

2025-26 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.				
Week 1 14-16 /01/26 Week 2 19-23 /01/26	Listening and speaking strategies Oral discussion (teacher-led) 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: slogan, logo, language used) • Post-reading (Answer questions) 	Transactional texts Advertisement/ poster <ul style="list-style-type: none"> • Correct format • Purpose, target group • Text features, visual elements such as images, font large and small print • Language use, persuasive language, rhetoric, simile • Register • Word choice, vivid description Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an advertisement/ poster	Reinforcement of language structures and conventions covered in previous grades Word level work Singular and plural adjectives, nouns, verbs Sentence level work Sentence structure, nouns, adjectives, continuous tenses Spelling Spelling and spelling patterns, abbreviations Vocabulary in context Remedial grammar from learners' writing

<p>Week 3 26 – 30 /01 /26</p> <p>Week 4 02 - 06 /02/26</p>	<p>Listen to the reading of a literature text Identify and discuss:</p> <ul style="list-style-type: none"> • Use of voice • Use of intonation and pace • Punctuation in reading • Opening and closure 	<p>Read a literary text, e.g. short story/ novel</p> <ul style="list-style-type: none"> • Key features like character, characterisation, plot, conflict, background, setting narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text/ predict events) • Background/ setting 	<p>Write an essay: Narrative/ descriptive/ reflective/ argumentative essay</p> <ul style="list-style-type: none"> • Word choice • Personal voice and style • Vivid description • Tone • Main and supporting ideas 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Stems, prefixes and suffixes, complex and simplex words</p> <p>Sentence level work Pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord</p>
--	--	--	--	---

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>Prepared reading aloud (Short story/ novel)</p> <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"> • Brainstorm the theme • During reading (Features of the text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text: 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"> • 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>Spelling and punctuation Spelling and spelling patterns, abbreviations, shortening, acronyms</p> <p>Critical language use Idioms and proverbs, euphemism</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>

FORMAL ASSESSMENT TASK 1 ORAL: • Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.				
Week 5 09 - 13 /02/26 Week 6 16 - 20 /02/26	Speaking and listening strategies Listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion 	Read a newspaper/ magazine report Reading strategies <ul style="list-style-type: none"> • Intensive reading • Text features, e.g. plot, character, setting, narrator, mood, theme, narrator's perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning 	Transactional texts: magazine report/blog <ul style="list-style-type: none"> • Requirements of task and text type • Format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions 	Reinforcement of language structures and conventions covered in previous Weeks Word level work: <ul style="list-style-type: none"> • Moods - • Subjunctive • Imperative • Potential • Indicative • Conditional
	Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language 	Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Sentence level work: <ul style="list-style-type: none"> • Simple sentences, compound sentences, Complex sentences,

TERM 1				
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 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 (Use newspaper report)</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 	<p>Write a magazine report/blog following the process approach to writing</p>	<p>voice, tenses</p> <p>Word meaning:</p> <ul style="list-style-type: none"> Idioms and proverbs Literal, figurative, alliteration, assonance, personification <p>Punctuation and spelling:</p> <ul style="list-style-type: none"> spelling patterns, quotation marks, apostrophe <p>Vocabulary in context Remedial grammar from learners' Writing</p>
<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay: (During the term) Descriptive/ narrative/ reflective (40 marks) 				
<p>Week 7 23 – 27 /02/26</p> <p>Week 8 02 – 06 /03/26</p>	<p>Listening for comprehension Dialogue</p> <ul style="list-style-type: none"> Listen to a dialogue Take notes Language and power Tone Mood Introduction and conclusion 	<p>Reading comprehension 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>	<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 	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs</p> <p>Sentence level work</p>



- Pre-reading (Introduce text)
- Register

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS



	<ul style="list-style-type: none"> • Answer questions <p>Role-play: Meeting</p> <ul style="list-style-type: none"> • Choose a 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 the 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 inferences • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning <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 	<ul style="list-style-type: none"> • 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 agenda and minutes, following the process approach to writing</p>	<p>Main clause, dependent clause</p> <p>Word meaning</p> <p>Idioms and proverbs</p> <p>Punctuation and spelling</p> <p>Spelling patterns, acronyms</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
TERM 1				

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<p>Week 9 09 - 13 /03/26</p> <p>Week 10 16 - 20 /03/26</p>	<p>Listening and speaking strategies 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"> • Tone • Language use • Register • Conventions <p>Learners retell the telephone conversation</p> <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and 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 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</p> <p>Word level work Conjunctions</p> <p>Sentence level work Sentence structure, sentence types, question forms, active and passive voice</p> <p>Word meaning Idioms and proverbs, literal and figurative meaning</p> <p>Punctuation and spelling Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context The language of contracts and legal documents</p>

Week 11 (24-28/03/25) 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: FIRST ADDITIONAL LANGUAGES (FAL): 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 TEXT (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 FIRST ADDITIONAL LANGUAGE:
GRADE 9 (TERM 2)

