

**2023**

# Annual Teaching Plans **ENGLISH FAL**



**FET Phase**

 **Shuter & Shooter**  
PUBLISHERS (PTY) LTD



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sa thuto**

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**Sichumile  
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**IsiZulu Sethu**

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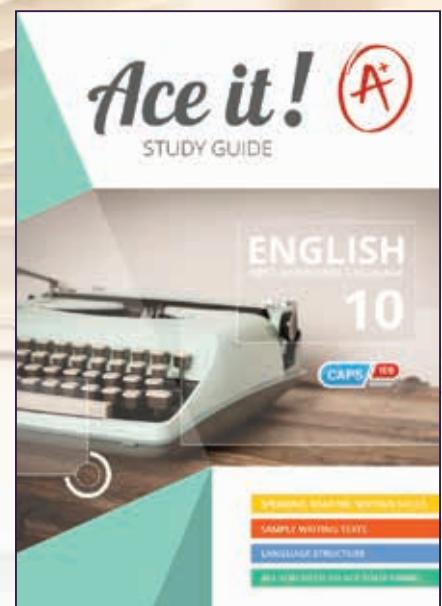
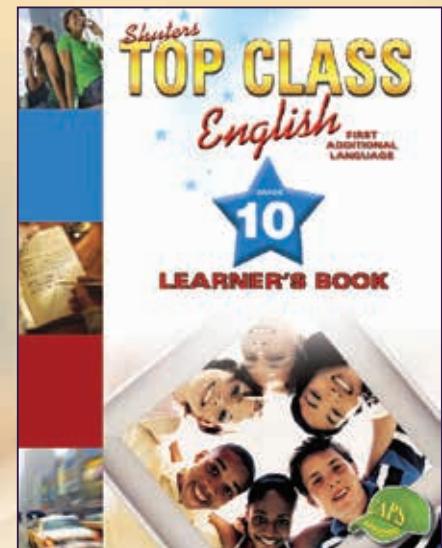
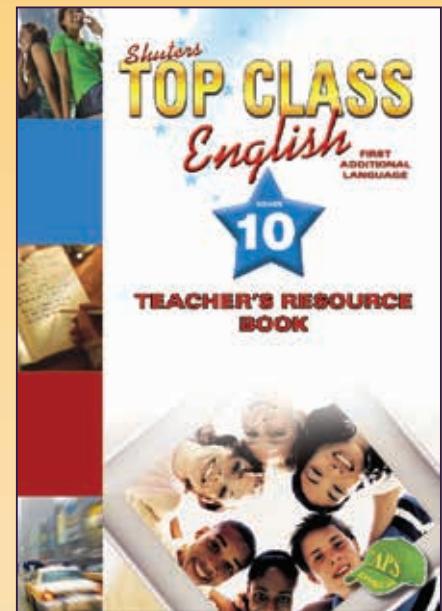
## **Advantages of using our books**

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

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# 10



# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Consolidation of Grade 9 work</b> <ul style="list-style-type: none"> <li>Peer assessment of baseline test           <ul style="list-style-type: none"> <li>Discussion of baseline test</li> </ul> </li> </ul>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>Teach reading comprehension strategies</li> <li>Informative text</li> </ul> <b>Literature:</b> <ul style="list-style-type: none"> <li>Introduce learners to the features of different genres</li> <li>Vocabulary: technical terms related to reading texts.</li> </ul>	<b>Introduction of learners to class</b> <ul style="list-style-type: none"> <li>Discuss the features of literary texts, newspaper, or magazine articles</li> </ul> <b>Sentence construction</b> <ul style="list-style-type: none"> <li>Teach different types of sentences (refer to CAPS page 36)</li> <li>Forming adverbs</li> </ul>	<b>Parts of speech</b> <ul style="list-style-type: none"> <li>Basic nouns, determiners, pronouns, adjectives, adverbs, prepositions</li> <li>Forming adverbs</li> </ul>
2	<b>Listen for information</b> <ul style="list-style-type: none"> <li>Introduce a classmate using the information provided.</li> </ul>	<b>Simple summary</b> (e.g., use same text used for reading strategies in Week 2) <b>Literature: Introduce set work</b> <ul style="list-style-type: none"> <li>Discuss cover page, title, background of poet or author,</li> <li>predict the story</li> <li>Vocabulary: technical terms related to reading text(s)</li> </ul>	<b>Write a descriptive paragraph</b> <ul style="list-style-type: none"> <li>Text structure and language features (refer to CAPS page 36)</li> </ul>	<b>Present tenses</b> <ul style="list-style-type: none"> <li>Indefinite, progressive, perfect (time words, form of the verb, questions, negatives, and tags)</li> </ul>
3	<b>Prepare learners for listening comprehension</b> <ul style="list-style-type: none"> <li>Listen for opinion</li> <li>Give opinion in whole class</li> </ul>	<b>Reading comprehension</b> <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Study of literature</li> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Format of the friendly letter</b>	<b>Past tenses</b> <ul style="list-style-type: none"> <li>Indefinite, progressive, perfect (time words, form of the verb, questions, negatives, and tags)</li> </ul>
4	<b>Task 1: Listening comprehension</b>			

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		<b>Explain and justify own attitude, opinion on the magazine or newspaper article (integrated teaching)</b> <ul style="list-style-type: none"> <li>• Reading comprehension focus on intention and writer's attitude</li> <li>• Vocabulary: related to reading text</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<b>Format of a dialogue and write a dialogue based on giving and justifying opinion</b> <ul style="list-style-type: none"> <li>• Logical connectors (combining of sentences)</li> </ul>	<b>Conjunctions</b> <ul style="list-style-type: none"> <li>• Logical connectors (combining of sentences)</li> </ul>
5	6	<b>Group discussion on visual texts such as cartoons</b> <ul style="list-style-type: none"> <li>• Emotive language, generalizing, stereotyping</li> </ul> <b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Teach visual literacy: advertisement</li> <li>• Study of literature</li> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, settings, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<b>Task 2: Longer transactional</b>	<b>Reported speech</b> <ul style="list-style-type: none"> <li>• Punctuation conventions of reported speech and dialogue</li> </ul>
7		<b>Teach features of prepared speaking</b> <ul style="list-style-type: none"> <li>• Visual text, e.g., a graph, diagram, photograph, cartoon, etc.</li> </ul> <b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<b>Write a descriptive essay</b>	<b>Reported speech</b> <ul style="list-style-type: none"> <li>• Punctuation conventions of reported speech and dialogue</li> </ul>

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
8	<b>Listen to song, words of song</b> <ul style="list-style-type: none"> <li>Discuss</li> </ul>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>Teaching of summary writing skills</li> <li>Refer to Examination Guidelines of 2021</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Continue with descriptive essay</b> (editing, proofreading, etc.)	<b>Future tenses</b> <ul style="list-style-type: none"> <li>Indefinite, progressive, perfect (time words, form of the verb, questions, negatives, and tags)</li> </ul>
9	<b>Preparation for reading out loud</b>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>Revise reading comprehension strategies</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Format of the diary entry and write an entry</b>	<b>Revision of Weeks 2–8</b> (in context)
10-11	<b>Reading for pleasure and completing diagram or mind map on a selected text</b>	<p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Create an advertisement</b>	<b>Manipulation of verbs</b>

