



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>Listening and Speaking strategies about visual/ multimedia texts</p> <p>Read Aloud of an article on a brochure</p> <ul style="list-style-type: none"> Organise information coherently Identify correct vocabulary and language structures Respond to text <p>Class discussion based on a brochure</p> <ul style="list-style-type: none"> Features of the visual text Conventions and structure of the text (format of a brochure) Diction Discuss the way visual elements integrate with the visual text Register and style 	<p>Read a brochure</p> <ul style="list-style-type: none"> Key features of text: Format, target audience, layout, language usage, purpose, visual elements <p>Informative paper document</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>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <p>Skimming, scanning, fact and opinion, main and supportive ideas, inferences and conclusions</p> <p style="text-align: center;">AND</p> <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> Internal structure of a poem: <p>Figures of speech/ imagery, rhyme, rhythm</p> <ul style="list-style-type: none"> External structure of a poem: <p>Lines, stanzas, typography</p> <ul style="list-style-type: none"> Figurative meaning Mood Theme and message 	<p>Transactional texts</p> <p>Write/ design a brochure</p> <ul style="list-style-type: none"> Features of the text Language use Register and style Visual elements Introduction and conclusion <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write/ design a brochure based on visual stimuli</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Nouns, adjectives, verbs, adverbs of place and manner</p> <p>Sentence level work</p> <p>Simple sentences, simple present tense, simple past tense, adjectives and adverbs, bias, prejudice, stereotypes</p> <p>Word meaning</p> <p>Proverbs, contextual, literal, denotative and connotative meaning</p> <p>Punctuation</p> <p>Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis, poetic devices</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Listening and speaking strategies 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"> • Activate background knowledge • Determine purpose of the text • Listen for meaning • Understand text • Take notes • Understand message • Tone and register • Targeted audience <p>Listening comprehension (Sound only)</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling 	<p>Reading/ viewing of written/ visual text for comprehension, e.g. an email</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Purpose and target group • Impact of use of font types and sizes, headings and caption on meaning <p style="text-align: center;">AND</p> <p>Literary text: Folklore Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</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>Transactional texts Write an email</p> <ul style="list-style-type: none"> • Requirements for format, style and point of view • Target audience, purpose and context • Features of the text • Language use and word choice (critical language awareness) • Introduction and conclusion <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write an email based on visual stimuli</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Adverbs of manner and time, definite and indefinite articles, infinite verbs, gerunds, adjectives: comparative and superlative</p> <p>Sentence level work Sentence structure, adjectival and adverbial clauses and phrases, negation, statements</p> <p>Word meaning Synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation Full stop, comma</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>
	<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>			

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Listening and speaking strategies: Group discussion (led by teacher) Brainstorming Select relevant ideas Sequence main ideas on novel</p> <p>Listening comprehension in preparation for summary writing</p> <ul style="list-style-type: none"> Record main and supporting ideas by making notes Share ideas and experiences Show understanding of concepts Identify persuasive/manipulative techniques Answer questions 	<p>Literary text like a youth novel</p> <ul style="list-style-type: none"> General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator and theme <p>Reading strategies</p> <p>Pre-reading strategies Introduce learners to:</p> <ul style="list-style-type: none"> Text features: Title, headings, captions, illustrations Parts of a book: Title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate). <p>Teacher teaches summary writing skills by exposing learners to the basic principles of summarizing</p>	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write an essay, following the process approach to writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Pronouns: personal, relative, reflexive and possessive</p> <p>Sentence level work Subject and predicate, subject-verb agreement, main clause, dependent clause</p> <p>Word meaning Synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation Full stop, comma, question mark, quotation marks, exclamation mark</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>
	<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (30 marks) Narrative/ reflective During the term 			

