

2023

Annual Teaching Plans **ENGLISH FAL**

Senior Phase



Shuter & Shooter
PUBLISHERS (PTY) LTD



It is illegal to photocopy any pages from this book without the written permission of the copyright holder

Shuter & Shooter Publishers (Pty) Ltd
Shuters Business Park, 45 Willowton Road, Willowton, Pietermaritzburg 3201, KwaZulu Natal, South Africa
PO Box 61, Mkondeni 3212, South Africa
<http://www.shuters.co.za>

Copyright © Shuter & Shooter Publishers (Pty) Ltd 2021

OS1001389

All rights reserved.

No part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission from the publisher. Any person who commits any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

INTRODUCTION

Shuter & Shooter is committed to serving the educational needs of a changing South Africa.



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

Shuter & Shooter is proud to be 100% South African, 100% black-owned and a Level 1 BBBEE company. Please support more local publishers like Shuter & Shooter.



Our products include:

- Textbooks
- Teacher Guides
- Workbooks
- Study Guides
- Core Readers
- Graded Readers
- Phonics Reading Schemes
- TVET Materials
- Dictionaries
- Atlases
- Wall Charts
- Educational Toys and Puzzles
- Reference Books
- E-Books
- Digital Learning Resources

We are also proud to be an accredited training provider, registered with the ETDP SETA and SACE.

Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

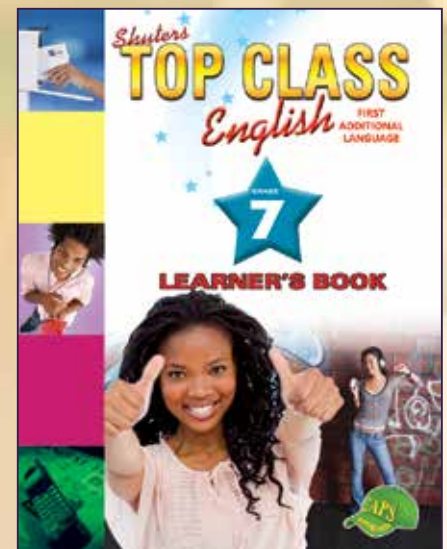
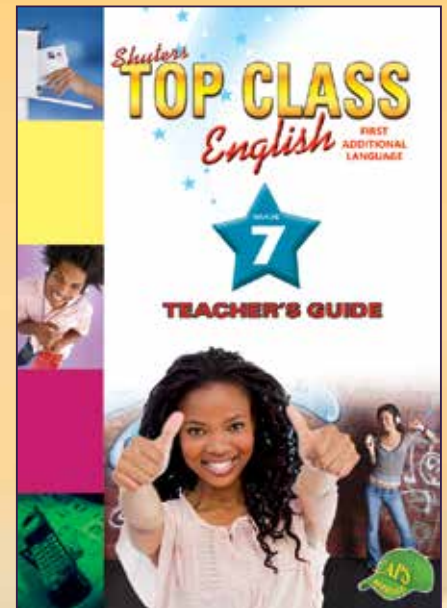
Advantages of using our books

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

CONTENTS

Grade 7	1
Term 1	2
Term 2.....	6
Term 3.....	10
Term 4.....	14
 Grade 8	 18
Term 1	19
Term 2.....	23
Term 3.....	26
Term 4.....	30
 Grade 9	 33
Term 1	34
Term 2.....	38
Term 3.....	41
Term 4.....	45
 Programme of Assessment	 48

7



WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.				
1-2	Listen to a short story Listening comprehension - Identify main and supporting ideas, and take notes - Share ideas and experiences, and show understanding of concepts - Identify persuasive and manipulating techniques where applicable - Answer questions	Literary text: Short stories Key features of literature text such as - character, characterisation, plot - conflict, background, setting, narrator, theme Focus on comprehension (Reading strategies) - Make connections and predictions - Answer questions - Infer meaning - Summarise (paragraph format) Follow the reading process - Pre-reading (Introduce text) - During reading (Features of the text) - Post-reading (Answer questions, compare, contrast, evaluate)	Write a review on a short story - Requirements of format and style - Target audience, purpose and context - Paragraph cohesion - Word choice Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write a review following the writing process	Word level work Singular and plural, adjectives: degrees of comparison, superlatives Sentence level work Simple present tense, simple past tense Word meaning Homophones, idioms
3-4	Listen to and discuss a poem - Share ideas and experiences - Show understanding of concepts - Answer questions - Share personal feelings (positive/ negative) about a specific poem Prepared reading aloud (Poem) - Tone, voice projection, pronunciation, phrasing, eye contact - Pay attention to punctuation - Use appropriate body language	Literary text: Poem Key features of a 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 Reading process - Pre-reading (Introduce text) - During reading (Features of the text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing for comprehension: Visual text Cartoon/comic strip	Creative writing Write own poem - Stanza conventions - Structure of a stanza - Use conjunctions for cohesion - Use a variety of sentence types, lengths and structures - Diction and figurative language Write a poem Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting	Reinforcement of language structures and conventions covered in previous weeks Word level work Revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles Word meaning Rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors Punctuation Full stop, comma Spelling Dictionary use, spelling patterns, spelling rules

3-4	- Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist Focus on reading comprehension strategies - Skim and scan - Intensive reading - Infer meaning of unfamiliar words by word attack skills	- Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist Focus on reading comprehension strategies - Skim and scan - Intensive reading - Infer meaning of unfamiliar words by word attack skills		
5-6	FORMAL ASSESSMENT TASK 1 ORAL - Read Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listening comprehension Novel (Read Aloud - introduction to novel) Follow the listening process - Pre-listening: Introduce learners to novel and activate prior knowledge - Learners predict from cover page and blurb During listening Make inferences and confirm prediction, questioning, recognising, matching, note-taking, interpreting Post-listening - Follow up on the listening experience - Learners ask questions and talk about setting, characters etc. Discuss the novel to which learners were exposed in the previous activity - Identify characters - Discuss the theme - Discuss point of view	Literary text: Novel extract Key features of literature text - Character, characterisation, plot, conflict, background, setting, narrator, theme Focus on comprehension (Reading strategies) - Make predictions - Make connections - Monitor Follow the reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing for comprehension Information text about steps in the research process Focus on reading comprehension strategies - Skim and scan - Intensive reading - Answer questions - Fact and opinion	Write a narrative/ reflective/ descriptive essay (Paragraph) Paragraph conventions - Topic sentence of paragraph - Main and supporting ideas - Logical order of paragraphs - Conjunctions for cohesion - A variety of sentence types, lengths and structures Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write a story based on a personal experience	Reinforcement of language structures and conventions covered in previous weeks Word level work Prefixes, suffixes, roots, auxiliary verbs, finite verbs Sentence level work Subject and predicate, subject-verb agreement Punctuation and spelling Dictionary use, spelling patterns, spelling rules

5-6	Read aloud from the novel	Infer meaning of unfamiliar words by using word attack skills.	Infer meaning of unfamiliar words by using word attack skills.	Reinforcement of language structures and conventions covered in previous weeks Word level work Common and proper nouns Sentence level work Simple sentences, statements, simple present tense, simple past tense Word meaning Synonyms, antonyms Spelling and punctuation Full stop, comma, colon, semi-colon, capital and lowercase letters
7-8	Listen to a short story - Identify main and supporting ideas from a short story - Take notes - Share ideas and experiences - Show understanding of concepts Retell a short story - Retell events in the correct sequence - Mention characters correctly - Mention the timeline	Literary text: Short stories - Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme Focus on comprehension (Reading strategies) - Skimming and scanning - Intensive reading - Visualisation - Inferring meaning and conclusions - Fact and opinion - Meaning of words - Follow the reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluation) Reading comprehension Summary writing Teach the steps in writing a summary Focus on: - Format - Language use - Structure - Reading strategies - Skim and scan for main ideas and theme - Separate main ideas from supporting details - Paraphrase the main idea in own words - Sequence the sentences - Use conjunctions and logical connectives to link them together into a text	Write a narrative essay Paragraph conventions - Topic sentence of paragraph - Main and supporting ideas - Logical order of paragraphs - Conjunctions for cohesion - Variety of sentence types, lengths and structures Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write an essay for assessment	Write a narrative essay Paragraph conventions - Topic sentence of paragraph - Main and supporting ideas - Logical order of paragraphs - Conjunctions for cohesion - Variety of sentence types, lengths and structures Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write an essay for assessment

FORMAL ASSESSMENT TASK 2: WRITING • Essay (30 marks) • Narrative/ • descriptive During the term				
9-10	Transactional text Listen to and discuss current news based on newspapers and magazine articles • 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	Reading/ viewing for information Use text such as newspaper articles/ magazine articles/ written speeches Focus on comprehension (Reading strategies) • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Facts and opinions • Viewpoint of author • Inferring the meaning of unfamiliar words and images • Formal/ informal language • Direct/ implied meaning • Figures of speech	Transactional text Long/ short transactional text Write a formal letter • Requirements of format and style • Target audience, purpose and context • Paragraph cohesion • Word choice Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a letter, following the writing process	Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns, prepositions, adjectives: comparative, superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Quotation mark, exclamation marks, comma, full stop, question mark, ellipsis
	Read Aloud Prepared/ unprepared reading aloud of a newspaper article • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language			

