

CAPS: ANNUAL TEACHING PLAN (ATP)

TEACHING PLANS TABLE

ENGLISH / FAL GRADE 8 TERM 1

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
1 - 2	<p>Listening and Speaking strategies Group discussion – brainstorming; select relevant idea; sequence amin ideas</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> ▪ Record main and supporting ideas by making notes. ▪ Share ideas and expreinces and show understanding of concepts ▪ Identify persuasive / manipulative techniques ▪ Answer questions 	<p>Literary text-like youth short stories</p> <ul style="list-style-type: none"> ▪ General discussion on the key features like character, c haracterisation, plot, conflict, Bac kground, setting, narrator, theme <p>Reading process Pre-reading strategies Introduce learners to:</p> <ul style="list-style-type: none"> ▪ Text features - titles, headings, captions, illustrations, ▪ Parts of a book – title page, table of contents, chapers, glossary, index appendix, footnote etc. <p>Reading process:</p> <ul style="list-style-type: none"> ▪ Pre-reading (introduce text) ▪ During reading (features of text) ▪ Post-readig (answer question, compaer, contrast, evaluate) 	<p>Write an essay: Narrative / reflective essay</p> <ul style="list-style-type: none"> ▪ Word choice, ▪ Personal voice and style ▪ Vivid description ▪ Tone ▪ Main and supporting ideas ▪ Mid-maps to organize coherent ideas ▪ Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> ▪ Planning ▪ Drafting ▪ Revision ▪ Editing ▪ Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Reinforcement of language covered in the previous grade. Word level: Adverbs of place and degree Pronouns: personal, relative, refflexive and possessive Sentence level: subject and predicate, subject verb agreement; sentence structure; phrases and clauses; parts of speech Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark. Vocabulary in context Remedial grammar from learners writing.</p>	5%	5%

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Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
3 - 4	<p>Listening and Speaking strategies: Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion <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>Reading strategies: Guided reading ,Group reading, Independent reading</p> <p>Reading/viewing of written/visual text for comprehension</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning 	<p>Write a speech Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion 	<p>Reinforcement of language structures and conventionscovered in previous week. Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language Word meaning: synonyms, antonyms, literal, figurative Punctuation: exclamation mark; question mark; comma; full stop Abbreviations – initialism, acronym, clipped, truncation, aphasis, portmanteau. writing. Vocabulary in context Remedial grammar from learners'</p>	5%	10%

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Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
5 - 6	<p>Listening and Speaking strategies Group discussion about visual, audio –visual/multimedia text</p> <ul style="list-style-type: none"> • Activate background knowledge • Estimate purpose of the text • Seek for meaning • Understand text • Take notes • Understand message <p>Listening Comprehension (sound only)</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling <p>Reconstruct scenes:</p> <ul style="list-style-type: none"> • Agree on the version/meaning seen • Role-play what happened in the two scenes etc. 	<p>Literary text like novel/short stories/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, 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, stanzas, typography • figurative meaning • mood • theme and message <p>OR</p> <p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • Infer meaning of unfamiliar words by using word attack skills • Fact and opinion 	<p>Transactional texts Letters (Friendly/informal)</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style • Introduction and conclusion <p>Write a letter based on visual stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjectives: comparative, superlative Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement. Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma Vocabulary in context Remedial grammar from learners’ Writing.</p>	5%	15%

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Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage	ACC
7 - 8	<p>Listening and Speaking strategies Unprepared speech on a newspaper or magazine article</p> <ul style="list-style-type: none"> Organize information coherently Identify correct vocabulary and language structures Respond to text Effective introduction and ending <p>Forum discussion/group discussion on newspaper or magazine article</p> <ul style="list-style-type: none"> Features of the text Conventions and structure of the text Diction Register and style 	<p>Read newspaper or magazine article</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, 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 Report/magazine article</p> <ul style="list-style-type: none"> Features of the text Language use Register and style Introduction and conclusion <p>Write a report/magazine article based on visual stimulus Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level:/ideophones/interjectives Sentence level: simple sentences; simple present tense; simple past tense; adjectives and adverbs; bias; prejudice; stereotypes</p> <p>Word meaning: proverbs; contextual; literal; denotative; connotative Punctuation: comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis.</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	5%	20%

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ENGLISH / FAL GRADE 8 TERM 1