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p>Listening and speaking strategies Oral: Newspaper article/ investigative report/ editorial</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently • Support with examples • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	<p>Reading/ viewing for information Use texts such as newspaper articles/ investigative reports/ editorials</p> <ul style="list-style-type: none"> • Key features • Format • Language use <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Purpose and target group • Inferring meaning and conclusions • Identifying manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Write a comprehension test</p>	<p>Transactional text, e.g. newspaper article/ investigative report/ editorial</p> <ul style="list-style-type: none"> • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a magazine article/ investigative report/ editorial</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Regular and irregular verbs, main and auxiliary verbs</p> <p>Sentence level work</p> <p>Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes</p> <p>Word meaning</p> <p>Synonyms, antonyms, contextual, denotative and connotative meaning, vocabulary in context</p> <p>Punctuation</p> <p>Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Literary/ non-literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 				

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<p>Listening and Speaking strategies Listen to a prepared speech by a former president/ influential member of 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>Discussion of the folktale Retell sections of the story Share ideas, opinions and viewpoints with individual groups</p> <ul style="list-style-type: none"> • Initiate and sustain conversations • Turn-taking conventions • Defend a position • Negotiate • Fill in gaps and encourage the speaker • Share ideas and experiences • Show understanding of concepts 	<p>Read/ view a written/ visual text for comprehension, e.g. a speech</p> <ul style="list-style-type: none"> • Identify and discuss key features • Analyse language use • Identify and discuss emotive use of language • Analyse introduction and conclusion • Infer meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes <p>Literary text like folklore Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback</p> <ul style="list-style-type: none"> • Role of narrator • Messages and themes • Mood • Ironic twist/ ending • Suspense and surprise <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading <p>Summarising</p> <ul style="list-style-type: none"> • Purpose and target group • Inferring meaning and conclusions 	<p>Write own speech Purpose, target group and format</p> <ul style="list-style-type: none"> • Infer meaning and conclusions • Use manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • 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 • Proofreading • Presenting <p>Write own speech</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Nouns: compound, gerund, diminutives and augmentatives Verbs: finite and non-finite verbs, prepositions, adjectives: comparative, superlative</p> <p>Sentence level work Verb phrase, verb clause, supporting sentences, topic sentence, noun phrase, noun, adjectival and adverbial clauses, conjunctions, emotive and manipulative language</p> <p>Word meaning Synonyms, antonyms, homophones and homonyms</p> <p>Punctuation Exclamation mark, question mark, comma, full stop, abbreviations: initialism, acronym, clipped, truncation, aphaesis, portmanteau</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>

