

# **2021 Annual Teaching Plans**

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# **ENGLISH FAL FET**



**Shuter & Shooter**  
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## INTRODUCTION

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- We provide supplementary professional services in the education sector.
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- Fully CAPS compliant
- Lots of activities and exercises
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- Planning and Tracking Booklets help to make teaching easier

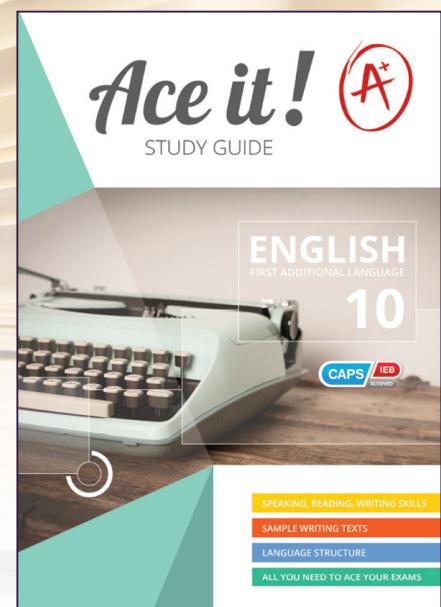
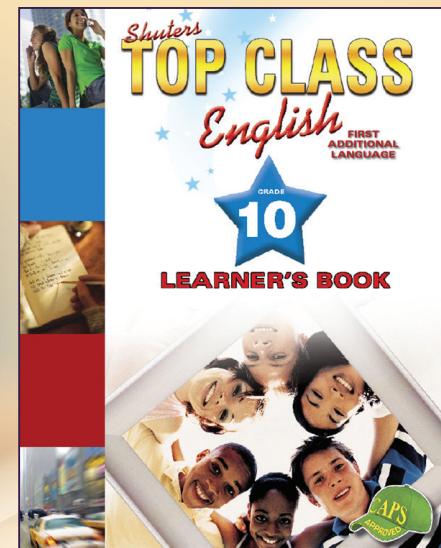
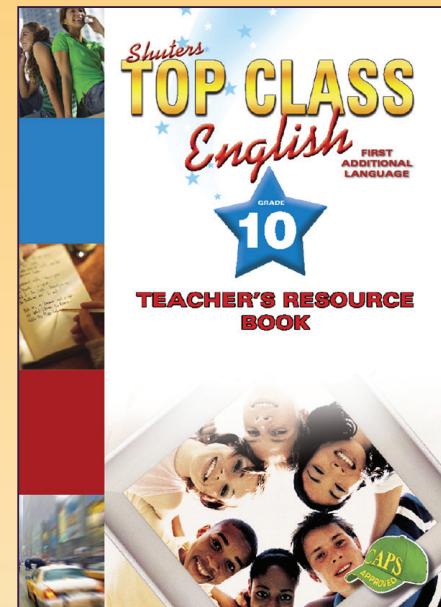
## Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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# 10



# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
1–2	Listen for information, Pair and whole class: introduce a class-mate using the information provided OR View documentary	Intensive reading. <b>Informative text</b> <b>Simple summary</b> of important facts <b>Fact</b> and opinion Extended reading project introduced	Write an <b>informative paragraph</b> . Focus on sentence construction and clarity Write a <b>friendly letter</b> giving information	Statements, sentence structure (Subject- verb-object) Use of the simple present tense <b>Vocabulary:</b> technical term related to reading text(s)	1–11	1–5	
3–4	Listen for opinion Give opinion in whole class (on literary text)	Produce a <b>Simple summary</b> of important facts and opinion Discuss cover page/ title page/title/ background of poet or author (set-text): Introduction  <b>Literary text 1:</b> Introduction to issues. Focus on one identifying feature. Discuss its effectiveness.	Write an <b>imaginative paragraph/essay</b> in response to the issues explored in the literary text, e.g. a <b>poem</b> , <b>diary</b> or <b>letter</b>	Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing	12–24	6–11	

# ENGLISH FAL Term 1

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5–6	<p>Giving opinions, in groups each learner gives an opinion of a photograph or picture, which includes an unusual detail, e.g. a fashion photograph with a tattoo</p> <p><b>Text giving opinion/ attitude</b>, e.g. from magazine or newspaper article. Identify and explain writer's attitude. Explain and justify own attitude/opinion This text can be related to the theme of the photograph used for listening or not</p>	<p>Fill in a <b>form</b> for a competition Write a <b>letter</b> OR write a <b>dialogue</b></p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p><b>Text structure and language features</b> (see 3.3)</p> <p>Write a <b>narrative essay</b> based on a personal encounter</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p><b>Text structure and language features</b> (see 3.3)</p>	<p>Emotive language, generalising, stereotyping. Reported speech Punctuation conventions of reported speech and dialogue</p> <p><b>Vocabulary:</b> related to reading text</p>	25–35	12–15
7	<p>Reading comprehension of a character-driven conversation, dialogue or drama for listening comprehension</p> <p><b>Literary text 3:</b> Creating character in a novel/short story/drama/rhetorical device in a poem</p> <p><b>Literary text 4:</b> Evaluate the message</p>			36–45	16–20

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
8	Reading comprehension of a character-driven conversation, dialogue or drama for listening comprehension  Listen to song/words of song. Discuss. Story telling: extended reading project	<b>Literary text 3:</b> Creating character in a novel/short story/drama/rhetorical device in a poem  <b>Literary text 4:</b> Evaluate the message	Write a <b>narrative essay</b> based on a personal encounter  <b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting	Direct and indirect speech to create character.  Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing	46–53	21–26	
9		<b>Intensive reading.</b> <b>newspaper/magazine</b> article related to music for point form summary  <b>Extended reading</b> of longer set work during holiday	Text structure and language features (see 3.3)	<b>Vocabulary:</b> Research meaning of words in reading – dictionary	Verbs revision integrated with reading and writing- explain meaning of verbs in use  <b>Focus on: Process Writing</b> Planning, drafting, revising, editing, proof-reading and presenting	Verbs revision from learners' writing	<b>Vocabulary:</b> related to music/media as they appear in reading text