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS

<p>Week 1 08 - 10 /04/26</p> <p>Week 2 13 - 17 /04/26</p>	<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</p> <p>Prepared speech Learners undertake research or investigation as a preparatory activity</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use 	<p>Read a literature text, e.g. short story/ novel</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features, e.g. Plot, character, setting, narrator, mood, theme, narrator's perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Briefly summarising the text read</p> <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>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</p> <p>Word level work Stems, prefixes and suffixes, adjectives, prepositions</p> <p>Sentence level work Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types</p> <p>Word meaning Idioms and proverbs</p> <p>Punctuation and spelling Spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 1</p> <p>ORAL</p> <p>Task started in Term 1 to be continued • Reading aloud (20 marks)</p> <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
<p>Week 3 20 - 24 /04/26</p> <p>Week 4 28 – 30 /04/26</p>	<p>Listening and Speaking strategies Listening for comprehension 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, narrator, theme, conclusion and ending <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Read/ view text, e.g. newspaper articles/ magazine articles for information and comprehension</p> <p>Reading strategies Comprehension passage in textbook</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Purpose and target group Inferring meaning and conclusions Fact and opinion Give own opinion Meaning of unfamiliar words Identification of manipulative 	<p>Write an essay: Narrative/ descriptive/ discursive/ argumentative</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 Verbs: finite and infinitive</p> <p>Sentence level work Complex sentences, generalisations, direct and indirect speech</p> <p>Word meaning Idioms and proverbs</p> <p>Punctuation and spelling Quotation marks, spelling patterns, abbreviations</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>

		language		
Week 5 04 – 08 /05/26 Week 6 11 - 15 /05/26	Speaking and Listening strategies Listen to an oral text such as an interview/ speech/ storytelling for comprehension <ul style="list-style-type: none"> Take notes during listening Listen critically Group/ panel discussion	Read a literature text, e.g. novel/ short story <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) 	Transactional texts: Report <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 	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, adjectives, prepositions Sentence level work

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS

	<ul style="list-style-type: none"> Undertake a discussion based on the oral text Take turns Discourse markers Conventions 	<ul style="list-style-type: none"> During reading (Features of text) 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 Use written and/or visual texts such as cartoon/ 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 the 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 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>				
<p>Week 7 18 - 22 05/26</p> <p>Week 8 25 - 29 05/26</p>	<p>Listening and Speaking strategies</p> <p>Listen to a newspaper report</p> <ul style="list-style-type: none"> Structure Features Language use Tone 	<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</p>	<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 	<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>

		comprehension		
TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Register Introduction and conclusion Oral presentation of report <ul style="list-style-type: none"> Language use Register Tone Body language Introduction and conclusion 	Use a newspaper report Reading strategies <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 Reading process <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of poem <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 Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Write a newspaper report/ magazine article	Sentence types, generalisations, direct and indirect speech, tenses Word meaning Idioms and proverbs, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing

Week 9 01 - 05 /06/26	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)
Week 10 08 – 12 /06/26	<ul style="list-style-type: none"> • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)

Week 11 (23 – 27/ 06/ 2025)			
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: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9 TERM 2			
FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (20 marks) <p>Written before the controlled test Texts from Term 1 and 2</p>	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 FIRST ADDITIONAL LANGUAGE: GRADE 9 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Week 1 21 - 24 /07/26 Week 2 27 – 31 /07/26	Listening and speaking strategies Listen to a negotiation scene between two people and discuss (led by teacher) <ul style="list-style-type: none"> Structure and development of ideas Using negotiation skills to reach consensus Language style Conversation <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience 	Read a literature text, e.g. drama <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) Reading for comprehension: Visual text - Cartoon <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images The influence of selections and 	Transactional text, e.g. dialogue <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 Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Write a dialogue, following the process approach to writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Speech, tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning: Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing



omissions on meaning of text

- The effect of figurative and rhetorical devices
- Impact of visual techniques



Stanmorephysics.com

Week 3
03 - 07
/08/26

Week 4
11 - 14
/08/26

CWP
STAGE 1
RESEARCH

Listening and speaking strategies
Listen to and participate in a discussion on the project
Topics/ driving questions/ hypotheses to be discussed (led by teacher)

- Discuss effective research techniques that supports the topic / driving question / hypothesis

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)
Reading strategies

- Skimming
- Scanning

Use different types of graphic organisers, e.g. tree maps, storyboards etc. to structure the research findings of the project
Focus on the process

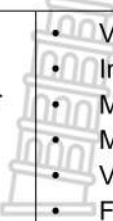
- Select relevant information
- Write it in your own words

Reinforcement of language structures and conventions covered in previous weeks
Word level work
New words and phrases as needed by different topics
Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS



