

2021 Annual Teaching Plans

ENGLISH FAL

Senior Phase



Shuter & Shooter
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INTRODUCTION

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- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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- 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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ENGLISH FAL Term 1

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | Unit | LB | TG |
|-----------|---|---|--|---|---|------|------|----|
| Weeks 1–2 | <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a short story</p> <ul style="list-style-type: none"> Reticl events in correct sequences Mention characters correctly Mention the timeline | <p>Literary text: Short stories</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme. <p>Follow the reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluation) | <p>Write a narrative / reflective paragraph</p> <p>Follow paragraph conventions:</p> <ul style="list-style-type: none"> Topic sentence of paragraph Main and supporting ideas Use conjunctions for cohesion Explain requirements of text such as telling a story in a descriptive / narrative manner Use appropriate words and style | <p>Word level work: common nouns, proper nouns</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation: full stop, comma, colon, semi colon, capital and lower-case letters</p> | Unit 1: Gather round the fire | 1–12 | 1–10 | |

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| Weeks 3–4 | <p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Answer questions Explain to a friend why you liked a specific poem | <p>Literary text: poems</p> <p>Reading methods</p> <ul style="list-style-type: none"> Independent reading <p>Pre-reading strategies</p> <ul style="list-style-type: none"> Recognize features of text such as titles, headings, illustrations <p>Teach key features of poem:</p> <ul style="list-style-type: none"> internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, stanzas, typography figurative meaning mood, theme and message <p>Creative writing: own poem</p> <p>Teach stanza conventions:</p> <ul style="list-style-type: none"> structure of a stanza use conjunctions for cohesion use a variety of sentence types, lengths and structures diction & figurative language <p>Word level: revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors,</p> <p>Punctuation: full stop, comma</p> <p>Focus on process writing</p> <p>Write a poem</p> <p>Spelling: Dictionary usage, spelling patterns, spelling rules</p> |
| | | <p>Unit 2: The sun, the moon and the stars</p> <p>Word level: revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors,</p> <p>Punctuation: full stop, comma</p> <p>Focus on process writing</p> <p>Write a poem</p> <p>Spelling: Dictionary usage, spelling patterns, spelling rules</p> |

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| Weeks | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | Unit | LB | TG |
|-------|---|---|---|--|---|-------|-------|----|
| 5–6 | Conversation about drama: <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions | Literary text drama (one act) <ul style="list-style-type: none"> • Teach key features of literature/text: character, characterization, plot, conflict, background, setting, narrator, theme | Write a dialogue, enacting drama <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context • Word choice • Appropriateness of certain utterances • Free expression | Word level: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns Sentence level: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement | Unit 3: Acting the part | 28–38 | 19–28 | |

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|--------------|---|---|---|---|--|--------------------------------|-------|-------|
| Weeks 7–8 | Listen to a short story/ folklore Listening Comprehension | Literary text: short stories/folklore Teach key features of literature text: such as character, characterization, plot conflict, background, setting, narrator, theme | Write a review/letter/ diary entry • Requirements of format, style, target audience purpose and context • Paragraph cohesion • Word choice | Word level: singular and plural, adjectives, degrees of comparison, superlatives. Sentence level: simple present tense, simple past tense | Word level: singular and plural, adjectives, degrees of comparison, superlatives. Sentence level: simple present tense, simple past tense | Unit 4: Friends false and true | 39–48 | 29–38 |
| | Discuss the story/ folklore that they were exposed to in the previous activity | <ul style="list-style-type: none"> Identify characters Discuss the theme Discuss point of view | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Focus on process writing <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluate) | Write a review/letter/ diary entry following the process writing | | | |

ENGLISH FAL Term 1

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | | |
|----------------------------------|--|--|--|--|------------------------------------|-------|
| | | | | Unit | LB | TG |
| Weeks 9–10 | <p>Listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Discussion</p> <ul style="list-style-type: none"> • Discuss specific ideas from a short story • Take a position on ideas and refer to text to support the position • Relate content to own experience | <p>Literary text: short stories</p> <p>Teach key features of literature text:</p> <ul style="list-style-type: none"> • character, characterization, plot, conflict, background, setting, narrator, theme <p>Follow the Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | <p>Write a narrative/reflective essay</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures | <p>Word level: prefixes, suffixes, roots, auxiliary verbs, finite verbs</p> <p>Sentence level: subject and predicate, subject verb agreement,</p> <p>Punctuation and spelling: Dictionary usage, spelling patterns, spelling rules</p> <p>Word meaning: synonyms, antonyms</p> | <p>Unit 5: The power of nature</p> | 39–47 |

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| Reading/Viewing for comprehension (strategies) <ul style="list-style-type: none">• Skimming• Scanning• Intensive reading• Fact and opinion• Infer meaning of unfamiliar words by word attack skills |
| |

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Weeks 1–2 | Listening and Speaking strategies: <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions OR Tell a story by focusing on: <ul style="list-style-type: none"> • Characterization; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending | Reading/Viewing for comprehension: <p>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages)</p> <ul style="list-style-type: none"> • Key features of literature text: such as characterization, plot, conflict, background, setting, narrator, theme <p>OR</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips)</p> | Writing and presenting <p>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</p> <p>Use Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures | Language structures and conventions <p>Word level: Complex nouns, predicate and object, Adjectives; comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting: | Where to find it in Top Class English First Additional Language Grade 7 <p>Unit</p> <p>LB</p> <p>TG</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | |
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| Weeks 3–4 | Listening and Speaking strategies: Listening comprehension – Use a Visual text such as a Poster / Advertisement / a Television news presentation Follow the listening process: • Pre-listening introduces learners to the listening situation. • During listening – questioning, recognizing, matching, note-taking, interpreting • Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc. • Summarize the presentation orally • Draw conclusions | Write a Transactional text: Create an Advertisement / Poster (Select one) <ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentence construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language OR <ul style="list-style-type: none"> • Read a Literary text such as a novel • Focus on the key features of a literary text: such as characterization, plot, conflict, background, setting, narrator, theme | Word level: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative Sentence level: direct and indirect speech, simple and compound sentences Word meaning: synonyms, antonyms, literal and figurative meaning Punctuation and spelling: colon; semi-colon | Unit 7: Save our seas 72–84 | 57–66 |
| | | Follow the Writing Process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting | Dictionary use encouraged | | |

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 |
|----------------------------------|--|--|--|--|
| Weeks 5–6 | Listening and Speaking strategies: Prepared/Unprepared speaking on how to follow Instructions or Procedures | Reading/Viewing for comprehension: Read an Instruction text like a recipe / direction, etc. | A shorter transactional text: Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc. | Word level: Adverbs; Preposition – of time, place and movement Adjectives: numerical Sentence level: active and passive voice |
| | | | | Unit |
| | <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting |

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|-----------|---|--|--|---|--|
| Weeks 7–8 | Listening and Speaking strategies: <ul style="list-style-type: none"> Investigation Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role individually The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played. Use clear objective language. Clearly enunciated ideas showing awareness of audience and purpose. | Reading/Viewing for comprehension: Read a literary text: Drama/Novel <ul style="list-style-type: none"> Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme | Write a drama review (apply paragraph conventions: 100–120 words): <ul style="list-style-type: none"> Reflect an individual's response to a work drama. Evaluate or provide critique to the drama presented. Various reviewers may respond differently to the same drama. Give relevant facts, for example, the name of the producer/artist, the title of the drama, the name of the production company, etc. | Sentence level: Passive; present progressive; direct and reported speech Word meaning: synonyms, antonyms, literal, figurative Punctuation: colon, quotation marks; question marks; comma; full stop | Unit 9: The magic wish Focus on process writing: <ul style="list-style-type: none"> Planning Drafting Revision Editing, proofreading and presenting. |
| | | | | | Weeks 9–10 Formal assessment task |

