



## 2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 1)

| TERM 1   |   |  |  |  |
|--|---|--|--|--|
| WEEK   | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
| <b>Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.</b> |   |  |  |  |
| 1-2  | <p><b>Listen to a short story</b><br/><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>Identify main and supporting ideas and take notes</li> <li>Share ideas and experiences and show understanding of concepts</li> <li>Identify persuasive and manipulating techniques where applicable</li> <li>Answer questions</li> </ul>  | <p><b>Literary text: Short stories</b><br/>Key features of literature text: such as</p> <ul style="list-style-type: none"> <li>character, characterisation, plot</li> <li>conflict, background, setting, narrator, theme</li> </ul> <p><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>Make connections and predictions</li> <li>Answer questions</li> <li>Infer meaning</li> <li>Summarise (paragraph format)</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> | <p><b>Write a review on a short story</b></p> <ul style="list-style-type: none"> <li>Requirements of format and style</li> <li>Target audience, purpose and context</li> <li>Paragraph cohesion</li> <li>Word choice</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a review, following the writing process</b></p> | <p><b>Word level work</b><br/>Singular and plural, adjectives: degrees of comparison, superlatives</p> <p><b>Sentence level work</b><br/>Simple present tense, simple past tense</p> <p><b>Word meaning</b><br/>Homophones, idioms</p>   |
| 3-4  | <p><b>Listen to and discuss a poem</b></p> <ul style="list-style-type: none"> <li>Share ideas and experiences and show understanding of concepts</li> <li>Answer questions</li> <li>Share personal feelings (positive/negative) about a specific poem</li> </ul> <p><b>Prepared reading aloud (Poem)</b></p> <ul style="list-style-type: none"> <li>Tone, voice projection, pronunciation, phrasing, eye contact</li> <li>Give attention to punctuation</li> <li>Use appropriate body language</li> </ul> | <p><b>Literary text: Poem</b><br/><b>Key features of a poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem: lines, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>   | <p><b>Creative writing</b><br/><b>Write own poem</b></p> <p>Stanza conventions</p> <ul style="list-style-type: none"> <li>Structure of a stanza</li> <li>Use conjunctions for cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> <li>Diction and figurative language</li> </ul> <p><b>Write a poem</b><br/><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> </ul>   | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b><br/>Revision on verbs, finite verbs, personal and possessive pronouns, articles</p> <p><b>Word meaning</b><br/>Rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors</p> <p><b>Punctuation</b><br/>Full stop, comma</p> |

| TERM 1 |  |  |  |   |
|--------|--|--|--|---|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS   |
|        |  | <p><b>Reading/ viewing for comprehension:</b><br/> <b>Visual text: Cartoon/ comic strip</b><br/>           Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p><b>Focus on reading comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• intensive reading</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Proofreading</li> <li>• Presenting</li> </ul>   | <p><b>Spelling</b><br/>           Dictionary use, spelling patterns, spelling rules</p>   |
|        | <p><b>FORMAL ASSESSMENT TASK 1 – ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>  |  |  |   |
| 5-6    | <p><b>Listening comprehension</b><br/> <b>Novel (Read aloud - Introduction to novel)</b><br/> <b>Follow the listening process</b></p> <ul style="list-style-type: none"> <li>• Pre-listening: Introduce learners to novel and activate prior knowledge</li> <li>• Learners predict from cover page and blurb</li> </ul> <p><b>During listening</b><br/>           Make inferences and confirm prediction, questioning, recognising, matching, note-taking, interpreting</p> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>• Follow up on the listening experience</li> <li>• Learners ask questions, talk about setting, characters etc.</li> </ul> <p><b>Discuss the novel to which learners were exposed in the previous activity</b></p> <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Discuss the theme</li> </ul> | <p><b>Literary text: Novel extract</b><br/> <b>Key features of literary text</b></p> <ul style="list-style-type: none"> <li>• Character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Make connections</li> <li>• Monitor</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (Features of text)</li> <li>• Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/ viewing for comprehension</b><br/> <b>Information text about steps in the research process</b><br/> <b>Focus on reading comprehension strategies</b></p> | <p><b>Write a narrative/ reflective/ descriptive essay (paragraph)</b></p> <ul style="list-style-type: none"> <li>• Paragraph conventions:</li> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write a story based on a personal experience</b></p> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b><br/> <b>Word level work</b><br/>           Prefixes, suffixes, roots, auxiliary and finite verbs<br/> <b>Sentence level work</b><br/>           Subject and predicate, subject-verb agreement<br/> <b>Word meaning</b><br/>           Synonyms, antonyms<br/> <b>Punctuation and spelling</b><br/>           Dictionary use, spelling patterns, spelling rules</p> |