Stanmorephysics.com

	<ul style="list-style-type: none"> • Listens to and take notes on information about the project. • Asks and answers questions for clarity on research to be done 	 <ul style="list-style-type: none"> • Visualisation • Intensive reading • Making inference • 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 • The effect of selections and omissions on meaning • The 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>Word meaning</p> <p>Literal and figurative, denotative and connotative, figurative language, critical language usages, 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
Week 5 17 - 21 /08/26 Week 6 24 - 28 /08/26 CWP STAGE 2 WRITING	Listening and Speaking strategies Discussion on the project <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 	Read a literary text for the project <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. Reading/viewing for comprehension (Visual and written texts) <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions Summarising the text	Respond to topic, driving question, hypothesis in writing. Draft the text by referencing the research findings (notes) Focus on the following: <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 Please note: Some responses to the topics, driving question or hypothesis may be visual only (e.g., videos, podcasts etc.) The below is important to note: <ul style="list-style-type: none"> • Planning (research) • Drafting (adherence to requires structures) • Editing • Presenting of a well-constructed project 	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 grammar from learners' writing



Stanmorephysics.com

TERM 3

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<p>Week 7 31/08 – 04 /09/26</p> <p>Week 8 07 – 11 09/26</p>	<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 strategies (Visual and written texts)</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>Summarising the text 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 	<p>Writes 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 generate 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
<p>Week 9 14 – 18 /09/26</p> <p>Week 10 21 – 23 /09/26</p>	<p>Listening and Speaking strategies 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> <p>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</p>	<p>Read literature text such as drama</p> <ul style="list-style-type: none"> Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message 	<p>Transactional texts, e.g. 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 Verbs, pronouns: interrogative, demonstrative and indefinite</p> <p>Sentence level work Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning One word for a phrase</p> <p>Punctuation and spelling Spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>

Week 11(29.09 – 03/10/25)

FORMATIVE ASSESSMENT ACTIVITIES
(Assessment for Learning - ongoing process)

<p>Listening and Speaking activities</p> <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 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing 3 stages <ul style="list-style-type: none"> 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 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities
<p>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9 TERM 3</p>			
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Research & write-up of the project (20 + 30 = 50 marks) <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel</p>	<p>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT ORAL (20 marks)</p> <ul style="list-style-type: none"> Oral Presentation of Task 6 	<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 marks)</p> <ul style="list-style-type: none"> Question 1 (Compulsory): Poem (10 marks) AND Question 2: Novel or Drama (10 marks) or Question 3: Short story or Folklore (10 marks) 	

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
Week 1 06 - 09 /10/26 Week 2 12 - 16 /10/26	Listening comprehension <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 Oral: CV and cover letter purposes discussion <ul style="list-style-type: none"> Purpose Requirements of format, style Target audience, purpose and context Word choice Figurative language 	Literary text such as folklore/ drama <ul style="list-style-type: none"> Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of poem <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 	Transactional text, e.g. cover letter and CV <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 Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Write a cover letter and CV	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs Sentence level work Direct and indirect speech, active voice and passive voice Word meaning Ambiguity, cliché, redundancy, tautology, slang, jargon Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 7: PAPER 3 ORAL (20 marks) <ul style="list-style-type: none"> Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.				

<p>Week 3 19 - 23 /10/26</p> <p>Week 4 26 - 30 11/26</p>	<p>Listening and Speaking strategies Listen for comprehension Use a recorded dialogue</p> <ul style="list-style-type: none"> Listen to the dialogue Take notes on: <ul style="list-style-type: none"> Language and power Tone Mood Introduction and conclusion 	<p>Read a literature text, e.g. 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, 	<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 Word level work: Proper nouns, gerund, complex nouns</p> <p>Sentence level work 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 <p>Oral discussion Directions/ instructions (led by teacher)</p> <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 	<p>(compare, contrast, evaluate)</p> <p>Reading/ viewing comprehension Visual or multimedia text, e.g. graph/ cartoon/ advertisement</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 	<ul style="list-style-type: none"> Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write an instruction text</p>	<p>Word meaning Stereotypes, prejudice, bias, emotive language</p> <p>Punctuation and spelling Spelling patterns, abbreviations: initialism, acronyms, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>

<p>Week 5 02 – 06 /11/26</p> <p>Week 6 09 – 13 /11/26</p>	<p>Listening and speaking strategies Prepared reading aloud</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency <p>Conversation Obituary or affidavit (led by teacher)</p> <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 	<p>Read a text, e.g. drama/ folklore</p> <ul style="list-style-type: none"> Specific focus on literary text features Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Read and view text, e.g. newspaper articles and magazine articles for information and comprehension</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Purpose and target group Inferring meaning and conclusions Fact and opinion 	<p>Transactional text: Obituary/affidavit</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 obituary, following the process writing approach</p>	<p>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</p>
	TERM 4			
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> Give own opinion Meaning of unfamiliar words Identify manipulative language <p>Summarise the text</p>		

FORMAL ASSESSMENT TASK 9: WRITING • Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination				
Week 7 16 - 20 /11/26 Week 8 23 – 27 /11/26	Listening and Speaking strategies Revision	Reading and Viewing strategies 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
Week 9 01 – 05 /12/26 Week 10 08 – 09 /12/26	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) 			

Stanmorephysics.com

FORMATIVE ASSESSMENT ACTIVITIES
 (Assessment for Learning - ongoing process)

Listening and Speaking activities • 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: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 9
TERM 4

<p>END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 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>	<p>END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (20 marks) <p>Written before the end-of-the-year examination</p>	<p>END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)
--	---	--

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