

## 2023-24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 9 (TERM 1)

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
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.				
1-2	<b>Listening and speaking strategies</b> <b>Oral discussion (teacher-led)</b> <b>Listen to/ watch an advertisement</b> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pacing</li> <li>• Emotive and manipulative language use</li> <li>• Font size</li> <li>• Images</li> <li>• Body language</li> <li>• AIDA principles</li> </ul>	<b>Reading/ viewing for comprehension</b> <b>Visual text: Advertisement/ poster</b> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Making inferences</li> <li>• Inferring meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> <li>• Use of punctuation and font</li> </ul> <b>Reading process</b> <ul style="list-style-type: none"> <li>• Pre-reading (Font, images)</li> <li>• During reading (Features of text: slogan, logo, language used)</li> <li>• Post-reading (Answer questions)</li> </ul>	<b>Transactional texts</b> <b>Advertisement/ poster</b> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose, target group</li> <li>• Text features, visual elements such as images, font large and small print</li> <li>• Language use, persuasive language, rhetoric, simile</li> <li>• Register</li> <li>• Word choice, vivid description</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <b>Write an advertisement/ poster</b>	<b>Reinforcement of language structures and conventions covered in previous grades</b> <b>Word level work</b> Singular and plural adjectives, nouns, verbs <b>Sentence level work</b> Sentence structure, nouns, adjectives, continuous tenses <b>Spelling</b> Spelling and spelling patterns, abbreviations <b>Vocabulary in context</b> <b>Remedial grammar from learners' writing</b>
3-4	<b>Listen to the reading of a literature text</b> Identify and discuss: <ul style="list-style-type: none"> <li>• Use of voice</li> <li>• Use of intonation and pace</li> <li>• Punctuation in reading</li> <li>• Opening and closure</li> </ul>	<b>Read a literary text, e.g. short story/ novel</b> <ul style="list-style-type: none"> <li>• Key features like character, characterisation, plot, conflict, background, setting narrator, theme</li> </ul> <b>Reading process</b> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text/ predict events)</li> <li>• Background/ setting</li> </ul>	<b>Write an essay:</b> <b>Narrative/ descriptive/ reflective/ argumentative essay</b> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Personal voice and style</li> <li>• Vivid description</li> <li>• Tone</li> <li>• Main and supporting ideas</li> </ul>	<b>Reinforcement of language structures and conventions covered in previous weeks</b> <b>Word level work</b> Stems, prefixes and suffixes, complex and simplex words <b>Sentence level work</b> Pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

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	<p><b>Prepared reading aloud (Short story/ novel)</b></p> <ul style="list-style-type: none"> <li>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture</li> </ul> <p><b>Recount the short story or extract of the novel</b></p> <ul style="list-style-type: none"> <li>Tone</li> <li>Volume</li> <li>Pronunciation</li> <li>Fluency</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm the theme</li> <li>During reading (Features of the text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading and viewing visual or multimedia text: Cartoons/ comic strips</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Body language</li> <li>Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills</li> <li>Clarifying</li> <li>Predicting</li> <li>Visualisation</li> </ul>	<ul style="list-style-type: none"> <li>Mind maps to organise coherent ideas</li> <li>Present essay for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an essay, following the process approach to writing</b></p>	<p><b>Spelling and punctuation</b> Spelling and spelling patterns, abbreviations, shortening, acronyms</p> <p><b>Critical language use</b> Idioms and proverbs, euphemism</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
	<p><b>FORMAL ASSESSMENT TASK 1</b></p> <p><b>ORAL:</b></p> <ul style="list-style-type: none"> <li><b>Reading Aloud (20 marks)</b></li> </ul> <p><b>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</b></p>			
5-6	<p><b>Speaking and listening strategies</b></p> <p><b>Listen to a newspaper report</b></p> <ul style="list-style-type: none"> <li>Structure</li> <li>Features</li> <li>Language use</li> <li>Tone</li> <li>Register</li> <li>Introduction and conclusion</li> </ul> <p><b>Oral presentation of report</b></p> <ul style="list-style-type: none"> <li>Language use</li> <li>Register</li> <li>Tone</li> <li>Body language</li> </ul>	<p><b>Read a newspaper/ magazine report</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Intensive reading</li> <li>Text features, e.g. plot, character, setting, narrator, mood, theme, narrator's perspective</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Direct and implied meaning</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> </ul>	<p><b>Transactional texts: magazine report/blog</b></p> <ul style="list-style-type: none"> <li>Requirements of task and text type</li> <li>Format, style, point of view</li> <li>Target audience purpose and context</li> <li>Word choice</li> <li>Sentence structure, lengths and types</li> <li>Paragraph conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous Weeks</b></p> <p><b>Word level work:</b></p> <ul style="list-style-type: none"> <li>Moods -</li> <li>Subjunctive</li> <li>Imperative</li> <li>Potential</li> <li>Indicative</li> <li>Conditional</li> </ul> <p><b>Sentence level work:</b></p> <ul style="list-style-type: none"> <li>Simple sentences, compound sentences, Complex sentences,</li> </ul>

