



Government of Vanuatu

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Central School

Home School Package

Year :10



Ministry of Education and Training / Ministère de l'Éducation et de la Formation
Republic of Vanuatu / République du Vanuatu

HOME SCHOOL PACKAGE CONTENT

1. CLOZE PASSAGE (3 Days Lessons)

- Definition
- Sample
- Parts of speech and Cloze (Activity 1)
- Exercise
 - Fill in the gap using given word list (Activity 2)
 - Fill in the gap using own chosen word (Activity 3)

2. BUSINESS LETTER 2: ORDER LETTER (2 Days Lessons)

- Overview
- Tips before writing a order letter
- Layout/Format
- Sample letter – identifying the main features(Activity 1)
- Write a letter of order(Activity 2)

3. GRAMMAR- REWRITING SENTENCES

- Subject verb Agreement
- The 10 rules
- REVISION ACTIVITIES –A- Rule
 - B –Correct verb
 - C- Correct tense in a sentence
- SENTENCE REWRITING
 - Positive and negative form

4. READING COMPREHENSION

- How to become a better reader
- Reading Techniques or strategies
- Skimming and Scanning-
 - Activity –Questions
 - Passage Activity: *About the settlement at Skara Brae*



Pre-Reading a an article

Reading

Comprehension questions

Feedback

LESSON Plan

 Teacher	Name : Mr. Tarihehe & Mr. Brian Subject : Year 10 English
 Date	Term 2, 2020 15th -19th June, 2020



Topic : Cloze Passage
Lesson number : 2



Learning
outcomes

By the end of these lessons students will be able to:

1. Define what a cloze passage involves
2. Use reading skills in order to answer a cloze passage
3. Appreciate that cloze passage is a language tool useful for testing different parts of speech in a passage.



Introduction

Cloze passage is sometimes referred to as filling in the gap activity. It is useful for testing how well students connect different words or vocabulary together to make sure a passage is meaningful. Usually, 10 or more words are omitted from a passage to test students' comprehension and language skills by allowing them to choose the correct vocabulary for each line. In other words, a Cloze reading test is an exercise where the candidates are provided with a passage which has certain words missing from it. Candidates must have a strong command over English language, along with a flair for grammar and a good vocabulary to solve questions based on cloze test. More importantly, it is important to understand the flow and context of the passage.



Learners notes

Summary

CLOZE PASSAGE

1. When given a cloze passage, the first approach is to skim and scan the text to find out in general what the passage is about. Usually, 90% of words are given and 10% are omitted.
2. Then read the passage thoroughly to form an idea of the topic. Read slowly

	<p>and gain an understanding of the text. Once the theme of the text becomes clear your job becomes easier. You can then think of suitable words that fit the situation being described and proceed to filling in the blanks.</p> <ol style="list-style-type: none"> Note that each sentence links up together so think of logical linking words that link each sentence together. Look at the blanks carefully and assess the kind of words that need to be inserted. What parts of speech would it be? Would it be a noun, an article, a verb, a preposition, a conjunction etc.. For example- <p>A noun: I forgot to carry my _____ to school. I therefore had to share with my friends. (What is appropriate also depends on the sentence that follows)</p> <ol style="list-style-type: none"> Read the word before and after the blank for clues, then read the sentence before and after the blanks to double check. Look for clue words like 'and', 'but', 'although', 'in spite of', 'then', 'than' and familiar phrasal verbs.
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Visual aids

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Exercises

1. CLOZE PASSAGE

Cloze passages are reading activities in which words are omitted from a text. Students are required to use reading comprehension strategies to fill in the missing words.

SAMPLE

Below is a sample example of a cloze passage

In the example below you will notice that there are 20 words omitted. Our task is to read and re-read the passage in order to insert the correct words in.

