

CAPS: ANNUAL TEACHING PLAN (ATP)

TEACHING PLANS TABLE

ENGLISH FAL GRADE 9 TERM 1

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|---|--|--|---------------------|
| 1 - 2 | <p>Speaking and Listening strategies Group discussion/conversation: Listen to/watch an advertisement and discuss)</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language <p>Listening comprehension: advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions | <p>Reading/viewing for comprehension (visual text such as advertisement/poster/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 • Body language • Use of punctuation and font • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) <ul style="list-style-type: none"> -- Explore literary features like titles, headings, illustrations, font size, fonttype -- Explore parts of book like cover, title page, index, chapters, glossary • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions | <p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a advertisement/poster</p> | <p>Reinforcement of grammar covered in previous phase</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations <p>Sentence level work:</p> <ul style="list-style-type: none"> • Sentence structure Nouns, adjectives, pronouns • Concord • Simple tenses <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing.</p> | 5% |

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|-------|--|--|--|--|---------------------|
| 3 - 4 | <p>Speaking and Listening strategies</p> <p>Listening to a reading of text</p> <ul style="list-style-type: none"> Identify and comment on: <ul style="list-style-type: none"> -- use of voice -- use of intonation and pace -- punctuation in reading -- opening and closure Discuss above features <p>Prepared reading aloud</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency Learners choose their reading text and present to class. | <p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text/predict events) <ul style="list-style-type: none"> -- Background/setting -- Brainstorm the theme 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 visual/multimedia text (strategies)</p> <ul style="list-style-type: none"> Skimming Scanning Body language Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills <ul style="list-style-type: none"> -- clarifying -- predicting | <p>a letter of appreciation for help/advice received</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register 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 of appreciation for help/advice received</p> | <p>Reinforcement of grammar covered in previuos week.</p> <p>Word level work:</p> <ul style="list-style-type: none"> Spelling and spelling patrons Abbreviations , shortening, acronyms Stems, pre and suffix's, complex and simplex <p>Sentence level work:</p> <ul style="list-style-type: none"> Nouns, adjectives, pronouns Punctuation Tenses; direct and reported speech; sentence structure; concord <p>Critical language use:</p> <p>Idioms and proverbs; euphemism</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners` writing.</p> | 10% |

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| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|--|--|--|---------------------|
| 5 - 6 | <p>Speaking and Listening strategies Listen to a telephone conversation/ dialogue between a call centre agent and client concerning a dispute over a contract</p> <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions <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"> • Language use • Tone • Body language • Authenticity <p>Presentation</p> | <p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute <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>Read/view contract for comprehension(Strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Language use • Contract-speak, e.g. fine print, dispute, contract lifespan • Infer meaning of unfamiliar words by using word attack skills | <p>Transactional text: write a report on findings in a dispute between a seller and a purchaser</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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 report following a process approach to writing</p> | <p>Reinforcement of grammar covered previous week.</p> <p>Word level work: conjunctions Sentence level work: Sentence structure; sentence types; direct and reported speech; questionforms; voice;</p> <p>Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns; Abbreviations – initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context: the language of contracts and legal documents</p> <p>Remedial grammar from learners` writing.</p> | 15% |

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|-------|---|---|---|--|---------------------|
| 7 - 8 | <p>Speaking and Listening strategies</p> <p>Listening comprehension (dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>Oral: Unprepared speech</p> <p>Choose suitable topic</p> <ul style="list-style-type: none"> • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction and ending • Use visual, audio-visual resources where applicable | <p>Literary text such as short story, youth novel/novel/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 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 an essay: Narrative/descriptive/reflective 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 grammar covered in previous weeks.</p> <p>Word level work: Regular and irregular Verbs.</p> <p>Sentence level work: subject and predicate, subject verb agreement Direct and indirect speech</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns; acronyms.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 20% |

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ENGLISH FAL GRADE 9 TERM 1

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|---|---|---------------------|
| 9 -10 | <p>Speaking and Listening strategies listen to a newspaper report</p> <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion <p>Discuss findings</p> <p>Oral presentation of report</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion | <p>Read a newspaper/magazine report</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning <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 newspaper report)</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 • Answer questions | <p>Long transactional texts: Such as report/interview</p> <ul style="list-style-type: none"> • Requirements of task and text type • Format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a report following the process approach to writing</p> | <p>Reinforcement of grammar covered in previose weeks.</p> <p>Word level work: Moods - Subjunctive Imperative Potential Indicative Conditional</p> <p>Sentence level work: Simple sentences; compound sentences; Complex sentences; Voice; tenses;</p> <p>Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification</p> <p>Punctuation and spelling: spelling patterns; quotation marks; apostrophe.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 25% |