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| Weeks 1–2 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | Unit | LB | TG |
|--------------|----------------------------------|---------------------|------------------------|---|--|-------------------------------|---------|-------|
| | | | | <p>Transactional texts such as filling in of questionnaires, or forms:</p> <ul style="list-style-type: none"> • Follow instructions • Provide correct information to the prompt • Use appropriate language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarize • Visualization • make inferences • meaning of words <p>Different forms of oral communication on the use of a questionnaire</p> <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion | <p>Word level: common nouns, collective nouns; collective; adverbs of manner and time; adjectives</p> <p>Sentence level: noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p>Word meaning: synonyms, antonyms, homonyms</p> <p>Punctuation: question marks; ellipsis; capitalization; hyphen</p> <p>Abbreviations – initialism, acronym, clipped truncation</p> | Unit 10: Winning the prize | 112–134 | 91–99 |

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|--------------|---|---|---|---|
| Weeks 3–4 | <p>Listening and speaking strategies listen to drama</p> <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • use appropriate language • Take notes • Report findings <p>Follow the listening process: Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience; Learners ask questions; talk about what the speaker said, etc. Summarize the presentation orally; Draw conclusions</p> | <p>Literary text like youth drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message | <p>Longer texts e.g. dialogue/ written interview</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use | <p>Word level: proper nouns, singular and plural Adjectives: comparative, superlative</p> <p>Sentence level: complex with relative clauses; direct and indirect speech.</p> <p>Word meaning: roots of words</p> <p>Punctuation: colon; quotation marks; comma; full stop; apostrophe; question mark</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) |
| | | | | <p>Unit 11: Cracking crime</p> <p>135–145</p> |

ENGLISH FAL Term 3

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 |
|-------|---|--|--|--|---|
| Weeks | Listening and speaking strategies different forms of oral communication | Read text on how to write a notice/ agenda and minutes | Longer transactional texts e.g. notice/agenda and minutes | Word level: | Unit |
| 5–6 | <ul style="list-style-type: none"> Good opening/ introduction use of tone, pace and intonation Language use Appropriate body language Good conclusion <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> Explain listening process Take notes Answer questions | <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions. compare, contrast, evaluate) <p>Follow the listening process:</p> <ul style="list-style-type: none"> Pre-listening introduces learners to the listening situation. During listening – questioning, recognizing, matching, note-taking, interpreting Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc. Summarize the presentation orally Draw conclusions | <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Reading/viewing for comprehension written/ visual text/graphs</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details making predictions Inferring the meaning of unfamiliar words and images main and supporting ideas Own opinion | <ul style="list-style-type: none"> Pronouns: personal, demonstrative, possessive. <p>Sentence level:</p> <ul style="list-style-type: none"> simple present tense; simple past tense; direct and reported speech; active and passive voice; <p>Word meaning:</p> <ul style="list-style-type: none"> Verbal extensions (derivatives) <p>Punctuation:</p> <ul style="list-style-type: none"> apostrophe; capitalization; comma; full stop; colon | Unit 12: Fundraising can be fun |
| | | | | | 146–156 |
| | | | | | TG |

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|--------------|--|---|--|---|--------------------------------|---------|---------|
| Weeks 7–8 | Listening and speaking strategies Listens to and discusses current news based on newspapers and magazine articles | Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches | Long/short transactional texts: Write a newspaper article | Word level: abstract nouns; concrete nouns Prepositions; Adjectives: comparative, superlative Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices. | Unit 13: Learn now, chat later | 157–169 | 114–121 |
| | | Prepared/unprepared reading a newspaper article aloud | Follow the Writing Process | Word meaning: synonyms, antonyms, literal, figurative Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis | | | |

ENGLISH FAL Term 3

| Weeks 9–10 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | Unit | LB | TG |
|---------------|----------------------------------|---------------------|------------------------|--|---|--|-------------------------------------|---------|
| | | | | <p>Literary text like youth novel/short stories/ drama/radio drama</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Different forms of oral communication e.g. giving directions/instructions/</p> <ul style="list-style-type: none"> use of appropriate language Short effective sentences Detail | <p>Write a narrative/descriptive essay</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience purpose and context Word choice and language structures <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (introduce text) during reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <p>Word level: complex nouns Pronouns – personal, relative, reflexive Articles – definite, indefinite, article less Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a narrative/descriptive essay</p> | <p>Unit 14: Lost... 170–183</p> | 122–127 |

ENGLISH FAL Term 4

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|----------------------|---|---|--|---|---|----------------|----------------|
| Weeks 1–2 | Listening and speaking strategies Unprepared speech Introducing a speaker;/ vote of thanks/Telling a story | Literary text like youth novel/short stories/ drama <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme • Identify vocabulary, language structures, Effective introduction and ending • Features and conventions (public speaking techniques, structure.) | Long/short transactional text e.g. giving directions <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice and language structures | Word level: complex nouns; Adjectives; comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses; | Unit 15: Found! | 184–194 | 128–134 |
| | | Reading/viewing for comprehension (use written and visual text) <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details making predictions • Inferring the meaning of unfamiliar words and images | Follow the Writing Process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting | Word meaning: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs; | Punctuation: semicolon; inverted commas; full stop; apostrophe | 184–194 | 128–134 |
| Weeks 3–4 | Reading aloud <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language | Follow the Reading Process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | 184–194 | 128–134 | | | |

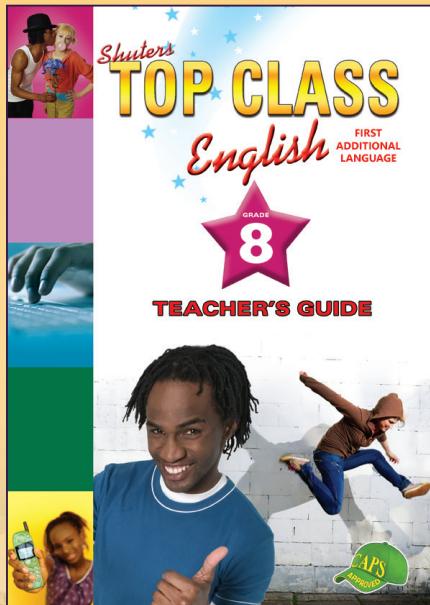
ENGLISH FAL Term 4

| Weeks 3–4 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 7 | | |
|--------------|--|--|---|--|---|---------|---------|
| | | | | | Unit | LB | TG |
| Weeks 3–4 | <p>Listening and speaking strategies</p> <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers <p>Different forms of oral communication</p> <p>Discuss use of e-mail/ posters/diary entries/ flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organizing and presenting • Summarize the presentation orally | <p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Poetry/ Folklore</p> <ul style="list-style-type: none"> • Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography <p>figurative meaning</p> <ul style="list-style-type: none"> • mood • theme and message | <p>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, Sentence structure, lengths and types <p>Produce one of above-mentioned texts</p> | <p>Word level: pronouns – interrogative, demonstrative, indefinite nouns – collective nouns; finite verbs, Adjectives: comparative, superlative; Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> | Unit 16: Blessing the seeds | 195–206 | 135–142 |

