



**GRADE 9 TERM 1**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>Assessments: Visual text questions (20) Advertisement (20)</p>	<p><b>Speaking and Listening strategies</b> Group discussion Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pacing</li> <li>• Emotive and manipulative language use</li> <li>• Font size</li> <li>• Body language</li> </ul> <p>Look at various TV ads and discuss within groups how "Advertising has taken over our lives".</p>	<p><b>Reading / viewing for comprehension visual text such as advertisement</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul> <p>Literary text like youth novel and fable, myths, legends</p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)               <ul style="list-style-type: none"> <li>-- Explore literary features like titles, headings, illustrations, font size, font type</li> <li>-- Explore parts of book like cover, title page, index, chapters, glossary</li> </ul> </li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p>Read <i>Animal Farm</i> Introduce Russian Revolution, teach concept of fables, parables and allegory(see handouts) propaganda techniques (see worksheets) Advertisement (EHB pg80) see advertisements' handout (gender advertising) and answer questions</p>	<p><b>Transactional texts:</b> Advertisement</p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Text features</li> <li>• Language use</li> <li>• Register</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write an advertisement</p> <p>Design an advertisement to propagate an ideal or a new system for education/environment/government (Promote a new political party persuade people to plant more trees education for all) (EHB pg 80)</p>	<p><b>Word level work:</b></p> <ul style="list-style-type: none"> <li>• Spelling and spelling patterns</li> <li>• Abbreviations</li> </ul> <p>Sentence level work:</p> <ul style="list-style-type: none"> <li>• Sentence structure</li> </ul> <p>Nouns, adjectives, pronouns</p> <ul style="list-style-type: none"> <li>• Concord</li> <li>• Simple tenses</li> </ul> <p>Vocabulary in context</p> <p>Use <i>Animal Farm</i> to teach above concepts Parts of speech (EHB pg 16-27) Simple tenses (EHB pg 28-29) Concord (EHB pg 34) Spelling and vocabulary from novel and handouts</p>



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<p>Week 3-4</p> <p>Assessments: Prepared Reading (10) Letter of appreciation (20) Write own advertisement in euphemistic style (20)</p>	<p><b>Speaking and Listening strategies</b> Listening to a reading of text</p> <ul style="list-style-type: none"> <li>Identify and comment on:               <ul style="list-style-type: none"> <li>use of voice</li> <li>use of intonation and pace</li> <li>punctuation in reading</li> <li>opening and closure</li> </ul> </li> <li>Discuss above features</li> </ul> <p>Prepared reading aloud</p> <ul style="list-style-type: none"> <li>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</li> <li>Learners choose their reading text and present to class.</li> </ul> <p>Prepared Reading from Own reader</p>	<p><b>Literary text like youth novel</b></p> <ul style="list-style-type: none"> <li>General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul> <p>Reading process:</p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text/predict events)           <ul style="list-style-type: none"> <li>Background / setting</li> <li>Brainstorm the theme</li> </ul> </li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><i>continue reading of Animal Farm</i></p> <p>Reading / viewing visual/multimedia text (strategies)</p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Body language</li> <li>Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills           <ul style="list-style-type: none"> <li>clarifying</li> <li>predicting</li> </ul> </li> </ul> <p>Refer to cartoon advertisement Analyse political cartoons from newspapers</p>	<p><b>Write a letter of appreciation for help/ advice received</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentences types, lengths and structures</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul> <p>Write a letter of appreciation for help/ advice received (EHB pg 74)</p>	<p><b>Word level work:</b></p> <ul style="list-style-type: none"> <li>Abbreviations , shortening, acronyms</li> <li>Stems, prefixes and suffixes</li> </ul> <p><b>Sentence level work:</b></p> <ul style="list-style-type: none"> <li>Punctuation</li> </ul> <p><b>Critical language use:</b> Idioms and proverbs; euphemism</p> <p><b>Vocabulary in context</b></p> <p>Abbreviations and acronyms (EHB pg 59-59) Prefixes and suffixes (EHB pg 46-47) See worksheet Idioms (EHB pg 56) Euphemism (EHB pg 42) See euphemism worksheet</p>