# ENGLISH FAL Term 2

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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Discuss directions: How to get to a specific location</b> <ul style="list-style-type: none"> <li>• Remedial work of Control Test 1</li> <li>• Literature</li> <li>• Recap features of genre studied in Term 1</li> </ul>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Comprehension test</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Identify and discuss plot in drama, novel, short story; imagery in a poem and how they relate</li> <li>• Characterisation</li> <li>• Vocabulary related to reading text</li> </ul>	<b>Write a diary entry</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<b>Prepositions in context</b> <ul style="list-style-type: none"> <li>• Words indicating direction, distance, proportion etc.</li> </ul>
2	<b>Task 4: Prepared speech</b>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Completion of comprehension test</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>• Teach text features and do activity</li> <li>• Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<b>Concord in context</b>
3	<b>Task 4: Prepared speech</b>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Completion of comprehension test</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<b>Paragraphs on network, e.g., describe a character, setting, /theme</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<b>Conjunctions</b> <ul style="list-style-type: none"> <li>• Logical connectors that signal cause and effect (e.g., because, so, therefore) and time (e.g., then, next, after)</li> </ul>
4	<b>Discuss humour based on a cartoon</b>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Teach visual literacy: Cartoon and examine devices used in humour</li> </ul> <b>Literature</b>	<b>Write a narrative essay</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<b>Meta-language related to cartoon</b> <ul style="list-style-type: none"> <li>• Language activity based on cartoon</li> </ul>
5	<b>Prepare learners how to do unprepared speech</b>	<b>Read for critical awareness</b> <ul style="list-style-type: none"> <li>• Text which gives viewpoint, attitude, assumption (e.g., political cartoon, advert, emotive reporting), multimodal advert from magazine, newspaper, TV</li> </ul>	<b>Narrative essay (continue)</b>	<b>Conditional sentences</b> <ul style="list-style-type: none"> <li>• Language structures and conventions</li> </ul>

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
6	Read, view a speech	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Teach features of a speech and write a review</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	Active and passive
	Group work using expressions on page 26 (CAPS) to create a scenario, situation	<p><b>Read for critical language awareness</b></p> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Teach features of a review and write a review</b></p> <ul style="list-style-type: none"> <li>Figurative language and rhetorical devices used to catch attention and persuade (e.g., simile, alliteration, repetition)</li> </ul>	Figurative language and rhetorical devices used to catch attention and persuade (e.g., simile, alliteration, repetition)
7	Class discussion: Literature set works	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Reading comprehension</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Teach features of a short message system</b></p> <ul style="list-style-type: none"> <li>Focus on: Drafting, revising editing, proofreading and presenting</li> </ul>	Punctuation
	Reading aloud skills	<p><b>Reading comprehension (continue)</b></p> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Teach the features of an email and write an email to a business</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	Editing to correct spelling and punctuation
9	Revision	Revision	Revision	Revision

# ENGLISH FAL Term 3

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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	Revise prepared reading, unprepared speech	Remedial work: Control Test 2	Write instructions on how to resolve a conflict situation	<ul style="list-style-type: none"> <li>• Paragraph structure</li> <li>• Verb tenses</li> <li>• Vocabulary related to reading text</li> <li>• Meta-language of debate procedure (rebut, motion, proposal)</li> </ul>
	Debate: argue for or against a topic	<p><b>Read for summary</b></p> <ul style="list-style-type: none"> <li>• Assess the purpose of including or excluding information</li> </ul> <p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>• Discursive text</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<p><b>Write an argument</b></p> <ul style="list-style-type: none"> <li>• List of points for or against a proposal/ motion</li> </ul>	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Parts of a word (prefix, suffix and stem)</li> <li>• Synonyms Homophones</li> <li>• Homonyms</li> <li>• One word for a phrase</li> <li>• Meta-language of debate procedure (rebut, motion, proposal)</li> </ul>
2		<p><b>Read for summary</b></p> <ul style="list-style-type: none"> <li>• Simple argument for or against a topic</li> <li>• Write a summary</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	<p><b>Write an argument</b></p> <ul style="list-style-type: none"> <li>• Paragraph/s with supporting detail, evidence of viewpoint</li> </ul>	Revise active and passive
	Task 7: Prepared reading, unprepared speech			
3				

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
4	Task 7: Prepared reading, unprepared speech	<p><b>Read for critical awareness</b></p> <ul style="list-style-type: none"> <li>Text which gives viewpoint, attitude, assumptions from literary or media source</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Teach the format for a discursive essay and write an essay</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading, reading and presenting</li> </ul>	Revise logical connectors and conjunctions
5	Group activity	<ul style="list-style-type: none"> <li>learners express their opinions</li> </ul>	<p><b>Discursive essay (continue)</b></p> <ul style="list-style-type: none"> <li>Visual text which illustrates viewpoint (e.g., photograph, film, cartoon, illustration, advertisement etc.)</li> <li>Study of literature</li> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Critical language awareness:</b></p> <ul style="list-style-type: none"> <li>Manipulative and persuasive language</li> <li>Generalisation and stereotypes</li> <li>Denotation and connotation</li> </ul>
6	Group work	<ul style="list-style-type: none"> <li>Using expressions on p. 26 (CAPS) to defend an argument, persuade others</li> </ul>	<p><b>Intensive reading: Read for comprehension Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<p><b>Tone, voice, effect Modal verbs</b></p>

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7	<b>Listening to a radio drama, recorded speech, role play, play reading</b> <ul style="list-style-type: none"> <li>Visual literacy           <ul style="list-style-type: none"> <li>Cartoon</li> </ul> </li> <li><b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul> </li> </ul>	<b>Task 8: Essay</b> <ul style="list-style-type: none"> <li>Meta-language of descriptions</li> <li>Abbreviations</li> <li>Acronyms</li> </ul>	
8	<b>Group discussion</b> <ul style="list-style-type: none"> <li>how to apply for a part-time job, bursary</li> <li>Focus on tone, register</li> </ul>	<b>Visual literacy</b> <ul style="list-style-type: none"> <li>Advertisement</li> <li><b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul> </li> </ul>	<b>Teach features of letter of application and write a letter</b> <ul style="list-style-type: none"> <li>Focus on register, style and voice</li> <li>Focus on Process writing; planning, drafting, revising, editing, proofreading and presenting</li> </ul>
9	<b>Reading for pleasure and completing diagram or mind map on the selected text</b>	<b>Intensive reading (comprehension)</b> <ul style="list-style-type: none"> <li>Evaluate the message of a comprehension text</li> <li>Inference, evaluation appreciation</li> </ul>	<b>Fill in a form</b> <ul style="list-style-type: none"> <li>Textual editing</li> </ul>
10-11	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>

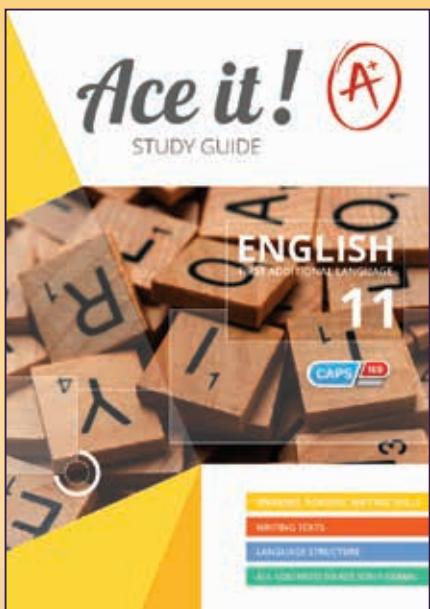
# ENGLISH FAL Term 4

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	Critical listening of recorded or read text for bias and prejudice  1	<b>Reading for critical language awareness, e.g., biased reporting</b> <ul style="list-style-type: none"> <li>Critical reading issues: Who gains from this text? Who loses? How?</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Teach key features of a magazine article and write an article</b> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>Manipulating tenses</li> <li>Negatives</li> <li>Questions</li> <li>Tags</li> </ul>
2	<b>Listening</b> <ul style="list-style-type: none"> <li>Note-taking practice</li> <li>Listening for main points, examples, anecdotes etc.</li> </ul>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>Summary writing</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Write an email to a business thanking them for a sponsorship</b>	<b>Revision</b> <ul style="list-style-type: none"> <li>Direct and indirect speech</li> <li>Polite forms and stock phrases of thanks</li> <li>Culturally appropriate forms of address</li> <li>Register</li> </ul>
3	Revision: informal class and group discussion during examination preparation	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>Comprehension test</li> <li>Compare register, style and voice</li> <li>Evaluate the message of a comprehension text Inference, evaluation, appreciation</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character, theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to text</li> <li>Questions and answers</li> </ul>	<b>Revise and write a diary</b>	<ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Denotation and connotation</li> </ul>