# ENGLISH FAL Term 2

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<p>1–2</p>	<p>Listen to song/words of song. Discuss directions: How to get to a specific location</p> <p><b>Literary text 5:</b> Intensive reading. Discussion of issues. Focus on one identifying literary feature.</p> <p><b>Literary text 6:</b> Evaluate the message</p> <p>Visual text related to music, e.g. a graph, diagram, photograph</p>	<p><b>Visual text related to music, e.g. a graph, diagram, photograph</b></p> <p><b>Write directions</b> to a place of public interest</p> <p><b>Focus on: Process writing:</b> Planning, drafting, revising editing, proof-reading and presenting</p> <p>Text structures and Language features</p>	<p>Prepositions (revision) Adjectives)Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc</p>	<p>54–66</p>	<p>27–31</p>	
<p>3</p>	<p>Prepared speech (SBA Task 4) Provide notes on <b>prepared speech</b>.</p>	<p><b>Intensive Reading:</b> <b>Informative text</b>, e.g. Newspaper on a community issue, e.g. Water shortages, rubbish removal Encourage reading and viewing of newscasts, newspapers</p> <p>Introduce the Literature Assignment (SBA Task 5)</p>	<p>Paragraphs on set work, folk tale or myth e.g. Describe a character and justify, describe the setting and its effect, identify theme and effect</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)</p>	<p><b>Conjunctions</b> Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after)</p> <p><b>Prepositions</b></p>	<p>67–74</p>	<p>32–34</p>
<p>4</p>	<p>Prepared speech (SBA Task 4) Provide notes on <b>prepared speech</b>.</p>	<p><b>Intensive reading</b> Explore themes and characters further Compare and contrast</p> <p>Introduce the Literature Assignment (SBA Task 5)</p>	<p>Paragraphs on set work, folk tale or myth e.g. Describe a character and justify, describe the setting and its effect, identify theme and effect Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)</p>	<p>Paragraph structure- topic sentence and supporting details Past tense, numbered, formal, concise language</p>		

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
5	Tell, listen and respond to jokes  Read written account to class/group	Read for critical awareness. Text which gives view point/ attitude/ assumption e.g. Political cartoon, advert, emotive reporting. Multimodal advert, from magazine/ newspaper/ TV	<b>Diary Entry:</b> Describe an amusing incident. Register, style and voice Focus on process writing: Planning, drafting, revision, editing and presenting  <b>Transactional Text:</b> <b>Dialogue</b>  <b>Intensive reading:</b> Humorous text Examine devices used in humour	Language structures and conventions. Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing Meta-language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	75–82	35–38	
6	Extension: view advertisement which uses humour as a device	Intensive reading. <b>Literary text 7</b> revision/ summary/concluding lesson/enrichment text	Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc.	Concord in context-examples from listening practice or literary texts Vocabulary related to reading texts Meta-language of advertising			

# ENGLISH FAL Term 2

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7	Class discussion: Literature networks	Read for critical awareness. Visual text which illustrates viewpoint/ attitude/ assumption	Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. <b>Focus on:</b> Process writing Planning, drafting, revising, editing, proof-reading and presenting	<b>Figurative language and rhetorical devices</b> used to catch attention and persuade e.g. simile, alliteration, repetition  Reason, cause and effect logical connectors and conjunctions Meta-language of advertising Vocabulary related to reading text(s)	83–94 39–43
8	Class discussion: Literature networks	Read for critical awareness. Visual text which illustrates viewpoint/ attitude/ assumption	<b>Figurative language and rhetorical devices</b> used to catch attention and persuade e.g. simile, alliteration, repetition  <b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof reading and presenting	<b>Figurative language and rhetorical devices</b> used to catch attention and persuade e.g. simile, alliteration, repetition  Reason, cause and effect logical connectors and conjunctions Meta-language of advertising Vocabulary related to reading text(s)	83–94 39–43
9	Class discussion: Literature networks	Read for critical awareness. Visual text which illustrates viewpoint/ attitude/ assumption	<b>Figurative language and rhetorical devices</b> used to catch attention and persuade e.g. simile, alliteration, repetition  <b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof reading and presenting	<b>Figurative language and rhetorical devices</b> used to catch attention and persuade e.g. simile, alliteration, repetition  Reason, cause and effect logical connectors and conjunctions Meta-language of advertising  Vocabulary related to reading text(s)	83–94 39–43
10					Revision

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
1	Listen to radio drama/ recorded speech/ role play/ play reading Preparation for Unprepared Speech (SBA Task7) Listen for viewpoints; list them	Read for <b>summary</b> <b>Assess the purpose</b> of including or excluding information  <b>Discursive text</b> which balances argument/ discussion for and against <b>Literary text 8:</b> Introduction to issues. Focus on one identifying features. Discuss its effectiveness	Write an <b>argument</b> : paragraph/s with supporting detail/ evidence of viewpoint  Creative <b>descriptive</b> writing Focus on process writing: Planning, drafting, revision, editing and presenting	Paragraph structure Verb tenses Vocabulary related to reading text Meta- language of debate procedure (rebut, motion, proposal)	95–104	44–47	
2	Preparation for Unprepared Speech (SBA Task7) Listen for viewpoints; list them	Read for <b>summary</b> <b>Assess the purpose</b> of including or excluding information <b>Discursive text</b> which balances argument/ discussion for and against <b>Literary text 9:</b> Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues	Write an <b>argument</b> : paragraph/s with supporting detail/ evidence of viewpoint Creative <b>descriptive</b> writing Focus on process writing: Planning, drafting, revision, editing and presenting	Paragraph structure Verb tenses Vocabulary related to reading text Meta- language of debate procedure (rebut, motion, proposal)			

