



## 2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 8 (TERM 1)

TERM 1				
WEEK	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.				
1-2	<p><b>Listening and Speaking strategies about visual/ multimedia texts</b></p> <p><b>Read Aloud of an article on a brochure</b></p> <ul style="list-style-type: none"> <li>Organise information coherently</li> <li>Identify correct vocabulary and language structures</li> <li>Respond to text</li> </ul> <p><b>Class discussion based on a brochure</b></p> <ul style="list-style-type: none"> <li>Features of the visual text</li> <li>Conventions and structure of the text (format of a brochure)</li> <li>Diction</li> <li>Discuss the way visual elements integrate with the visual text</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, visual elements</li> </ul> <p><b>Informative paper document</b></p> <p>May be folded into a template, pamphlet or leaflet</p> <p>Is usually folded</p> <p>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 style="text-align: center;"><b>AND</b></p> <p><b>Poetry</b></p> <p><b>Key features of a poem</b></p> <ul style="list-style-type: none"> <li>Internal structure of a poem:</li> </ul> <p>Figures of speech/ imagery, rhyme, rhythm</p> <ul style="list-style-type: none"> <li>External structure of a poem:</li> </ul> <p>Lines, stanzas, typography</p> <ul style="list-style-type: none"> <li>Figurative meaning</li> <li>Mood</li> <li>Theme and message</li> </ul>	<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>Visual elements</li> <li>Introduction and conclusion</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>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write/ design a brochure based on visual stimuli</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Nouns, adjectives, verbs, adverbs of place and manner</p> <p><b>Sentence level work</b></p> <p>Simple sentences, simple present tense, simple past tense, adjectives and adverbs, bias, prejudice, stereotypes</p> <p><b>Word meaning</b></p> <p>Proverbs, contextual, literal, denotative and connotative meaning</p> <p><b>Punctuation</b></p> <p>Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis, poetic devices</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listening and speaking strategies</b> Listen to/ view and have a conversation on a visual, audio-visual/ multimedia text, e.g. video/ pre-recording on how to write an email or create an email account</p> <ul style="list-style-type: none"> <li>• Activate background knowledge</li> <li>• Determine purpose of the text</li> <li>• Listen 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 (Sound only)</b></p> <ul style="list-style-type: none"> <li>• Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling</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</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Purpose and target group</li> <li>• Impact of use of font types and sizes, headings and caption on meaning</li> </ul> <p style="text-align: center;"><b>AND</b></p> <p><b>Literary text: Folklore</b> Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</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>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>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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write an email based on visual stimuli</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b> Adverbs of manner and time, definite and indefinite articles, infinite verbs, gerunds, adjectives: comparative and superlative</p> <p><b>Sentence level work</b> Sentence structure, adjectival and adverbial clauses and phrases, negation, statements</p> <p><b>Word meaning</b> Synonyms, antonyms, literal and figurative meaning</p> <p><b>Punctuation</b> Full stop, comma</p> <p><b>Vocabulary in context</b> <b>Remedial of grammar from learners' writing</b></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 this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>			

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p><b>Listening and speaking strategies:</b>  <b>Group discussion (led by teacher)</b>            Brainstorming            Select relevant ideas            Sequence main ideas on novel</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</li> </ul> <p>Show understanding of concepts</p> <ul style="list-style-type: none"> <li>Identify persuasive/manipulative techniques</li> <li>Answer questions</li> </ul>	<p><b>Literary text like a youth novel</b></p> <ul style="list-style-type: none"> <li>General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator and theme</li> </ul> <p><b>Reading strategies</b></p> <p><b>Pre-reading strategies</b>            Introduce learners to:</p> <ul style="list-style-type: none"> <li>Text features: Title, headings, captions, illustrations</li> <li>Parts of a book: Title page, table of contents, chapters, glossary, index, appendix, footnotes, 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>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write an essay, following the process approach to writing</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>            Pronouns: personal, relative, reflexive and possessive</p> <p><b>Sentence level work</b>            Subject and predicate, subject-verb agreement, main clause, dependent clause</p> <p><b>Word meaning</b>            Synonyms, antonyms, literal and figurative meaning</p> <p><b>Punctuation</b>            Full stop, comma, question mark, quotation marks, exclamation mark</p> <p><b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p><b>Listening and speaking strategies</b>  <b>Oral: Newspaper article/ investigative report/ editorial</b></p> <ul style="list-style-type: none"> <li>• Research topic</li> <li>• Organise material coherently</li> <li>• 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>Reading/ viewing for information Use texts such as newspaper articles/ investigative reports/ editorials</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</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Summarising</li> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> <li>• Identifying 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>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write a magazine article/ investigative report/ editorial</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Regular and irregular verbs, main and auxiliary verbs</p> <p><b>Sentence level work</b></p> <p>Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, contextual, denotative and connotative meaning, vocabulary in context</p> <p><b>Punctuation</b></p> <p>Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis</p> <p><b>Remedial of 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>• Summary (10 marks)</li> <li>• Language structures and conventions (20 marks)</li> </ul>				