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

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>Listening and Speaking strategies Listening comprehension from the novel</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Read aloud/ view an extract from a novel</p> <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • 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 • Take turns • Use persuasion techniques 	<p>Literary text like a novel</p> <ul style="list-style-type: none"> • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • Theme and message <p>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning <p>Write a summary based on one chapter</p>	<p>Descriptive essay based on a novel</p> <ul style="list-style-type: none"> • Correct format and features • Organise 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 • Proofreading • Presenting and presenting <p>Write a descriptive essay</p>	<p>Word level work</p> <p>Adverbs of place and frequency, adjectives: comparative and superlative, common and proper nouns, pronouns: personal, relative, reflexive and possessive, conjunctions</p> <p>Sentence level work</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>Word meaning</p> <p>Figurative, literal and contextual meaning, pun, synonyms, antonyms</p> <p>Punctuation and spelling</p> <p>Abbreviations, question mark, exclamation marks, full stop, comma</p>
<p>FORMAL ASSESSMENT TASK 1 ORAL (Task started in Term 1 to be continued)</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <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>Listening and Speaking strategies Listen to a dialogue based on a social issue</p> <ul style="list-style-type: none"> • Listen to a dialogue • Take notes <p>-- Language and power -- Tone -- Mood -- Introduction and conclusion</p> <ul style="list-style-type: none"> • Answer questions <p>Dialogue</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns • Explain point of view and reach consensus • Use appropriate language, style and register • Present 	<p>Literary text, e.g. a recorded speech on television/ radio based on a social issue</p> <ul style="list-style-type: none"> • Key features of the text • Language use • Format • Role players <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm • External structure of a poem: Lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message 	<p>Write a dialogue based on a social issue</p> <ul style="list-style-type: none"> • Format • Introductory sentences • Order and cohesion • Word choice and punctuation • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a dialogue</p>	<p>Word level work Finite verbs</p> <p>Sentence level work Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form and answering techniques, direct and indirect speech</p> <p>Word meaning Literal and figurative meaning, synonyms, antonyms, homophones, homonyms</p> <p>Punctuation and spelling Spelling rules and conventions</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Listening and speaking strategies Listening comprehension of a non-fictional text, e.g. a newspaper article</p> <ul style="list-style-type: none"> • Listen for comprehension/ information • Take notes • Answer questions <p>Group/ panel discussion</p> <ul style="list-style-type: none"> • Explain the point of view of the author • Use appropriate language, style and register • Identify key features of a magazine article • Take turns 	<p>Non-fictional text, e.g. a newspaper article for comprehension Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning • Summarising <p>Folktales</p> <ul style="list-style-type: none"> • Plot, subplot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/ resolution, foreshadowing and flashback • Characters • Characterisation • Role of narrator • Messages and themes • Background, setting and relation to character and theme • Mood • Ironic twist/ ending • Suspense and surprise 	<p>Write a review based on a newspaper article</p> <ul style="list-style-type: none"> • Format of the text • Paragraph conventions • Style, tone and register • Audience • Adherence to topic <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a review</p>	<p>Word level work Prefixes and suffixes, adverbs of place and frequency</p> <p>Sentence level work Sentence structure, sentence types, tenses, statements, euphemism, proverbs, correct word order, mood, voice</p> <p>Word meaning Synonyms, antonyms, homonyms, paronyms</p> <p>Punctuation and spelling Acronyms, abbreviations, question mark, exclamation mark, full stop, comma</p>
<p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) <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>Speaking and Listening strategies Discussion: Listen to/ watch an advertisement</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language • AIDA principles <p>Listening comprehension Oral presentation on the advertisement</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences <p>Show understanding of concepts</p> <ul style="list-style-type: none"> • Identify persuasive/ manipulative techniques • Answer questions 	<p>Reading/ viewing for comprehension of a visual text/ multimedia text such as advertisement/ poster</p> <ul style="list-style-type: none"> • Intensive reading • Make inferences • Infer meaning of unfamiliar words by word attack skills • Emotive language • Use of visual to strengthen the message • Use of punctuation and font <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Visualising • Inferring meaning and conclusions 	<p>Transactional texts Advertisement/ poster</p> <ul style="list-style-type: none"> • Correct format/ layout • Purpose • Text features • Language use • Register • Use of visuals/ colour <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Design and create an advertisement/ poster</p>	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives and adverbs, idioms, descriptive language use, use of manipulative language to persuade Sentence level work Sentence structure, nouns, adjectives, pronouns, concord, simple tenses Punctuation Spelling and spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing</p>
9-10	<p>FORMAL ASSESSMENT TASK 5 JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> • Listen to an oral presentation • Listening comprehension • Group/ panel discussion • Dialogue • Reading aloud • Listening to a novel 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading process • Reading aloud activities • Reading comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing process • Paragraphing • Transactional texts • Essay • Creative writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8 TERM 2			
FORMAL ASSESSMENT TASK 1: ORAL: <ul style="list-style-type: none"> • Reading aloud (20 marks) Task started in Term 1 and continued in Term 2	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) Written before the June controlled test	FORMAL ASSESSMENT TASK 5 JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks) 	