# ENGLISH FAL Term 3

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3	Preparation for Unprepared Speech (SBA Task7) Listen for viewpoints; list them	<p>Read for critical awareness. Text which gives viewpoint/attitude/ assumptions from literary or media source Visual text which illustrates viewpoint, e.g. photograph, film, cartoon, illustration, advertisement etc.</p> <p><b>Literary Text</b> Intensive reading, Discussion of issues. Focus on one identifying literary feature. Discuss its effectiveness.</p>	<p>Create an <b>advertisement</b> - include visual elements. Simple persuasion techniques</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Conditional sentences integrated with writing. Remedial grammar from learners' writing</p> <p>Vocabulary Meta-language related to cartoons etc., e.g. frame, speech bubble Vocabulary related to reading text(s)</p>
4	Giving opinions in groups - each learner gives an opinion on a photograph or picture which includes an unusual detail, e.g. a fashion photograph with a tattoo	<p>Read for critical awareness. Text which gives viewpoint/attitude/ assumptions from literary or media source Visual text which illustrates viewpoint, e.g. photograph, film, cartoon, illustration, advertisement etc.</p> <p><b>Literary Text</b> Intensive reading, Discussion of issues. Focus on one identifying literary feature. Discuss its effectiveness.</p>	<p>Write <b>an argument: list</b> of points for/against a proposal/ motion.</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition</p> <p>Vocabulary - meta-language above; meta-language of advertising, e.g. copy, AIDA formula, layout Vocabulary related to reading text(s)</p>
				105–112      48–51

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions Where to find it in Top Class English First Additional Language Grade 10	LB	TG
5	Giving opinions in groups - each learner gives an opinion on some aspects the longer transactional writing text. (Preparing for Task 8)	Intensive reading on a specific topic. Compare register, style and voice with similar forms, e.g. letters	<p><b>Literary Text</b> Intensive reading. Explore themes further. Compare or contrast – Characters</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Write a <b>descriptive: paragraph/s</b> with supporting detail/evidence of viewpoint <b>Business letter:</b> complaint with reasons to support the complaint</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p> <p>Write an email</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	113–122	52–56

# ENGLISH FAL Term 3

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7	Giving opinions in groups - each learner gives an opinion on some aspects the longer transactional writing text. (Preparing for Task 8)	<p>Read for summary: simple argument for or against an issue Asses the purpose of including or excluding information</p> <p><b>Literary Text -</b> Intensive reading: Identify and discuss plot, character, etc. in drama/ novel/ short story; and how these relate to issues; rhetorical devices in a poem</p>	<p>Write a friendly letter</p> <p>Focus on register, style and voice</p> <p><b>Focus on: Process writing:</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Verb tenses Vocabulary related to reading text.</p> <p>Meta-language of expressing opinion</p>
8	Giving opinions in groups - each learner gives an opinion on the longer transactional writing text, e.g. relevance, currency (reflection on Task 8)	<p>Intensive reading on a specific topic (comprehension).</p> <p>Evaluate the message of a comprehension text</p> <p>Inference; evaluation; appreciation</p>	<p>Write an <b>invitation</b> (formal or informal) Focus on register, style and voice</p> <p><b>Focus on: Process writing:</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Abbreviations, texting symbols, e.g. layout, font, script, decorative elements as visual communication, e.g. in formal invitation</p> <p>Verb tenses</p> <p>Vocabulary related to reading text</p>
9–10				Revision

# ENGLISH FAL Term 4

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
1	Critical listening of recorded or read text for bias and prejudice	Reading for Critical Language Awareness e.g. biased reporting Critical reading issues: Who gains from this text? Who loses? How?	<p>Write a letter to the press.</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p><b>Literary Text -</b> Intensive reading. Identify and discuss plot, character, etc. in drama/novel/ short story; and how these relate to issues; Rhetorical devices in a poem - imagery in a poem and how these relate to issues</p>	<p>Active and Passive Voice Denotation and connotation.</p> <p>Vocabulary related to reading text</p>	139–149 66–71		

# ENGLISH FAL Term 4

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				150–159	72–76
2	Listening; note-taking practice. Listening for main points, examples, anecdotes etc.	<p>Reading for Critical Language Awareness e.g. biased reporting</p> <p>Critical reading issues: Who gains from this text? Who loses? How?</p> <p><b>Literary Text -</b> Intensive reading. Identify and discuss plot, character, etc. in drama/novel/ short story; and how these relate to issues; Rhetorical devices in a poem - imagery in a poem and how these relate to issues</p>	<p>Write notes into full sentences</p> <p><b>Summary writing -</b> Revision, e.g. full sentences, using synonyms and own words</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	Active and Passive Voice revision Direct and indirect speech Remedial grammar from learners' writing	Vocabulary related to reading text
3	Revision: informal class and group discussion during examination preparation	<p>Intensive reading on a specific topic: Comprehension test</p> <p>Compare register, style and voice</p> <p><b>Literary Text -</b> Intensive reading. Identify and discuss plot, character, etc. in drama/novel/ short story; and how these relate to issues; Rhetorical devices in a poem - imagery in a poem and how these relate to issues</p>	<p>Write notes into full sentences</p> <p><b>Summary writing -</b> Revision, e.g. full sentences, using synonyms and own words</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	Vocabulary related to reading text	

