



Kingdom of Lesotho
Ministry of Education and Training

GRADE 8 ENGLISH SYLLABUS

2019



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INTRODUCTION

One of the basic aims of the curriculum is the development of functional literacy and language skills in English and other native languages. Literacy in the English as a Second Language (ESL) classroom implies that learners who are not proficient in ESL should master

- the technical vocabulary required by the learning areas
- various genres of writing required by learning areas
- the language of the textbook
- the comprehension and writing skills required during formative and summative assessment.

This implies:

- developing positive attitudes towards language learning
enabling learners to acquire a functional vocabulary and pronunciation in the language through informal and formal learning to understand, speak, read and write fluently and correctly
- enabling learners to use the language with confidence for learning in school and in daily life.

This syllabus describes the intended learning and assessment for English as a Second Language (ESL) in the Junior Secondary phase. As a subject, ESL falls within the Linguistic and Literary area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

Under optimal circumstances this subject would require 6-7 periods of 40 minutes each per 5 day cycle.

RATIONALE AND AIMS

Language is the most important key to learning. Language, literacy and communication are regarded as inherent facets of human development and form the basis of lifelong learning. The overall aim of teaching ESL is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multicultural society.

ESL has the same potential as any other language to act as a catalyst for personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities.

The syllabus promotes the following general aims:

- to support creativity and intellectual development.

- to help learners develop self-confidence and a better understanding of the world in which they live.
- to develop positive attitudes, values and the understanding of local, social and cultural issues.
- to develop greater awareness of health and population issues, financial literacy, information and communication technology, democracy and human rights, HIV and AIDS, the environment and individual responsibilities regarding these and to enable learners to talk, listen, read and write about them.

The syllabus promotes the following specific aims:

- to develop proficiency in English, in particular to enable ESL learners to communicate effectively in speaking and writing.
- to enable ESL learners to express thoughts, ideas, experiences and values as an essential part of personal development.

COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary phase, all learners are expected to have developed the ability to use ESL effectively for communication, self-development and intellectual growth.

The competencies in this syllabus are basic language requirements and therefore, indicate the minimum level that should be attained by the learners at the end of this grade. **They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level.** On completing the Junior Secondary phase, all learners are expected to be able to interact meaningfully, express themselves clearly in a variety of genres and situations and read and critically interpret a variety of texts.

PARTICULAR FEATURES OF THIS PHASE

Through wide experience of and exposure to English, learners will become increasingly aware of correct and meaningful language and correct uses of grammatical structures. It is important that all the four language skills and language usage are integrated during the teaching and learning process, in order to maximise growth and development in the language. Language learning integrates within the entire curriculum: both language and literary texts that learners read and listen to, the topics they deliberate on, the language activities they engage in, should all have cross-curricular links and foster essential personal and social values and skills. These ensure that learners will:

- learn to interact and collaborate;

- develop self, interpersonal and cross-cultural understanding and recognise the importance of social responsibility and personal integrity in the use of language, and develop the appropriate skills to foster it; and
- respect cultural perspectives that may differ from their own.

Many of the competencies included in the Junior Secondary syllabus have been covered already in the Upper Primary phase. The reason for their inclusion in the Junior Secondary syllabus is to indicate to the teacher the importance of the progressive development of these competencies. In subsequent grades learners will be required to develop the competencies with growing levels of sophistication.

GENDER ISSUES

Teachers should be aware of gender issues, concerns and problems arising from the different roles played by men and women in society. Females and males use language differently. These differences can be used as a learning resource in the classroom by paying attention to gender equity in the classroom, for instance, the grouping of girls and boys. Teachers can use role plays to show gender stereotypes and teach learners to analyse materials to determine whether they are free of gender stereotype. Boys and girls can work in groups and reverse their typical gender roles to appreciate the unique roles they share in society. The language lessons should also include topics about human values and the different ways in which males and females think about those values. This will enrich their understanding of life issues they must encounter together. All teaching and learning materials should be analysed to ensure that they promote gender equity and social justice.