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4	Revision: informal class and group discussion during examination preparation	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Visual literacy</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character, theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to text</li> <li>• Questions and answers</li> </ul>	Revision of any forms for end-of-year examination	Textual editing activity
5-10	Revision Examinations	<b>Revision Examinations</b>	<b>Revision Examinations</b>	<b>Revision Examinations</b>



# 11



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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Consolidation of Grade 10 work</b> <ul style="list-style-type: none"><li>• Introduction of learners to class</li></ul>	Peer assessment of baseline test	Discussion of baseline test	Discuss the features of texts, newspaper or magazine articles <ul style="list-style-type: none"><li>• Revise parts of speech</li></ul>
2	<b>Listening comprehension for information</b> OR <b>View TV documentary</b>	<b>Informative written or visual text</b> <ul style="list-style-type: none"> <li>• Fact and opinion Make inferences</li> <li>• Identify important and less important details</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Write informative paragraph</b> <ul style="list-style-type: none"> <li>• Focus on sentence construction and clarity, paragraph, conventions, e.g., main ideas, supporting details, etc.</li> <li>• Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> <li>• Text structure and language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Statements, sentence structure</li> <li>• Use of determined vocabulary related to reading texts</li> </ul>
3	<b>Listen for summary</b> <ul style="list-style-type: none"><li>• Short informative text, identify the main message, suggest a heading</li></ul>	<b>Informative written text</b> <ul style="list-style-type: none"> <li>• Simple summary of important facts</li> <li>• Write point form summary</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Prepare for SBA Task 2</b> (longer transactional text) for example, by responding to the issues explored in the literary text <ul style="list-style-type: none"> <li>• Focus on Process writing: brainstorm, plan and draft</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing emotions: Adverbs and adjectives (revision)</li> <li>• Remedial grammar from learners' writing</li> <li>• Vocabulary related to reading and visual texts</li> <li>• Using a thesaurus – synonyms</li> </ul>
4	<b>Group discussion on visual texts such as cartoons</b>	<b>Non-literary visual text (cartoon)</b> <ul style="list-style-type: none"> <li>• Baseline test (informal assessment)</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Write the longer transactional which was planned the previous week</b> <ul style="list-style-type: none"> <li>• Focus on process writing.</li> <li>• Write an imaginative paragraph in response to the issues explored in the literary text, e.g., a poem, diary or letter</li> <li>• Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing emotions Adverbs and adjectives (revision)</li> <li>• Remedial grammar from learners' writing</li> <li>• Vocabulary related to reading and visual texts</li> <li>• Using a thesaurus – synonyms</li> <li>• Building antonyms with prefixes and suffixes</li> </ul>

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
5	Task 1: Listening Comprehension	<p><b>Summary from informative text</b></p> <ul style="list-style-type: none"> <li>identify important and less important details, revise vocabulary related to text</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Write a narrative in which characters meet and speak</b></p> <ul style="list-style-type: none"> <li>Write point form summary</li> <li>Extend notes into a full text, e.g., paraphrasing main ideas from a text or interview</li> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Direct and indirect speech to create character</li> <li>Punctuation of direct and indirect speech</li> </ul>
6	Prepared reading aloud	<p><b>Passage from set work</b></p> <ul style="list-style-type: none"> <li>(novel, drama, poem, short story)</li> <li>Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures</li> </ul>	<p><b>Read an interview</b></p> <ul style="list-style-type: none"> <li>Discuss language structures and conventions related to the interview OR</li> <li>Formal letters of request and complaint.</li> <li>Focus on key features and language conventions</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to reading texts</li> <li>Dictionary work</li> </ul> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)</li> </ul>

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7	<p><b>Prepared reading aloud</b></p> <ul style="list-style-type: none"> <li>Passage from set work (novel, drama, poem, short story)</li> <li>Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures</li> </ul>	<p><b>Read learners' longer transactional texts in preparation for the SBA task</b></p> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>SBA Task 2: Longer transactional text</b></p> <ul style="list-style-type: none"> <li>Punctuation of direct and indirect speech (revision)</li> <li>Remedial grammar from learners' writing</li> <li>Vocabulary: research meaning of words in reading – dictionary work</li> </ul>
8	<p><b>Group discussion on visual texts such as adverts</b></p> <ul style="list-style-type: none"> <li>Listen to different texts and discuss, e.g. song</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>(Contextual questions, prepare for language test)</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Descriptive essay, writing essays based on visual texts</li> </ul>
9	<p><b>Prepared reading aloud</b></p> <ul style="list-style-type: none"> <li>Passage from set work (novel, drama, poem, short story)</li> <li>Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures</li> </ul>	<p><b>SBA Task 3: Language test</b></p> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Descriptive essay, writing essays based on visual texts</li> </ul>
10-11		<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Remedial work</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Real grammar from learners' writing, language test</li> </ul>

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<p><b>Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc</b></p> <ul style="list-style-type: none"> <li>• Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</li> </ul>	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>• Directions from a literary, text, indicating proportion, distance etc.</li> <li>• Visual text on a place of public interest</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<p><b>Paragraphs on set work</b></p> <ul style="list-style-type: none"> <li>• Describe a character and justify, describe the setting and its effect, identify theme and effect</li> <li>• Focus on Process writing; planning, drafting, revising editing, proofreading and presenting Text structures and language features (see 3.3)</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Prepositions (revision)</li> <li>• Adjectives \Comparison of adjectives</li> <li>• Vocabulary relating to reading texts</li> <li>• Words indicating direction, distance, proportion etc.</li> </ul>
2	<p><b>Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc</b></p> <ul style="list-style-type: none"> <li>• Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</li> </ul>	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>• Directions from a literary, text, indicating proportion, distance etc.</li> <li>• Visual text on a place of public interest</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<p><b>Paragraphs on set work</b></p> <ul style="list-style-type: none"> <li>• Describe a character and justify, describe the setting and its effect, identify theme and effect</li> <li>• Focus on Process writing; planning, drafting, revising editing, proofreading and presenting Text structures and language features (see 3.3)</li> </ul>	<p><b>Prepositions (revision)</b></p> <ul style="list-style-type: none"> <li>• Adjectives – comparison of adjectives</li> <li>• Vocabulary relating to reading texts</li> <li>• Words indicating direction, distance, proportion etc.</li> </ul>
3	<p><b>Role play meeting procedures in class with topic drawn from reading text</b></p> <p><b>Task 5: Literature assignment: (35)</b></p>		<p><b>Paragraph on set work</b></p> <ul style="list-style-type: none"> <li>• Describe a character and justify, describe the setting and its effect, identify them and effect</li> <li>• Focus on Process writing; planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Concord in context- examples from listening practice or literary texts</li> <li>• Remedial grammar from learners writing</li> </ul>