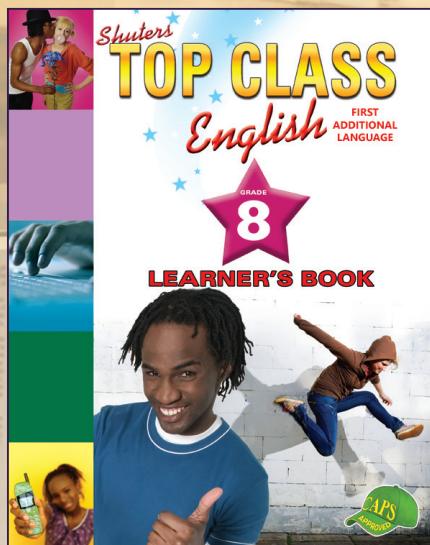
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| Weeks 5–6 <ul style="list-style-type: none"> Listening and speaking strategies Listening comprehension <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions Prepared speech <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context | Read literary text like youth novel/ short stories/drama/folklore <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme | Revision and preparation for examination Essays Preparation stage: <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice | Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice, emotive and manipulative statements; rhetoric questions | Unit 17: Seeing clearly 207–217 | 143–149 |
| | Poetry: Prescribed Poems <ul style="list-style-type: none"> • Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message | Follow the Writing Process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting | Word meaning: synonyms, antonyms, Contextual Punctuation: full stop; comma; exclamation marks; question marks | Unit 18: Revision for exams | 218–227 |
| Weeks 7–8 <ul style="list-style-type: none"> Speaking: <ul style="list-style-type: none"> • Prepared speech// conversation • Prepared reading • Unprepared reading Listening <ul style="list-style-type: none"> • Listening comprehension | Revision and preparation for examination Reading <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> – Novel/short stories/ folklore – Drama/film study – Poems | Revision and preparation for examination Reading <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> – Novel/short stories/ folklore – Drama/film study – Poems | Word level work: collective pronouns; reflexive pronouns; stem. Sentence level: simple, compound and complex sentences; statements; subject-verb agreement, question forms; negation Word meaning: synonyms, antonyms, literal, figurative Punctuation | Unit 18: Revision for exams | 150–156 |



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| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 8 |
|-------------------------------|--|--|--|---|
| Weeks 1–2 | Listening and Speaking strategies about visual/multimedia text Read aloud an article on a brochure <ul style="list-style-type: none"> Organize information coherently Identify correct vocabulary and language structures Respond to text Effective introduction and ending | Read a brochure Key features of text: format, target audience, layout, language usage, purpose (an informative paper document – can be folded into a template, pamphlet or leaflet, usually folded and only includes summary information that is promotional in nature) | Transactional texts Write/design a brochure <ul style="list-style-type: none"> Features of the text Language use Register and style Introduction and conclusion Write/design a brochure based on visual stimulus Focus on process writing | Reinforcement of language structures and conventions covered in previous weeks Word level: idiophones/interjectives Sentence level: simple sentences; simple present tense; simple past tense; adjectives and adverbs; bias; prejudice; stereotypes Word meaning: proverbs; contextual; literal; denotative; connotative Punctuation: comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis |
| | | Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Class Discussion (teacher leads) based on a brochure <ul style="list-style-type: none"> Features of the text Conventions and structure of the text Dictation Register and style Reading strategies: Skimming, scanning, fact and opinion, main and supportive ideas, inferences and conclusions | Vocabulary in context Remedial grammar from learners' writing | Unit 1: Food for thought LB TG 1–13 1–8 |

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| Weeks 3–4 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Where to find it in Top Class English First Additional Language Grade 8 | | |
|--------------|----------------------------------|---------------------|------------------------|--|---|--|
| | | | | Language structures and conventions | Unit | LB |
| | | | | <p>Reading/viewing of written/visual text for comprehension E.g. an email</p> <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning AND <p>Listening Comprehension (sound only)</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling | <p>Transactional texts Write an email</p> <ul style="list-style-type: none"> • Requirements for format, style and point of view • Target audience, purpose and context • Features of the text Language use and word choice (critical language awareness) • Introduction and conclusion <p>Write an email based on visual stimulus</p> <ul style="list-style-type: none"> Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Literary text like poetry/ folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Reconstruct scenes:</p> <ul style="list-style-type: none"> • Agree on the version/ meaning seen • Role-play what happened in the two scenes etc. | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: adverbs of manner, time; definite and indefinite articles; infinite verbs; gerunds Adjectives: comparative, superlative</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p>Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p> |

Reading process:

- Pre-reading (Introduce text)
- During reading (features of text)
- Post-reading (answer questions, compare, contrast, evaluate)

Poetry/Folklore

- Key features of poem
- Internal structure of a poem, figures of speech/imagery, rhyme, rhythm
- External structure of a poem, lines, stanzas, typography
- Figurative meaning
- Mood
- Theme and message

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| Listening and speaking (Oral) | Weeks 5–6 | Listening and Speaking strategies: Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas Listening comprehension in preparation for summary writing • Record main and supporting ideas by making notes, • Share ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions | Literary text like youth novel • General discussion on the key features like character, characterization, plot, conflict, background, setting, narrator, theme Reading strategies Pre-reading strategies Introduce learners to: • Text features – titles, headings, captions, illustrations, parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnote, etc. Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | Write an essay: Narrative/reflective essay • Word choice, Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment | Reinforcement of language structures and conventions covered in previous weeks Word level: Adverbs of place and degree Pronouns: personal, relative, reflexive and possessive Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause | Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting | Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | Write an essay following the process approach to writing Vocabulary in context Remedial grammar from learners' writing | Where to find it in Top Class English First Additional Language Grade 8 Unit 3: The magic of everyday life Unit 27–39 LB TG 18–26 |
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| Weeks 7–8 | Listening and Speaking strategies Oral: newspaper article/investigative report/editorial <ul style="list-style-type: none"> Research topic Organise material coherently support with examples. Identify and choose the correct vocabulary, language and conventions Prepare effective introduction and conclusion | Read/ viewing for information (use texts such as a newspaper article/investigative report/editorial) <ul style="list-style-type: none"> Key features Format Language use | Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | Transactional text e.g. newspaper article / investigative report/ editorial <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Conjunctions for cohesion Use a variety of sentence types, lengths and structures Formal style | Reinforcement of language structures and conventions covered in previous weeks <ul style="list-style-type: none"> Word level: Regular – irregular Verbs; main verbs; auxiliary verbs Sentence level: statement; sentence structure; present and past tenses; bias; prejudice and stereotypes; | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Word meaning: synonyms, antonyms, contextual; denotative; connotative Vocabulary in context | Remedial grammar from learners' Writing Write an investigative report/ editorial <ul style="list-style-type: none"> Skimming and scanning Intensive reading Purpose and target group Inferring meaning and conclusions Identify manipulative language Influence of selection and omission on the meaning of text How language and images reflect and shape values and attitudes Impact of use of font types and sizes, headings and caption on meaning | Write a comprehension test |
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| Learning and speaking (Oral) | Weeks 9–10 | Reading and viewing | Writing and presenting | Where to find it in Top Class English First Additional Language Grade 8 | | | |
|--|---------------|--|---|--|--|-------|-------|
| | | | | Language structures and conventions | Unit | LB | TG |
| Listening and Speaking | | Reading/viewing of written/visual text for comprehension | Transactional text e.g. Write an obituary | Reinforcement of language structures and conventions covered in previous weeks | Unit 5: Become a first class investigator | 52–66 | 36–44 |
| | | Read an obituary | <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Conjunctions for cohesion Use a variety of sentence types, lengths and structures Formal style Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | <p>Word level: Nouns – compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjective and adverbial clause; conjunctions; emotive and manipulative language</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> | | | |
| Listening and Speaking strategies: Listen to prepared speech by a former president/ influential member of the society | | <ul style="list-style-type: none"> Identify and discuss key features Analyse language use Identify and discuss emotive use of language Analyse introduction and conclusion Reading process: <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Reading strategies: <ul style="list-style-type: none"> Choose appropriate topic Organise information coherently Identify correct vocabulary and language structures Prepare effective introduction and ending Practice Present Skimming and scanning Intensive reading Purpose and target group Inferring meaning and conclusions Identify emotive language Influence of selection and omission on the meaning of text How language and images reflect and shape values and attitudes | | | | | |

