

**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	<p>Speaking and Listening strategies</p> <p>Oral Discussion (led by the teacher) Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language 	<p>Reading / viewing for comprehension Visual text: advertisement/ Poster Reading Strategies</p> <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 <p>Reading Process</p> <ul style="list-style-type: none"> • Pre-reading (font, images) • During reading (features of text: slogan, logo, language used) • Post-reading (answer questions) 	<p>Transactional texts: Advertisement/poster</p> <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 <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an advertisement /poster</p>	<p>Reinforcement of language structures and conventions covered in previous grades</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations <p>Sentence level work:</p> <ul style="list-style-type: none"> • Sentence structure Nouns, adjectives <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

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>				

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>



Grade 9 TERM 1

WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Speaking and Listening strategies</p> <p>Listening for comprehension (dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes <p>-- Language and power -- Tone -- Mood -- Introduction and conclusion</p> <ul style="list-style-type: none"> • Answer questions <p>Oral: Unprepared speech</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>Regular and irregular Verbs.</p> <p>Sentence level work:</p> <p>Main clause, dependent clause</p> <p>Word meaning:</p> <p>Idioms and proverbs</p> <p>Punctuation and spelling:</p> <p>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) 				



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.	

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>

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) 			

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>



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 				

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 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				
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>



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) 	