

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME 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	Oral discussion (led by teacher) Listen to/ watch an advertisement <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language • AIDA principles 	Reading/ viewing for comprehension Visual text: Advertisement/ poster Reading strategies <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences • Inferring 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, e.g. 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, fonts: 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 • Proofreading • Presenting Write an advertisement/ poster	Reinforcement of language structures and conventions covered in previous grades Word level work Singular and plural nouns, adjectives, verbs Sentence level work Sentence structure, nouns, adjectives, continuous tense Spelling Spelling and spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing
3-4	Listen to the reading of a literature text Identify and discuss the: <ul style="list-style-type: none"> • Use of voice • Use of intonation and pace • Punctuation in reading • Opening and closure Prepared reading aloud Short story/ novel	Read a literary text, e.g. short story/ novel <ul style="list-style-type: none"> • Key features like character, characterisation, plot, conflict, background, setting narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text/ predict events) • Background/ setting • Brainstorm the theme 	Write an essay Narrative/ descriptive/ reflective/ argumentative essay <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 	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, complex and simplex words Sentence level work Pronouns, punctuation, tenses, direct and indirect speech, sentence structure, concord

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story or extract of the novel</p> <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation 	<ul style="list-style-type: none"> During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text</p> <p>Cartoons/ comic strips</p> <p>Reading strategies</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 Visualisation 	<ul style="list-style-type: none"> Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write an essay, following the process approach to writing</p>	<p>Spelling and punctuation</p> <p>Spelling rules and spelling patterns, Abbreviations, shortening, acronyms</p> <p>Critical language use:</p> <p>Idioms and proverbs, euphemism</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
	<p>FORMAL ASSESSMENT TASK 1</p> <p>ORAL</p> <ul style="list-style-type: none"> Reading Aloud (20 marks) <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>			
5-6	<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 	<p>Read newspaper articles/ magazine articles</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading Text features. e.g. plot, character, setting, narrator, mood, theme, narrator's perspective Inferring meaning of unfamiliar words 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) 	<p>Transactional texts: Magazine article/ blog</p> <ul style="list-style-type: none"> Requirements of task and text type Format, style, point of view Target audience purpose and context Word choice Sentence structure, lengths and types Paragraph conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Moods: subjunctive, imperative, potential, indicative and conditional</p> <p>Sentence level work</p> <p>Simple, compound and complex sentences, voice, tenses</p> <p>Word meaning</p> <p>Idioms and proverbs</p> <p>literal and figurative meaning, alliteration, assonance, personification</p> <p>Punctuation and spelling</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"> Pronunciation Eye contact 	<ul style="list-style-type: none"> Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <p>Key features of poem</p> <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</p> <p>Use a newspaper article</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Making inferences (characters, setting, milieu, message) Inferring meaning of unfamiliar words by word attack skills Emotive language Answer questions 	<ul style="list-style-type: none"> Proofreading Presenting <p>Write a magazine report/ blog, following the process approach to writing</p>	<p>Spelling patterns, quotation marks, apostrophe</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (During the term) <p>Descriptive/ narrative/ reflective (40 marks)</p>				
7-8	<p>Speaking and Listening strategies</p> <p>Listening for comprehension</p> <p>Dialogue</p> <ul style="list-style-type: none"> Listen to a dialogue Take notes Language and power Tone Mood 	<p>Reading comprehension</p> <p>Literary text: Short story/ novel</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) 	<p>Transactional text: Agenda and minutes</p> <ul style="list-style-type: none"> Correct format Mind map to organise coherent ideas Personal voice and style Tone Main and supporting ideas Language use Register Logical order of sentences 	<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 and dependent clauses</p> <p>Word meaning</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Introduction and conclusion • Answer questions <p>Role-play: Meeting</p> <ul style="list-style-type: none"> • Choose suitable topic • Organise information cohesively • Identify correct vocabulary and language structure 	<ul style="list-style-type: none"> • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Write a summary of the short story/ extract from novel</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 sentence types, lengths and structures <p>Write a summary</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning <p>Poetry: Key features of poem</p> <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 	<ul style="list-style-type: none"> • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write agenda and minutes, following the process approach to writing</p>	<p>Idioms and proverbs</p> <p>Punctuation and spelling</p> <p>Spelling patterns, acronyms</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Listening and Speaking strategies Listen to a telephone conversation/ dialogue between a call centre agent and client concerning a dispute</p> <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions <p>Learners retell the telephone conversation Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency • Learners choose their reading text and present it to class 	<p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute <p>Poetry Key features of a poem</p> <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 strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inferences • Meaning of words • Viewpoint of writer • Fact and opinion • 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>Transactional text: Write a report on findings in a dispute between a seller and a purchaser</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 sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a report</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work Conjunctions Sentence level work Sentence structure and types, question forms, active and passive voice Word meaning Idioms and proverbs, literal and figurative meaning Punctuation and spelling Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Language of contracts and legal documents</p>

