

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 9 - ENGLISH HL - TERM 1-4)

Grade 9 TERM 1				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1	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.			
2	Speaking and Listening strategies Oral Discussion (led by the teacher) Listen to/watch an advertisement and discuss) <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language 	Reading / viewing for comprehension Visual text: advertisement/ Poster Reading Strategies <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences • Infer meaning of unfamiliar words by word attack skills • Emotive language • Use of punctuation and font Reading Process <ul style="list-style-type: none"> • Pre-reading (font, images) • During reading (features of text: slogan, logo, language used) • Post-reading (answer questions) 	Transactional texts: Advertisement/poster <ul style="list-style-type: none"> • Correct format • Purpose, target group • Text features, visual elements such as images, font-large and small print, language use, persuasive language, rhetoric, simile • Register • Word choice, vivid description Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an advertisement /poster	Reinforcement of language structures and conventions covered in previous grades Word level work: <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations Sentence level work: <ul style="list-style-type: none"> • Sentence structure Nouns, adjectives Vocabulary in context Remedial grammar from learners' writing

Grade 9 TERM 1

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Speaking and Listening strategies Listening to the reading of a text Identify and comment on: -- use of voice -- use of intonation and pace -- punctuation in reading -- opening and closure • Discuss above features</p> <p>Prepared reading aloud • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</p> <p>• Learners choose their reading text and present to the class</p>	<p>Read a literary text e.g. Drama/short story/folklore • General features of the key features like character, characterisation, plot, conflict, background, setting narrator, theme.</p> <p>Reading process: • Pre-reading (Introduce text/predict events) -- Background/setting -- Brainstorm the theme • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)</p> <p>Reading/viewing visual/multimedia text: cartoons/comic strips • Skimming • Scanning • Body language • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills -- clarifying -- predicting</p>	<p>Write CV and covering letter • Correct format • Target audience, purpose and context • Word choice • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types lengths and structures</p> <p>Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting</p> <p>Write CV and covering letter</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: • Spelling and spelling patrons • Abbreviations, shortening, acronyms • Stems, pre and suffix's, complex and simplex</p> <p>Sentence level work: • Pronouns • Punctuation • Tenses • Direct and reported speech; sentence structure; concord</p> <p>Critical language use: Idioms and proverbs; euphemism</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 1 ORAL: • Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>				

Grade 9 TERM 1

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Speaking and Listening strategies Listen to a telephone conversation/ dialogue between a call centre agent and client concerning a dispute over a contract</p> <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency Learners choose their reading text and present to class 	<p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Transactional text: Agenda and minutes</p> <ul style="list-style-type: none"> • Correct format • Mind map to organise coherent ideas • Personal voice and style • Tone • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write agenda and minutes following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work: Conjunctions</p> <p>Sentence level work: Sentence structure; sentence types- Question forms Active and passive voice;</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns; Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context: the language of contracts and legal documents</p>

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Speaking and Listening strategies Listening for comprehension (dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Oral: Unprepared speech Choose suitable topic</p> <ul style="list-style-type: none"> • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction and ending • Use visual, audio-visual resources where applicable 	<p>Reading comprehension: Literary text: folklore/novel/drama</p> <ul style="list-style-type: none"> • Key features of literary text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 	<p>Write an essay: Narrative/Descriptive/Reflective/Argumentative essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Regular and irregular Verbs.</p> <p>Sentence level work: Main clause, dependent clause</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Spelling patterns; acronyms.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> • Essay: (During the course of the Term) Descriptive, Narrative or Reflective (40 marks) 				

Grade 9 TERM 1

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Speaking and Listening strategies Listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction, body and conclusion 	<p>Read a newspaper/magazine report Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrator’s perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Reading/viewing for comprehension (use newspaper report)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language; Answer questions 	<p>Transactional texts: blog</p> <ul style="list-style-type: none"> • Requirements of task and text type • Format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a blog following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work:</p> <p>Simple sentences; compound sentences; Complex sentences; Voice; tenses;</p> <p>Word meaning:</p> <p>Idioms and proverbs Literal, figurative, alliteration, assonance, personification</p> <p>Punctuation and spelling:</p> <p>spelling patterns; quotation marks; apostrophe</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Literary/non- literary Text (25 marks) • Visual Text (15 marks) • Summary (10 marks) • Language Structures (20 marks) <p>Activities for this task do not have to be written in one session.</p>				

Grade 9 TERM 1				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1				
	FORMAL ASSESSMENT TASK 1 ORAL: <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay: Descriptive, Narrative or Reflective (40 marks) During the course of the Term	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Literary/non- literary Text (25 marks) Visual Text (15 marks) Summary (10 marks) Language Structures (20 marks) Activities for this task do not have to be written in one session.	