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p><b>Listening and Speaking strategies</b>  <b>Listen to a prepared speech by a former president/ influential member of 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>Discussion of the folktale</b>  Retell sections of the story  Share ideas, opinions and viewpoints with individual groups</p> <ul style="list-style-type: none"> <li>• Initiate and sustain conversations</li> <li>• Turn-taking conventions</li> <li>• Defend a position</li> <li>• Negotiate</li> <li>• Fill in gaps and encourage the speaker</li> <li>• Share ideas and experiences</li> <li>• Show understanding of concepts</li> </ul>	<p><b>Read/ view a written/ visual text for comprehension, e.g. a speech</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> <li>• Infer 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> </ul> <p><b>Literary text like folklore</b>  Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback</p> <ul style="list-style-type: none"> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Mood</li> <li>• Ironic twist/ ending</li> <li>• Suspense and surprise</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</li> <li>• Scanning</li> <li>• Intensive reading</li> </ul> <p>Summarising</p> <ul style="list-style-type: none"> <li>• Purpose and target group</li> <li>• Inferring meaning and conclusions</li> </ul>	<p><b>Write own speech</b>  Purpose, target group and format</p> <ul style="list-style-type: none"> <li>• Infer meaning and conclusions</li> <li>• Use 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>• 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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write own speech</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>  Nouns: compound, gerund, diminutives and augmentatives  Verbs: finite and non-finite verbs, prepositions, adjectives: comparative, superlative</p> <p><b>Sentence level work</b>  Verb phrase, verb clause, supporting sentences, topic sentence, noun phrase, noun, adjectival and adverbial clauses, conjunctions, emotive and manipulative language</p> <p><b>Word meaning</b>  Synonyms, antonyms, homophones and homonyms</p> <p><b>Punctuation</b>  Exclamation mark, question mark, comma, full stop, abbreviations: initialism, acronym, clipped, truncation, aphaesis, portmanteau</p> <p><b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>

<b>FORMATIVE ASSESSMENT ACTIVITIES</b> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Class discussions</li> <li>• Listening comprehension</li> <li>• Group discussions</li> <li>• Research</li> <li>• Listen to a prepared speech</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 Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8</b> <b>TERM 1</b>			
<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>• Reading Aloud (20 marks)</li> </ul> Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>• Essay (30 marks)</li> </ul> Narrative/ reflective During the term	<b>FORMAL ASSESSMENT TASK 3</b> <b>RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>• Literary/ non-literary (20 marks)</li> <li>• Visual text (10 marks)</li> <li>• Summary (10 marks)</li> <li>• Language structures and conventions (20 marks)</li> </ul>	