Would you like to buy a box of matchsticks, mister ?" the little girl asked. The man ____1____ she approached did not even ____2____ to answer her. He shuffled ____3____ in his great coat, eager to get home

___4___ his cosy fireplace.

The girl was shivering ___5___ the cold. It had been ___6___ continuously for the past two days. The girl's shoes, ___7___ were already thin were thoroughly soaked. Yet, her sweet, angelic ___8___ did not lose ___9___ innocent smile. It only made her ___10___ more pathetic when she knitted her brows sometimes. Her feet ___11___ sore with painful chilblains.

Someone shouted, "Watch ___12___, girl !"

It was too ___13___ ! The coach was going too fast and the ___14___ had not seen her earlier. There was barely enough ___15___ for the little girl to take a step back. In her hurry to get to ___16___, the basket of matchsticks fell ___17___ the snow.

She ___18___ them up, wet and dirty from a puddle of melted snow. The matchstick couldn't be used now. as she began to make her way ___19___, she realised that she had lost ___20___ of her shoes in the snow.

Notice that a single cloze passage assesses different word forms in terms of parts of speech or grammar. Preposition, nouns, pronouns, verbs, adverbs, adjectives, articles etc... What parts of speech can you see from the sample activity?

Activity1. Complete filling in the table below to identify which parts of speech were tested in the cloze passage above.

Preposition	Away, to, in, out
Nouns	
Pronouns	Whom, which, its
Adjectives	
Adverbs	
Conjunction	
Verbs	Snowing, look, were,
interjection	

Practice activity: Fill in each blank with the correct word from the box. Use each word once only

(A) to	(D) of	(G) a	(K) in	(N) for
--------	--------	-------	--------	---------

(B) off	(E) the	(H) up	(L) had	(P) too
(C) any	(F) down	(J) has	(M) with	(Q) some

Rebecca was having a relaxing day at home on Sunday. She had been busy ____1____ her revision recently due to a major school examination. She had been burning the midnight oil almost every night ____2____ the past two weeks. Now that the examination was over, she could finally take ____3____ time off to rest.

Today, Rebecca had planned to sleep ____4____, watch some television programs and maybe go shopping later in the afternoon. She had not made ____5____ firm plans yet. She was still lazing around in the house, just enjoying doing nothing.




Rebecca was just about ____6____ read her morning newspapers when the telephone rang. With a sigh, she went to pick it ____7____, thinking it might be her classmate calling her about some Mathematics questions. Surprisingly, it was a call from the hospital. It was her mother. She had fallen ____8____ while taking her morning walk. Rebecca almost dropped the telephone in shock. When the reality of the news finally sank in, she quickly recovered from the shock.

In ____9____ jiffy, Rebecca rushed to the hospital. She had to wait a while before a doctor came out to talk to her. He said that her mother ____10____ broken her wrist when she tried to break her fall. Her ankle was also sprained. Other than that, she was fine. Rebecca was relieved to hear that her mother's injuries were not serious. In the end, her relaxing morning was rather stressful after all.






Practice Activity 2: Choosing your own correct word.

Read the passage carefully and fill in each blank with the correct word. Use one word once only

Dennis wanted to leave but he could not. His mother was still there. He had to wait for her ____1____ she was done. She was still sifting ____2____ the racks of clothes. It was the annual Great Singapore Sale and it felt as if half of the country's population was there. Dennis had wanted to stay at home but his mother had insisted that he went ____3____. She probably needed him to be her personal assistant, carrying her bags of shopping. She had already been shopping ____4____ the past three hours. Each time his mother walked into a store, ____5____ would groan loudly in agony. Dennis was famished and his legs were aching from walking and standing too much.