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<p>Week 5-6</p> <p><b>Assessments:</b></p> <p>Role Play (20) Report (investigative) (30)</p>	<p>Role-play a verbal transaction between a seller and a purchaser, and the subsequent dispute as a result of a verbal contract going sour.</p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Tone</li> <li>• Body language</li> <li>• Authenticity</li> </ul> <p>Presentation</p> <p>Role Play between call centre agent and caller</p>	<p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Contract-speak</li> <li>• Importance of signature</li> <li>• Recourse in case of dispute</li> </ul> <p>complete <i>Animal Farm</i></p> <p>Research in groups: conditions of a cell phone contract/ gym contract or savings account. Use information for role play. Pay attention to fine print, length of contract, dispute.</p>	<p>Transactional text: write a report on findings in a dispute between a seller and a purchaser</p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write a report following a process approach to writing</p> <p>Each group to write a formal report (EHB pg 77) on findings of role play (half group to write from seller's point of view, other half from customer's point of view)</p>	<p>Word level work: conjunctions</p> <p>Sentence level work: question forms; voice;</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context: the language of contracts and legal documents</p> <p>Conjunctions (EHB pg 35) Use vocabulary and spelling from contracts</p>

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<p>Week 7-8</p> <p><b>Assessments:</b></p> <p>Prepared Speech (20) Narrative essay (30)</p>	<p>Speaking and Listening strategies Listening comprehension</p> <ul style="list-style-type: none"> <li>• Listen to speech</li> <li>• Take notes</li> </ul> <p>-- Language and power -- Tone -- Mood -- Introduction and conclusion</p> <ul style="list-style-type: none"> <li>• Answer questions</li> </ul> <p>Oral: Prepared speech Choose suitable topic</p> <ul style="list-style-type: none"> <li>• Organize information cohesively</li> <li>• Identify correct vocabulary and language structure</li> <li>• Suitable introduction and ending</li> <li>• Use visual, audio-visual resources where applicable</li> </ul> <p>Listen to Mandela's "I am an African" speech Present own prepared propaganda speech e.g. "Say no to bullying"</p>	<p><b>Reading comprehension:</b> (text from prescribed literature)</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> </ul> <p>Text of Mandela's speech and questions See <i>Malcolm X</i> text followed by questions</p>	<p><b>Write an essay: narrative</b></p> <ul style="list-style-type: none"> <li>• Word choice,</li> <li>• Personal voice and style</li> <li>• Vivid description</li> <li>• Tone</li> <li>• Main and supporting ideas</li> <li>• Mind-maps to organise coherent ideas</li> <li>• Present essay for assessment</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write an essay following the process approach to writing narrative essay (EHB pg 72) see topics</p>	<p><b>Word level work:</b> Regular and irregular Verbs. <b>Sentence level work:</b> Direct and indirect speech</p> <p>Direct /indirect speech (EHB pg38-39) Take extracts from Mandela's or Malcolm's speech and change into reported speech Verbs (EHB pg 31)</p>



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<p>Week 9-10</p> <p><b>Assessments:</b></p> <p>Newspaper report (20) Comprehension on newspaper report (35)</p>	<p>Speaking and Listening strategies listen to a newspaper report</p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Features</li> <li>• Language use</li> <li>• Tone</li> <li>• Register</li> <li>• Introduction and conclusion</li> </ul> <p>Discuss findings Oral presentation of report</p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Register</li> <li>• Tone</li> <li>• Body language</li> <li>• Introduction and conclusion</li> </ul> <p><b>In groups:</b> Each group to bring a newspaper/magazine One person to read a current newspaper report. Rest of group discusses language, tone, register and report back to class.</p>	<p>Read a newspaper/magazine report Reading strategies</p> <ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective</li> <li>• Inferring meaning of unfamiliar words by word attack skills</li> <li>• Direct and implied meaning</li> </ul> <p>Reading process:</p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul> <p>Reading / viewing for comprehension (use newspaper report)</p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> <li>• Answer questions</li> </ul> <p>Brief newspaper article on "Oscar-winner Charlize Theron" read "Doing the township Tango" and answer questions</p>	<p>Long transactional texts: Such as report</p> <ul style="list-style-type: none"> <li>• Requirements of task and text type</li> <li>• Format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> <li>• Sentence structure, lengths and types</li> <li>• Paragraph conventions</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write a report following the process approach to writing</p> <p>Write a newspaper report on the Valentine's Ball or another interesting event in the school calendar. Refer to EHB pg 78</p>	<p>Word level work: Moods - Subjunctive Imperative Sentence level work: Simple sentences; compound sentences; Complex sentences; Punctuation and spelling: spelling patterns Apostrophe</p> <p><b>Mood</b> ( EHB pg 29) <b>Simple/complex sentences</b> (EHB pg 6) <b>Apostrophe</b> (EHB pg 13-14) Use newspaper/magazine articles to teach the above</p>