LOCAL CONTEXT AND CONTENT

Teaching English as a Second Language should draw on the cultural richness of, and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb a second language without being alienated from their own language and culture.

LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The inclusion of the cross-curricular issues in language teaching contributes to the learner's self-image and promotes values such as cooperation, friendly competition and tolerance, including respect for others' culture and personal property. It also promotes new ways of understanding the crucial importance of sustaining our natural environment and shows the interdependence of environmental sustainability to Lesotho's political, moral, social and economic issues.

The cross-curricular issues including Environmental Learning, HIV and AIDS, Education for Human Rights, Information and Communication

Technology (ICT) has been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges encountered by Basotho.

All of our ESL learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future.
- understand how these risks and challenges can be addressed on a national and global level.

English as a Second Language, Grade 8 syllabus understands:

- how each learner can play a part in addressing these risks and challenges in their own school and local community.
- the main risks and challenges.
- the consequences of neglecting and abusing our natural resources
- the health hazards caused by pollution, poor sanitation and waste, HIV and AIDS
- the weakening of democracy and social stability caused by inequity and governance that ignores citizens' rights and responsibilities globally.

GRADE 8 ENGLISH OVERVIEW

Learning Outcomes: at the end of Grade 8, learners should be able to:

LANGUAGE USE AND STRUCTURE

1. demonstrate correct use of different nouns in sentences. TG
2. use different pronouns correctly in sentences.
3. illustrate correct use of articles.
4. use different types of verbs correctly in sentences. TG
5. use auxiliary verbs correctly in sentences.
6. use modal auxiliaries correctly in sentences.
7. apply different tenses with precision in sentences.
8. illustrate correct use of perfect tenses in sentences. TG
9. apply different types of adverbs correctly in sentences.
10. describe nouns and pronouns using adjectives. TG
11. compare and contrast possessive pronouns and possessive adjectives. TG
12. apply prepositions with precision in sentences.
13. punctuate sentences correctly.
14. apply kinds of sentences correctly in speaking and writing.

15. use interjections with precision in sentences. TG
16. combine words and sentences using appropriate conjunctions. TG
17. construct types of sentences correctly in speaking and writing. TG
18. formulate new words using affixes TG
19. differentiate between homonyms and homographs. TG
20. demonstrate correct use of homophones in writing.
21. rearrange letters of existing words to form new meaningful ones. TG
22. substitute words and expressions with appropriate synonyms and antonyms. TG
23. change sentences from active to passive voice and vice versa.
24. respond appropriately in different situations.
25. use direct and indirect speech correctly.
26. read a passage of about a page and a half long with understanding.
27. summarise a passage.

CREATIVE WRITING

28. develop a well-structured paragraph.
29. write a coherent descriptive composition of one and a half page long.
30. write a coherent narrative composition of one and a half page long.
31. write a coherent argumentative composition of one and a half page long. TG

32. write an informal letter.

33. write a formal letter.

LITERATURE

34. read a short story with comprehension.

35. appreciate a poem. TG

36. read a play with comprehension.

GRADE 8 ENGLISH ACTIVITY PLAN

LANGUAGE USE AND STRUCTURE

By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
1. demonstrate the correct use of different nouns in sentences.	<p>Concepts</p> <p>Nouns</p> <p>Types:</p> <p>countable and uncountable; concrete and abstract; proper and common; compound; and collective.</p> <p>Plural forms</p> <p>Gender and diminutive</p> <p>Functions:</p> <p>subject</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the concept nouns. • In groups, learners observe the environment and write down names of things they have observed. • Learners present their work. • Teacher and learners reflect on the concepts of proper nouns and common nouns. • Learners classify proper nouns and common nouns as persons, places or things. • From a given paragraph, learners identify proper nouns which are not capitalised and write them correctly. • In groups, learners randomly 	<p>write down names of things they have observed.</p> <p>present his/her work.</p> <p>classify proper nouns and common nouns as persons places or things.</p> <p>identify proper nouns which are not capitalised and write them correctly.</p> <p>select a noun which is either common or proper and brainstorm points for impromptu speech.</p> <p>make a speech within a given time using the selected financial terms.</p>	<p>Prescribed textbooks</p> <p>Teachers' Guide</p>