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| Weeks 1–2 | Listening and Speaking | Literary text like novel | Descriptive essay based on a novel | Word level work: Adverbs of place and frequency | Unit 6: Proud to be South African | 67–79 | 45–51 |
| | Listening comprehension | <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme | <ul style="list-style-type: none"> Correct format and features Organize content (mind map) Main and supporting ideas Paragraph conventions | Sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice | | | |
| | Listen to /view an extract from a novel | Reading process: | <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | Word meaning: figurative; literal; contextual; pun | | | |
| | | <ul style="list-style-type: none"> Teach features and conventions Choose style, register and vocabulary Take turns Use persuasion techniques | <ul style="list-style-type: none"> Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions | Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma | | | |
| | | | | Focus on process writing | <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | | |
| | | | | | Write a descriptive essay | | |

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 8 |
|----------------------------------|--|--|---|---|
| Week 3–4 | <p>Listening and Speaking</p> <p>Prepared speech based on a social issue</p> <ul style="list-style-type: none"> • Listen to speech • Take notes <ul style="list-style-type: none"> – Language and power – Tone – Mood – Introduction and conclusion • Answer questions | <p>Literary text like recorded speech on television/radio based on a social issue</p> <ul style="list-style-type: none"> • Key features of the text • Language use • Format • Role players <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | <p>Write a speech based on a social issue</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imager, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Write a speech</p> | Unit 7: Let's talk about it |

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| Week 5–6 | Listening and Speaking | Non-fictional text such as newspaper article | Write a review based on a newspaper article | Word level work: Prefixes and suffixes | Unit 8: Women we admire | 93–105 | 59–66 |
| | Listening comprehension (non-fictional text e.g. Newspaper articles) | <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme | <ul style="list-style-type: none"> Structure of the text Features and conventions Diction Register Audience Tone | Sentence level: sentence structure; sentence types; tenses; statement; euphemism; proverbs | | | |
| | Discussion (teacher leads) | <ul style="list-style-type: none"> Answer questions Take notes Indicate roles Speakers take turns Explain view points and reach consensus Use appropriate language, style and register | Reading process: <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Punctuation and spelling: acronyms | | |
| | | | | Reading strategies for comprehension | Write a review <ul style="list-style-type: none"> Purpose and target group Making inferences Give own opinion Distinguish between facts and opinions Direct and implied meaning | Poetry | |
| | | | | | <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/ imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message | | |

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 8 |
|----------------------------------|---|--|--|--|
| Week 7–8 | Speaking and Listening strategies Discussion (teacher leads): Listen to/watch an advertisement and discuss | Reading/viewing for comprehension (visual text such as advertisement/ poster) | Transactional texts: Advertisement/poster | Unit 106–115 |
| | <p>Speaking and Listening strategies</p> <p>Discussion (teacher leads): Listen to/watch an advertisement and discuss</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension:</p> <ul style="list-style-type: none"> • advertisement • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions | <p>Reading/viewing for comprehension (visual text such as advertisement/ poster)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font <p>Listening comprehension:</p> <ul style="list-style-type: none"> • advertisement • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions | <p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading • During reading (features of text) • Post-reading <p>Writing process:</p> <ul style="list-style-type: none"> • Answer questions • Spelling and spelling patterns • Abbreviations | <p>Unit 9: Family matters</p> <p>Sentence level work:</p> <ul style="list-style-type: none"> • Sentence structure • Nouns, adjectives, pronouns, concord, simple tenses <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> |

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|--------------|--|---|--|--|---------------------------------|---------|---------|
| Weeks 1–2 | Listening and Speaking strategies Listening for information | Literary text such as short story | Write a literary text: short story | Reinforcement of language structures and conventions covered in previous weeks | Unit 12: School struggles | 146–158 | 106–114 |
| | | <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures | Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses | | | |
| Weeks 3–4 | Writing strategies Writing for information | Literary text such as poem | Focus on process writing | Word meaning: synonyms; antonyms; homonyms; | Unit 13: School struggles | 146–158 | 106–114 |
| | | <ul style="list-style-type: none"> Choose a story Do planning and research Choose style, register and vocabulary Present a story | <ul style="list-style-type: none"> Poetry Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message | Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions | | | |
| Weeks 5–6 | Writing strategies Writing for pleasure | Literary text such as story | Create own story following the process outlined Best story 'published/read in class' | Vocabulary in context | Unit 14: School struggles | 146–158 | 106–114 |
| | | <ul style="list-style-type: none"> Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story line Discuss with partner Story telling Choose a story Do planning and research Choose style, register and vocabulary Present a story | <ul style="list-style-type: none"> Reading comprehension: (text from prescribed literature) Skimming, scanning, visualization Intensive reading Making inference Meaning of words View point of writer Fact and opinion Implied meaning | Remedial grammar from learners' writing | | | |

ENGLISH FAL Term 3

| Listening and speaking (Oral) | Week 3–4 | Listening and Speaking Listening comprehension <ul style="list-style-type: none"> • Listening process • Writing response Listen to /view an extract from a drama/play <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Take turns • Use persuasion techniques | Literary text like drama / play <ul style="list-style-type: none"> • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) theme and message | Descriptive essay based on a drama/play <ul style="list-style-type: none"> • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions | Word level work: Adverbs of place and frequency | Sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice | Unit | LB | TG |
|----------------------------------|-------------|--|--|---|---|---|---------|-------|----|
| | | | | | Unit 10: Let dreams take flight | Unit 10: Let dreams take flight | 122–134 | 83–94 | |

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| Week 5–6 | Write-up – Literature Project | Read for information | Writing based on selected genre / project topic | Reinforcement of language structures and conventions covered in previous weeks | Unit 11: Litterbugs look out! | 135–145 | 95–105 |
| | Discussion (teacher leads) | <ul style="list-style-type: none"> Layout of the different project topics / items E.g. a PowerPoint presentation, rap song, review, etc. | <ul style="list-style-type: none"> Write-up of the actual project – Correct format and features Organize content (mind map) Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions | Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs | Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses | Word meaning: synonyms; antonyms; homonyms | |
| | Research based on Literature Project | <ul style="list-style-type: none"> Methodology / the process Purpose Approach Instructions and expectations | <ul style="list-style-type: none"> Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Revision/recap of genres and text types (literary / non-literary) learners were exposed to during the 1st semester (Term 1 and 2) | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Vocabulary in context | Remedial grammar from learners' writing | |
| | | | | Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) theme and message | Reading strategies: <ul style="list-style-type: none"> Skimming, scanning, visualization Intensive reading Making inference Meaning of words View point of writer Fact and opinion Implied meaning | | |

ENGLISH FAL Term 3

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 8 | Unit | LB | TG |
|----------------------------------|--|--|--|--|---------------------------------------|---------|---------|
| Week 7–8 | <p>Oral presentation on the project – the nature dependent on the school's context</p> <p>Listening and Speaking strategies</p> <ul style="list-style-type: none"> • Listens to and discusses current news based on newspapers and magazine articles • Use of tone, pace and intonation • Use of manipulative/ emotive/ Persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context | <p>Reading linked to the Oral presentation</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) • theme and message <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning | <p>Learners present what they have captured in the writing (write-up) based on the Creative Writing Project</p> | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;</p> | Unit 13: Old stories for modern times | 159–171 | 115–125 |

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| Week 9–10 | Listening and Speaking strategies | Read the lyrics of a song / text based on a musical concert | Write a song / diary entry | Reinforcement of language structures and conventions covered in previous weeks | Unit 14: A new country, a new life |
| | | <ul style="list-style-type: none"> Listen to/view and discuss a visual, audio-visual/multimedia text Listening comprehension (such as listening to the lyrics of a song / extract from a musical concert) identify main and supporting ideas write notes share ideas and experiences and show understanding of concepts identify persuasive/ manipulating techniques where applicable answer questions | <ul style="list-style-type: none"> Format Language use Text features Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | <p>Word level work:</p> <p>Singular and plural; gender; diminutives</p> <p>Sentence level work:</p> <p>Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning:</p> <p>synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; spelling patterns Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> |