**GRADE 9 TERM 2**

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<p>Week 1-2</p> <p><b>Assessments:</b></p> <p>Listening comprehension (30)</p> <p>Forum discussion (10)</p> <p>Diary entry (15)</p> <p>Descriptive writing (30)</p>	<p><b>Listening and Speaking strategies</b></p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p>;</p> <p><b>Forum discussion: culture</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> <li>• Present</li> </ul> <p>Listen to the reading of <i>District Six and the Group Areas Act</i> extract and answer questions</p> <p>In groups: Each person to write down their own experiences with various cultures in S.A. Look at aspects of their own lives/upbringing/backgrounds Select a chairperson and present findings/various view points in a forum. (EHB pg 107)</p>	<p>Read a literature text e.g. Drama</p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective</li> <li>• Inferring meaning of unfamiliar words and images by word attack skills</li> <li>• Language structure and style</li> </ul> <p><b>Read / view text for information: S.A. Bill of Rights/Freedom Charter</b></p> <ul style="list-style-type: none"> <li>• intensive reading and viewing</li> <li>• purpose of text</li> <li>• language use</li> <li>• characters and caricatures</li> <li>• background and setting</li> <li>• message and theme</li> <li>• summarising the text</li> </ul> <p><b>Summary</b></p> <p>Format Language use Structure</p> <p>Read drama <i>Nothing but the Truth</i> by John Kani</p> <p><b>Read / view text for information: Bill of Rights of South African Constitution</b></p> <p>Summarise the main points of the Bill of Rights (EHB pg 79)</p>	<p><b>Transactional texts: Diary entry /descriptive writing</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a diary entry following the process approach to writing</b></p> <p>Write a diary entry about "My feelings/thoughts about the people and the place I live in" and then extend writing to a descriptive essay in which pupils use figurative language and rich vocabulary. (see EHB pg 68-72)</p>	<p><b>Word level work:</b> Pronouns</p> <p><b>Sentence level work:</b> Sentence types; Generalisations, voice; tenses</p> <p><b>Word meaning:</b> literal and figurative meaning</p> <p><b>Punctuation and spelling:</b> Quotation marks; spelling patterns</p> <p>(EHB pg 19)</p> <p>(EHB pg 6)</p> <p>(EHB pg 32)</p> <p>(EHB pg 11)</p> <p>Teach these concepts in context of drama and/or comprehension passage(s)</p>