	<p>"Mum, can we go yet ? I'm hungry !" Dennis whined.</p> <p>"In a minute," she replied as she pulled and tugged at the clothes.</p> <p>Dennis sighed and sulked in a corner. As he busied ____6____ with his phone, he suddenly heard a crash from the other end of the store. he looked up and saw ____7____ fallen rack and a pile of clothes on the floor. Someone was underneath that pile and struggling to get out. He giggled to himself ____8____ the sight. All he could see was a pair of legs scrambling to untangle itself from the mountain of clothes that had fallen on top of the person.</p> <p>Dennis' eyes opened wide as the person emerged from the pile. It was his mother ! Apparently, she had accidentally pulled too hard and ____9____ whole rack had toppled over. Her face was as red as beetroot. She quickly straightened her dress and scurried out of the store, pulling Dennis with her.</p> <p>____10____ outside, Dennis burst into guffaws of laughter. He could not believe what had just happened. However, he was glad that it happened because now, they were finally out of the store.</p> <p>(A) a (D) until (G) she (K) of (N) hence (B) at (E) once (H) with (L) he (P) through (C) the (F) along (J) over (M) for (Q) himself</p>
 Assignment	No assignment on this topic at the moment.
 Assessment	Your practice activity is to help prepare you for your final exam. Cloze passage is 10 marks in the end of year english exam.
 References	

LESSON PLAN 2

 <p>Teacher</p>	<p>Name : Mr. Tarihehe & Mr. Brian Subject : Year 10 English</p>
 <p>Date</p>	<p>Term 2, 2020</p>
	<p>Topic : Formal Letter : ORDER</p>
 <p>Learning outcomes</p>	<p>By the end of this lessons students should be able to:</p> <ol style="list-style-type: none"> 1. Correctly follow the layout of an order letter in order to rewrite an order letter written by someone else
 <p>Introduction</p>	<p>An order letter is usually written when you need to assign orders for goods. It is quite common and is written almost on a daily basis. The language of the letter, however, needs to be formal and the letter follows a standard format, since the information is very specific.</p> <p>An order letter needs to pen down the terms and conditions of the purchase. These benefit both the involved parties. It generally contains details such as product specifications, their quantities, a price that the parties have agreed upon, the date of delivery, what to do in case there occurs a late delivery, etc.</p>





Learners
notes

Summary

LAYOUT OR FORMAT

The Format of Order Letter is as follows –

1. Sender's address: Include email and phone number, if required.
2. Date: Below address. Leave one space or line.
3. Receiver's address
4. Salutation (Sir / respected sir / madam)
5. Subject of the letter
6. Body
Paragraph1: Introduce yourself and the purpose of writing the letter
Paragraph2: Detail of the articles ordered
Paragraph3: Conclude / end
7. Complimentary Closing



Visual aids

<https://www.youtube.com/watch?v=4Kf24V38pCA>



Exercises

The order letter below does not follow the way you were taught. Rewrite by the letter by adding details and organize the letter following the layout you were taught.

Sample letter

Color World
17 Avenue, No2 Area

1st June 2000
Manager,
Sales Division
Wilco Hardware
P O Box 223
Port Vila

Sub : Order for various paints

Dear Sir,

Thank you for the quotations and the price list. We are glad to place our first order with you for the following items :

No.	Description	Quantity	Weight	Unit Price	Amount (vt)
1	Enamels paint	23 tins	100lbs	1000	23,000
2	White paint	10 tins	10lbs	500	5,000
					28,000

Since the above goods are required immediately as our stock is about to exhaust very soon. We request you to send the goods through your motor van. We shall arrange payment with 10 days as earlier agreed. Please send all documents along with the items. We reserve the right to reject the items if received late.

Yours faithfully

Robert Kali

Purchase manager

Color World



Assignment



Assessment



References

<https://dinadwisantiaa.blogspot.com/2016/11/order-letter-and-complaint-letter-in.html>

https://www.google.com/search?q=popular+quote+for+writing+skills&rlz=1C1PRFI_enVU878VU878&sxsrf=AleKk02Azy0rard2TwLq0_BgBydow0BQWg:1590644067021&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjHrtD06tXpAhVOWtGHcg6AGQQ_AUoAXoECA8QAw&biw=1280&bih=913#imgsrc=ojRqvNv9nRaPYM

LESSON PLAN 3



Teacher

Name : Mr. Tarihehe & Mr. Brian
Subject : Year 10 English



Date

Term 2, 2020



Topic : Grammar



Learning
outcomes

Students should be able to:

- Identify the correct use of subject verb agreement rules in their day to day written and verbal use of language practice.