**2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 8 (TERM 2)**

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension from the novel</b></p> <ul style="list-style-type: none"> <li>• Listening process</li> <li>• Writing response</li> </ul> <p><b>Read aloud/ 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>• Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words</li> <li>• Take turns</li> <li>• Use persuasion techniques</li> </ul>	<p><b>Literary text like a 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)</li> <li>• Theme and message</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>Write a summary based on one chapter</b></p>	<p><b>Descriptive essay based on a novel</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organise 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> <li>• Proofreading</li> <li>• Presenting and presenting</li> </ul> <p><b>Write a descriptive essay</b></p>	<p><b>Word level work</b></p> <p>Adverbs of place and frequency, adjectives: comparative and superlative, common and proper nouns, pronouns: personal, relative, reflexive and possessive, conjunctions</p> <p><b>Sentence level work</b></p> <p>Correct word order, question forms, euphemisms, sentence structures, supporting sentences, topic sentence, simple and compound sentences, main and supporting statements, mood, voice, tenses</p> <p><b>Word meaning</b></p> <p>Figurative, literal and contextual meaning, pun, synonyms, antonyms</p> <p><b>Punctuation and spelling</b></p> <p>Abbreviations, question mark, exclamation marks, full stop, comma</p>
<p><b>FORMAL ASSESSMENT TASK 1</b></p> <p><b>ORAL (Task started in Term 1 to be continued)</b></p> <ul style="list-style-type: none"> <li>• Reading aloud (20 marks)</li> </ul> <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>				

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listening and Speaking strategies</b>  <b>Listen to a dialogue based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Listen to a dialogue</li> <li>• Take notes</li> </ul> <p>-- Language and power  -- Tone  -- Mood  -- Introduction and conclusion</p> <ul style="list-style-type: none"> <li>• Answer questions</li> </ul> <p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain point of view and reach consensus</li> <li>• Use appropriate language, style and register</li> <li>• Present</li> </ul>	<p><b>Literary text, e.g. a 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> <p><b>Key features of a poem</b></p> <ul style="list-style-type: none"> <li>• Internal structure of a poem:  Figures of speech/ imagery, rhyme, rhythm</li> <li>• External structure of a poem: Lines, words, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul>	<p><b>Write a dialogue based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Introductory sentences</li> <li>• Order and cohesion</li> <li>• Word choice and punctuation</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> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write a dialogue</b></p>	<p><b>Word level work</b></p> <p>Finite verbs</p> <p><b>Sentence level work</b></p> <p>Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form and answering techniques, direct and indirect speech</p> <p><b>Word meaning</b></p> <p>Literal and figurative meaning, synonyms, antonyms, homophones, homonyms</p> <p><b>Punctuation and spelling</b></p> <p>Spelling  rules and conventions</p>



TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p><b>Listening and speaking strategies</b>  <b>Listening comprehension of a non-fictional text, e.g. a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Listen for comprehension/ information</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Group/ panel discussion</b></p> <ul style="list-style-type: none"> <li>• Explain the point of view of the author</li> <li>• Use appropriate language, style and register</li> <li>• Identify key features of a magazine article</li> <li>• Take turns</li> </ul>	<p><b>Non-fictional text, e.g. a newspaper article for comprehension</b>  <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> <li>• Summarising</li> </ul> <p><b>Folktales</b></p> <ul style="list-style-type: none"> <li>• Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback</li> <li>• Characters</li> <li>• Characterisation</li> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Background, setting and relation to character and theme</li> <li>• Mood</li> <li>• Ironic twist/ ending</li> <li>• Suspense and surprise</li> </ul>	<p><b>Write a review based on a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Format of the text</li> <li>• Paragraph conventions</li> <li>• Style, tone and register</li> <li>• Audience</li> <li>• Adherence to topic</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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write a review</b></p>	<p><b>Word level work</b>  Prefixes and suffixes, adverbs of place and frequency</p> <p><b>Sentence level work</b>  Sentence structure, sentence types, tenses, statements, euphemism, proverbs, correct word order, mood, voice</p> <p><b>Word meaning</b>  Synonyms, antonyms, homonyms, paronyms</p> <p><b>Punctuation and spelling</b>  Acronyms, abbreviations, question mark, exclamation mark, full stop, comma</p>
<p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: 2 short or 1 long (20 marks)</li> </ul> <p>Written before the June controlled test</p>				