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening comprehension Visual text such as poster/ advertisement/ television news presentation Follow the listening process • Pre-listening: Introduce learners to the listening situation • During listening: Questioning, recognising, matching, note-taking, interpreting • Post-listening: Follow up on the listening experience • Learners ask questions, talk about what the speaker said, etc. • Summarise • Draw conclusions Read aloud (Novel) • Tone • Voice projection • Pronunciation • Phrasing • Eye contact • Punctuation • Appropriate body language	Reading/ viewing for comprehension Written and/or visual text such as advertisement/ poster/ television news presentation Reading strategies • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Manipulative language • Formal/ informal language	Write a transactional text Create advertisement/ poster/ television news presentation (Select one) • Requirements of format • Purpose, target group and context • Word choice and sentence construction • Visual elements such as font types and size, headings, symbols, colour • Manipulative/ persuasive language • Follow the writing process • Planning • Drafting • Revision • Editing • Proofreading • Presenting	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, gender, plural, singular, adjectives: demonstrative, relative Sentence level work Direct and indirect speech, simple and compound sentences Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation and spelling: Colon, semi- colon, dictionary use
FORMAL ASSESSMENT TASK 1: ORAL Task started in Term 1 to be continued • Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.				
3-4	Group/class discussion on how to give instructions or follow procedures • Choose a topic • Share ideas	Reading/viewing for comprehension Read an instructional text like a recipe/ directions, etc. Focus on comprehension (Reading strategies)	A shorter transactional text Write an instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc. • Use appropriate format, style	Reinforcement of language structures and conventions covered in previous weeks Word level work

3-4	- Take turns and listen attentively - Fill in gaps Prepared/ unprepared speaking on how to follow instructions or procedures - Focus on the choice of wording and expressions - Use appropriate tone, pace and intonation - Use cues during presentation - Use appropriate body language	- Skimming - Scanning - Intensive reading - Making inferences - Follow the reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a 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	- Focus on a target audience with purpose and context - Paragraph cohesion - Use suitable word choice and sentence structure Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting	Adverbs, preposition of time, place and manner, adjectives: numerical Sentence level work Active and passive voice Word meaning Idioms and proverbs Punctuation Hyphen, apostrophe, dictionary use
5-6	Listening comprehension Listen to a novel extract - Explain the listening process - Take notes - Answer questions Follow the listening process - Pre-listening: Introduce learners to the listening situation - During listening: Questioning, recognising, matching, note-taking, interpreting - Post-listening: Follow up on the listening experience - Learners ask questions, talk about what the speaker said, etc.	Reading/ viewing for comprehension Read a literary text: Novel extract Key features of literary text Characterisation, plot, conflict, background, setting, narrator, theme Reading strategies - Skimming - Scanning - Intensive reading - Making inferences (characters, setting, milieu, message) - Inferring meaning of unfamiliar words by word attack skills - Emotive language Summarise the text Reading/viewing for comprehension: Written and/or visual text such as cartoon/ comic strips	Transactional text Write a book review/ formal letter to author/ publisher Use 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 Follow the writing process - Planning - Drafting - Revision - Editing - Proof-reading - Presenting Write a book review/ formal letter to author/ publisher	Reinforcement of language structures and conventions covered in previous weeks Word level work Complex nouns, predicate and object, adjectives: comparative, superlative Sentence level work Subject and predicate, subject-verb agreement, simple sentences, statements, simple present tense, simple past tense Word meaning Synonyms, antonyms, literal and figurative meaning, emotive language Punctuation Full stop, comma, exclamation mark, question mark, dictionary use

5-6	- Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate)			
FORMAL ASSESSMENT TASK 4: WRITING Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test				
7-8	Listening comprehension on how to fill out a form/questionnaire - Take notes - Answer questions Practice listening process Different forms of oral communication on the use of a form / questionnaire Forums, panel discussions - Choose a topic - Share ideas - Take turns and listen attentively - Fill gaps - Use discourse markers to sustain discussion	Information text Read a text on how to fill out a form (application form/ personal information/ survey/ online form, etc.)/ the importance of a questionnaire - Information required - Language use - Signature - Reading strategies - Skimming - Scanning - Making connections - Answering question - Monitoring and clarifying - Meaning of words Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing for comprehension Summary writing - Skimming - Scanning - Summarising - Visualisation - Making inferences - Meaning of words	Transactional text Filling out of forms/ questionnaires - Follow instructions - Provide correct information to the prompt use appropriate language Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting	Reinforcement of language structures and conventions covered in previous weeks Word level work Common nouns, collective nouns, adverbs of manner and time, adjectives Sentence level work Noun clauses, adjectival and adverbial clauses, compound and complex sentences Word meaning Synonyms, antonyms, homonyms Punctuation: Question mark, ellipsis, capitalisation, hyphen, abbreviations: initialism, acronym, clipped, truncation Vocabulary in context Remedial grammar from learners' writing

FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)

- Question 1: Literary/ non-literary text (20 marks)
- Question 2: Visual text (10 marks)
- Question 3: Summary (10 marks)
- Question 4: Language structures and conventions (20 marks)

9-10

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listen and speak about a drama - Take part in an informal conversation about drama - Use correct register - Use appropriate language - Maintain the conversation - Answer questions Follow the listening process - Pre-listening: Introduce learners to the listening situation - During listening: Questioning, recognising, matching, note-taking, interpreting - Post-listening: Follow up on the listening experience - Learners ask questions, talk about what the speaker said, etc. - Summarise - Draw conclusions Reading aloud (Drama) - Tone, voice projection, - Pronunciation, phrasing, eye contact - Pay attention to punctuation - Use appropriate body language	Literary text: like youth drama/radio drama Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Focus on comprehension (Reading strategies) - Make connections - Answer questions - Monitor and clarify - Summarise - Synthesise - Evaluate Poetry 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 Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate)	Longer texts, e.g. dialogue/ written interview - Requirements of format, style - Target audience, purpose and context - Word choice - Appropriate language use Focus on the process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting	Word level work Proper nouns, singular and plural adjectives: comparative, superlative Sentence level work Complex sentences with relative clauses, direct and indirect speech Word meaning Roots of words Punctuation Colon, quotation marks, comma, full stop, apostrophe, question mark
3-4	Listen to and participate in a discussion on the project Topics to be discussed and explained in class Listen to and speak about what research is/ how to do research based on the given genre and topic	Read for information based on the topics and genres selected Learners choose a topic/genre, start to read and collect resource material - Select research information to be brought to school - Organise information to be used for the written component	Write notes/ summarise information/ create graphic organiser on research Use different types of graphic organisers (notes/ summary/mind map) to organise the research of the project How to write a bibliography (Stage 1)	Word level work New words and phrases as required by different topics Sentence level work Speech, tenses, sentence types, paragraph types, voice, parts of speech Word meaning

3-4	- Listen to and take notes on information about the project and the different stages in the project - Define and explain research - Explain how research needs to be done - Develop 2-3 research questions - Referencing/ bibliography - Ask and answer questions - Share ideas and opinions - Make selections	Reading strategies - Skimming - Scanning - Visualisation - Intensive reading - Making inference - Meaning of new words/ phrases - Viewpoint of writer - Fact and opinion - Implied meaning Literary text: Folklore - Teach key features of literature text such as: - Character, characterisation, plot, conflict, background, setting, narrator, theme Follow the reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate)	- Different topics require different types of graphic organisers - Select and create appropriate frames to support the type of product to be produced Focus on the writing process - Select relevant information - Write in own words - Select the appropriate frame for type of text to be produced - Use correct language structures and conventions - Each text will determine the appropriate language to be used for the project Write the research (graphic organiser) of the project and referencing/ bibliography	Literal and figurative, denotative and connotative, figurative language, critical language awareness, colloquial and jargon Punctuation and spelling patterns, vocabulary in context as required by the type of text to be produced
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)				
5-6	Listen to and speak about the writing task of the project (Stage 2) - Take notes - Ask questions - Understand the expected outcomes of each topic	Read the collated information from the research for the project - Use the research (notes/ summary/ mind map) to prepare for the written aspect of the project - Understand the conventions needed to complete the project - Study the project rubrics and understand the assessment requirements Literary text: Folklore/ drama Teach key features of literature text such as character, plot, conflict, characterisation, background, setting, narrator, theme Follow the reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate)	Write/ draw/ create the written task of the selected topic - Stage 2: Write-up of the project - Correct format and features - Organise content (mind map) - Main and supporting ideas - Paragraph/ visual conventions - Logical progression of paragraphs/ ideas to ensure coherence - Planning to organise ideas Focus on the following: - Planning (Research) - Drafting (Adherence to structures/ format) - Proofreading and editing - Presenting of a well-constructed project	Word level work As required by the topic selected for the project Sentence level work As required by the type of topic selected for the project Word meaning As indicated by the type of topic selected for the project Punctuation and spelling Spelling patterns Vocabulary in context Remedial grammar from learners' writing

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT

Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)
Planning/ pre-writing of the creative writing project

- Drafting
- Revising
- Editing
- Proofreading
- Presenting

7-8	Preparing learners to write and present their oral presentation for the project (Stage 3) • Language use • Register • Tone • Body language • Introduction and conclusion • Study the project rubrics and understand the assessment requirements • Checklist with information on response to questions • Link between project and selected genre • Present the information in a clear, colourful and meaningful way, with sufficient information used	Literary text: Folklore/ drama/ short story/ novel (extract) (Preparation for literature test) Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme Follow the reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate)	Transactional text: Summary/ presentation notes for the oral component of the project • Requirements of format and style • Target audience, purpose and context • Word choice • Vivid description • Answer questions • Sentence structure, lengths and types • Conjunctions to ensure cohesion Focus on producing a presentation linked to the genre and selected topic	Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context
9-10	Listening comprehension (Infographic poster/ Twitter) • Explain listening process • Take notes • Write answers	Reading/ viewing for comprehension Use written and/ or visual text such as infographic posters/ Information text on Twitter tweets • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message)	Write transactional texts: Infographic poster/ tweets • 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 Focus on process writing • Planning	Word level work Proper nouns, gender, plural, singular, adjective demonstrative, relative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices

