

## GRADE- 7 TERM - 1

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>Phonographix Journal Library Period</p> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>- Spelling Test (10)</li> <li>- Narrative Paragraph (10)</li> </ul>	<p>Listen to a story</p> <ul style="list-style-type: none"> <li>• Identify main and supporting ideas from a story</li> <li>• Take notes</li> <li>• Share ideas and experiences and show understanding of concepts</li> </ul> <p>Retell a story</p> <ul style="list-style-type: none"> <li>• Retell events in correct sequences</li> <li>• Mention characters correctly</li> <li>• Mention the timeline</li> </ul> <p>Literary text: novel</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> <ul style="list-style-type: none"> <li>- Start reading GMT</li> <li>- Discuss concepts above</li> <li>- Class to retell first 4 chaps</li> </ul>	<p>Reading process:</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>Pre-reading strategies</p> <ul style="list-style-type: none"> <li>• Recognize features of text such as titles, headings, illustrations</li> <li>• Recognise parts of book such as cover, title page, index, chapters, glossary, index</li> </ul> <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Visualization</li> <li>• Inferring meaning and conclusions</li> <li>• Fact and opinion</li> <li>• Meaning of words</li> </ul> <ul style="list-style-type: none"> <li>- GMT – reading strategies</li> <li>- CEP pg 2-4</li> </ul>	<p>Write a narrative paragraph</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Use conjunctions for cohesion</li> <li>• Explain requirements of text such as telling a story</li> <li>• Use appropriate words and style</li> <li>• Write in the past tense</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Write a narrative paragraph of no more than 15</li> </ul>	<p>Word level work: common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns</p> <p>Sentence level: simple sentences, statements,</p> <p>Spelling and punctuation: full stop, comma, colon, semi colon, capital and small letters</p> <ul style="list-style-type: none"> <li>- Nouns – identify examples on page 1 of GMT</li> <li>- Revise punctuation EH pg 10</li> </ul>

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<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 3-4</p> <p>Phonographix Journal Library Period</p> <p>ASSESSMENTS –</p> <ul style="list-style-type: none"> <li>- Spelling (10)</li> <li>- Prep reading (10)</li> <li>- Book cover project (25)</li> </ul>	<p>Prepared reading aloud</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>Literary text: novels</p>	<p>Reading methods</p> <ul style="list-style-type: none"> <li>• Independent reading</li> </ul> <p>Pre-reading strategies</p> <ul style="list-style-type: none"> <li>• Recognize features of text such as titles, headings, illustrations</li> <li>• Recognise parts of book such as cover, title page, index, chapters, glossary, index</li> </ul> <p>Read GMT</p>	<p>Creative writing: Book cover project</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Book Cover Project (teachers' file)</p>	<p>Word level: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: Commonly confused words, synonyms</p> <p>Punctuation: full stop, comma</p> <ul style="list-style-type: none"> <li>- Parts of speech – revise using GMT</li> <li>- Worksheets on commonly confused words and synonyms</li> </ul>

	Each learner given a page to read in next lesson			
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Week 5-6  <b>Phonographix Journal Library Period</b>  <b>ASSESSMENT</b>  <b>Dialogue (10) CLASS TEST – Comprehension and parts of</b>	<b>Conversation about novel:</b> <ul style="list-style-type: none"> <li>• Take part in informal conversations about simple topics</li> <li>• Use correct register</li> <li>• Maintain the conversation</li> <li>• Identify main and supporting ideas</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <b>Dialogue</b> <ul style="list-style-type: none"> <li>• Take part in a dialogue</li> <li>• Use appropriate language</li> <li>• Respond appropriately</li> <li>• Observe dialogue conventions, e.g. turn taking</li> <li>• Use appropriate body language</li> </ul> <b>Literary text novel</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul>	<b>Reading process:</b> <ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul>	<b>Write a dialogue , enacting drama</b> <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</li> <li>• Appropriateness of certain utterances</li> <li>• Free expression</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>• Proof-reading and presenting</li> </ul> <b>Write a dialogue for</b>	<b>Word level:</b> common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns <b>Sentence level:</b> simple sentences, statements <b>Word meaning:</b> synonyms, antonyms, <b>Punctuation:</b> inverted commas, exclamation marks, question marks  <ul style="list-style-type: none"> <li>- <b>Revise parts of speech EH pg 15</b></li> <li>- <b>Antonyms EH pg 52 and <a href="http://www.internet4classrooms.com/grade_level_help/language_antonyms_synonyms_language_arts_seventh_7th_grade.htm">http://www.internet4classrooms.com/grade_level_help/language_antonyms_synonyms_language_arts_seventh_7th_grade.htm</a></b></li> </ul>

