

GRADE 8 TERM 1

Skills	<ul style="list-style-type: none"> Listening and Speaking 	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>THEME:Comic books</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Listening comprehension. (10) - Comic book hero poster.(20) - TEST: (30) 	<p>Listening and speaking strategies Listening comprehension (use informative text) Various forms of oral communication e.g. Report / dialogue /group discussion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interaction skill <input type="checkbox"/> Take turns <input type="checkbox"/> Respect other person's opinions <ul style="list-style-type: none"> • Introduction to Comics listening comprehension.(10) • Research on comic book hero in groups • Presenting report back on comic book hero. 	<p>Literary text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process: Pre reading strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text features – titles, headings, captions, illustrations, <input type="checkbox"/> Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <ul style="list-style-type: none"> • Research on comic book hero in groups • Structure of comic book stories. 	<p>Longer transactional text Paragraph conventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct format <input type="checkbox"/> Purpose and target group <input type="checkbox"/> Logical order of sentences <input type="checkbox"/> Use conjunctions to ensure cohesion <input type="checkbox"/> Use a variety of sentences types, lengths and structures <input type="checkbox"/> Focus on process writing <input type="checkbox"/> Planning <input type="checkbox"/> Drafting <input type="checkbox"/> Editing <input type="checkbox"/> Proof reading <input type="checkbox"/> Rewriting <input type="checkbox"/> Presentation <ul style="list-style-type: none"> • Create own comic book hero in groups. Must include history, background, setting. Make poster.(20) 	<p>Word level work:: Adjective: comparative, superlative; common and proper nouns Sentence level: simple present tense. simple past tense Word meaning: antonyms Punctuation and spelling: spelling patterns: full stop, comma</p> <ul style="list-style-type: none"> • Comparative and superlative adjectives EH p27 • Common and proper nouns EH p16 • Antonyms EH p52 • simple present, simple past tense (revise in writing of comic book hero description) EH p28 • Full stop, comma. (revise in editing of comic book hero description) EH p10



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<p>Week 3-4</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Role play (10) - The Hulk Comprehension (20) - Letter to the press.(20) 	<p>Listening and speaking strategies ROLE PLAY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between characters <input type="checkbox"/> Action according to situation <input type="checkbox"/> Appropriate language use <p>Prepared / unprepared reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate speaking skills • Add characters to comic book in groups: • Discuss and present villain; the donor; the helper; the dispatcher; the false hero. Role play introduction of each character. 	<p>Literary texts such as youth novel / short story / drama</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <input type="checkbox"/> Explain plot, sub-plot, character portrayal, conflict and dramatic response <input type="checkbox"/> Identification of themes, mood and tone <p>Reading process: Pre reading (Introduce text) during reading (features of text) post-reading (answer questions)</p> <ul style="list-style-type: none"> • Add characters to comic book in groups: Create and draw villain; the donor; the helper; the dispatcher; the false hero. • The Hulk comprehension (20) 	<p>Long transactional text: letter to the press Paragraph conventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct format <input type="checkbox"/> Purpose <input type="checkbox"/> Main and supporting and target group <input type="checkbox"/> Logical order of sentences <input type="checkbox"/> Use conjunctions to ensure cohesion <input type="checkbox"/> Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Drafting <input type="checkbox"/> Editing <input type="checkbox"/> Rewriting <input type="checkbox"/> Presentation • Letter to the press, commenting on the role the super hero plays. Is the hero a force for good or a dangerous maverick who must be stopped? (20)EH p77-79 	<p>Word level work: Adverbs of manner, place, degree; Sentence level: simple sentences; complex sentences.</p> <p>Word meaning: synonyms, homonyms Punctuation and spelling: spelling patterns:</p> <ul style="list-style-type: none"> • Adverbs of degree, place, manner EH p33 • Simple and complex sentences EH p6 Sentence auction • Homonyms EH p54