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<p>Week 3-4</p> <p><b>Assessments:</b></p> <p>Unprepared reading (10) Review (15) Summary (15)</p>	<p><b>Speaking and Listening strategies</b> <b>Listening for comprehension: to a recording of a play</b></p> <ul style="list-style-type: none"> <li>• Explain strategies of the listening process</li> <li>• Answer questions in writing</li> </ul> <p><b>Unprepared reading</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of voice, tone and pace</li> <li>• Punctuation in reading</li> <li>• Body language</li> <li>• Contact with audience</li> </ul> <p>Listen to a part of a recording of Athol Fugard's play <i>My Life</i> (see script and answer questions in writing)</p> <p>Unprepared reading from the drama</p>	<p><b>Read a text e.g. Drama</b></p> <ul style="list-style-type: none"> <li>• Specific focus on literary text features</li> <li>• Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending</li> </ul> <p><b>Read / view text e.g. newspaper articles / magazine articles for information and comprehension</b></p> <p>Reading strategies Comprehension passage in text book</p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Fact and opinion</li> <li>• Give own opinion</li> <li>• Meaning of unfamiliar words</li> <li>• Identify manipulative language</li> </ul> <p><b>Summarise the text</b></p> <p><b>Bring own newspapers/magazines and practise note taking/mindmaps, then write summaries of articles (see handout on article on <i>Globe Theatre</i>)</b></p> <p>continue reading, <i>Nothing but the Truth</i></p>	<p><b>Writing text: review (unprepared text read)</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a review following the process approach to writing</b></p> <p>look at reviews on movies, books, entertainment in newspapers/magazines and texts Respond in writing to the context of a review on <i>Nothing but the Truth</i> (Refer to EHB pg 78 on reviews)</p>	<p><b>Word level work:</b> Verbs (finites; infinitives)</p> <p><b>Sentence level work:</b> Complex sentences;</p> <p><b>Word meaning:</b> Idioms and proverbs</p> <p><b>Punctuation and spelling:</b> spelling patterns; abbreviations</p> <p>(EHB pg 28) (EHB pg 6) (EHB pg 58) Use the texts and the play to teach language</p>



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<p>Week 5-6</p> <p>Transactional writing: minutes (20) listening comprehension (10) act out drama(role play) (20)</p>	<p><b>Speaking and Listening strategies</b> <b>Listen to oral text such as interview for comprehension</b></p> <ul style="list-style-type: none"> <li>• Take notes during listening</li> <li>• Listen critically</li> </ul> <p><b>Group discussion</b></p> <ul style="list-style-type: none"> <li>• Undertake a discussion based on the oral text</li> <li>• Turn taking</li> <li>• Discourse markers</li> <li>• Conventions</li> </ul> <p>listen to interview on the biographical background of Athol Fugard or John Kani</p> <p>discuss contribution/responsibilities of S.A. writers/ poets to society</p> <p>invite a S.A. poet to the school (Ntsiki Mazwai) for a group discussion</p>	<p><b>Read a literature text e.g. Drama</b></p> <ul style="list-style-type: none"> <li>• Specific focus on literary text features</li> <li>• Show Comprehension of development of plot and conflict, characterisation, turning point, background, / milieu / role of narrator, theme, conclusion and ending</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Revise structure of Summary</b></p> <p>Complete reading and discussion of drama</p> <p>Read , discuss and answer questions on poems of poetry pack- link to themes and political issues in the play Refer to EHB pg 90-95 for poetry)</p>	<p><b>Write a transactional text: notice, agenda and minutes</b></p> <ul style="list-style-type: none"> <li>• Word choice,</li> <li>• Personal voice and style</li> <li>• Vivid description</li> <li>• Tone</li> <li>• Main and supporting ideas</li> <li>• Mind-maps to organise coherent ideas</li> <li>• Present essay for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a notice, agenda and minutes following the process approach to writing</b></p> <p><b>put up a notice, then write/ prepare an agenda and lastly hold a meeting on the subject of the upcoming grade 9 dance or special activities for grade 9s at the bazaar</b> write the minutes (EHB pg 77)</p>	<p><b>Word level:</b> Preposition – of time, place and movement Adjectives: numerical <b>Punctuation:</b> hyphen; apostrophe</p> <p>(EHB pg36) (EHB pg 26) (EHB pg 45) (EHB pg 13) Practise language with reference to drama and texts.</p>

