



**2025/26 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE:
GRADE 8 (TERM 1)**

| TERM 1 | | | | |
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| 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. | | | | |



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| <p>Week 1 14-16 /01/26</p> <p>Week 2 19-23 /01/26</p> | <p>Listening and speaking strategies about visual/multimedia texts Read Aloud of an article on a brochure</p> <ul style="list-style-type: none"> Organise information coherently <ul style="list-style-type: none"> 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 Is usually folded 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>AND</p> <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, stanzas, typography Figurative meaning Mood Theme and message | <p>Transactional texts 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> |
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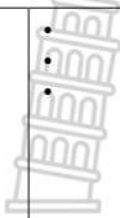
TERM 1

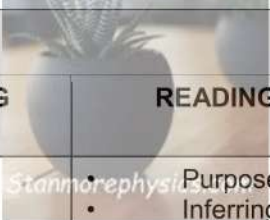
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| Week 3 26 – 30 /01 /26 | Listening and speaking strategies Listen to/ view and have a conversation on a visual, audio-visual/ multimedia text, e.g. video/ pre-recording on how to write an email or create an email account <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 | Reading/ viewing of written/ visual text for comprehension, e.g. an email <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 AND Literary text: Folklore Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) | Transactional texts Write an email <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write an email based on visual stimuli | Reinforcement of language structures and conventions covered in previous weeks Word level work Adverbs of manner and time, definite and indefinite articles, infinite verbs, gerunds, adjectives: comparative and superlative Sentence level work Sentence structure, adjectival and adverbial clauses and phrases, negation, statements Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma Vocabulary in context Remedial of grammar from learners' writing |
| Week 4 02 - 06 /02/26 | Listening comprehension (Sound only) <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling | | | |
| 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. | | | | |

TERM 1

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| <p>Week 5 09 - 13 /02/26</p> <p>Week 6 16 - 20 /02/26</p> | <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 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 summarising</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>Week 7 23 – 27 /02/26</p> <p>Week 8 02 – 06 /03/26</p> | <p>Listening and Speaking strategies Oral: Newspaper article/ investigative report/ editorial</p> <ul style="list-style-type: none"> Research topic Organise material coherently Support with examples Identify and choose the correct vocabulary, language and conventions Prepare effective introduction and conclusion <p>Listening comprehension</p> <ul style="list-style-type: none"> Recording main and supporting ideas by making notes | <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 | <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 | <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, vocabulary in context</p> |

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| | <ul style="list-style-type: none"> Sharing ideas and experiences Show understanding of concepts Identify persuasive/manipulative techniques |  <ul style="list-style-type: none"> Scanning Intensive reading Summarising | <ul style="list-style-type: none"> Presenting | Punctuation |
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| TERM 1 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <ul style="list-style-type: none"> Answer questions |  <ul style="list-style-type: none"> 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>Write a magazine article/ investigative report/ editorial</p> | <p>Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis</p> <p>Remedial of grammar from learners' writing</p> |

FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (60 MARKS)

- **Literary/ non-literary text (20 marks)**
- **Visual text (10 marks)**
- **Summary (10 marks)**
- **Language structures and conventions (20 marks)**

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| <p>Week 9 09 - 13 /03/26</p> <p>Week 10 16 - 20 /03/26</p> | <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</p> <p>Retell sections of the story</p> <p>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 <p>Show understanding of concepts</p> | <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</p> <p>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 | <p>Write own speech</p> <p>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 <p>• Paragraph conventions</p> <ul style="list-style-type: none"> • Use conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>• Formal style</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Nouns: compound, gerund, diminutives, augmentatives, verbs: finite, non-finite verbs, prepositions, adjectives: comparative, superlative</p> <p>Sentence level work</p> <p>Verb phrase, verb clause, supporting sentences, topic sentence, noun phrase, noun, adjectival and adverbial clauses, conjunctions, emotive and manipulative language</p> <p>Word meaning</p> <p>Synonyms, antonyms, homophones and homonyms</p> <p>Punctuation</p> |
| TERM 1 | | | | |
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |

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| | | <ul style="list-style-type: none"> • Mood • Ironical 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 • Summarising • Purpose and target group • Inferring meaning and conclusions | <ul style="list-style-type: none"> • Presenting <p>Write own speech</p> | <p>Exclamation mark, question mark, comma, full stop, abbreviations: initialism, acronyms, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial of grammar from learners' writing</p> |
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| Week 11 (24-28/03/25) | | | |
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| FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process) | | | |
| <p>Listening and Speaking activities</p> <ul style="list-style-type: none"> • Read aloud • Class discussions • Listening comprehension • Group discussions • Research • Listen to a prepared speech | <p>Reading and Viewing activities</p> <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 | <p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing process • Paragraphing • Transactional texts • Essay • Creative writing | <p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Conventions activities |
| CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 8 TERM 1 | | | |
| <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> | <p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> • Essay:(30 marks) Narrative/ reflective During the term | <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) | |

