WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 9

TERM 1

Content in Context: Multi Media Texts

Integration Across:

Resources: TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,2&3	**Multi Media Texts** **LO 1 Listening** AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics): • answers questions; • retells and summarises; • identifies point of view and is able to offer an alternative point of view; • analyses the features of different kinds of oral texts (e.g. a conversation, a story).	**Form;** **Written Products**: • Creative Writing • Tests and examination • Class work • Composition/ Essay Paragraphs • Exhibition and presentation • Journal writing • Project • Written Response to text • Language Structure	• Round robin • Panels • Jigsaw • Numbered heads together • Buzz groups • Pairs • Brainstorming • Hot potato • Gallery walk • Rainbow groups • Role- play • Discussions

	LO 2 Speaking AS 2 Interacts in additional language: • uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.; • takes part in role-plays of different situations involving different kinds of language (e.g. a job interview). AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary. **LO 3 Reading & Viewing** AS 3 Reads and responds to social texts (e.g. simple business letters): • identifies purpose, audience and context; • describes features of the type of text being read (e.g. a simple job advertisement); • comments on register/style (formal or informal); • analyses point of view, construction of meaning, way in which reader is positioned.	• Advertisement • Book report/ review • Brochure • Crossword puzzle • Lab report • Letter • Magazine article • Memo • Newspaper article • Poem • Research report • Questionnaire • Other **Oral Products:** • Role play • Oral presentation • Vocabulary • Listening (Thinking & Reasoning) • Reading • Debates • Demonstration • Audio tape • Discussion • Dramatization • Interview • Play • Poetry reading • Rap • Song • Teach a lesson • Other	• De Bono' s six thinking hats • Questions and answers • Debates • Case study • Storytelling • Whole class activity • Individual activity • Group activity • Investigation • Problem solving activity • Games • Role play • Facilitating • Reading Other

	AS 5 Critically analyses media texts (e.g. a short newspaper article); • identifies subject, context, audience and message of written and visual text; • analyses the type of text and register/style (e.g. newspaper articles have headlines, and use short • sentences and paragraphs , direct speech, short and simple adjectives in order to get readers' attention). AS 6 Uses reading strategies: • skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations); • matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); • develops and evaluates reading speed; • uses strategies to work out the meanings of words (e.g. discusses the word in home language). **LO 4 Writing** AS 2 Writes for social purposes: • writes a simple business letter (e.g. a job application and a CV); • writes informal and more formal e-mail messages • writes the minutes of a meeting (e.g. an SRC meeting); • shows awareness of text type, purpose, audience, context and register/style.	**Visual products:** • Advertisement • Banner • Cartoon • Collage • Collection • Computer graphic • Construction • Design • Diagram • Display • Drawing • Graph • Map • Model • Painting • Photograph • Poster • Sculpture • Slide show • Story board • Video tape **Method:** • Self assessment • Peer assessment • Teacher assessment **Tool:** • Memorandum • Observation sheet/ book • Checklist • Rubric • Journal	

	AS 3 Writes for personal reflection: o writes a diary or journal AS 5 Designs media texts: • writes simple personal advertisements (e.g. advertising something for sale); • designs magazine, CD and book covers. AS 7 Uses developing knowledge of language structure and use: • shows an understanding of style and register (e.g. rewrites a story as a newspaper article); • shows an understanding of the information structure of texts; • writes coherent, longer pieces of writing, with introductions and conclusions; • critically evaluates own point of view; • begins to see how own writing positions the reader. **LO 5 Thinking and Reasoning** AS 2 Uses language for thinking: • asks and answers more complex questions AS 3 Collects and records information in different ways: • selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);	• Other	

	• reads and synthesises information from several texts on the same topic; • transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps). **LO 6 Language Structure and use** AS 4 Expands use of modals • function (e.g. "You should /ought to ……) • form –common mistakes with modal verbs (e.g. "He can be able to do …) • uses the modal verb "used to). AS 9 Expands vocabulary(e.g. uses prefixes to form new words :autobank,autobiography, automatic) AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 .		