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>Listening and speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Storytelling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story <p>Prepared reading aloud sections of the short story</p> <ul style="list-style-type: none"> • Read fluently according to purpose • Voice projection • Enunciation • Eye contact, tone, pace and posture 	<p>Literary text such as short story</p> <p>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</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> <p>Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm • External structure of a poem: Lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Reading comprehension</p> <p>Text from prescribed literature</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inference • Meaning of words • Writer's point of view • Fact and opinion • Implied meaning 	<p>Write a literary text: Short story</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write own story, following the writing process</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Common and proper nouns, prepositions with a variety of phrasal verbs</p> <p>Sentence level work</p> <p>Tenses, sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses</p> <p>Word meaning</p> <p>Synonyms, antonyms, homonyms</p> <p>Punctuation and spelling</p> <p>Spelling patterns, ellipsis, punctuation of abbreviations and contractions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

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

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • Reviewing to promote understanding • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • Synthesising of selected information into a graphic organiser, mind map or infographic <p>Keep to the selected topic Organise information to be used for the written component</p>		
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)				
5-6	<p>Write-up: Literature project Group discussion (led by teacher) Research based on literature project</p> <ul style="list-style-type: none"> • Methodology/ the process • Purpose • Approach • Instructions and expectations 	<p>Read for information</p> <ul style="list-style-type: none"> • Layout of the different project topics/ items, e.g. a PowerPoint presentation, rap song, review, etc. • Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • Revision/ recap of genres and text types (literary/ non-literary) to which learners were exposed during Semester 1 (Terms 1 and 2) <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • Theme and message <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning 	<p>Writing based on selected genre/ project topic Write-up of the actual project</p> <ul style="list-style-type: none"> • Correct format and features • Organise content graphic organisers • 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 • Proofreading • Presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks Word level work Common and proper nouns, prepositions with a variety of phrasal verbs Sentence level work Tenses, sentences, adjectival and adverbial clauses, proverbs and idiomatic expressions Word meaning Synonyms, antonyms, homonyms Punctuation and spelling Spelling patterns, ellipsis, punctuation of abbreviations and contractions Vocabulary in context Remedial of grammar from learners' writing</p>

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

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded				
9-10	Listen to/ view and discuss a visual/ audio-visual/ multimedia text <ul style="list-style-type: none"> Identify main and supporting ideas Write notes Share ideas and experiences Show understanding of concepts Identify persuasive/manipulating techniques where applicable Answer questions Oral presentation of the selected topic for the project <ul style="list-style-type: none"> Introduction of the topic and research Pronunciation and articulation Body language Use of resources, visual cues and a good presentation 	Read a diary entry <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures Read a diary entry Reading strategies <ul style="list-style-type: none"> Skimming Scanning Visualisation Fact and opinion Making predictions Inferring the meaning of unfamiliar words and images 	Write a diary entry on your visual/ audio-visual/ multimedia text <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Write a diary entry	Reinforcement of language structures and conventions covered in previous weeks Word level work Singular and plural, gender, diminutives Sentence level work Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund Word meaning Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns Vocabulary in context Remedial of grammar from learners' writing
FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poetry (Compulsory) (10 marks) Drama / novel (10 marks) Short stories/ folklore (10 marks) 				

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities related to the Term 3 creative writing project 	Reading and Viewing activities <ul style="list-style-type: none"> Incorporate the Term 3 creative writing project 	Writing and Presenting activities <ul style="list-style-type: none"> Writing processes Creative writing project 	Language Structures and Conventions activities

	<ul style="list-style-type: none"> Literature activities based on the three prescribed genres for the semester 	<ul style="list-style-type: none"> Literature for the term test 	<ul style="list-style-type: none"> Variety of Language Structures and Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8: TERM 3			
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) 	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> Poetry (Compulsory) (10 marks) Drama / novel (10 marks) Short stories/ folklore (10 marks) 	