Grade 9 TERM 2

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listening for comprehension Listen to a story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Prepared speech Learners undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction body and conclusion • Language use 	<p>Read a literature text e.g. folklore/novel</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrator’s perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Transactional texts: Report</p> <ul style="list-style-type: none"> • Requirements of task and text type • Format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a report following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Stems; prefixes and suffixes; Pronouns</p> <p>Sentence level work: Sentence types; Generalisations, Direct/indirect speech Tenses</p> <p>Word meaning: Idioms and proverbs; literal and figurative meaning</p> <p>Punctuation and spelling: Quotation marks; spelling patterns; abbreviations.</p> <p>Vocabulary in context Remedial grammar from learners’ writing</p>
<p>FORMAL ASSESSMENT TASK 1 ORAL: (Task started in Term 1 to be continued)</p> <ul style="list-style-type: none"> • Reading aloud (20 Marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2</p>				

Grade 9 TERM 2

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Speaking and Listening strategies Listening for comprehension: to a recording of a speech Explain strategies of the listening process</p> <ul style="list-style-type: none"> • Answer questions in writing <p>Unprepared reading</p> <ul style="list-style-type: none"> • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience 	<p>Read a literary text e.g. Drama/short story/ folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Read/view text e.g. newspaper articles/magazine articles for information and comprehension Reading strategies Comprehension passage in text book</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language <p>Summarise the text</p>	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a newspaper/magazine article</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work: Verbs (finites; infinitives)</p> <p>Sentence level work: Complex sentences; Generalisations, Direct/indirect speech</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Quotation marks; spelling patterns, abbreviations.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

Grade 9 TERM 2

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Speaking and Listening strategies Listen to oral text such as interview/speech/story telling for comprehension</p> <ul style="list-style-type: none"> • Take notes during listening • Listen critically <p>Oral discussion (led by teacher)</p> <ul style="list-style-type: none"> • Undertake a discussion based on the oral text • Turn taking • Discourse markers • Conventions 	<p>Read a literature text e.g. novel/short story/folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background/milieu/role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Revise structure of Summary</p>	<p>Write a transactional text: formal letter</p> <ul style="list-style-type: none"> • Correct format • Word choice, • Purpose, target audience and context • Use conjunction to ensure cohesion • Tone • Main and supporting ideas • Use a variety of sentence types • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a formal letter following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Stems; prefixes and suffixes; Adjectives Prepositions</p> <p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) <p>Written before the controlled test</p>				

Grade 9 TERM 2

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Speaking and Listening strategies Listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction body and conclusion 	<p>Read a newspaper/magazine report Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrator’s perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, figurative meaning, mood, theme and message <p>Reading/viewing for comprehension (use newspaper report)</p> <ul style="list-style-type: none"> • Skimming, Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language, Answer questions 	<p>Write an essay: Narrative/Descriptive Discursive/ Argumentative essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Simple sentences; compound sentences; Complex sentences; Voice; tenses;</p> <p>Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification</p> <p>Punctuation and spelling: spelling patterns; quotation marks; apostrophe</p> <p>Vocabulary in context Remedial grammar from learners’ Writing</p>
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</p> <p>RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Language Structures and Conventions (20 marks) 			

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	FORMATIVE ASSESSMENT ACTIVITIES			
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
	GRADE 9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2			
	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> Reading aloud (20 Marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 20 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/ Non- Literary Text (25 marks) Question 2: Visual Text (15 marks) Question 3: Summary (10 marks) Question 4: Language Structure and Conventions (20 marks) 	

Grade 9 TERM 3

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listening and Speaking Strategies Listen to a negotiation scene between two people and discuss (led by teacher)</p> <ul style="list-style-type: none"> • Structure and development of ideas • Using negotiation skills to reach consensus. • Language style <p>Unprepared reading</p> <ul style="list-style-type: none"> • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience 	<p>Read a literature text e.g. Drama</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background /milieu/role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading for Comprehension: visual text - cartoon</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • The influence of selections and omissions on meaning of text • The effect of figurative and rhetorical devices • Impact of visual techniques 	<p>Transactional text e.g. Dialogue</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a dialogue following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Concrete and abstract Nouns Conjunctions and transition</p> <p>Sentence level work: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning: Paronyms, polysemes; homonyms Homophones.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

Grade 9 TERM 3

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Speaking and Listening strategies Listens and participates in a discussion on project work based on literature study (discussion led by the teacher)</p> <ul style="list-style-type: none"> • Listens how to how do a research • Listens to information about project work: Methodology / the process, Purpose Approach • Instructions • Stages in the project work • Asks and answers questions • Shares ideas and opinions 	<p>Read for information Project presentation modes: E.g. poster/advertisement/brochure/ Power Point presentation/, Rap song, Review/ Praise poem/ Short skit/ Drama into a narrative form/ etc. Revision of literature genres (Term 1 and 2)</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning <p>Read a literature text</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu/ role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a transactional text based on a story/ drama studied: e.g. brochure/blog/ poster/ advertisement/ review</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design Elements <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a transactional text</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives</p> <p>Sentence level work: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning Literal and figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Step 1: Research (Learners do research on their project) (20 marks)</p>				