	<p>object</p> <p>Impromptu speech</p> <p>Skills</p> <p>Listening Speaking Reading Writing Observation Cooperation Appreciation Critical thinking Creativity</p> <p>Values and Attitudes</p> <p>Appreciation Respect Tolerance Collaboration</p>	<p>select a noun which is either common or proper and brainstorm points for impromptu speech.</p> <ul style="list-style-type: none"> • Learners make a speech within a given time using the selected financial terms. • Teacher and learners reflect on the concept countable and uncountable nouns. • In groups, learners identify countable and uncountable nouns from a given paragraph. • Learners present their work. • Teacher and learners revise plurals of both regular and irregular nouns. • In groups, learners identify singular and plural nouns from a given text. • Learners present their work. • Learners change singular countable nouns into plural form. • Teacher and learners reflect on the concept of abstract and concrete nouns. 	<p>Form plural nouns</p> <p>identify countable and uncountable nouns from a given paragraph.</p> <p>present their work.</p> <p>identify singular and plural nouns from a given text.</p> <p>present their work.</p> <p>change singular countable nouns into their plural form.</p> <p>use compound nouns appropriately in sentences.</p> <p>construct compound nouns using appropriate common nouns.</p> <p>identify concrete and abstract nouns from a given paragraph.</p> <p>identify singular and plural nouns from a given text.</p> <p>form abstract nouns.</p> <p>use abstract nouns in</p>	
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		<ul style="list-style-type: none"> • Learners identify concrete and abstract nouns from a given paragraph. • In groups, learners identify singular and plural nouns from a given text. • Learners present their work. • Learners use given words to form abstract nouns. • Individually, learners use abstract nouns in sentences. • Teacher and learners discuss gender and diminutive nouns. • In groups, learners list masculine, feminine and diminutive nouns. • Learners present their work. • From a given paragraph, learners identify nouns and classify them into masculine, feminine or diminutive. • Teacher and learners revise collective nouns. • In groups, learners make a list of collective nouns and present their work. • From a given text, learners 	<p>sentences.</p> <p>distinguish between gender and diminutive nouns.</p> <p>present their work.</p> <p>identify nouns and classify them into masculine, feminine or diminutive.</p> <p>identify collective nouns.</p> <p>construct sentences using collective nouns.</p> <p>explain functions of a noun in a sentence.</p> <p>identify nouns in sentences and state their functions.</p> <p>write a paragraph using different types of nouns.</p>	
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		<p>identify collective nouns.</p> <ul style="list-style-type: none">• Teacher gives learners sentences to complete using collective nouns.• Learners construct sentences using collective nouns.• Teacher and learners reflect on the concept, compound nouns.• From a given paragraph, learners identify singular compound nouns and change them into their plural form.• In pairs, learners use provided common nouns to form compound nouns.• Individually, learners develop a paragraph that comprises compound nouns.• Learners edit and present their work.• Teacher and learners discuss the functions of a noun in a sentence.• From given sentences, learners identify nouns and state their functions.• Learners present their work.		
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		<ul style="list-style-type: none"> Individually, learners write a paragraph using different types of nouns. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
2. use different pronouns correctly in sentences.	<p>Concepts</p> <p>Pronouns</p> <p>Types:</p> <p>Personal</p> <p>subject pronouns: I, you, he/she/it, we, you, they</p> <p>object pronouns: me, you, him/her/it, us, you, them</p> <p>Reflexive</p>	<ul style="list-style-type: none"> Teacher and learners reflect on the concept, personal pronouns. From the given extract, learners identify personal pronouns as subject or object. In groups, learners classify personal pronouns according to their functions. Learners present their work. Teacher introduces reflexive and emphatic pronouns. In pairs learners differentiate between emphatic and reflexive pronouns and justify. Learners identify reflexive and emphatic pronouns in given 	<p>identify personal pronouns from the given paragraph.</p> <p>classify personal pronouns according to their functions.</p> <p>present their work.</p> <p>differentiate between emphatic and reflexive pronouns.</p> <p>identify reflexive and emphatic pronouns in given sentences.</p> <p>construct sentences using</p>	<p>Dictionary of grammar</p> <p>Prescribed textbooks</p>

