

REVISED ANNUAL TEACHING PLAN 2021- 2023

(GRADE 8 - ENGLISH FAL - TERM 1-4)



GRADE 8 - TERM 1				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.</p>				
Week 1 - 2	<p>Listening and Speaking strategies about visual, /multimedia text</p> <p>Read Aloud an article on a brochure</p> <ul style="list-style-type: none"> • Organize information coherently • Identify correct vocabulary and language structures • Respond to text • Effective introduction and ending <p>Class Discussion (teacher leads) based on a brochure</p> <ul style="list-style-type: none"> • Features of the text • Conventions and structure of the text • Diction • Register and style 	<p>Read a brochure</p> <ul style="list-style-type: none"> • Key features of text: format, target audience, layout, language usage, purpose <p>(an informative paper document – can be folded into a template, pamphlet or leaflet; usually folded and only includes summary information that is promotional in nature)</p> <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:</p> <p>Skimming, scanning, fact and opinion, main and supportive ideas, inferences and conclusions</p>	<p>Transactional texts</p> <p>Write/design a brochure</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style • Introduction and conclusion <p>Write/design a brochure 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 conventions covered in previous weeks</p> <p>Word level:</p> <p>idiophones/ interjectives</p> <p>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</p> <p>Punctuation: comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 1</p> <p>ORAL:</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 3 - 4</p>	<p>Listening and Speaking strategies Listen to/view and discuss a visual, audio-visual/multimedia text (E.g. video/ pre-cording on how to write an email or create an email account)</p> <ul style="list-style-type: none"> • Activate background knowledge • Estimate purpose of the text • Seek for meaning • Understand text • Take notes • Understand message • Tone and register • Targeted audience <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>Reading/viewing of written/visual text for comprehension E.g. an email</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>AND</p> <p>Literary text like poetry/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, 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/Folklore</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>Transactional texts Write an email</p> <ul style="list-style-type: none"> • Requirements for format, style and point of view • Target audience, purpose and context • Features of the text • Language use and word choice (critical language awareness) • Introduction and conclusion <p>Write an email 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 weeks</p> <p>Word level: adverbs of manner, time; definite and indefinite articles. Infinitive verbs; gerunds</p> <p>Adjectives: comparative, superlative</p> <p>Sentence level: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop, comma</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 5 - 6</p>	<p>Listening and Speaking strategies: Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas</p> <p>Listening comprehension in preparation for summary writing</p> <ul style="list-style-type: none"> Record main and supporting ideas by making notes, Share ideas and experiences and show understanding of concepts Identify persuasive/manipulative techniques Answer questions 	<p>Literary text like youth novel</p> <ul style="list-style-type: none"> General discussion on the key features like character, characterization, plot, conflict, background, setting, narrator, theme <p>Reading strategies 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, chapters, 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-reading (answer questions, compare, contrast, evaluate) <p>Teacher teaches summary writing skills by exposing learners to the basic principles of summarizing.</p>	<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 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>Summary writing – learners summarise one of the chapters based on the novel</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Adverbs of place and degree Pronouns: personal, relative, reflexive and possessive</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p> <p>Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay: (During the course of the Term) Narrative or Reflective (30 marks) 				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 7 – 8</p>	<p>Listening and Speaking strategies Oral: newspaper article/investigative report/editorial</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/ viewing for information (use texts such as a newspaper article/ investigative report/editorial</p> <ul style="list-style-type: none"> • Key features • 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>Reading strategies</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 comprehension test</p>	<p>Transactional text e.g. newspaper article /investigative report/ editorial</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/ editorial</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</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 Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS)</p> <ul style="list-style-type: none"> • (Literary / non-literary text) – 20 marks) • (Visual text) – 10 marks) • (Language structures and conventions) – 20 marks <p>Activities for this task do not have to be written in one session</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 9 - 10	<p>Listening and Speaking strategies: Listen to prepared speech by a former 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 • Organise information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present 	<p>Reading/viewing of written/visual text for comprehension Read an obituary</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive 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:</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify emotive 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>Transactional text e.g. Write an obituary</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 obituary</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