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<p>Week 7-8</p> <p>Assessments :</p> <p>Oral: presentation of own advertisement (10)</p> <p>Written review on advertisement (20)</p> <p>poetry project (50)</p>	<p><b>Speaking and Listening strategies</b>  <b>Listen to a recorded advertisement / advertisement on the radio</b></p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Tone</li> <li>• Pace</li> <li>• Conventions</li> <li>• Take notes</li> </ul> <p><b>Oral presentation: analysis of an advertisement</b></p> <ul style="list-style-type: none"> <li>• Explain visual cues like font, print size, picture shots</li> <li>• Explain manipulative use of the language</li> <li>• Explain how omissions, contractions and language use are employed to manipulate the target audience</li> </ul> <p>listen to a taped radio advertisement and discuss use of language, tone and pace  present own advertisement and let class analyse its effectiveness</p>	<p><b>Read / view visual text e.g. Graphs/ charts</b>  Use reading / viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Identify manipulative language</li> <li>• Influence of selection and omission on the meaning of text</li> <li>• How language and images reflect and shape values and attitudes</li> <li>• Impact of use of font types and sizes, headings and caption on meaning</li> </ul> <p>analyse various graphs and charts (pie chart, bar chart) and infer meaning/findings e.g. books versus disks</p> <p>summarise the information read from graphs and charts</p>	<p><b>Shorter transactional/ visual texts e.g. Advertisement review</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an advertisement review</b>  Select best/worst advertisement and write a review on it</p>	<p><b>Word level work:</b>  Pronouns – reflexive, relative, interrogative, indefinite</p> <p><b>Sentence level work:</b>  Tenses; paragraphs; Concord;</p> <p><b>Word meaning:</b>  metonymy, neologism,</p> <p><b>Punctuation and spelling:</b>  spelling patterns;</p> <p>(EHB pg 19-20)  (EHB pg 68)  (EHB pg 43-44)</p> <p>Refer to advertising to show neologisms and advertisements and reports to teach language concepts and spelling errors which pupils need to correct.</p>

**GRADE 9 TERM 2**

	<b>Listening and Speaking</b>	<b>Reading and viewing</b>	<b>Writing and presenting</b>	<b>Language structures and conventions</b>
Week 9-10	<p>Consolidate – complete any outstanding work</p> <p>Theatre visit</p>			

**GRADE 9 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p><b>Assessments:</b></p> <p>Oral: dialogues (20)</p> <p>Writing: will (30)</p> <p>Reading: unprepared (10)</p>	<p><b>Dialogue / negotiations</b> Listen to a negotiation scene between two people (dialogue)</p> <ul style="list-style-type: none"> <li>• Structure and development of ideas</li> <li>• Using negotiation skills to reach consensus.</li> </ul> <p><b>Discussion based on understanding a will and testament</b></p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Manipulation</li> <li>• Turn taking</li> <li>• Opening and closing</li> <li>• Resolution</li> </ul> <p>Partner work: write dialogues in which you negotiate your part time work salary, price of an item purchased at a flea market etc. Reach a consensus at the end. Act out dialogue in front of class. The others listen and decide who has better negotiation skills.</p> <p>Discuss purpose and legal jargon of wills/testaments</p>	<p><b>Read an abridged will and testament</b></p> <ul style="list-style-type: none"> <li>• Role players</li> <li>• Date</li> <li>• Possessions (estate)</li> <li>• Beneficiaries</li> <li>• Language of the document</li> <li>• Execution of the will</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate))</li> </ul> <p>Read a simplified version of a will and explain the format, legal jargon used as well as parties involved.</p> <p>Start reading Shakespeare's drama <i>Julius Caesar</i> and discuss background and historical events</p>	<p><b>Transactional text: write a will and testament</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a will and testament</b></p> <p>Write the will of Julius Caesar paying attention to format and register.</p>	<p><b>Word level work:</b> Conjunctions and transition</p> <p><b>Sentence level work:</b> paragraph types; voice; clauses and phrases.</p> <p><b>Word meaning:</b> Paronyms , polysemes; homonyms Homophones.</p> <p><b>Punctuation and spelling:</b> spelling patterns</p> <p>(EHB pg 35) (EHB pg 8-9)</p> <p>Use the will to look at several meanings of a word and also origin of foreign words.</p> <p>(EHB pg 54-55) Learn the spelling and meaning of homonyms and homophones</p>

