

## 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
<p><b>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.</b></p>				
<b>Week 1 - 2</b>	<p><b>Listening and Speaking strategies about visual, /multimedia text</b></p> <p><b>Read Aloud an article on a brochure</b></p> <ul style="list-style-type: none"> <li>Organize information coherently</li> <li>Identify correct vocabulary and language structures</li> <li>Respond to text</li> <li>Effective introduction and ending</li> </ul> <p><b>Class Discussion (teacher leads) based on a brochure</b></p> <ul style="list-style-type: none"> <li>Features of the text</li> <li>Conventions and structure of the text</li> <li>Diction</li> <li>Register and style</li> </ul>	<p><b>Read a brochure</b></p> <ul style="list-style-type: none"> <li>Key features of text: format, target audience, layout, language usage, purpose</li> </ul> <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><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading strategies:</b></p> <p>Skimming, scanning, fact and opinion, main and supportive ideas, inferences and conclusions</p>	<p><b>Transactional texts</b></p> <p><b>Write/design a brochure</b></p> <ul style="list-style-type: none"> <li>Features of the text</li> <li>Language use</li> <li>Register and style</li> <li>Introduction and conclusion</li> </ul> <p><b>Write/design a brochure based on visual stimulus</b></p> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b></p> <p>idiophones/ interjectives</p> <p><b>Sentence level:</b> simple sentences; simple present tense; simple past tense; adjectives and adverbs; bias; prejudice; stereotypes</p> <p><b>Word meaning:</b> proverbs; contextual; literal; denotative; connotative</p> <p><b>Punctuation:</b> comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 1</b></p> <p><b>ORAL:</b></p> <ul style="list-style-type: none"> <li>Reading Aloud (20 marks)</li> </ul> <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><b>Listening and Speaking strategies</b>  <b>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)</b></p> <ul style="list-style-type: none"> <li>• Activate background knowledge</li> <li>• Estimate purpose of the text</li> <li>• Seek for meaning</li> <li>• Understand text</li> <li>• Take notes</li> <li>• Understand message</li> <li>• Tone and register</li> <li>• Targeted audience</li> </ul> <p><b>Listening Comprehension</b> (sound only)</p> <ul style="list-style-type: none"> <li>• Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling</li> </ul> <p>Reconstruct scenes:</p> <ul style="list-style-type: none"> <li>• Agree on the version/meaning seen</li> <li>• Role-play what happened in the two scenes etc.</li> </ul>	<p><b>Reading/viewing of written/visual text for comprehension E.g. an email</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Identify manipulative language</li> <li>• Influence of selection and omission on the meaning of text</li> <li>• How language and images reflect and shape values and attitudes</li> <li>• Impact of use of font types and sizes, headings and caption on meaning</li> </ul> <p style="text-align: center;">AND</p> <p><b>Literary text like poetry/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry/Folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• Internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Transactional texts</b>  <b>Write an email</b></p> <ul style="list-style-type: none"> <li>• Requirements for format, style and point of view</li> <li>• Target audience, purpose and context</li> <li>• Features of the text</li> <li>• Language use and word choice (critical language awareness)</li> <li>• Introduction and conclusion</li> </ul> <p><b>Write an email based on visual stimulus</b></p> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b> adverbs of manner, time; definite and indefinite articles. Infinitive verbs; gerunds  Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> sentence structure; adjectival and adverbial clauses, and phrases; negation; statement.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative  Punctuation: full stop, comma</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' Writing</b></p>