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Role play meeting procedures in class with topic drawn from reading text	<p><b>Informative text</b></p> <ul style="list-style-type: none"> <li>e.g. Newspaper on a community issue, e.g. water shortages, rubbish removal</li> <li>Encourage reading and viewing of newscasts, newspapers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Essay writing: Introduce reflective essay</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<p><b>Paragraph structure</b></p> <ul style="list-style-type: none"> <li>Topic sentence and supporting details</li> <li>Past tense, numbered, formal, concise language</li> </ul>
4			
5	<p><b>Preparatory exercises for the formal researched speech</b></p>	<p><b>Read for critical awareness</b></p> <ul style="list-style-type: none"> <li>Text which gives viewpoint/attitude/ assumption e.g. Political cartoon, advert, emotive reporting</li> <li>Multimodal advert, from magazine/ newspaper/ television</li> </ul> <p><b>Intensive reading</b></p>	<p><b>Concord in context</b></p> <ul style="list-style-type: none"> <li>Examples from listening practice or literary texts</li> <li>Vocabulary related to reading texts</li> <li>Meta-language of advertising</li> </ul> <p><b>Create an advertisement include</b></p> <p><b>persuasive techniques, e.g., expert recommendation, implication, generalisation etc.</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
6	<b>Preparatory exercises for the formal researched speech</b> <ul style="list-style-type: none"> <li>e.g. Newspaper on a community issue, e.g. water shortages, rubbish removal</li> <li>Encourage reading and viewing of newscasts, newspapers</li> <li>Encourage reading and viewing of newscasts, newspapers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<b>Informative text</b> <ul style="list-style-type: none"> <li>e.g. Newspaper on a community issue, e.g. water shortages, rubbish removal</li> <li>Encourage reading and viewing of newscasts, newspapers</li> <li>Encourage reading and viewing of newscasts, newspapers</li> </ul>	<b>Agenda of a community meeting in response to the reading text</b> <ul style="list-style-type: none"> <li>Write the minutes of the meeting</li> <li>Focus on Process writing: Planning, drafting, revising, editing, proof reading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language and rhetorical devices, e.g. simile, alliteration</li> <li>Remedial grammar from learners writing</li> <li>Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising</li> </ul>
7			<b>Create a poster/flyer include persuasive techniques</b> , e.g., expert recommendation, implication, generalisation etc. <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Concord in context- examples from listening practice or literary texts</li> <li>Vocabulary related to reading texts</li> <li>Meta-language of advertising</li> </ul>

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8	<b>Present Oral Task 4 (prepared speech)</b> <ul style="list-style-type: none"> <li>• Literary text</li> <li>• Explore themes and characters further</li> <li>• Compare and contrast</li> <li>• <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul> </li> </ul>	<b>Create a poster/flyer include persuasive techniques</b> , e.g., expert recommendation, implication, generalisation etc. <ul style="list-style-type: none"> <li>• Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language and rhetorical devices, e.g. simile, alliteration</li> <li>• Remedial grammar from learners writing</li> <li>• Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising</li> </ul>		
9	<b>Present Oral Task 4 (prepared speech)</b> <ul style="list-style-type: none"> <li>• Literary text Intensive reading</li> <li>• Explore themes and characters further</li> <li>• Compare and contrast</li> </ul> <p><b>Task 6: Controlled test: Literature any two genres) (35)</b></p>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Literary text Intensive reading</li> <li>• Explore themes and characters further</li> <li>• Compare and contrast</li> </ul>	<b>Essay writing</b> <ul style="list-style-type: none"> <li>• Argumentative essay// writing essays based on visual texts</li> <li>• Focus on Process writing: planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language and rhetorical devices, e.g. Simile, alliteration</li> <li>• Remedial grammar from learners writing</li> <li>• Meta – language of argumentative writing</li> </ul>	
10-11	<b>Revision</b> <ul style="list-style-type: none"> <li>• Feedback and review on Task 4</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>• Feedback and review of SBA Task 5 and 6</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>• Remedial work on aspects covered</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>• Remedial work on aspects covered</li> </ul>	

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Panel discussion/interview</b> <ul style="list-style-type: none"> <li>Preparation for unprepared Speech/ prepared reading aloud</li> <li>Listen for viewpoints; list them</li> </ul>	<b>Read for summary</b> <ul style="list-style-type: none"> <li>Discursive text which balances argument/ discussion for and against</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<b>Prepare for discursive writing/writing essays based on visual texts</b> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Vocabulary related to reading text</li> </ul>
2	<b>SBA Task 7: Unprepared Speech/ prepared reading aloud</b>	<b>Read for summary</b> <ul style="list-style-type: none"> <li>Discursive text which balances argument/ discussion for and against</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<b>Prepare for discursive writing/writing essays based on visual texts</b> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Vocabulary related to reading text</li> </ul>
3	<b>SBA Task 7: Unprepared Speech/ prepared reading aloud</b>	<b>Reading and viewing a cartoon/ advert</b> <ul style="list-style-type: none"> <li>Informal activity: Answer questions set on cartoon/advert</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<b>Discursive essay/ writing essays based on visual texts</b> <ul style="list-style-type: none"> <li>Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting</li> <li>Text structures and Language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Image, symbol, literal and figurative meaning</li> <li>Vocabulary related to reading text</li> <li>Remedial grammar from learners' writing</li> <li>Abbreviations commonly used in classified advertisements, acronyms, etc.</li> </ul>

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<p><b>Discuss an issue related to the literary text studied or a visual text (advert)</b></p> <ul style="list-style-type: none"> <li>Informal activity: Answer questions set on cartoon/advert</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Reading and viewing a cartoon/ advert</b></p> <ul style="list-style-type: none"> <li>Informal activity: Answer questions set on cartoon/advert</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Discursive essay/ writing essays based on visual texts</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting Text structures and Language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Image, symbol, literal and figurative meaning</li> <li>Vocabulary related to reading text</li> </ul>
<p><b>Formal prepared/ researched speech based on network</b></p> <ul style="list-style-type: none"> <li>Peer assessment for listening practice (to promote Extended reading and independent research)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Answering techniques</li> <li>comprehension skills</li> <li>Vocabulary related to reading text</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Practise Shorter transactional Genres:</b></p> <ul style="list-style-type: none"> <li>Invitation Flyers</li> <li>Directions/Instructions Email</li> <li>Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions</li> <li>Implied meaning</li> </ul>
<p><b>Formal prepared/ researched speech based on network</b></p> <ul style="list-style-type: none"> <li>Peer assessment for listening practice (to promote Extended reading and independent research)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Answering techniques</li> <li>comprehension skills</li> <li>Vocabulary related to reading text</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Task 8: Essay (50)</b></p>	<ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions</li> <li>Implied meaning</li> <li>Remedial grammar from learners' writing</li> </ul>
<p><b>Formal prepared/ researched speech based on network</b></p> <ul style="list-style-type: none"> <li>Peer assessment for listening practice (to promote Extended reading and independent research)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Answering techniques</li> <li>comprehension skills</li> <li>Vocabulary related to reading text</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>		

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
7	<p><b>Listen to enrichment text for pleasure/ appreciation</b>, e.g. song, poetry reading, film, radio drama, play reading</p> <p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Critical language awareness</li> <li>Provide examples of a letter of request or complaint or a cover letter and CV (purpose and audience)</li> <li>Facts and opinion) focus on naming (how are people named) what is included or excluded, pronouns (who are they)</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Write a letter of complaint/request/ covering letter and CV in response to reading text</li> <li>Be aware of own position and attitude</li> <li>Focus on Process writing: planning, drafting, revising editing, proofreading, and presenting</li> </ul>	<p>Revise formal letter format</p> <ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions</li> <li>Implied meaning</li> <li>Remedial grammar from learners' writing</li> </ul>	
8	<p>Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading</p> <p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Critical language awareness</li> <li>Provide examples of a letter of request or complaint or a cover letter and CV (purpose and audience)</li> <li>Facts and opinion) focus on naming (how are people named) what is included or excluded, pronouns (who are they)</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>Design an invitation card</li> <li>Write diary entries</li> <li>Focus on Process writing: Planning, drafting, revising editing, proofreading, and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions Implied meaning</li> <li>Remedial grammar from learners' writing</li> </ul>	