	<p>myself, yourself, himself/hersel f/itself, ourselves, yourselves, themselves</p> <p>Emphatic: myself, yourself, himself/hersel f/itself, ourselves, yourselves, themselves.</p> <p>Reciprocal each other one another</p> <p>Skills Listening Speaking Reading Writing</p>	<p>sentences.</p> <ul style="list-style-type: none"> • Learners construct sentences using emphatic pronouns. • Learners construct sentences using reflexive pronouns. • Teacher and learners discuss the reciprocal pronouns. • Learners identify reciprocal pronouns in a given text. • Learners use reciprocal pronouns in sentences. • Teacher creates scenarios for learners to use reciprocal pronouns. • From a given paragraph learners identify and classify pronouns according to their types and justify. • Develop a paragraph using different pronouns. 	<p>reflexive and emphatic pronouns.</p> <p>identify reciprocal pronouns in a given text.</p> <p>use reciprocal pronouns in sentences.</p> <p>classify pronouns according to their types.</p> <p>develop a paragraph using different pronouns.</p>	
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	Values and Attitudes Awareness			
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
3. illustrate the correct use of articles.	<p>Concepts</p> <p>Indefinite articles: a, an</p> <p>Definite article: the</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the concept of articles. • Teacher and learners discuss the use of both indefinite and definite articles. • Learners identify articles from a given paragraph. • In small groups, learners make lists of a given number of nouns and exchange their work. • Learners provide an appropriate article for each noun. • Learners construct sentences 	<p>differentiate between indefinite and definite articles.</p> <p>use articles appropriately in sentences.</p> <p>identify articles from a given paragraph.</p> <p>edit their work.</p>	Prescribed textbooks

	Values and Attitudes Appreciation Tolerance Respect	with nouns that are preceded by appropriate articles. <ul style="list-style-type: none"> • In pairs, learners write down nouns and sort them according to whether they begin with a vowel sound or a consonant sound then use appropriate article for each noun. • Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
4. use different types of verbs correctly in sentences.	Concepts Verbs: regular irregular finite non finite	<ul style="list-style-type: none"> • Teacher and learners reflect on the regular and irregular verbs. • In pairs, learners identify regular and irregular verbs from a given chart. • Individually, learners construct 	identify regular and irregular verbs from a given chart. construct sentences using regular and irregular verbs. change sentences from the	Prescribed textbooks Chart Dictionary Teacher's Guide