ENGLISH FAL Term 4

| Listening and speaking (Oral) | Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Listen to instructions / directions • Take notes • Answer questions • Different kinds of oral communication e.g. A unprepared news presentation / speech | Reading and viewing Read information text with visuals, e.g. maps, landmark, scales <ul style="list-style-type: none"> • Format • Language use • Features | Writing and presenting Transactional text e.g. Directions / Instructions <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas | Language structures and conventions Word level work: Adjectives: comparative, superlative; common and proper nouns; conjunctions Sentence level: topic sentences; statement; tenses; main and supporting statements; simple and compound sentences Word meaning: synonyms; antonyms; contextual; Punctuation and spelling: spelling patterns: full stop, comma |
|----------------------------------|---|---|--|---|
| Weeks 1–2 | Giving directions: <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language | Reading / Viewing visual text <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences | Make a summary (use mind maps) | Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting |

ENGLISH FAL Term 4

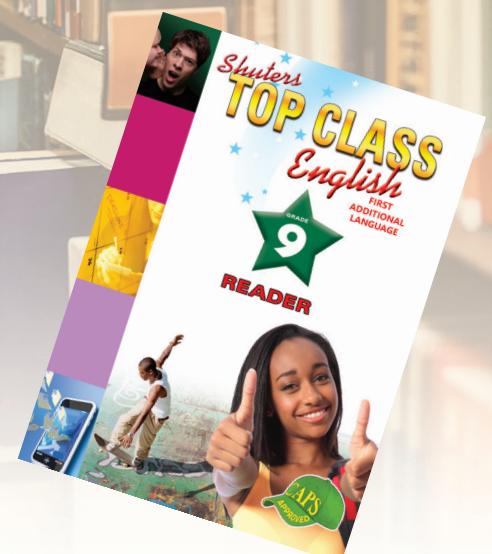
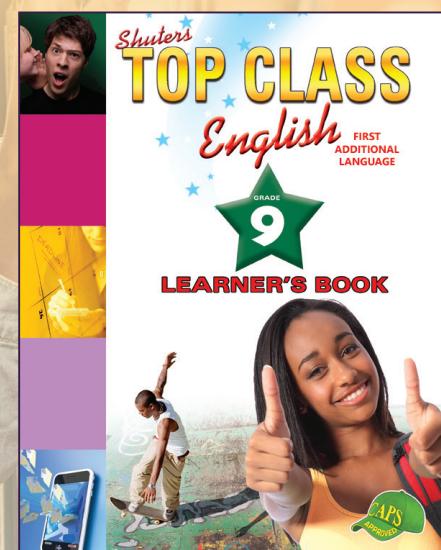
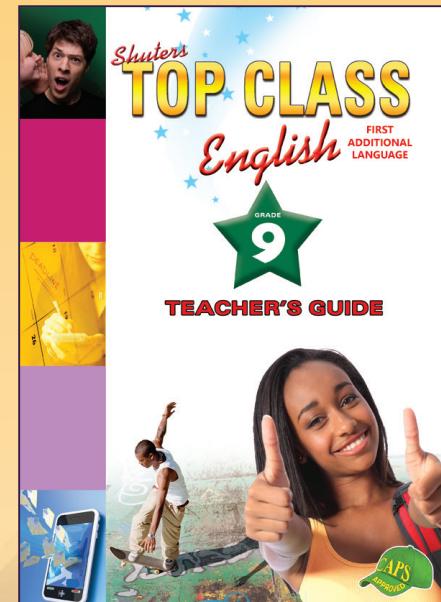
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|----------|---|--|--|---|
| Week 3–4 | <p>Listening and Speaking strategies</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context | <p>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech | <p>Long/short transactional texts: newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a newspaper article</p> | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> |
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ENGLISH FAL Term 4

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 8 | Unit | LB | TG |
|----------|---|--|--|--|---|---------|---------|----|
| Week | Listening and Speaking strategies Oral: Filling in a questionnaire/ form | Read an questionnaire / form | Transactional text e.g. | Reinforcement of language structures and conventions covered in previous weeks | Unit | LB | TG | |
| Week 5–6 | <p>Listening and Speaking strategies</p> <p>Oral: Filling in a questionnaire/ form</p> <ul style="list-style-type: none"> Research topic Organise material coherently support with examples. Identify and choose the correct vocabulary, language and conventions Prepare effective introduction and conclusion | <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <p>Word level:</p> <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Conjunctions for cohesion Use a variety of sentence types, lengths and structures Formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message | <p>Sentence level:</p> <ul style="list-style-type: none"> statement; sentence structure; present and past tenses; bias; prejudice and stereotypes; <p>Word meaning:</p> <ul style="list-style-type: none"> synonyms, antonyms, contextual; denotative; connotative <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> | Unit 16: Be a good sport | 202–214 | 148–154 | |
| Week 7–8 | Revision | | | | Unit 18: Revision for exams | 229–241 | 162–172 | |

9



ENGLISH FAL Term 1

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | | |
|--------|---|--|---|--|---|------|-----|
| Week 1 | Baseline and orientation | | | | Unit | | |
| Week 2 | Speaking and Listening strategies Oral Discussion (led by the teacher) Listen to/watch an advertisement and discuss) <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language | Reading / viewing for comprehension Visual text: advertisement/ Poster Reading Strategies <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences • Infer meaning of unfamiliar words by word attack skills • Emotive language use • Use of punctuation and font | Transactional texts: Advertisement/poster <ul style="list-style-type: none"> • Correct format • Purpose, target group • Text features; visual elements such as images, font-large and small print, • Language use, persuasive language, rhetoric, simile • Register • Word choice, vivid description | Reinforcement of language structures and conventions covered in previous grades Word level work: <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations Sentence level work: <ul style="list-style-type: none"> • Sentence structure • Nouns, adjectives Vocabulary in context | Unit 1: The teen scene | 1-13 | 1-8 |

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|-----------|---|--|--|---|---|
| Weeks 3–4 | <p>Speaking and Listening strategies Listening the reading of a text</p> <ul style="list-style-type: none"> Identify and comment on: <ul style="list-style-type: none"> use of voice use of intonation and pace punctuation in reading opening and closure Discuss above features <p>Prepared reading aloud</p> <ul style="list-style-type: none"> User relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency | <p>Read a literary text e.g. Drama/short story/ folklore</p> <ul style="list-style-type: none"> General features of the key features like character, characterisation, plot, conflict, background, setting narrator, theme. <p>Reading process:</p> <p>Pre-reading (Introduce text/Predict events/ Background/setting/ Brainstorm the theme)</p> <ul style="list-style-type: none"> During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Learners choose their reading text and present to the class</p> | <p>Write CV and covering letter</p> <ul style="list-style-type: none"> Correct format Target audience purpose and context Word choice Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types lengths and structures | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <ul style="list-style-type: none"> Spelling and spelling patrons Abbreviations, shortening, acronyms Stems, pre and suffix's, complex and simplex <p>Sentence level work:</p> <ul style="list-style-type: none"> Pronouns Punctuation Tenses Direct and reported speech; sentence structure; concord <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Reading/viewing visual/multimedia text: cartoons/comic strips</p> <ul style="list-style-type: none"> Skimming Scanning Body language Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills <ul style="list-style-type: none"> clarifying predicting | <p>Unit 2: Chaos in the classroom</p> <p>Vocabulary in context</p> <p>Critical language use: Idioms and proverbs; euphemism</p> <p>Vocabulary grammar from learners' writing</p> <p>Remedial grammar from learners' writing</p> <p>Write CV and covering letter</p> |
| | | | | | <p>14–28</p> <p>9–17</p> |