9-10	• Inferring meaning of unfamiliar words by word attack skills • Manipulative language • Formal/ informal language Follow the reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate)	• Drafting • Revision • Editing • Proofreading • Presenting	Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation and spelling Quotation mark, exclamation mark, comma, full stop, question mark, ellipsis, dictionary use Vocabulary in context
FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks) • Use appropriate structure: Introduction, body and conclusion • Present central idea and supporting details • Show evidence of research/ investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures and natural tone of voice • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.			
FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) • Poetry (Compulsory) (10 marks) AND • Novel/ drama (10 marks) AND • Short stories/ folklore (10 marks)			

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening comprehension based on giving directions • Practise listening process • Take notes • Answer questions Oral presentation Continue with Formal Assessment Task 7 • Language use • Register • Tone • Body language • Introduction and conclusion	Reading/viewing for comprehension Use written and visual text, e.g. read a map/give and ask for directions • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Fact and opinion • Inferences and conclusions • Own opinion Reading strategies • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate Follow the reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Poetry: Key features of a 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	Long/ short transactional text, e.g. giving directions • Requirements of format and style • Target audience, purpose and context • Word choice and language structures Follow the writing process • Planning • Drafting • Revision • Editing • Proofreading • Presenting	Word level work Complex nouns, adjectives: comparative, superlative, prepositions: simple (one word), compound (two word), complex (three and more words) Sentence level work Simple, compound and complex sentences, adverbial and adjectival clauses Word meaning Synonyms, antonyms, literal, contextual and figurative meaning, adjectives, adverbs Punctuation Semi-colon, inverted commas, full stop, apostrophe
FORMAL ASSESSMENT TASK 7: PAPER 3 ORAL (20 marks) • Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.				

3-4	Different forms of oral communication Role play: Meeting procedure • Good opening/introduction • Use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion Oral presentation Continue with Formal Assessment Task 7 • Language use • Register • Tone • Body language • Introduction and conclusion	Instructional text: Read text on how to write a notice/ agenda and minutes • Role players • Language use • Format • Role execution Reading strategies • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing for comprehension of written/ visual texts, e.g. graphs: bar/ line graph/ pie chart/ infographic poster • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Inferring the meaning of unfamiliar words and images • Own opinion	Longer transactional texts: Notice/ agenda and minutes • Identify target audience and purpose of writing • Decide on style, viewpoint and format of writing • Word choice and language structures Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting	Word level work Pronouns: personal, demonstrative, possessive Sentence level work Simple present tense, simple past tense, direct and reported speech, active and passive voice Word meaning Verbal extensions (derivatives) Punctuation Apostrophe, capitalisation, comma, full stop, colon Vocabulary in context
5-6	Debate/ group discussion Discuss the use of emails/ diary entries/ flyers • Features and conventions • Planning, researching, organising and presenting • Summarise (orally) Reading aloud • Use of tone, pace and intonation • Observing punctuation marks for good effect	Transactional text: Read a text with an email/ diary entry/ flyer • Format • Language use • Target audience Reading strategies • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate	Long/ shorter transactional texts, e.g. email/ diary entry/ flyer • Requirements of format, style and point of view • Target audience, purpose and context • Word choice and sentence structure, lengths and types Produce one of the above-mentioned texts Follow the writing process • Planning	Word level work Pronouns: interrogative and demonstrative, indefinite and collective nouns, finite verbs, Comparative and superlative adjectives, prefixes, suffixes and roots Sentence level work Direct speech, questions and prompts, subject-verb agreement, abbreviated statements, rhetoric questions

5-6	• Appropriate body language	Follow the reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Reading comprehension: Any information text as prescribed Summary writing Follow steps in writing a summary Focus on: • Format • Language use • Structure Reading strategies • Skim and scan for main ideas and themes • Separate main ideas from supporting details • Paraphrase the main idea in own words • Sequence the sentences • Use conjunctions and logical connectives to link them together into a text	• Drafting • Revision • Editing • Proofreading • Presenting	Word meaning Antonyms, literal, figurative and contextual meaning Punctuation Quotation marks, question mark, comma, exclamation mark, font
FORMAL ASSESSMENT TASK 9: WRITING • Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination				
7-8	Revision and preparation for end-of-the-year examination Speaking • Prepared reading • Unprepared reading Listening • Listening comprehension	Revision and preparation for end-of-the-year examination Reading • Prepared reading • Reading comprehension • Visual text – Cartoon/ comic strip – Advertisement – Graphs • Summary • Literature – Novel/ short stories/ folklore – Drama – Poetry	Revision and preparation for end-of-the-year examination Writing • Transactional texts	Word level work Collective and reflexive pronouns, stems Sentence level work Simple, compound and complex sentences, statements, subject-verb agreement, question forms, negation Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation

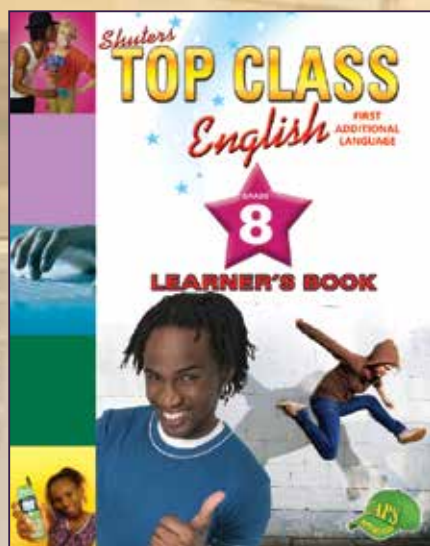
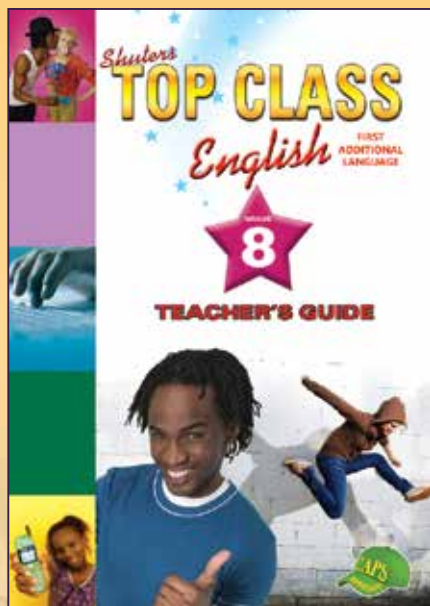
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10

RESPONSE TO TEXTS (60 MARKS) – Paper 2

- Question 1: Literary/ non-literary text (20 marks)
- Question 2: Visual text (10 marks)
- Question 3: Summary (10 marks)
- Question 4: Language structures and conventions (20 marks)

9-10

8



WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.				
1-2	Listening and speaking strategies about visual/multimedia texts Read Aloud of an article on a brochure - Organise information coherently - Identify correct vocabulary and language structures - Respond to text Class discussion based on a brochure - Features of the visual text - Conventions and structure of the text (format of a brochure) - Diction - Discuss the way visual elements integrate with the visual text - Register and style	Read a brochure - Key features of text: Format, target audience, layout, language usage, purpose, visual elements - Informative paper document May be folded into a template, pamphlet or leaflet Is usually folded Only includes summary information that is promotional in nature Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading strategies Skimming, scanning, fact and opinion, main and supportive ideas, inferences and conclusions AND Poetry Key features of a 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	Transactional texts Write/ design a brochure - Features of the text - Language use - Register and style - Visual elements: Introduction and conclusion Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write/ design a brochure based on visual stimuli	Reinforcement of language structures and conventions covered in previous weeks Word level work Nouns, adjectives, verbs, adverbs of place and manner Sentence level work Simple sentences, simple present tense, simple past tense, adjectives and adverbs, bias, prejudice, stereotypes Word meaning Proverbs, contextual, literal, denotative and connotative meaning Punctuation Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis, poetic devices Vocabulary in context Remedial of grammar from learners' writing
3-4	Listening and speaking strategies Listen to/ view and have a conversation on a visual, audio-visual/ multimedia text, e.g. video/ pre-recording on how to write an email or create an email account	Reading/ viewing of written/ visual text for comprehension, e.g. an email - Skimming - Scanning - Intensive reading - Purpose and target group - Impact of use of font types and sizes,	Transactional texts Write an email - 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)	Reinforcement of language structures and conventions covered in previous weeks Word level work Adverbs of manner and time, definite and indefinite articles, infinite verbs, gerunds,