Introduction

SUBJECT VERB AGREEMENT REFERS TO THE FACT THAT

THE **SUBJECT** AND **VERB** IN A SENTENCE MUST AGREE IN NUMBER.

IN OTHER WORDS, THEY BOTH MUST BE SINGULAR OR THEY BOTH

MUST BE PLURAL. YOU CAN'T HAVE A SINGULAR **SUBJECT** WITH A

PLURAL **VERB** OR VICE VERSA.

Subject-Verb Agreement is a fancy term for an idea that seems simple enough: the subject and the verb must walk together—meaning a singular subject takes a singular verb, and a plural subject takes a plural verb.

But the problem is, not all subjects clearly proclaim themselves to be singular or plural, and in many cases the plain grammatical form of the subject conflicts with our sense of the intended meaning.

For this reason grammarians have introduced the idea of *s-endings*, used in determining the condition of the subject and thus supplying the appropriate verb.

To adhere to the rules of subject-verb agreement, you must understand the concept of *s-endings*—for the rules guiding subject-verb agreement are all based on the use of *S-endings*.



Summary

There are 10 rules for subject verb agreement:

Basic Rule. A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

If you know that *list* is the subject, then you will choose *is* for the verb

Rule 1. A subject will come before a phrase beginning with *of*. This is a key rule for understanding subjects. The word *of* is the culprit in many, perhaps most, subject-verb mistakes.

Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

Learners
notes

Correct: A bouquet of yellow roses lends . . . (bouquet lends, not roses lend)

Rule 3. The verb in an *or*, *either/or*, or *neither/nor* sentence agrees with the noun or pronoun closest to it.

Examples:

Neither the plates nor the serving bowl goes on that shelf.

Neither the serving bowl nor the plates go on that shelf.

This rule can lead to bumps in the road. For example, if *I* is one of two (or more) subjects, it could lead to this odd sentence:

Awkward: Neither *she*, *my friends*, nor *I* am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better:

Neither *she*, *I*, nor *my friends* are going to the festival.

OR

She, *my friends*, and *I* are not going to the festival.

Rule 4. As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

Example: A car and a bike are my means of transportation.

But note these exceptions:

Exceptions:

Breaking and entering is against the law.

The bed and breakfast was charming.

In those sentences, *breaking and entering* and *bed and breakfast* are compound nouns.

Rule 5a. Sometimes the subject is separated from the verb by such words as *along with*, *as well as*, *besides*, *not*, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

The politician, *along with the newsmen*, is expected shortly.

Excitement, *as well as nervousness*, is the cause of her shaking.

Rule 5b. Parentheses are not part of the subject.

Example: Joe (*and his trusty mutt*) **was** always welcome.

If this seems awkward, try rewriting the sentence.

Rule 6. In sentences beginning with *here* or *there*, the true subject follows

the verb.

Examples:

There are four hurdles to jump.

There is a high hurdle to jump.

Here are the keys.

NOTE:

The word *there's*, a contraction of *there is*, leads to bad habits in informal sentences like *There's a lot of people here today*, because it's easier to say "there's" than "there are." Take care never to use *there's* with a plural subject.

Rule 7. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

*Three miles **is** too far to walk.*

*Five years **is** the maximum sentence for that offense.*

*Ten dollars **is** a high price to pay.*

BUT

*Ten dollars (i.e., dollar bills) **were** scattered on the floor.*

Rule 8. With words that indicate portions—e.g., *a lot*, *a majority*, *some*, *all*—Rule 1 given earlier in this section is reversed, and we are guided by the noun after *of*. If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

*A lot of the **pie** has disappeared.*

*A lot of the **pies** have disappeared.*

*A third of the **city** is unemployed.*

*A third of the **people** are unemployed.*

*All of the **pie** is gone.*

*All of the **pies** are gone.*

*Some of the **pie** is missing.*

*Some of the **pies** are missing.*

NOTE

In recent years, the SAT testing service has considered *none* to be strictly singular. However, according to Merriam-Webster's *Dictionary of English Usage*: "Clearly *none* has been both singular and plural since Old English and still is. The notion that it is singular only is a myth of unknown origin that

appears to have arisen in the 19th century. If in context it seems like a singular to you, use a singular verb; if it seems like a plural, use a plural verb. Both are acceptable beyond serious criticism." When *none* is clearly intended to mean "not one," it is followed by a singular verb.