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> • Recount • Presentation • Reading aloud • Oral presentation • Role play 	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 Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 9 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 (40 marks) Descriptive/ narrative/ reflective During the term 	FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (70 MARKS) <ul style="list-style-type: none"> • Literary/non-literary text (25 marks) • Visual text (15 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 9 (TERM 2)

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

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Listening and Speaking strategies</p> <p>Listening for comprehension</p> <p>Recording of a speech</p> <ul style="list-style-type: none"> Explain strategies of the listening process Answer questions in writing <p>Unprepared reading aloud</p> <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience 	<p>Read a literary text, e.g. short story/ novel</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 a text, e.g. newspaper articles/ magazine articles for information and comprehension</p> <p>Reading strategies</p> <p>Comprehension passage in textbook</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Purpose and target group Inferring meaning and conclusions Fact and opinion Giving own opinion Meaning of unfamiliar words Identifying manipulative language 	<p>Write an essay: Narrative/ descriptive/ discursive/ argumentative essay</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading 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>Verbs: finite and infinite</p> <p>Sentence level work</p> <p>Complex sentences, generalisations, direct and indirect speech</p> <p>Word meaning</p> <p>Idioms and proverbs</p> <p>Punctuation and spelling</p> <p>Quotation marks, spelling patterns, abbreviations</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
5-6	<p>Speaking and Listening strategies</p> <p>Listen to oral texts such as interviews/ speeches/ storytelling for comprehension</p> <ul style="list-style-type: none"> Take notes during listening Listen critically 	<p>Read a literature text, e.g. novel/ 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>Transactional texts: Report</p> <ul style="list-style-type: none"> Requirements of task and text type Format, style and point of view Target audience, purpose and context Word choice Sentence structure, lengths and types Paragraph conventions Mind maps to organise coherent ideas 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Stems, prefixes and suffixes, adjectives, prepositions</p> <p>Sentence level work</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>Group/ panel discussion</p> <ul style="list-style-type: none"> Undertake a discussion based on the oral text Turn taking Discourse markers Conventions 	<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> <p>Key features of a poem</p> <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</p> <p>Use written and/or visual text such as cartoons/ comic strips</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Making inferences (characters, setting/ milieu, message) Inferring meaning of unfamiliar words by word attack skills Emotive language <p>Revise structure of a summary</p>	<p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a report, following the process approach to writing</p>	<p>Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types</p> <p>Word meaning</p> <p>Idioms and proverbs</p> <p>Punctuation and spelling</p> <p>Spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) <p>Written before the June controlled test</p>				