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	<ul style="list-style-type: none"> <li>Pronunciation</li> <li>Eye contact</li> </ul>	<ul style="list-style-type: none"> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b> Key features of poem</p> <ul style="list-style-type: none"> <li>Internal structure of a poem: figures of speech/imagery, rhyme, rhythm</li> <li>External structure of a poem: lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> <p><b>Reading/viewing for comprehension (Use newspaper report)</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Making inferences (characters, setting, milieu, message)</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Emotive language</li> <li>Answer questions</li> </ul>	<p><b>Write a magazine report/blog following the process approach to writing</b></p>	<p>voice, tenses</p> <p><b>Word meaning:</b></p> <ul style="list-style-type: none"> <li>Idioms and proverbs Literal, figurative, alliteration, assonance, personification</li> </ul> <p><b>Punctuation and spelling:</b></p> <ul style="list-style-type: none"> <li>spelling patterns, quotation marks, apostrophe</li> </ul> <p><b>Vocabulary in context</b> <b>Remedial grammar from learners'</b> <b>Writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li><b>Essay: (During the term)</b> <b>Descriptive/ narrative/ reflective (40 marks)</b></li> </ul>				
7-8	<p><b>Listening for comprehension</b> <b>Dialogue</b></p> <ul style="list-style-type: none"> <li>Listen to a dialogue</li> <li>Take notes</li> <li>Language and power</li> <li>Tone</li> <li>Mood</li> <li>Introduction and conclusion</li> </ul>	<p><b>Reading comprehension</b> <b>Literary text: Short story/ novel</b></p> <ul style="list-style-type: none"> <li>Key features of literary text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> </ul>	<p><b>Transactional text: Agenda and minutes</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Mind map to organise coherent ideas</li> <li>Personal voice and style</li> <li>Tone</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b> Regular and irregular verbs</p> <p><b>Sentence level work</b></p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Answer questions</li> </ul> <p><b>Role-play: Meeting</b></p> <ul style="list-style-type: none"> <li>Choose a suitable topic</li> <li>Organise information cohesively</li> <li>Identify correct vocabulary and language structure</li> </ul>	<ul style="list-style-type: none"> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Write a summary of the short story/ extract from the novel</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types lengths and structures</li> </ul> <p><b>Write a summary</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming, scanning, visualisation</li> <li>Intensive reading</li> <li>Making inferences</li> <li>Meaning of words</li> <li>Viewpoint of writer</li> <li>Fact and opinion</li> <li>Implied meaning</li> </ul> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem: lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul>	<ul style="list-style-type: none"> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an agenda and minutes, following the process approach to writing</b></p>	<p>Main clause, dependent clause</p> <p><b>Word meaning</b></p> <p>Idioms and proverbs</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns, acronyms</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p><b>Listening and speaking strategies</b> Listen to a telephone conversation or a dialogue between a call centre agent and client concerning a dispute</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Language use</li> <li>• Register</li> <li>• Conventions</li> </ul> <p>Learners retell the telephone conversation</p> <p><b>Prepared reading aloud</b></p> <ul style="list-style-type: none"> <li>• Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and fluency</li> <li>• Learners choose their reading text and present it to class</li> </ul>	<p><b>Read a contract between a seller and a purchaser</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Contract-speak</li> <li>• Importance of signature</li> <li>• Recourse in case of dispute</li> </ul> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>• Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>• External structure of a poem: lines, words, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualisation</li> <li>• Intensive reading</li> <li>• Making inferences</li> <li>• Meaning of words</li> <li>• Viewpoint of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (Features of text)</li> <li>• Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Transactional text: Write a report on findings in a dispute between a seller and a purchaser</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write a report</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b> Conjunctions</p> <p><b>Sentence level work</b> Sentence structure, sentence types, question forms, active and passive voice</p> <p><b>Word meaning</b> Idioms and proverbs, literal and figurative meaning</p> <p><b>Punctuation and spelling</b> Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p><b>Vocabulary in context</b> The language of contracts and legal documents</p>

