, literal and figurative meaning Vocabulary related to reading text	4. Denotation and connotation Assumptions Implied meaning	4. Denotation and connotation Assumptions Implied meaning Remedial grammar from learners' writing	4. Denotation and connotation Assumptions Implied meaning Remedial grammar from learners' writing	4. Denotation and connotation Assumptions Implied meaning Remedial grammar from learners' writing	4. Denotation and connotation Assumptions Implied meaning Remedial grammar from learners' writing	
REQUISITE PRE-KNOWLEDGE	Reading strategies Features of short story as genre	Features of a discursive essay	Reading strategies Features of poem/short story Features of a discursive essay	Features of a discursive essay	Comparative skills Format of a formal letter	Reading strategies/skills Features of poetry: rhetorical devices	Writing skills Suitable vocabulary Format of a letter of request/complaint/cv and covering letter	Format of a formal letter	Writing skills Suitable vocabulary Format of a formal letter	Practise Shorter transactional Genres: Invitation Flyers Directions/Instructions
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Discursive text if not in textbook	Rubric		Rubric	Examples of shorter texts		Suitable stimuli	Example of letter of complaint, request/CV and covering letter	Suitable stimuli	Examples of Invitation Poster Flyers Directions/Instructions
INFORMAL ASSESSMENT: REMEDIATION	Balancing of an argument Discursive Essay/ essays based on visual texts	Essay/essays based on visual texts	Literature work sheet	Essay/essays based on visual texts	Formal letter Language work sheet	Literature work sheet	Paragraph	Letter of complaint/request/CV and covering letter	Paragraph	Invitation Flyers Directions/Instructions
SBA FORMAL ASSESSMENT		SBA TASK 7: ORAL Unprepared speech/prepared reading aloud (20)				TASK 8: Essay (50)				



## TERM 4

Term	Duration	No. of weeks	No. of days	Actual number of school days
4	6 OCTOBER -9 DECEMBER	10	47	47

TERM 4	WEEK 1 6 - 9 OCT	WEEK 2 12 -16 OCT	WEEK 3 19 - 23 OCT	WEEK 4 02 - 06 NOV	WEEK 5 9 - 13 NOV	WEEK 6 16- 20 NOV	WEEK 7 23 -27 NOV	WEEK 8 30 NOV – 4 DEC	WEEK 9 7 - 9 DEC
<b>CAPS TOPICS</b>	<b>1. Listening and speaking      2. Reading and viewing      3. Writing and presenting      4. Language structures and conventions</b>								
<b>CONCEPTS, SKILLS AND VALUES</b>	<p>1. Critical listening of recorded or read text for bias and prejudice Discussion/debate</p> <p>2. Reading for critical language awareness, e.g. Political speech, biased reporting Critical reading issues: Who gains from this text? Who loses? How? <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p>3. Reflective writing Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</p> <p>4. Passive and active voice Vocabulary related to reading text Dictionary work</p>	 <p>1. Critical listening of recorded or read text for bias and prejudice Discussion/debate</p> <p>2. Reading for critical language awareness, e.g. Political speech, biased reporting Critical reading issues: Who gains from this text? Who loses? How? <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p>3. Reflective writing Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</p> <p>4. Verbs Chronological order Remedial grammar from learners' writing Vocabulary related to reading text</p>	<p>1. Listening: note-taking practice of procedure Listening for sequence</p> <p>2. Intensive reading: Comprehension test <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p>3. Write a procedural text e.g. instructions related to new technology Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</p> <p>4. Polite forms and stock phrases of thanks Culturally appropriate forms of address Register Vocabulary related to reading text</p>	<p>1. Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry</p> <p>2. Revision summary/ concluding lesson/enrichment text <u>Study of literature:</u> Poetry, short stories, novel, drama Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text Questions &amp; answers</p> <p>3. Letter of appreciation/thanks/expressing enjoyment Focus on: Process writing Planning, drafting, revising editing, proofreading and presenting</p> <p>4. Dictionary work, idioms, proverbs, sayings Remedial grammar from learners' writing Vocabulary related to reading text</p>	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS
<b>REQUISITE PRE-KNOWLEDGE</b>	What is critical language awareness	Writing skills	How to write instructions	How to summarise					

**Task 9: END-OF-YEAR-EXAMS**  
 Paper 1 – 80  
 Paper 2 – 70  
 Paper 3 – 100  
 Paper 4 – 50 (oral)  
**TOTAL: 300 marks**



RESOURCES (OTHER THAN TEXTBOOK) LEARNING	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites					
INFORMAL ASSESSMENT:	Rewritten text	Paragraph/ essay	Instructions	Summary		Reading comprehension test			
SBA FORMAL ASSESSMENT							<b>Task 9: END-OF-YEAR-EXAMS</b> <b>Paper 1 – 80    Paper 2 – 70    Paper 3 – 100    Paper 4 – 50 (oral)</b> <b>TOTAL: 300 marks</b>		