speech	In pairs – dialogue on an event that took place with Willie and Tom	Read GMT	presentation in class	- Revise direct and indirect speech EH pg 38 – tie in with dialogue
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<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 7-8  <b>Phonographix Journal Library Period</b>  <b>ASSESSMENT –</b> <ul style="list-style-type: none"> <li>• Spelling Test</li> <li>• Listening comp “The Redback on the Toilet seat” (15)</li> </ul>	<b>Listening Comprehension</b> <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> <b>Group/panel discussion</b> Discuss the novel <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Discuss the theme</li> <li>• Discuss point of view</li> <li>• Relate content to own experience</li> </ul> <b>Literary text: novel</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</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</b> <ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• intensive reading</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul>	<b>Write a review/letter</b> <ul style="list-style-type: none"> <li>• Requirements of format, style,</li> <li>• Target audience purpose and context</li> <li>• Paragraph cohesion</li> <li>• Word choice</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>• Proof-reading and presenting</li> </ul> <b>Write a letter/review following the process writing</b>  <b>Transactional writing</b>	<b>Word level:</b> singular and plural, adjectives, degrees of comparison, superlatives. <b>Sentence level:</b> , simple present tense, simple past tense

	<ul style="list-style-type: none"> <li>- Read GMT</li> <li>- Listening comp “The Redback on the Toilet seat”</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension CEP pg 28-30</li> </ul>	<b>worksheets</b> <ul style="list-style-type: none"> <li>- Memo</li> <li>- Email</li> <li>- Advert</li> <li>- letters</li> </ul>	<ul style="list-style-type: none"> <li>- Revise word level from GMT – EH 22, 26, 27</li> <li>Tenses EH pg 28 – Worksheets</li> </ul>
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### GRADE- 7 TERM - 1

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Week 9-10  <b>Phonographix Journal Library Period</b>  <b>ASSESSMENTS –</b> <ul style="list-style-type: none"> <li>- CLASS TEST – formal letter</li> <li>- Spelling (10)</li> <li>- Descriptive Essay (20)</li> </ul>	<b>Group/panel discussion</b> <ul style="list-style-type: none"> <li>• Discuss specific ideas from novel</li> <li>• Take a position on ideas and refer to text to support the position. Relate content to own experience</li> </ul> <b>Literary text: novel</b> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <ul style="list-style-type: none"> <li>- Read GMT</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> <ul style="list-style-type: none"> <li>- Complete</li> </ul>	<b>Write a descriptive essay</b> <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> <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>• Proof-reading and presenting</li> </ul> <b>Present an essay for assessment</b>	<b>Word level:</b> prefixes, suffixes, roots, <b>Sentence level:</b> subject and predicate <b>Punctuation and spelling:</b> Dictionary usage,  <ul style="list-style-type: none"> <li>- Dictionary work CEP 11, 13, 166, 167</li> <li>- Subject and Predicate CEP</li> </ul>

		<p>reading GMT</p> <ul style="list-style-type: none"> <li>- View film</li> </ul>	<ul style="list-style-type: none"> <li>- Topics to be provided</li> </ul>	<p>172 EH pg 7 and GMT</p> <ul style="list-style-type: none"> <li>- Prefix and suffix EH 46-47 and CEP pg 88 and GMT</li> </ul>
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**GRADE- 7 TERM - 2**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 1-2</p> <p>Phonographi x Journals Library</p> <p>ASSESSMEN TS – Unprep read (10)</p>	<p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Literary text like youth novel/drama</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> <ul style="list-style-type: none"> <li>- Read Holes (chpts 1-</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 in order to summarise</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> </ul> <ul style="list-style-type: none"> <li>- Mind map (p3 Holes</li> </ul>	<p><b>Writing: 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>• 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>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- EH pg 75</li> </ul>	<p><b>Word level</b> finite verbs</p> <p><b>Sentence level:</b> subject verb agreement</p> <p><b>Word meaning:</b> literal, figurative, emotive language</p> <ul style="list-style-type: none"> <li>- Finite verbs EH p 28 Subject-verb agreement CEP p 196 AND Holes EH p 34</li> </ul>