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<ul style="list-style-type: none"> <li>Prepared reading aloud of letters to the press</li> </ul>	<p><b>Revision: Paper 1, Question 5</b></p> <ul style="list-style-type: none"> <li>Language Structures and Conventions (Verb tenses, parts of speech, direct and indirect speech, combining sentences, active and passive voice, prepositions, negative form, question tags, antonyms and synonyms, homophones and homonyms, degrees of comparison and editing skills)</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> <li>Discuss plot, character theme, setting, figurative language, imagery</li> <li>Teach vocabulary related to the text</li> <li>Questions and answers</li> </ul>	<p><b>Design an invitation card</b></p> <p><b>Write diary entries</b></p> <ul style="list-style-type: none"> <li>Focus on Process writing: planning, drafting, revising editing, proofreading, and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions</li> <li>Implied meaning</li> <li>Remedial grammar from learners' writing</li> </ul>
9	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Feedback and review of unprepared speech/ prepared reading</li> </ul>	10-11	<p><b>Revision: Paper 1, Question 5</b></p> <ul style="list-style-type: none"> <li>Feedback and review of aspects covered</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Feedback and review of aspects covered</li> </ul>

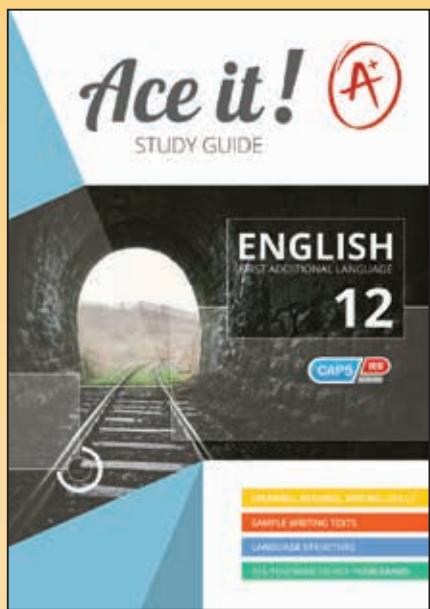
# ENGLISH FAL Term 4

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Critical listening of recorded or read text for bias and prejudice</b> <ul style="list-style-type: none"> <li>• Discussion/debate</li> </ul>	<b>Reading for critical language awareness</b> , e.g. Political speech, biased reporting <ul style="list-style-type: none"> <li>• Critical reading issues: Who gains from this text? Who loses? How?</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Reflective writing</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting</li> <li>• Text structures and Language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Passive and active voice</li> <li>• Vocabulary related to reading text</li> <li>• Dictionary work</li> </ul>
2	<b>Critical listening of recorded or read text for bias and prejudice</b> <ul style="list-style-type: none"> <li>• Discussion/debate</li> </ul>	<b>Reading for critical language awareness</b> , e.g. Political speech, biased reporting <ul style="list-style-type: none"> <li>• Critical reading issues: Who gains from this text? Who loses? How?</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Reflective writing</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: planning, drafting, revising editing, proofreading and presenting</li> <li>• Text structures and Language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs</li> <li>• Chronological order</li> <li>• Remedial grammar from learners' writing</li> <li>• Vocabulary related to reading text</li> </ul>
3	<b>Listening</b> <ul style="list-style-type: none"> <li>• Note-taking practice of procedure</li> <li>• Listening for sequence</li> </ul>	<b>Intensive reading</b> <ul style="list-style-type: none"> <li>• Comprehension test</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<b>Write a procedural text e.g. instructions related to new technology</b> <ul style="list-style-type: none"> <li>• Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting</li> <li>• Text structures and Language features (see 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Polite forms and stock phrases of thanks</li> <li>• Culturally appropriate forms of address</li> <li>• Register</li> <li>• Vocabulary related to reading text</li> </ul>

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		<b>Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry</b>	<b>Revision summary/ concluding lesson/enrichment text</b>	<b>Letter of appreciation/thanks/ expressing enjoyment</b>
4		<b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> <li>• Discuss plot, character theme, setting, figurative language, imagery</li> <li>• Teach vocabulary related to the text</li> <li>• Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Process writing: Planning, drafting, revising editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary work</li> <li>• Idioms, proverbs, sayings</li> <li>• Remedial grammar from learners' writing</li> <li>• Vocabulary related to reading text</li> </ul>
5-10	<b>Revision</b>	<ul style="list-style-type: none"> <li>• Examinations</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>• Examinations</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>• Examinations</li> </ul>



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# ENGLISH FAL Term 1

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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Consolidation of Grade 11 work</b> <ul style="list-style-type: none"> <li>• Peer assessment of baseline test</li> <li>• Discussion of baseline test</li> </ul> <b>Introduction of learners to class</b>	<b>Discuss the features of literary texts, newspaper or magazine articles</b>		
2	<b>Group discussion on features of texts</b> <ul style="list-style-type: none"> <li>• Discuss purpose and structure</li> <li>• Link to extended reading (Use of honorifics)</li> </ul>		<b>Write a letter to the press, review, notice to a newspaper</b> <ul style="list-style-type: none"> <li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Formal structures (no contractions, no slang or colloquial language)</li> </ul>
3	<b>Discuss meta-language related to newspapers, literary texts</b> <ul style="list-style-type: none"> <li>• Formal speech: present the report orally</li> </ul>	<b>Skimming and scanning</b> <b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>• Figurative language, structure, character, etc.</li> <li>• Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> </ul>	<b>Long transactional text: Letter to the press</b> <ul style="list-style-type: none"> <li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Euphemism</li> </ul>
4	<ul style="list-style-type: none"> <li>• Example role play to demonstrate question skills</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Revise vocabulary related to reading text</li> </ul> <b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>• Figurative language, structure, character, etc.</li> <li>• Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> </ul>	<b>Task 2: Long transactional text</b> <ul style="list-style-type: none"> <li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Write a list of questions to elicit information: Question forms: open and closed questions</li> </ul>

# ENGLISH FAL Term 1

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
5	<b>Prepare learners for listening comprehension</b> <ul style="list-style-type: none"> <li>Refer to SBA exemplar tasks</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Revise vocabulary related to reading text</li> </ul> <b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Transactional text: Information report</b> <ul style="list-style-type: none"> <li>Autobiographical narrative: viewpoint, narrator and attitude</li> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>Direct and indirect speech</li> </ul>
6	<b>SBA Task 1: Listening comprehension</b>	<b>Reading, viewing a cartoon</b> <ul style="list-style-type: none"> <li>Answer questions set on cartoon</li> </ul> <b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Essay: Narrative essay</b> <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Provide summary of notes on verb tenses and give an activity</li> </ul>
7	<b>Discuss themes and messages related to visual texts</b>	<b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Write an essay</b> <ul style="list-style-type: none"> <li>Narrative, reflective, descriptive, argumentative discursive</li> </ul> <b>SBA Task 3: Long transactional text</b> <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Provide notes on concord and give an activity</li> <li>Paragraph structure in discursive writing</li> <li>Logical connectors that signal course (e.g., because, so, therefore)</li> </ul>
8	<b>Formal group work discussion of issues related to the set work</b>	<b>Visual enrichment: literary text</b> <ul style="list-style-type: none"> <li>Vocabulary related to reading text</li> </ul> <b>Intensive reading of literature, literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul>	<b>Remedial exercises on essays</b>	<ul style="list-style-type: none"> <li>Prepositions and logical connectors</li> <li>Meta language of literature analyses appropriate to the text being studied.</li> </ul>

