

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

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>ideophones/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>				

<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 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, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry/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, 	<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. Infinite 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>
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		lines, stanzas, typography • figurative meaning • mood • theme and message		
Week 5 - 6	Listening and Speaking strategies: Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas Listening comprehension in preparation for summary writing <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 	Literary text like youth novel <ul style="list-style-type: none"> General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme Reading strategies Pre-reading strategies Introduce learners to: <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. Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Teacher teaches summary writing skills by exposing learners to the basic principles of summarising.	Write an essay: Narrative/reflective essay <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 Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting Write an essay following the process approach to writing Summary writing – learners summarise one of the chapters based on the novel	Reinforcement of language structures and conventions covered in previous weeks Word level: Adverbs of place and degree Pronouns: personal, relative, reflexive and possessive Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark Vocabulary in context Remedial grammar from learners' writing
FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay: (During the course of the Term) Narrative or Reflective (30 marks) 				

<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 			

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 Punctuation: exclamation mark; question mark; comma; full stop Abbreviations - initialism, acronym, clipped, truncation, aphaesis, 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 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

	<ul style="list-style-type: none"> Listening and Speaking activities that comply with the Covid-19 conditions 	<ul style="list-style-type: none"> Literature activities based on the three prescribed genres for the semester 	<ul style="list-style-type: none"> Essay Creative Writing 	
	GRADE 8 ENG FAL 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)

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	Listening and Speaking strategies Listening comprehension <ul style="list-style-type: none"> • Listening process • Writing response Listen to /view an extract from a novel <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Take turns • Use persuasion techniques 	Literary text like novel <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <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 	Descriptive essay based on a novel <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a descriptive essay	Word level work: Adverbs of place and frequency Sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice Word meaning: figurative; literal; contextual; pun Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma
Week 3 - 4	Listening and Speaking strategies Prepared speech based on a social issue <ul style="list-style-type: none"> • Listen to speech • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions 	Literary text like recorded speech on television/radio based on a social issue <ul style="list-style-type: none"> • Key features of the text • Language use • Format • Role players Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) 	Write a speech based on a social issue Paragraph conventions <ul style="list-style-type: none"> • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation Language conventions Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting 	Word level work: Finite Verbs Sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form Word meaning: literal; synonyms; antonyms; homophones; homonyms; Punctuation and spelling: spelling rules and conventions

	Discussion: <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present 	<ul style="list-style-type: none"> • Post-reading (answer questions, compare, contrast, evaluate) Poetry <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 	<ul style="list-style-type: none"> • Revision • Editing • Proof-reading and presenting Write a speech	
FORMAL ASSESSMENT TASK 1 ORAL: <ul style="list-style-type: none"> • Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)				
Week 5 - 6	Listening and Speaking strategies Listening comprehension (non-fictional text e.g. Newspaper articles) <ul style="list-style-type: none"> • Listen for comprehension • Take notes • Answer questions Discussion (teacher leads) <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, 	Non-fictional text such as newspaper article <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Reading strategies for comprehension <ul style="list-style-type: none"> • Purpose and target group 	Write a review based on a newspaper article <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Word level work: Prefixes and suffixes Sentence level: sentence structure; sentence types; tenses; statement; euphemism; proverbs Word meaning: synonyms, antonyms; homonyms; paronyms Punctuation and spelling: acronyms

	style and register	<ul style="list-style-type: none"> • 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 	Write a review	
FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> • Transactional writing: (10 marks) (2 short or 1 long: 10 marks) Written before the controlled test				
Week 7 – 8	Speaking and Listening strategies Discussion (teacher leads): Listen to/watch an advertisement and discuss) <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language 	Reading/viewing for comprehension (visual text such as advertisement/ poster) <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 	Transactional texts: Advertisement/poster <ul style="list-style-type: none"> • Correct format • Purpose • Text features • Language use • Register Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision 	Reinforcement of language structures and conventions covered in previous weeks Word level work: <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations Sentence level work: <ul style="list-style-type: none"> • Sentence structure Nouns, adjectives, pronouns, concord, simple tenses Vocabulary in context

	Listening comprehension: advertisement <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 	<ul style="list-style-type: none"> Use of punctuation and font Reading process: <ul style="list-style-type: none"> Pre-reading During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) Reading strategies <ul style="list-style-type: none"> Skimming Scanning Intensive reading Summarising Visualising Inferring meaning and conclusions 	<ul style="list-style-type: none"> Editing Proof-reading and presenting Write an advertisement/poster	Remedial grammar from learners' writing
	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) 			
	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
Week 9 - 10	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)
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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	Listening and Speaking strategies Listening for information <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 	Literary text such as short story <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Poetry <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 Reading comprehension: (text from prescribed literature) <ul style="list-style-type: none"> • Skimming, scanning, 	Write a literary text: short story <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>	Reinforcement of language structures and conventions covered in previous weeks <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>

		visualization <ul style="list-style-type: none"> • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 		
Week 3-4	Listening and Speaking strategies Listening comprehension <ul style="list-style-type: none"> • Listening process • Writing response Listen to /view an extract from a drama/play <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Take turns • Use persuasion techniques Discussion (teacher leads) – Research based on Literature Project <ul style="list-style-type: none"> - Methodology / the process - Purpose - Approach - Instructions 	Literary text like drama / play <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: <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 Read through the instructions for the Literature Project: Reading strategies <ul style="list-style-type: none"> - Skimming - Scanning - Intensive reading for meaning Learners start with their research based on the selected topic Two-fold:	Descriptive essay based on a drama/play <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a descriptive essay	Word level work: Adverbs of place and frequency Sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice Word meaning: figurative; literal; contextual; pun Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma