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<p>Week5-6</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Prepared speech oral presentation (10) - Informal letter (20) - Batman comic extracts (20) 	<p>Listening and speaking strategies PREPARED SPEECH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public speaking skills <input type="checkbox"/> Planning, research and organization <input type="checkbox"/> Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices <input type="checkbox"/> Language usage: vocabulary <input type="checkbox"/> Style and register <ul style="list-style-type: none"> - Prepared speech: - Who is the hero in your life? (10) - Focus on use of adjectives 	<p>Literary text such as youth novel / short story / drama</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process: Pre reading (Introduce text) during reading (features of text) post-reading (answer questions, compare, contrasted)</p> <ul style="list-style-type: none"> • Batman comic extracts and questions (20) 	<p>Transactional text: Informal letter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct format <input type="checkbox"/> Purpose <input type="checkbox"/> Main and supporting ideas <input type="checkbox"/> Logical order of sentences <input type="checkbox"/> Use conjunctions to ensure cohesion <input type="checkbox"/> Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Drafting <input type="checkbox"/> Editing <input type="checkbox"/> Proof reading <input type="checkbox"/> Rewriting <input type="checkbox"/> Presentation <ul style="list-style-type: none"> • Choose a character from your comic book. Write an informal letter to another character. <p>(half the class can write to the other half, who must then write the response from that character)</p>	<p>Word level work: adjectives</p> <p>Sentence level: past continuous tense; future continuous tense..</p> <p>Punctuation and spelling: spelling rules and conventions</p> <ul style="list-style-type: none"> - Adjectives EH p26 - Tenses EH p28

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<p>Week 7-8</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Short story (30) - Prepared reading (10) - TEST:(30) 	<p>Listening and speaking strategies Story telling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose a story and do planning and research <input type="checkbox"/> Choose style, register and vocabulary <p>Prepared reading aloud</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate speaking skills such as tone, volume, tempo, voice projection, pronunciation, fluency <ul style="list-style-type: none"> • Read own comic book story to class (or part thereof) (10) 	<p>Poetry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of poem <input type="checkbox"/> internal structure of a poem, figures of speech/imagery, rhyme, rhythm <input type="checkbox"/> external structure of a poem, lines, words, stanzas, <input type="checkbox"/> typography <input type="checkbox"/> figurative meaning <input type="checkbox"/> mood <input type="checkbox"/> theme and message <ul style="list-style-type: none"> • Comic book hero poem with visual • <i>Superman</i> poems and <i>You are some sort of superhero</i> poem 	<p>Transactional text: write short story</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct format <input type="checkbox"/> Purpose <input type="checkbox"/> Main and supporting ideas <input type="checkbox"/> Logical order of sentences <input type="checkbox"/> Use conjunctions to ensure cohesion <input type="checkbox"/> Use a variety of sentences types, lengths and structures <ul style="list-style-type: none"> • Write your own comic book story using the characters your group has created. (30) 	<p>Word level work: Prepositions with a variety of phrasal verbs</p> <p>Word meaning: synonyms, Punctuation and spelling: spelling patterns</p> <ul style="list-style-type: none"> • Preposition game (4 in a row) • Synonyms EH p48

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<p>Week 9-10</p> <p>ASSESSMENT: Essay (30)</p>	<p>Listening and speaking strategies Different forms of oral communication – informal debate / group discussion / panel discussion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning, researching, organising and presenting <input type="checkbox"/> Organize information cohesive and support with examples <input type="checkbox"/> Identify and choose appropriate vocabulary, language and conventions <input type="checkbox"/> Prepare effective introduction and ending <ul style="list-style-type: none"> • Panel discussion in original groups, role playing characters from comic book with interviewer. 	<p>Literary text such as short story / biography / autobiography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of literature text: such as, background, time, milieu, narrator, <p>Reading process: Pre reading (Introduce text) during reading (features of text) post-reading (answer questions, compare, contrasted)</p> <ul style="list-style-type: none"> • Film – Dark Knight/ X-Men as film study 	<p>Write a descriptive / reflective essay Focus on process writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Drafting <input type="checkbox"/> Editing <input type="checkbox"/> Proof reading <input type="checkbox"/> Rewriting <input type="checkbox"/> Presentation <ul style="list-style-type: none"> • Essay: Most people are neither villains nor heroes. Describe/ reflect on an occasion when you had the opportunity to be either a villain or a hero, but chose rather to do nothing. (30) • Process writing : topic sentences, introductory and concluding paragraphs. 	<p>Word level work: Sentence level: definition paragraph, concluding paragraph;</p> <p>Punctuation and spelling: spelling patterns</p> <ul style="list-style-type: none"> • Process writing : topic sentences, introductory and concluding paragraphs.