| TERM 1 |  |  |  |  |
|--------|--|--|--|--|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
|        | <ul style="list-style-type: none"> <li>Discuss point of view</li> <li>Read aloud from the novel</li> </ul>   | <ul style="list-style-type: none"> <li>Skim and scan</li> <li>Intensive reading</li> <li>Answer questions</li> <li>Fact and opinion</li> <li>Infer meaning of unfamiliar words by using word attack skills</li> </ul>  |  |  |
| 7-8    | <p><b>Listen to a short story</b></p> <ul style="list-style-type: none"> <li>Identify main and supporting ideas from a short story</li> <li>Take notes</li> <li>Share ideas and experiences and show understanding of concepts</li> </ul> <p><b>Retell a short story</b></p> <ul style="list-style-type: none"> <li>Retell events in correct sequence</li> <li>Mention characters correctly</li> <li>Mention the timeline</li> </ul> | <p><b>Literary text: Short stories</b></p> <ul style="list-style-type: none"> <li>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Visualisation</li> <li>Inferring meaning and conclusions</li> <li>Fact and opinion</li> <li>Meaning of words</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluation)</li> </ul> <p><b>Reading comprehension</b></p> <p><b>Summary writing</b><br/>Teach the steps in writing a summary<br/>Focus on:</p> <ul style="list-style-type: none"> <li>Format</li> <li>Language use</li> <li>Structure</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming and scanning for main ideas and themes</li> </ul> | <p><b>Write a narrative essay</b></p> <p><b>Paragraph conventions</b></p> <ul style="list-style-type: none"> <li>Topic sentence of paragraph</li> <li>Main and supporting ideas</li> <li>Logical order of paragraphs</li> <li>Conjunctions for cohesion</li> <li>A variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an essay for assessment</b></p> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b><br/>Common and proper nouns</p> <p><b>Sentence level work</b><br/>Simple sentences, statements, simple present tense, simple past tense</p> <p><b>Spelling and punctuation</b><br/>Full stop, comma, colon, semi-colon, capital and lowercase letters</p> |

| TERM 1   |   |  |   |   |
|--|---|--|---|---|
| WEEK   | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS   |
|  |   | <ul style="list-style-type: none"> <li>Separate main ideas from supporting details</li> <li>Paraphrase the main idea in own words</li> <li>Sequence the sentences</li> <li>Use conjunctions and logical connectives to link them together into a text</li> </ul>   |   |   |
| <b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li><b>Essay: (30 marks)</b><br/>Narrative/ descriptive<br/>During the term</li> </ul> |   |  |   |   |
| 9-10   | <p><b>Transactional text</b><br/>Listen to and discuss current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> <li>Use of manipulative/ emotive/persuasive language</li> <li>Use of cues</li> <li>Adherence to conventions</li> <li>Appropriate body language</li> <li>Attention-grabbing introduction and a strong conclusion</li> <li>Purpose, target group and context</li> </ul> <p><b>Read Aloud</b><br/>Prepared/unprepared reading aloud of a newspaper article</p> <ul style="list-style-type: none"> <li>Use of tone, pace and intonation</li> <li>Observing punctuation marks for good effect</li> <li>Appropriate body language</li> </ul> | <p><b>Reading/ viewing for information Use text such as newspaper articles/ magazine articles/written speeches</b><br/><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting ideas</li> <li>Making predictions</li> <li>Facts and opinions</li> <li>Viewpoint of author</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>Formal/ informal language</li> <li>Direct/ implied meaning</li> <li>Figures of speech</li> </ul> | <p><b>Transactional text</b><br/>Long/short transactional text<br/><b>Write a formal letter</b></p> <ul style="list-style-type: none"> <li>Requirements of format and style</li> <li>Target audience, purpose and context</li> <li>Paragraph cohesion</li> <li>Word choice</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a letter following the writing process</b></p> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b><br/><b>Word level work</b><br/>Abstract and concrete nouns prepositions, adjectives: comparative, superlative<br/><b>Sentence level work</b><br/>Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices<br/><b>Word meaning</b><br/>Synonyms, antonyms,<br/>Literal and figurative meaning<br/><b>Punctuation</b><br/>Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis</p> |

| <b>FORMATIVE ASSESSMENT ACTIVITIES</b><br>(Assessment for learning - ongoing process)  |  |   |  |
|--|--|---|--|
| <b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Follow the listening process</li> </ul>                              | <b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester (Poetry, novel and short story)</li> </ul> | <b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul>  | <b>Language Structures and Conventions activities</b> <p>Variety of Language Structures and Conventions activities aligned to text types</p> |
| <b>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7</b><br><b>TERM 1</b>  |  |   |  |
| <b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> <p>Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p> | <b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>Essay (30 marks)</li> </ul> <p>Narrative/ descriptive<br/>During the term</p>  | <b>FORMAL ASSESSMENT TASK 3</b><br><b>RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>Literary/ non-literary text (20 marks)</li> <li>Visual text (10 marks)</li> <li>Summary (10 marks)</li> <li>Language structures and conventions (20 marks)</li> </ul> |  |