ENGLISH FAL Term 1

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|----------|---|---|---|---|---|-------|-------|----|
| Week 5–6 | <p>Speaking and Listening strategies Listen to a telephone conversation/dialogue between a call centre agent and client concerning a dispute over a contract</p> <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions | <p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute | <p>Transactional text: Agenda and minutes</p> <ul style="list-style-type: none"> • Correct format • Mind map to organise coherent ideas • Personal voice and style • Tone • Main and supporting ideas • Language use • Register | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Conjunctions</p> <p>Sentence level work: Sentence structure; sentence types- Question forms</p> <p>Active and passive voice;</p> | <p>Unit 3: Communicating clearly</p> | 29–41 | 18–27 | |

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|--------------|---|---|--|---|---|---|---|--|-------------------------------|-------|-------|
| Weeks 7–8 | Speaking and Listening strategies Listening for comprehension (dialogue) <ul style="list-style-type: none"> • Listen to dialogue • Take notes <ul style="list-style-type: none"> – Language and power – Tone – Mood – Introduction and conclusion • Answer questions | Reading comprehension: Literary text: folklore/ novel/drama <ul style="list-style-type: none"> • Key features of literary text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | Oral: Unprepared speech Choose suitable topic <ul style="list-style-type: none"> • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction and ending • Use visual, audio-visual resources where applicable | Poetry <ul style="list-style-type: none"> • Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message | Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting | Write an essay: Narrative/Descriptive/ Reflective/ Argumentative essay <ul style="list-style-type: none"> • Word choice • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment | Reinforcement of language structures and conventions covered in previous weeks <ul style="list-style-type: none"> • Sentence level work: Main clause, dependent clause • Word meaning: Idioms and proverbs | Punctuation and spelling: Spelling patterns; acronyms. Vocabulary in context Remedial grammar from learners' writing <ul style="list-style-type: none"> • Write an essay following the process approach to writing | Unit 4: Lessons from birds | 42–57 | 28–36 |
|--------------|---|---|--|---|---|---|---|--|-------------------------------|-------|-------|

ENGLISH FAL Term 1

| Weeks 9–10 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | | Unit | LB | TG |
|---------------|--|---|--|--|----------------------------------|-------|-------|----|
| | | | | Where to find it in Top Class English First Additional Language Grade 9 | | | | |
| Weeks 9–10 | <p>Speaking and Listening strategies Listen to a newspaper report</p> <ul style="list-style-type: none"> Structure Features Language use Tone Register Introduction and conclusion <p>Oral presentation of report</p> <ul style="list-style-type: none"> Language use Register Tone Body language Introduction, body and conclusion | <p>Read a newspaper/magazine report</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Text features e.g. Plot, character, setting, narrator, mood, theme, narrator's perspective Inferring meaning of unfamiliar words by word attack skills Direct and implied meaning | <p>Transactional texts: blog</p> <ul style="list-style-type: none"> Requirements of task and text type Format, style, point of view Target audience purpose and context Word choice Sentence structure, lengths and types Paragraph conventions | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Moods – Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Simple sentences; compound sentences; Complex sentences; Voice; tenses;</p> | Unit 5: Tools from ancient times | 58–69 | 37–46 | |

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Reading/viewing for comprehension (use newspaper report)

- Skimming
- Scanning
- Intensive reading
- Make inferences (characters, setting, milieu, message)
- Infer meaning of unfamiliar words by word attack skills
- Emotive language
- Answer questions

ENGLISH FAL Term 2

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 |
|----------|---|--|---|---|---|
| Week 1–2 | Listening for comprehension Listen to a story <ul style="list-style-type: none"> identify main and supportive ideas language use register answer questions | Read a literature text e.g. folklore/novel Reading strategies <ul style="list-style-type: none"> Intensive reading Text features e.g. Plot, character, setting, narrator, mood, theme, narrator's perspective Inferring meaning of unfamiliar words and images by word attack skills Language structure and style | Transactional texts: Report <ul style="list-style-type: none"> Requirements of task and text type Format, style, point of view Target audience purpose and context Word choice Sentence structure, lengths and types Paragraph conventions Mind-maps to organise coherent ideas | Reinforcement of language structures and conventions covered in previous weeks <p>Word level work: Stems; prefixes and suffixes; Pronouns</p> <p>Sentence level work: Sentence types; Generalisations, Direct/indirect speech Tenses</p> <p>Word meaning: Idioms and proverbs; literal and figurative meaning</p> | Unit 6: Celebrating culture |
| | Prepared speech Learners undertake research or investigation as a preparatory activity. | Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Punctuation and spelling: Quotation marks; spelling patterns; abbreviations. | 70–80 |
| | Poetry | Write a report following the process approach to writing | Vocabulary in context | Remedial grammar from learners' writing | 47–56 |

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|-------------|--|---|--|---|-----------------------------|
| Week 3–4 | Speaking and Listening strategies | Read a literary text e.g. Drama/short story/ folklore | Long transactional text e.g. Newspaper article/ magazine article | Reinforcement of language structures and conventions covered in previous weeks | Unit 7: Overcoming the odds |
| | Listening for comprehension: to a recording of a speech | <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending | <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures • Mind-maps to organise coherent ideas | Word level work: Verbs (finites; infinitives) | 81–94 |

Summarise the text

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|----------------------------------|---|--|--|---|---------------------------------------|--------|-------|
| Week 5–6 | <p>Speaking and Listening strategies</p> <p>Listen to oral text such as interview/speech/story telling for comprehension</p> <ul style="list-style-type: none"> Take notes during listening Listen critically <p>Oral discussion (led by teacher)</p> <ul style="list-style-type: none"> Undertake a discussion based on the oral text Turn taking Discourse markers Conventions | <p>Read a literature text e.g. novel/short story/folklore</p> <ul style="list-style-type: none"> Specific focus on literary text features Show Comprehension of development of plot and conflict, characterisation, turning point, background/ milieu/ role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <p>Write a transactional text: formal letter</p> <ul style="list-style-type: none"> Correct format Word choice, Purpose, target audience and context Use conjunction to ensure cohesion Tone <p>Main and supporting ideas</p> <ul style="list-style-type: none"> Use a variety of sentence types Mind-maps to organise coherent ideas | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Stems; prefixes and suffixes; Adjectives Prepositions</p> <p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> | Unit 8: Women hold up half the sky | 95–105 | 65–73 |

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| Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips) | <ul style="list-style-type: none">• Skimming• Scanning• Intensive reading• Make inferences (characters, setting, milieu, message)• Infer meaning of unfamiliar words by word attack skills• Emotive language | Revise structure of Summary |
| | | |

ENGLISH FAL Term 2

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|----------------------------------|---|---|--|--|---|---------|-------|----|
| Week 7–8 | Speaking and Listening strategies Listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction body and conclusion | Read a newspaper/magazine report Reading strategies <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrator's perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | <p>Write an essay: Narrative/Descriptive/ Discursive/ Argumentative essay</p> <ul style="list-style-type: none"> • Word choice • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message | | Unit 9: The art of advertising | 106–117 | 74–82 | |

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Reading/viewing for comprehension (use newspaper report)

- Skimming
- Scanning
- Intensive reading
- Make inferences (characters, setting, milieu, message)
- Infer meaning of unfamiliar words by word attack skills
- Emotive language;
- Answer questions

ENGLISH FAL Term 3

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 |
|--|----------------------------------|--|--|--|--|
| | Week 1–2 | Listening and Speaking Strategies | Read a literature text e.g. Drama | Transactional text e.g. Dialogue | Reinforcement of language structures and conventions covered in previous weeks |
| | | <p>Listening and Speaking Strategies</p> <ul style="list-style-type: none"> Listen to a negotiation scene between two people and discuss (led by teacher) Structure and development of ideas Using negotiation skills to reach consensus. Language style <p>Unprepared reading</p> <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience | <p>Read a literature text e.g. Drama</p> <ul style="list-style-type: none"> Specific focus on literary text features Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu/ role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading for Comprehension: visual text – cartoon</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images The influence of selections and omissions on meaning of text The effect of figurative and rhetorical devices Impact of visual techniques | <p>Word choice:</p> <ul style="list-style-type: none"> Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas <p>Sentence level work:</p> <p>Speech tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning:</p> <p>Paronyms, polysemes; homonyms Homophones.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> | <p>Unit 10: The circle of life</p> <p>Unit</p> <p>LB</p> <p>TG</p> |