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<p>Week 1-2</p> <p>ROALD DAHL: <i>Tales of the Unexpected</i> <i>Taste, Skin, Way up to Heaven, Mrs Bigsby, Lamb to the Slaughter, Dip in the Pool</i></p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Introduction to essay (10) 	<p>Listening and Speaking strategies: Group discussion – brainstorming; select relevant ideas; sequence main ideas</p> <ul style="list-style-type: none"> - Plot stories on graph of short story structure. 	<p>Literary text like youth short stories</p> <ul style="list-style-type: none"> • General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <ul style="list-style-type: none"> - ROALD DAHL: <i>Tales of the Unexpected</i> - Structure of short story 	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p> <ul style="list-style-type: none"> - Practise writing only the introduction to reflective essay. Own topic (10) 	<p>Sentence level: subject-verb agreement; sentence structure; phrases and clauses; parts of speech</p> <p>Word meaning: literal, figurative</p> <p>Punctuation: question mark; quotation marks; exclamation mark</p> <ul style="list-style-type: none"> - Concord EH p34 - Phrases and clauses EH p8 - Literal and figurative meanings EH p56 - Punctuation EH p10

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<p>Week 3-4</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Prepared speech oral presentation (10) - Written speech (20) 	<p>Listening and Speaking strategies:</p> <p>Listen to prepared speech by president/influential member of the society</p> <ul style="list-style-type: none"> • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech <p>Prepared speech</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present <ul style="list-style-type: none"> • Listen to recording of speech • Analyse • present own speech(10) 	<p>Read a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion • Purpose and target group • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes <ul style="list-style-type: none"> • Read example of speech by influential person. • Analyse • Read short stories 	<p>Write a speech</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a speech:</p> <ul style="list-style-type: none"> • Explain the requirements of text • Identify the target audience • Decide on style, purpose and format • Use appropriate words <ul style="list-style-type: none"> • Write own speech(20) • Must use emotive language and must aim to persuade. 	<p>Word level: Nouns - compound, gerund, Verbs: finite; non-finite verbs;</p> <p>Sentence level: noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language</p> <p>Punctuation Abbreviations – initialism, acronym,</p> <ul style="list-style-type: none"> - Gerund EH p17,30 - Verbs EH p28 - Clauses EH p9 - Conjunctions EH p35 - Emotive language EH p45 - Punctuation. Abbreviation and acronym. EH p58 - Teach as these occur in the short stories

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<p>Week 5-6</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - TEST: Short stories (30) - letter (20) 	<p>Listening and Speaking strategies Group discussion about visual, audio –visual / multimedia text</p> <ul style="list-style-type: none"> • Activate background knowledge • Estimate purpose of the text • Seek for meaning • Understand text • Take notes • Understand message <p>Listening Comprehension (sound only)</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling <p>Reconstruct scenes:</p> <ul style="list-style-type: none"> • Agree on the version/meaning seen • Role-play what happened in the two scenes etc. <ul style="list-style-type: none"> - Watch episode of <i>Midsummer Murders</i> or other detective series. Predict murderer based on evidence. - Listen to audio of detective story. Act out scene. 	<p>Literary text short stories</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <ul style="list-style-type: none"> - Comprehension on short stories (30) 	<p>Transactional texts Letters (Friendly/ informal)</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style • Introduction and conclusion <p>Write a letter based on visual stimulus</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> - Write the informal letter that the grocer in <i>Lamb to the Slaughter</i> might have written to a friend, revealing his suspicion of Mary as the murderer of her husband.(20) 	<p>Word level: adverbs of manner, time; definite and indefinite articles.</p> <p>Sentence level: sentence structure; adjectival and adverbial phrases</p> <ul style="list-style-type: none"> - Adverbs EH p33 - Articles EH p23 - Sentence structure EH p6 - Phrases EH p 8 - Teach as these occur in the short stories