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9	Introducing a speaker for research • Literary text 6: Intensive reading appropriate to the text.	<b>Intensive reading of multimodal texts writing an email (address, subject or writing a webpage message)</b> • Pay attention to visual features (revision)	<b>Writing an email (address, subject or writing a webpage message)</b> • Pay attention to visual features (revision)	• Vocabulary related to reading text • Dictionary practice • Jargon words, meta language revision
10-11	Reading aloud of a literary text	<b>Short transactional text: Write an SMS/Facebook/ Messenger</b> • Focus on Process writing: planning, drafting, revising, editing, proof reading and presenting	<b>Revision: Paper 1, Question 5</b> <b>SBA Task 4: Controlled Test 1:</b> • Comprehension and Summary OR Comprehension and Language structures and conventions	

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<p><b>Listen to a job interview or text about a job interview</b></p> <ul style="list-style-type: none"> <li>• Take notes</li> <li>• Discuss the relative merits of interviewees and share ideas with class or group</li> </ul> <p><b>SBA Task 5 and 6</b></p>	<p><b>Reading of a multimodal text</b></p> <ul style="list-style-type: none"> <li>• Discuss visual and literal elements that contribute to meaning</li> </ul> <p><b>Intensive reading of advertisement</b></p> <ul style="list-style-type: none"> <li>• Meta-language related to advertisement</li> </ul> <p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>• Figurative language, structure, character, etc.</li> <li>• Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> </ul>	<p><b>Long transactional text: Write a dialogue</b></p> <ul style="list-style-type: none"> <li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Language Awareness (CAPS p. 46-48)</li> <li>• Active and passive voice</li> <li>• Remedial grammar from learners' writing</li> <li>• Vocabulary related to the reading text</li> </ul>
2	<p><b>Listen to a job interview or text about a job interview</b></p> <ul style="list-style-type: none"> <li>• Take notes</li> <li>• Discuss the relative merits of interviewees and share ideas with class or group</li> </ul> <p><b>SBA Task 5 and 6</b></p>	<p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>• Figurative language, structure, character, etc.</li> <li>• Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Letter formats <ul style="list-style-type: none"> <li>– stock phrases of opening and closing</li> <li>– format of letter writing</li> </ul> </li> <li>• Focus on Process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Write a covering letter and a CV in response to an advertisement, e.g., for a job or bursary or university application</li> <li>• Modal verbs; implications of different modal verbs in use</li> </ul>
3	<p><b>Job interview role play</b></p> <p><b>SBA Task 5 and 6</b></p>	<p><b>Intensive reading, of information text on interviews from magazine, internet, etc.</b></p> <p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>• Figurative language, structure, character, etc.</li> <li>• Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>• Poetry, short stories, novel, drama</li> </ul>	<p><b>Long transactional text</b></p> <ul style="list-style-type: none"> <li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Modal verbs; implications of different modal verbs in use</li> </ul>

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			<b>Revision</b>
4	<b>Job interview role play</b>  <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li><li>• Consolidation of plot, setting, themes and characters</li><li>• Introduce SBA Task 7</li></ul>	<b>Intensive reading of advertisement</b> <ul style="list-style-type: none"><li>• Meta-language related to advertisement</li></ul> <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li><li>• Consolidation of plot, setting, themes and characters</li><li>• Introduce SBA Task 7</li></ul>	<b>Long transactional text</b> <ul style="list-style-type: none"><li>• Write a persuasive letter or paragraph recommending the film you have watched or write a film review</li><li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li></ul> <b>Practice summary writing</b> <ul style="list-style-type: none"><li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li></ul>
5	<b>SBA Task 5 and 6:</b> Job interview role play	<b>Intensive reading</b> <ul style="list-style-type: none"><li>• Practice reading Comprehension</li></ul> <b>Intensive reading of literature literary text</b> <ul style="list-style-type: none"><li>• Figurative language, structure, character, etc.</li><li>• Questions and answers</li></ul> <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li></ul>	 <b>Intensive reading of literature literary text</b> <ul style="list-style-type: none"><li>• Figurative language, structure, character, etc.</li></ul> <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li></ul>
6	<b>SBA Task 5 and 6:</b> Job interview role play	 <b>Intensive reading</b> <ul style="list-style-type: none"><li>• Use previous exam papers to revise formal text study</li></ul> <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li></ul>	 <b>Intensive reading</b> <ul style="list-style-type: none"><li>• A dialogue, drama which contains language varieties (e.g., slang, dialect, words from other languages, e.g., <i>Eish, I fell into the dongai!</i>, etc.)</li><li>• Role-play formal speeches: introducing a speaker and offering a vote of thanks</li></ul> <b>Formal researched speech on an aspect of visual media (e.g., film genres, history, production methods, etc.)</b> <ul style="list-style-type: none"><li>• Role-play formal speeches: introducing a speaker and offering a vote of thanks</li></ul>
7	<b>SBA Task 5 and 6</b>	 <b>Intensive reading</b> <ul style="list-style-type: none"><li>• Figurative language, structure, character, etc.</li><li>• Questions and answers</li></ul> <b>Study of literature</b> <ul style="list-style-type: none"><li>• Poetry, short stories, novel, drama</li></ul>	 <b>Write an argument</b> <ul style="list-style-type: none"><li>• List of points for and against a proposal/ motion.</li><li>• Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li></ul> <b>Intensive reading of literature literary text</b> <ul style="list-style-type: none"><li>• Revise logical connectors and conjunctions</li><li>• Generalisation and stereotyping</li></ul>

# ENGLISH FAL Term 2

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
8	<p><b>Formal researched speech</b> On an aspect of visual media (e.g., film genres, history, production methods, etc.)</p> <ul style="list-style-type: none"> <li>Roleplay formal speeches: introducing a speaker and offering a vote of thanks</li> </ul> <p><b>SBA Task 5 and 6</b></p>	<p><b>Intensive reading</b></p> <ul style="list-style-type: none"> <li>A dialogue, drama: pay attention to dialogue and stage conventions. If the chosen set work is a drama, focus on stage directions, asides, costume, make up, etc. appropriate to the set work.</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<p><b>Write an argumentative essay</b></p> <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Remedial grammar from learners' writing</li> <li>Vocabulary related to the reading text</li> </ul>
9-11	<p><b>Revision</b></p> <p><b>Examination</b></p>	<p><b>Revision</b></p> <p><b>Examination</b></p>	<p><b>Revision</b></p> <p><b>Examination</b></p>	<p><b>Revision</b></p> <p><b>Examination</b></p>

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Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1	<b>Read for summary</b> <ul style="list-style-type: none"> <li>Discursive text which balances argument and/or discussion for and against</li> <li>Intensive reading of literary text</li> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Short transactional text</b> <ul style="list-style-type: none"> <li>Write diary entries, flyers, posters, advertisements, directions and instructions</li> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<b>Write an argument</b> <ul style="list-style-type: none"> <li>For and against a proposal/motion</li> <li>Create a table of the argument in the reading text</li> </ul>	<ul style="list-style-type: none"> <li>Revise language aspects (Paper 1, Question 5)</li> </ul>
2	<b>Intensive reading for critical language awareness</b> , e.g., political speech, biased reporting	<b>Intensive reading of literature literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Write a formal letter justifying/ excusing/ apologising for behaviour</b> <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Use of pronouns and names, e.g., demonstrators, agitators, activists, to "position" a character</li> </ul>
3	<b>Practise reading comprehension from previous exam paper</b>	<b>Intensive reading of literature literary text</b> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <b>Study of literature</b> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<b>Write an essay</b> <ul style="list-style-type: none"> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Formal style elements: longer sentences, no contractions, etc.</li> <li>Remedial grammar from learners' writing</li> <li>Vocabulary in context</li> </ul>