<p><b>Week 5 - 6</b></p>	<p><b>Listening and Speaking strategies:</b> Discussion (teacher leads) - brainstorming; select relevant ideas; sequence main ideas</p> <p><b>Listening comprehension in preparation for summary writing</b></p> <ul style="list-style-type: none"> <li>Record main and supporting ideas by making notes,</li> <li>Share ideas and experiences and show understanding of concepts</li> <li>Identify persuasive/manipulative techniques</li> <li>Answer questions</li> </ul>	<p><b>Literary text like youth novel</b></p> <ul style="list-style-type: none"> <li>General discussion on the key features like character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading strategies</b> Pre-reading strategies Introduce learners to:</p> <ul style="list-style-type: none"> <li>Text features - titles, headings, captions, illustrations,</li> <li>Parts of a book - title page, table of contents, chapters, glossary, index, appendix, footnote, etc.</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p>Teacher <b>teaches summary writing skills</b> by exposing learners to the basic principles of summarizing.</p>	<p><b>Write an essay: Narrative/reflective essay</b></p> <ul style="list-style-type: none"> <li>Word choice,</li> <li>Personal voice and style</li> <li>Vivid description</li> <li>Tone</li> <li>Main and supporting ideas</li> <li>Mind-maps to organise coherent ideas</li> <li>Present essay for assessment</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul> <p><b>Write an essay following the process approach to writing</b></p> <p><b>Summary writing – learners summarise one of the chapters based on the novel</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b> Adverbs of place and degree Pronouns: personal, relative, reflexive and possessive</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement, main clause, dependent clause</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li><b>Essay: (During the course of the Term) Narrative or Reflective (30 marks)</b></li> </ul>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 7 – 8	<p><b>Listening and Speaking strategies</b></p> <p><b>Oral: newspaper article/investigative report/editorial</b></p> <ul style="list-style-type: none"> <li>• Research topic</li> <li>• Organise material coherently support with examples.</li> <li>• Identify and choose the correct vocabulary, language and conventions</li> <li>• Prepare effective introduction and conclusion</li> </ul> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Recording main and supporting ideas by making notes,</li> <li>• Sharing ideas and experiences and show understanding of concepts</li> <li>• Identify persuasive/manipulative techniques</li> <li>• Answer questions</li> </ul>	<p><b>Read/ viewing for information (use texts such as a newspaper article/ investigative report/editorial</b></p> <ul style="list-style-type: none"> <li>• Key features</li> <li>• Format</li> <li>• Language use</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Identify manipulative language</li> <li>• Influence of selection and omission on the meaning of text</li> <li>• How language and images reflect and shape values and attitudes</li> <li>• Impact of use of font types and sizes, headings and caption on meaning</li> </ul> <p><b>Write a comprehension test</b></p>	<p><b>Transactional text e.g. newspaper article /investigative report/ editorial</b></p> <ul style="list-style-type: none"> <li>• Purpose, target group and format</li> <li>• Paragraph conventions</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> <li>• Formal style</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an investigative report/ editorial</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b> Regular - irregular Verbs; main verbs; auxiliary verbs</p> <p><b>Sentence level:</b> statement; sentence structure; present and past tenses; bias; prejudice and stereotypes;</p> <p><b>Word meaning:</b> synonyms, antonyms, contextual; denotative; connotative Vocabulary in context</p> <p><b>Remedial grammar from learners' Writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS)</b></p> <ul style="list-style-type: none"> <li>• (Literary / non-literary text) – 20 marks)</li> <li>• (Visual text) – 10 marks)</li> <li>• (Language structures and conventions) – 20 marks</li> </ul> <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
<p><b>Week 9 - 10</b></p>	<p><b>Listening and Speaking strategies:</b>  <b>Listen to prepared speech by a former president/influential member of the society</b></p> <ul style="list-style-type: none"> <li>• Discuss features of prepared speech</li> <li>• Identify and explain language use</li> <li>• Identify and discuss features in the speech</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Organise information coherently</li> <li>• Identify correct vocabulary and language structures</li> <li>• Prepare effective introduction and ending</li> <li>• Practice</li> <li>• Present</li> </ul>	<p><b>Reading/viewing of written/visual text for comprehension</b>  <b>Read an obituary</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss key features</li> <li>• Analyse language use</li> <li>• Identify and discuss emotive use of language</li> <li>• Analyse introduction and conclusion</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Identify emotive language</li> <li>• Influence of selection and omission on the meaning of text</li> <li>• How language and images reflect and shape values and attitudes</li> <li>• Impact of use of font types and sizes, headings and caption on meaning</li> </ul>	<p><b>Transactional text e.g. Write an obituary</b></p> <ul style="list-style-type: none"> <li>• Purpose, target group and format</li> <li>• Paragraph conventions</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> <li>• Formal style</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> </ul> <p><b>Write an obituary</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b>  <b>Word level:</b> Nouns - compound, gerund, diminutives, augmentatives  Verbs: finite; non-finite verbs;  Prepositions  Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> exclamation mark; question mark; comma; full stop  Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>