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ENGLISH FAL GRADE 9 TERM 1

| ASSESSMENT FOR TERM 1 | | | |
|-----------------------|-------------------------------|--|--|
| | Task 1: Oral | Task 2: Writing | Task 3: Test 1 |
| | Prepared reading/conversation | Descriptive/narrative essay Informal letter/review/dialogue | Descriptive/narrative essay Informal letter/review/dialogue |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 2

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|--|---|---------------------|
| 1 – 2 | <p>Listening for comprehension Listen to a story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Forum/group discussion: culture</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>Read a literature text e.g. Drama/short story/folklore/novel Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style <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: Diary entry/constitution/policy</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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/constitution/policy following the process approach to writing</p> | <p>Reinforcement of grammar covered in previose weeks</p> <p>Word level work: Stems; prefixes and suffixes; Pronouns</p> <p>Sentence level work: Sentence types; Generalisations, Direct/indirect speech; voice; tenses</p> <p>Word meaning: Idioms and proverbs; literal and figurative meaning</p> <p>Punctuation and spelling: Quotation marks; spelling patterns; Abbreviations</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing.</p> | 30% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 2

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|-----------------------|---|------------------------|-------------------------------------|---------------------|
| 1 – 2 | | Read/view text for information: Will and testament <ul style="list-style-type: none">• intensive reading and viewing• purpose of text• language use• characters and caricatures• background and setting• message and theme• summarising the text Summary Format Language use Structure | | | 30% |

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ENGLISH FAL GRADE 9 TERM 2

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|--|--|---------------------|
| 3 – 4 | <p>Speaking and Listening strategies Listening for comprehension: to a recording of a speech role-play</p> <ul style="list-style-type: none"> • Explain strategies of the listening process • Answer questions in writing <p>Unprepared reading</p> <ul style="list-style-type: none"> • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience | <p>Read a text e.g. Drama/short story / folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <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>Read/view text e.g. newspaper articles/magazine articles for information and comprehension</p> <p>Reading strategies Comprehension passage in text book</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language <p>Summarise the text</p> | <p>Writing:Text review (unprepared text read)/documentary</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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 review/documentary following the process approach to writing</p> | <p>Reinforcement of work covered in previous weeks.</p> <p>Word level work: Verbs (finites; infinitives) Stems; prefixes and suffixes;</p> <p>Sentence level work: Complex sentences; Generalisations, Direct/indirect speech</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Quotation marks; spelling patterns; abbreviations.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 35% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 2

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|--|---|---|---------------------|
| 5 - 6 | <p>Speaking and Listening strategies Listen to oral text such as interview/speech/story telling for comprehension</p> <ul style="list-style-type: none"> • Take notes during listening • Listen critically <p>Group discussion/forum discussion</p> <ul style="list-style-type: none"> • Undertake a discussion based on the oral text • Turn taking • Discourse markers • Conventions | <p>Read a literature text e.g. Drama/short story/folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background,/milieu/role of narrator, theme, conclusion and ending <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>Revise structure of Summary</p> | <p>Write a transactional text: notice, agenda and minutes</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 a notice, agenda and minutes following the process approach to writing</p> | <p>Reinforcement of grammar covered in previous weeks.</p> <p>Word level work: Stems; prefixes and suffixes; Adjectives Prepositions</p> <p>Sentence level work: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: spelling patterns .</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 40% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 2

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|--|---|--|---------------------|
| 7 - 8 | <p>Speaking and Listening strategies Listen to a recorded advertisement/ advertisement on the radio</p> <ul style="list-style-type: none"> • Language use • Tone • Pace • Conventions • Take notes <p>Oral presentation: analysis of an advertisement</p> <ul style="list-style-type: none"> • Explain visual cues like font, print size, picture shots • Explain manipulative use of the language • Explain how omissions, contractions and language use are employed to manipulate the target audience | <p>Read/view visual text e.g. Advertisement/cartoon/graphs Use reading/viewing strategies for comprehension and information</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>Summary: Revision</p> <p>Literature: Revision</p> | <p>Shorter transactional/visual texts e.g. Advertisement review</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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 an advertisement review</p> | <p>Reinforcement of grammar covered in previous weeks.</p> <p>Word level work: Nouns - Concrete and abstract, compound and complex Pronouns – reflexive, relative, interrogative, indefinite</p> <p>Sentence level work: subject and predicate, subject verb agreement Tenses; paragraphs; Concord; Sentence structure; voice; speech.</p> <p>Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms</p> <p>Punctuation and spelling: spelling patterns; abbreviations.</p> <p>Vocabulary in context. Remedial grammar from learners' writing.</p> | 45% |

