

# ENGLISH CURRICULUM FOR 9<sup>th</sup> GRADE

General aims	Topics	2. Listening and Speaking	3. Writing	4. Reading
<p>In conformity with the principles outlined in the National Charter for Education and Training, the general aims of the middle school curriculum can be summarized as follows:</p> <ul style="list-style-type: none"> <li>- to contribute to the achievement of the aims related to education in general and the teaching of languages in particular;</li> <li>- to develop competencies as demonstrable application of knowledge, skills, strategies, abilities and study-skills acquired by individual learners;</li> <li>- to raise learners' awareness of the gains of learning a foreign language;</li> <li>- to give them the opportunity to develop cross-cultural communication competency;</li> <li>- to enable learners to discover the learning strategies that suit them best, so that they can learn more effectively, and by extension, take over more responsibility for their own learning;</li> <li>- to give them a sense of confidence in the use of English for communication.</li> </ul>	<p>Teachers must cover at least the following topics according to their appearance in the textbooks in use. These topics are sensitive to students' cognitive, social and psychological:</p> <ol style="list-style-type: none"> <li>1. Hello/greetings</li> <li>2. At school</li> <li>3. Family</li> <li>4. Home</li> <li>5. Clothes</li> <li>6. Food and drinks</li> <li>7. Transport</li> <li>8. Sports</li> <li>9. Hobbies</li> <li>10. Health</li> </ol> <p>Teachers must also cover five units each semester with the average of 6 hours a unit. Four hours are to be devoted to assessment. Time permitting, teachers might present all or some of the topics /units left in the textbooks in use.</p>	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> <li>- identify the general idea (s) of spoken text [ Listening for gist];</li> <li>- listen to a whole spoken text very carefully for specific information [ Listening for detail];</li> <li>- listen and respond thoughtfully and respectfully to others;</li> <li>- speak clearly and expressively, using correct pronunciation and intonation;</li> <li>- understand and use spoken language appropriate to the topic, purpose, and audience;</li> </ul>	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> <li>- write a single paragraph (10) with a topic sentence that expresses a basic idea, with several sentences that develop or support the main idea;</li> <li>- write a single paragraph describing a person, a place, or a thing;</li> <li>- write a letter or an email to give information;</li> <li>- write a simple conversation or dialogue.</li> </ul>	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> <li>- read a text quickly to understand the main idea(s) [ skimming];</li> <li>- scan a text for a specific information [ scanning];</li> <li>- use linguistic information in a text to infer word meanings [ structural analysis, contextual clues];</li> <li>- use information in a text to recognize referents</li> </ul>

Functions	Grammar	Vocabulary
<p>Teachers are also advised to present the following language functions according to their appearance in the textbooks in use:</p> <ul style="list-style-type: none"> <li>- Greetings and introducing</li> <li>- Asking for and giving information</li> <li>- Describing (i) people, (ii) things and (iii) places</li> <li>- Expressing likes and dislikes</li> <li>- Asking for and telling the time</li> <li>- Asking for and giving permission</li> <li>- Making and responding to suggestions</li> <li>- Expressing ability</li> <li>- Accepting and refusing offer</li> <li>- Asking for and giving advice</li> <li>- Expressing obligation</li> <li>- Apologizing</li> </ul>	<p>By the end of the course, learners will be able to (i) recognize the forms, (ii) understand the meanings, (iii) and uses of the structures listed below.</p> <ul style="list-style-type: none"> <li>• Imperative;</li> <li>• To be (affirmative/negative/ interrogative)</li> <li>• Possessive adjectives/ genitive</li> <li>• Demonstratives</li> <li>• Indefinite/ definite articles</li> <li>• Simple present simple affirmative/ negative/ interrogative;</li> <li>• Count /non-count nouns;</li> <li>• Have got / has got</li> <li>• There is / there are; some/ any</li> <li>• use adverbs of frequency with the present simple: always, often, sometimes, occasionally, rarely never, usually, seldom.</li> <li>• present continuous/ affirmative / negative/ interrogative</li> <li>• Can/ can't / may/ may not/ must/ mustn't/ should / shouldn't</li> <li>• to make and respond to suggestions using : Let's/Let's not.</li> <li>• Prepositions of place and time.</li> </ul>	<p>By the end of the third year, students should be able to understand and use vocabulary items related to the topics listed above.</p>

# Grade 9 English Curriculum Document

**CO Houle**



## **Grade 9 English Curriculum Document:**

## **Grade 9 English Curriculum Document** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Grade 9 English Curriculum Document**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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