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

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

GRADE 8 - TERM 2

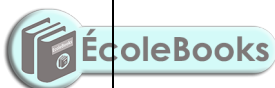
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p><b>Week 1 - 2</b></p>	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Listening process</li> <li>• Writing response</li> </ul> <p><b>Listen to /view an extract from a novel</b></p> <ul style="list-style-type: none"> <li>• Teach features and conventions</li> <li>• Choose style, register and vocabulary</li> <li>• Take turns</li> <li>• Use persuasion techniques</li> </ul>	<p><b>Literary text like novel</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate) theme and message</li> </ul>	<p><b>Descriptive essay based on a novel</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a descriptive essay</b></p>	<p><b>Word level work:</b> Adverbs of place and frequency</p> <p><b>Sentence level:</b> correct word order; question forms; euphemisms; sentence structures; mood; voice</p> <p><b>Word meaning:</b> figurative; literal; contextual; pun</p> <p><b>Punctuation and spelling:</b> abbreviations; question marks; exclamation marks; full stop; comma</p>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<b>Week 3 - 4</b>	<p><b>Listening and Speaking strategies</b>  <b>Prepared speech based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Listen to speech</li> <li>• Take notes</li> <li>-- Language and power</li> <li>-- Tone</li> <li>-- Mood</li> <li>-- Introduction and conclusion</li> <li>• Answer questions</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> <li>• Present</li> </ul>	<p><b>Literary text like recorded speech on television/radio based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Key features of the text</li> <li>• Language use</li> <li>• Format</li> <li>• Role players</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Write a speech based on a social issue</b></p> <p><b>Paragraph conventions</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Introductory sentences</li> <li>• Main and supporting ideas</li> <li>• Order and cohesion</li> <li>• Word choice and punctuation</li> </ul> <p>Language conventions</p> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a speech</b></p>	<p><b>Word level work:</b> Finite Verbs</p> <p><b>Sentence level:</b> simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form</p> <p><b>Word meaning:</b> literal; synonyms; antonyms; homophones; homonyms;</p> <p><b>Punctuation and spelling:</b> spelling rules and conventions</p>
<p><b>FORMAL ASSESSMENT TASK 1</b>  <b>ORAL:</b></p> <ul style="list-style-type: none"> <li>• Reading aloud (20 marks)</li> </ul> <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
<p><b>Week 5 - 6</b></p>	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension (non-fictional text e.g. Newspaper articles)</b></p> <ul style="list-style-type: none"> <li>• Listen for comprehension</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Discussion (teacher leads)</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> </ul>	<p><b>Non-fictional text such as newspaper article</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading strategies for comprehension</b></p> <ul style="list-style-type: none"> <li>• Purpose and target group</li> <li>• Making inferences</li> <li>• Give own opinion</li> <li>• Distinguish between facts and opinions</li> <li>• Direct and implied meaning</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Write a review based on a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Structure of the text</li> <li>• Features and conventions</li> <li>• Diction</li> <li>• Register</li> <li>• Audience</li> <li>• Tone</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a review</b></p>	<p><b>Word level work:</b> Prefixes and suffixes</p> <p><b>Sentence level:</b> sentence structure; sentence types; tenses; statement; euphemism; proverbs</p> <p><b>Word meaning:</b> synonyms, antonyms; homonyms; paronyms</p> <p><b>Punctuation and spelling:</b> acronyms</p>
<p><b>FORMAL ASSESSMENT TASK 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Transactional writing: (2 short or 1 long: 10 marks)</b></li> </ul> <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><b>Speaking and Listening strategies</b>  <b>Discussion (teacher leads): Listen to/watch an advertisement and discuss)</b></p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pacing</li> <li>• Emotive and manipulative language use</li> <li>• Font size</li> <li>• Body language</li> </ul> <p><b>Listening comprehension: advertisement</b></p> <ul style="list-style-type: none"> <li>• Record main and support ideas by making notes</li> <li>• Share ideas and experiences and showing understanding of concepts</li> <li>• Identify persuasive/manipulative techniques</li> <li>• Answer questions</li> </ul>	<p><b>Reading/viewing for comprehension (visual text such as advertisement/poster)</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> <li>• Body language</li> <li>• Use of punctuation and font</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Summarising</li> <li>• Visualising</li> <li>• Inferring meaning and conclusions</li> </ul>	<p><b>Transactional texts: Advertisement/poster</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Text features</li> <li>• Language use</li> <li>• Register</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an advertisement/poster</b></p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p><b>Word level work:</b></p> <ul style="list-style-type: none"> <li>• Spelling and spelling patterns</li> <li>• Abbreviations</li> </ul> <p><b>Sentence level work:</b></p> <ul style="list-style-type: none"> <li>• Sentence structure Nouns, adjectives, pronouns, concord, simple tenses</li> </ul> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
Week 9 - 10	<p><b>FORMAL ASSESSMENT TASK 5</b>  <b>CONTROLLED TEST</b>  <b>RESPONSE TO TEXTS (60 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Question 1: Literary / non-literary text (20 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary (10 marks)</li> <li>• Question 4: Language structures and Conventions (20 marks)</li> </ul>			