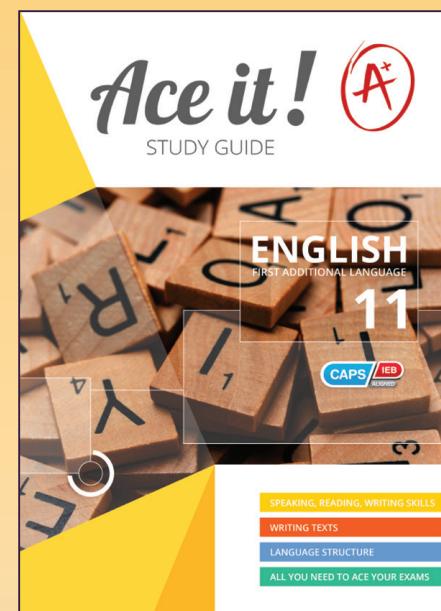
# ENGLISH FAL Term 4

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 10	LB	TG
4	Revision: informal class and group discussion during examination preparation	<p>Intensive reading on a specific topic: Comprehension test Compare register, style and voice</p> <p>Evaluate the message of a comprehension text Inference; evaluation appreciation</p> <p><b>Literary Text -</b> Intensive reading. Identify and discuss plot, character, etc. in drama/novel/ short story, and how these relate to issues; Rhetorical devices in a poem - imagery in a poem and how these relate to issues</p>	<p>Letter of appreciation/ thanks/expressing enjoyment Revision of any forms for end-of-year examination Text structure and language features (see 3.3)</p> <p>Vocabulary related to reading text</p>	<p>Polite forms and stock phrases of thanks. Culturally appropriate forms of address. Register</p>	160–170	77–80	

5–8

Revision and examinations

11



# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 11	LB	TG
1–2	Listening comprehension for information OR View TV documentary	<b>Intensive Reading</b> Informative written or visual text  Fact and opinion Make inferences Identify important and less important details  <b>Literary text 1:</b> Poem/ Short Story/Novel/Drama Introduction to the KEY FEATURES of the literary text.  Discuss key features in context.	Write informative paragraph. Focus on sentence construction and clarity, paragraph, conventions, e.g. Main ideas, supporting details, etc.  <b>Focus on: Process writing</b>	Statements, sentence structure Use of determined vocabulary related to reading texts.	1–14	1–5	
3					6–10	15–30	

# ENGLISH FAL Term 1

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4	Listen for summary: short informative text. Identify the main message, suggest a heading  Oral: interview (procedures or role play)	Non-literary text Baseline test (informal assessment)  <b>Literary text</b> Intensive reading. Identify and discuss plot in drama/novel/ short story, imagery in a poem and how these relate to issues Extended reading practical. Visit to library/ bring magazines/ newspapers	Write the essay which was planned the previous week. Focus on process writing.  <b>Write an imaginative paragraph/essay</b> in response to the issues explored in the literary text, e.g. a <b>poem</b> , <b>diary</b> or <b>letter</b>  <b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting,  <b>Text structure and language features</b> (see 3.3)	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.	31–37  11–13
5	SBA Task 1 – Listening Comprehension	<b>Intensive reading</b> . Summary from <b>informative text</b> identify important and less important details.  Read a narrative in which characters meet and speak. Discuss key features of the text  <b>Literary text</b>  Poem / Short Story / Novel/ Drama Discuss key features in context	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: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting <b>text structure and language features</b> (see 3.3)	Language Direct and indirect to create character.  Punctuation of direct and indirect speech.	38–50  14–18

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in	Top Class English First Additional Language Grade 11	LB	TG
Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Top Class English First Additional Language Grade 11	LB	TG	
6	Prepared reading aloud- passage from network OR Prepared reading of a poem OR Script of a drama Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures	Read an Interview Discuss language structures and Conventions related to the interview  Literary text  Poem / Short Story / Novel/ Drama Discuss key features in context.	Write an Interview. Focus on Process writing Emails and Formal letters of request and complaint.  Draw up/ fill in a table of contrasting features.  Directions/Instructions Focus on process writing	Vocabulary related to Reading texts.  Dictionary work	51-59	19-26		
7	Prepared reading aloud- passage from network OR Prepared reading of a poem OR Script of a drama Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures	Read learners' essays in preparation for the SBA task.  Literary text  Poem / Short Story / Novel/ Drama Discuss key features in context.	SBA Task no 2: Essay writing.	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				

# ENGLISH FAL Term 1

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8	Group discussion on visual texts such as cartoons  Listen to different texts and discuss, e.g. song	<b>SBA Task 3: Language test</b> Literary text Poem / Short Story / Novel/ Drama Discuss key features in context. Directions/Instructions Focus on key features and language conventions. intensive reading.	Feedback on essays	<b>Vocabulary:</b> research meaning of words in reading- dictionary work.  Remedial grammar from learners' writing
9	Revision	Revision	Vocabulary: related to songs as they appear in reading text, e.g. Archaisms, contractions.  Remedial grammar from learners' writing/ language test	Knowledge of media – magazines, advertising, newspapers  Knowledge of process writing, emails/letters  KEY FEATURES of literary texts
10			Revision	

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 11	LB	TG
1	Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc.  Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	INTENSIVE READING Literary Text INTENSIVE READING.  Discussion of issues. Focus on one identifying literary feature.  Discuss its effectiveness	Write directions to a place of public Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting  Text structures and Language features (see 3.3)	Language Structures and conventions Prepositions (revision) Adjectives (Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc	60–71	27–29	
2	Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc.  Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	Intensive reading. <b>directions</b> from a literary text, indicating proportion, distance etc.  <b>Visual text</b> on a place of public interest Bus or other travel <b>timetables</b>	Paragraphs on set work Describe a character and justify, describe the setting and its effect, identify theme and effect  Focus on; Process writing Planning, drafting, revising editing, proof-reading and presenting  Text structures and Language features (see 3.3)	Prepositions (revision) Adjectives Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc.			

