**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and Speaking strategies**  **Listening comprehension**:  • Listen to instructions / directions  • Take notes  • Answer questions  Different kinds of oral communication e.g. An unprepared news presentation / speech  **Giving directions:**  • Features of the text  • Language and conventions  • Body language | LISTENING  COMPREHENSION:  INSTRUCTIONS/ DIRECTIONS |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Read information text with visuals, e.g. maps, landmark, scales**  • Format  • Language use  • Features  **Reading process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate)  **Reading / Viewing visual text**  • Scanning  • Intensive reading  • Make inferences  • **Make a summary (use mind** **maps)** | READING COMPREHENSION:  MAPS, LANDMARK, SCALES  WRITE A SUMMARY |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Transactional text e.g. Directions / Instructions**  • Correct format  • Organize content (mind map)  • Main and supporting ideas  • Paragraph conventions  • Logical progression of paragraphs to ensure coherence  • Conjunctions for cohesion  • Language conventions  **Focus on process writing**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting  **Write an instructional text** | WRITE AN INSTRUCTIONAL TEXT |  |  |

**WEEK 1-2**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:**  Adjectives: comparative, superlative; common and proper nouns; conjunctions | LSC ACTIVITY |  |  |
| **Sentence level**: topic sentences; statement; tenses; main and supporting  statements; simple and compound sentences | LSC ACTIVITY |  |  |
| **Word meaning**: synonyms; antonyms; contextual | LSC ACTIVITY |  |  |

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

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and Speaking strategies**  **Prepared speech based on a social issue**  • Listen to speech  • Take notes  -- Language and power  -- Tone  -- Mood  -- Introduction and conclusion  • Answer questions  **Discussion**:  • Indicate roles  • Speakers take turns  • Explain viewpoints and reach consensus  • Use appropriate language, style and register  • Present | LISTENING  COMPREHENSION &  FEATURE NOTES:  PREPARED SPEECH |  |  |

**TERM 3: WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Literary text like recorded speech on television/radio based on a social issue**  • Key features of the text  • Language use  • Format  • Role players  **Reading process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate)  **Poetry**  • Key features of 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: SPEECH  LITERATURE:  POEM |  |  |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Write a speech based on a social issue**  **Paragraph conventions**  • Format  • Introductory sentences  • Main and supporting ideas  • Order and cohesion  • Word choice and punctuation  Language conventions  **Focus on process writing**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting  **Write a speech** | WRITE A SPEECH |  |  |

**WEEK 3-4**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:**  Finite Verbs | LSC ACTIVITY |  |  |
| **Sentence level**: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form | LSC ACTIVITY |  |  |
| **Word meaning**: literal; synonyms; antonyms; homophones; homonyms | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: spelling rules and conventions | LSC ACTIVITY |  |  |

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**WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and Speaking strategies**  **Listening comprehension**  • Listening process  • Writing response  **Listen to /view an extract from a drama/play**  • Teach features and conventions  • Choose style, register and vocabulary  • Take turns  • Use persuasion techniques | FEATURE NOTES &  LISTENING  COMPREHENSION  DRAMA / PLAY |  |  |

**WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Literary text like drama / play**  • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme  **Reading process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate)  • theme and message | FEATURES NOTES &  RESPONSE TO TEXT- LITERATURE:  DRAMA / PLAY |  |  |

**WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Descriptive essay based on a drama/play**  • Correct format and features  • Organize content (mind map)  • Main and supporting ideas  • Paragraph conventions  • Logical progression of paragraphs to ensure coherence  • Conjunctions for cohesion  • Language conventions  **Focus on process writing**  • Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting  **Write a descriptive essay** | WRITE A  DESCRIPTIVE ESSAY |  |  |

**WEEK 5-6**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:** Adverbs of place and frequency | LSC ACTIVITY |  |  |
| **Sentence level**: correct word order; question forms; euphemisms; sentence  structures; mood; voice | LSC ACTIVITY |  |  |
| **Word meaning**: figurative; literal; contextual; pun | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: abbreviations; question marks; exclamation marks; full stop; comma | LSC ACTIVITY |  |  |

**FORMAL ASSESSMENT TASK**

**Oral [20 marks]**

Listening Comprehension/ Prepared or Unprepared Speech

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**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Listening and Speaking strategies**  **Listening comprehension (non-fictional text e.g. Newspaper articles)**  • Listen for comprehension  • Take notes  • Answer questions  **Teacher led discussion**:  • Indicate roles  • Speakers take turns  • Explain viewpoints and reach consensus  • Use appropriate language, style and register | LISTENING  COMPREHENSION:  NEWSPAPER ARTICLE |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Literary text such as short story**  • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme  **Reading process:**  • Pre-reading (Introduce text)  • During reading (features of text)  • Post-reading (answer questions, compare, contrast, evaluate)  **Reading strategies for comprehension**  • Purpose and target group  • Making inferences  • Give own opinion  • Distinguish between facts and opinions  • Direct and implied meaning  **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 | FEATURE NOTES &  READING COMPREHENSION:  SHORT STORY  FEATURE NOTES & RESPONSE TO TEXT- LITERATURE:  POEM |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Write a review of the story**  **•** Structure of the text  • Features and conventions  • Diction  • Register  • Audience  • Tone  **Focus on process writing**  **•** Planning  • Drafting  • Revision  • Editing  • Proof-reading and presenting | WRITE:  REVIEW OF A STORY |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL**  **LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK**  **PAGE** | **DATE COMPLETED** |
| **Word level work:** Prefixes and suffixes | LSC ACTIVITY |  |  |
| **Sentence level**: sentence structure;  sentence types; tenses; statement; euphemism; proverbs | LSC ACTIVITY |  |  |
| **Word meaning**: synonyms, antonyms; homonyms; paronyms | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: acronyms | LSC ACTIVITY |  |  |

**FORMAL ASSESSMENT TASK**

**Response to literature Test [30 marks] - (contextual)**

* Poem (10 marks)
* Drama / Short Stories (10 marks)
* Folklore / Novel (10 marks

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