**2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 2)**

| TERM 2  |   |   |  |  |
|---|---|---|--|--|
| WEEK  | LISTENING AND SPEAKING  | READING AND VIEWING   | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
| 1-2   | <p><b>Listening comprehension</b><br/> <b>Visual text such as poster/ advertisement/ television news presentation</b><br/> <b>Follow the listening process</b></p> <ul style="list-style-type: none"> <li>• Pre-listening: Introduce learners to the listening situation</li> <li>• During listening: Questioning, recognising, matching, note-taking, interpreting</li> <li>• Post-listening: Follow up on the listening experience</li> <li>• Learners ask questions, talk about what the speaker said, etc.</li> <li>• Summarise</li> <li>• Draw conclusions</li> </ul> <p><b>Reading aloud (Novel)</b></p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Voice projection</li> <li>• Pronunciation</li> <li>• Phrasing</li> <li>• Eye contact</li> <li>• Punctuation</li> <li>• Appropriate body language</li> </ul> | <p><b>Reading/ viewing for comprehension</b><br/> <b>Written and/or visual text such as advertisement/ poster/ television news presentation</b><br/> <b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Making inferences (characters, setting, milieu, message)</li> <li>• Inferring meaning of unfamiliar words by word attack skills</li> <li>• Manipulative language</li> <li>• Formal/ informal language</li> </ul> | <p><b>Write a transactional text</b><br/> <b>Create advertisement/ poster/ television news presentation</b><br/> <b>(Select one)</b></p> <ul style="list-style-type: none"> <li>• Requirements of format</li> <li>• Purpose, target group and context</li> <li>• Word choice and sentences construction</li> <li>• Visual elements such as font types and size, headings, symbols, colour</li> <li>• Manipulative/ persuasive language</li> </ul> <p><b>Follow the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b><br/> <b>Word level work</b><br/>           Proper nouns, gender, plural, singular, adjectives: demonstrative, relative<br/> <b>Sentence level work</b><br/>           Direct and indirect speech, simple and compound sentences<br/> <b>Word meaning</b><br/>           Synonyms, antonyms, literal and figurative meaning<br/> <b>Punctuation and spelling</b> Colon, semi-colon, dictionary use</p> |
| <p><b>FORMAL ASSESSMENT TASK 1 – ORAL</b><br/>           Task started in Term 1 to be continued</p> <ul style="list-style-type: none"> <li>• Reading aloud (20 marks)</li> </ul> <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p> |   |   |  |  |

| TERM 2 |   |  |   |   |
|--------|---|--|---|---|
| WEEK   | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS   |
| 3-4    | <p><b>Group/ class discussion on how to give instructions or follow procedures</b></p> <ul style="list-style-type: none"> <li>Choose a topic</li> <li>Share ideas</li> <li>Take turns and listen attentively</li> <li>Fill in gaps</li> </ul> <p><b>Prepared/ unprepared speaking on how to follow instructions or procedures</b></p> <ul style="list-style-type: none"> <li>Focus on the choice of wording and expressions</li> <li>Use of tone, pace and intonation</li> <li>Use of cues during presentation</li> <li>Use of appropriate body language</li> </ul> | <p><b>Reading/ viewing for comprehension</b></p> <p><b>Read an instructional text like a recipe/ directions, etc.</b></p> <p><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Making inferences</li> </ul> <p><b>Follow the Reading Process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <p>Key features of poem:</p> <ul style="list-style-type: none"> <li>Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of poem: Lines, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> | <p><b>A shorter transactional text</b></p> <p><b>Write an instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</b></p> <ul style="list-style-type: none"> <li>Use appropriate format, style</li> <li>Focus on a target audience with purpose and context</li> <li>Paragraph cohesion</li> <li>Use suitable word choice and sentence structure</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Adverbs, Preposition of time, place and manner, adjectives: numerical</p> <p><b>Sentence level work</b></p> <p>Active and passive voice</p> <p><b>Word meaning</b></p> <p>Idioms and proverbs</p> <p><b>Punctuation</b></p> <p>Hyphen, apostrophe, dictionary use</p> |
| 5-6    | <p><b>Listening comprehension</b></p> <p><b>Listen to a novel extract</b></p> <ul style="list-style-type: none"> <li>Explain listening process</li> <li>Take notes</li> <li>Answer questions</li> </ul> <p><b>Follow the listening process</b></p> <p><b>Pre-listening</b></p> <p>Introduce learners to the listening situation</p> <p><b>During listening</b></p>  | <p><b>Reading/viewing for comprehension</b></p> <p><b>Read a literary text</b></p> <p><b>Novel extract</b></p> <p><b>Key features of literary text</b></p> <ul style="list-style-type: none"> <li>Characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> </ul>  | <p><b>Transactional text</b></p> <p><b>Write a book review/ formal letter to author/publisher)</b></p> <p><b>Use paragraph conventions</b></p> <ul style="list-style-type: none"> <li>Topic sentence of paragraph</li> <li>Main and supporting ideas</li> <li>Logical order of paragraphs</li> <li>Conjunctions for cohesion</li> <li>Use a variety of sentence types, lengths</li> </ul>   | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Complex nouns, predicate and object, adjectives: comparative, superlative</p> <p><b>Sentence level work</b></p> <p>Subject and predicate, subject-verb agreement, simple sentences, statements, simple present tense, simple past tense</p>                           |