3-4	• Activate background knowledge • Determine purpose of the text • Listen for meaning • Understand text • Take notes • Understand message • Tone and register • Targeted audience Listening comprehension (Sound only) • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling	• headings and caption on meaning AND Literary text: Folklore Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate)	• Introduction and conclusion Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an email based on visual stimuli	adjectives: comparative and superlative Sentence level work Sentence structure, adjectival and adverbial clauses and phrases, negation, statements Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma Vocabulary in context Remedial of grammar from learners' writing
	FORMAL ASSESSMENT TASK 1 ORAL • Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.			
5-6	Listening and Speaking strategies Group discussion (led by teacher) Brainstorming Select relevant ideas Sequence main ideas on novel Listening comprehension in preparation for summary writing • Record main and supporting • ideas by making notes • Share ideas and experiences • Show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	Literary text like a youth novel • General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator and theme Reading strategies Pre-reading strategies Introduce learners to: • Text features: Title, headings, captions, illustrations, • Parts of a book: Title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • Teacher teaches summary writing skills by exposing learners to the basic principles of summarising	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 Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an essay following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: personal, relative, reflexive and possessive Sentence level work Subject and predicate, subject-verb agreement, main clause, dependent clause Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma, question mark, quotation marks, exclamation mark Vocabulary in context Remedial of grammar from learners' writing

7-8	Listening and Speaking strategies Oral: Newspaper article/ investigative report/ editorial • Research topic • Organise material coherently • Support with examples • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion Listening comprehension • Recording main and supporting ideas by making notes • Sharing ideas and experiences Show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions	Reading/ viewing for information Use texts such as newspaper articles/ investigative reports/ editorials • Key features • Format • Language use Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Reading strategies • Skimming • Scanning • Intensive reading • Summarising • Purpose and target group • Inferring meaning and conclusions • Identifying 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	Transactional text, e.g. newspaper article/ investigative report/ editorial • 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 • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a magazine article/ investigative report/ editorial	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs, main and auxiliary verbs Sentence level work Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning, vocabulary in context Punctuation Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (60 MARKS) • Literary/ non-literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks)	Listening and Speaking strategies Listen to a prepared speech by a former president/ influential member of society	Read/ view a written/ visual text for comprehension, e.g. a speech • Identify and discuss key features • Analyse language use • Identify and discuss emotive use of language	Write own speech Purpose, target group and format • Infer meaning and conclusions • Use manipulative language • Influence of selection and omission on the meaning of text	Reinforcement of language structures and conventions covered in previous weeks Word level work Nouns: compound, gerund, diminutives, augmentatives, verbs: finite, non-finite verbs,

9-10	- Discuss features of prepared speech - Identify and explain language use - Identify and discuss features in the speech Discussion of the folktale Retell sections of the story Share ideas, opinions and viewpoints with individual groups - Initiate and sustain conversations - Turn-taking conventions - Defend a position - Negotiate - Fill in gaps and encourage the speaker - Share ideas and experiences - Show understanding of concepts	- Analyse introduction and conclusions - Infer 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 Literary text like folklore Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, enouement/ resolution, foreshadowing and flashback - Role of narrator - Messages and themes - Mood - Ironical twist/ ending - Suspense and surprise Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading strategies - Skimming - Scanning - Intensive reading - Summarising - Purpose and target group - Inferring meaning and conclusions	- How language and images reflect and shape values and attitudes - Paragraph conventions - Use conjunctions for cohesion - Use a variety of sentence types, lengths and structures - Formal style Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write own speech	prepositions, adjectives: comparative, superlative Sentence level work Verb phrase, verb clause, supporting sentences, topic sentence, noun phrase, noun, adjectival and adverbial clauses, conjunctions, emotive and manipulative language Word meaning Synonyms, antonyms, homophones and homonyms Punctuation Exclamation mark, question mark, comma, full stop, abbreviations: initialism, acronyms, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial of grammar from learners' writing
------	--	--	---	---

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening and speaking strategies Listen to a comprehension from the novel • Listening process • Writing response Read aloud/ view an extract from a novel • Teach features and conventions • Choose style, register and vocabulary • Use textual context, (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Take turns • Use persuasion techniques	Literary text like a novel • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • Theme and message Reading strategies for comprehension • Purpose and target group • Make inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning Write a summary based on one chapter	Descriptive essay based on a novel • Correct format and features • Organise content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting • Write a descriptive essay	Word level work Adverbs of place and frequency, adjectives: comparative and superlative, common and proper nouns, pronouns: personal, relative, reflexive and possessive, conjunctions Sentence level work Correct word order, question forms, euphemisms, sentence structures, supporting sentences, topic sentence, simple and compound sentences, main and supporting statements, mood, voice, tenses Word meaning Figurative, literal and contextual meaning, pun, synonyms, antonyms Punctuation and spelling Abbreviations, question mark, exclamation mark, full stop, comma
3-4	Listening and speaking strategies Listen to a dialogue based on a social issue • Listen to a dialogue • Take notes – Language and power – Tone – Mood – Introduction and conclusion • Answer questions Dialogue • Indicate roles	Literary text, e.g. a recorded speech on television/ radio based on a social issue • Key features of the text • Language use • Format • Role players Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a poem	Write a dialogue based on a social issue • Format • Introductory sentences • Order and cohesion • Word choice and punctuation • Language conventions Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading	Word level work Finite verbs Sentence level work Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form and answering techniques, direct and indirect speech Word meaning Literal and figurative meaning, synonyms, antonyms, homophones, homonyms

3-4	- Speakers take turns - Explain point of view and reach consensus - Use appropriate language, style and register - Present	- 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	Presenting Write a dialogue	Punctuation and spelling Spelling rules and conventions
5-6	Listening and speaking strategies Listening - comprehension of a non-fictional text, e.g. a newspaper article - Listen for comprehension/information - Take notes - Answer questions Group/ panel discussion - Explain the point of view of the author - Use appropriate language, style and register - Identify key features of a magazine article - Take turns	Non-fictional text, e.g. a newspaper article for comprehension Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading strategies for comprehension - Purpose and target group - Making inferences - Giving own opinion - Distinguishing between facts and opinions - Direct and implied meaning - Summarising Folktales - Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback - Characters - Characterisation - Role of narrator - Messages and themes - Background, setting and relation to character and theme - Mood - Ironical twist/ ending - Suspense and surprise	Write a review based on a newspaper article - Format of the text - Paragraph conventions - Style, tone and register - Audience - Adherence to topic Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write a review	Word level work Prefixes and suffixes, adverbs of place and frequency Sentence level work Sentence structure, sentence types, tenses, statements, euphemism, proverbs, correct word order, mood, voice Word meaning Synonyms, antonyms, homonyms, paronyms Punctuation and spelling Abbreviations, acronyms, question mark, exclamation mark, full stop, comma
FORMAL ASSESSMENT TASK 4: WRITING Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test				

7-8	- Speaking and listening strategies Discussion - Listen to/ watch an advertisement - Tone - Pacing - Emotive and manipulative language use - Font size - Body language - AIDA principles - Listening comprehension - Oral presentation on the advertisement - Record main and support ideas by making notes - Share ideas and experiences - Show understanding of concepts - Identify persuasive/ manipulative techniques - Answer questions	- Reading/ viewing for comprehension of a visual text/ multi-media text such as an advertisement/ poster) - Intensive reading - Making inferences - Inferring meaning of unfamiliar words by - word attack skills - Emotive language - Use of visual to strengthen the message - Use of punctuation and font - Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) - Reading strategies - Skimming - Scanning - Intensive reading - Visualisation - Inferring meaning and conclusions	- Transactional texts Advertisement/ poster - Correct format/ layout - Purpose - Text features - Language use - Register - Use of visuals/ colour - Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting - Design and create an advertisement/ poster	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives, adverbs, idioms, descriptive language use, use of manipulative language to persuade Sentence level work Sentence structure, nouns, adjectives, pronouns, concord, simple tenses Spelling and punctuation Spelling rules and patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing
9-10	FORMAL ASSESSMENT TASK 5 JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) - Question 1: Literary/ non-literary text (20 marks) - Question 2: Visual text (10 marks) - Question 3: Summary (10 marks) - Question 4: Language structures and conventions (20 marks)			

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening and speaking strategies Listening for information • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Storytelling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story Prepared reading aloud sections of the short story • Read fluently according to purpose • Voice projection • Enunciation • Eye contact, tone, pace and posture	Literary text such as short story Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a 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 Reading comprehension Text from prescribed literature • Skimming • Scanning • Visualisation • Intensive reading • Making inferences • Meaning of words • Writer's point of view • Fact and opinion • Implied meaning	Write a literary text: Short story • 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 Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write own story, following the writing process	Reinforcement of language structures and conventions covered in previous weeks Word level work Common and proper nouns, prepositions with a variety of phrasal verbs Sentence level work Tenses, sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses Word meaning Synonyms, antonyms, homonyms Punctuation and spelling Spelling patterns, ellipsis, punctuation of abbreviations and contractions Vocabulary in context Remedial of grammar from learners' writing
3-4	Listening and speaking strategies Listen to and participate in a discussion on the project Topics to be discussed and explained in class • Listen to the teacher on how to do proper research based on the given genre and topic	Literary text like a drama/ play Key features of a drama/ play such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process • Pre-reading (Introduce text) • During reading (Features of text)	Use different types of graphic organisers to organise the research section of the project Different topics require different types of tools Select and create appropriate frames to support the type of product to be produced Focus on the process • Select relevant information	Reinforcement of language structures and conventions covered in previous weeks Word level work New words and phrases as required for different topics