	<p style="text-align: center;">action state</p> <p>Skills Listening Speaking Reading Writing Creativity</p> <p>Values and Attitudes Collaboration Appreciation</p>	<p>sentences using regular and irregular verbs.</p> <ul style="list-style-type: none"> • In groups, learners change sentences from the present simple tense to past simple tense and vice versa. • Teacher introduces the concepts of finite and non-finite verbs. • From a given paragraph, learners work in pairs and identify the finite verbs and non- finite verbs. • Teacher introduces the concept of state and action verbs with examples. • In pairs, learners identify verbs from a given text and classify them according to state and action. • Learners construct sentences using state and action verbs. • Learners present their sentences. • In groups, learners classify verbs according to their types and then identify their differences. • Individual learners use regular, irregular, finite and non- finite, 	<p>present simple tense to past simple tense and vice versa.</p> <p>differentiate between finite and non-finite verbs.</p> <p>identify the finite and non-finite verbs from a given paragraph.</p> <p>identify state and action verbs from a given text.</p> <p>construct sentences using state and action verbs.</p> <p>classify verbs according to their types and then identify their differences.</p> <p>construct sentences using different types of verbs.</p> <p>use dictionaries to edit.</p> <p>present their work.</p>	<p>Extract</p>
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		<p>action and state verbs in a paragraph.</p> <ul style="list-style-type: none"> Learners use dictionaries to edit their work and then present it. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
5. use auxiliary verbs correctly in sentences.	<p>Concepts Auxiliary verbs:</p> <p>be: is, am, are, was, were, been, being do: do, does, did have: has, have, had</p> <p>Tense Sentences</p>	<ul style="list-style-type: none"> Teacher and learners discuss auxiliary verbs. In pairs, learners identify auxiliary verbs from a given paragraph and determine their tense. Individually, learners construct two different sentences with each given verb to use as a main verb and as an auxiliary except <i>been</i> and <i>being</i>. Teacher provides learners with a series of affirmative sentences to change them into the negative form and form questions using 	<p>identify auxiliary verbs from a given paragraph and determine their tense.</p> <p>construct sentences with each given verbs to use as main verb and as an auxiliary.</p> <p>change affirmative sentences into the negative form and form questions using given auxiliary verbs.</p> <p>edit and present their work.</p>	Prescribed textbooks

	<p>Skills Listening Speaking Reading Writing Critical thinking</p> <p>Values and Attitudes Appreciation</p>	<p>given auxiliary verbs.</p> <ul style="list-style-type: none"> Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
6. use modal auxiliaries correctly in sentences.	<p>Concepts</p> <p>Modal auxiliaries</p> <p>will, would</p> <p>shall, should</p>	<ul style="list-style-type: none"> Teacher introduces learners to modal auxiliary verbs. From a given paragraph learners identify modal auxiliaries. In pairs, learners change sentences from the past simple 	<p>identify modal auxiliaries from a given paragraph.</p> <p>change sentences from the past simple tense into the present simple tense using</p>	Prescribed textbooks

	<p>can, could may, might ought to must</p> <p>Verb Tense</p> <p>Skills Listening Speaking Reading Writing Critical thinking Editing</p> <p>Values and Attitudes Appreciation Collaboration Tolerance</p>	<p>tense into the present simple tense using appropriate modal auxiliaries.</p> <ul style="list-style-type: none"> • Learners construct sentences using modal auxiliary verbs. • Teacher and learners discuss different rules that govern modal auxiliaries. • Learners complete a given paragraph using appropriate verbs preceding modals. • In groups, learners change sentences with modal auxiliaries into questions. • Teacher and learners discuss functions of modal verbs. • In groups, learners identify modal auxiliary verbs from a given paragraph and classify them into different functions. • Learners edit and present their work. 	<p>appropriate modal auxiliaries.</p> <p>construct sentences using modal auxiliary verbs.</p> <p>apply different rules that govern modal auxiliaries.</p> <p>use appropriate verbs preceding modal auxiliary to complete a paragraph.</p> <p>explain functions of modal auxiliaries.</p> <p>identify modal auxiliary verbs from a given paragraph and classify them into different functions.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
<p>7. apply different tenses with precision in sentences.</p>	<p>Concepts</p> <p>Verb</p> <p>Tense: simple present; simple past; future; future continuous; present continuous; and past continuous.</p> <p>Subject - Verb Agreement</p> <p>Forms of each tense: Negative; Affirmative; and Question.</p>	<ul style="list-style-type: none"> Learners reflect on the sentence structure paying attention to subject verb agreement. Teacher and learners discuss rules that govern the present simple tense and the past simple tense. In pairs, learners construct sentences in the simple present tense using both singular and plural forms of the 1st, 2nd, and 3rd persons. Learners change the same sentences into the past simple tense. Teacher and learners discuss the affirmative, negative and interrogative forms of the simple present tense and past simple tense. Teacher and learners reflect on the rules that govern the present 	<p>explain rules that govern each tense.</p> <p>apply rules that govern different tenses.</p> <p>construct sentences in the simple present tense using both singular and plural forms of the 1st, 2nd, and 3rd persons.</p> <p>change sentences from the simple present tense to past simple tense.</p> <p>change sentences from the interrogative form to the affirmative form.</p> <p>identify different tenses from a given paragraph.</p> <p>construct sentences using present continuous tense</p>	<p>Prescribed textbooks</p>