**GRADE 9 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 3-4</p> <p>Assessments:</p> <p>Writing: CV (30)</p> <p>Contextual questions (20)</p> <p>Prepared reading of drama (10)</p>	<p><b>Speaking and Listening strategies</b></p> <p><b>Listen to interview</b></p> <ul style="list-style-type: none"> <li>• Role clarification</li> <li>• Language use</li> <li>• Language and power</li> </ul> <p><b>Discuss CV as one of the requirements for appointment/admission</b></p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Relevance</li> <li>• Referees</li> <li>• Link to covering letter</li> </ul> <p>Listen to a job interview and discuss the procedure of setting up appointments and the preparation for such an interview. (CV)</p>	<p><b>Read a literature text e.g. drama</b></p> <ul style="list-style-type: none"> <li>• Specific focus on literary text features</li> <li>• Show comprehension of development of plot and conflict, characterisation, turning point, background, / milieu / role of narrator, theme, conclusion and ending</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p>Read drama <i>Julius Caesar</i> by Shakespeare and answer questions on acts (refer to handouts on <i>Julius Caesar</i>)</p>	<p><b>Transactional text: e.g. Covering letter and CV</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice, figurative language, symbols, colour, placement</li> <li>• Sentence structure, lengths and types</li> <li>• Selection of visual and design elements</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a covering letter and CV</b></p> <p>Write a CV together with the covering letter.</p>	<p><b>Word level work:</b></p> <p>Adjectives</p> <p><b>Sentence level work:</b></p> <p>Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p><b>Punctuation and spelling:</b></p> <p>spelling patterns</p> <p>Practise sentence structures and correct language/spelling when writing a transactional text.</p>



<p>Week 5-6</p> <p><b>Assessment:</b></p> <p>Oral: debate (15)</p> <p>Writing: reflective essay (30)</p> <p>Summary (15)</p>	<p><b>Speaking and Listening strategies</b></p> <p><b>Listen to the Debate on television</b></p> <ul style="list-style-type: none"> <li>• Role players</li> <li>• Use of voice</li> <li>• Pacing</li> <li>• Presenting a motion and defending it</li> <li>• Presenting a rebuttal</li> <li>• Resolution</li> <li>• Take notes</li> <li>• Discuss and share notes</li> </ul> <p><b>Participate in a debate</b></p> <ul style="list-style-type: none"> <li>• Debating conventions</li> <li>• Language use</li> <li>• Present a motion and defend it</li> <li>• Present a rebuttal</li> <li>• Role players</li> <li>• Resolution</li> </ul> <p>Listen to a debate on television at home and make notes. Discuss the procedure and content in class.</p> <p>Debate on Brutus' s character whether he was honourable or not.</p>	<p><b>Read a literature text e.g. drama</b></p> <ul style="list-style-type: none"> <li>• Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading / research for Shakespeare project Strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Intensive reading</li> <li>• The affect of selections and omissions on meaning</li> <li>• The effect of figurative and rhetorical devices</li> </ul> <p><b>Summarising the text</b></p> <p>Complete <i>Julius Caesar</i> and summarise one act/two acts to perform on stage (acting group). Refer to notes/tasks on Shakespeare project.</p> <p>Group activities: Plan and allocate tasks within the various groups as preparation for the <i>Julius Caesar</i> evening.</p>	<p><b>Write an essay: reflective essay</b></p> <ul style="list-style-type: none"> <li>• Word choice,</li> <li>• Personal voice and style</li> <li>• Vivid description</li> <li>• Tone</li> <li>• Main and supporting ideas</li> <li>• Mind-maps to organise coherent ideas</li> <li>• Present essay for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an essay following the process approach to writing</b></p> <p>Write a reflective essay on the topic: <i>Power</i></p> <p>Each pupil hands in a summary of the debate they listened to together with the notes.</p>	<p><b>Word level work:</b> Conjunctions and transition words</p> <p><b>Sentence level work:</b> Speech; sentence types; sentence structure; voice; tenses; paragraph types.</p> <p><b>Word meaning:</b> Literal, figurative,</p> <p><b>Punctuation and spelling:</b> spelling patterns</p> <p>Practise language correctness and sentence structures when writing the essay.</p>
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**GRADE 9 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p><b>Assessments:</b></p> <p>Group work (20)</p> <p>Prepared speech (20)</p> <p>Invitation (10)</p>	<p><b>Speaking and Listening strategies</b>  <b>Listening to a speech by main characters of drama or prominent member of the society</b></p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Bias and prejudice</li> <li>• Stereotypes</li> <li>• Tone</li> <li>• Language and power</li> <li>• Answer questions</li> </ul> <p><b>Prepared speech</b>  Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> <li>• Presentation conventions</li> <li>• Body language</li> <li>• Introduction and conclusion</li> <li>• Language use</li> </ul> <p>Learners listen to the speeches of Mark Antony and Brutus again and discuss bias/prejudice attitude of the speakers. Language and power can be compared to a speech held by a political figure. (Refer to EHB pg105)</p> <p>Pupils need to prepare their parts/speeches for the project with this background information in their minds. Teach stage presence and projection of voice.</p>	<p><b>Reading process:</b>  <b>Reading / viewing of research for project</b></p> <p>Read and research information on globe theatre, food, dress and social/cultural background of Romans for the task of hosting, catering and dressing up for the evening as well as preparing information.</p>	<p><b>Transactional text e.g. invitation card, acceptance</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice, vivid description</li> <li>• Sentence structure, lengths and types</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Design an invitation card and an acceptance thereof</b></p> <p>Design and write an invitation for the <i>Julius Caesar</i> evening. Add a return slip for acceptance of invitation. (only catering group) Alternatively allow every group to write an invitation and choose the best to be used for the evening. (Refer to EHB pg 77)</p>	<p><b>Word level work:</b>  <b>Sentence level work:</b>  <b>Word meaning:</b>  <b>Punctuation and spelling:</b></p> <p>Use correct language structures and language conventions for the written and oral tasks of the project.</p>