<b>FORMATIVE ASSESSMENT ACTIVITIES</b> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Presentation</li> <li>• Reading aloud</li> <li>• Oral presentation</li> <li>• Role-play</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading process</li> <li>• Reading aloud activities</li> <li>• Reading comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Paragraphing</li> <li>• Transactional texts</li> <li>• Essay</li> <li>• Creative writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9</b> <b>TERM 1</b>			
<b>FORMAL ASSESSMENT TASK 1</b> <b>ORAL</b> <ul style="list-style-type: none"> <li>• Reading Aloud (20 marks)</li> </ul> Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>• Essay (40 marks)                              Descriptive/ narrative/ reflective</li> </ul> During the term	<b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXT (70 MARKS)</b> <ul style="list-style-type: none"> <li>• Literary/non-literary text (25 marks)</li> <li>• Visual text (15 marks)</li> <li>• Summary (10 marks)</li> <li>• Language structures and conventions (20 marks)</li> </ul>	

## 2023-24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 9 (TERM 2)

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listening for comprehension</b>  <b>Listen to a story</b></p> <ul style="list-style-type: none"> <li>Identify main and supportive ideas</li> <li>Language use</li> <li>Register</li> <li>Answer questions</li> </ul> <p>Retell the story read</p> <p><b>Prepared speech</b>  Learners undertake research or investigation as a preparatory activity</p> <ul style="list-style-type: none"> <li>Presentation conventions</li> <li>Body language</li> <li>Introduction and conclusion</li> <li>Language use</li> </ul>	<p><b>Read a literature text, e.g. short story/ novel</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Intensive reading</li> <li>Text features, e.g. Plot, character, setting, narrator, mood, theme, narrator's perspective</li> <li>Inferring meaning of unfamiliar words and images by word attack skills</li> <li>Language structure and style</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Briefly summarising the text read</b></p> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: figures of speech/imagery, rhyme, rhythm</li> <li>External structure of a poem: lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul>	<p><b>Write a transactional text: Formal letter</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Word choice</li> <li>Purpose, target audience and context</li> <li>Use conjunctions to ensure cohesion</li> <li>Tone</li> <li>Main and supporting ideas</li> <li>Use a variety of sentence types</li> <li>Mind maps to organise coherent ideas</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a formal letter, following the process approach to writing</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>  Stems, prefixes and suffixes, adjectives, prepositions</p> <p><b>Sentence level work</b>  Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types</p> <p><b>Word meaning</b>  Idioms and proverbs</p> <p><b>Punctuation and spelling</b>  Spelling patterns</p> <p><b>Vocabulary in context</b>  Remedial of grammar from learners' writing</p>
<p><b>FORMAL ASSESSMENT TASK 1</b>  <b>ORAL</b>  Task started in Term 1 to be continued</p> <ul style="list-style-type: none"> <li>Reading aloud (20 marks)</li> </ul> <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>				