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Listening and Speaking 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 report/ magazine article</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features, e.g. plot, character, setting, narrator, mood, theme <p>Reading/ viewing for comprehension</p> <p>Use newspaper report</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning • Emotive language • Answer questions <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> <p>Key features of a poem</p> <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 • Figurative meaning • Mood • Theme and message 	<p>Long transactional text, e.g. newspaper report/ magazine article</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures • Mind maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a newspaper report/ magazine article</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 and 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 of grammar from learners' writing</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
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 • 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 Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 9 TERM 2			
FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) Written before the controlled test Texts from Term 1 and 2	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (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) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 9 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listening and Speaking Strategies Listen to a negotiation scene between two people and discuss (led by teacher)</p> <ul style="list-style-type: none"> Structure and development of ideas Using negotiation skills to reach consensus Language style <p>Conversation</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 Influence of selections and omissions on meaning of text Effect of figurative and rhetorical devices Impact of visual techniques 	<p>Transactional text, e.g. dialogue</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a dialogue, following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Concrete and abstract nouns, conjunctions and transition</p> <p>Sentence level work Tenses, sentence types, paragraph types, voice, clauses and phrases</p> <p>Word meaning Paronyms, polysemes, homonyms, homophones</p> <p>Punctuation and spelling Spelling patterns</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>
3-4	<p>Listening and Speaking strategies Listen to and participate in a discussion on the project Topics/ driving questions/ hypotheses to be discussed (led by teacher)</p> <ul style="list-style-type: none"> Discuss effective research techniques that supports the topic/ driving question/ hypothesis 	<p>Read for information based on the topics and genres selected Select relevant information from research (to be provided by teacher or brought to school from home)</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning 	<p>Use different types of graphic organisers, e.g. tree maps/ storyboards etc. to structure the research findings of the project</p> <p>Focus on process</p> <ul style="list-style-type: none"> Select relevant information Write it in your own words 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work New words and phrases as needed by different topics</p> <p>Sentence level work</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Listen to and take notes on information about the project Ask and answer questions for clarity on research to be done 	<ul style="list-style-type: none"> Visualisation Intensive reading Making inferences Meaning of new words/ phrases Viewpoint of writer Fact and opinion Implied meaning <p>Compile a bibliography of the resources used</p> <p>Reading for comprehension and reading strategies</p> <p>Visual texts</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 Reviewing to promote understanding Effect of selections and omissions on meaning Effect of figurative and rhetorical devices Impact of visual techniques Synthesising of selected information into a graphic organiser, mind map or infographic <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) 	<ul style="list-style-type: none"> Select the appropriate organiser for the type of text to be produced Use correct language structures and conventions Each text will determine the appropriate language to be used for the project 	<p>Tenses, sentence types, paragraph types, voice, parts of speech</p> <p>Word meaning</p> <p>Literal and figurative, denotative and connotative, figurative language, critical language, colloquial and jargon</p> <p>Punctuation and spelling</p> <p>Spelling patterns</p> <p>Vocabulary in context as required by the type of text to be produced</p>

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

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Listening and Speaking strategies Oral presentation of the selected topic for the project</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	<p>Reading/ viewing for comprehension Visual and written texts Reading strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions <p>Summarise the text Poetry Key features of a poem</p> <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>Write an essay or digitally generated product based on a literature genre studied Narrative/ descriptive/ reflective/ argumentative essay/ brochure/ advertisement/ blog</p> <ul style="list-style-type: none"> • Correct format and features • Organise content • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions • Word choice • Personal voice and style • Tone • Organise coherent ideas based on planning • Present essay (product) for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write an essay or digitally generated product based on a literature genre studied</p>	<p>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 of grammar from learners' writing</p>

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

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities ○ Stage 3: Oral Requirements of format, style Target audience purpose and context Word choice, vivid description Sentence structure, lengths and types Use conjunction to ensure cohesion 	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 <ul style="list-style-type: none"> ○ 3 stages ○ Stage 1: Research how to create/ write a mind-map, notes/ a bibliography, summarising information ○ Stage 2: Writing Planning/ brainstorming First draft Revising Editing Proofreading Presenting final product 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 9 TERM 3			
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Research and write-up of the project (20 + 30 = 50 marks) Project based on any ONE genre studied: poetry/ folklore/ 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 TEXTS (30 MARKS) <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) • Question 2: Novel/ drama (10 marks) • Question 3: Short story/ folklore (10 marks) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 9 (TERM 4)

TERM 4				
WEEK	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"> React critically to a variety of texts Listen for specific information Listen and enjoy fables and titles Answer questions <p>Oral: CV and cover letter purposes discussion</p> <ul style="list-style-type: none"> Purpose Requirements of format, style Target audience, purpose and context Word choice, figurative language 	<p>Literary text such as folklore/ 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> <p>Key features of a poem</p> <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>Transactional text, e.g. cover 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 <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a cover letter and CV</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Verbs</p> <p>Sentence level work</p> <p>Direct and indirect speech, active and passive voice</p> <p>Word meaning</p> <p>Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p>Punctuation and spelling</p> <p>Spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 7</p> <p>ORAL (20 marks): PAPER 1</p> <ul style="list-style-type: none"> Oral presentation of the project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.</p>				
3-4	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <p>Use a recorded dialogue</p> <ul style="list-style-type: none"> Listen to the dialogue Take notes <ul style="list-style-type: none"> Language and power Tone Mood Introduction and conclusion 	<p>Read a literature text: Folklore/ 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) 	<p>Transactional text, e.g. directions/ instructions</p> <ul style="list-style-type: none"> Correct format Organise content (mind map) Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Proper nouns, gerund, complex nouns</p> <p>Sentence level work</p> <p>Procedure, spatial order, order of importance, concluding paragraph</p>

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

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

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
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 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 Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 9 TERM 4			
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 ORAL (20 marks) PAPER 1 <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.	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING PAPER 3 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (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) 	

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