	<p>Skills Listening Speaking Reading Writing Creativity</p> <p>Values and Attitudes Collaboration Appreciation Tolerance</p>	<p>continuous tense and past continuous tense.</p> <ul style="list-style-type: none"> • In pairs, learners construct sentences using present continuous tense and then change those sentences to past continuous tense. • Individually, learners identify different tenses from a given paragraph. • Teacher and learners discuss the affirmative, negative and interrogative forms of present continuous tense and past continuous tense. • Learners write sentences applying the three forms; positive, negative and question using present continuous tense and past continuous tense. • Individual learners imagine what they will have achieved in the future and then construct sentences using those imaginations. • Teacher and learners discuss the 	<p>and change those sentences to past continuous tense.</p> <p>construct sentences using simple future tense.</p> <p>change sentences from the simple future tense to other future tenses.</p> <p>change sentences from affirmative to negative and interrogative forms.</p> <p>edit and present their work.</p>	
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		<p>rules that govern the future tense.</p> <ul style="list-style-type: none"> • In groups, learners construct sentences using simple future tense. • Individual learners change sentences from the simple future tense to other future tenses. • In groups, learners change sentences from affirmative to negative and interrogative forms. • Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
8. illustrate the correct use of perfect tenses in sentences.	<p>Concepts</p> <p>Perfect tense:</p> <p>present perfect; present perfect continuous; past perfect;</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on rules that govern the present perfect tense. • Learners construct sentences in the present perfect tense. • Teacher introduces the concept of 	<p>construct sentences in the present perfect tense.</p> <p>explain rules that govern present perfect continuous tense.</p>	<p>Prescribed textbooks</p> <p>Teachers Guide</p>

	<p>past perfect continuous; future perfect; and future perfect continuous.</p> <p>Verb Subject - Verb Agreement</p> <p>Forms: negative affirmative question</p> <p>Skills Listening Speaking Reading Writing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation</p>	<p>present perfect continuous tense.</p> <ul style="list-style-type: none"> • In groups, learners construct sentences using the present perfect continuous tense. • Individually, learners identify present perfect tense from a given paragraph then change that tense into the past perfect tense. • Teacher introduces the concept of future perfect tense and future perfect continuous tense. • In pairs, learners construct sentences in the future perfect tense and future perfect continuous tense using both singular and plural forms of the 1st, 2nd, and 3rd persons. • Learners change the same sentences into the interrogative and the negative forms. • In groups, learners construct sentences in the affirmative, negative and question forms. • Learners exchange their work and change the given sentences into the other forms. 	<p>construct sentences using the present perfect continuous tense.</p> <p>identify present perfect tense from a given paragraph and change it into the past perfect tense.</p> <p>construct sentences into both negative and interrogative forms.</p> <p>construct sentences in the future perfect tense and future perfect continuous tense.</p> <p>construct sentences in the affirmative into both the negative and interrogative forms.</p> <p>develop a paragraph that demonstrates the correct use</p>	
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	Tolerance	<ul style="list-style-type: none"> Individually, learners develop a paragraph that demonstrates the correct use of perfect tenses. Learners edit and present their work. 	<p>of perfect tenses.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
9. apply different types of adverbs correctly in sentences.	<p>Concepts</p> <p>Adverbs:</p> <p>manner; place; time; frequency; reason; and degree.</p> <p>Skills</p>	<ul style="list-style-type: none"> Teacher and learners reflect on different types of adverbs. In pairs, learners construct simple sentences that comprise adverbs of manner, place and time. Teacher and learners discuss adverbs of frequency, reason and degree. From a given paragraph, learners identify adverbs of frequency, 	<p>construct simple sentences that comprise adverbs of manner, place and time.</p> <p>identify adverbs of frequency, reason and degree from a given paragraph.</p> <p>construct simple sentences using adverbs of frequency, reason and degree.</p>	Prescribed textbooks