**GRADE 9 TERM 3**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 9-10</p> <p>Assessment:</p> <p>Oral: Shakespeare project (50)</p>	<p>Speaking and Listening strategies</p> <p>Practise speaking and acting on the stage in the Aula.</p>	<p>Read literary text such as drama</p> <p>Read and learn scenes/parts of the drama off by heart.</p>	<p>Writing and presenting of texts/speeches</p> <p>Write texts/speeches for the various group tasks and practise presenting them.</p>	<p>Word level work:</p> <p>Sentence level work:</p> <p>Word meaning:</p> <p>Punctuation and spelling:</p> <p>Use correct language structures and language conventions for the written and oral tasks of the project.</p>

**GRADE 9 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>Assessments: Listening Comprehension (15) Role Play (10) Letter to the press (30)</p>	<p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>• Reacts critical on a variety of texts</li> <li>• Listen for specific information</li> <li>• Listen and enjoy fables and titles</li> <li>• Answer question</li> </ul> <p><b>Role play a situation</b></p> <ul style="list-style-type: none"> <li>• Situation is clearly shown</li> <li>• Characters are clearly differentiated</li> <li>• Language is appropriate to the situation portrayed</li> <li>• Role-play shows a possible course of action in a particular situation</li> </ul> <p>Listening Comprehension "Who was Ben Tengimfene?"</p> <p>Role Play: dramatise scenes from <i>The Suit</i> by Can Themba (see notes)</p>	<p><b>Reading comprehension : (text from text prescribed literature)</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p>Comprehension: <i>The covert comedian</i> Read the short story <i>The Suit</i> and answer questions (EHB pg 62-64) (EHB pg 73)</p>	<p><b>Long transactional text e.g. Letter to the press (formal)</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p>Write a letter to the press Share your view on bullying(cyber bullying) as a current pupil  (EHB pg 75)</p>	<p><b>Word level work:</b> Prefixes, suffixes <b>Word meaning:</b> Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p><b>Sentence level:</b> Direct and indirect speech Active and passive voice</p> <p><b>Punctuation and spelling:</b> spelling patterns quotation marks</p> <p>refer to comprehension text and (EHB pg 46-47) (EHB pg 44 and 70) (EHB pg 38-39) (EHB pg 32)</p> <p>Refer to short story Punctuation of direct speech (EHB pg 11)</p> <p>spelling words from comprehension text and story</p>