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<p>Week 7-8</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Unprepared speech (10) - Newspaper article comprehension (20) - Newspaper article (20) 	<p>Listening and Speaking strategies</p> <p>Unprepared speech on a newspaper or magazine article</p> <ul style="list-style-type: none"> • Organize information coherently • Identify correct vocabulary and language structures • Respond to text • Effective introduction and ending <p>Forum discussion / group discussion on newspaper or magazine article</p> <ul style="list-style-type: none"> • Features of the text • Conventions and structure of the text • Diction • Register and style <ul style="list-style-type: none"> - Unprepared speech (10) 	<p>Read newspaper or magazine article</p> <ul style="list-style-type: none"> • Key features of text: <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <ul style="list-style-type: none"> - Newspaper article comprehension (20) 	<p>Transactional texts</p> <p>Report/magazine article</p> <ul style="list-style-type: none"> • Features of the text • Language use • Register and style • Introduction and conclusion <p>Write a report/magazine article</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> - Write newspaper article (20) EH p81 	<p>Word level: interjectives</p> <p>Sentence level: bias; prejudice; stereotypes</p> <p>Word meaning: proverbs; denotative; connotative</p> <p>Punctuation: apostrophe, ellipsis</p> <ul style="list-style-type: none"> - Interjections EH p11 - Bias, prejudice, stereotype, EH p45 discuss in relation to newspaper article - Proverbs – list in pack - Denotation and connotation EH p 45 - Apostrophe EH p 13 - Ellipsis EH p12



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<p>Week 9-10</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Investigative report (20) - Interview (10) 	<p>Listening and Speaking strategies Oral: Interview</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently support with examples. • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion <p>- The wife of the man who jumps overboard in Dip in the Pool has filed an insurance claim on his life policy. Interview the passengers and crew of the ship to determine whether his death was a suicide or not.(10) Prepare in groups. Role play (10) EH p84,89</p>	<p>Read an investigative report</p> <ul style="list-style-type: none"> • Key features of report • Format • Language use <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/ imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message 	<p>Transactional text e.g. report</p> <ul style="list-style-type: none"> • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>- Write an investigative report (based on short story) eg. The wife of the man who jumps overboard in Dip in the Pool has filed an insurance claim on his life policy. Investigate whether his death was a suicide or not.(20)EH p83</p>	<p>Word level: Regular – irregular Verbs; main verbs; auxiliary verbs</p> <p>Sentence level Revise sentence structure</p> <p>- Verbs - four in a row; missing verbs joke worksheet</p>

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<p>Week 1-2</p> <p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT</p> <p>ASSESSMENT: Written instructions (10)</p>	<p>Listening and Speaking strategies</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> • Listen to instructions / directions • Take notes • Answer questions <p>Different kinds of oral communication</p> <p>Giving directions:</p> <ul style="list-style-type: none"> • Features of the text • Language and conventions • Body language <p>- Exercise in giving and following instructions – (see pack)</p>	<p>Read information text with visuals, e.g. maps, landmark, scales</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce Text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/ imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message <ul style="list-style-type: none"> • Map reading exercise • Poem 	<p>Transactional text e.g. Directions / Instructions/</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p> <ul style="list-style-type: none"> • Written instructions (10) EH p65 	<p>Word level work: Revise parts of speech</p> <p>Sentence level: revise simple and compound sentences</p> <p>Word meaning: revise synonyms; antonyms; contextual;</p> <p>- Use novel to revise.</p>

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<p>Week 3-4</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - TEST: Comprehension and cartoon (30) - Dialogue (20) 	<p>Listening and Speaking strategies</p> <p>Debate</p> <ul style="list-style-type: none"> • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register <ul style="list-style-type: none"> - Debate EH p116 	<p>Literary text Reading process: Reading / viewing for comprehension (use written and / or visual text such as cartoons / strips)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <ul style="list-style-type: none"> - Comprehension and cartoon (30) - Read <i>Curious Incident</i>.. 	<p>Write a dialogue Paragraph conventions</p> <ul style="list-style-type: none"> • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation <p>Language conventions Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> - Write a dialogue (20) 	<p>level work::Revision Finite Verbs Sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure;</p> <p>Word meaning: literal; synonyms; antonyms; homophones; homonyms;</p> <p>Punctuation and spelling: spelling rules and conventions</p> <ul style="list-style-type: none"> - Revise using novel - Homophones and homonyms EH p54, 55



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<p>Week 5-6</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Listening comprehension (10) - Interview (oral) (10) - Written interview (20) 	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Interview</p> <ul style="list-style-type: none"> • Teach features and conventions • Do planning and research • Choose style, register and vocabulary • Take turns • Use persuasion techniques <ul style="list-style-type: none"> - Listening comprehension (10) - Interview (10) 	<p>Literary text like drama / play</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <ul style="list-style-type: none"> - Read <i>Curious Incident...</i> - Discuss plot, character, theme 	<p>Transactional text e.g. Written interview</p> <ul style="list-style-type: none"> • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> - Write an interview (20) EH p 84, 89 	<p>Word level work: Adverbs of place and frequency</p> <p>Sentence level: correct word order; euphemisms; mood; voice</p> <p>Word meaning: figurative; literal; contextual; pun</p> <p>Punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma</p> <ul style="list-style-type: none"> - Adverbs EH p33 - Exercise on correct word order (see Pack) - Euphemisms EH p 42 - Exercise (see Pack) - Mood EH p96,106 - Voice EH p32