ASSESSMENT FOR TERM 2 GRADE 9

| 9 - 10 | Task 1: Oral | Task 2: Writing | Task 3: Test 1 | Percentage coverage |
|--------|---|--|--|---------------------|
| | Unprepared reading/forum/group discussion | Review/documentary/notice/agenda and minutes | Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins) | 50% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|---|--|--|---------------------|
| 1 - 2 | <p>Dialogue/negotiations Listen to a negotiation scene between two people (dialogue)</p> <ul style="list-style-type: none"> • Structure and development of ideas • Using negotiation skills to reach consensus. <p>Discussion based on understanding a will and testament</p> <ul style="list-style-type: none"> • Language use • Manipulation • Turn taking • Opening and closing • Resolution | <p>Read an abridged will and testament</p> <ul style="list-style-type: none"> • Role players • Date • Possessions (estate) • Beneficiaries • Language of the document • Execution of the will <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: write a will and testament</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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 will and testament</p> | <p>Reinforcement of grammar covered in previous weeks.</p> <p>Word level work: Concrete and abstract Nouns Adjectives Conjunctions and transition</p> <p>Sentence level work: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning: Paronyms , polysemes; homonyms Homophones.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing.</p> | |

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ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|-----------------------|---|------------------------|-------------------------------------|---------------------|
| 1 - 2 | | Reading for Comprehension and reading strategies: visual text - cartoon <ul style="list-style-type: none">• Skimming for main ideas• Scanning for supporting details• Making predictions• Inferring the meaning of unfamiliar words and images• Reviewing to promote understanding• The affect of selections and omissions on meaning• The effect of figurative and rhetorical devices• Impact of visual techniques | | | 55% |

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ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|--|---|---------------------|
| 3 - 4 | <p>Listen to interview</p> <ul style="list-style-type: none"> • Role clarification • Language use • Language and power <p>Discuss CV as one of the requirement for appointment/admission</p> <ul style="list-style-type: none"> • Information • Relevance • Referees • Link to covering letter | <p>Read a literature text e.g. Novel/youth novel/short story</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background,/milieu/role of narrator, theme, conclusion and ending <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 (strategies) (Use visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques | <p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p> | <p>Reinforcement of grammar covered in the previous weeks.</p> <p>Word level work: Adjectives</p> <p>Sentence level work: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning: Synonyms Antonyms homophones Homonyms Polysemy</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 60% |

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ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|--|--|---|---------------------|
| 5 - 6 | <p>Speaking and Listening strategies Listen to the Debate on the radio/ television</p> <ul style="list-style-type: none"> • Role players • Use of voice • Pacing • Presenting a motion and defending it • Presenting a rebuttal • Resolution • Take notes • Discuss and share notes <p>Participate in a debate</p> <ul style="list-style-type: none"> • Debating conventions • Language use • Present a motion and defend it • Present a rebuttal • Role players • Resolution | <p>Read a literature text e.g. Novel/short story/Folklore e.g. legends, myths, fables</p> <ul style="list-style-type: none"> • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection <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 (Visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • The writer's inferences and conclusions <p>Summarising the text</p> | <p>Write an essay: Narrative/descriptive/ reflective 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 grammar covered in the previous weeks.</p> <p>Word level work: Conjunctions and transition words</p> <p>Sentence level work: Speech; sentence types; sentence structure; voice; tenses; paragraph types.</p> <p>Word meaning: Literal, figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 65% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|---|---|---------------------|
| 7 - 8 | <p>Speaking and Listening strategies Listening to a speech by a prominent member of the society</p> <ul style="list-style-type: none"> • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions <p>Prepared speech Learners to undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction and conclusion • Language use | <p>Literary text such as short story, youth novel/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)) <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 for comprehension (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions | <p>Transactional text e.g. invitation card, acceptance</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Design an invitation card and an acceptance thereof</p> | <p>Reinforcement of grammar covered in previous weeks</p> <p>Word level work: Adjectives (attributive)</p> <p>Sentence level work: Description paragraph; choice paragraph; classification paragraph.</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing.</p> | 70% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 3