| TERM 2  |  |  |  |  |
|---|--|--|--|--|
| WEEK  | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
|   | <p>Questioning, recognising, matching, note-taking, interpreting</p> <p><b>Post-listening</b></p> <p>Follow up on the listening experience</p> <p>Learners ask questions, talk about what the speaker said, etc.</p>   | <ul style="list-style-type: none"> <li>Intensive reading</li> <li>Making inferences (characters, setting, milieu, message)</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Emotive language</li> </ul> <p><b>Summarise the text</b></p> <p><b>Reading/viewing for comprehension</b></p> <p><b>Written and/or visual text such as cartoon/comic strips</b></p> <p>Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions compare, contrast, evaluate)</li> </ul> | <p>and structures</p> <p><b>Follow the writing process</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a book review/formal letter to author/ publisher</b></p>  | <p><b>Word meaning</b></p> <p>Synonyms, antonyms, literal, figurative and emotive language</p> <p><b>Punctuation</b></p> <p>Full stop, comma, exclamation mark, question mark</p> <p>dictionary use</p>  |
| <p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li><b>Transactional writing: 2 short or 1 long (20 marks)</b></li> </ul> <p>Written before the June controlled test</p> |  |  |  |  |
| 7-8   | <p><b>Listening comprehension on how to fill out a form/questionnaire</b></p> <ul style="list-style-type: none"> <li>Practise listening process</li> <li>Take notes</li> <li>Answer questions</li> </ul> <p><b>Different forms of oral communication on the use of a form/ questionnaire</b></p> <p><b>Forums/ panel discussions</b></p> <ul style="list-style-type: none"> <li>Choose a topic</li> <li>Share ideas</li> </ul> | <p><b>Information text</b></p> <p><b>Read a text on how to fill out a form (application form/ personal information/ survey/ online form, etc.) / the importance of a questionnaire</b></p> <ul style="list-style-type: none"> <li>Information required</li> <li>Language use</li> <li>Signature</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Making connections</li> </ul>  | <p><b>Transactional text</b></p> <p><b>Filling out of forms/questionnaires</b></p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>Provide correct information to the prompt</li> <li>Use appropriate language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> </ul> | <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Common and collective nouns, adverbs of manner and time, adjectives</p> <p><b>Sentence level work</b></p> <p>Noun clauses, adjectival and adverbial clauses, compound and complex sentences</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, homonyms</p> <p><b>Punctuation</b></p> |



| TERM 2 |  |   |  |  |
|--------|--|---|--|--|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING   | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
|        | <ul style="list-style-type: none"> <li>Take turns and listen attentively</li> <li>Fill gaps</li> <li>Use discourse markers to sustain discussion</li> </ul>  | <ul style="list-style-type: none"> <li>Answering questions</li> <li>Monitoring and clarifying</li> <li>Meaning of words</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/ viewing for comprehension</b></p> <p><b>Summary writing</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Summarising</li> <li>Visualisation</li> <li>Making inferences</li> <li>Meaning of words</li> </ul> | <ul style="list-style-type: none"> <li>Proofreading</li> <li>Presenting</li> </ul> | <p>Question mark, ellipsis, capitalisation, hyphen, abbreviations: initialism, acronym, clipped truncation</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p> |
| 9-10   | <p><b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</b></p> <p><b>RESPONSE TO TEXTS (60 MARKS)</b></p> <ul style="list-style-type: none"> <li><b>Question 1: Literary/ non-literary text (20 marks)</b></li> <li><b>Question 2: Visual text (10 marks)</b></li> <li><b>Question 3: Summary (10 marks)</b></li> <li><b>Question 4: Language structures and conventions (20 marks)</b></li> </ul> |   |  |  |

| <b>FORMATIVE ASSESSMENT ACTIVITIES</b><br>(Assessment for Learning - ongoing process)   |  |   |   |
|---|--|---|---|
| <b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Follow the listening process</li> </ul>   | <b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester (Poetry, novel and short story)</li> </ul> | <b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul>  | <b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Conventions activities aligned to text types</li> </ul> |
| <b>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7</b><br><b>TERM 2</b>   |  |   |   |
| <b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read aloud (20 marks)</li> </ul> Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2. | <b>FORMAL ASSESSMENT TASK 4</b> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (10 marks)</li> </ul> Written before the controlled test   | <b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (20 marks)</li> <li>Question 2: Visual text (10 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul> |   |

## 2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 3)

| TERM 3 |  |   |  |  |
|--------|--|---|--|--|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING   | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS  |
| 1-2    | <p><b>Listen and speak about drama</b></p> <ul style="list-style-type: none"> <li>Take part in an informal conversation about drama</li> <li>Use correct register</li> <li>Use appropriate language</li> <li>Maintain the conversation</li> <li>Answer questions</li> </ul> <p><b>Follow the listening process</b></p> <p><b>Pre-listening</b><br/>Introduce learners to the listening situation</p> <p><b>During listening</b><br/>Questioning, recognising, matching, note-taking, interpreting</p> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>Follow up on the listening experience</li> <li>Learners ask questions, talk about what the speaker said, etc.</li> <li>Summarise</li> <li>Draw conclusions</li> </ul> <p><b>Read Aloud (Drama)</b></p> <ul style="list-style-type: none"> <li>Tone, voice projection</li> <li>Pronunciation, phrasing, eye contact</li> <li>Pay attention to punctuation</li> <li>Use appropriate body language</li> </ul> | <p><b>Literary text: Youth drama/ radio drama</b></p> <p><b>Key features of literature text</b> Character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p><b>Focus on comprehension (Reading strategies)</b></p> <ul style="list-style-type: none"> <li>Make connections</li> <li>Answer questions</li> <li>Monitor and clarify</li> <li>Summarise</li> <li>Synthesise</li> <li>Evaluate</li> </ul> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem: Lines, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> | <p><b>Longer texts, e.g. dialogue/ written interview</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Appropriate language use</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> | <p><b>Word level work</b><br/>Proper nouns, singular and plural, adjectives: comparative and superlative</p> <p><b>Sentence level work</b><br/>Complex sentences with relative clauses, direct and indirect speech</p> <p><b>Word meaning</b><br/>Roots of words</p> <p><b>Punctuation</b><br/>Colon, quotation marks, comma, full stop, apostrophe, question mark</p> |