FORMATIVE ASSESSMENT ACTIVITIES			
<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 8 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> Reading Aloud (20 marks) <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>	<p>FORMAL ASSESSMENT TASK 2 WRITING</p> <ul style="list-style-type: none"> Essay: (30 marks) <p>Narrative / Reflective During the course of the Term</p>		<p>FORMAL ASSESSMENT TASK 3 (50 MARKS)</p> <p>RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) <p>Activities for this task do not have to be written in one session</p>

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 8 - ENGLISH FAL - TERM 2)

GRADE 8 - TERM 2				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 1 - 2	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Listen to /view an extract from a novel</p> <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Take turns • Use persuasion techniques 	<p>Literary text like 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) • theme and message 	<p>Descriptive essay based on a novel</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 • Proof-reading and presenting <p>Write a descriptive essay</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>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 3 - 4	<p>Listening and Speaking strategies</p> <p>Prepared speech based on a social issue</p> <ul style="list-style-type: none"> • Listen to speech • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions <p>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 • Present 	<p>Literary text like recorded speech on television/radio based on a social issue</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>Write a speech based on a social issue</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 speech</p>	<p>Word level work:</p> <p>Finite Verbs</p> <p>Sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form</p> <p>Word meaning: literal; synonyms; antonyms; homophones; homonyms;</p> <p>Punctuation and spelling: spelling rules and conventions</p>
<p>FORMAL ASSESSMENT TASK 1</p> <p>ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 5 - 6</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension (non-fictional text e.g. Newspaper articles)</p> <ul style="list-style-type: none"> • Listen for comprehension • Take notes • Answer questions <p>Discussion (teacher leads)</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>Non-fictional text such as newspaper article</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>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>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>Write a review based on a newspaper article</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>Write a review</p>	<p>Word level work: Prefixes and suffixes</p> <p>Sentence level: sentence structure; sentence types; tenses; statement; euphemism; proverbs</p> <p>Word meaning: synonyms, antonyms; homonyms; paronyms</p> <p>Punctuation and spelling: acronyms</p>
<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 7 – 8	<p>Speaking and Listening strategies</p> <p>Discussion (teacher leads): 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)</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 <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading • 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 • Visualising • 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 an advertisement/poster</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</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>
Week 9 - 10	<p>FORMAL ASSESSMENT TASK 5</p> <p>CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 			

	FORMATIVE ASSESSMENT ACTIVITIES			
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
	GRADE 8 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2			
	FORMAL ASSESSMENT TASK 1: ORAL: <ul style="list-style-type: none"> Reading aloud (20 marks) (Task started in Term 1 and continued in Term 2)	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 5 CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and Conventions (20 marks) 	

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 8 - ENGLISH FAL - TERM 3)

GRADE 8 - TERM 3				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 1-2	<p>Listening and Speaking strategies</p> <p>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</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 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 conventions covered in previous weeks</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</p> <p>Remedial grammar from learners' writing</p>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 3-4	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Listen to /view an extract from a drama/play</p> <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Take turns • Use persuasion techniques <p>Discussion (teacher leads) – Research based on Literature Project</p> <ul style="list-style-type: none"> - Methodology / the process - Purpose - Approach - Instructions 	<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) • theme and message <p>Read through the instructions for the Literature Project:</p> <p>Reading strategies</p> <ul style="list-style-type: none"> - Skimming - Scanning - Intensive reading for meaning <p>Learners start with their research based on the selected topic</p> <p>Two-fold:</p> <ol style="list-style-type: none"> 1) Introduction and initial stage commence in class and guided by the teacher 	<p>Descriptive essay based on a drama/play</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 • Proof-reading and presenting <p>Write a descriptive essay</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>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 5-6	<p>Write-up – Literature Project Discussion (teacher leads) – Research based on Literature Project</p> <ul style="list-style-type: none"> - Methodology / the process - Purpose - Approach - Instructions and expectations 	<p>Read for information Layout of the different project topics / items E.g. a PowerPoint presentation, rap song, review, etc. Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Revision/recap of genres and text types (literary / non-literary) learners were exposed to during the 1st semester (Term 1 and 2) 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) • theme and message <p>Reading strategies:</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>Writing based on selected genre / project topic Write-up of the actual project –</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 • Proof-reading and presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks</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</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 7-8	<p>Oral presentation on the project – the nature dependent on the school’s context</p> <p>Listening and Speaking strategies</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/Persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context 	<p>Reading linked to the Oral presentation</p> <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) • theme and message <p>Reading strategies:</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>Learners present what they have captured in the writing (write-up) based on the Creative Writing Project</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</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</p> <p>Remedial grammar from learners' writing</p>