Content in Context: Drama

Integration Across:

Resources: Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and **videos; CD-ROMS and INTERNET (where available).**

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1 & 4	**LO 1 Listening** AS 2 Understands oral texts (e.g. radio talk show ,texts with statistics) • Answers questions • Retells and summarises • Identifies point of view and is able to offer an alternatives point of view • Analyses the features of different kinds of oral text (e.g. a conversation a story) AS4 Listens actively in discussion: • Shows openness to ideas and treats the views of others critically, but with respect; • Invites contributions from others and responds to their views; • Is prepared to challenge others but does so politely and does not interrupt them;	**Form;** **Written Products**: • Creative Writing • Tests and examination • Class work • Composition/ Essay Paragraphs • Exhibition and presentation • Journal writing • Project • Written Response to text • Language Structure • Advertisement • Book report/ review • Brochure • Crossword puzzle • Lab report • Letter • Magazine article • Memo	• Round robin • Panels • Jigsaw • Numbered heads together • Buzz groups • Pairs • Brainstorming • Hot potato • Gallery walk • Rainbow groups • Role- play • Discussions • De Bono' s six thinking hats • Questions and answers • Debates • Case study • Storytelling • Whole class activity • Individual activity • Group activity • Investigation • Problem solving activity

	• Criticises the ideas and not the person. **LO 2 Speaking** AS 2 Interacts in additional language: • uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc. AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm. AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary	• Newspaper article • Poem • Research report • Questionnaire • Other **Oral Products:** • Role play • Oral presentation • Vocabulary • Listening (Thinking & Reasoning) • Reading • Debates • Demonstration • Audio tape • Discussion • Dramatization • Interview • Play • Poetry reading • Rap • Song • Teach a lesson • Other **Visual products:** • Advertisement • Banner • Cartoon • Collage • Collection • Computer graphic • Construction • Design • Diagram	• Games • Role play • Facilitating • Reading Other

	LO 3 Reading and Viewing AS 1 Reads a text (fiction or non-fiction): • identifies purpose, audience and context; • infers meaning; • identifies what is not said in a text; • identifies the register/style (formal or informal); • explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view; • shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); • identifies topic sentences, distinguishes main points from supporting detail; • with fiction, demonstrates an understanding of character, plot, setting and narrator; • compares different kind of texts and matches them with their purpose (e.g. instructing, persuading). AS 6 Uses reading strategies: • skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations); • matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); • develops and evaluates reading speed; • uses strategies to work out the meanings of words (e.g. discusses the words in home language).	• Display • Drawing • Graph • Map • Model • Painting • Photograph • Poster • Sculpture • Slide show • Story board • Video tape **Method:** • Self assessment • Peer assessment • Teacher assessment **Tool:** • Memorandum • Observation sheet/ book • Checklist • Rubric • Journal • Other	

AS 9

- Develops a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words.

LO 4 Writing

AS 4

Writes creatively:

• shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).

AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- plans the layout of a text, including how to incorporate graphs and pictures;
- evaluates design and layout.

AS7

Uses developing knowledge of language structure and use:

- shows an understanding of style and register (e.g. rewrites a story as a
- newspaper article);
- shows an understanding of the information structure of texts;
- writes coherent, longer pieces of writing, with introductions and conclusions;
- critically evaluates own point of view;

begins to see how own writing positions the reader.

	LO 5 Thinking & Reasoning AS 2 Uses language for thinking: • asks and answers more complex questions **LO 6 Language Structure & Use** AS 4 Expands use of modals • function (e.g. "You should /ought to ……) • form –common mistakes with modal verbs (e.g. "He can be able to do …) • uses the modal verb "used to). AS 9 Expands vocabulary(e.g. uses prefixes to form new words :autobank,autobiography, automatic) AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.		

Content in Context: Poetry

Integration Across:

Resources: Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1&3	**LO 1 Listening** AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics): • answers questions; • retells and summarises; • identifies point of view and is able to offer an alternative point of view; AS 4 Listens actively in discussion: • shows openness to ideas and treats the views of others critically but with respect; • invites contributions from others and responds to their views; • is prepared to challenge others but does so politely and does not interrupt them; • criticises the ideas and not the person.	**Form;** **Written Products**: • Creative Writing • Tests and examination • Class work • Composition/ Essay Paragraphs • Exhibition and presentation • Journal writing • Project • Written Response to text • Language Structure • Advertisement • Book report/ review • Brochure • Crossword puzzle • Lab report • Letter • Magazine article • Memo • Newspaper article • Poem	• Round robin • Panels • Jigsaw • Numbered heads together • Buzz groups • Pairs • Brainstorming • Hot potato • Gallery walk • Rainbow groups • Role- play • Discussions • De Bono' s six thinking hats • Questions and answers • Debates • Case study • Storytelling • Whole class activity • Individual activity • Group activity • Investigation • Problem solving activity

