

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

Grade 9 TERM 1				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Week 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.			
Week 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

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3-4	<p>Speaking and Listening strategies</p> <p>Listening to the reading of a text</p> <p>Identify and comment on:</p> <ul style="list-style-type: none"> -- use of voice -- use of intonation and pace -- punctuation in reading -- opening and closure <p>• Discuss above features</p> <p>Prepared reading aloud</p> <p>• 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</p> <ul style="list-style-type: none"> • General features of the key features like character, characterisation, plot, conflict, background, setting narrator, theme. <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text/predict events) -- Background/setting -- Brainstorm the theme • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing visual/multimedia text: cartoons/comic strips</p> <ul style="list-style-type: none"> • Skimming • Scanning • Body language • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills -- clarifying -- predicting 	<p>Write CV and covering letter</p> <ul style="list-style-type: none"> • 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>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write CV and covering letter</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Spelling and spelling patrons • Abbreviations, shortening, acronyms • Stems, pre and suffix's, complex and simplex <p>Sentence level work:</p> <ul style="list-style-type: none"> • Pronouns • Punctuation • Tenses • Direct and reported speech; sentence structure; concord <p>Critical language use:</p> <p>Idioms and proverbs; euphemism</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	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.			
5-6	Speaking and Listening strategies Listen to a telephone conversation/ dialogue between a call centre agent and client concerning a dispute over a contract <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions Prepared reading aloud <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency 	Read a contract between a seller and a purchaser <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute Poetry <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 	Transactional text: Agenda and minutes <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write agenda and minutes following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: conjunctions Sentence level work: Sentence structure; sentence types- Question forms Active and passive voice; Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns; Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context: the language of contracts and legal documents

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Learners choose their reading text and present to class 			Remedial grammar from learners' writing
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 -- Language and power -- Tone -- Mood -- Introduction and conclusion • 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 	<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 	<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>

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Suitable introduction and ending • Use visual, audio-visual resources where applicable 	<ul style="list-style-type: none"> • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 		
	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> • Essay: (During the course of the Term) Descriptive, Narrative or Reflective (40 marks) 			
9-10	Speaking and Listening strategies Listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Oral presentation of report	Read a newspaper/magazine report Reading strategies <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Poetry <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of 	Transactional texts: blog <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a blog following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Moods - Subjunctive Imperative Potential Indicative Conditional Sentence level work: Simple sentences; compound sentences; Complex sentences; Voice; tenses;

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction, body and conclusion 	speech/imagery, rhyme, rhythm <ul style="list-style-type: none"> • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message Reading/viewing for comprehension (use newspaper report) <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 		Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification Punctuation and spelling: spelling patterns; quotation marks; apostrophe Vocabulary in context Remedial grammar from learners' Writing
	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) 			
	FORMATIVE ASSESSMENT ACTIVITIES			
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing 	Language Structures and Conventions activities

Grade 9 TERM 1				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Listening and Speaking activities that comply with the Covid-19 conditions 	<ul style="list-style-type: none"> Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	<ul style="list-style-type: none"> Transactional Texts Essay Creative Writing 	<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) 	

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listening for comprehension</p> <p>Listen to a story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Prepared speech</p> <p>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, narrators 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 	<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:</p> <p>Stems; prefixes and suffixes; Pronouns</p> <p>Sentence level work:</p> <p>Sentence types; Generalisations, Direct/indirect speech Tenses</p> <p>Word meaning:</p> <p>Idioms and proverbs; literal and figurative meaning</p> <p>Punctuation and spelling:</p> <p>Quotation marks; spelling patterns; abbreviations.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

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WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • figurative meaning • mood • theme and message 		
FORMAL ASSESSMENT TASK 1 ORAL: (Task started in Term 1 to be continued) <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				
3-4	Speaking and Listening strategies Listening for comprehension: to a recording of a speech Explain strategies of the listening process <ul style="list-style-type: none"> • Answer questions in writing Unprepared reading <ul style="list-style-type: none"> • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience 	Read a literary text e.g. Drama/short story/ folklore <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 Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Read/view text e.g. newspaper articles/magazine articles for information and comprehension Reading strategies Comprehension	Long transactional text e.g. Newspaper article/magazine article <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Reinforcement of language structures and conventions covered in previous weeks Word level work: Verbs (finites; infinitives) Sentence level work: Complex sentences; Generalisations, Direct/indirect speech Word meaning: Idioms and proverbs Punctuation and spelling: Quotation marks; spelling patterns, abbreviations. Vocabulary in context Remedial grammar from learners' writing

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		passage in text book <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 Summarise the text	Write a newspaper/magazine article	
5-6	Speaking and Listening strategies Listen to oral text such as interview/speech/story telling for comprehension <ul style="list-style-type: none"> • Take notes during listening • Listen critically Oral discussion(led by teacher) <ul style="list-style-type: none"> • Undertake a discussion based on the oral text • Turn taking • Discourse markers • Conventions 	Read a literature text e.g. novel/short story/folklore <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 Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Poetry <ul style="list-style-type: none"> • Key features of poem 	Write a transactional text: formal letter <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 • Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting 	Reinforcement of language structures and conventions covered in previous weeks Word level work: Stems; prefixes and suffixes; Adjectives Prepositions Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types Word meaning:

