

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 8 - ENGLISH HL - TERM 1-4)



GRADE 8 - TERM 1				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
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.				
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
Week 3 - 4	<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 style="text-align: center;">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</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: adverbs of manner, time; definite and indefinite articles. Infinitive verbs; gerunds 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 Punctuation: full stop, comma</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' Writing</p>

<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
Week 7 – 8	<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 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, aphesis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

	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 HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> Essay: (30 marks) Narrative / Reflective (During the course of the Term)		FORMAL ASSESSMENT TASK 3 (50 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> Literary or non-literary (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) Activities for this task do not have to be written in one session

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

GRADE 8 - TERM 2

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 1 - 2</p>	<p>Listening and Speaking strategies 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 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: 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 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Commence with the oral 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
Week 5 - 6	<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
<p>Week 7 – 8</p>	<p>Speaking and Listening strategies 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>
<p>Week 9 - 10</p>	<p>FORMAL ASSESSMENT TASK 5 CONTROLLED TEST 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 Variety of Language Structures and Convention activities
GRADE 8 ENG HL 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 HL - TERM 3)

GRADE 8 - TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p>Week 1-2</p>	<p>Listening and Speaking strategies Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Story telling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story 	<p>Literary text such as short story</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:</p> <p>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</p> <p>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>
<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • 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 <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</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/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)</p> <ul style="list-style-type: none"> • identify main and supporting ideas • write notes • share ideas and experiences and show understanding of concepts • identify persuasive/manipulating techniques where applicable • answer questions 	<p>Read the lyrics of a song / text based on a musical concert</p> <ul style="list-style-type: none"> • Format • Language use • Text features • Sequencing <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a song / diary entry</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a song / diary entry</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Singular and plural; gender; diminutives</p> <p>Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <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 HL 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 mark) 	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)		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 HL - 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 <p>to ensure coherence</p> <ul style="list-style-type: none"> • 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/implicit 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</p> <p>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 the term</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"> • 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 Variety of Language Structures and Convention activities
GRADE 8 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4				
	FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) <ul style="list-style-type: none"> • Oral presentation of the project Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.	FORMAL ASSESSMENT TASK 9: WRITING <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 10 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) 	