# ENGLISH FAL Term 2

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3	Role play meeting procedures in class with topic drawn from reading text.	Literary text INTENSIVE READING Explore themes and characters further Compare and contrast	Paragraph on set work, e.g. Describe a character and justify, describe the setting and its effect, identify them and effect Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting.	Concord in context- examples from listening practice or literary texts Remedial grammar from learners writing.  83–92 30–34
4	Role play meeting procedures in class with topic drawn from reading text	Informative text, e.g. Newspaper on a community issue, e.g. Water shortages, rubbish removal Encourage reading and viewing of newscasts, newspapers	Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Paragraph structure- topic sentence and supporting details Past tense, numbered, formal, concise language  83–92 30–34
5	Preparatory exercises for the formal researched speech	Read for critical awareness. Text which gives view point/ attitude/ assumption e.g. Political cartoon, advert, emotive reporting. Multimodal advert, from magazine/ newspaper/ television	Agenda of a community meeting in response to the reading text Write the minutes of the meeting Focus on: Process writing Planning, drafting, revising, editing, proof reading and presenting  INTENSIVE READING	Concord in context- examples from listening practice or literary texts Vocabulary related to reading texts Meta-language of advertising.  83–92 30–34

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 11	
					LB	TG
6	Preparatory exercises for the formal researched speech	INTENSIVE READING. Literary text  INTENSIVE READING: Explore themes and characters further Compare and contrast	Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc.  Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing  Meta-language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	93–106	35–38
7	Present Oral Task 4.	Read for critical awareness. Text which gives view point/ attitude/ assumption e.g. Political cartoon, advert, emotive reporting. Multimodal advert, from magazine/ newspaper/ tv	Agenda of a community meeting in response to the reading text  Write the minutes of the meeting Focus on;  Process writing Planning, drafting, revising, editing, proof reading and presenting	Concord in context-examples from listening practice or literary texts Vocabulary related to reading texts  Meta-language of advertising		
8	Present Oral Task 4	INTENSIVE READING. Literary text INTENSIVE READING  Explore themes and characters further Compare and contrast	Review and reflect on written texts	Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising		
9	Present Oral Task 4 Group review on Task 4	INTENSIVE READING. Literary text INTENSIVE READING  Explore themes and characters further Compare and contrast	Review and reflect on written texts	Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing  Meta-language of meeting procedures, e.g. Agenda, chair, minutes, matters arising		
10						Revision

# ENGLISH FAL Term 3

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1–2	Panel discussion/interview Preparation for Unprepared Speech (SBA Task7) Listen for viewpoints; list them	Read for summary. Discursive text which balances argument/ discussion for and against <b>Literary text 7:</b> Introduction to issues. Focus on one identifying features. Discuss its effectiveness	Writing and presenting Prepare for discursive writing	Verb tenses Vocabulary related to reading text.  107–116 39–43
3–4	Discuss an issue related to the literary text studied or a visual text	Literary text: INTENSIVE READING Identify and discuss plot in drama /novel/ short story; imagery in a poem and how these relate to issues	Writing and presenting Discursive essay Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	Image, symbol, literal and figurative meaning. Vocabulary related to reading text Remedial grammar from learners' writing Abbreviations commonly used in classified advertisements, acronyms, etc.  117–127 48–51
5	Formal prepared/researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	Comprehension test Literary text: INTENSIVE READING Creating character in a novel/ short story/ drama, rhetorical devices in a poem.	Practise Shorter transactional Genres: Invitation Flyers Directions/Instructions	Denotation and connotation. Assumptions Implied meaning

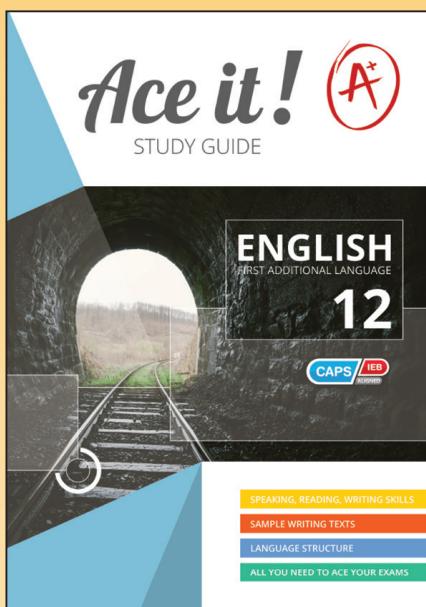
# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 11	LB	TG
6	Formal prepared/researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	Writing and Presenting Revise letter format <b>Focus on: Process writing</b> Text structures and Language features (see 3.3)	Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	128–139	57–64	
7	Listen to enrichment text for pleasure/appreciation, e.g. song, poetry reading, film, radio drama, play reading	INTENSIVE READING 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)	Writing and presenting Write a letter of complaint/request /covering letter and cv in response to reading text. Be aware of own position and attitude	Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing			
8	Listen to enrichment text for pleasure/appreciation, e.g. song, poetry reading, film, radio drama, play reading	Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	Writing and Presenting Write a letter of request/complaint in response to reading text. Be aware of own position and attitude <b>Focus on: Process writing</b>	Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing			
9	Prepared reading aloud of letters to the press	Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	Write a letter of request/complaint in response to reading text. Be aware of own position and attitude Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting	Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	149–158	75–78	
							Revision
10–11							

