**English Grade 9 Year Plan 2024 -2025**

**Rob Vincent (RV)**

**English in the 9th Grade**

**In this final year the students will be working towards consolidating their existing knowledge of the English language. The focus will be on further improving their written and spoken skills in preparation for the exams. In addition, we will look at effective ways of studying more advanced texts so that students are equipped for the demands of further education.**

**Aims**

1. Oral skills

Improving fluency and accuracy: vocabulary and grammar

Becoming more aware of rhetoric; building an argument

Focus on: speaking to an audience

1. Writing skills

Improving fluency and accuracy: vocabulary and grammar

Becoming more aware of writing within a genre

Focus on: factual texts, poetry, short story composition, drama

1. Reading skills

Improving techniques: skimming for information and ‘reading between the lines’

Becoming more aware of different literary genres

Focus on: textual analysis

These three areas of language learning will be explored through a variety of sources: modern and classic literature, narrative and documentary film, factual texts and articles

**Teaching Methods**

I use a *combination* offour structures within a lesson:

An **introductory warm up exercise**, usually involving the whole class in a communicative task.

Group work using a variety of **Cooperative Learning** structures.

**Individual immersion** – each student is given time to reflect on the content of the lesson. At this point I work with those students that need more guidance, while those that can, work at their own, faster pace.

**Class discussion** – in groups, we discuss our current topic, and I may present the next topic, theme or a relevant text for additional home study.

**Student Output**

This year we are continuing our focus on written skills, practicing the FSP 9 exam form through various written exercises and projects.

In addition, we will be working on how to present an oral disposition and use it effectively in the exam room. At the end of each topic, we will do oral exam practice, so the students get a clear idea of what is expected of them in the oral exam

**Homework**

Generally, longer written homework will be assigned at the beginning of the lesson on **Thursday** and will be due in the following **Tuesday.**

Preparatory reading comprehension assignments may be given in addition to the set homework on other days.

**Themes and Texts**

As a rule, we spend 4-5 weeks on a theme/topic area and cover a minimum of four different themes. I tend to make minor adjustments to the choice of texts during the year to allow for differing student interests and aptitudes, as well as developments in current affairs.

In preparation for the oral exam, the student chooses a theme and topic area at the start of April. They then work on a disposition **to be delivered on a specified date in May.**

We will also spend time from February onwards practicing examples that are like the questions they may be asked in the second part of the exam.

**Overview**

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| August -September |  **Great Britain?** | Historical aspects – development of culture and identity**Focus on London** and multiculturalismPolitics – current affairsI**reland** – ‘The Troubles’Issues affecting British youthCulture: Literature art and music |
| October – November |  **This is America** | Birth of a Nation* Historical overview

Political system* Election

**Civil Rights** movement* BLM

American identity and popular culture* Hip Hop
* Hollywood

**Gun control*** School shootings

**Canada*** Historical context
* Culture
* Social issues
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| November –December | **English around the****world part 1** | **South Africa**Historical context - EmpireApartheidSA today**India**Historical context - EmpireGandhi and independenceIndia today |
| December - January | **English around the world part 2** | **Australia**Historical context The British EmpireAboriginal cultureIssues today**New Zealand**History - EmpireMaori cultureIssues today |
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