| TERM 3  |   |  |   |   |
|---|---|--|---|---|
| WEEK  | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS   |
| 3-4   | <p><b>Listens and participates in a discussion on the project</b></p> <p><b>Topics to be discussed and explained in class</b></p> <ul style="list-style-type: none"> <li>Listen to and speak about what research is/ how to do research based on the given genre and topic</li> <li>Listen to and take notes on information about the project and different stages in the project</li> <li>Define and explain research</li> <li>Explain how research needs to be done</li> <li>Develop 2-3 research questions</li> <li>Referencing/ bibliography</li> <li>Ask and answer questions</li> <li>Share ideas and opinions and make selections</li> </ul> | <p><b>Read for information based on the topics and genres selected</b></p> <p><b>Learners choose topic/ genre, start to read and collect resource material</b></p> <ul style="list-style-type: none"> <li>Select research information to be brought to school</li> <li>Organise information to be used for the written component</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Visualisation</li> <li>Intensive reading</li> <li>Making inferences</li> <li>Meaning of new words/ phrases</li> <li>Viewpoint of writer</li> <li>Fact and opinion</li> <li>Implied meaning</li> </ul> <p><b>Literary text: Folklore</b></p> <p>Teach key features of literature text such as:</p> <ul style="list-style-type: none"> <li>Character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> | <p><b>Write notes/ summarise information/ create graphic organiser on research</b></p> <p><b>Use different types of graphic organisers (notes/summary/mind map) to organise the research of the project</b></p> <p><b>How to write a bibliography (Stage 1)</b></p> <ul style="list-style-type: none"> <li>Different topics require different types of graphic organisers</li> <li>Select and create appropriate frames to support the type of product to be produced</li> </ul> <p><b>Focus on process</b></p> <ul style="list-style-type: none"> <li>Select relevant information</li> <li>Write in own words</li> <li>Select the appropriate frame for type of text to be produced</li> <li>Use correct language structures and conventions</li> <li>Each text will determine the appropriate language to be used for the project</li> </ul> <p><b>Write the research (graphic organiser) of the project and references/ bibliography</b></p> | <p><b>Word level work</b></p> <p>New words and phrases as required by different topics</p> <p><b>Sentence level work</b></p> <p>Speech, tenses, sentence types, paragraph types, voice, parts of speech</p> <p><b>Word meaning</b></p> <p>Literal and figurative meaning, denotative and connotative, figurative language, critical language awareness, colloquial and jargon</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns, vocabulary in context as required by the type of text to be produced</p> |
| <p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b></p> <p><b>Stage 1: Research (Learners do research on their project)</b></p> <p><b>(20 marks)</b></p> |   |  |   |   |

| TERM 3  |  |  |   |  |
|---|--|--|---|--|
| WEEK  | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS  |
| 5-6   | <p><b>Speaking and Listening strategies</b><br/>Listen and speak about the writing task of the project (Stage 2)</p> <ul style="list-style-type: none"> <li>• Take notes</li> <li>• Ask questions</li> <li>• Understand the expected outcomes of each topic</li> </ul> | <p><b>Read the collated information from the research for the project</b></p> <ul style="list-style-type: none"> <li>• Use the research (notes/ summary/ mind map) to prepare for the written aspect of the project</li> <li>• Understand the conventions needed to complete the project</li> <li>• Study the project rubrics and understand the assessment requirements</li> </ul> <p><b>Literary text: Folklore/ drama</b><br/>Teach key features of literature text such as:</p> <ul style="list-style-type: none"> <li>• Character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (Features of text)</li> <li>• Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> | <p><b>Write/ draw/ create the written task of the selected topic</b></p> <ul style="list-style-type: none"> <li>• Stage 2: Write-up of the project</li> <li>• Correct format and features</li> <li>• Organise content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph/ visual conventions</li> <li>• Logical progression of paragraphs / ideas to ensure coherence</li> <li>• Planning to organise ideas</li> </ul> <p><b>Focus on the following</b></p> <ul style="list-style-type: none"> <li>• Planning (research)</li> <li>• Drafting (adherence to structures/ format)</li> <li>• Proofreading and editing</li> <li>• Presenting of a well-constructed project</li> </ul> | <p><b>Word level work</b><br/>As required by the topic selected for the project</p> <p><b>Sentence level work</b><br/>As required by the type of topic selected for the project</p> <p><b>Word meaning</b><br/>As indicated by the type of topic selected for the project</p> <p><b>Punctuation and spelling</b><br/>Spelling patterns</p> <p><b>Vocabulary in context</b><br/>Remedial grammar from learners' writing</p> |
| <p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b><br/><b>Stage 2: Writing (Learners engage in the write-up of their project)</b><br/>(30 marks)</p> <ul style="list-style-type: none"> <li>• <b>Planning/ pre-writing of the creative writing project</b></li> <li>• <b>Drafting</b></li> <li>• <b>Revising</b></li> <li>• <b>Editing</b></li> <li>• <b>Proofreading</b></li> <li>• <b>Presenting</b></li> </ul> |  |  |   |  |