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p><b>Speaking and Listening strategies</b>  <b>Discussion: Listen to/ watch an advertisement</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> <li>• AIDA principles</li> </ul> <p><b>Listening comprehension</b>  <b>Oral presentation on the advertisement</b></p> <ul style="list-style-type: none"> <li>• Record main and support ideas by making notes</li> <li>• Share ideas and experiences</li> </ul> <p>Show understanding of concepts</p> <ul style="list-style-type: none"> <li>• Identify persuasive/ manipulative techniques</li> <li>• Answer questions</li> </ul>	<p><b>Reading/ viewing for comprehension of a visual text/ multimedia text such as advertisement/ poster</b></p> <ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Make inferences</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> <li>• Use of visual to strengthen the message</li> <li>• Use of punctuation and font</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</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Visualising</li> <li>• Inferring meaning and conclusions</li> </ul>	<p><b>Transactional texts</b>  <b>Advertisement/ poster</b></p> <ul style="list-style-type: none"> <li>• Correct format/ layout</li> <li>• Purpose</li> <li>• Text features</li> <li>• Language use</li> <li>• Register</li> <li>• Use of visuals/ colour</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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Design and create an advertisement/ poster</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b>  <b>Word level work</b>            Adjectives and adverbs, idioms, descriptive language use, use of manipulative language to persuade  <b>Sentence level work</b>            Sentence structure, nouns, adjectives, pronouns, concord, simple tenses  <b>Punctuation</b>            Spelling and spelling patterns, abbreviations  <b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>
9-10	<p><b>FORMAL ASSESSMENT TASK 5</b>  <b>JUNE 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> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Listen to an oral presentation</li> <li>• Listening comprehension</li> <li>• Group/ panel discussion</li> <li>• Dialogue</li> <li>• Reading aloud</li> <li>• Listening to a novel</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 Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8</b> <b>TERM 2</b>			
<b>FORMAL ASSESSMENT TASK 1: ORAL:</b> <ul style="list-style-type: none"> <li>• Reading aloud (20 marks)</li> </ul> Task started in Term 1 and continued in Term 2	<b>FORMAL ASSESSMENT TASK 4:</b> <ul style="list-style-type: none"> <li>• Transactional writing: 2 short or 1 long (10 marks)</li> </ul> Written before the June controlled test	<b>FORMAL ASSESSMENT TASK 5</b> <b>JUNE CONTROLLED TEST</b> <b>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>	