2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 8 (TERM 2)

| TERM 2 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| Week 1 08 - 10 /04/26 Week 2 13 - 17 /04/26 | Listening and speaking strategies Listening comprehension from the novel <ul style="list-style-type: none"> • Listening process • Writing response Read aloud/ view an extract from a novel <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 | Literary text like a novel <ul style="list-style-type: none"> • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • Theme and message Reading strategies for comprehension <ul style="list-style-type: none"> • Purpose and target group • Make inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning Write a summary based on one chapter | Descriptive essay based on a novel <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 Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting Write a descriptive essay | Word level work Adverbs of place and frequency, adjectives: comparative and superlative, common and proper nouns, pronouns: personal, relative, reflexive and possessive, conjunctions Sentence level work Correct word order, question forms, euphemisms, sentence structures, supporting sentences, topic sentence, simple and compound sentences, main and supporting statements, mood, voice, tenses Word meaning Figurative, literal and contextual meaning, pun, synonyms, antonyms Punctuation and spelling Abbreviations, question mark, exclamation mark, full stop, comma |

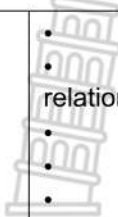
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| <p>Week 3 20 - 24 /04/26</p> <p>Week 4 28 - 30 /04/26</p> | <p>Listening and speaking strategies Listen to a dialogue based on a social issue</p> <ul style="list-style-type: none"> • Listen to a dialogue • Take notes -- Language and power -- Tone -- Mood -- Introduction and conclusion • Answer questions | <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>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 | <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> |
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| TERM 2 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <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>Poetry 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 | <ul style="list-style-type: none"> • Presenting <p>Write a dialogue</p> | |

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| <p>Week 5 04 – 08 /05/26</p> <p>Week 6 11 - 15 /05/26</p> | <p>Listening and speaking strategies Listening comprehension of a nonfictional 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 • Giving own opinion • Distinguishing 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 | <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 Abbreviations, acronyms, question mark, exclamation mark, full stop, comma</p> |
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TERM 2

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| | |  <ul style="list-style-type: none"> • Messages and themes • Background, setting and relation to character and theme • Mood • Ironical twist/ ending • Suspense and surprise | | |
| FORMAL ASSESSMENT TASK 4: WRITING • Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test | | | | |
| Week 7 18 - 22 05/26 Week 8 25 - 29 05/26 | Speaking and listening strategies Discussion Listen to/ watch an advertisement <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language • AIDA principles Listening comprehension Oral presentation on the advertisement <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences • Show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions | Reading/ viewing for comprehension of a visual text/ multi-media text such as an advertisement/ poster) <ul style="list-style-type: none"> • Intensive reading • Making inferences • Inferring meaning of unfamiliar words by word attack skills • Emotive language • Use of visual to strengthen the message • Use of punctuation and font Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Reading strategies <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Visualisation • Inferring meaning and conclusions | Transactional texts Advertisement/ poster <ul style="list-style-type: none"> • Correct format/ layout • Purpose • Text features • Language use • Register • Use of visuals/ colour Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting Design and create an advertisement/ poster | Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives, adverbs, idioms, descriptive language use, use of manipulative language to persuade Sentence level work Sentence structure, nouns, adjectives, pronouns, concord, simple tenses Spelling and punctuation Spelling rules and patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing |

| TERM 2 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| Week 9 01 - 05 /06/26 | 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) | | | |
| Week 10 08 – 12 /06/26 | | | | |

| Week 11 (23 – 27/06/2025) FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process) | | | |
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| 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: FIRST ADDITIONAL LANGUAGES (FAL): 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 FIRST ADDITIONAL LANGUAGE:
GRADE 8 (TERM 3)**



| TERM 3 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |



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| <p>Week 1 21 - 24 /07/26</p> <p>Week 2 27 – 31 /07/26</p> | <p>Listening and speaking strategies 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 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 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 Text from prescribed literature</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inferences • 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 Word level work Common and proper nouns, prepositions with a variety of phrasal verbs</p> <p>Sentence level work Tenses, sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses</p> <p>Word meaning Synonyms, antonyms, homonyms</p> <p>Punctuation and spelling Spelling patterns, ellipsis, punctuation of abbreviations and contractions</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p> |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| <p>Week 3 03 - 07 /08/26</p> <p>Week 4 11 – 14 /08/26</p> | <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 Make selections | <p>Literary text like a drama/ play Key features of a 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 | <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 the 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 Create the frame required for the writing task of the project | <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> |

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| | | <ul style="list-style-type: none"> • Making predictions • Inferring the meaning of unfamiliar words and images | | |
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TERM 3

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| | | <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 Keep to the selected topic Organise information to be used for the written component | | |


FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT

Stage 1: Research (Learners do research on their project)
(20 marks)