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening for comprehension</b></p> <p><b>Recording of a speech</b></p> <ul style="list-style-type: none"> <li>Explain strategies of the listening process</li> <li>Answer questions in writing</li> </ul> <p><b>Unprepared reading aloud</b></p> <ul style="list-style-type: none"> <li>Appropriate use of voice, tone and pace</li> <li>Punctuation in reading</li> <li>Body language</li> <li>Contact with audience</li> </ul>	<p><b>Read a literary text, e.g. short story/ novel</b></p> <ul style="list-style-type: none"> <li>Specific focus on literary text features</li> <li>Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role, narrator, theme, conclusion and ending</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Read/ view text, e.g. newspaper articles/ magazine articles for information and comprehension</b></p> <p><b>Reading strategies</b></p> <p><b>Comprehension passage in textbook</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Purpose and target group</li> <li>Inferring meaning and conclusions</li> <li>Fact and opinion</li> <li>Give own opinion</li> <li>Meaning of unfamiliar words</li> <li>Identification of manipulative language</li> </ul>	<p><b>Write an essay: Narrative/ descriptive/ discursive/ argumentative</b></p> <ul style="list-style-type: none"> <li>Word choice</li> <li>Personal voice and style</li> <li>Vivid description</li> <li>Tone</li> <li>Main and supporting ideas</li> <li>Mind maps to organise coherent ideas</li> <li>Present essay for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an essay, following the process approach to writing</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Verbs: finite and infinitive</p> <p><b>Sentence level work</b></p> <p>Complex sentences, generalisations, direct and indirect speech</p> <p><b>Word meaning</b></p> <p>Idioms and proverbs</p> <p><b>Punctuation and spelling</b></p> <p>Quotation marks, spelling patterns, abbreviations</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>
5-6	<p><b>Speaking and Listening strategies</b></p> <p><b>Listen to an oral text such as an interview/ speech/ storytelling for comprehension</b></p> <ul style="list-style-type: none"> <li>Take notes during listening</li> <li>Listen critically</li> </ul> <p><b>Group/ panel discussion</b></p>	<p><b>Read a literature text, e.g. novel/ short story</b></p> <ul style="list-style-type: none"> <li>Specific focus on literary text features</li> <li>Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> </ul>	<p><b>Transactional texts: Report</b></p> <ul style="list-style-type: none"> <li>Requirements of task and text type</li> <li>Format, style and point of view</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Sentence structure, lengths and types</li> <li>Paragraph conventions</li> <li>Mind maps to organise coherent ideas</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Stems, prefixes and suffixes, adjectives, prepositions</p> <p><b>Sentence level work</b></p>



TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Undertake a discussion based on the oral text</li> <li>Take turns</li> <li>Discourse markers</li> <li>Conventions</li> </ul>	<ul style="list-style-type: none"> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b>  <b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem: figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem, lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul> <p><b>Reading/ viewing for comprehension</b>  <b>Use written and/or visual texts such as cartoon/ comic strips</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Making inferences (characters, setting, milieu, message)</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Emotive language</li> </ul> <p><b>Revise structure of the summary</b></p>	<p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a report, following the process approach to writing</b></p>	<p>Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types</p> <p><b>Word meaning</b> Idioms and proverbs</p> <p><b>Punctuation and spelling</b> Spelling patterns</p> <p><b>Vocabulary in context</b> <b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (20 marks)</li> </ul> <p>Written before the June controlled test</p>				
7-8	<p><b>Listening and Speaking strategies</b>  <b>Listen to a newspaper report</b></p> <ul style="list-style-type: none"> <li>Structure</li> <li>Features</li> <li>Language use</li> <li>Tone</li> </ul>	<p><b>Read a newspaper report/ magazine article</b>  <b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Intensive reading</li> <li>Text features, e.g. plot, character, setting, narrator, mood, theme</li> </ul> <p><b>Reading/ viewing for comprehension</b></p>	<p><b>Long transactional text, e.g. newspaper report/ magazine article</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Logical order of sentences</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b> Stems, prefixes and suffixes, pronouns</p> <p><b>Sentence level work</b></p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Register</li> <li>Introduction and conclusion</li> </ul> <b>Oral presentation of report</b> <ul style="list-style-type: none"> <li>Language use</li> <li>Register</li> <li>Tone</li> <li>Body language</li> <li>Introduction and conclusion</li> </ul>	<b>Use a newspaper report</b> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Inferring meaning of unfamiliar words by word attack skills</li> <li>Direct and implied meaning</li> <li>Emotive language</li> <li>Answer questions</li> </ul> <b>Reading process</b> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <b>Poetry</b> <b>Key features of poem</b> <ul style="list-style-type: none"> <li>Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>External structure of a poem: lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> <li>Mind maps to organise coherent ideas</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <b>Write a newspaper report/ magazine article</b>	Sentence types, generalisations, direct and indirect speech, tenses <b>Word meaning</b> Idioms and proverbs, literal and figurative meaning <b>Punctuation and spelling</b> Quotation marks, spelling patterns, abbreviations <b>Vocabulary in context</b> <b>Remedial of grammar from learners' writing</b>
9-10	<b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</b> <b>RESPONSE TO TEXTS (70 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (25 marks)</li> <li>Question 2: Visual text (15 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul>			