# ENGLISH FAL Term 4

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1–2	Critical listening of recorded or read text for bias and prejudice Discussion/debate	Reading for critical language awareness, e.g. Political speech, biased reporting. Critical reading issues: Who gains from this text? Who loses? How? Literary text: INTENSIVE READING Explore themes further: Compare and contrast. - all short stories - all poems - whole drama/ novel	Reflective writing <b>Focus on: Process writing</b> Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	Passive and active voice Vocabulary related to reading text Thesaurus – synonyms Verbs Chronological order Remedial grammar from learners' writing Vocabulary related to reading text
3	Listening: note-taking practice of procedure. Listening for sequence	Comprehension test Literary text: INTENSIVE READING	Writing and presenting Write a procedural text e.g. instructions related to new technology <b>Focus on: Process writing</b> Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	Polite forms and stock phrases of thanks. Culturally appropriate forms of address. Register Vocabulary related to reading text
4	Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry	Literary text: Revision summary/ concluding lesson/enrichment text	Letter of appreciation/ thanks/expressing enjoyment <b>Focus on: Process writing</b>	Dictionary work Idioms/proverbs/sayings Remedial grammar from learners' writing Vocabulary related to reading text
5–8			Revision and examinations	



12



# ENGLISH FAL Term 1

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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
1–2	Group discussion on features of texts	Skimming and scanning Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Teach summary writing	Formal structures (honorifics, no contractions, no slang or colloquial language)	1–10	1–10	
3	Discuss meta- language related to newspapers/ literary texts	Skimming and scanning; summary writing Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Long transactional text: Letter to the press Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Euphemism			
4	Example role play to demonstrate question skills	Comprehension; revise vocabulary related to reading text Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Long transactional text: <b>SBA TASK 3</b> Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Write a list of questions to elicit information question forms: open and closed questions			

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
5	Prepare learners for listening comprehension [Refer to SBA exemplar tasks]	Comprehension; revise vocabulary related to reading text. Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Transactional text: Information report Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Revision: Direct and indirect speech	11–20 11–17	11–20 11–17	
6	Listening comprehension SBA TASK 1	Reading/viewing a cartoon; answer questions set on cartoon Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Essay: Narrative essay Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Provide summary of notes on verb tenses and give an activity	21–31 18–25	21–31 18–25	
7	An autobiographical interview	Autobiographical narrative: viewpoint, narrator and attitude  Intensive reading of literature literary text: figurative language, structure, character etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Write a literary paragraph on a character from the literature text  Essay writing SBA TASK 2 Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Provide notes on concord and give an activity			

# ENGLISH FAL Term 1

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8	Discuss themes and messages related to visual texts	Visual enrichment: literary text Vocabulary related to reading text Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Change literary extract into visual form (poster, mind map, etc.)	Prepositions and logical connectors	32–43	26–33
9–10	Revision	Reading aloud of a literary text	Short transactional text: Write an email/webpage Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Revision	44–58	34–44

## ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
1	Listen to a job interview or text about a job interview; take notes. Discuss the relative merits of interviewees and share ideas with class or group	Reading of a multimodal text. Discuss visual and literal elements that contribute to meaning  Intensive reading of advertisement. Meta-language related to advertisement  Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Long transactional text: Write a dialogue Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Critical Language Awareness [CAPS p. 46-48]	59–69	45–53	
2	Listen to a job interview or text about a job interview; take notes. Discuss the relative merits of interviewees and share ideas with class or group SBA TASK 5 and 6	Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Revision: letter formats and stock phrases of opening and closing; format of letter writing Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Active and passive voice Remedial grammar from learners' writing Vocabulary related to the reading text	70–79	54–59	
3	Job interview role play SBA TASK 5 and 6	Intensive reading of information text on interviews from magazine, internet etc.  Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/ short stories/novel/drama	Long transactional text: Write a covering letter and a CV in response to an advertisement, e.g. for a job or bursary or university application  Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Revision: modal verbs; implications of different modal verbs in use	70–79	54–59	

## ENGLISH FAL Term 2

	<p>Intensive reading of advertisement. Meta-language related to advertisement</p> <p>Study of literature literary text: Poetry/short stories/novel/drama</p> <p>Consolidation of plot, setting, themes and characters Introduce SBA TASK 7</p>	<p>Long transactional text: Write a persuasive letter or paragraph recommending the film you have watched or write a film review</p> <p><b>Focus on: process writing:</b> Planning, drafting, revising, editing, proof reading and presenting</p>	<p>Revision: Emotive writing; adjectives and adverbs Remedial grammar from learners' writing</p>
4	Job interview role play	<p>Intensive reading: Practice reading Comprehension</p> <p>Intensive reading of literature literary text: figurative language, structure, character, etc.</p> <p>Questions &amp; answers</p> <p>Study of literature: Poetry/ short stories/novel/drama</p>	<p>Practice summary writing</p> <p><b>Focus on process writing:</b> Planning, drafting, revising, editing, proof reading and presenting</p>
5	Job interview role play SBA TASK 5 and 6	<p>Intensive reading of literature literary text: figurative language, structure, character, etc.</p> <p>Use previous exam papers to revise formal text study</p> <p>Study of literature: Poetry/ short stories/novel/drama</p>	<p>Study language structures and conventions relevant to advertisements and cartoons</p>
6	Job interview role play SBA TASK 5 and 6		<p>Short transactional text: Write directions, instructions and an email</p> <p><b>Focus on process writing:</b> Planning, drafting, revising, editing, proof reading and presenting</p>

## ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
7	Formal researched speech on an aspect of visual media, e.g. film genres, history, production methods, etc. Roleplay formal speeches; introducing a speaker and offering a vote of thanks SBA TASK 5 and 6	Intensive reading: A dialogue/drama which contains language varieties (e.g. slang, dialect, words from other languages, e.g. Eish, I fell into the donga!, etc.)	Write an argument: list of points for and against a proposal/ motion. <b>Focus on process writing:</b> Planning, drafting, revising, editing, proof reading and presenting	Revise logical connectors and conjunctions. Generalisation and stereotyping	80–93	60–71	
8	Formal researched speech on an aspect of visual media, e.g. film genres, history, production methods, etc. Roleplay formal speeches; introducing a speaker and offering a vote of thanks SBA TASK 5 and	Intensive reading of literature literary text: figurative language, structure, character, etc. Questions and answers	Study of literature: Poetry/ short stories/novel/drama	Write an argumentative essay <b>Focus on process writing:</b> Planning, drafting, revising, editing, proof reading and presenting	Remedial grammar from learners' writing Vocabulary related to the reading text		

## ENGLISH FAL Term 2

9	<p>Formal researched speech on an aspect of visual media, e.g. film genres, history, production methods, etc.</p> <p>Roleplay formal speeches: introducing a speaker and offering a vote of thanks</p>	<p>Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc.</p> <p>Transfer information to another text form, e.g. into a mind-map, fill in a table, etc.</p> <p>Intensive reading of literature literary text:</p> <ul style="list-style-type: none"> <li>figurative language,</li> <li>structure, character, etc.</li> </ul> <p>Use previous exam papers to revise formal text study</p> <p>Study of literature: Poetry/ short stories/novel/drama</p>	<p>Short transactional text: Write directions to a place of public interest or a local landmark.</p> <p>Factual description of a place of public interest, based on the visual text or dialogue helping a stranger (use addendum on day-to-day conversation)</p> <p><b>Focus on process writing:</b></p> <p>Planning, drafting, revising, editing, proof reading and presenting</p>
10–11	CONCLUDE any outstanding content	<p>Utilise previous exam papers to REVISE literature (P2)</p>	<p>PRACTISE writing skills (P3): interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts</p> <p>Utilise previous exam papers to REVISE language structures and conventions (P1)</p>

# ENGLISH FAL Term 3

Week	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
1	Read for summary. Discursive text which balances argument and/or discussion for and against Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/short stories/novel/ drama	Short transactional text: Write diary entries, flyers, posters, advertisements, directions and instructions Focus on process writing	Revise language aspects; Question 5 in P1	130–139 84–91		
2	Intensive reading for Critical Language Awareness, e.g. political speech, biased reporting Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/short stories/novel/ drama	Write an argument: for and against a proposal/motion Create a table of the argument in the reading text Write a formal letter justifying/excusing/ apologising for behaviour Focus on process writing	Use of pronouns and names, e.g. demonstrators, agitators, activists, to "position" a character	120–129 77–83		
3	Practice reading comprehension from previous exam paper Intensive reading of literature literary text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/short stories/novel/ drama	Write an essay. Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting	Formal style elements: longer sentences, no contractions, etc. Remedial grammar from learners' writing Vocabulary in context	150–162 92–99		
4	Intensive reading for Critical Language Awareness of letters to the press, e.g. purpose and audience, facts and opinion, etc. Use literature text: figurative language, structure, character, etc. Questions & answers Study of literature: Poetry/short stories/novel/ drama	Long transactional text: Write a letter to the press in response to reading text. Be aware of own position and attitude	Critical Language Awareness: Denotation and connotation Assumptions Implied meaning	140–149 100–108		

# ENGLISH FAL Term 3

	<p>5 Discussion of issues related to set work study Intensive reading of literature literary text: figurative language, structure, character, etc. Questions &amp; answers Study of literature: Poetry/short stories/novel/ drama</p>	<p>Write an essay: Any one of the 5 types. Focus on text structures and language features Focus on process writing: Planning, drafting, revising, editing, proof reading and presenting</p>	<p>Formal style elements: longer sentences, no contractions, etc. Remedial grammar from learners' writing Vocabulary related to the reading text</p>	150–162 92–99
6	<p>Intensive reading of literature literary text: figurative language, structure, character, etc. Questions &amp; answers Study of literature: Poetry/short stories/novel/ drama</p>	<p>Short transactional text: Design a poster or CD cover. Focus on text structures and language features Focus on process writing</p>	<p>Style elements related to written work Vocabulary related to the reading text</p>	163–192 109–114
7	<p>Use previous exam papers to REVISE literature (P2)</p>	<p>PRACTISE writing skills (P3): interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts</p>	<p>Use previous exam papers to REVISE language structures and conventions (P1)</p>	
8–11	<p>Trial examination</p>			

# ENGLISH FAL Term 4

Week	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 12	LB	TG
1–4	Use previous exam papers to revise formal text study and intensive reading strategies in preparation for the external examination (P1)  Literature study: Revision of all relevant literature aspects, e.g. figures of speech, characters, plot, themes, etc. (P2)	Use previous exam papers to revise/practise writing skills; interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts (P3)	Use previous exam papers to revise language aspects (P1)	203–215	123–128	
5–10		Final examinations				