Spelling (10) Listening Comp (10) Narrative essay: "My Life of Crime"(20)	13) - Listening Comp on "Teenage Robbery crime Wave"	pack) - Prediction task (p3 HP)	- Use figurative, literal and emotive language - Narrative essay: "My Life of Crime"	- Emotive Lang EH 45 - Figurative Language in Holes Power point presentation <a href="http://bookunitsteacher.com/reading_holes/holes.htm">http://bookunitsteacher.com/reading_holes/holes.htm</a> EH 56
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Week 3-4  Phonographix Journals Library  <b>ASSESSMENTS –</b> - Spelling (10) - Character box	Different forms of oral communication: Radio show <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Present argument logically</li> <li>• Use cohesive devices appropriately</li> <li>• Use correct vocabulary, language structures</li> <li>• Use manipulative/emotive language</li> <li>• Follow procedures</li> </ul>	Literary text such as a novel <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</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>Write Transactional texts:</b> <b>Advertisement/posters/newspaper article</b> <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>• Manipulating/persuasive language</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> </ul>	<b>Word level:</b> plural, singular <b>Adjectives:</b> demonstrative, relative <b>Sentence level:</b> direct and indirect speech <b>Punctuation and spelling:</b> Dictionary use  - <b>Adjectives EH</b>

project (100)	<ul style="list-style-type: none"> <li>- Introduce radio presentation “Radio Camp Green lake”</li> </ul>	<ul style="list-style-type: none"> <li>- Read Holes (chpts 13-26)</li> <li>- Summary “Building a Super-Prison for Children...”</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Proof-reading and presenting</li> <li>- Design one page of <u>The Green Lake Informer</u>. Include an advert and pictures.(Worksheet)</li> <li>- Refer to EH 85</li> <li>- Checklist EH 152</li> </ul>	<ul style="list-style-type: none"> <li>26 AND Holes</li> <li>- Plural and Singular EH 22 AND Holes</li> <li>- Dictionary worksheet (HP pack)</li> </ul>
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### GRADE- 7 TERM - 2

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 5-6  Phonographix Journals Library  ASSESSMENT –	Group/class discussion on how to give instructions or follow procedures <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Share ideas</li> <li>• Take turns and listen attentively</li> <li>• Fill gaps</li> <li>• Use discourse markers to sustain discussion</li> </ul> Prepared speaking -0 radio show <ul style="list-style-type: none"> <li>• Choice of diction</li> </ul>	Reads to summarise <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> </ul> Reading process: <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>	Shorter transactional text: instructions <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Paragraph cohesion</li> <li>• Word choice and sentence structure</li> </ul> Focus on process writing <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and</li> </ul>	Word level: Adjectives: numerical Sentence level: active and passive voice Punctuation: hyphen; apostrophe



<ul style="list-style-type: none"> <li>- Radio Show (25)</li> <li>- Newspaper (20)</li> <li>- CLASS TEST – Summary/contextual</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Using cues during presentation</li> <li>• Using appropriate body language</li> </ul> <p style="text-align: center;">- Present radio show</p>	<ul style="list-style-type: none"> <li>- Summary and Listening comprehension The Winton Children</li> <li>- Read Holes (chpts 27-40)</li> </ul>	<p>presenting</p> <p>Write an instructional text</p> <ul style="list-style-type: none"> <li>- Pretend you are Mr Sir and write a set of detailed instructions on how to dig a hole.</li> </ul>	<ul style="list-style-type: none"> <li>- Active and Passive EH 32 AND CEP 177-178</li> <li>- Adjective EH p 26 AND Holes</li> </ul>
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### GRADE- 7 TERM - 2