		1) Introduction and initial stage commence in class and guided by the teacher 2) Independent – context will determine how learners		
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)			
Week 5-6	Write-up – Literature Project Discussion (teacher leads) – Research based on Literature Project <ul style="list-style-type: none"> - Methodology / the process - Purpose - Approach - Instructions and expectations 	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 1 st semester (Term 1 and 2) Reading process: <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 Reading strategies: <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading 	Writing based on selected genre / project topic Write-up of the actual project – <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Reinforcement of language structures and conventions covered in previous weeks Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses; Word meaning: synonyms; antonyms; homonyms; Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions Vocabulary in context Remedial grammar from learners' writing

		<ul style="list-style-type: none"> • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning 		
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 			
Week 7-8	Oral presentation on the project – the nature dependent on the school's context Listening and Speaking strategies Listens to and discusses current news based on newspapers and magazine articles <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 	Reading linked to the Oral presentation Reading process: <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 Reading strategies: <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 	Learners present what they have captured in the writing (write-up) based on the Creative Writing Project	Reinforcement of language structures and conventions covered in previous weeks Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses; Word meaning: synonyms; antonyms; homonyms; Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions Vocabulary in context Remedial grammar from learners' writing

	conclusion • Purpose, target group and context			
FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks) <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 Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.				
Week 9 – 10	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) <ul style="list-style-type: none"> • identify main and supporting ideas • write notes • share ideas and experiences and show understanding of concepts 	Read the lyrics of a song / text based on a musical concert <ul style="list-style-type: none"> • Format • Language use • Text features • Sequencing Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	Write a song / diary entry <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write a song / diary entry	Reinforcement of language structures and conventions covered in previous weeks Word level work: Singular and plural; gender; diminutives Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning Punctuation and spelling: quotation marks; spelling patterns

<ul style="list-style-type: none">• identify persuasive/manipulating techniques where applicable• answer questions			Vocabulary in context Remedial grammar from learners' writing
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) 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)
<ul style="list-style-type: none">•			

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	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Listen to instructions / directions • Take notes • Answer questions Different kinds of oral communication e.g. A unprepared news presentation / speech Giving directions: <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language 	Read information text with visuals, e.g. maps, landmark, scales <ul style="list-style-type: none"> • Format • Language use • Features Reading process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) Reading / Viewing visual text <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <ul style="list-style-type: none"> • Make a summary (use mind maps) 	Transactional text e.g. Directions / Instructions <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting Write an instructional text	Word level work: Adjectives: comparative, superlative; common and proper nouns; conjunctions Sentence level: topic sentences; statement; tenses; main and supporting statements; simple and compound sentences Word meaning: synonyms; antonyms; contextual; Punctuation and spelling: spelling patterns: full stop, comma
Week 3-4	Listening and Speaking strategies Listens to and discusses current news based on newspapers and magazine articles <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ 	Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author 	Long/short transactional texts: newspaper article <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting 	Reinforcement of language structures and conventions covered in previous weeks Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative

	<p>emotive/ persuasive language</p> <ul style="list-style-type: none"> • Use of cues • Adherence to conventions • <p>Appropriate body language</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech <p>Write a comprehension test</p>	<ul style="list-style-type: none"> • Revision • Editing • Proof-reading and presenting <p>Write a newspaper article</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</p> <p>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>			
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 	<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, 	<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>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level:</p> <p>Regular - irregular verbs; main verbs; auxiliary verbs</p>

	<p>correct vocabulary, language and conventions</p> <ul style="list-style-type: none"> • 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>compare, contrast, evaluate)</p> <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>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>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: (10 marks) (2 short or 1 long: 10 marks) <p>Written before the controlled test</p>			
Week 7-8	<p>Prepare for examination Speaking:</p> <ul style="list-style-type: none"> • Conversation • Prepared speech • Unprepared speech <p>Listening</p> <ul style="list-style-type: none"> • Listening comprehension 	<p>Prepare for examination Reading</p> <ul style="list-style-type: none"> • Reading comprehension • Summary • Visual Literacy 	<p>Prepare for examination Writing:</p> <ul style="list-style-type: none"> • Essays • Long transactional texts • Short transactional texts 	<p>Word level work: revision</p> <p>Sentence level work: revision</p> <p>Word meaning: revision</p> <p>Punctuation and spelling: revision</p>
	FORMATIVE ASSESSMENT ACTIVITIES			
	<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> • Variety of Listening and Speaking activities 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

	<ul style="list-style-type: none"> • Listening and Speaking activities that comply with the Covid-19 conditions 	<ul style="list-style-type: none"> • Literature activities based on the three prescribed genres for the semester 	<ul style="list-style-type: none"> • Creative Writing 	
	GRADE 8 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4			
Week 9-10	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: (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)