<b>FORMATIVE ASSESSMENT ACTIVITIES</b> (Assessment for Learning - ongoing process)			
<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>Variety of Language Structures and Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9</b> <b>TERM 2</b>			
<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>Reading aloud (20 marks)</li> </ul> <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>	<p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (20 marks)</li> </ul> <p>Written before the controlled test Texts from Term 1 and 2</p>	<p><b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</b> <b>RESPONSE TO TEXTS (70 MARKS)</b></p> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (25 marks)</li> <li>Question 2: Visual text (15 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul>	

## 2023-24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 9 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listening and speaking strategies</b>  <b>Listen to a negotiation scene between two people and discuss (led by teacher)</b></p> <ul style="list-style-type: none"> <li>Structure and development of ideas</li> <li>Using negotiation skills to reach consensus</li> <li>Language style</li> </ul> <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Appropriate use of voice, tone and pace</li> <li>Punctuation in reading</li> <li>Body language</li> <li>Contact with audience</li> </ul>	<p><b>Read a literature text, e.g. drama</b></p> <ul style="list-style-type: none"> <li>Specific focus on literary text features</li> <li>Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading for comprehension: Visual text - Cartoon</b></p> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>The influence of selections and omissions on meaning of text</li> <li>The effect of figurative and rhetorical devices</li> <li>Impact of visual techniques</li> </ul>	<p><b>Transactional text, e.g. dialogue</b></p> <ul style="list-style-type: none"> <li>Word choice</li> <li>Personal voice and style</li> <li>Vivid description</li> <li>Tone</li> <li>Main and supporting ideas</li> <li>Mind maps to organise coherent ideas</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a dialogue, following the process approach to writing</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>  Concrete and abstract nouns, conjunctions and transition</p> <p><b>Sentence level work</b>  Speech, tenses, sentence types, paragraph types, voice, clauses and phrases</p> <p><b>Word meaning:</b>  Paronyms, polysemes, homonyms, homophones</p> <p><b>Punctuation and spelling</b>  Spelling patterns</p> <p><b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>
3-4	<p><b>Listening and speaking strategies</b>  <b>Listen to and participate in a discussion on the project</b></p> <p><b>Topics/ driving questions/ hypotheses to be discussed (led by teacher)</b></p> <ul style="list-style-type: none"> <li>Discuss effective research techniques that supports the topic / driving question / hypothesis</li> </ul>	<p><b>Read for information based on the topics and genres selected</b></p> <p>Select relevant information from research (to be provided by teacher or brought to school from home)</p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> </ul>	<p><b>Use different types of graphic organisers, e.g. tree maps, storyboards etc. to structure the research findings of the project</b></p> <p><b>Focus on the process</b></p> <ul style="list-style-type: none"> <li>Select relevant information</li> <li>Write it in your own words</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>  New words and phrases as needed by different topics</p> <p><b>Sentence level work</b>  Tenses, sentence types, paragraph types, voice, parts of speech</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>• Listens to and take notes on information about the project.</li> <li>• Asks and answers questions for clarity on research to be done</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of new words/ phrases</li> <li>• Viewpoint of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p><b>Compile a bibliography of the resources used</b></p> <p><b>Reading for comprehension and reading strategies</b></p> <p><b>Visual texts</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Reviewing to promote understanding</li> <li>• The effect of selections and omissions on meaning</li> <li>• The effect of figurative and rhetorical devices</li> <li>• Impact of visual techniques</li> <li>• Synthesising of selected information into a graphic organiser, mind map or infographic</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (Features of text)</li> <li>• Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate organiser for the type of text to be produced</li> <li>• Use correct language structures and conventions</li> <li>• Each text will determine the appropriate language to be used for the project</li> </ul>	<p><b>Word meaning</b> Literal and figurative, denotative and connotative, figurative language, critical language usages, colloquial and jargon</p> <p><b>Punctuation and spelling</b> Spelling patterns</p> <p><b>Vocabulary in context as required by the type of text to be produced</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p><b>Listening and Speaking strategies</b> <b>Discussion on the project</b></p> <ul style="list-style-type: none"> <li>• Topic guidance</li> <li>• Driving question</li> <li>• Hypothesis</li> <li>• Listen to information on the topics</li> <li>• Take notes</li> <li>• Ask questions</li> <li>• Give answers</li> <li>• Understand the expected outcomes of each topic</li> </ul>	<p><b>Read a literary text for the project</b></p> <ul style="list-style-type: none"> <li>• Read and view multiple resources to understand the requirements needed for the specific topic/driving question/hypothesis and presentation required.