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Book review (20) 	<p>Listening and Speaking strategies</p> <p>Group discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register <ul style="list-style-type: none"> - Discussion of topic from novel 	<p>Literary text novel</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <ul style="list-style-type: none"> - Read <i>Curious Incident...</i> - Discuss plot, character, theme 	<p>Write a review of the story/novel</p> <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> - Write book review of <i>Curious Incident...</i>(20) 	<p>Word level work: Prefixes and suffixes</p> <p>Sentence level: Revise sentence structure; sentence types; tenses; statement; euphemism;</p> <p>Word meaning: revise synonyms, antonyms; homonyms;</p> <ul style="list-style-type: none"> - Prefixes and suffixes EH p46,47, 128 - Revise using novel

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<p>Week 9-10</p> <p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Storyboard (20) - Poem(10) 	<p>Listening and Speaking strategies</p> <ul style="list-style-type: none"> • Watch movie. • Discuss filmic techniques • Act out alternative ending 	<p>•Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/ imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <ul style="list-style-type: none"> • Poem (10) • Complete <i>Curious Incident...</i> • Discuss plot, character, theme 	<p>Write an alternative ending</p> <ul style="list-style-type: none"> • Structure of the text • Features and conventions • Diction • Register • Audience • Tone <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <ul style="list-style-type: none"> • Write alternative ending for movie. Do storyboard in groups (20) 	<p>Word level work:Revise Prefixes and suffixes, parts of speech</p> <p>Sentence level: Revise sentence structure; sentence types; tenses</p> <p>Word meaning: revise literal and figurative meaning</p> <p>Revise language structures</p>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>ASSESSMENT -</p> <ul style="list-style-type: none"> • Prepared speech(10) • Unprepared speech (10) • Character description (20) 	<p>Unprepared and prepared speech: Oral presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introducing a speaker, vote of thanks Look for <ul style="list-style-type: none"> <input type="checkbox"/> Some sense of structure <input type="checkbox"/> Appropriateness to the purpose <input type="checkbox"/> Register and tone appropriate to the audience <input type="checkbox"/> Briefness but effectiveness. <ul style="list-style-type: none"> - Each student prepares the motivational speech that they would give in assembly to students starting Grade 8. Five minutes before their presentation, they give their details to another student who must introduce them and thank them after the speech. 	<p>Visual and multimedia text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyse a picture. <p>Creative writing should always be inspired by some form of stimulus, be it written text, non-verbal text such as a picture or video or music or even verbal interaction.</p> <ul style="list-style-type: none"> - Students bring pictures/photos of people – known or unknown. Discuss in pairs what the personality/background/ history of this person might be. What visual clues are there? - Introduction to Shakespeare. - Read Twelfth Night 	<p>Planning, drafting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word choice <input type="checkbox"/> Personal voice and style <input type="checkbox"/> Vivid description <input type="checkbox"/> Tone <input type="checkbox"/> Main and supporting ideas <input type="checkbox"/> Mind-maps to organise coherent ideas <ul style="list-style-type: none"> - Swap pictures and write a detailed description of the person in the setting you think most appropriate. (20) - Mark according to the criteria given above. 	<ul style="list-style-type: none"> <input type="checkbox"/> Figurative language: idioms and proverbs <input type="checkbox"/> The article and the infinitive. <ul style="list-style-type: none"> - EHp23 Articles - EH p28 Infinitive - EH p56(idioms) - Proverbs(see list in pack) - Discuss meanings