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p>Phonographix Journals Library</p>	<p><b>Role play drama</b></p> <ul style="list-style-type: none"> <li>• Assume assigned role</li> <li>• Use appropriate language</li> <li>• Observe conventions</li> <li>• Use appropriate body language</li> </ul> <p><b>Investigation role play</b></p> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• Use appropriate language</li> <li>• Report findings</li> </ul>	<p><b>Read literary text: like drama/novel</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>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 book review</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>• 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>• Proof-reading and</li> </ul>	<p><b>Word level:</b> Transitive and intransitive verbs</p> <p><b>Sentence level:</b> direct and reported speech;</p>

<b>ASSESSMENTS –</b> <ul style="list-style-type: none"> <li>- Spelling (10)</li> <li>- Role Play (10)</li> <li>- Book Review (10)</li> </ul>	<ul style="list-style-type: none"> <li>- Role play: choose a character from Holes and interview him about his experience at Camp Greenlake</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Holes (chpts 41-50)</li> </ul>	presenting  <ul style="list-style-type: none"> <li>- Discuss reviews and purpose thereof</li> <li>- CEP 86 AND EH 82 on a book completed this term</li> </ul>	<ul style="list-style-type: none"> <li>- Transitive and intransitive EH 29 AND CEP 173-174</li> <li>- Direct and Indirect EH 38-39 AND Holes</li> </ul>
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### GRADE- 7 TERM - 3

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 1-2  <b>THEME – Wildlife</b> <ul style="list-style-type: none"> <li>- Conservation</li> <li>- Rhino Poaching</li> </ul>	Read a text on the importance of a questionnaire and how to fill it in <ul style="list-style-type: none"> <li>• Information required</li> <li>• Language use</li> <li>• Signature</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</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Summarize</li> <li>• Visualization</li> <li>• Make inferences</li> <li>• Meaning of words</li> </ul>	Transactional texts such as filling in of questionnaires, or forms: <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Provide correct information to the prompt</li> <li>• Use appropriate language</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> </ul>	<b>Word level:</b> common nouns, collective nouns; collective; adverbs of manner and time; adjectives <b>Sentence level:</b> noun clauses; adjectival and adverbial clauses; compound and complex sentences <b>Word meaning:</b> synonyms, antonyms, homonyms

<p><b>ASSESSMENT –</b></p> <ul style="list-style-type: none"> <li>- Comp (20)</li> <li>- Questionnaire (10)</li> </ul>	<p>questions, compare, contrast, evaluate)</p> <ul style="list-style-type: none"> <li>- Worksheet on a questionnaire</li> <li>- Introduce ATWW read blurb and discuss</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension passage on Rhino Poaching</li> <li>- Read ATWW</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Design questionnaire for Game Ranger on the importance of saving the Rhino</li> </ul>	<p><b>Punctuation:</b> question marks; ellipsis; capitalisation; hyphen</p> <p>Abbreviations – initialism, acronym</p> <ul style="list-style-type: none"> <li>- From ATWW</li> <li>- Refer to EH</li> </ul> <p>Pgs 15-18, 33, 6, 9, 48-50, 52, 54, 10-12, 58-59</p>
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### GRADE- 7 TERM - 3

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 3-4</p>	<p>Different forms of oral communication</p> <p>Dramatisation</p> <ul style="list-style-type: none"> <li>• Enacting original dialogue</li> <li>• Performance in keeping with the spirit and intention of the original</li> <li>• Vivid characterisation with simple props</li> </ul> <p>Literary text like youth drama/radio drama</p>	<p>Reading process:</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>Poetry</p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem,</li> </ul>	<p>Longer texts e.g. dialogue/ written interview</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>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> </ul>	<p>Word level: proper nouns, singular and plural</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level: complex with relative clauses; direct and indirect speech.</p> <p>Punctuation: colon; quotation marks; comma; full stop; apostrophe; question</p>