FORMAL ASSESSMENT TASK 7

CREATIVE WRITING PROJECT

Stage 3: Oral presentation (Learners do the Oral presentation of their project)

(20 marks)

- **Uses appropriate structure: introduction, body and conclusion**
- **Presents central idea and supporting details**
- **Shows evidence of research/ investigation**
- **Uses appropriate body language and presentation skills, e.g. makes eye contact, volume**
- **Participates in a discussion**
- **Gives constructive feedback**
- **Maintains discussion**
- **Shows sensitivity to the rights and feelings of others**

Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 9 – 10</p>	<p>Listening and Speaking strategies Listen to/view and discuss a visual, audio-visual/multimedia text Listening comprehension (such as listening to the lyrics of a song / extract from a musical concert) • 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>	<p>Read the lyrics of a song / text based on a musical concert • Format • Language use • Text features • Sequencing</p> <p>Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)</p>	<p>Write a song / diary entry • 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> <p>Focus on process writing • Planning • Drafting • Revision • Editing • Proof-reading and presenting</p> <p>Write a song / diary entry</p>	<p>Reinforcement of language structures and conventions covered in previous weeks 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 Vocabulary in context Remedial grammar from learners' writing</p>

FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poem (10 marks) Drama (10 marks) Short Stories (10 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 8 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3			
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research & write-up of the project (20 + 30 = 50 marks) 	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</p>		FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poem (10 marks) Drama (10 marks) Short Stories (10 marks)

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 8 - ENGLISH FAL - TERM 4)

GRADE 8 - TERM 4				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 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) <p>Reading / Viewing visual text</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <p>• Make a summary (use mind maps)</p>	<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 instructional text</p>	<p>Word level work: Adjectives: comparative, superlative; common and proper nouns; conjunctions</p> <p>Sentence level: topic sentences; 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>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 3-4	<p>Listening and Speaking strategies Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body Language 	<p>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech <p>Write a comprehension test</p>	<p>Long/short transactional texts: newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language 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 article</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 7 ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 5-6	<p>Listening and Speaking strategies</p> <p>Oral: Filling in a questionnaire/ form</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 an questionnaire / form</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.</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>Complete a questionnaire / form</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</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>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 9: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 7-8	Prepare for examination Speaking: <ul style="list-style-type: none"> • Conversation • Prepared speech • Unprepared speech Listening <ul style="list-style-type: none"> • Listening comprehension 	Prepare for examination Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Visual Literacy 	Prepare for examination Writing: <ul style="list-style-type: none"> • Essays • Long transactional texts • Short transactional texts 	Word level work: revision Sentence level work: revision Word meaning: revision Punctuation and spelling: revision
Week 9-10	FORMAL ASSESSMENT TASK 10 CONTROLLED TEST RESPONSE TO TEXTS (60 marks) <ul style="list-style-type: none"> • Literary / non-literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and Conventions (20 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 8 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4				
	FORMAL ASSESSMENT TASK 7 (20 marks) ORAL Task started in Term 3 is completed and recorded in Term 4	FORMAL ASSESSMENT TASK 9: WRITING Transactional texts: (2 short or 1 long: 10 marks)		FORMAL ASSESSMENT TASK 10 CONTROLLED TEST RESPONSE TO TEXTS (60 marks) <ul style="list-style-type: none"> • Literary / non-literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and Conventions (20 marks)