## 2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 8 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listening and speaking strategies</b></p> <p><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>• Storytelling</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>Prepared reading aloud sections of the short story</b></p> <ul style="list-style-type: none"> <li>• Read fluently according to purpose</li> <li>• Voice projection</li> <li>• Enunciation</li> <li>• Eye contact, tone, pace and posture</li> </ul>	<p><b>Literary text such as short story</b></p> <p>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</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>Poetry</b></p> <p><b>Key features of a poem</b></p> <ul style="list-style-type: none"> <li>• Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>• External structure of a poem: Lines, words, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul> <p><b>Reading comprehension</b></p> <p><b>Text from prescribed literature</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualisation</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• Writer's point of view</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 sentence 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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write own story, following the writing process</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Common and proper nouns, prepositions with a variety of phrasal verbs</p> <p><b>Sentence level work</b></p> <p>Tenses, sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, homonyms</p> <p><b>Punctuation and spelling</b></p> <p>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>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listening and speaking strategies</b>  <b>Listen to and participate in a discussion on the project. Topics to be discussed and explained in class</b></p> <ul style="list-style-type: none"> <li>• Listen to the teacher on how to do proper research based on the given genre and topic</li> <li>• Listen to and take notes on information about the project               <ul style="list-style-type: none"> <li>- Define research</li> <li>- Create 8-10 questions to assist with research</li> </ul> </li> <li>• Approach               <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Different stages in the project</li> <li>- Ask and answer questions</li> <li>- Share ideas and opinions and make selections.</li> </ul> </li> </ul>	<p><b>Literary text like drama/ play</b>            Key features of drama/ play such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</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>Read for information based on the topics and genres selected</b>            Select research information to be brought to school</p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualisation</li> <li>• Intensive reading</li> <li>• Making inferences</li> <li>• Meaning of new words/ phrases</li> <li>• Point of view of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p><b>Reading for comprehension and reading strategies</b></p> <p><b>Visual texts</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting ideas</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> </ul>	<p><b>Use different types of graphic organisers to organise the research section of the project</b>            Different topics require different types of tools            Select and create appropriate frames to support the type of product to be produced</p> <p><b>Focus on process</b></p> <ul style="list-style-type: none"> <li>• Select relevant information</li> <li>• Write in own words</li> <li>• Select the appropriate frame for type of text to be produced</li> <li>• Use correct language structures and conventions</li> <li>• Each text will determine the appropriate language to be used for the project</li> </ul> <p><b>Create the frame required for the writing task of the project</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b>            New words and phrases as required for different topics</p> <p><b>Sentence level work</b>            Tenses, sentence types, paragraph types, voice, parts of speech</p> <p><b>Word meaning</b>            Literal, figurative, denotative and connotative meaning, figurative language, critical language usages, colloquial and jargon</p> <p><b>Punctuation and spelling</b>            Spelling patterns</p> <p><b>Vocabulary in context as required by the type of text to be produced</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>• Reviewing to promote understanding</li> <li>• The effect of selections and omissions on meaning</li> <li>• The effect of figurative and rhetorical devices</li> <li>• Impact of visual techniques</li> <li>• Synthesising of selected information into a graphic organiser, mind map or infographic</li> </ul> <p><b>Keep to the selected topic</b> Organise information to be used for the written component</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>				
5-6	<p><b>Write-up: Literature project</b>  <b>Group discussion (led by teacher)</b>  <b>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></p> <ul style="list-style-type: none"> <li>• Layout of the different project topics/ items, e.g. a PowerPoint presentation, rap song, review, etc.</li> <li>• Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> <li>• Revision/ recap of genres and text types (literary/ non-literary) to which learners were exposed during Semester 1 (Terms 1 and 2)</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><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> </ul>	<p><b>Writing based on selected genre/ project topic</b>  <b>Write-up of the actual project</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organise content graphic organisers</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> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b>  <b>Word level work</b>  Common and proper nouns, prepositions with a variety of phrasal verbs  <b>Sentence level work</b>  Tenses, sentences, adjectival and adverbial clauses, proverbs and idiomatic expressions  <b>Word meaning</b>  Synonyms, antonyms, homonyms  <b>Punctuation and spelling</b>  Spelling patterns, ellipsis, punctuation of abbreviations and contractions  <b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Intensive reading</li> <li>• Making inferences</li> <li>• Meaning of words</li> <li>• Point of view of the writer</li> <li>• Facts and opinions</li> <li>• Implied meaning</li> </ul>		
<b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b> <b>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</b> <ul style="list-style-type: none"> <li>• <b>Planning/ pre-writing of the creative writing project</b></li> <li>• <b>Drafting</b></li> <li>• <b>Revising</b></li> <li>• <b>Editing</b></li> <li>• <b>Proofreading</b></li> <li>• <b>Presenting</b></li> </ul>				
7-8	<b>Speaking and Listening strategies</b> <b>Oral presentation of the selected topic for the project</b> The nature of the orals will be dependent on the school's context <b>Listen to and discuss current news based on newspapers and magazine articles</b> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/ emotive/ persuasive language</li> <li>• Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words</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>	Study the project rubrics and understand the assessment requirements <b>Reading/ viewing for comprehension</b> <b>Visual and written texts</b> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Intensive reading</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Influence of selections and omissions on the meaning of text</li> <li>• The effect of figurative and rhetorical devices</li> <li>• The writer's inferences and conclusions</li> </ul> <b>Summarise the text</b>	<b>Transactional text: Summary/ presentation notes for the oral component of the project</b> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice, vivid description</li> <li>• Sentence structure, lengths and types</li> <li>• Use conjunction to ensure cohesion</li> </ul> <b>Focus on producing a presentation linked to the genre and selected topic</b> <b>Make additional notes on the side to assist with presenting the project to the class and teacher</b>	<b>Reinforcement of language structures and conventions covered in previous weeks</b> <b>Word level work</b> As required for the topic selected for the project <b>Sentence level work</b> As required by the type of topic selected for the project <b>Word meaning</b> As indicated by the type of topic selected for the project <b>Punctuation and spelling</b> Spelling patterns <b>Vocabulary in context</b> <b>Remedial of grammar from learners' writing</b>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p><b>Listen to/ view and discuss a visual/ audio-visual/ multimedia text</b></p> <ul style="list-style-type: none"> <li>Identify main and supporting ideas</li> <li>Write notes</li> <li>Share ideas and experiences</li> <li>Show understanding of concepts</li> <li>Identify persuasive/manipulating techniques where applicable</li> <li>Answer questions</li> </ul> <p><b>Oral presentation of the selected topic for the project</b></p> <ul style="list-style-type: none"> <li>Introduction of the topic and research</li> <li>Pronunciation and articulation</li> <li>Body language</li> <li>Use of resources, visual cues and a good presentation</li> </ul>	<p><b>Read a 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 sentence types, lengths and structures</li> </ul> <p><b>Read a diary entry</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Visualisation</li> <li>Fact and opinion</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> </ul>	<p><b>Write a diary entry on your visual/ audio-visual/ multimedia text</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 sentence 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>Proofreading</li> <li>Presenting</li> </ul> <p><b>Write a diary entry</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <p><b>Word level work</b></p> <p>Singular and plural, gender, diminutives</p> <p><b>Sentence level work</b></p> <p>Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning</p> <p><b>Punctuation and spelling</b></p> <p>Quotation marks, spelling patterns</p> <p><b>Vocabulary in context</b></p> <p><b>Remedial of grammar from learners' writing</b></p>