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
9 -10	<p>Listening and Speaking strategies Oral: Interview/filling in a questionnaire report/group discussion</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently support with examples. • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	<p>Read a investigative report</p> <ul style="list-style-type: none"> • Key features of report • Format • Language use <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 text e.g. investigative report</p> <ul style="list-style-type: none"> • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an investigative report</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level: Regular – irregular Verbs; main verbs; auxiliary verbs</p> <p>Sentence level: statement; sentence structure; present and past tenses; bias; prejudice and stereotypes;</p> <p>Word meaning: synonyms, antonyms, contextual; denotative; connotative</p> <p>Punctuation and spelling</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	25%

ASSESSMENT FOR TERM 1

	Task 1: Oral	Task 2: Writing	Task 3: Test 1
	Group discussion - visual texts/listening comprehension/(un)prepared speech/forum/group discussion/interview	Narrative/reflective essay Newspaper report/article	Language and comprehension

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ENGLISH / FAL GRADE 8 TERM 2

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 – 2	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions <p>Different kinds of oral communication e.g. A unprepared news presentation/ speech</p> <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language 	<p>Read information text with visuals, e.g. maps, landmark, scales</p> <ul style="list-style-type: none"> • Format • Language use • Features <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"> • Poetry • 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>Reading/Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps) 	<p>Transactional text e.g. Directions/ Instructions</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p>	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Adjectives: comparative, superlative; common and proper nouns; Pronouns: personal, relative, reflexive and possessive conjunctions</p> <p>Sentence level: supporting sentences, topic sentence; statement; tenses; main and supporting statements; simple and compound sentences</p> <p>Word meaning: synonyms; antonyms; contextual;</p> <p>Punctuation and spelling: spelling patterns: full stop, comma</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	30%

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ENGLISH / FAL GRADE 8 TERM 2

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3 – 4	<p>Listening and Speaking strategies</p> <p>Forum/panel discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register <p>Debate</p> <ul style="list-style-type: none"> • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register 	<p>Literary text like recorded television/ radio/simulation forum</p> <ul style="list-style-type: none"> • Key features of the text • Language use • Format • Role players <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>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language 	<p>Write a dialogue</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation <p>Language conventions</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a dialogue</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level work:: Finite Verbs</p> <p>Sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form, direct and indirect speech</p> <p>Word meaning: literal; synonyms; antonyms; homophones; homonyms;</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	35%

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Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Interview</p> <ul style="list-style-type: none"> • Teach features and conventions • Do planning and research • Choose style, register and vocabulary • Take turns • Use persuasion techniques 	<p>Literary text like drama/play</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>Reading comprehension: Interview</p> <ul style="list-style-type: none"> • skimming and scanning • intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images by word attack practices • facts and opinion • view point of role players • implied meaning 	<p>Transactional text e.g. Written interview</p> <ul style="list-style-type: none"> • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>• Proof-reading and presenting</p> <p>Write an interview</p>	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Adverbs of place and frequency</p> <p>Sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice</p> <p>Word meaning: figurative; literal; contextual; pun</p> <p>Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing.</p>	40%

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ENGLISH / FAL GRADE 8 TERM 2

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 - 8	<p>Listening and Speaking strategies Listening comprehension (nonfictional text e.g. Newspaper articles)</p> <ul style="list-style-type: none"> • Listen for comprehension • Take notes • Answer questions <p>Group discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register 	<p>Literary text such as youth novel/ short story</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>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning 	<p>Write a review of the story/novel</p> <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Prefixes and suffixes</p> <p>Sentence level: subject and predicate, subject verb agreement, sentence structure; sentence types; tenses; statement; euphemism; proverbs</p> <p>Word meaning: synonyms, antonyms; homonyms; paronyms</p> <p>Punctuation and spelling: Acronyms</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	45%

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ENGLISH / FAL GRADE 8 TERM 2

Weeks				
ASSESSMENT FOR TERM 2 GRADE 8				
9 - 10	Task 1: Oral	Task 2: Writing	Task 3: Test 1	Percentage Coverage
	Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	50%