| TERM 3 |  |   |   |   |
|--------|--|---|---|---|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING   | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS   |
| 7-8    | <p><b>Preparing learners to write and present their oral presentation for the project (Stage 3)</b></p> <ul style="list-style-type: none"> <li>Language use</li> <li>Register</li> <li>Tone</li> <li>Body language</li> <li>Introduction and conclusion</li> <li>Study the project rubrics and understand the assessment requirements</li> <li>Checklist with information on response to questions</li> <li>Link between project and selected genre</li> <li>Present the information in a clear, colourful and meaningful way, with sufficient information used</li> </ul> | <p><b>Literary text: Folklore/ drama/ short story/ novel (extract)</b><br/><b>(Preparation for literature test)</b></p> <p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul>   | <p><b>Transactional text: Summary/ presentation notes for the oral component of the project</b></p> <ul style="list-style-type: none"> <li>Requirements of format and style</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Vivid description</li> <li>Answer questions</li> <li>Sentence structure, lengths and types</li> <li>Conjunctions to ensure cohesion</li> </ul> <p><b>Focus on producing a presentation linked to the genre and selected topic</b></p>   | <p><b>Word level work</b><br/>Adjectives: attributive</p> <p><b>Sentence level work</b><br/>Description paragraph, choice paragraph, classification paragraph</p> <p><b>Word meaning</b><br/>One word for a phrase</p> <p><b>Punctuation and spelling</b><br/>Spelling patterns</p> <p><b>Vocabulary in context</b></p>   |
| 9-10   | <p><b>Listening comprehension (Infographic poster/Twitter)</b></p> <ul style="list-style-type: none"> <li>Explain listening process</li> <li>Take notes</li> <li>Write answers</li> </ul>  | <p><b>Reading/ viewing for comprehension</b><br/><b>Use written and/or visual text such as infographic posters/ information text on Twitter/ tweets</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Making inferences (characters, setting, milieu, message)</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Manipulative language</li> <li>Formal/ informal language</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> | <p><b>Write transactional texts (Infographic poster/ tweets)</b></p> <ul style="list-style-type: none"> <li>Requirements of format</li> <li>Purpose, target group and context</li> <li>Word choice and sentences construction</li> <li>Visual elements such as font types and size, headings, symbols and colour</li> <li>Manipulating/ persuasive language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> | <p><b>Word level work</b><br/>Proper nouns, gender, plural, singular adjectives: demonstrative, relative</p> <p><b>Sentence level work</b> Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices</p> <p><b>Word meaning</b><br/>Synonyms, antonyms, literal and figurative meaning</p> <p><b>Punctuation and spelling</b><br/>Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis, dictionary use</p> <p><b>Vocabulary in context</b></p> |

| TERM 3   |                        |                     |                        |                                     |
|--|------------------------|---------------------|------------------------|-------------------------------------|
| WEEK   | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| <b>FORMAL ASSESSMENT TASK 7</b><br><b>CREATIVE WRITING PROJECT</b><br>Stage 3: Oral presentation (Learners do the oral presentation of their project)<br>(20 marks) <ul style="list-style-type: none"> <li>• Use appropriate structure: Introduction, body and conclusion</li> <li>• Present central idea and supporting details</li> <li>• Show evidence of research/ investigation</li> <li>• Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures and natural tone of voice</li> <li>• Participate in a discussion</li> <li>• Give constructive feedback</li> <li>• Maintain discussion</li> <li>• Show sensitivity to the rights and feelings of others</li> </ul> Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded. |                        |                     |                        |                                     |
| <b>FORMAL ASSESSMENT TASK 8</b><br><b>RESPONSE TO LITERATURE (30 MARKS)</b> <ul style="list-style-type: none"> <li>• Poetry (Compulsory) (10 marks)<br/>AND</li> <li>• Novel/ drama (10 marks)<br/>AND</li> <li>• Short stories/ folklore (10 marks)</li> </ul>  |                        |                     |                        |                                     |

| CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7   |   |   |
|---|---|---|
| TERM 3  |   |   |
| <b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b> <ul style="list-style-type: none"> <li>• Research and write-up of the project (20 + 30 = 50 marks)</li> </ul> | <b>FORMAL ASSESSMENT TASK 7</b><br><b>CREATIVE WRITING PROJECT</b> <ul style="list-style-type: none"> <li>• Oral presentation of the project (20 marks)</li> </ul> Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded. | <b>FORMAL ASSESSMENT TASK 8</b><br><b>RESPONSE TO LITERATURE (30 MARKS)</b> <ul style="list-style-type: none"> <li>• Poetry (Compulsory) (10 marks)</li> <li>• Drama/ novel (10 marks)</li> <li>• Short stories/ folklore (10 marks)</li> </ul> |