</li> </ul> <p><b>Reading/viewing for comprehension</b> (Visual and written texts)</p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Intensive reading</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Main and supporting ideas</li> <li>• Influence of selections and omissions on the meaning of text</li> <li>• The effect of figurative and rhetorical devices</li> <li>• The writer's inferences and conclusions</li> </ul> <p><b>Summarising the text</b></p>	<p><b>Respond to topic, driving question, hypothesis in writing.</b> Draft the text by referencing the research findings (notes) Focus on the following:</p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Paragraph / visual conventions</li> <li>• Logical progression of paragraphs / ideas to ensure coherence</li> <li>• Main and supporting ideas</li> <li>• Language conventions as required by the selected topics</li> <li>• Personal voice and style</li> <li>• Vivid description (either using words or visuals)</li> <li>• Tone / mood</li> <li>• Planning to organise ideas</li> </ul> <p><b>Please note:</b> <b>Some responses to the topics, driving question or hypothesis may be visual only (e.g., videos, podcasts etc.)</b> <b>The below is important to note:</b></p> <ul style="list-style-type: none"> <li>• Planning (research)</li> <li>• Drafting (adherence to requires structures)</li> <li>• Editing</li> <li>• Presenting of a well-constructed project</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b> <b>Word level work:</b> As required by the topic selected for the project. <b>Sentence level work:</b> As required by the type of topic selected for the project. <b>Word meaning:</b> As indicated by the type of topic selected for the project. <b>Punctuation and spelling:</b> spelling patterns <b>Vocabulary in context</b> <b>Remedial grammar from learners' writing</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p><b>Listening and Speaking strategies</b> <b>Oral presentation of the selected topic for the project:</b></p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Register</li> <li>• Tone</li> <li>• Body language</li> <li>• Introduction and conclusion</li> </ul>	<p><b>Reading/viewing for comprehension strategies</b> (Visual and written texts)</p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Intensive reading</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Influence of selections and omissions on the meaning of text</li> <li>• The effect of figurative and rhetorical devices</li> <li>• The writer's inferences and conclusions</li> </ul> <p><b>Summarising the text</b></p> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>• Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>• External structure of a poem, lines words, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul>	<p><b>Writes an essay or digitally generated product based on a literature genre studied</b></p> <p><b>Narrative/ descriptive/ reflective/ argumentative essay/ brochure/ advertisement/ blog</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organise content</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> <li>• Word choice</li> <li>• Personal voice and style</li> <li>• Tone</li> <li>• Organise coherent ideas based on planning</li> <li>• Present essay (product) for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write an essay or digitally generate product based on a literature genre studied</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b> Adjectives: attributive</p> <p><b>Sentence level work</b> Description paragraph, choice paragraph, classification paragraph</p> <p><b>Word meaning</b> One word for a phrase</p> <p><b>Punctuation and spelling</b> Spelling patterns</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p><b>Listening and Speaking strategies</b></p> <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures</li> <li>Conventions and features of a story</li> </ul> <p><b>Prepared reading aloud</b></p> <p>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</p>	<p><b>Read literature text such as drama</b></p> <ul style="list-style-type: none"> <li>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Key features of poem</li> <li>internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message</li> </ul>	<p><b>Transactional texts, e.g. emails</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an email</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Verbs, pronouns: interrogative, demonstrative and indefinite</p> <p><b>Sentence level work</b></p> <p>Procedure, spatial order, order of importance, concluding paragraph</p> <p><b>Word meaning</b></p> <p>One word for a phrase</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>