**GRADE 9 TERM 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 3-4</p> <p>Assessments: Oral mark discussion (10) Cartoon analysis (10) Email (15) Summary (15)</p> <p>Reading and viewing test (visual section and transactional writing included) (50)</p>	<p><b>Group discussion</b></p> <ul style="list-style-type: none"> <li>• Forum/discussion conventions</li> <li>• Turn taking</li> <li>• Language use</li> <li>• Disagreeing in the discussion</li> <li>• Introduction and conclusion</li> </ul> <p>Groups talk about subjects of current interest.</p> <p>Group discussion on topic of revenge and redemption with reference to short stories and current issues</p>	<p><b>Literary text such as short story, youth novel / novel</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading/viewing comprehension : (visual or multimedia text like cartoon</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p>Short story: read <i>Vendetta</i> by Guy de Maupassant answer questions Cartoon analysis (EHB pg 101-102) See handout on visual images: photographs and cartoons Collect political cartoons from newspapers and discuss meaning</p>	<p><b>Transactional texts e.g. e-mails:</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Language use</li> <li>• Register</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an e-mail following the process approach to writing</b></p> <p>Write an email to a friend telling them about an unfair situation and how it was resolved. (EHB pg 78)</p>	<p><b>Word level work:</b> Revision of parts of speech, <b>Sentence level work:</b> order of importance, concluding paragraph <b>Word meaning:</b> Stereotypes, prejudice, biasness, emotive <b>Punctuation and spelling:</b> spelling patterns Abbreviations, acronym,</p> <p>(see EHB pg 15) (EHB pg 30) (EHB pg 68-69) Refer to short stories and EHB( pg 101, 45)</p>



**GRADE 9 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 5-6</p> <p>Assessments:</p> <p>Conversation skills (10)</p> <p>Comprehension (35)</p> <p>Obituary (15)</p>	<p><b>Speaking and Listening strategies</b></p> <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Decide on suitable situation and topics</li> <li>Speaking conventions</li> <li>Language and power</li> <li>Discourse markers</li> </ul> <p>Conversation on themes/situations in the film <i>Bend it like Beckham</i></p>	<p><b>Film study/visual literacy</b></p> <ul style="list-style-type: none"> <li>Key features of films/visuals</li> <li>analysis of characters, action, dialogues, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-viewing (Introduce genre)</li> <li>During viewing (scene analysis/filmic techniques)</li> <li>Post-viewing (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading comprehension : (text from text prescribed literature)</b></p> <ul style="list-style-type: none"> <li>Skimming, scanning, visualization</li> <li>Intensive reading</li> <li>Making inference</li> <li>Meaning of words</li> <li>View point of writer</li> <li>Fact and opinion</li> <li>Implied meaning</li> </ul> <p>Film study: film techniques</p> <p>Read comprehension on <i>Whitney Houston</i> and answer questions</p> <p>Practise point form or paragraph summaries (EHB pg 79)</p> <p>See handouts</p>	<p><b>Transactional text</b></p> <p><b>E.g. obituary</b></p> <p>Correct format</p> <ul style="list-style-type: none"> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>Logical order of sentences</li> <li>Use conjunctions to ensure cohesion</li> <li>Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul> <p><b>Write obituary following the process writing</b></p> <p><b>Approach</b></p> <p>Write an obituary on a famous person or relative/family member who has died</p>	<p><b>Word level work:</b></p> <p>Nouns</p> <p><b>Sentence level work:</b></p> <p>Explanation: cause and effect</p> <p><b>Word meaning:</b></p> <p>Shift of meaning, using language for special purpose, one word for a phrase</p> <p><b>Punctuation and spelling:</b></p> <p>spelling patterns.</p> <p>(EHB pg 15)</p> <p>(EHB pg 111-117 on spelling rules)</p> <p>Teach language from text</p>

**GRADE 9 TERM 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 7-8  <b>Assessments:</b>  Film review (20) Film study short test (30)	<b>Speaking and Listening strategies</b> <b>Revision</b>	Continue with summaries  Film Study : <i>Bend it like Beckham</i> (see film study pack) (EHB pg 97-100)	<b>Writing:</b> <b>Revision of writing texts</b> <b>Revision of the process approach to Writing</b> Practise and write film reviews (EHB pg 78)	<b>Word level work:</b> Revision <b>Sentence level work:</b> revision <b>Punctuation and spelling:</b> spelling patterns.

**GRADE 9 TERM 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 9	Discussion on films/themes/characters	Complete film studies watch <i>Emperor's Club</i> as comparative film		



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