	LO 2 Speaking AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm. AS 5 Demonstrate critical awareness of own language use • uses language to include rather than to exclude people • is strategic about when to use additional language and when to use home language **LO 3 Reading and Viewing** AS 2 Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g. AS 6 Uses reading strategies: • skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations); • matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); • develops and evaluates reading speed; • uses strategies to work out the meanings of words (e.g. discusses the words in home language). AS 9 Develops a reading vocabulary of between 6000 and 8000 common words. Learners who will study other Learning Areas through their additional language, should aim for 8000 words.	• Research report • Questionnaire • Other **Oral Products:** • Role play • Oral presentation • Vocabulary • Listening (Thinking & Reasoning) • Reading • Debates • Demonstration • Audio tape • Discussion • Dramatization • Interview • Play • Poetry reading • Rap • Song • Teach a lesson • Other **Visual products:** • Advertisement • Banner • Cartoon • Collage • Collection • Computer graphic • Construction • Design • Diagram • Display • Drawing	• Games • Role play • Facilitating • Reading Other

	LO 4 Writing AS 4 Writes creatively: • shows development in the ability to write stories, poems and play-scripts (e.g. by working with design). AS Treats writing as a process • draft ,reads and discusses own writing critically • uses feedback to revise, edit and rewrite • uses knowledge of grammar,speling etc.. to edit • plans the layout of a text ,including how to incorporate graphs and pictures • evaluate design and layout **LO 5 Thinking & Reasoning** AS 2 Uses language for thinking: • asks and answers more complex questions **LO 6 Language Structure & Use** AS 9 Expands vocabulary (e.g. uses prefixes to form new words : aoutbank,aoutobiography,automatic) AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.	• Graph • Map • Model • Painting • Photograph • Poster • Sculpture • Slide show • Story board • Video tape **Method:** • Self assessment • Peer assessment • Teacher assessment **Tool:** • Memorandum • Observation sheet/ book • Checklist • Rubric • Journal • Other	

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Content in Context: Text from other Learning Area

Integration Across:

Resources: Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 4	**LO 2 Listening** AS 3 Listens for specific information: • takes own simple notes; uses information to complete a table or chart, or label a diagram **LO 2 Speaking** AS 2 Interacts in additional language: • uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.; • takes part in role-plays of different situations involving different kinds of language (e.g. a job interview). AS 4 Debate social and ethical issues by arguing persuasively and responding critically	**Form;** **Written Products**: • Creative Writing • Tests and examination • Class work • Composition/ Essay Paragraphs • Exhibition and presentation • Journal writing • Project • Written Response to text • Language Structure • Advertisement • Book report/ review • Brochure • Crossword puzzle • Lab report • Letter • Magazine article • Memo • Newspaper article	• Round robin • Panels • Jigsaw • Numbered heads together • Buzz groups • Pairs • Brainstorming • Hot potato • Gallery walk • Rainbow groups • Role- play • Discussions • De Bono' s six thinking hats • Questions and answers • Debates • Case study • Storytelling • Whole class activity • Individual activity • Group activity • Investigation

	• shares roles (e.g. chairperson,timekeeper,secretary) • brings people to discussion (e.g. “What do you think ?, “ Don’t you ?) • interrupts politely (e.g. Excuse me …..) • expresses opinions and support them with reasons (e.g, “ I’d just like to say that … because…) • expresses agreement (e.g. “You ‘re right, but …..) disagreement (e.g. Yes ,but…..) • switches language where necessary **LO 3 Reading and Viewing** AS 1 Reads a text (fiction or non-fiction): • identifies purpose, audience and context; • infers meaning; • identifies what is not said in a text; • identifies the register/style (formal or informal); • explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view; • identifies topic sentences, distinguishes main points from supporting detail. AS 4 Reads for information: • reads information texts (e.g. a short newspaper article); • reads diagrams, graphs and charts of increasing complexity; • reads texts with statistics; • summarises information.	• Poem • Research report • Questionnaire • Other **Oral Products:** • Role play • Oral presentation • Vocabulary • Listening (Thinking & Reasoning) • Reading • Debates • Demonstration • Audio tape • Discussion • Dramatization • Interview • Play • Poetry reading • Rap • Song • Teach a lesson • Other **Visual products:** • Advertisement • Banner • Cartoon • Collage • Collection • Computer graphic • Construction • Design • Diagram • Display • Drawing	• Problem solving activity • Games • Role play • Facilitating • Reading • Other