3-4	• Listen to and take notes on information • about the project – Define research – Create 8-10 questions to assist with research • Approach – Instructions – Different stages in the project – Ask and answer questions – Share ideas and opinions – Make selections	• Post-reading (Answer questions, compare, contrast, evaluate) • Theme and message Read for information based on the topics and genres selected Select research information to be brought to school Reading strategies • Skimming • Scanning • Visualisation • Intensive reading • Making inferences • Meaning of new words/ phrases • Point of view of writer • Fact and opinion • Implied meaning Reading for comprehension and reading strategies Visual texts • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Inferring the meaning of unfamiliar words and images • Reviewing to promote understanding • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • Synthesising of selected information into a graphic organiser, mind map or infographic Keep to the selected topic Organise information to be used for the written component	• Write in own words • Select the appropriate frame for type of text to be produced • Use correct language structures and conventions • Each text will determine the appropriate language to be used for the project Create the frame required for the writing task of the project	Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech Word meaning Literal, figurative, denotative and connotative meaning, figurative language, critical language usages, colloquial and jargon Punctuation and spelling Spelling patterns Vocabulary in context as required by the type of text to be produced
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)				

5-6	- Write-up: Literature project Group discussion (led by teacher) - Research based on literature project - Methodology/ the process - Purpose - Approach - Instructions and expectations	- Reading for information - Layout of the different project topics/ items, e.g. a PowerPoint presentation, rap song, review, etc. - Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme - Revision/ recap of genres and text types (literary/ non-literary) to which learners were exposed during Semester 1 (Terms 1 and 2) - Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) - Theme and message - Reading strategies - Skimming - Scanning - Visualisation - Intensive reading - Making inferences - Meaning of words - Point of view of the writer - Facts and opinions - Implied meaning	- Writing based on selected genre/ project topic - Write-up of the actual project - Correct format and features - Organise content graphic organisers - Main and supporting ideas - Paragraph conventions - Logical progression of paragraphs to ensure coherence - Conjunctions for cohesion - Language conventions - Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting	- Reinforcement of language structures and conventions covered in previous weeks - Word level work - Common and proper nouns, prepositions with a variety of phrasal verbs - Sentence level - Tenses, sentences, adjectival and adverbial clauses, proverbs and idiomatic expressions - Word meaning - Synonyms, antonyms, homonyms - Punctuation and spelling - Spelling patterns, ellipsis, punctuation of abbreviations and contractions - Vocabulary in context - Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) Planning/ pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting				
7-8	Speaking and listening strategies Oral presentation of the selected topic for the project The nature of the orals will depend on the school's context Listen to and discuss current news based on newspapers	Study the project rubrics and understand the assessment requirements Reading/ viewing for comprehension Visual and written texts Reading strategies - Skimming for main ideas - Scanning for supporting details - Intensive reading	Transactional text: Summary/ presentation notes for the oral component of the project - Requirements of format, style - Target audience, purpose and context - Word choice, vivid description - Sentence structure, lengths and types	Reinforcement of language structures and conventions covered in previous weeks Word level work As required for the topic selected for the project Sentence level work As required by the type of topic selected for the project

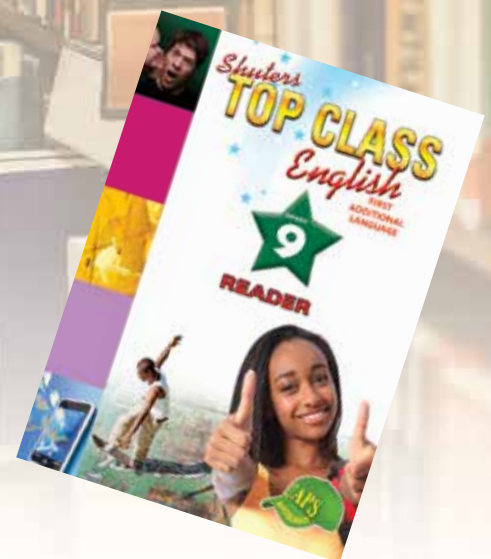
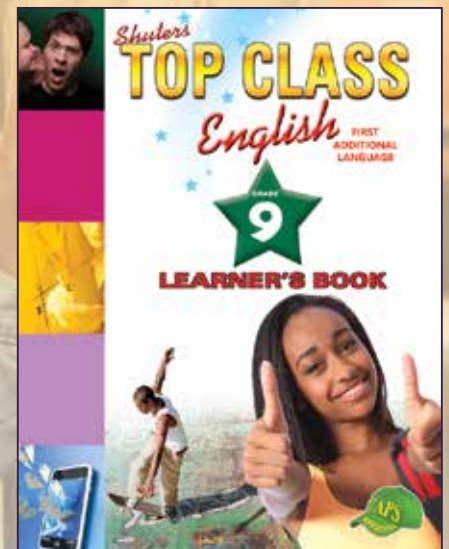
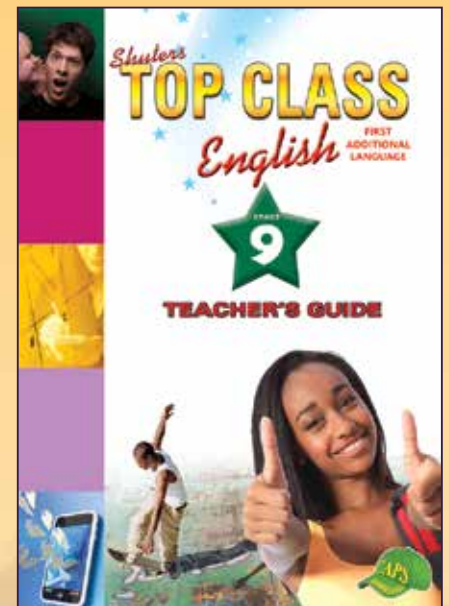
7-8	and magazine articles • Use of tone, pace and intonation • Use of manipulative/emotive/ persuasive language • Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context	• Making predictions • Inferring the meaning of unfamiliar words and images • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions Summarise the text	• Use conjunction to ensure cohesion Focus on producing a presentation linked to the genre and selected topic Make additional notes on the side to assist with presenting the project to the class and teacher	Word meaning As indicated by the type of topic selected for the project Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
9-10	Listen to/ view and discuss a visual/ audio- visual/ multimedia text • Identify main and supporting ideas • Write notes • Share ideas and experiences • Show understanding of concepts • Identify persuasive/manipulating techniques where applicable • Answer questions Oral presentation of the selected topic for the project • Introduction of the topic and research • Pronunciation and articulation • Body language • Use of resources, visual cues and a good presentation	Read a diary entry • 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 Read a diary entry Reading strategies • Skimming • Scanning • Visualisation • Fact and opinion • Making predictions • Inferring the meaning of unfamiliar words and images	Write a diary entry on your visual, audio- visual/multimedia text • 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 Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a diary entry	Reinforcement of language structures and conventions covered in previous weeks Word level work Singular and plural, gender, diminutives Sentence level work Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund Word meaning Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns Vocabulary in context Remedial of grammar from learners' writing

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening and speaking strategies Listening comprehension - Listen to instructions/directions - Take notes - Answer questions - Different kinds of oral communication Giving directions - Use directions - Use the imperative form - Use the second person for interaction - Refer to specific directions - Indicate distance - Provide information about landmarks	Read information text with visuals, e.g. a map, landmark, graph, infographic - Format - Language use - Features - Make sense of information - Synthesise information Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing, e.g. maps, landmarks, graphs, infographics - Identify and discuss the purpose and message in visual texts for information - Scan - Do intensive reading - Make inferences Read a short story Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Prepare the learners to summarise the story/ section/ chapter	Transactional text, e.g. directions/ instructions - Correct format - Organise content - Logical progression stages/ steps - Ensure coherence - Conjunctions for cohesion - Language conventions Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write an instructional text	Word level work Adjectives: comparative and superlative, common and proper nouns, conjunctions Sentence level work Topic sentences, statements, tenses, main and supporting statements, simple and compound sentences Word meaning Synonyms, antonyms, contextual, subject- specific jargon Punctuation and spelling Spelling patterns, full stop, comma
FORMAL ASSESSMENT TASK 7: PAPER 3 – ORAL (20 marks) Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.				

3-4	Listening and speaking strategies Listen to a panel discussing 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 Prepared/ unprepared reading aloud of a newspaper article • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language	Reading/ viewing for information Use texts such as newspaper articles/ magazine articles/ written speeches • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Point of view of author • Inferring the meaning of unfamiliar words • and images • Formal/ informal language • Direct/ implied meaning • Figures of speech Read a drama The following aspects will enhance the learners' understanding of the text: • Plot and sub-plot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback • Characterisation • Role of narrator/ persona/ point of view • Background and setting in: relation to character and theme • Ironical twist/ ending • Stage directions • Link between dialogue/ monologue/ soliloquy and action • Dramatic irony • Timeline	Long/short transactional texts Newspaper article • Requirements of format, style • Target audience purpose and context • Word choice and language structures • Use of manipulative/ emotive/ persuasive language • Use of cues for font and commas Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a newspaper article	Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns, prepositions, adjectives: comparative and superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis Vocabulary in context Remedial of grammar from learners' writing
5-6	Listening and speaking strategies Oral: Filling out a questionnaire/ form Research topic • Organise material coherently supported with examples	Read a questionnaire/ form • Key features of report • Format • Language use Reading process • Pre-reading (Introduce text) • During reading (Features of text)	Transactional text, e.g. questionnaire / form • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs, main and auxiliary verbs Sentence level work