	<p>Listening Speaking Reading Writing Creativity</p> <p>Values and Attitudes Collaboration Appreciation Tolerance</p>	<p>reason and degree.</p> <ul style="list-style-type: none"> • In pairs, learners construct simple sentences using adverbs of frequency, reason and degree. • From a given paragraph learners identify different types of adverbs and classify them accordingly. • In small groups, learners construct sentences using different types of adverbs. • Individual learners develop a paragraph using different types of adverbs. • Learners exchange their work for editing. 	<p>identify different types of adverbs from a given paragraph and classify them.</p> <p>construct sentences using different types of adverbs.</p> <p>apply the correct use of adverbs in a paragraph.</p> <p>edit their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
10. describe nouns and pronouns using adjectives.	<p>Concepts</p> <p>Adjectives: Regular; and Irregular.</p>	<ul style="list-style-type: none"> • Learners describe a variety of items and jot down the describing words. • In pairs, learners classify the describing words as regular and 	<p>describe a variety of items.</p> <p>classify the describing words as regular and irregular.</p> <p>differentiate between the</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

	<p>Degree of Comparison: Comparative; and superlative.</p> <p>References</p> <p>Skills Listening Speaking Reading Writing Creativity</p> <p>Values and Attitudes Collaboration Appreciation</p>	<p>irregular.</p> <ul style="list-style-type: none"> • Teacher and learners discuss the comparative and superlative degrees of regular adjectives. • Learners change the describing words into the comparative and superlative degrees. • Teacher and learners discuss the comparative and superlative degrees of irregular adjectives. • Learners change the irregular adjectives into the comparative and superlative degrees. • Learners give a list of adjectives and classify them according to: personality, opinion, colour, shape, type, size, age, nationality, taste, religion or material. • From a given paragraph, learners work in groups to identify adjectives and classify them according to their references. • Learners present their work. • Individually, learners use adjectives in sentences. 	<p>comparative and superlative degrees of regular adjectives.</p> <p>change the describing words into the comparative and superlative degrees.</p> <p>change the irregular adjectives into the comparative and superlative degrees.</p> <p>classify adjectives according to their references.</p> <p>apply the correct use of adjectives in sentences.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
<p>11. compare and contrast possessive pronouns and possessive adjectives.</p>	<p>Concepts Possessive adjectives Possessive pronouns</p> <p>Skills Listening Speaking Reading Writing</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the use of possessive pronouns. • Learners use possessive pronouns in sentences. • Teacher and learners differentiate between possessive pronouns and possessive adjectives. • In pairs, learners identify possessive pronouns and possessive adjectives in sentences. • In groups, learners match possessive pronouns with possessive adjectives and classify them according to; 1st, 2nd, and 3rd persons. • Individually, learners use possessive pronouns and possessive adjectives in sentences. • Teacher provides learners with sentences for them to replace 	<p>use possessive pronouns in sentences.</p> <p>differentiate between possessive pronouns and adjectives.</p> <p>identify possessive pronouns and possessive adjectives in sentences.</p> <p>match possessive pronouns with possessive adjectives and classify them according to; 1st, 2nd, and 3rd persons.</p> <p>use possessive pronouns and possessive adjectives in sentences.</p> <p>replace phrases with possessive pronouns.</p> <p>use possessive adjectives to complete sentences.</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