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|--------|---|---|---|--|---------------------|
| 9 - 10 | <p>Speaking and Listening strategies</p> <p>Story Telling</p> <ul style="list-style-type: none"> • Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures • Conventions and features of a story <p>Dialogue : Role play a dialogue</p> <ul style="list-style-type: none"> • Language use • Turn taking • Body language • Text features | <p>Read literary text such as 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 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>Transactional text e.g. dialogue</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 agenda and minutes following the process approach to writing</p> | <p>Reinforcement of grammar covered in previous weeks</p> <p>Word level work:</p> <p>Verbs Interrogative, demonstrative, indefinite pronouns</p> <p>Sentence level work:</p> <p>Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning:</p> <p>One word for a phrase</p> <p>Punctuation and spelling:</p> <p>spelling patterns</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing.</p> | 75% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 3

| Weeks | | | |
|-------|--|--|--------------------------------|
| | ASSESSMENT FOR TERM 3 GRADE 8 | | |
| | Task 1: Oral | Task 2: Writing | Task 3: Test 1 |
| | Prepared speech/role play/debate/discussion of CV/will / testament | Descriptive/narrative/reflective/argumentative essay Covering letter and CV | Comprehension and language use |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 4

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|---|--|--|---------------------|
| 1 - 2 | <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Reacts critical on a variety of texts • Listen for specific information • Listen and enjoy fables and titles • Answer question <p>Meeting procedure</p> <ul style="list-style-type: none"> • Role players • Meeting conventions • Turn taking • Language use • Disagreeing in the meeting • Introduction and conclusion | <p>Literary text such as short story, youth novel/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>Long transactional text e.g. Letter of application (formal)</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 of application</p> | <p>Reinforcement of grammar covered in previous weeks</p> <p>Word level work: Verbs</p> <p>Sentence level work: Direct and indirect speech. Active voice and passive voice</p> <p>Word meaning: Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners` writing.</p> | 80% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 4

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|--|--|---------------------|
| 3 - 4 | <p>Speaking and Listening strategies Listening comprehension (use recorded dialogue)</p> <ul style="list-style-type: none"> • Listen to dialogue • Take notes <p>-- Language and power -- Tone -- Mood -- Introduction and conclusion</p> <ul style="list-style-type: none"> • Answer questions <p>Forum discussion/panel discussion/ group discussion</p> <ul style="list-style-type: none"> • Role players • Forum/discussion conventions • Turn taking • Language use • Disagreeing in the discussion • Introduction and conclusion <p>Groups talk about subjects of current interest.</p> | <p>Literary text such as short story, youth novel/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/viewing comprehension : (visual or multimedia text like cartoon or advertisement)</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>Transactional texts e.g. e-mails:</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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>Write an e-mail following the process approach to writing</p> | <p>Reinforcement of grammar covered in previous weeks</p> <p>Word level work: Proper nouns, gerund, complex nouns</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning: Stereotypes, prejudice, biasness, emotive</p> <p>Punctuation and spelling: spelling patterns Abbreviations – initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 85% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 4

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|--|--|---|--|---------------------|
| 5 - 6 | <p>Speaking and Listening strategies Role play a situation</p> <ul style="list-style-type: none"> • Situation is clearly shown • Characters are clearly differentiated • Language is appropriate to the situation portrayed • Role-play shows a possible course of action in a particular situation <p>Conversation</p> <ul style="list-style-type: none"> • Decide on suitable situation and topics • Speaking conventions • Language and power • Discourse markers | <p>Literary text such as short story, youth novel/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 point or paragraph summary</p> | <p>Transactional text E.g. obituary/diary entry/invitation card</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • 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 obituary/diary entry/invitation card following the process writing approach</p> | <p>Reinforcement of grammar covered in previous weeks</p> <p>Word level work: Verbs, nouns</p> <p>Sentence level work: Explanation: cause and effect</p> <p>Word meaning: Shift of meaning, using language for special purpose, one word for a phrase</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context.</p> <p>Remedial grammar from learners' writing.</p> | 90% |

CAPS: ANNUAL TEACHING PLAN (ATP)

ENGLISH FAL GRADE 9 TERM 4

| Weeks | Listenig and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions | Percentage Coverage |
|-------|---|--|--|---|---------------------|
| 7 - 8 | Speaking and Listening strategies Revision | Reading and Viewing: Revision of key features, conventions and structures | Writing: Revision of writing texts Revision of the process approach to writing | Reinforcement of grammar covered in previous weeks Word level work: Revision Sentence level work: revision Word meaning: One word for a phrase Punctuation and spelling: spelling patterns. Vocabulary in context. Remedial grammar from learners' writing. | 95% |

FORMAL AND END-OF-THE-YEAR ASSESSMENT FOR TERM 4 GRADE 9

| 9 - 10 | Task 1: Oral | Task 2: Writing | Percentage Coverage |
|--------|---|--|---------------------|
| | Debate/interview/conversation/prepared speech/(un)prepared speech/forum/group/panel discussion/listening comprehension/meeting procedures | Paper 1: Oral Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1 hr 30 mins) | 100% |