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 3

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 - 2	<p>Listening and Speaking strategies</p> <p>Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes <p>-- Language and power</p> <p>-- Tone</p> <p>-- Mood</p> <p>-- Introduction and conclusion</p> <ul style="list-style-type: none"> • Answer questions <p>Group discussion/dialogue:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<p>Literary text like drama/play</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> <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Text features – titles, headings, captions, illustrations, • Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <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>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning 	<p>Longer transactional text e.g. dialogue/review</p> <p>Paragraph conventions</p> <p>Correct format</p> <ul style="list-style-type: none"> • Purpose and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing 	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Adjectives: comparative, superlative; common and proper nouns</p> <p>Sentence level: simple present tense; question forms; statement; discourse markers; direct and reported speech; simple past tense</p> <p>Word meaning: antonyms; synonyms; paronyms; contextual; literal</p> <p>Punctuation and spelling: spelling patterns: full stop, comma; quotation marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing.</p>	55%

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3 - 4	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to letter to the press • Take notes -- Language use -- Register -- Conventions • Share notes <p>Group discussion</p> <ul style="list-style-type: none"> • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion -- Take turns -- Stays on the topic -- Asks questions 	<p>Read a newspaper/magazine article about current/social issues</p> <ul style="list-style-type: none"> • Format • Text features • Language use • Tone • Sequencing <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>OR</p> <p>One act play</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook • one literature text -- Explain plot, sub-plot, character portrayal, conflict and dramatic response -- Identification of themes, mood and tone 	<p>Transactional text: letter to the press</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a letter to the press</p>	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work:: Adverbs of manner, place, degree; prepositions</p> <p>Sentence level: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Word meaning: synonyms; homonyms; paronyms</p> <p>Punctuation and spelling: spelling patterns; comma; full stop; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing.</p>	60%

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Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<p>Listening and Speaking strategies</p> <p>Unprepared speech</p> <ul style="list-style-type: none"> Public speaking skills Planning, research and organization Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices Language usage: vocabulary Style and register <p>Prepared speech</p> <ul style="list-style-type: none"> Practise the above skills Comment on each other's speech Listen to a speech made by a prominent community member Comment on the speech 	<p>Literary text such as youth novel/ short story/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>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language 	<p>Transactional text: formal/Informal letter</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a letter</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level work: Adjectives; adverbs; abbreviations; roots, prefixes and suffixes</p> <p>Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes.</p> <p>Punctuation and spelling: spelling rules and conventions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing.</p>	65%

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ENGLISH / FAL GRADE 8 TERM 3

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 - 8	<p>Listening and Speaking strategies Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Story telling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story 	<p>Literary text such as short story, novel</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>Reading comprehension : (text from text prescribed literature)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 	<p>Write a literary text: short story</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Create own story following the process outlined Best story 'published'/read in class.</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;</p> <p>Word meaning: synonyms; antonyms; homonyms;</p> <p>Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	70%

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 3

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
9 - 10	<p>Listening and Speaking strategies Listen to a text read aloud from a short story</p> <ul style="list-style-type: none"> Recorded text is played Appropriate reading skills are pointed out to learners Use of punctuation in a read text Opening and closing <p>Prepared reading aloud</p> <ul style="list-style-type: none"> Select a text to read aloud Use appropriate reading skills such as tone, volume, tempo, voice projection, pronunciation, fluency Practise Read text 	<p>Read a literary text such as short story/novel</p> <ul style="list-style-type: none"> Key features of literature text: such as, background, time, milieu, narrator, <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>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inferences (characters, setting, milieu, message) Infer meaning of unfamiliar words by word attack skills Emotive language 	<p>Write an essay: Argumentative/descriptive essay</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 Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Common and complex nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: introductory paragraphs; definition paragraph, concluding paragraph; sentence structures; sentence types</p> <p>Word meaning: synonyms, antonyms; homonyms;</p> <p>Punctuation and spelling: spelling patterns; various punctuation marks</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	75%

CAPS: ANNUAL TEACHING PLAN (ATP)

**ENGLISH / FAL
GRADE 8 TERM 3**

Weeks				
	ASSESSMENT FOR TERM 3 GRADE 8			
	Task 1: Oral	Task 2: Writing	Task 3: Test 1	
	Dialogue/(un)prepared speech/story telling/prepared reading	Descriptive/argumentative essay Informal letter/dialogue	Comprehension and language use	