5-6	- Identify and choose the correct vocabulary, language and conventions - Prepare an effective introduction and conclusion Listening comprehension on a form - Record main and supporting ideas by making notes, sharing ideas and experiences - Show an understanding of the concepts - Identify persuasive/ manipulative techniques - Answer questions	- Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a 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	- Formal style Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Complete a questionnaire/ form	Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 9: WRITING – Paper 3 Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination				
7-8	Prepare for examination Speaking - Conversation - Panel discussion - Unprepared speech - Listening comprehension	Prepare for examination Reading - Reading comprehension - Summary - Visual literacy - Poetry - Short story - Drama	Prepare for examination Writing - Essays - Long transactional texts - Short transactional texts	Word level work Revision Sentence level work Revision Word meaning Revision Punctuation and spelling Revision
9-10	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 RESPONSE TO TEXTS (60 MARKS) – Paper 2 Question 1: Literary/ non-literary text (20 marks)			- Question 2: Visual text (10 marks) - Question 3: Summary (10 marks) - Question 4: Language structures and conventions (20 marks)

9



WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.				
1-2	Listening and speaking strategies Oral discussion (teacher-led) Listen to/watch an advertisement • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language • AIDA principles	Reading/ viewing for comprehension Visual text: Advertisement/ poster Reading strategies • Skimming • Scanning • Intensive reading • Making inferences • Inferring meaning of unfamiliar words by word attack skills • Emotive language • Use of punctuation and font Reading process • Pre-reading (Font, images) • During reading (Features of text: slogan, logo, language used) • Post-reading (Answer questions)	Transactional texts Advertisement/ poster • 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 Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an advertisement/ poster	Reinforcement of language structures and conventions covered in previous grades Word level work Singular and plural adjectives, nouns, verbs Sentence level work Sentence structure, nouns, adjectives, continuous tenses Spelling Spelling and spelling patterns, abbreviations Vocabulary in context Remedial grammar from learners' writing
3-4	Listen to the reading of a literature text Identify and discuss: • Use of voice • Use of intonation and pace • Punctuation in reading • Opening and closure Prepared reading aloud (Short story/ novel) • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture Recount the short story or extract of the novel • Tone • Volume	Read a literary text, e.g. short story/ novel • Key features like character, characterisation, plot, conflict, background, setting narrator, theme Reading process • Pre-reading (Introduce text/ predict events) • Background/ setting • Brainstorm the theme • During reading (Features of the text) • Post-reading (Answer questions, compare, contrast, evaluate) Reading and viewing visual or multimedia text: Cartoons/ comic strips • Reading strategies • Skimming • Visualisation	Write an essay: Narrative/ descriptive/ reflective/ argumentative essay • Word choice • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind maps to organise coherent ideas • Present essay for assessment Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, complex and simplex words Sentence level work Pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord Spelling and punctuation Spelling and spelling patterns, abbreviations, shortening, acronyms Critical language use Idioms and proverbs, euphemism

3-4	- Pronunciation - Fluency - Punctuation	- Scanning - Body language - Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills - Clarifying - Predicting	Write an essay, following the process approach to writing	Vocabulary in context Remedial grammar from learners' writing
FORMAL ASSESSMENT TASK 1 ORAL: Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.				
5-6	Speaking and listening strategies Listen to a newspaper report - Structure - Features - Language use - Tone - Register - Introduction and conclusion Oral presentation of report - Language use - Register - Tone - Body language - Pronunciation - Eye contact	Read a newspaper/ magazine report Reading strategies - 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 - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) 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 Reading/viewing for comprehension (Use newspaper report) - Skimming - Scanning - Intensive reading - Making inferences (characters, setting, milieu, message) - Inferring meaning of unfamiliar words by word attack skills - Emotive language - Answer questions	Transactional texts: magazine report/blog - 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 Focus on process writing - Planning - Drafting - Revision - Editing - Proof-reading and presenting Write a magazine report/blog following the process approach to writing	Reinforcement of language structures and conventions covered in previous Weeks Word level work: Moods - Subjunctive Imperative Potential Indicative Conditional Sentence level work: Simple sentences, compound sentences, Complex sentences; voice, tenses Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification Punctuation and spelling: spelling patterns, quotation marks, apostrophe Vocabulary in context Remedial grammar from learners' Writing

FORMAL ASSESSMENT TASK 2: WRITING • Essay: (During the term) - Descriptive/ narrative/ reflective (40 marks)				
7-8	Listening for comprehension Dialogue • Listen to a dialogue • Take notes • Language and power • Tone • Mood • Introduction and conclusion • Answer questions Role-play: Meeting • Choose a suitable topic • Organise information cohesively • Identify correct vocabulary and language structure	Reading comprehension Literary text: Short story/ novel • Key features of literary text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Write a summary of the short story/ extract from the novel • 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 sentence types lengths and structures Write a summary Reading strategies • Skimming, scanning, visualisation • Intensive reading • Making inferences • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning Poetry Key features of poem • Internal structure of a poem: • Figures of	Transactional text: Agenda and minutes • Correct format • Mind map to organise coherent ideas • Personal voice and style • Tone • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an agenda and minutes, following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs 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

7-8	Listening and speaking strategies Listen to a telephone conversation or a centre agent and client concerning a dispute • Tone • Language use • Register • Conventions • Learners retell the telephone conversation Prepared reading aloud • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and fluency • Learners choose their reading text and present it to class	• speech/ imagery, rhyme, rhythm • External structure of a poem: lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message Read a contract between a seller and a purchaser • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute 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 Reading strategies • Skimming, scanning, visualisation • Intensive reading • Making inferences • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate)	Transactional text: Write a report on findings in a dispute between a seller and a purchaser • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a report	Reinforcement of language structures and conventions covered in previous weeks Word level work Conjunctions Sentence level work Sentence structure, sentence types, question forms, active and passive voice Word meaning Idioms and proverbs, literal and figurative meaning Punctuation and spelling Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context The language of contracts and legal documents
9-10				

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening for comprehension Listen to a story - Identify main and supportive ideas - Language use - Register - Answer questions Retell the story read Prepared speech - Learners undertake research or investigation as a preparatory activity - Presentation conventions - Body language - Introduction and conclusion - Language use	Read a literature text, e.g. short story/ novel Reading strategies - 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 Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Briefly summarising the text read 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	Write a transactional text: Formal letter - Correct format - Word choice - Purpose, target audience and context - Use conjunctions to ensure cohesion - Tone - Main and supporting ideas - Use a variety of sentence types - Mind maps to organise coherent ideas Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write a formal letter, following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, adjectives, prepositions Sentence level work Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types Word meaning Idioms and proverbs Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 1 ORAL Task started in Term 1 to be continued Reading aloud (20 marks)				
3-4	Listening and Speaking strategies Listening for comprehension Recording of a speech - Explain strategies of the listening process - Answer questions in writing	Read a literary text, e.g. short story/ novel - Specific focus on literary text features - Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role, narrator, theme, conclusion and ending	Write an essay: Narrative/ descriptive/ discursive/ argumentative - Word choice - Personal voice and style - Vivid description - Tone - Main and supporting ideas	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs: finite and infinitive Sentence level work Complex sentences, generalisations, direct and indirect speech

3-4	Unprepared reading aloud • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience	Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) Read/ view text, e.g. newspaper articles/ magazine articles for information and comprehension Reading strategies Comprehension passage in textbook • Skimming • Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identification of manipulative language	• Mind maps to organise coherent ideas • Present essay for assessment • Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an essay, following the process approach to writing	Word meaning Idioms and proverbs Punctuation and spelling Quotation marks, spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing
5-6	Speaking and Listening strategies Listen to an oral text such as an interview/ speech/ storytelling for comprehension • Take notes during listening • Listen critically Group/ panel discussion • Undertake a discussion based on the oral text • Take turns • Discourse markers • Conventions	Read a literature text, e.g. novel/ short story • 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 Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 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 Reading/ viewing for comprehension Use written and/or visual texts such as cartoon/ comic strips	Transactional texts: Report • Requirements of task and text type • Format, style and point of view • Target audience, purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions • Mind maps to organise coherent ideas Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a report, following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, adjectives, prepositions Sentence level work Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types Word meaning Idioms and proverbs Punctuation and spelling Spelling patterns Vocabulary in context Remedial grammar from learners' writing

5-6	• Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Emotive language Revise structure of the summary	• Skimming • Scanning • Intensive reading • Text features, e.g. plot, character, setting, narrator, mood, theme Reading/ viewing for comprehension Use a newspaper report Reading strategies • Skimming • Scanning • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning • Emotive language • Answer questions Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 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	Long transactional text, e.g. newspaper report/ magazine article • 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 Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a newspaper report/ magazine article	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, pronouns Sentence level work Sentence types, generalisations, direct and indirect speech, tenses Word meaning Idioms and proverbs, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 4: WRITING • Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test				
7-8	Listening and Speaking strategies Listen to a newspaper report • Structure • Features • Language use • Tone • Register • Introduction and conclusion Oral presentation of report • Language use • Register • Tone • Body language • Introduction and conclusion			
9-10	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (70 MARKS) • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)			