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • Revision • Editing • Proof-reading and presenting <p>Write a formal letter following the process approach to writing</p>	<p>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: (20 marks) (2 short or 1 long: 10 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</p> <p>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</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators 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>Write an essay:</p> <p>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:</p> <p>Moods -</p> <p>Subjunctive</p> <p>Imperative</p> <p>Potential</p> <p>Indicative</p> <p>Conditional</p> <p>Sentence level work:</p> <p>Simple sentences; compound sentences;</p> <p>Complex sentences;</p> <p>Voice; tenses;</p> <p>Word meaning:</p> <p>Idioms and proverbs</p> <p>Literal, figurative, alliteration, assonance, personification</p> <p>Punctuation and spelling:</p> <p>spelling patterns;</p> <p>quotation marks; apostrophe</p>

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Reading/viewing for comprehension (use newspaper report) <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 		Vocabulary in context Remedial grammar from learners' Writing
WEEK 9-10	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) • 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 2			

Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	FORMAL ASSESSMENT TASK 1 ORAL <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>	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 20 marks) <p>Written before the controlled test</p>	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST <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) 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</p> <p>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 	<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:</p> <p>Concrete and abstract Nouns Conjunctions and transition</p> <p>Sentence level work:</p> <p>Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning:</p> <p>Paronyms, polysemes; homonyms Homophones.</p> <p>Punctuation and spelling:</p> <p>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
		<ul style="list-style-type: none"> Impact of visual techniques 		
3-4	<p>Speaking and Listening strategies</p> <p>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</p> <p>Project presentation modes: E.g. poster/advertisement/brochure/ Power Point presentation/, Rap song, Review/ Praise poem/ Short skit/ Drama into a narrative form/ etc.</p> <p>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, 	<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:</p> <p>Adjectives</p> <p>Sentence level work:</p> <p>Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning</p> <p>Literal and figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun</p> <p>Punctuation and spelling:</p> <p>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
		turning point, background,/milieu/role of narrator, theme, conclusion and ending Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 		
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)			
5-6	Speaking and Listening strategies Oral presentation Learners to undertake research or investigation as a preparatory activity. <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction body and conclusion • Language use 	Read a literary text e.g. Novel/short story/Folklore e.g. legends, myths, fables <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Reading/viewing for comprehension	Writes an essay based on a literature genre studied: Narrative/descriptive/ Reflective/ Argumentative essay/brochure/advertisement/blog Write-up of the actual project – <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 	Reinforcement of language structures and conventions covered in previous weeks Word level work: Conjunctions and transition words Sentence level work: Speech; sentence types; sentence structure; voice; tenses; paragraph types. Word meaning: Synonyms Antonyms homophones

Grade 9 TERM 3				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		(Visual and written texts) Strategies <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 Summarising the text	<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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a creative essay based on literature genre studied following the process approach to writing	Homonyms Polysemy Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <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	Speaking and Listening strategies Oral presentation <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	Literary text such as drama/ short story, youth novel/novel <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Poetry <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 	Transactional text: review <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a review following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives (attributive) Sentence level work: Description paragraph; choice paragraph; classification paragraph. Word meaning: One word for a phrase Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing
	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project)		FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> • Poem (10 marks) • Drama (10 marks) 	

Grade 9 TERM 3				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	(20 marks) <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 Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.		<ul style="list-style-type: none"> • Short Stories (10 marks) 	
9-10	Listening and Speaking strategies Story Telling <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 Prepared reading aloud <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency 	Read literature text such as drama <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Poetry <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 	Transactional texts e.g. e-mails: <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an e-mail	Reinforcement of language structures and conventions covered in previous weeks Word level work: Verbs Interrogative, demonstrative, indefinite pronouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: One word for a phrase Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners'

Grade 9 TERM 3				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
				Writing
	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 3				
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research & write-up of the project (20 + 30 = 50 marks) Project based on any ONE genre studied: poems/ folktales /short stories/ drama/ novel		FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT ORAL (20 marks) <ul style="list-style-type: none"> Oral Presentation of Task 6 		FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <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>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>

Grade 9 TERM 4				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
			Write a covering letter and CV	
	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.			
3-4	Speaking and Listening strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions Oral discussion (led by the teacher) <ul style="list-style-type: none"> • Role players • Forum/discussion conventions • Turn taking 	Read a literature text: short story/ drama <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) Reading/viewing comprehension: (visual or multimedia text like graph/ cartoon or advertisement) <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference 	Transactional text e.g. Directions/ Instructions/ <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 Focus on process writing	Reinforcement of language structures and conventions covered in previous weeks Word level work: Proper nouns, gerund, complex nouns Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: Stereotypes, prejudice, biasness, emotive Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial grammar from learners' writing

Grade 9 TERM 4				
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Language use • Disagreeing in the discussion • Introduction and conclusion 	<ul style="list-style-type: none"> • Meaning of words • View point of writer • Fact and opinion • Implied meaning 	<ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p>	
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 	<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>Transactional text:</p> <p>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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <p>Verbs, nouns</p> <p>Sentence level work:</p> <p>Explanation: cause and effect</p> <p>Word meaning:</p> <p>Shift of meaning, using language for special purpose, one word for a phrase</p> <p>Punctuation and spelling:</p> <p>spelling patterns.</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
	<ul style="list-style-type: none"> • Language and power • Discourse markers 	Reading strategies Comprehension passage in text book <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 Summarise the text	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an obituary following the process writing approach	
	FORMAL ASSESSMENT TASK 9: WRITING <ul style="list-style-type: none"> • Transactional writing: (20 marks) (2 short or 1 long: 20 marks) Written before the controlled test			
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) 			

Grade 9 TERM 4				
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 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: (20 marks) (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)