<b>FORMATIVE ASSESSMENT ACTIVITIES</b> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>○ <b>Stage 3: Oral</b></li> <li>Requirements of format, style</li> <li>Target audience purpose and context</li> <li>Word choice, vivid description</li> <li>Sentence structure, lengths and types</li> <li>Use conjunction to ensure cohesion</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading process</li> <li>• Reading aloud activities</li> <li>• Reading comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Paragraphing</li> <li>• Transactional texts</li> <li>• Essay</li> <li>• Creative writing                             <ul style="list-style-type: none"> <li>○ <b>3 stages</b></li> <li>○ <b>Stage 1: Research</b></li> <li>How to create/ write a mind map/ notes/ a bibliography, summarising information</li> <li>○ <b>Stage 2: Writing</b></li> <li>Planning/ brainstorming</li> <li>First draft</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting final product</li> </ul> </li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9</b> <b>TERM 3</b>			
<b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b> <ul style="list-style-type: none"> <li>• Research &amp; write-up of the project (20 + 30 = 50 marks)</li> </ul> Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel	<b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT</b> ORAL (20 marks) <ul style="list-style-type: none"> <li>• Oral Presentation of Task 6</li> </ul>	<b>FORMAL ASSESSMENT TASK 8</b> RESPONSE TO LITERATURE (30 MARKS) <b>FORMAL ASSESSMENT TASK 8</b> RESPONSE TO LITERATURE (30 marks) <ul style="list-style-type: none"> <li>• Question 1 (Compulsory): Poem (10 marks) AND</li> <li>• Question 2: Novel or Drama (10 marks) or</li> <li>Question 3: Short story or Folklore (10 marks)</li> </ul>	