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

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

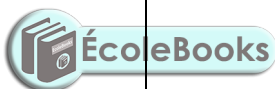
**GRADE 8 - TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p><b>Week 1-2</b></p>	<p><b>Listening and Speaking strategies</b>  <b>Listening for information</b></p> <ul style="list-style-type: none"> <li>• Listen to an informative text</li> <li>• Listen to presentation, language use, tempo and voice projection</li> <li>• Listen to story line</li> <li>• Discuss with partner</li> <li>• Story telling</li> <li>• Choose a story</li> <li>• Do planning and research</li> <li>• Choose style, register and vocabulary</li> <li>• Present a story</li> </ul>	<p><b>Literary text such as short story</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading comprehension: (text from prescribed literature)</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul>	<p><b>Write a literary text: short story</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p>Focus on process writing</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Create own story following the process outlined Best story 'published'/read in class.</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work:</b> Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p><b>Sentence level:</b> tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;</p> <p><b>Word meaning:</b> synonyms; antonyms; homonyms;</p> <p><b>Punctuation and spelling:</b> spelling patterns; ellipsis; punctuation of abbreviations and contractions</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>

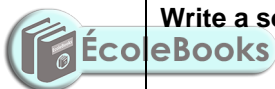
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<p><b>Week 3-4</b></p>	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Listening process</li> <li>• Writing response</li> </ul> <p><b>Listen to /view an extract from a drama/play</b></p> <ul style="list-style-type: none"> <li>• Teach features and conventions</li> <li>• Choose style, register and vocabulary</li> <li>• Take turns</li> <li>• Use persuasion techniques</li> </ul> <p><b>Discussion (teacher leads) – Research based on Literature Project</b></p> <ul style="list-style-type: none"> <li>- Methodology / the process</li> <li>- Purpose</li> <li>- Approach</li> <li>- Instructions</li> </ul>	<p><b>Literary text like drama / play</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> <li>• theme and message</li> </ul> <p>Read through the instructions for the Literature Project:</p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Skimming</li> <li>- Scanning</li> <li>- Intensive reading for meaning</li> </ul> <p>Learners start with their research based on the selected topic</p> <p>Two-fold:</p> <ol style="list-style-type: none"> <li>1) Introduction and initial stage commence in class and guided by the teacher</li> </ol>	<p><b>Descriptive essay based on a drama/play</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> </ul> <p><b>Write a descriptive essay</b></p>	<p><b>Word level work:</b> Adverbs of place and frequency</p> <p><b>Sentence level:</b> correct word order; question forms; euphemisms; sentence structures; mood; voice</p> <p><b>Word meaning:</b> figurative; literal; contextual; pun</p> <p><b>Punctuation and spelling:</b> abbreviations; question marks; exclamation marks; full stop; comma</p>
<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b>  <b>Stage 1: Research (Learners do research on their project)</b>  <b>(20 marks)</b></p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 5-6	<p>Write-up – Literature Project <b>Discussion (teacher leads) – Research based on Literature Project</b></p> <ul style="list-style-type: none"> <li>- Methodology / the process</li> <li>- Purpose</li> <li>- Approach</li> <li>- Instructions and expectations</li> </ul>	<p><b>Read for information</b> 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<sup>st</sup> semester (Term 1 and 2)</p> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> <li>• theme and message</li> </ul> <p><b>Reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul>	<p><b>Writing based on selected genre / project topic</b> Write-up of the actual project –</p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work:</b> Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p><b>Sentence level:</b> tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;</p> <p><b>Word meaning:</b> synonyms; antonyms; homonyms;</p> <p><b>Punctuation and spelling:</b> spelling patterns; ellipsis; punctuation of abbreviations and contractions</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b> Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> <li>• Planning/pre-writing of the creative writing project</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<b>Week 7-8</b>	<p><b>Oral presentation on the project</b> – 