	As 7 Reads for please • reads fiction and non-fiction books at an appropriate reading land language level • reads some new kinds of books (e.g science fiction) • reads and writes books review AS 8 Shows some understanding of how reference books work: • evaluates and selects books, using contents pages and indexes; • uses a dictionary, a simple thesaurus and an encyclopaedia. AS 9 • Demonstrates a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words. **LO 4 Writing** AS 1 Writes to communicate information: • writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against; • writes texts that include graphs and statistics; • does a survey and writes it up (e.g. as a report or a newspaper article); writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology).	• Graph • Map • Model • Painting • Photograph • Poster • Sculpture • Slide show • Story board • Video tape **Method:** • Self assessment • Peer assessment • Teacher assessment **Tool:** • Memorandum • Observation sheet/ book • Checklist • Rubric • Journal • Other	

	AS 6 Treats writing as a process: • drafts, reads and discusses own writing critically; • uses feedback to revise, edit and rewrite; • uses knowledge of grammar, spelling, etc., to edit; • plans the layout of a text, including how to incorporate graphs and pictures; • evaluates design and layout. **LO 5 Thinking and Reasoning** AS 1 Uses language and literacy across the curriculum: • understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Sciences); • writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences); • produces visual or graphic material to support texts (e.g. diagrams for explanations and reports). AS 3 Collects and records information in different ways: • selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining); • reads and synthesises information from several texts on the same topic; • transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).		

	LO 6 Language Structure and use AS 1 Understands and uses different ways of Talking about the future (e.g. “I am going to see him tomorrow “ “I will see him tomorrow . “ “I am seeing him tomorrow.” “ He flies to Cape Town tomorrow “) AS 8 Uses language to talk about language (meta language – terms such as paragraphs) AS 9 Expands vocabulary(e.g. uses prefixes to form new words :autobank,autobiography, automatic) AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through		

Content in Context : Novel

Integration Across:

Resources: Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Poems; Explanations; Songs; Instructions; Directions

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 3	**LO 1 Listening** AS 1 Understands and appreciates stories, including those told by other learners: • Responds personally and critically, asks and answers questions; • Evaluates the storytelling technique and performance and gives feedback. AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics): • answers questions; • retells and summarises; • identifies point of view and is able to offer an alternative point of view; AS 4 Listens actively in discussion: • Shows openness to ideas and treats the views of others critically, but with respect; • Invites contributions from others and responds to their views;	**Form;** **Written Products**: • Creative Writing • Tests and examination • Class work • Composition/ Essay Paragraphs • Exhibition and presentation • Journal writing • Project • Written Response to text • Language Structure • Advertisement • Book report/ review • Brochure • Crossword puzzle • Lab report • Letter • Magazine article • Memo • Newspaper article • Poem	• Round robin • Panels • Jigsaw • Numbered heads together • Buzz groups • Pairs • Brainstorming • Hot potato • Gallery walk • Rainbow groups • Role- play • Discussions • De Bono' s six thinking hats • Questions and answers • Debates • Case study • Storytelling • Whole class activity • Individual activity • Group activity • Investigation • Problem solving activity

	• Is prepared to challenge others but does so politely and does not interrupt them; • Criticises the ideas and not the person **LO 2 Speaking** AS 1 Translates and interprets: • tells stories from home language in the additional language; • translates or interprets messages; • translates or interprets where necessary in a conversation. AS .3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm. AS 5 Demonstrate critical awareness of own language use: • uses language to include rather exclude people • is strategic about when to use additional language and when to use home language • shows awareness of the way language constructs people (e.g when giving a talk about HIV /AIDS) **LO 3 Reading and Viewing** AS 1 Reads a text (fiction or non-fiction): • identifies purpose, audience and context; • infers meaning; • identifies what is not said in a text;	• Research report • Questionnaire • Other **Oral Products:** • Role play • Oral presentation • Vocabulary • Listening (Thinking & Reasoning) • Reading • Debates • Demonstration • Audio tape • Discussion • Dramatization • Interview • Play • Poetry reading • Rap • Song • Teach a lesson • Other **Visual products:** • Advertisement • Banner • Cartoon • Collage • Collection • Computer graphic • Construction • Design • Diagram • Display • Drawing	• Games • Role play • Facilitating • Reading • Other

	• identifies the register/style (formal or informal); • explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view; • shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); • identifies topic sentences, distinguishes main points from supporting detail; • with fiction, demonstrates an understanding of character, plot, setting and narrator; • compares different kind of texts and matches them with their purpose (e.g. instructing, persuading). AS 6 Uses reading strategies • skims texts- identifies the topic and key points ,and uses layout features (e.g illustrations) • matches different ways of reading to different texts (e.g, skims newspaper articles for main ideas) • develops and evaluates reading speed • uses strategies to work out the meaning of words (e.g. discusses the words in home language) AS 7 Reads for pleasure: • reads fiction and non-fiction books at an appropriate reading and language level; • reads some new kinds of books (e.g. science fiction); reads and writes book reviews AS 8 Shows some understanding of how reference books work: • evaluates and selects books, using contents pages and indexes; • uses a dictionary, a simple thesaurus and an encyclopaedia.	• Graph • Map • Model • Painting • Photograph • Poster • Sculpture • Slide show • Story board • Video tape **Method:** • Self assessment • Peer assessment • Teacher assessment **Tool:** • Memorandum • Observation sheet/ book • Checklist • Rubric • Journal • Other	