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	Listening and speaking strategies 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 Conversation - Appropriate use of voice, tone and pace - Punctuation in reading - Body language - Contact with audience	Read a literature text, e.g. drama - 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 Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading for comprehension: Visual text - Cartoon - 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	Transactional text, e.g. dialogue - Word choice - Personal voice and style - Vivid description - Tone - Main and supporting ideas - Mind maps to organise coherent ideas Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write a dialogue, following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Speech, tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning: Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
3-4	Listening and speaking strategies Listen to and participate in a discussion on the project Topics/ driving questions/ hypotheses to be discussed (led by teacher) - Discuss effective research techniques that supports the topic / driving question / hypothesis - Listens to and take notes on information about the project.	Read for information based on the topics and genres selected - Select relevant information from research (to be provided by teacher or brought to school from home) Reading strategies - Skimming - Scanning - Visualisation - Intensive reading - Making inference - Meaning of new words/ phrases - Viewpoint of writer - Fact and opinion	Use different types of graphic organisers, e.g. tree maps, storyboards etc. to structure the research findings of the project Focus on the process - Select relevant information - Write it in your own words - Select the appropriate organiser for the type of text to be produced - Use correct language structures and conventions - Each text will determine the appropriate language to be used for the project	Reinforcement of language structures and conventions covered in previous weeks Word level work New words and phrases as needed by different topics Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech Word meaning Literal and figurative, denotative and connotative, figurative language, critical

3-4	Asks and answers questions for clarity on research to be done	- Implied meaning Compile a bibliography of the resources used Reading for comprehension and reading strategies Visual texts - Skimming for main ideas - Scanning for supporting details - Making predictions - Inferring the meaning of unfamiliar words and images - Reviewing to promote understanding - The effect of selections and omissions on meaning - The effect of figurative and rhetorical devices - Impact of visual techniques - Synthesising of selected information into a graphic organiser, mind map or infographic Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate)	language usages, colloquial and jargon Punctuation and spelling Spelling patterns Vocabulary in context as required by the type of text to be produced
5-6	Listening and Speaking strategies Discussion on the project - Topic guidance - Driving question - Hypothesis - Listen to information on the topics - Take notes - Ask questions - Give answers - Understand the expected outcomes of each topic	Read a literary text for the project - Read and view multiple resources to understand the requirements needed for the specific topic/driving question/hypothesis and presentation required. Reading/viewing for comprehension (Visual and written texts) - Skimming for main ideas - Scanning for supporting details - Intensive reading - Making predictions - Inferring the meaning of unfamiliar words and images - Main and supporting ideas - Influence of selections and omissions on the meaning of text	Respond to topic, driving question, hypothesis in writing. Draft the text by referencing the research findings (notes) Focus on the following: - Correct format and features - Paragraph / visual conventions - Logical progression of paragraphs/ ideas to ensure coherence - Main and supporting ideas - Language conventions as required by the selected topics - Personal voice and style - Vivid description (either using words or visuals) - Tone / mood - Planning to organise ideas Reinforcement of language structures and conventions covered in previous weeks Word level work: As required by the topic selected for the project. Sentence level work: As required by the type of topic selected for the project. Word meaning: As indicated by the type of topic selected for the project. Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing

5-6	• The effect of figurative and rhetorical devices • The writer's inferences and conclusions Summarising the text	• The effect of figurative and rhetorical devices • The writer's inferences and conclusions Summarising the text	Please note: Some responses to the topics, driving question or hypothesis may be visual only (e.g., videos, podcasts etc.) The below is important to note: • Planning (research) • Drafting (adherence to requires structures) • Editing • Presenting of a well-constructed project	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
7-8	Listening and Speaking strategies Oral presentation of the selected topic for the project: • Language use • Register • Tone • Body language • Introduction and conclusion	Reading/viewing for comprehension strategies (Visual and written texts) • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions Summarising the text 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	Writes an essay or digitally generated product based on a literature genre studied Narrative/ descriptive/ reflective/ argumentative essay/ brochure/ advertisement/ blog • Correct format and features • Organise content • Main and supporting ideas • Paragraph convention • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions • Word choice • Personal voice and style • Tone • Organise coherent ideas based on planning • Present essay (product) for assessment Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an essay or digitally generate product based on a literature genre studied	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing

9-10	• Listening and Speaking strategies Storytelling • Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures • Conventions and features of a story • Prepared reading aloud • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency	• Read literature text such as drama • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • 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	• Transactional texts, e.g. emails • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures • Focus on process writing • Planning • Drafting • Revision • Editing • Proofreading • Presenting • Write an email	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs, pronouns: interrogative, demonstrative and indefinite Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
------	--	---	---	--

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	
1-2	Listening comprehension - React critically to a variety of texts - Listen for specific information - Listen and enjoy fables and titles - Answer questions Oral: CV and cover letter purposes discussion - Purpose - Requirements of format, style - Target audience, purpose and context - Word choice - Figurative language	Literary text such as folklore/ drama - Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) 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	Transactional text, e.g. cover letter and CV 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 Focus on process writing Planning Drafting Revision Editing Proofreading Presenting Write a cover letter and CV	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs Sentence level work Direct and indirect speech, active voice and passive voice Word meaning Ambiguity, cliché, redundancy, tautology, slang, jargon Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 7: PAPER 3				
ORAL (20 marks) Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.				
3-4	Listening and Speaking strategies Listen for comprehension Use a recorded dialogue - Listen to the dialogue - Take notes on: - Language and power - Tone - Mood - Introduction and conclusion - Answer questions Oral discussion Directions/ instructions (led by teacher) - Correct format	Read a literature text, e.g. folklore/ drama - Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing comprehension Visual or multimedia text, e.g. graph/ cartoon/ advertisement - Skimming	Transactional text, e.g. directions/ instructions - Correct format - Organise content (mind map) - Main and supporting ideas - Paragraph conventions - Logical progression of paragraphs to ensure coherence - Conjunctions for cohesion - Language conventions Focus on process writing - Planning - Drafting - Revision - Editing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Proper nouns, gerund, complex nouns Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning Stereotypes, prejudice, bias, emotive language Punctuation and spelling

3-4	- Main and supporting ideas - Paragraph conventions - Logical progression of paragraphs to ensure coherence - Conjunctions for cohesion - Language conventions	- Scanning - Visualisation - Intensive reading - Making inferences - Meaning of words - Viewpoint of writer - Fact and opinion - Implied meaning	- Proofreading - Presenting Write an instruction text	Spelling patterns, abbreviations: initialism, acronyms, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial of grammar from learners' writing
5-6	Listening and speaking strategies - Prepared reading aloud - Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency Conversation Obituary or affidavit (led by teacher) - Purpose - Language use - Register - Logical order of sentences - Use conjunctions to ensure cohesion - Use a variety of sentence types, lengths and structures	Read a text, e.g. drama/ folklore - 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 Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Read and view text, e.g. newspaper articles and magazine articles for information and comprehension Reading strategies - Skimming - Scanning - Intensive reading - Purpose and target group - Inferring meaning and conclusions - Fact and opinion - Give own opinion - Meaning of unfamiliar words - Identify manipulative language Summarise the text	Transactional text: Obituary/affidavit - Correct format - Purpose - Main and supporting ideas - Language use - Register - Logical order of sentences - Use conjunctions to ensure cohesion - Use a variety of sentence types, lengths and structures Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write an obituary, following the process writing approach	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs, nouns Sentence level work Explanation: cause and effect Word meaning Shift of meaning, using language for special purpose, one word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing

FORMAL ASSESSMENT TASK 9: WRITING

- Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination

7-8	Listening and Speaking strategies Revision	Reading and Viewing strategies Revision of reading strategies and techniques to respond to texts	Writing Revision of writing texts: Creative and transactional texts	Revision Word level work Revision Sentence level work Revision Word meaning Revision Punctuation and spelling Revision
9-10	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (70 MARKS) • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)			

LANGUAGE STRUCTURES AND CONVENTIONS

Where to find Language Structures and Conventions in Top Class English First Additional Language Grade 7

Concept	Learner's Book page
Nouns	
Abstract nouns	9, 165
Collective nouns	37, 130, 206
Common nouns	9, 37, 130
Complex nouns	21, 38, 71, 183, 187
Compound nouns	21
Concrete nouns	9, 165
Countable and uncountable nouns	9
Possessive nouns	38
Proper nouns	9, 37
Singular and plural	47, 83, 142
Adjectives	
Adjectives	42, 131, 188
Superlative forms	43, 166, 188
Numerical	98
Relative and demonstrative	81
Comparative adjectives	43, 44, 188
Pronouns	
Indefinite pronouns	205
Collective pronouns	225
Demonstrative pronouns	153
Interrogative pronouns	201
Personal pronouns	23, 38, 153
Possessive pronouns	23, 38
Reflexive pronouns	177
Relative pronouns	177
Determiners/Articles	
Articles	26, 177
Conjunctions	
Conjunctions	18, 56
Verb	
Auxiliary verbs	22, 36, 57, 216
Commands	11
Finite verbs	22, 36, 57, 70, 204, 216
Transitive and intransitive verbs	116
Verbs	21
Tenses	
Present progressive tense	112, 113
Simple past tense	11, 37
Simple present tense	11, 37, 42
Adverbs	
Adverbs of manner	98, 130, 192
Adverbs of place	98

LANGUAGE STRUCTURES AND CONVENTIONS

Adverbs of time	98, 130
Prepositions	
Prepositions	167, 188
Prepositions of time, place, movement	97
Sentence structure	
Active and passive voice	96, 112, 113, 114, 155
Clauses (adjectival, adverbial)	131, 192
Dependent clauses	59, 71, 131, 182
Main clauses	59, 71, 131, 182
Direct and indirect (reported) speech	80, 110, 154, 155
Negative forms (negation)	224
Object	70, 71
Rhyme	16
Complex sentences	131, 192, 226
Compound sentences	81, 82, 132, 192, 226
Simple sentences	10, 11, 36, 192, 226
Subject and predicate	58, 70, 181
Subject-verb agreement	33, 59, 204, 226
Punctuation	
Apostrophes	99, 143, 154
Capital letters	10, 154
Colon	10, 33, 82, 154, 182
Comma	10, 154
Ellipsis	133, 167
Exclamation marks	33
Full stops	10, 154, 182
Hyphen	99
Inverted commas	33
Question marks	33
Semi-colon	10, 82, 83, 182
Vocabulary development	
Acronyms	134
Alliteration	20
Borrowed words	25
Homonyms	48, 132
Homophones	48
Idioms	24, 27
Metaphors	17
Personification	17
Prefixes and suffixes	60
Proverbs	24, 31, 47
Roots	60, 154, 225
Simile	17
Synonyms and antonyms	24, 31, 109, 132, 167
Truncation	134