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities related to the Term 3 creative writing project</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>Incorporate the Term 3 creative writing project</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>Writing processes</li> <li>Creative writing project</li> <li>Literature for the term test</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>Variety of Language Structures and Conventions activities</li> </ul>
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8: TERM 3			
<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b></p> <ul style="list-style-type: none"> <li>Research and write-up of the project (20 + 30 = 50 marks)</li> </ul>	<p><b>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</b></p> <ul style="list-style-type: none"> <li>Oral presentation of the project (20 marks)</li> </ul> <p>Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded</p>	<p><b>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</b></p> <ul style="list-style-type: none"> <li>Poetry (Compulsory) (10 marks)</li> <li>Drama / novel (10 marks)</li> <li>Short stories/ folklore (10 marks)</li> </ul>	



## 2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 8 (TERM 4)

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<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> <li>• Different kinds of oral communication</li> </ul> <p><b>-Giving directions</b></p> <ul style="list-style-type: none"> <li>• Use directions</li> <li>• Use the imperative form</li> <li>• Use the second person for interaction</li> <li>• Refer to specific directions</li> <li>• Indicate distance</li> <li>• Provide information about landmarks</li> </ul>	<p><b>Read information text with visuals, e.g. a map, landmark, graph, infographic</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Features</li> <li>• Make sense of information</li> <li>• Synthesise information</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, e.g. maps, landmarks, graphs, infographics</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the purpose and message in visual texts for information</li> <li>• Scan</li> <li>• Intensive reading</li> <li>• Make inferences</li> </ul> <p><b>Read a short story</b></p> <p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</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>Prepare the learners to summarise the story/ section/ chapter</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</li> <li>• Logical progression stages /steps</li> <li>• 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> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Write an instructional text</b></p>	<p><b>Word level work</b></p> <p>Adjectives: comparative and superlative, common and proper nouns, conjunctions</p> <p><b>Sentence level work</b></p> <p>Topic sentences, statements, tenses, main and supporting statements, simple and compound sentences</p> <p><b>Word meaning</b></p> <p>Synonyms, antonyms, contextual, subject-specific jargon</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns, full stop, comma</p>