Grade 9 TERM 3

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Speaking and Listening strategies</p> <p>Oral presentation Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction body and conclusion • Language use 	<p>Read a literary text e.g. Novel/short story/Folklore e.g. legends, myths, fables</p> <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension (Visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and Conclusions <p>Summarising the text</p>	<p>Writes an essay based on a literature genre studied: Narrative/descriptive/ Reflective/ Argumentative essay/brochure/advertisement/blog</p> <p>Write-up of the actual project –</p> <ul style="list-style-type: none"> • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a creative essay based on literature genre studied following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Conjunctions and transition words</p> <p>Sentence level work: Speech; sentence types; sentence structure; voice; tenses; paragraph types.</p> <p>Word meaning: Synonyms Antonyms homophones Homonyms Polysemy</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Step 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 				

Grade 9 TERM 3

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Speaking and Listening strategies</p> <p>Oral presentation</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	<p>Literary text such as drama/ short story, youth novel/novel</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message 	<p>Transactional text: review</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Word choice, vivid description • Main and supporting ideas • Sentence structure, lengths and types • Use conjunction to ensure cohesion <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a review following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives (attributive)</p> <p>Sentence level work: Description paragraph; choice paragraph; classification paragraph.</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</p> <p>Step 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</p>		<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 marks)</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) • Short Stories (10 marks) 	

Grade 9 TERM 3				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Listening and Speaking strategies Story Telling</p> <ul style="list-style-type: none"> • Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures • Conventions and features of a story <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency 	<p>Read literature text such as drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message 	<p>Transactional texts e.g. e-mails:</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an e-mail</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs Interrogative, demonstrative, indefinite pronouns</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p>
FORMATIVE ASSESSMENT ACTIVITIES				
	<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3				
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> • Research & write-up of the project (20 + 30 = 50 marks) <p>Project based on any ONE genre studied: poems/ folktales /short stories/ drama/ novel</p>		<p>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT ORAL (20 marks)</p> <ul style="list-style-type: none"> • Oral Presentation of Task 6 		<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) • Short Stories (10 marks)

Grade 9 TERM 4

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listening Comprehension</p> <ul style="list-style-type: none"> • Reacts critical on a variety of texts • Listen for specific information • Listen and enjoy fables and titles • Answer question <p>Oral: Unprepared speech Choose suitable topic</p> <ul style="list-style-type: none"> • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction body and ending • Use visual, audio-visual resources where applicable 	<p>Literary text such as short story/ novel/folktale/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design Elements <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs</p> <p>Sentence level work: Direct and indirect speech. Active voice and passive voice</p> <p>Word meaning: Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 7 ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.</p>				

Grade 9 TERM 4

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Speaking and Listening strategies</p> <p>Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Oral discussion (led by the teacher)</p> <ul style="list-style-type: none"> • Role players • Forum/discussion conventions • Turn taking • Language use • Disagreeing in the discussion • Introduction and conclusion 	<p>Read a literature text: short story/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Reading/viewing comprehension: (visual or multimedia text like graph/ cartoon or advertisement)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 	<p>Transactional text e.g. Directions/ Instructions/</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Proper nouns, gerund, complex nouns</p> <p>Sentence level work:</p> <p>Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning:</p> <p>Stereotypes, prejudice, biasness, Emotive</p> <p>Punctuation and spelling:</p> <p>spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

Grade 9 TERM 4

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Speaking and Listening strategies</p> <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency <p>Conversation (led by the teacher)</p> <ul style="list-style-type: none"> • Decide on suitable situation and topics • Speaking conventions • Language and power • Discourse markers 	<p>Read a text e.g. Drama/short story/</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Read/view text e.g. newspaper articles/magazine articles for information and comprehension</p> <p>Reading strategies Comprehension passage in text book</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language <p>Summarise the text</p>	<p>Transactional text: Obituary</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an obituary following the process writing approach</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs, nouns</p> <p>Sentence level work: Explanation: cause and effect</p> <p>Word meaning: Shift of meaning, using language for special purpose, one word for a phrase</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 9: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) <p>Written before the controlled test</p>				

Grade 9 TERM 4				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	Speaking and Listening strategies: Revision	Reading and Viewing: Revision of reading strategies and techniques to respond to texts.	Writing: Revision of writing texts: Creative and Transactional text	Revision Word level work: Revision Sentence level work: Revision Word meaning: Revision Punctuation and spelling: Revision.
WEEK 9-10	FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4				
	FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) <ul style="list-style-type: none"> • Oral presentation of the project Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.	FORMAL ASSESSMENT TASK 9: WRITING <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks) 	