**2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 4)**

| TERM 4 |   |  |   |  |
|--------|---|--|---|--|
| WEEK   | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS  |
| 1-2    | <p><b>Listening comprehension based on giving directions</b></p> <ul style="list-style-type: none"> <li>Practise listening process</li> <li>Take notes</li> <li>Answer questions</li> </ul> <p><b>Oral presentation</b></p> <p><b>Continue with Formal</b></p> <p><b>Assessment Task 7</b></p> <ul style="list-style-type: none"> <li>Language use</li> <li>Register</li> <li>Tone</li> <li>Body language</li> <li>Introduction and conclusion</li> </ul> | <p><b>Reading/viewing for comprehension</b></p> <p><b>Use written and visual text, e.g. read a map/give and ask for directions</b></p> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>Fact and opinion</li> <li>Inferences and conclusions</li> <li>Own opinion</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Make connections</li> <li>Answer questions</li> <li>Monitor and clarify</li> <li>Summarise</li> <li>Synthesise</li> <li>Evaluate</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry: Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem: Lines, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> | <p><b>Long/short transactional text, e.g. giving directions</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style</li> <li>Target audience, purpose and context</li> <li>Word choice and language structures</li> </ul> <p><b>Follow the writing process</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> | <p><b>Word level work</b></p> <p>Complex nouns, adjectives: comparative and superlative, prepositions: simple (one word), compound (two word), complex (three and more words), prepositions</p> <p><b>Sentence level</b></p> <p>Simple, compound and complex sentences, adverbial and adjectival clauses</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, literal, contextual and figurative meaning, adjectives, adverbs</p> <p><b>Punctuation</b></p> <p>Semi-colon, inverted commas, full stop, apostrophe</p> |



| TERM 4   |  |  |  |   |
|--|--|--|--|---|
| WEEK   | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS   |
| <b>FORMAL ASSESSMENT TASK 7: PAPER 1</b><br><b>ORAL (20 marks)</b> <ul style="list-style-type: none"> <li>Oral presentation of the project</li> </ul> <b>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.</b> |  |  |  |   |
| 3-4  | <b>Different forms of oral communication</b><br><b>Role play: Meeting procedure</b> <ul style="list-style-type: none"> <li>Good opening/introduction</li> <li>Use of tone, pace and intonation</li> <li>Language use</li> <li>Appropriate body language</li> <li>Good conclusion</li> </ul> <b>Oral presentation</b><br><b>Continue with Formal Assessment Task 7</b> <ul style="list-style-type: none"> <li>Language use</li> <li>Register</li> <li>Tone</li> <li>Body language</li> <li>Introduction and conclusion</li> </ul> | <b>Instructional text: Read text on how to write a notice/agenda and minutes</b> <ul style="list-style-type: none"> <li>Role players</li> <li>Language use</li> <li>Format</li> <li>Role execution</li> </ul> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Make connections</li> <li>Answer questions</li> <li>Monitor and clarify</li> <li>Summarise</li> <li>Synthesise</li> <li>Evaluate</li> </ul> <b>Reading process</b> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <b>Reading/viewing for comprehension of written/visual texts, e.g. graphs: bar/line graph/pie chart/infographic poster</b> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting ideas</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>Own opinion</li> </ul> | <b>Longer transactional texts Notice/ agenda and minutes</b> <ul style="list-style-type: none"> <li>Identify target audience and purpose of writing,</li> <li>Decide on style, viewpoint and format of writing</li> <li>Word choice and language structures</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> | <b>Word level work</b><br>Pronouns: personal, demonstrative, possessive<br><b>Sentence level work</b><br>Simple present tense, simple past tense, direct and reported speech, active and passive voice<br><b>Word meaning</b><br>Verbal extensions (derivatives)<br><b>Punctuation</b><br>Apostrophe, capitalisation, comma, full stop, colon<br><b>Vocabulary in context</b> |