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>FORMAL ASSESSMENT TASK 7: PAPER 1</b>				
<b>ORAL (20 marks)</b>				
<ul style="list-style-type: none"> <li>• Oral presentation of the project (Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.)</li> </ul>				
3-4	<p><b>Listening and speaking strategies</b></p> <p><b>Listen to a panel discussing 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 aloud of a newspaper article</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 texts 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>• Point of view 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>Read a drama</b></p> <p>The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> <li>• Plot and sub-plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, foreshadowing and flashback</li> <li>• Characterisation</li> <li>• Role of narrator/ persona/ point of view</li> <li>• Background and setting in relation to character and theme</li> <li>• Ironic twist/ ending</li> <li>• Stage directions</li> <li>• Link between dialogue/monologue/soliloquy and action</li> <li>• Dramatic irony</li> <li>• Timeline</li> </ul>	<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> <li>• Use of manipulative/ emotive/ persuasive language</li> <li>• Use of cues for font and commas</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>• Proofreading</li> <li>• 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 work</b></p> <p>Abstract and concrete nouns, prepositions adjectives: comparative and superlative</p> <p><b>Sentence level work</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></p> <p>Synonyms, antonyms, literal and figurative meaning</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 of grammar from learners' writing</b></p>

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5-6	<p><b>Listening and speaking strategies</b>  <b>Oral: Filling out a questionnaire/ form</b></p> <ul style="list-style-type: none"> <li>• Research topic</li> <li>• Organise material coherently supported 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 on a form</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 a 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>  <b>Key features of a poem</b></p> <ul style="list-style-type: none"> <li>• Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm</li> <li>• External structure of a poem: Lines, words, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul>	<p><b>Transactional text, e.g. questionnaire/ form</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>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Complete a questionnaire/ form</b></p>	<p><b>Reinforcement of language structures and conventions covered in previous weeks</b>  <b>Word level work</b>  Regular and irregular verbs, main and auxiliary verbs  <b>Sentence level work</b>  Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes  <b>Word meaning</b>  Synonyms, antonyms, contextual, denotative and connotative meaning  <b>Vocabulary in context</b>  <b>Remedial of grammar from learners' writing</b></p>
<p><b>FORMAL ASSESSMENT TASK 9: WRITING – Paper 3</b></p> <ul style="list-style-type: none"> <li>• <b>Transactional writing: 2 short or 1 long (20 marks)</b></li> </ul> <p><b>Written before the end-of-the-year-examination</b></p>				
7-8	<p><b>Prepare for examination</b>  <b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Panel discussion</li> <li>• Unprepared speech</li> <li>• Listening comprehension</li> </ul>	<p><b>Prepare for examination</b>  <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Visual Literacy</li> <li>• Poetry</li> <li>• Short story</li> <li>• Drama</li> </ul>	<p><b>Prepare for examination</b>  <b>Writing</b></p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Long transactional texts</li> <li>• Short transactional texts</li> </ul>	<p><b>Word level work</b>  Revision  <b>Sentence level work</b>  Revision  <b>Word meaning</b>  Revision  <b>Punctuation and spelling</b> Revision</p>

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9-10	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 10</b> <b>RESPONSE TO TEXTS (60 MARKS) – Paper 2</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> (Assessment for Learning - ongoing process)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Panel discussion</li> <li>• Prepared/unprepared reading</li> <li>• Filling out a form</li> <li>• Listening comprehension</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 Conventions activities</li> </ul>
<b>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8: TERM 4</b>			
<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 7 (Paper 1)</b> <b>ORAL (20 marks)</b> <ul style="list-style-type: none"> <li>• Oral presentation of the project</li> </ul> Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 9: WRITING (Paper 3)</b> <ul style="list-style-type: none"> <li>• Transactional writing: 2 short or 1 long (10 marks)</li> </ul> Written before the end-of-the-year examination	<b>END-OF-THE-YEAR EXAMINATION</b> <b>FORMAL ASSESSMENT TASK 10 (Paper 2)</b> <b>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>CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8</b>		
<b>SCHOOL-BASED ASSESSMENT: DURING THE YEAR</b>	<b>END-OF-THE-YEAR EXAMINATION PAPERS</b>	
<p><b>SEVEN (7) FORMAL ASSESSMENT TASKS</b></p> <p>1 oral task (Reading Aloud across Semester 1)</p> <p>3 writing tasks</p> <p>1 response to texts</p> <p>1 June controlled test</p> <p>1 literature test</p>	<p><b>WRITTEN EXAMINATIONS</b></p> <p>Paper 2: Response to texts</p> <p>Paper 3: Transactional writing</p>	<p><b>ORAL ASSESSMENT TASK</b></p> <p>Paper 1: Oral presentation on the creative writing project</p>