GRADE 8 TERM 4

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<p>Week 3-4</p> <p>ASSESSMENT -</p> <ul style="list-style-type: none"> • Essay (30) • TEST Reading and Viewing (30) 	<p>Forum discussion The speakers should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore a range of ideas. <input type="checkbox"/> listen to one another. <input type="checkbox"/> concede points when necessary. <input type="checkbox"/> not interrupt other speakers. <input type="checkbox"/> make logical links between points. <input type="checkbox"/> keep to the topic. <ul style="list-style-type: none"> - Divide class in two. Topic: <u>Romantic love is nothing more than an attraction to the appearance of the other.</u> (refer to <u>Twelfth Night</u>) - One team argues for, one against. Give time to prepare argument. 	<p>Reading/viewing for comprehension Use at least</p> <ul style="list-style-type: none"> <input type="checkbox"/> one literature text. <p>Strategies (Visual and written texts)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skimming for main ideas <input type="checkbox"/> Scanning for supporting details <input type="checkbox"/> Making predictions <input type="checkbox"/> Inferring the meaning of unfamiliar words and images <input type="checkbox"/> Main and supporting ideas <input type="checkbox"/> Fact and opinion <input type="checkbox"/> Inferences and conclusions <input type="checkbox"/> Own opinion <input type="checkbox"/> Summary <ul style="list-style-type: none"> - Read Twelfth Night. 	<p>Planning, drafting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word choice <input type="checkbox"/> Personal voice and style <input type="checkbox"/> Vivid description <input type="checkbox"/> Tone <input type="checkbox"/> Main and supporting ideas <input type="checkbox"/> Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refine word choice and sentence and paragraph structure. <input type="checkbox"/> Eliminate ambiguity, verbosity, redundancy, slang and offensive language. <input type="checkbox"/> Present essay for assessment. <ul style="list-style-type: none"> - Use character descriptions to write descriptive essay. (30) 	<p>Tenses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Degrees of comparison <p>Negative forms</p> <ul style="list-style-type: none"> - Tenses EH p28 - Degrees of comparison EH p27

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<p>Week 5-6</p> <p>ASSESSMENT -</p> <ul style="list-style-type: none"> • Interview (oral presentation) (10) • Written interview(20) 	<p>Interview Discuss the structures of the forms of communication</p> <ul style="list-style-type: none"> □ Questionnaires and interview questions should be clear and simple. □ Questions should be relevant to the investigation. □ Data should be recorded clearly and accurately. □ The piece should be mainly factual, showing knowledge of the facts and events, but should also include anecdotal narrative that is either interesting or amusing <p>- Interview a character from Twelfth Night (10)</p>	<p>Drama</p> <ul style="list-style-type: none"> □ Explain development of plot, sub-plot, conflict, characters, role of narrator. □ Identify and explain message and theme. □ Explain how background and setting relate to character and theme. □ Identify mood, timeline. Discuss ending. <p>- Twelfth Night</p>	<p>Written interview</p> <p>Teacher activities: Teach the features, writing process, formats, and introduce writing topic/s.</p> <p>Learner activities: Plan and draft text. Planning, drafting</p> <ul style="list-style-type: none"> □ Word choice □ Research for relevant information □ Main and supporting ideas □ Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> □ Refine word choice and sentence and paragraph structure. □ Eliminate ambiguity, verbosity, redundancy, slang and offensive language. □ Present interview for assessment <p>- Write the interview with character from Twelfth Night (20)</p>	<p>Adjectives, relatives, possessives, demonstratives</p> <ul style="list-style-type: none"> □ Direct and indirect speech <p>- EHp26 Adjectives</p> <p>- EHp38 Direct and Indirect Speech</p>

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<p>Week 7-8</p> <p>ASSESSMENT - Prepared reading (10)</p> <ul style="list-style-type: none"> • Unprepared reading (10) • Listening comprehension (10) • Letter (20) • TEST: LITERATURE (20) 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared reading <input type="checkbox"/> Unprepared reading <p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening comprehension 	<p>Reading</p> <p>o Drama/film study</p> <p>- Complete <u>Twelfth Night</u>.</p> <p>- Watch film.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long transactional texts <input type="checkbox"/> Short transactional texts <p>- Write a letter from Cesario to the Duke in which you tactfully try to explain that Olivia does not love him. Also hint subtly that there is someone(Viola) who is attracted to him.(20)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Language structures (words and sentences in context) <p>- Revise language structures.</p>

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<p>Week 9</p> <p>ASSESSMENT - Storyboard (20)</p>	<ul style="list-style-type: none"> - Work in groups. Discuss staging of scene for storyboard. - Present storyboard 	<ul style="list-style-type: none"> - Choose and read scene. Analyse and interpret. 	<ul style="list-style-type: none"> - Design storyboard for scene of Twelfth Night. 	<ul style="list-style-type: none"> - Language games