| TERM 4 |   |  |  |   |
|--------|---|--|--|---|
| WEEK   | LISTENING AND SPEAKING  | READING AND VIEWING  | WRITING AND PRESENTING   | LANGUAGE STRUCTURES AND CONVENTIONS   |
| 5-6    | <p><b>Debate/ group discussion Discuss the use of emails/ diary entries/ flyers</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> <li>• Summarising (orally)</li> </ul> <p><b>Reading aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul> | <p><b>Transactional text: Read a text with an email/diary entry/flyer</b></p> <ul style="list-style-type: none"> <li>• The format</li> <li>• Language use</li> <li>• Target audience</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Make connections</li> <li>• Answer questions</li> <li>• Monitor and clarify</li> <li>• Summarise</li> <li>• Synthesise</li> <li>• Evaluate</li> </ul> <p><b>Follow the reading process</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (Features of text)</li> <li>• Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading comprehension: Any information text as prescribed</b></p> <p><b>Summary writing</b></p> <p>Follow steps in writing a summary</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Structure</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skim and scan for main ideas and theme</li> <li>• Separate main ideas from supporting details</li> <li>• Paraphrase the main idea in own words</li> <li>• Sequence the sentences</li> <li>• Use conjunctions and logical connectives to link them together into a text</li> </ul> | <p><b>Long/ shorter transactional texts, e.g. email/diary entry/flyer</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience, purpose and context</li> <li>• Word choice, sentence structure, lengths and types</li> </ul> <p><b>Produce one of above-mentioned texts</b></p> <p><b>Follow the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> | <p><b>Word level work</b></p> <p>Pronouns: interrogative and demonstrative, indefinite and collective nouns, finite verbs, adjectives: comparative and superlative, prefixes, suffixes and roots</p> <p><b>Sentence level</b></p> <p>Direct speech, questions and prompts, subject-verb agreement, abbreviated statements, rhetoric questions</p> <p><b>Word meaning</b></p> <p>Antonyms, literal, Figurative and contextual meaning</p> <p><b>Punctuation</b></p> <p>Quotation marks, question mark, comma, exclamation mark, font</p> |

| TERM 4  |  |  |   |   |
|---|--|--|---|---|
| WEEK  | LISTENING AND SPEAKING   | READING AND VIEWING  | WRITING AND PRESENTING  | LANGUAGE STRUCTURES AND CONVENTIONS   |
| <b>FORMAL ASSESSMENT TASK 9: WRITING – Paper 3</b> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (20 marks)</li> </ul> Written before the end-of-the-year examination |  |  |   |   |
| 7-8   | <b>Revision and preparation for end-of-the-year examination</b><br><b>Speaking</b> <ul style="list-style-type: none"> <li>Prepared reading</li> <li>Unprepared reading</li> </ul> <b>Listening</b><br>Listening comprehension  | <b>Revision and preparation for end-of-year examination</b><br><b>Reading</b> <ul style="list-style-type: none"> <li>Prepared reading</li> <li>Reading comprehension</li> <li>Visual text               <ul style="list-style-type: none"> <li>Cartoon/comic strip</li> <li>Advertisement</li> <li>Graphs</li> </ul> </li> <li>Summary</li> <li>Literature               <ul style="list-style-type: none"> <li>Novel/short stories/ folklore</li> <li>Drama</li> <li>Poems</li> </ul> </li> </ul> | <b>Revision and preparation for End-of-year examination</b><br><b>Writing</b> <ul style="list-style-type: none"> <li>Transactional texts</li> </ul> | <b>Word level work</b><br>Collective and reflexive pronouns, stems<br><b>Sentence level work</b><br>Simple, compound and complex sentences, statements, subject-verb agreement, question forms, negation<br><b>Word meaning</b><br>Synonyms, antonyms<br>Literal and figurative meaning<br><b>Punctuation</b> |
| 9-10  | <b>END-OF-THE-YEAR EXAMINATION</b><br><b>FORMAL ASSESSMENT TASK 10</b><br><b>RESPONSE TO TEXTS (60 MARKS) – Paper 2</b> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (20 marks)</li> <li>Question 2: Visual text (10 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul> |  |   |   |

| <b>FORMATIVE ASSESSMENT ACTIVITIES</b><br>(Assessment for Learning - ongoing process)   |  |  |   |
|---|--|--|---|
| <b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Follow the listening process</li> </ul> | <b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul> | <b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul> | <b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Conventions activities aligned to text types</li> </ul> |

**CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7  
TERM 4**

|  |  |  |
|--|--|--|
| <b>END-OF-THE-YEAR EXAMINATION<br/>FORMAL ASSESSMENT TASK 7<br/>ORAL (Paper 1) (20 marks)</b> <ul style="list-style-type: none"> <li>Oral presentation of the project</li> </ul> <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4</p> | <b>END-OF-THE-YEAR EXAMINATION<br/>FORMAL ASSESSMENT TASK 9: WRITING<br/>(Paper 3)</b> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (10 marks)</li> </ul> <p style="text-align: center;">Written before the end-of-the-year examination</p> | <b>END-OF-THE-YEAR EXAMINATION<br/>FORMAL ASSESSMENT TASK 10 (Paper 2)<br/>RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (20 marks)</li> <li>Question 2: Visual text (10 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul> |
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**CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7**

| SCHOOL-BASED ASSESSMENT: DURING THE YEAR   | END-OF-THE-YEAR EXAMINATION PAPERS   |  |
|--|--|--|
| <b>SEVEN (7) FORMAL ASSESSMENT TASKS</b> <ul style="list-style-type: none"> <li>1 oral task (Read Aloud across Semester 1)</li> <li>3 writing tasks</li> <li>1 response to texts</li> <li>1 June controlled test</li> <li>1 literature test</li> </ul> | <b>WRITTEN EXAMINATIONS</b> <ul style="list-style-type: none"> <li>Paper 2: Response to texts</li> <li>Paper 3: Transactional writing</li> </ul> | <b>ORAL ASSESSMENT TASK</b> <ul style="list-style-type: none"> <li>Paper 1: Oral presentation on the creative writing project</li> </ul> |