LANGUAGE STRUCTURES AND CONVENTIONS

Where to find Language Structures and Conventions in Top Class English First Additional Language Grade 8

Concept	Learner's Book page
Nouns	
Common nouns	78, 182
Complex nouns	182
Compound nouns	21, 233
Noun clause	24
Noun phrases	21, 78
Plurals	195
Proper nouns	78
Adjectives	
Comparative and superlative adjectives	23, 240
Pronouns	
Personal pronouns	12, 238
Possessive pronouns	12, 238
Pronouns	11
Reflexive pronouns	12, 239
Relative pronouns	12, 209, 227
Determiners/Articles	
Articles	37
Verbs	
Auxiliary verbs	62
Finite verbs	22
Gerunds	21, 33, 199, 212
Irregular verbs	50, 62
Modals	198
Mood (verbs)	104
Non-finite verbs (infinitive verbs)	22, 33
Phrasal verbs	170, 183
Regular verbs	61
Verb phrases	22, 78
Tenses	
Future continuous tense	158
Past continuous tense	157, 238
Present continuous tense	238
Simple past tense and simple present tense	50
Adverbs	
Adverbs	183
Adverbs of degree	8, 51, 139
Adverbs of frequency	51, 104
Adverbs of manner	35, 51, 139
Adverbs of place	8, 51, 104, 139
Adverbs of time	35, 51

LANGUAGE STRUCTURES AND CONVENTIONS

Prepositions	
Prepositions	23, 140, 170, 183
Sentence structure	
Adjectival clause / Adverbial clause	24, 32, 167
Clauses	13, 24, 114
Complex sentences	13, 144, 156, 211, 239
Compound sentences	211, 239
Direct and indirect (reported) speech	91, 133, 195
Negative forms	38
Phrases	32
Rhythm and rhyme	59, 177
Simple sentences	13, 50, 144, 156, 211, 239
Subject and predicate	12, 115
Subject-verb agreement (concord)	10, 91, 113, 237
Punctuation	
Ellipsis	46, 64, 170
Exclamation marks	10, 25, 64
Full stops	10, 25, 64
Inverted commas	46
Question marks	10, 25
Quotation marks	10, 64
Vocabulary development	
Abbreviation	26, 95, 170
Acronym	26
Alliteration	15
Antonyms and synonyms	7
Apostrophe	45, 64
Clipped words (truncation)	26
Contractions	170
Diminutives	21, 199
Homonyms	109, 144, 184, 190
Homophones	190
Initialism	26
Paronyms	109, 131, 144
Prefixes and suffixes	113, 156
Proverbs	42
Puns	105
Root words	155

LANGUAGE STRUCTURES AND CONVENTIONS

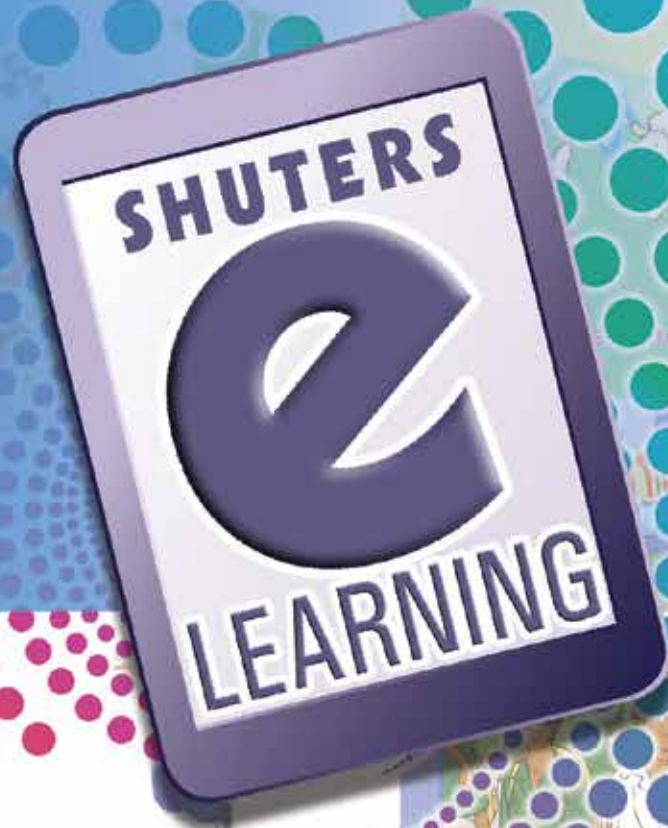
Where to find Language Structures and Conventions in *Top Class English First Additional Language Grade 9*

Concept	Learner's Book page
Nouns	
Abstract nouns	12, 115, 243
Collective nouns	12
Common nouns	12, 19, 243
Complex nouns	115, 219
Compound nouns	115, 243
Proper nouns	12, 219
Adjectives	
Adjectives	12, 19, 180
Comparatives and superlatives	111, 112
Pronouns	
Demonstrative pronouns	187
Indefinite pronouns	187
Interrogative pronouns	187
Pronouns	12, 19, 75, 116, 187
Conjunctions	
Conjunctions	138, 157
Verbs	
Finite verbs	10, 26, 91
Gerunds	219
Intransitive verbs	196
Mood (verbs)	68
Non-finite verbs (infinitive verbs)	91
Regular and irregular verbs	54
Transitive verbs	196
Verbs	205, 245
Tenses	
Continuous tenses	27
Future continuous tense	245
Present continuous tense	245
Present perfect tense	140, 141
Simple future tense and simple present tense	245
Simple tenses	11, 12
Prepositions	
Prepositions	99
Sentence structure	
Active and passive voice	206, 207
Clauses	140, 154
Commands	39, 71, 138, 147, 167
Complex sentences	65, 90
Compound sentences	65

LANGUAGE STRUCTURES AND CONVENTIONS

Dependent clauses	116
Main clauses	116
Direct and indirect (reported) speech	25, 26, 72, 90, 137
Euphemisms	109, 230
Object	10
Phrases	140, 154
Rhythm and rhyme	46, 85, 226
Subject and predicate	10, 26, 39, 115, 167
Subject-verb agreement (concord)	11, 26
Statements	39, 71, 138, 147, 167
Punctuation	
Quotation marks	76
Vocabulary development	
Abbreviation	10
Acronym	24, 41, 54
Alliteration	9, 61, 62, 164
Apostrophe	66
Assonance	62, 164
Cliché	207
Clipped words (truncation)	41
Homonyms and homophones	153
Idioms	8, 19, 63
Initialism	41
Jargon	109, 207
Metaphors	21
Metonym	111
Onomatopoeia	62, 164
Oxymoron	202
Paronyms	111
Personification	62, 77, 164
Prefixes and suffixes	24, 80, 92, 104
Proverbs	19, 63
Puns	164
Stem words	24, 92

Most of our
titles are also
available
as e-Books!



www.shuters.co.za



[illegible]

[illegible]

Ace it!

STUDY GUIDES



CAPS / IEB
ALIGNED

GRADES

8-12

VISUAL SUMMARIES

SAMPLE EXAM QUESTIONS

HELPFUL MARKING GUIDELINES

ALL YOU NEED TO ACE YOUR EXAMS



<https://www.facebook.com/aceitstudyguides/>

SALES CONTACTS

TVET Colleges	Vaasna Parbhodeen	063 251 8566	vaasna@shuter.co.za
Booksellers	Vaasna Parbhodeen	063 251 8566	vaasna@shuter.co.za
Eastern Cape	Sydney Nquma	083 253 6761	sydney@shuters.com
Free State	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
Gauteng	Themba Msimanga	082 445 6435	themba@shuters.com
	Amanda Mamabolo	083 287 6855	amanda@shuters.com
	Eugenia Sibeko	083 287 6899	eugenia@shuters.com
KwaZulu-Natal	Khanyo Cele	083 281 0849	khanyo@shuters.com
	Phumzile Ngcobo	083 272 9029	phumzile@shuters.com
	Gloria Mthethwa	081 046 1735	gloria@shuters.com
Limpopo	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
Mpumalanga	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
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
Shuters Academy	Vickesh Thandray	060 545 2264	vickesh@shuters.com

CUSTOMER SERVICES:

Nhlanhla Zondi	+27 (0) 33 846 8779	nhlanhla@shuter.co.za
Mbali Kunene	+27 (0) 33 846 8722	mbali@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
Sylvie Doarsamy	+27 (0) 33 846 8723	sylvie@shuter.co.za

HEAD OFFICE

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24 / 79

Fax: +27 (0) 33 846 8701

Pietermaritzburg · Johannesburg · Cape Town · East London**Shuter & Shooter**
PUBLISHERS (PTY) LTDwww.facebook.com/shuterandshooterwww.shuters.co.zawww.facebook.com/aceitstudyguideswww.aceitstudyguides.co.zawww.duzipublishers.co.za