# PROGRAMME OF ASSESSMENT

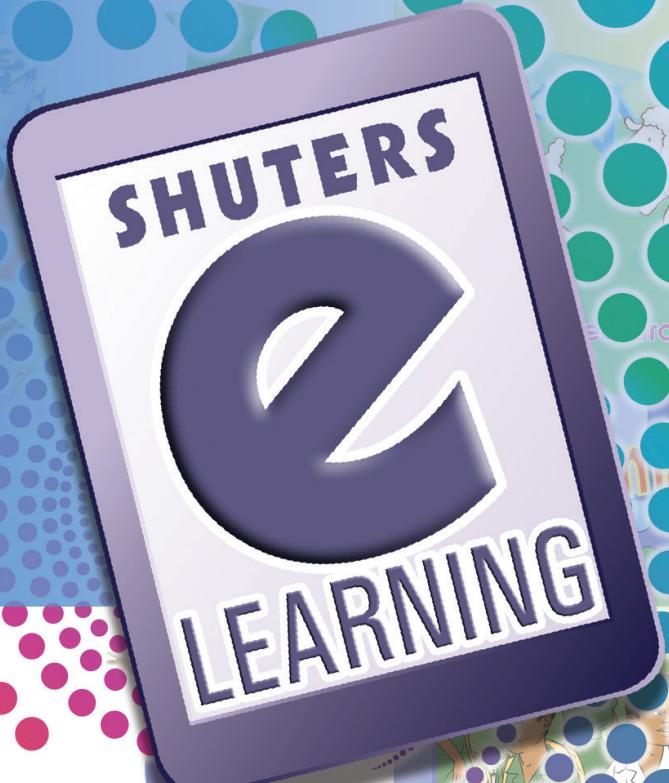
Grade 10		
Term	Assessment task	Page references
1	TASK 1: Listening comprehension	
	TASK 2: WRITING Essay	Rubric on TG page 147
	TASK 3: Controlled Test Comprehension Summary Language in context	TG page 86
2	TASK 4: ORAL Prepared speech	
	TASK 5: LITERATURE ASSIGNMENT	
	TASK 6: CONTROLLED TEST Literature	
3	TASK 7: ORAL Unprepared speech	Rubric on TG page 150
	TASK 8: WRITING Longer transactional text	Rubric on TG page 148
4	TASK 9: END-OF-YEAR EXAMINATION	TG page 115

Grade 11		
Term	Assessment task	Page references
1	TASK 1: Listening comprehension	
	TASK 2: WRITING Essay	Rubric on TG page 127
	TASK 3: Controlled Test Comprehension Summary Language in context	TG page 108–124
2	TASK 4: ORAL Prepared speech	Rubric on TG page 128
	TASK 5: LITERATURE ASSIGNMENT	
	TASK 6: CONTROLLED TEST Literature	TG page 96–100
3	TASK 7: ORAL Unprepared speech	Rubric on TG page 128
	TASK 8: WRITING Longer transactional text	Rubric on TG page 126
4	TASK 9: END-OF-YEAR EXAMINATION	TG page 108–124

# PROGRAMME OF ASSESSMENT

Grade 12		
Term	Assessment task	Page references
1	TASK 1: ORAL Listening comprehension	
	TASK 2: WRITING Essay	Rubric on TG page 185
	TASK 3: WRITING Long transactional text	Rubric on TG page 184
2	TASK 4: CONTROLLED TEST Comprehension and summary OR Comprehension and Language structures and conventions	TG page 138–153
	TASK 5: ORAL Prepared speech	Rubric on page 186
	TASK 6: ORAL Prepared reading/Unprepared speech	Rubric on page 186
3	TASK 7: Trial examination	TG page 158–182
4	TASK 8: FINAL NSC EXAMINATION	

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## MY NOTES

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# Ace it!

STUDY GUIDES



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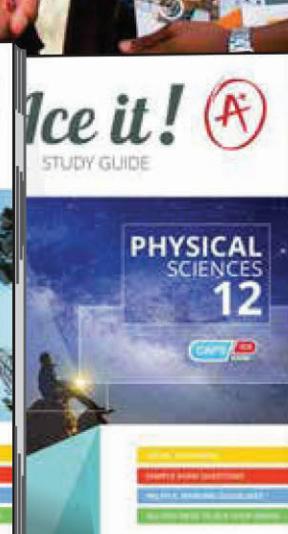
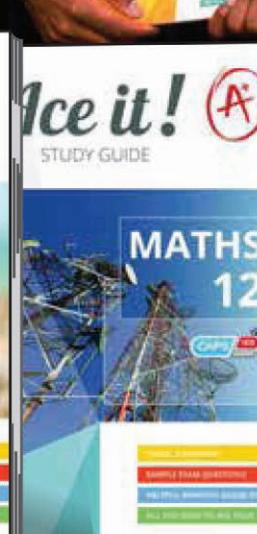
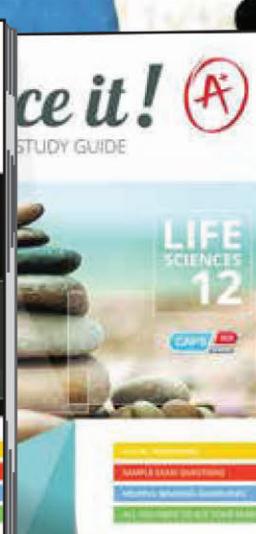
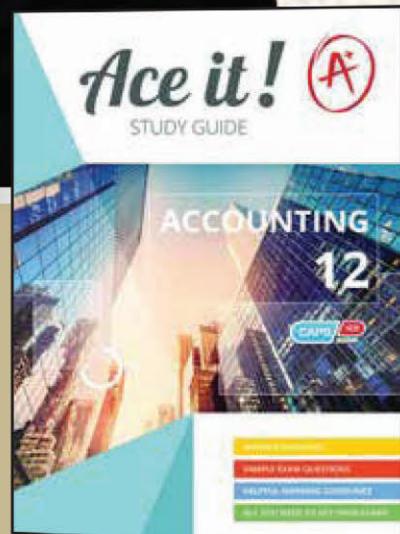
8-12

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