## 2023-24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 9 (TERM 4)

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>React critically to a variety of texts</li> <li>Listen for specific information</li> <li>Listen and enjoy fables and titles</li> <li>Answer questions</li> </ul> <p><b>Oral: CV and cover letter purposes discussion</b></p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Requirements of format, style</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Figurative language</li> </ul>	<p><b>Literary text such as folklore/ drama</b></p> <ul style="list-style-type: none"> <li>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <p><b>Key features of poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>External structure of a poem, lines, words, stanzas, typography</li> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul>	<p><b>Transactional text, e.g. cover letter and CV</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style</li> <li>Target audience, purpose and context</li> <li>Word choice, figurative language, symbols, colour, placement</li> <li>Sentence structure, lengths and types</li> <li>Selection of visual and design</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a cover letter and CV</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Verbs</p> <p><b>Sentence level work</b></p> <p>Direct and indirect speech, active voice and passive voice</p> <p><b>Word meaning</b></p> <p>Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 7: PAPER 3</b></p> <p><b>ORAL (20 marks)</b></p> <ul style="list-style-type: none"> <li>Oral presentation of the project</li> </ul> <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.</p>				
3-4	<p><b>Listening and Speaking strategies</b></p> <p><b>Listen for comprehension</b></p> <p><b>Use a recorded dialogue</b></p> <ul style="list-style-type: none"> <li>Listen to the dialogue</li> <li>Take notes on: <ul style="list-style-type: none"> <li>Language and power</li> <li>Tone</li> <li>Mood</li> <li>Introduction and conclusion</li> </ul> </li> </ul>	<p><b>Read a literature text, e.g. folklore/ drama</b></p> <ul style="list-style-type: none"> <li>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions,</li> </ul>	<p><b>Transactional text, e.g. directions/ instructions</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Organise content (mind map)</li> <li>Main and supporting ideas</li> <li>Paragraph conventions</li> <li>Logical progression of paragraphs to ensure coherence</li> <li>Conjunctions for cohesion</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work:</b></p> <p>Proper nouns, gerund, complex nouns</p> <p><b>Sentence level work</b></p> <p>Procedure, spatial order, order of importance, concluding paragraph</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Answer questions</li> </ul> <b>Oral discussion</b> <b>Directions/ instructions (led by teacher)</b> <ul style="list-style-type: none"> <li>Correct format</li> <li>Main and supporting ideas</li> <li>Paragraph conventions</li> <li>Logical progression of paragraphs to ensure coherence</li> <li>Conjunctions for cohesion</li> <li>Language conventions</li> </ul>	<p>compare, contrast, evaluate)</p> <b>Reading/ viewing comprehension</b> <b>Visual or multimedia text, e.g. graph/ cartoon/ advertisement</b> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Visualisation</li> <li>Intensive reading</li> <li>Making inferences</li> <li>Meaning of words</li> <li>Viewpoint of writer</li> <li>Fact and opinion</li> <li>Implied meaning</li> </ul>	<ul style="list-style-type: none"> <li>Language conventions</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <b>Write an instruction text</b>	<b>Word meaning</b> Stereotypes, prejudice, bias, emotive language <b>Punctuation and spelling</b> Spelling patterns, abbreviations: initialism, acronyms, clipped, truncation, aphasis, portmanteau <b>Vocabulary in context</b> <b>Remedial of grammar from learners' writing</b>
5-6	<b>Listening and speaking strategies</b> <b>Prepared reading aloud</b> <ul style="list-style-type: none"> <li>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</li> </ul> <b>Conversation</b> <b>Obituary or affidavit (led by teacher)</b> <ul style="list-style-type: none"> <li>Purpose</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> </ul>	<b>Read a text, e.g. drama/ folklore</b> <ul style="list-style-type: none"> <li>Specific focus on literary text features</li> <li>Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending</li> </ul> <b>Reading process</b> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (Features of text)</li> <li>Post-reading (Answer questions, compare, contrast, evaluate)</li> </ul> <b>Read and view text, e.g. newspaper articles and magazine articles for information and comprehension</b> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Purpose and target group</li> <li>Inferring meaning and conclusions</li> <li>Fact and opinion</li> </ul>	<b>Transactional text: Obituary/affidavit</b> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentence types, lengths and structures</li> </ul> <b>Focus on process writing</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <b>Write an obituary, following the process writing approach</b>	<b>Reinforcement of language structures and conventions covered in previous weeks</b> <b>Word level work</b> Verbs, nouns <b>Sentence level work</b> Explanation: cause and effect <b>Word meaning</b> Shift of meaning, using language for special purpose, one word for a phrase <b>Punctuation and spelling</b> Spelling patterns <b>Vocabulary in context</b> <b>Remedial of grammar from learners' writing</b>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>• Give own opinion</li> <li>• Meaning of unfamiliar words</li> <li>• Identify manipulative language</li> </ul> <b>Summarise the text</b>		
<b>FORMAL ASSESSMENT TASK 9: WRITING</b> <ul style="list-style-type: none"> <li>• Transactional writing: 2 short or 1 long (20 marks)</li> </ul> <b>Written before the end-of-the-year examination</b>				
7-8	<b>Listening and Speaking strategies</b> Revision	<b>Reading and Viewing strategies</b> Revision of reading strategies and techniques to respond to texts	<b>Writing</b> Revision of writing texts: Creative and transactional texts	<b>Revision</b> <b>Word level work</b> Revision <b>Sentence level work</b> Revision <b>Word meaning</b> Revision <b>Punctuation and spelling</b> Revision
9-10	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 10: PAPER 2</b> <b>RESPONSE TO TEXTS (70 MARKS)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary/ non-literary text (25 marks)</li> <li>• Question 2: Visual text (15 marks)</li> <li>• Question 3: Summary (10 marks)</li> <li>• Question 4: Language structures and conventions (20 marks)</li> </ul>			

<b>FORMATIVE ASSESSMENT ACTIVITIES</b> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9</b> <b>TERM 4</b>			
<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 7</b> <b>ORAL (20 marks) PAPER 1</b> <ul style="list-style-type: none"> <li>Oral presentation of the project</li> </ul> Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 9: WRITING</b> <ul style="list-style-type: none"> <li>Transactional writing: 2 short or 1 long (20 marks)</li> </ul> Written before the end-of-the-year examination	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 10: PAPER 2</b> <b>RESPONSE TO TEXTS (70 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text (25 marks)</li> <li>Question 2: Visual text (15 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and conventions (20 marks)</li> </ul>	

<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9</b>		
<b>SCHOOL-BASED ASSESSMENT: DURING THE YEAR</b>	<b>END-OF-THE-YEAR EXAMINATION PAPERS</b>	
<b>SEVEN (7) FORMAL ASSESSMENT TASKS</b> 1 oral task (Reading Aloud across Semester 1) 3 writing tasks 1 response to texts 1 June controlled test 1 literature test	<b>WRITTEN EXAMINATIONS</b> Paper 2: Response to texts Paper 3: Transactional writing	<b>ORAL ASSESSMENT TASK</b> Paper 1: Oral presentation on the creative writing project