**WEEKS 1-2**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies: Oral presentation (Covid -19 related matters)**  • Language use  • Register  • Tone  • Body language  • Introduction and conclusion  **Unprepared reading**  • Appropriate use of voice, tone and pace  • Punctuation in reading  • Body language  • Contact with audience | READING ALOUD |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read / view text e.g. newspaper articles / magazine articles for information and comprehension**  Reading strategies Comprehension passage in textbook  • Skimming and 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**  **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 COMPREHENSION:  MAGAZINE ARTICLE  SUMMARY WRITING  RESPONSE TO TEXT - LITERATURE:  POEM |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Writing: Text review (unprepared text read/documentary)**  • Correct format  • Purpose  • Main and supporting ideas  • Language use  • Register  • Logical order of sentences  • Use conjunctions to ensure cohesion  • Use a variety of sentences types, lengths and structures  **Focus on process writing**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting  **Write a review/documentary following the process approach to writing.** | WRITE A REVIEW |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK PAGE** | **DATE COMPLETED** |
| **Word level work:** Verbs (finites; infinitives)AdjectivesStems; prefixes and suffixes; | LSC ACTIVITY |  |  |
| **Sentence level work**: Complex sentences; Compound  Generalisations, Direct/indirect speech | LSC ACTIVITY |  |  |
| **Word meaning**: Idioms and proverbs | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: Quotation marks; spelling patterns abbreviations | LSC ACTIVITY |  |  |

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*  SCHOOL STAMP  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies**  **Discussion: current matters (teacher-initiated discussion)**  • Indicate roles  • Take turns  • Explain viewpoints and reach consensus  • Use appropriate language, style and register  **Prepared reading**  • Appropriate use of voice, tone and pace  • Punctuation in reading  • Body language  • Contact with audience | READING ALOUD |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read a literature text e.g. Novel / youth 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 comprehension (strategies): (Use visual and written texts)**  • Skimming for main ideas, Scanning for supporting details • Making predictions  • Inferring the meaning of unfamiliar words and images  • The effect of selections and omissions on meaning  • The effect of figurative and rhetorical devices  • Impact of visual technique | RESPONSE TO TEXT - LITERATURE:  NOVEL / YOUTH NOVEL / SHORT STORY  RESPONSE TO TEXT -LITERATURE:  POEM  READING COMPREHENSION:  VISUAL TEXTS |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Transactional text: e.g. Covering 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 elements  **Focus on process writing**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting  **Write a covering letter and CV** | WRITE A COVERING LETTER AND CV |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:**  Pronoun: Reflexive, relative | LSC ACTIVITY |  |  |
| **Sentence level work**:  Speech; tenses; sentence types;  paragraph types; voice; clauses and phrases. | LSC ACTIVITY |  |  |
| **Word meaning**:  Synonyms, Antonyms  Homophones, Homonyms  Polysemy | LSC ACTIVITY |  |  |
| **Punctuation and spelling**:  Spelling patterns | LSC ACTIVITY |  |  |
| **END -OF CYCLE COMMENTS/ REFLECTIONS** | | | |
| SCHOOL STAMP  *Signatures:*  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* | | | |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **PAGE**  **NUMBER** | **DATE COMPLETED** |
| **Speaking and Listening strategies**  **Listening to a speech by a prominent member of the society**  • Language use  • Bias and prejudice  • Stereotypes  • Tone  • Language and power  • Answer questions  **Prepared speech**  Learners to undertake research or investigation as a preparatory activity.  • Presentation conventions  • Body language  • Introduction and conclusion  • Language use | LISTENING  COMPREHENSION:  SPEECH  PREPARED SPEECH |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read a literature text e.g. Novel / short story/Folklore**  • Literary text features: structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection  **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**  **(Visual and written texts): Strategies**  • Skimming for main ideas • Scanning for supporting details  • Intensive reading • Making predictions  • Inferring the meaning of unfamiliar words and images • Main and supporting ideas  • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Inferences and conclusions  **Summarising the text** | RESPONSE TO TEXT -  LITERATURE:  NOVEL / SHORT STORY/FOLKLORE  RESPONSE TO TEXT -LITERATURE:  POEM  READING COMPREHENSION:  VISUAL TEXT |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Write an essay: Narrative/ descriptive 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  • Proof-reading and presenting  **Write an essay following the process approach to writing** | WRITE A DESCRIPTIVE ESSAY |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:**  Conjunctions and transition words | LSC ACTIVITY |  |  |
| **Sentence level work**:  Speech; sentence types; sentence  structure; voice; tenses; paragraph types | LSC ACTIVITY |  |  |
| **Word meaning**:  Literal, figurative,  Alliteration, assonance, consonance, personification, onomatopoeia, pun | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: spelling patterns | LSC ACTIVITY |  |  |
| **END -OF CYCLE COMMENTS/ REFLECTIONS** | | | | |
| *Signatures:*  SCHOOL STAMP  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* | | | | |

**FORMAL ASSESSMENT TASK** (Completed during the term)

**ORAL: [20 marks]**

* Listening comprehension

OR

* Prepared speech

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*  SCHOOL STAMP  *Teacher: ………………….*  *Departmental head: ………………………….*  *Date: ………………………….* |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies**  **Discussion: current issues teacher- initiated discussion)**  • Indicate roles  • Take turns  • Explain viewpoints and reach consensus  • Use appropriate language, style and register  **Prepared reading**  • Appropriate use of voice, tone and pace  • Punctuation in reading  • Body language  • Contact with audience | READING ALOUD |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read literary 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  **Read/view for information**  • Skimming, scanning, visualisation  • Purpose and target group  • Making inference  • Meaning of words • View-point of writer  • Fact and opinion • Implied meaning | RESPONSE TO TEXT - LITERATURE:  DRAMA  RESPONSE TO TEXT –  LITERATURE:  POEM |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Transactional text e.g. email**  • 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  • Proof-reading and presenting  **Write an email following the process approach to writing** | WRITE AN EMAIL |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:**  Verbs Interrogative, demonstrative, indefinite pronouns | LSC ACTIVITY |  |  |
| **Sentence level work**:  Procedure, spatial order, order of importance, concluding paragraph | LSC ACTIVITY |  |  |
| **Word meaning**:  One word for a phrase | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: spelling patterns | LSC ACTIVITY |  |  |

**FORMAL ASSESSMENT TASK: RESPONSE TO LITERATURE TEST [30 marks]: (CONTEXTUAL)**

**Question 1**

Poem (10 marks)

**Question 2**

Drama / Short Stories / Folklore / Novel (20 marks)

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
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