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Rule 9. With **collective nouns** such as *group, jury, family, audience, population*, the verb might be singular or plural, depending on the writer's intent.

Examples:

All of my **family** *has arrived* OR *have arrived*.

Most of the **jury** *is* here OR *are* here.

A *third* of the **population** *was* not in favor OR *were* not in favor of the bill.

NOTE

Anyone who uses a plural verb with a collective noun must take care to be accurate—and also consistent. It must not be done carelessly. The following is the sort of flawed sentence one sees and hears a lot these days:



The staff is deciding how they want to vote.

Careful speakers and writers would avoid assigning the singular *is* and the plural *they* to *staff* in the same sentence.

Consistent: *The staff **are** deciding how **they** want to vote.*

Rewriting such sentences is recommended whenever possible. The preceding sentence would read even better as:

The staff members are deciding how they want to vote.

	<p>Rule 10. The word <i>were</i> replaces <i>was</i> in sentences that express a wish or are contrary to fact:</p> <p>Example: <i>If Joe were here, you'd be sorry.</i></p> <p>Shouldn't Joe be followed by <i>was</i>, not <i>were</i>, given that Joe is singular? But Joe isn't actually here, so we say <i>were</i>, not <i>was</i>. The sentence demonstrates the subjunctive mood, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.</p> <p>Examples:</p> <p><i>I wish it were Friday.</i></p> <p><i>She requested that he raise his hand.</i></p> <p>In the first example, a wishful statement, not a fact, is being expressed; therefore, <i>were</i>, which we usually think of as a plural verb, is used with the singular <i>it</i>. (Technically, <i>it</i> is the singular subject of the object clause in the subjunctive mood: <i>it were Friday</i>.)</p> <p>Normally, <i>he raise</i> would sound terrible to us. However, in the second example, where a request is being expressed, the subjunctive mood is correct.</p> <p>Note: The subjunctive mood is losing ground in spoken English but should still be used in formal speech and writing.</p>
 <p>Visual aids</p>	
 <p>Exercises</p>	<p>1. For each of the following, choose the sentence in which the subject and verb agree. Choose either A) or B) for an answer</p> <p>A) Everyone of the shirts has a green collar B) Everyone of the shirts have a green collar.</p> <p>A) This singer, along with a few others, play the harmonic on stage B) This singer, along with a few others, play the harmonica on stage.</p>

- A) Sandals and towels are essential gear for a trip to the beach
B) Sandals and towels is essential gear for a trip to the beach

- A) The president or the vice president are speaking today.
B) The president or the vice president is speaking today

2. Choose the best word to fill in each line from the two words in bracket at the end of each sentence.

For example: There are two men on the road. (is/are)

1. Noel _____ one brother and one sister. (have/has)
2. Butterflies _____ beautiful. (are/is)
3. Many people _____ to go on vacation. (likes/like)
4. He _____ home every day after school. (walked/walks)
5. Mary and her sisters _____ at church. (is/are)
6. Either my mother or my father _____ coming to the party. (is/are)
7. The pig or the chickens _____ outside. (is/are)
8. Ben and Ken _____ bother to call the police. (don't/doesn't)
9. I _____ away yesterday when mum arrived. (am/was)
10. A whole lot of grass and dirt _____ in the bucket. (was/were)
11. Bottom of Form

3. Identify by underlining the correct tense for each sentence below. You are given two tenses in bracket to choose from.