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"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/ emotive/ persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul>	<p><b>Reading linked to the Oral presentation</b></p> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> <li>• theme and message</li> </ul> <p><b>Reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul>	<p><b>Learners present what they have captured in the writing (write-up) based on the Creative Writing Project</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work:</b> Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p><b>Sentence level:</b> tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses;</p> <p><b>Word meaning:</b> synonyms; antonyms; homonyms;</p> <p><b>Punctuation and spelling:</b> spelling patterns; ellipsis; punctuation of abbreviations and contractions</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 7</b>  <b>CREATIVE WRITING PROJECT</b>  <b>Stage 3: Oral presentation (Learners do the Oral presentation of their project)</b>  <b>(20 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Uses appropriate structure: introduction, body and conclusion</b></li> <li>• <b>Presents central idea and supporting details</b></li> <li>• <b>Shows evidence of research/ investigation</b></li> <li>• <b>Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</b></li> <li>• <b>Participates in a discussion</b></li> <li>• <b>Gives constructive feedback</b></li> <li>• <b>Maintains discussion</b></li> <li>• <b>Shows sensitivity to the rights and feelings of others</b></li> </ul> <p><b>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</b></p>				



Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
<b>Week 9 – 10</b>	<p><b>Listening and Speaking strategies</b>  <b>Listen to/view and discuss a visual, audio-visual/multimedia text</b>  <b>Listening comprehension (such as listening to the lyrics of a song / extract from a musical concert)</b></p> <ul style="list-style-type: none"> <li>• identify main and supporting ideas</li> <li>• write notes</li> <li>• share ideas and experiences and show understanding of concepts</li> <li>• identify persuasive/manipulating techniques where applicable</li> <li>• answer questions</li> </ul>	<p><b>Read the lyrics of a song / text based on a musical concert</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Text features</li> <li>• Sequencing</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a song / diary entry</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a song / diary entry</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work:</b> Singular and plural; gender; diminutives</p> <p><b>Sentence level work:</b> Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p><b>Word meaning:</b> synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p><b>Punctuation and spelling: quotation marks; spelling patterns</b></p> <p><b>Vocabulary in context</b>  <b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 8</b>  <b>RESPONSE TO LITERATURE (30 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Poem (10 marks)</li> <li>• Drama (10 marks)</li> <li>• Short Stories (10 marks)</li> </ul>				





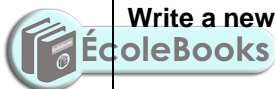
FORMATIVE ASSESSMENT ACTIVITIES			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: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

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

**GRADE 8 - TERM 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structures and conventions</b>
<b>Week 1-2</b>	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to instructions / directions</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p>Different kinds of oral communication e.g. A unprepared news presentation / speech</p> <p><b>Giving directions:</b></p> <ul style="list-style-type: none"> <li>• Features of the text</li> <li>• Language and conventions</li> <li>• Body language</li> </ul>	<p><b>Read information text with visuals, e.g. maps, landmark, scales</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Features</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading / Viewing visual text</b></p> <ul style="list-style-type: none"> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences</li> </ul> <p><b>• Make a summary (use mind maps)</b></p>	<p><b>Transactional text e.g. Directions / Instructions</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an instructional text</b></p>	<p><b>Word level work:</b> Adjectives: comparative, superlative; common and proper nouns; conjunctions</p> <p><b>Sentence level:</b> topic sentences; statement; tenses; main and supporting statements; simple and compound sentences</p> <p><b>Word meaning:</b> synonyms; antonyms; contextual;</p> <p><b>Punctuation and spelling:</b> spelling patterns: full stop, comma</p>