# ENGLISH FAL Term 3

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
4		<ul style="list-style-type: none"> <li>Intensive reading for critical language awareness of letters to the press, e.g. purpose and audience, facts and opinion, etc.</li> <li>Use literature text</li> </ul> <p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<p><b>Long transactional text</b></p> <ul style="list-style-type: none"> <li>Write a letter to the press in response to reading text.</li> <li>Be aware of own position and attitude</li> </ul>	<p><b>Critical language awareness</b></p> <ul style="list-style-type: none"> <li>Denotation and connotation</li> <li>Assumptions Implied meaning</li> </ul>
5		<p><b>Discussion of issues related to set work study</b></p> <p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<p><b>Write an essay</b></p> <ul style="list-style-type: none"> <li>Any one of the 5 types.</li> <li>Focus on text structures and language features</li> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Formal style elements: longer sentences, no contractions, etc.</li> <li>Remedial grammar from learners' writing</li> <li>Vocabulary related to the reading text</li> </ul>
6		<p><b>Intensive reading of literature literary text</b></p> <ul style="list-style-type: none"> <li>Figurative language, structure, character, etc.</li> <li>Questions and answers</li> </ul> <p><b>Study of literature</b></p> <ul style="list-style-type: none"> <li>Poetry, short stories, novel, drama</li> </ul>	<p><b>Short transactional text</b></p> <ul style="list-style-type: none"> <li>Design a poster or CD cover.</li> <li>Focus on text structures and language features</li> <li>Focus on process writing: Planning, drafting, revising, editing, proofreading and presenting</li> </ul>	<ul style="list-style-type: none"> <li>Style elements related to written work</li> <li>Vocabulary related to the reading text</li> </ul>

# ENGLISH FAL Term 3

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		<b>Revision</b>	<b>Practise writing skills (Paper 3)</b>	<b>Revision</b>
7		<ul style="list-style-type: none"><li>• Use previous exam papers to revise literature (P2)</li></ul>	<ul style="list-style-type: none"><li>• Interpretation of topics</li><li>• Catching introductions to essays, Developing topic and good endings to essays</li><li>• Text structures</li></ul>	<ul style="list-style-type: none"><li>• Use previous exam papers to revise language structures and conventions (P1)</li></ul>
8-11	<b>TRIAL EXAMINATION</b>		<ul style="list-style-type: none"><li>• Paper 1: Language in context (80) – 2 hours</li><li>• Paper 2: Literature (70) – 2,5 hours</li><li>• Paper 3: Writing (100) – 2,5 hours*</li></ul> <p>* Paper 3 can be written earlier in August</p>	

# ENGLISH FAL Term 4

Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and conventions
1		<ul style="list-style-type: none"> <li>Use previous exam papers to revise formal text study and intensive reading strategies in preparation for the external examination (P1)</li> <li><b>Literature study</b></li> <li>Revision of all relevant literature aspects, e.g., figures of speech, characters, plot, themes, etc. (P2)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise/ practise writing skills; interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts (P3)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise language aspects (P1)</li> </ul>
2		<ul style="list-style-type: none"> <li>Use previous exam papers to revise formal text study and intensive reading strategies in preparation for the external examination (P1)</li> <li><b>Literature study</b></li> <li>Revision of all relevant literature aspects, e.g. figures of speech, characters, plot, themes, etc. (P2)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise/ practise writing skills; interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts (P3)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise language aspects (P1)</li> </ul>
3		<ul style="list-style-type: none"> <li>Use previous exam papers to revise formal text study and intensive reading strategies in preparation for the external examination (P1)</li> <li><b>Literature study</b></li> <li>Revision of all relevant literature aspects, e.g. figures of speech, characters, plot, themes, etc. (P2)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise/ practise writing skills; interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts (P3)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise language aspects (P1)</li> </ul>
4		<ul style="list-style-type: none"> <li>Use previous exam papers to revise formal text study and intensive reading strategies in preparation for the external examination (P1)</li> <li><b>Literature study</b></li> <li>Revision of all relevant literature aspects, e.g. figures of speech, characters, plot, themes, etc. (P2)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise/ practise writing skills; interpretation of topics, catching introductions to essays, developing topic and good endings to essays; text structures; formats of transactional texts (P3)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous exam papers to revise language aspects (P1)</li> </ul>
5-10	<b>FINAL NSC EXAMINATION (250 marks)</b>			

# LANGUAGE STRUCTURES AND CONVENTIONS

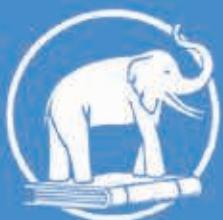
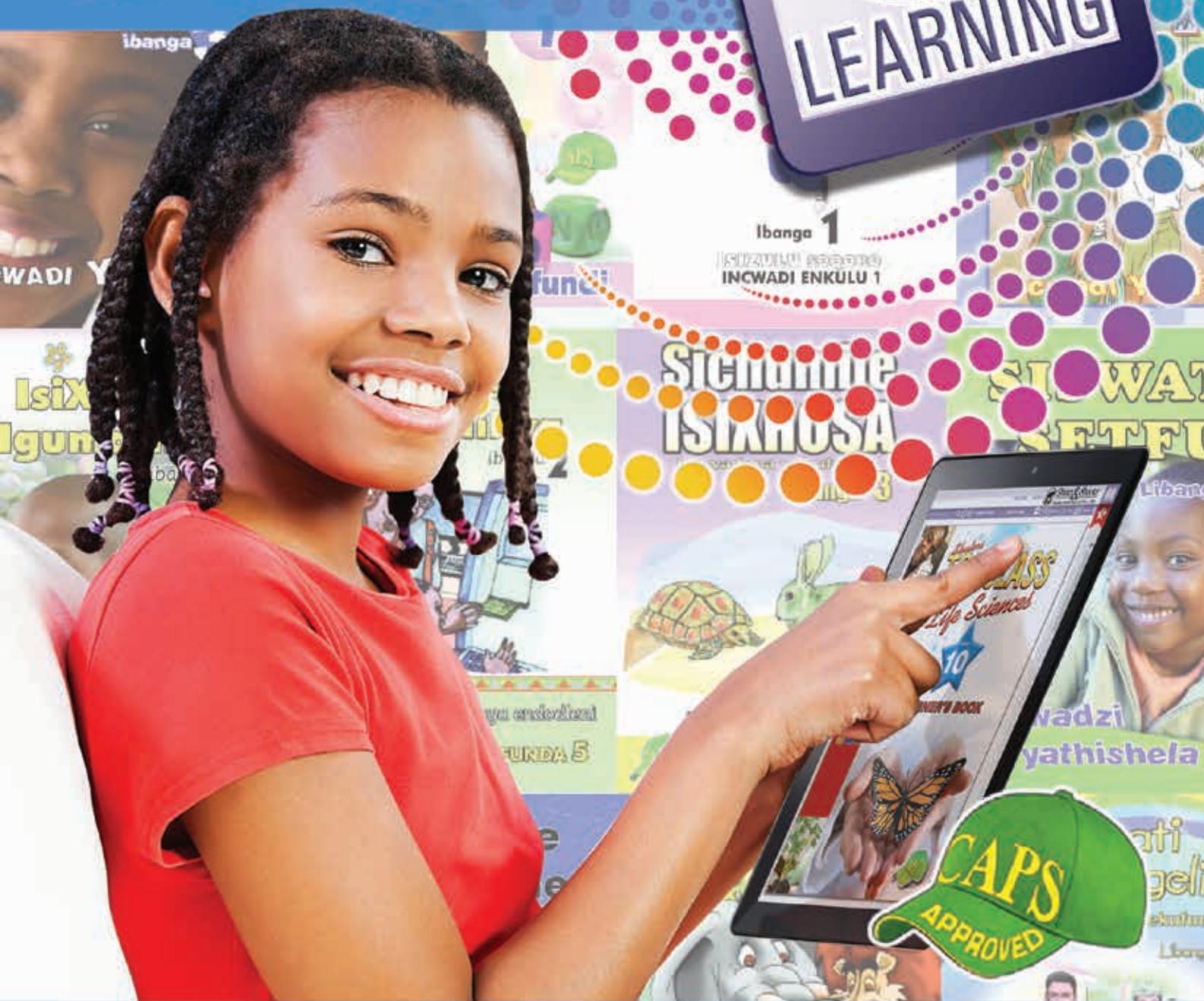
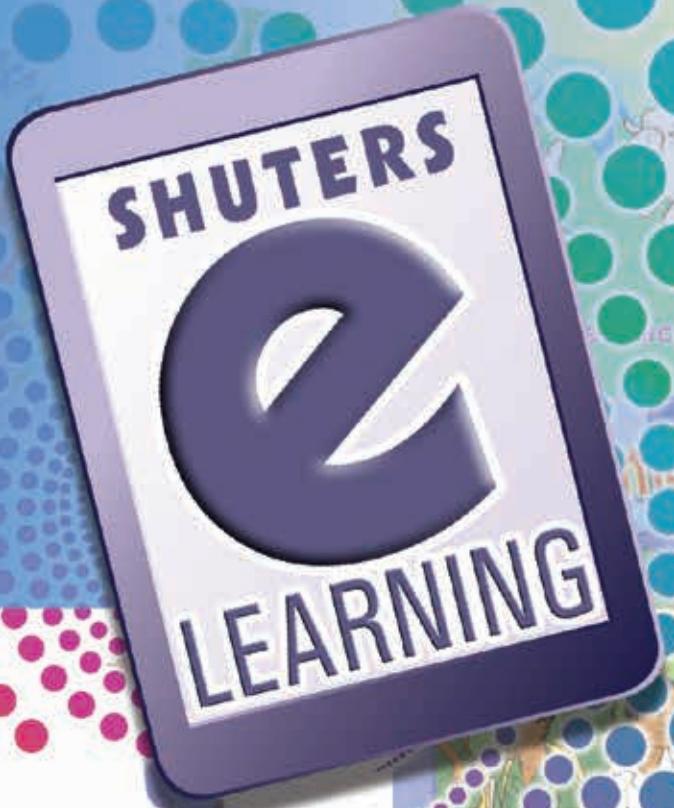
Where to find Language Structures and Conventions and Text types in *Top Class English First Additional Language Grade 10*