For example: The man walks home from church. (Simple Past / Simple Present)

Answer underlined is: Simple Present

1. They will come to school. (future Simple/simple past)
2. I have gone to the movie. (present perfect/past perfect)
3. The dogs chase the old cow away. (active present simple/simple future)

4. She is doing her home work. (present continuous/past continuous)
5. I will be visiting my grandmother. (future Simple/future continuous)
6. Neither Joel nor Mary had completed the assignment. (present perfect/past perfect)
7. I was late to attend the wedding. (present continuous/past simple)
8. The teachers will have gone to the market house. (present perfect/future perfect)
9. It will always be an excellent idea. (present simple/Future simple)
10. The woman was killed on purpose by the thief. (past perfect/passive past)

4. REWRITING SENTENCES

Students' understanding of basic sentence structures is vital to sentence rewriting in preparing for exams. For instance, each child by grade ten should have known about simple, compound and complex sentences and the basic rules of subject verb agreement. While a variety of sentence structures is a must in bringing about effective written communication of information, many teachers are battling their way to get students understand their correct use. The following sentences follow basic patterns of Subject + Verb + Object. What is more relevant at this point for the activity below is structural formation of different verb tenses. Knowing how to get from the present to the past and future is a skill. This is dependent upon the understanding of subject verb agreement rules etcetera. For example, to form the present form of the verb 'check' in the sentence below, I have to also identify the subject. Both must agree in number. By adding the 's' to the verb check, I am confirming that the subject is singular like the verb 'is' with the 's' added. He checked on the school schedule for the next game. (*Rewrite in the present simple*)

Answer: He checks on the school schedule for the next game.

If this statement is changed into question form then the nature of present simple will also change.

For example: How can **he check** on the school schedule for the next game?

NOTE: The 's' rule does not apply when a **question** (How) is used or the **negative**.

Another example:

He prefers my coffee black.

Does he prefer my coffee black?

Look at the negative form. *He does not prefer his coffee black*

EXERCISE:

A. Rewrite the following sentences into their required tense as given in bracket.

1. Michael is away for the holiday. (rewrite in the past simple tense)

2. The principal warned everybody about lateness. (Rewrite in the future simple)

3. He has won the competition without his trainer. (Use the present continuous)

4. The old woman had gone for a walk. (Rewrite in the present perfect tense)

5. Betty and Bill felt happy about the arrangement for them to leave. (Rewrite in

the past continuous)

6. Everybody will travel without any paper on the trip. (Use the present simple)




7. The men shall arrive on time for the meeting. (Rewrite in the past simple)

8. The animals fought a good battle against the humans and won. (Rewrite in the future perfect)

9. The thief is caught by a group of boys on the just. (Rewrite in the active voice)

10. Noel was told to close the doo by Joel. (Rewrite in the indirect speech)

B. Rewrite the following sentences using their negative. (An example is provided in the notes provided above.) Use the table for your answer.

	SENTENCES	NEGATIVE FORM
	He walks home every day after school	
	James is happy with the proposal.	
	Noel and Mike receive their money on time.	
	They are aware of the new plan to leave school.	
	It is always that way for the old woman.	
 Assignment		
 Assessment		
 References	https://ifioque.com/grammar-dependents/subjectverb-agreement https://www.google.com/search?q=subject+and+verb+agreement+rule+motivation+images&sxsrf=ALeKk01e-s951ho2eYiz7fntaUly5manrA:1590971650281&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiW5r-gr9_pAhU0H7cAHXIHAM8Q_AUoAXoECAsQAw&biw=698&bih=874#imgsrc=yNayuT8GQGkEAM	



WEEKLY CHECKLIST For Parents:

Term: 2 Week number 1 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature

	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 2 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

	5				
	6				

Term: 2 Week number 3 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 4 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

	5				
	6				

Term: 2 Week number 5 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 6 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

	5				
	6				

Term: 2 Week number 7 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 8 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

	5				
	6				

Term: 2 Week number 9 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 10 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				

	5				
	6				

Term: 2 Week number 11 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
	4				
	5				
	6				

Term: 2 Week number 12 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				

	3				
	4				
	5				
	6				

Term: 2 Week number 13 Date..... to..... Month:

Subject	Number of lessons	Days	Tick when activity is complete	Parents comment	Signature
	1				
	2				
	3				
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