	LO 4 Writing AS 4 Writes creatively: • shows development in the ability to write stories, poems and play-scripts (e.g. by working with design). AS 6 Treats writing as a process: • drafts, reads and discusses own writing critically; • uses feedback to revise, edit and rewrite; • uses knowledge of grammar, spelling, etc., to edit; • plans the layout of a text, including how to incorporate graphs and pictures; • evaluates design and layout. AS 7 Uses developing knowledge of language structure and use • shows an understanding of style and register (e.g. rewrites a story as a newspaper article) • shows an understanding of the information structure of texts • writes coherent ,longer pieces of writing .with introductions and conclusions • critically evaluates own writing positions the reader **LO 5 Thinking & Reasoning** AS 2 Uses language for thinking: • asks and answers more complex questions. • Expands generalisations ,definitions and classifications into paragraphs.		

	LO 6 Language Structure & Use AS 1 Understands and uses different ways of Talking about the future (e.g. “I am going to see him tomorrow “ “I will see him tomorrow . “ “I am seeing him tomorrow.” “ He flies to Cape Town tomorrow “) AS 8 Uses language to talk about language (meta language – terms such as paragraphs) AS 9 Expands vocabulary(e.g. uses prefixes to form new words :autobank,autobiography, automatic) AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through their additional language, should aim for 8000 words.		

WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9

TERM 1	Context: Multi Media Text Week: 1-4 Content: LO 1 AS 2 LO 2 AS 2, & 4 LO 3 AS 3,5 & 6 LO 4 AS 2,3 &,5 LO 5 AS 2&3 LO 6:4& 6	Context: Drama Week: 5-9 Content: LO1 AS 2 & 4 LO 2 AS 2,3 & 4 LO 3 AS1,6 & 9 LO 4 AS 4,6&7 LO 5 AS 2 LO 6: AS 2,4,5 &6	Context: Poetry Week: 10-11 Content: LO 1 AS 2 & 4 LO 2 AS 3& 5 LO 3 AS 2,6 & 9 LO 4 AS 4& 6 LO 5 AS 2 LO 6: AS 7&8	
TERM 2	Context: Text from other Learning Area Week: 1-4 Content: LO 1 AS 3 LO 2 AS 2 & 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 & 6 LO 5 AS 1& 3 LO 6: 1,7,8,& 9	Context: Multi Media Week: 5-7 Content: LO 1 AS 2 LO 2 AS 2, & 4 LO 3 AS 3,5 & 6 LO 4 AS 2,3 &,5 LO 5 AS 2&3 LO 6:4& 6	Context: Novel Week: 8-11 Content: LO 1 AS 1,2 & 4 LO 2 AS 1 ,3 & 5 LO 3 AS 1, 6,7& 8 LO 4 AS 4 ,6 &7 LO 5 AS 2 LO 6:1,3,7 &9	

WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9

TERM 3	Context: Multi Media Week: 1-3 Content: LO 1 AS 2 LO 2 AS 2, & 4 LO 3 AS 3,5 & 6 LO 4 AS 2,3 &,5 LO 5 AS 2&3 LO 6:4& 6	Context: Poetry Week: 4-5 Content: LO 1 AS 2 & 4 LO 2 AS 3& 5 LO 3 AS 2,6 & 9 LO 4 AS 4& 6 LO 5 AS 2 LO 6: AS 7&8	Context: Novel Week: 6-10 Content: LO 1 AS 1,2 & 4 LO 2 AS 1 ,3 & 5 LO 3 AS 1, 6,7& 8 LO 4 AS 4 ,6 &7 LO 5 AS 2 LO 6:1,3,7 &9	
TERM 4	Context: Text from other LA Week: 1-3 Content: LO 1 AS 3 LO 2 AS 2 & 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 & 6 LO 5 AS 1& 3 LO 6: 1,7,8,& 9	Context: Drama Week: 4-6 Content: LO1 AS 2 & 4 LO 2 AS 2,3 & 4 LO 3 AS1,6 & 9 LO 4 AS 4,6&7 LO 5 AS 2 LO 6: AS 2,4,5 &6	CTA	