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	Listening and speaking strategies Listening comprehension <ul style="list-style-type: none"> Listen to instructions/ directions Take notes Answer questions Different kinds of oral communication -Giving directions <ul style="list-style-type: none"> Use directions Use the imperative form Use the second person for interaction Refer to specific directions Indicate distance Provide information about landmarks 	Read information text with visuals, e.g. a map, landmark, graph, infographic <ul style="list-style-type: none"> Format Language use Features Make sense of information Synthesise information Reading process <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Reading/ viewing, e.g. maps, landmarks, graphs, infographics <ul style="list-style-type: none"> Identify and discuss the purpose and message in visual texts for information Scan Intensive reading Make inferences Read a short story	Transactional text e.g., Directions / Instructions <ul style="list-style-type: none"> Correct format Organize content Logical progression stages /steps Ensure coherence Conjunctions for cohesion Language conventions Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Write an instructional text	Word level work Adjectives: comparative and superlative, common and proper nouns, conjunctions Sentence level work Topic sentences, statements, tenses, main and supporting statements, simple and compound sentences Word meaning Synonyms, antonyms, contextual, subject-specific jargon Punctuation and spelling Spelling patterns, full stop, comma

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</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>Prepare the learners to summarise the story/ section/ chapter</p>		
<p>FORMAL ASSESSMENT TASK 7: PAPER 1 ORAL (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project (Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.) 				
3-4	<p>Listening and speaking strategies Listen to a panel discussing current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/ unprepared reading aloud of a newspaper article</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Reading/ viewing for information Use texts such as newspaper articles/ magazine articles/ written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Point of view of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech <p>Read a drama The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> • Plot and sub-plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, foreshadowing and flashback 	<p>Long/ short transactional texts Newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context context • Word choice and language structures • Use of manipulative/ emotive/ persuasive language • Use of cues for font and commas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a newspaper article</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Abstract and concrete nouns, prepositions adjectives: comparative and superlative</p> <p>Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices</p> <p>Word meaning Synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation: quotation marks, exclamation marks, comma, full stop, question marks, ellipsis</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p>

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> • Characterisation • Role of narrator/ persona/ point of view • Background and setting in relation to character and theme • Ironic twist/ ending • Stage directions • Link between dialogue/monologue/soliloquy and action • Dramatic irony • Timeline 		
5-6	<p>Listening and speaking strategies Oral: Filling out a questionnaire/ form</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently supported with examples • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion <p>Listening comprehension on a form</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	<p>Read a questionnaire/ form</p> <ul style="list-style-type: none"> • Key features of report • Format • Language use <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> • 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. questionnaire/ form</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 • Proofreading • Presenting <p>Complete a questionnaire/ form</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Regular and irregular verbs, main and auxiliary verbs</p> <p>Sentence level work Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes</p> <p>Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p>
<p>FORMAL ASSESSMENT TASK 9: WRITING – Paper 3</p> <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) <p>Written before the end-of-the-year-examination</p>				

WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	Prepare for examination Speaking <ul style="list-style-type: none"> • Conversation • Panel discussion • Unprepared speech • Listening comprehension 	Prepare for examination Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Visual Literacy • Poetry • Short story • Drama 	Prepare for examination Writing <ul style="list-style-type: none"> • Essays • Long transactional texts • Short transactional texts 	Word level work Revision Sentence level work Revision Word meaning Revision Punctuation and spelling Revision
9-10	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 RESPONSE TO TEXTS (60 MARKS) – Paper 2 <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> • Panel discussion • Prepared/unprepared reading • Filling out a form • Listening comprehension 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading process • Reading aloud activities • Reading comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing process • Paragraphing • Transactional texts • Essay • Creative writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Conventions activities
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8: TERM 4			
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 (Paper 1) ORAL (20 marks)	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS)	

<ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.</p>	<p>Written before the end-of-the-year examination</p>	<ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)
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CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 8

SCHOOL-BASED ASSESSMENT: DURING THE YEAR	END-OF-THE-YEAR EXAMINATION PAPERS	
<p>SEVEN (7) FORMAL ASSESSMENT TASKS</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>WRITTEN EXAMINATIONS</p> <p>Paper 2: Response to texts</p> <p>Paper 3: Transactional writing</p>	<p>ORAL ASSESSMENT TASK</p> <p>Paper 1: Oral presentation on the creative writing project</p>