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 3-4	<p><b>Listening and Speaking strategies</b>  <b>Listens to and discusses current news based on newspapers and magazine articles</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/ emotive/ persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p><b>Prepared/unprepared reading a newspaper article aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body Language</li> </ul>	<p><b>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• View point of author</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Formal/informal language</li> <li>• Direct/implied meaning</li> <li>• Figures of speech</li> </ul> <p><b>Write a comprehension test</b></p>	<p><b>Long/short transactional texts: newspaper article</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a newspaper article</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b> abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 7</b>  <b>ORAL: (20 marks)</b></p> <ul style="list-style-type: none"> <li>• Oral presentation of the project</li> </ul> <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><b>Listening and Speaking strategies</b></p> <p><b>Oral: Filling in a questionnaire/ form</b></p> <ul style="list-style-type: none"> <li>• Research topic</li> <li>• Organise material coherently support with examples.</li> <li>• Identify and choose the correct vocabulary, language and conventions</li> <li>• Prepare effective introduction and conclusion</li> </ul> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Recording main and supporting ideas by making notes,</li> <li>• Sharing ideas and experiences and show understanding of concepts</li> <li>• Identify persuasive/ manipulative techniques</li> <li>• Answer questions</li> </ul>	<p><b>Read an questionnaire / form</b></p> <ul style="list-style-type: none"> <li>• Key features of report</li> <li>• Format</li> <li>• Language use</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<p><b>Transactional text e.g.</b></p> <ul style="list-style-type: none"> <li>• Purpose, target group and format</li> <li>• Paragraph conventions</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> <li>• Formal style</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Complete a questionnaire / form</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level:</b> Regular - irregular verbs; main verbs; auxiliary verbs</p> <p><b>Sentence level:</b> statement; sentence structure; present and past tenses; bias; prejudice and stereotypes;</p> <p><b>Word meaning:</b> synonyms, antonyms, contextual; denotative; connotative</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 9: WRITING</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: (2 short or 1 long: 10 marks)</li> </ul> <p>Written before the controlled test</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 7-8	<b>Prepare for examination Speaking:</b> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Prepared speech</li> <li>• Unprepared speech</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	<b>Prepare for examination Reading</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Visual Literacy</li> </ul>	<b>Prepare for examination Writing:</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Long transactional texts</li> <li>• Short transactional texts</li> </ul>	<b>Word level work:</b> Revision  <b>Sentence level work:</b> Revision  <b>Word meaning:</b> revision  <b>Punctuation and spelling:</b> revision
Week 9-10	<b>FORMAL ASSESSMENT TASK 10 CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary / non-literary text (20 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary (10 marks)</li> <li>• Question 4: Language structures and Conventions (20 marks)</li> </ul>			
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> </ul> <b>Listening and Speaking activities that comply with the Covid-19 conditions</b>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> </ul> <b>Literature activities based on the three prescribed genres for the semester</b>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> </ul> <b>Creative Writing</b>	<b>Language Structures and Conventions activities</b> <b>Variety of Language Structures and Convention activities</b>
<b>GRADE 8 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4</b>				
	<b>FORMAL ASSESSMENT TASK 7 ORAL: (20 marks)</b> <ul style="list-style-type: none"> <li>• Oral presentation of the project</li> </ul> <b>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.</b>	<b>FORMAL ASSESSMENT TASK 9: WRITING</b> <ul style="list-style-type: none"> <li>• Transactional writing: (2 short or 1 long: 10 marks)</li> </ul> <b>Written before the controlled test</b>	<b>FORMAL ASSESSMENT TASK 10 CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary / non-literary text (20 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary (10 marks)</li> <li>• Question 4: Language structures and Conventions (20 marks)</li> </ul>	