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 4

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
1 - 2	<p>and Speaking strategies Listening comprehension (such as listening to a written / audiovisual text)</p> <ul style="list-style-type: none"> • identify main and supporting ideas • write notes • share ideas and experiences and show understanding of concepts • identify persuasive/manipulating techniques where applicable • answer questions <p>Conversation: Discussion based on a newspaper/magazine article</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and Register 	<p>Read a newspaper/magazine article</p> <ul style="list-style-type: none"> • Format • Language use • Text features • Sequencing <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>Reading/Viewing for information using (written/visual text/multi-media texts)</p> <ul style="list-style-type: none"> • Intensive reading • Making inference • Predict • Visualization • Meaning of words • Fact and opinion <p>Write a summary</p>	<p>Long transactional text e.g. Newspaper article/magazine article</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a newspaper/magazine article</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level work: Singular and plural; gender; diminutives</p> <p>Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	80%

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 4

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
3 - 4	<p>Listening and Speaking strategies</p> <p>Debate</p> <ul style="list-style-type: none"> Indicate roles Learn text conventions Speakers take turns Explain view points and reach consensus Use appropriate language, style and register practise <p>Group discussion:</p> <ul style="list-style-type: none"> Indicate roles Speakers take turns Explain view points and reach consensus Use appropriate language, style and register 	<p>Literary text such as/novel/short story/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>Reading comprehension: (text from text book)</p> <ul style="list-style-type: none"> Skimming, scanning, visualization Intensive reading Making inference Meaning of words View point of writer Fact and opinion Implied meaning <p>Write a paragraph or point form summary</p>	<p>Write a transactional text: a diary entry</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a diary entry</p>	<p>Reinforcement of language structures and conventionscovered in previous week.</p> <p>Word level work:</p> <p>Pronouns – personal and relative</p> <p>Moods -</p> <p>Subjunctive</p> <p>Imperative</p> <p>Potential</p> <p>Indicative</p> <p>Conditional</p> <p>Sentence level work:</p> <p>Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p> <p>Word meaning: literal and figurative meaning</p> <p>Punctuation and spelling: spelling patterns; punctuation marks</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing.</p>	85%

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 4

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
5 - 6	<p>Listening and Speaking strategies Listen to a text read aloud</p> <ul style="list-style-type: none"> Recorded text is played Appropriate reading skills are pointed out to learners Use of punctuation in a read text Opening and closing <p>Dialogue based on text read aloud</p> <ul style="list-style-type: none"> Decide on topic Revise conventions Discourse markers to sustain dialogue Roles for participants Opening and closing Practise Presentation 	<p>Literary text such as drama/play 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>Reading comprehension: e.g. dialogue)</p> <ul style="list-style-type: none"> Purpose, target group and context Explain theme/message Make inferences Give own opinion Direct and implied meaning Socio-political and cultural background of text and author 	<p>Transactional text e.g. journalistic report</p> <ul style="list-style-type: none"> Correct format Purpose Bias and prejudice Manipulation Stereotypes Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write journalistic report a following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous week.</p> <p>Word level work: Relative pronouns; singular and plural forms</p> <p>Sentence level work: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence speech; voice; bias and prejudice</p> <p>Word meaning: synonyms, antonyms Punctuation and spelling: quotation marks; spelling patterns; punctuation marks</p> <p>Vocabulary in context Remedial grammar from learners' Writing.</p>	90%

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH / FAL GRADE 8 TERM 4

Weeks	Listenig and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions	Percentage Coverage
7 - 8	Prepare for examination Speaking: <ul style="list-style-type: none"> • Prepared speech/debate/interview/ conversation • Prepared reading • Unprepared reading Listening <ul style="list-style-type: none"> • Listening comprehension 	Prepare for examination Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> -- Novel/short stories/folklore -- Drama/film study -- Poems 	Prepare for examination Writing: <ul style="list-style-type: none"> • Essays • Long transactional texts • Short transactional texts 	Reinforcement of language structures and conventions covered in previous week. Word level work: revision Sentence level work: revision Word meaning: revision Punctuation and spelling: revision Vocabulary in context Remedial grammar from learners' Writing.	95%

Weeks				

FORMAL AND END-OF-THE-YEAR ASSESSMENT FOR TERM 4 GRADE 8				
Weeks	Task 1: Oral	Task 2: Writing		Percentage Coverage
9 - 10	Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)		100%