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| | <p>Speaking and Listening strategies</p> <p>Read for information Project presentation modes: E.g. poster/ advertisement/brochure/ Power Point presentation/, Rap song, Review/ Praise poem/ Short skit/ Drama into a narrative form/ etc. Revision of literature genres (Term 1 and 2)</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning <p>Read a literature text</p> <ul style="list-style-type: none"> • Shares ideas and opinions • Stages in the project work • Asks and answers questions • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/milieu/ role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives</p> <p>Sentence level work: Speech tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning Literal and figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p> | <p>Unit 11: The world of work</p> <p>143–155 103–110</p> |
| <p>Week 3–4</p> <p>Listens and participates in a discussion on project work based on literature study (discussion led by the teacher)</p> <ul style="list-style-type: none"> • Listens how to how do a research • Listens to information about project work: Methodology / the process, Purpose Approach Instructions • Stages in the project work • Asks and answers questions • Shares ideas and opinions | <p>Write a transactional text based on a story/ drama studied: e.g. brochure/blog/ poster/ advertisement/ review</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design Elements <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a transactional text</p> | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives</p> <p>Sentence level work: Speech tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning Literal and figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p> | <p>Unit 11: The world of work</p> <p>143–155 103–110</p> |

ENGLISH FAL Term 3

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 |
|----------------------------------|---|---|--|--|
| Week 5–6 | Speaking and Listening strategies Oral presentation Learners to undertake research or investigation as a preparatory activity. • Presentation conventions • Body language • Introduction body and conclusion • Language use | Read a literary text e.g. Novel/short story/ Folklore e.g. legends, myths, fables <ul style="list-style-type: none"> Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Reading/viewing for comprehension (Visual and written texts) | Writes an essay based on a literature genre studied: Narrative/ descriptive/ Reflective/ Argumentative essay/brochure/ advertisement/blog Write-up of the actual project | Reinforcement of language structures and conventions covered in previous weeks Word level work: Conjunctions and transition words Sentence level work: Speech; sentence types; sentence structure; voice; tenses; paragraph types. Word meaning: Synonyms; Antonyms homophones Homonyms Polysemy Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing Strategies <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Intensive reading Making predictions Inferring the meaning of unfamiliar words and images |

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| <ul style="list-style-type: none">• Main and supporting ideas• Influence of selections and omissions on the meaning of text• The effect of figurative and rhetorical devices• The writer's inferences and conclusions <p>Summarising the text</p> | <p>Focus on process writing</p> <ul style="list-style-type: none">• Planning• Drafting• Revision• Editing• Proof-reading and presenting <p>Write a creative essay based on literature genre studied following the process approach to writing</p> | |

ENGLISH FAL Term 3

| Weeks 7–8 | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|--------------|---|---|---|---|---|---------|---------|----|
| | Speaking and Listening strategies <ul style="list-style-type: none"> • Oral presentation <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion | Literary text such as drama/ short story, youth novel/novel <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme | Transactional text: review <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Word choice, vivid description • Main and supporting ideas • Sentence structure, lengths and types • Use conjunction to ensure cohesion | Reinforcement of language structures and conventions covered in previous weeks <p>Word level work: Adjectives (attributive) Sentence level work: Description paragraph; choice paragraph; classification paragraph. Word meaning: One word for a phrase</p> | Unit 13: Going places | 169–182 | 119–124 | |

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|---------------|---|---|---|--|------------------------------------|---------|---------|
| Weeks 9–10 | Listening and Speaking Story Telling | Read literature text such as drama | Transactional texts e.g. e-mails: | Reinforcement of language structures and conventions covered in previous weeks | Unit 14: Grandparents are great | 183–197 | 125–132 |
| | | <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Conventions and features of a story | <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences | Word level work: Verbs Interrogative, demonstrative, indefinite pronouns | | | |
| | Prepared reading aloud | Reading process: | <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | Sentence level work: Procedure, spatial order, order of importance, concluding paragraph | | | |
| | | | <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting | Word meaning: One word for a phrase | | | |
| | | Poetry | <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message | Punctuation and spelling: spelling patterns Vocabulary in context | | | |
| | | | Write an e-mail | Remedial grammar from learners' Writing | | | |

ENGLISH FAL Term 4

| | Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|----------|--|--|---|--|---|---------|---------|----|
| Week 1–2 | <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Reacts critical on a variety of texts • Listen for specific information • Listen and enjoy fables and titles • Answer question <p>Oral: Unprepared speech</p> <ul style="list-style-type: none"> • Choose suitable topic • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction body and ending • Use visual, audio-visual resources where applicable | <p>Literary text such as short story/ novel/ folktale/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Use visual, audio-visual resources where applicable | <p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design Elements <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs</p> <p>Sentence level work: Direct and indirect speech. Active voice and passive voice</p> <p>Word meaning: Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> | Unit 15: Wild cats | 198–208 | 133–142 | |

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| | | | | | | | |
|-------------|--|--|--|--|--------------------------------|--|---------|
| Week 3–4 | Speaking and Listening strategies | Read a literature text: short story/ drama | Transactional text e.g. Directions/ Instructions/ | Reinforcement of language structures and conventions covered in previous weeks | Unit 16: People need people | 209–220 | 143–151 |
| | Listening comprehension (use recorded dialogue) | <ul style="list-style-type: none"> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <ul style="list-style-type: none"> Correct format Organize content (mind map) Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions | Word level work: Proper nouns, gerund, complex nouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph | | | |
| | Oral discussion (led by the teacher) | <ul style="list-style-type: none"> Role players Forum/discussion conventions Turn taking Language use Disagreeing in the discussion Introduction and conclusion | Reading/viewing comprehension: (visual or multimedia text like graph/ cartoon or advertisement) <ul style="list-style-type: none"> Skimming, scanning, visualization Intensive reading Making inference Meaning of words View point of writer Fact and opinion Implied meaning | Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write an instruction text | Vocabulary in context | Remedial grammar from learners' writing | |

ENGLISH FAL Term 4

| Listening and speaking (Oral) | Reading and viewing | Writing and presenting | Language structures and conventions | Where to find it in Top Class English First Additional Language Grade 9 | Unit | LB | TG |
|----------------------------------|---|--|---|--|---|---------|---------|
| Week 5–6 | <p>Speaking and Listening strategies</p> <ul style="list-style-type: none"> Prepared reading aloud <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency <p>Conversation (led by the teacher)</p> <ul style="list-style-type: none"> Decide on suitable situation and topics Speaking conventions Language and power Discourse markers | <p>Read a text e.g. Drama/ short story</p> <ul style="list-style-type: none"> Specific focus on literary text features Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) | <p>Transactional text: Obituary</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Read/view text e.g. newspaper articles/ magazine articles for information and comprehension</p> <p>Reading strategies</p> <p>Comprehension passage in text book</p> <ul style="list-style-type: none"> Skimming and Scanning Intensive reading Purpose and target group Inferring meaning and conclusions | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs, nouns</p> <p>Sentence level work: Explanation: cause and effect</p> <p>Word meaning: Shift of meaning, using language for special purpose, one word for a phrase</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> | Unit 17: Fighting for the soul of our planet | 221–232 | 152–158 |

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|---|---------------------------|--|--------------------------------|-----------------|
| | | | | |
| • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language | Summarise the text | | Unit 18: Revision for exams | 233–246 159–168 |
| Week 7–8 | Revision | | | |