<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- Interview (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <ul style="list-style-type: none"> <li>- In pairs prepare interview with a poacher (dialogue)</li> <li>- Discuss above from ATWW</li> </ul>	<p>lines, stanzas, typography</p> <ul style="list-style-type: none"> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <ul style="list-style-type: none"> <li>- Read ATWW</li> <li>- Poetry - revision of last terms notes on figures of speech.</li> <li>- 'The Eagle' worksheet</li> <li>- 'Group work pack'.</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Plan dialogue EH 84</li> </ul>	<p>mark</p> <ul style="list-style-type: none"> <li>- From ATWW</li> <li>- Refer to EH pgs 16, 27-27, 6, 38-39, 10-12</li> </ul>
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### **GRADE-7 TERM -3**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 5-6</p>	<p>Different forms of oral communication</p> <p>Role play: meeting procedure</p> <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> <p>Listening comprehension</p>	<p>Read text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> <li>• Role players</li> <li>• Language use</li> <li>• Format</li> <li>• Role execution</li> </ul> <p>Reading process:</p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of</li> </ul>	<p>Longer transactional texts e.g. Notice/Agenda and minutes</p> <ul style="list-style-type: none"> <li>• Identify target audience and purpose of writing;</li> <li>• Decide on style, view- point &amp; format of writing;</li> <li>• Word choice and language structures</li> </ul>	<p>Word level: Pronouns: personal, demonstrative, possessive.</p> <p>Sentence level: direct and reported speech; active and passive voice;</p> <p>Punctuation: apostrophe; capitalisation; comma; full stop; colon</p>

<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- Listening comp (10)</li> <li>- Role play (10)</li> <li>- Agenda and minutes (20)</li> <li>- CLASS TEST – Unseen poetry and figs of speech, language and punctuation</li> </ul>	<p>(written text/TV news presentation)</p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <ul style="list-style-type: none"> <li>- Discuss role play</li> <li>- Prepare a role play from ATWW (Kobie and wife giving away lion)</li> <li>- Listening comp ('I am an African'.)</li> </ul>	<p>text)</p> <ul style="list-style-type: none"> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <ul style="list-style-type: none"> <li>- Read ATWW</li> <li>- Writing Agenda and Minutes EH 80</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>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Write and agenda and minutes for the monthly meeting of the game rangers held at the Kruger Park</li> </ul>	<ul style="list-style-type: none"> <li>- From ATWW</li> <li>- Refer to EH pgs 19-21, 38-39, 32, 10-12</li> </ul>
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**GRADE- 7 TERM -3**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 7-8	<p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> </ul>	<p>Prepared/unprepared reading a newspaper article aloud</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 /</b></p>	<p>Long/short transactional texts :</p> <p><b>newspaper article</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>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	<p><b>Word level:</b> abstract nouns; Prepositions Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p>

<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- Prep reading (10)</li> <li>- Unprep reading (10)</li> <li>- Newspaper article (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p style="text-align: center;">- Newspaper articles on Rhino Poaching</p>	<p>magazine articles / written speeches</p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• View point 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 <ul style="list-style-type: none"> <li>- Discuss above using newspaper articles</li> <li>- Complete ATWW</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write a newspaper article</p> <ul style="list-style-type: none"> <li>- Write a newspaper article on another animal in danger of extinction</li> <li>- Refer to EH pg 81</li> <li>- Complete language structures before writing.</li> </ul>	<p><b>Punctuation:</b> quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <ul style="list-style-type: none"> <li>- From ATWW</li> <li>- Refer to EH pgs 17, 36-37, 27, 44-45, 48-52, 10-12</li> </ul>
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**GRADE-7 TERM -3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 9-10	<p>Different forms of oral communication e.g. giving directions</p> <p>instructions/</p> <ul style="list-style-type: none"> <li>• Use of appropriate language</li> <li>• Short effective sentences</li> <li>• Detail</li> </ul>	<p>Reading process:</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>Write an essay</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 and language structures</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	

<p><b>ASSESSMENT –</b></p> <ul style="list-style-type: none"> <li>- Research project (70)</li> <li>- Due next term</li> <li>- Slogan and logo project (25)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce research project (worksheets)</li> <li>- Discuss instructions on page 1</li> <li>- Discuss logos and slogans</li> </ul>	<ul style="list-style-type: none"> <li>- Reading texts for research</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Writing report for project in the form of an essay</li> <li>- Refer to EH 75-76</li> <li>- Slogan and logos</li> </ul>	
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**GRADE- 7 TERM - 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 1-2	Different forms of oral communication e.g. giving directions Instructions/ <ul style="list-style-type: none"> <li>• Use of appropriate language</li> <li>• Short effective sentences</li> <li>• Detail</li> </ul>	Reading process: <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>	Write an essay <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 and language structures</li> </ul> Focus on process writing	