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| <p>Week 5 17 - 21 /08/26</p> <p>Week 6 24 - 28 /08/26</p> | <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>Reading 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>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 <p>Language conventions</p> <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</p> <p>Sentence level Tenses, sentences, adjectival and adverbial clauses, proverbs and idiomatic expressions</p> <p>Word meaning Synonyms, antonyms, homonyms</p> <p>Punctuation and spelling Spelling patterns, ellipsis, punctuation of abbreviations and contractions</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p> |
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TERM 3

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| | | Reading strategies <ul style="list-style-type: none"> • Skimming • Scanning • 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  | | | | |
| Week 7 31/08 – 04 /09/26 Week 8 07 – 11 09/26 | Speaking and listening strategies Oral presentation of the selected topic for the project The nature of the orals will depend 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 | 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 | 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 |

| TERM 3 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <ul style="list-style-type: none"> Adherence to conventions Appropriate body language Attention-grabbing introduction and a strong conclusion Purpose, target group and context | <ul style="list-style-type: none"> The effect of figurative and rhetorical devices The writer's inferences and conclusions Summarise the text | | Vocabulary in context Remedial of grammar from learners' writing |
| Week 9 14 – 18 /09/26 Week 10 21 – 23 /09/26 | 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, audiovisual/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 |

| Week 11(29.09 – 03/10/25) FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process) | | | |
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| 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 Literature activities based on the three prescribed genres for the semester | Writing and Presenting activities <ul style="list-style-type: none"> Writing processes Creative writing project Literature for the term test | Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities |
| CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): 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) <p>Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded</p> | FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Poem (Compulsory) (10 marks) Drama/ novel (10 marks) Short stories/ folklore (10 marks) | |

2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 8 (TERM 4)

| TERM 4 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |

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| <p>Week 1 06 - 09 /10/26</p> <p>Week 2 12 - 16 /10/26</p> | <p>Listening and speaking strategies 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"> • Use directions • Use the imperative form • Use the second person for interaction • Refer to specific directions • Indicate distance • Provide information about landmarks | <p>Read information text with visuals, e.g. a map, landmark, graph, infographic</p> <ul style="list-style-type: none"> • Format • Language use • Features • Make sense of information • Synthesise information <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/ viewing, e.g. maps, landmarks, graphs, infographics</p> <ul style="list-style-type: none"> • Identify and discuss the purpose and message in visual texts for information • Scan • Do intensive reading • Make inferences <p>Read a short story</p> <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>Transactional text, e.g. directions/ instructions •</p> <p>Correct format</p> <ul style="list-style-type: none"> • Organise content • Logical progression stages/ steps • Ensure coherence • Conjunctions for cohesion • <p>Language conventions</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write an instructional text</p> | <p>Word level work</p> <p>Adjectives: comparative and superlative, common and proper nouns, conjunctions</p> <p>Sentence level work</p> <p>Topic sentences, statements, tenses, main and supporting statements, simple and compound sentences</p> <p>Word meaning</p> <p>Synonyms, antonyms, contextual, subjectspecific jargon</p> <p>Punctuation and spelling</p> <p>Spelling patterns, full stop, comma</p> |
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TERM 4

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| FORMAL ASSESSMENT TASK 7: PAPER 3 – ORAL (20 marks) <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. | | | | |



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| <p>Week 3 19 - 23 /10/26</p> <p>Week 4 26 - 30 11/26</p> | <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 • 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 | <p>Long/short transactional texts Newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and 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 Word level work Abstract and concrete nouns, prepositions, adjectives: comparative and superlative 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 mark, comma, full stop, question mark, ellipsis</p> <p>Vocabulary in context Remedial of grammar from learners' writing</p> |
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TERM 4

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| Week 5 02 – 06 /11/26 Week 6 09 – 13 /11/26 | Listening and speaking strategies Oral: Filling out a questionnaire/ form <ul style="list-style-type: none"> Research topic Organise material coherently supported with examples Identify and choose the correct vocabulary, language and conventions Prepare an effective introduction and conclusion Listening comprehension on a form <ul style="list-style-type: none"> Record main and supporting ideas by making notes, sharing ideas and experiences Show an understanding of the concepts Identify persuasive/ manipulative techniques Answer questions | Read a questionnaire/ form <ul style="list-style-type: none"> Key features of report Format Language use Reading process <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a poem <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 <ul style="list-style-type: none"> Mood Theme and message | Transactional text, e.g. questionnaire / form <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 Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting Complete a questionnaire/ form | Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs, main and auxiliary verbs Sentence level work Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning Vocabulary in context Remedial of grammar from learners' writing |
| FORMAL ASSESSMENT TASK 9: WRITING – Paper 3 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination | | | | |

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| Week 7 16 - 20 /11/26 Week 8 23 – 27 /11/26 | 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 |
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TERM 4

| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
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| Week 9 01 – 05 /12/26 Week 10 08 – 09 /12/26 | 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) | | <ul style="list-style-type: none"> • 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)

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| 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 |
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CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 8 TERM 4

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| <p>END-OF-THE-YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 7 (Paper 1) ORAL (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.</p> | <p>END-OF-THE-YEAR EXAMINATION 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> | <p>END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) 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) |
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| CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 8 | | |
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| 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> |