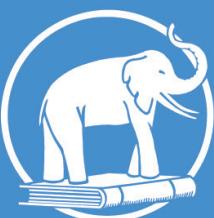
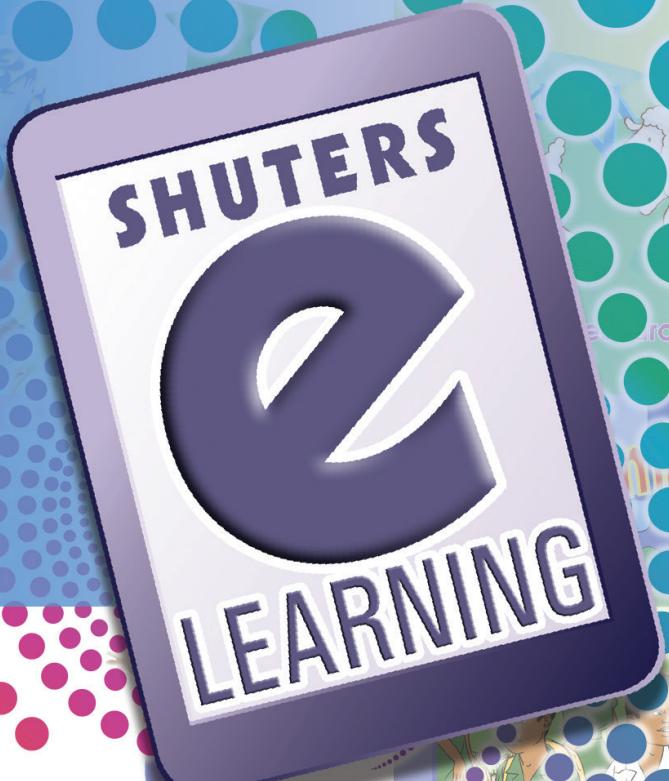
PROGRAMME OF ASSESSMENT

| Grade 7 | | |
|---------|---|-------------------|
| Term | Assessment task | Page references |
| 1 | TASK 1: Oral | See TG pages ix–x |
| | TASK 2: Writing | |
| | TASK 3: Response to texts | |
| 2 | TASK 4: Writing | See TG pages ix–x |
| | TASK 5: Controlled test | |
| 3 | TASK 6: Creative writing project (research and writing) | See TG pages ix–x |
| | TASK 7: Creative writing project (oral presentation) | |
| 4 | TASK 8: Response to literature | See TG pages ix–x |
| | TASK 9: Writing | |
| | TASK 10: Controlled test | |

| Grade 8 | | |
|---------|---|-------------------|
| Term | Assessment task | Page references |
| 1 | TASK 1: Oral | See TG pages ix–x |
| | TASK 2: Writing | |
| | TASK 3: Response to texts | |
| 2 | TASK 4: Transactional writing | See TG pages ix–x |
| | TASK 5: Controlled tests | |
| 3 | TASK 6: Creative writing project (research and writing) | See TG pages ix–x |
| | TASK 7: Oral | |
| 4 | TASK 8: Response to literature | See TG pages ix–x |
| | TASK 9: Controlled test | |

| Grade 9 | | |
|---------|---|-------------------|
| Term | Assessment task | Page references |
| 1 | TASK 1: Oral | See TG pages ix–x |
| | TASK 2: Writing | |
| | TASK 3: Response to texts | |
| 2 | TASK 4: Writing | See TG pages ix–x |
| | TASK 5: Controlled test | |
| 3 | TASK 6: Creative writing project (research and writing) | See TG pages ix–x |
| | TASK 7: Creative writing project (oral) | |
| 4 | TASK 8: Response to literature | See TG pages ix–x |
| | TASK 9: Writing | |
| | TASK 10: Controlled test | |

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MY NOTES

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ALIGNED

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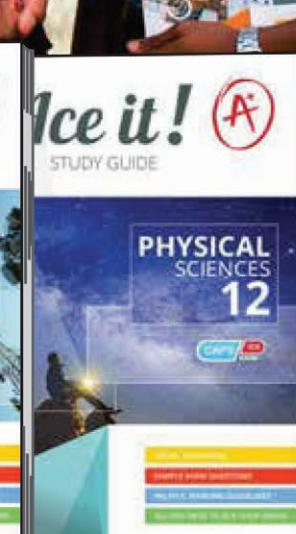
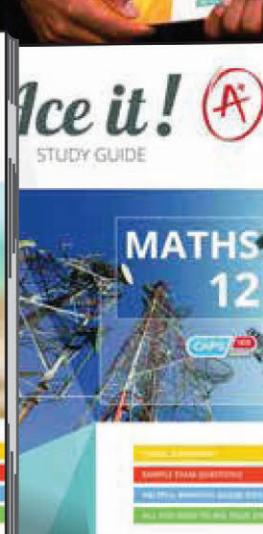
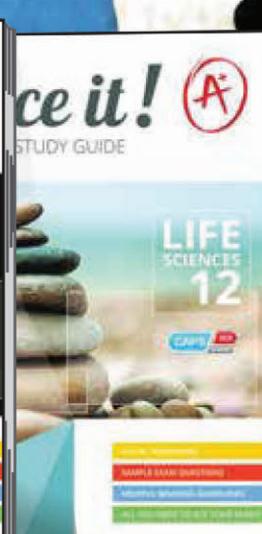
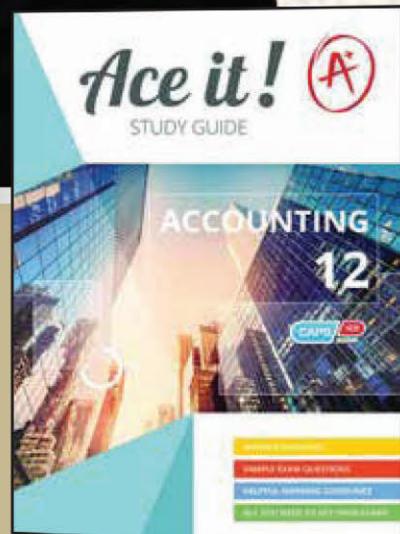
8-12

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SALES CONTACTS

| | | | |
|------------------|-----------------------|--------------|--|
| TVET Colleges | Vaasna Sing | 063 251 8566 | vaasna@shuter.co.za |
| Booksellers | Vaasna Sing | 063 251 8566 | vaasna@shuter.co.za |
| Eastern Cape | Sydney Nquma | 083 253 6761 | sydney@shuters.com |
| Free State | Dimagatso Makhurane | 083 215 6835 | dimagatso@shuters.com |
| Gauteng | Themba Msimanga | 082 445 6435 | themba@thuter.co.za |
| KwaZulu-Natal | Khanyo Cele | 083 281 0849 | khanyo@shuters.com |
| Limpopo | Dimagatso Makhurane | 083 215 6835 | dimagatso@shuters.com |
| Mpumalanga | Sharmilla Naik | 083 287 6883 | sharmilla@shuter.co.za |
| Northern Cape | Colette van der Merwe | 071 851 1814 | colette@shuters.com |
| North West | Phemelo Maiphehlo | 083 378 8725 | phemelo@shuters.com |
| Western Cape | Colette van der Merwe | 071 851 1814 | colette@shuters.com |
| Teacher Training | Vickesh Thandray | 060 545 2264 | vickesh@shuters.com |

CUSTOMER SERVICES:

| | | |
|------------------|---------------------|--|
| Sylvie Doarsamy | +27 (0) 33 846 8723 | sylvie@shuter.co.za |
| Thandeka Ngcobo | +27 (0) 33 846 8724 | thandeka@shuter.co.za |
| Zandile Mthethwa | +27 (0) 33 846 8721 | zandilem@shuter.co.za |
| Mbali Kunene | +27 (0) 33 846 8722 | mbali@shuter.co.za |

HEAD OFFICE

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24

Fax: +27 (0) 33 846 8701

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