<p><b>ASSESSMENT –</b></p> <ul style="list-style-type: none"> <li>- Research project (70)</li> <li>- Slogan and logo project (25)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce research project (worksheets)</li> <li>- Discuss instructions on page 1</li> <li>- Discuss logos and slogans</li> </ul>	<ul style="list-style-type: none"> <li>- Reading texts for research</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Writing report for project in the form of an essay</li> <li>- Refer to EH 75-76</li> <li>- Slogan and logos</li> </ul>	
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<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 3-4</p> <p><b>Phonographix Journal Writing Library</b></p>	<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>Literary text like 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>Reading/viewing for comprehension</b></p> <p><b>(use written and visual text)</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>• Main and supporting ideas</li> </ul>	<p><b>Long/short transactional text</b></p> <p><b>e.g. writing a short story</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>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	<p><b>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</b></p>



<p><b>ASSESSMENT –</b> - Spelling test (10)</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>- Short stories ‘Smart Ice-cream’</p> <p>- Pre-reading activity EH pg 91</p>	<ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Inferences and conclusions</li> <li>• Own opinion</li> </ul> <p>- Smart Ice-cream worksheet</p> <p>- Kill to Eat</p> <p>- Examination Day</p> <p>- To be completed in pairs or groups</p>	<ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>- Introduce idea of writing own short story (worksheet)</p>	<p>- Study good sentences in prep for writing own short story</p> <p>- EH pg 6</p> <p>- Do some ‘good’ sentences on board in class</p>
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**GRADE- 7 TERM - 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 5-6</p>	<p>Listening and Speaking strategies</p> <ul style="list-style-type: none"> <li>• Explain listening process/ group work</li> <li>• Take notes</li> <li>• Write answers</li> </ul>	<p>Reading process: Short Stories</p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer</li> </ul>	<p>Long texts e.g. posters</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> </ul>	<p>Sentence level: direct speech; questions and prompts</p> <p><b>Word meaning:</b> antonyms; literal; figurative; contextual</p>

<p>Phonographix Journal Writing Library</p> <p>ASSESSMENT –</p> <ul style="list-style-type: none"> <li>- Spelling test (10)</li> <li>- Short Story project (70)</li> <li>- Class Test – Newspaper article</li> </ul>	<p>Different forms of oral communication</p> <p>Group discussion</p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>- Short Story Project</p>	<p>questions, compare, contrast, evaluate)</p> <p>- Short story project</p>	<ul style="list-style-type: none"> <li>• Proof-reading and presenting</li> </ul> <p>Produce one of above-mentioned texts</p> <ul style="list-style-type: none"> <li>- Poster for short story project</li> <li>- Continue writing short story</li> </ul>	<ul style="list-style-type: none"> <li>- Concentrate on direct speech for own short story</li> <li>- Worksheets</li> <li>- EH pg 38</li> </ul>
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**GRADE- 7 TERM - 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Weeks 7-8	<p>Prepared speech</p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of anipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> </ul>	<p>Film study:</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>Short Story:</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</li> </ul>	<p>Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p>

<p>Phonographix Journal Writing Library</p> <p>ASSESSMENT –</p> <ul style="list-style-type: none"> <li>- Spelling test (10)</li> <li>- Submit short story (30)</li> <li>- Prepared Speech (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p>- Research speech “Hello Africa, tell me how you doing”</p>	<p>- Film Study “Beat the Drum”</p>	<p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>- Own short story</p>	<ul style="list-style-type: none"> <li>- Use terminology to introduce ‘Beat the Drum’.</li> <li>- Use the terminology in own sentences to show understanding</li> </ul>
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**GRADE- 7 TERM - 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 9-10	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• Prepared speech/debate//interview/ conversation</li> <li>• Prepared reading</li> <li>• Unprepared reading</li> </ul>			

<p>Phonographix Journal Writing Library</p>	<p>- Storytelling week (see pack)</p>			
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