Concept	Learner's Book page
<b>Adjectives</b>	
Adjectives	18, 137
Comparative and superlative adjectives	19
<b>Conjunctions</b>	
Conjunctions	62, 93, 104
Connecting words	93, 94
<b>Verbs</b>	
Modal verbs	127, 128
<b>Tenses</b>	
Tenses	53
Verb tenses	111
<b>Adverbs</b>	
Adverbs	18, 137
<b>Prepositions</b>	
Prepositions	62
<b>Sentence structure</b>	
Active and passive voice	157
Conditional sentences	92
Direct speech	45
Passive voice	144, 145, 157, 158
Reported speech (indirect speech)	28, 45
Rhythm and rhyme	43
Simple sentences	6
<b>Vocabulary development</b>	
Register	164
<b>Text types</b>	
Advertisement	Unit 8, Unit 9
Article	Unit 11, Unit 12, Unit 13
Cartoon/Comic strip	Unit 4, Unit 6, Unit 8, Unit 11
Creative essay	Unit 13
Diary entry (writing)	Unit 2
Discursive essay	Unit 10
Email	Unit 6, Unit 12
Entry forms (writing)	Unit 3
Flyer	Unit 5
Graphs	Unit 5
Headlines	Unit 3
Information text	Unit 1, Unit 6
Informative paragraph	Unit 1, Unit 11
Instructions	Unit 6
Interview	Unit 6

# LANGUAGE STRUCTURES AND CONVENTIONS

Concept	Learner's Book page
<b>Text types (contd)</b>	
Invitations	Unit 12
Jokes	Unit 8
Letter	Unit 1, Unit 10, Unit 12, Unit 17
Literary essay	Unit 7
Lyrics	Unit 5
Myth/Folktales	Unit 7
Narrative essay	Unit 4
News story	Unit 2, Unit 3
Novel extract	Unit 4, Unit 10, Unit 13
Play/drama	Unit 13
Poetry	Unit 2, Unit 4, Unit 9, Unit 10, Unit 11, Unit 17
Postcards	Unit 12
Prepared speech	Unit 12
Review	Unit 5, Unit 9
Short story	Unit 8, Unit 9, Unit 16, Unit 17
Story	Unit 4, Unit 13
Summary	Unit 1, Unit 5, Unit 16
Text message/SMS	Unit 1, Unit 12

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# MY NOTES

# Ace it!

STUDY GUIDES



CAPS / IEB  
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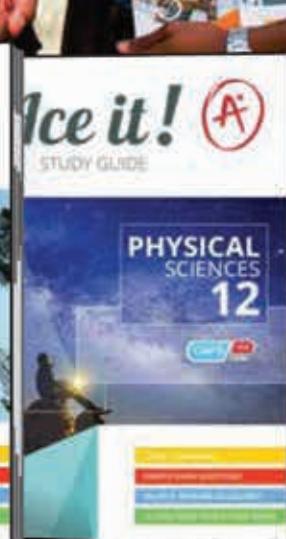
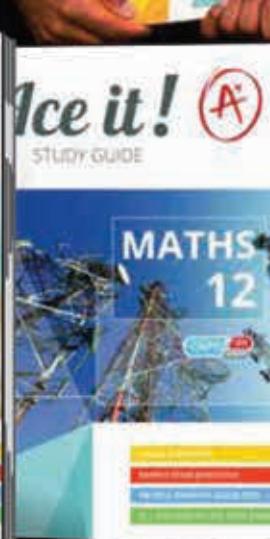
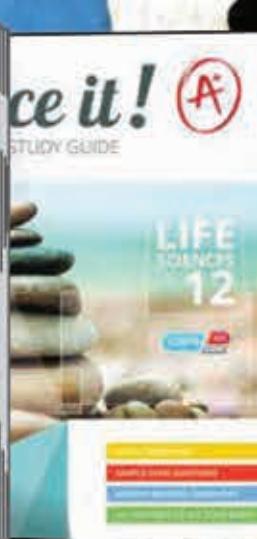
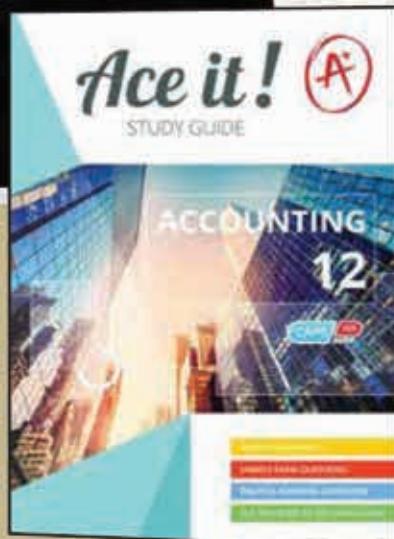
8-12

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