		<p>some phrases with possessive pronouns.</p> <ul style="list-style-type: none"> • Individually, learners use possessive adjectives to complete sentences. • In pairs, learners create a dialogue that comprises possessive pronouns and possessive adjectives. • Learners edit and present their work. 	edit and present their work.	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
12. apply prepositions with precision in sentences.	<p>Concepts Prepositions: time place manner reason purpose means</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the concept prepositions. • Learners identify prepositions in given sentences. • Teacher places an object in different positions and learners make sentences about its location. 	<p>identify prepositions in sentences.</p> <p>use appropriate prepositions in sentences.</p> <p>construct sentences using different types of prepositions.</p>	Prescribed textbooks

	<p>Skills Listening Speaking Reading Writing Editing</p> <p>Values and Attitudes Awareness Collaboration</p>	<ul style="list-style-type: none"> • Teacher writes learners' expressions on the board and learners identify the prepositions from those sentences. • Basing themselves on different pictures on the chart learners construct sentences using appropriate prepositions. • Teacher introduces prepositions of manner, purpose and reason. • Learners work in pairs to identify prepositions of manner, purpose and reason from a given paragraph. • Learners use identified prepositions appropriately in sentences. • Learners edit and present their work. • Individually, learners classify prepositions according to their types. 	<p>classify prepositions according to their types.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
13. punctuate sentences correctly.	<p>Concepts Purpose</p> <p>Punctuation marks: period/full stop (.); comma (,); semi-colon (;); colon (:); apostrophe ('); exclamation (!); question mark (?); ellipses (...); slash (/); and hyphen (-).</p> <p>Skills Listening Speaking Reading</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the use of different punctuation marks. • In pairs, learners rewrite given sentences and apply appropriate punctuation marks and capital letters. • Individually, learners write paragraphs and exchange their work for editing paying attention to punctuation marks and capital letters. 	<p>use punctuation marks and capital letters with precision in sentences.</p> <p>write paragraphs using appropriate punctuation marks and capital letters.</p> <p>edit their work.</p>	Prescribed textbooks

	Writing Editing Creativity Critical thinking Values and Attitudes Collaboration Appreciation Tolerance			
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
14. apply kinds of sentences correctly in speaking and writing.	Concepts Kinds of sentences: declarative (.); imperative (.); interrogative (?); and exclamatory (!). Use: make a statement;	<ul style="list-style-type: none"> Teacher and learners reflect on sentence structure. Teacher introduces kinds of sentences. Learners identify kinds of sentences from a given text. Individually, learners construct declarative sentences and punctuate them correctly. Teacher and learners discuss 	identify the four kinds of sentences. construct declarative sentences and punctuate them correctly. construct imperative sentences using appropriate punctuation mark. construct sentences that give a command or an order.	Prescribed textbooks

	<p>give a command/request; ask a question; and express a strong feeling.</p> <p>Skills Listening Speaking Reading Writing Editing</p> <p>Values and Attitudes Awareness</p>	<p>imperative sentences.</p> <ul style="list-style-type: none"> • In pairs, learners write down imperative sentences and punctuate them correctly. • In groups, learners construct sentences that give commands or orders. • Teacher introduces the concept, interrogative sentence and learners work in pairs to ask each other questions. • Individually, learners construct interrogative sentences and apply a relevant punctuation mark. • In pairs, learners change declarative sentences to interrogative sentences and vice versa. • Teacher introduces the concept, exclamatory sentence. • Learners work in pairs to construct exclamatory sentences. • Learners write a paragraph using the four kinds of sentences. • Learners edit and present their work. 	<p>construct interrogative sentences and apply relevant punctuation mark.</p> <p>change declarative sentences to interrogative sentences and vice versa.</p> <p>construct exclamatory sentences.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
15. use interjections with precision in sentences.	<p>Concepts Interjections</p> <p>Functions: positive; and negative.</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> • Teacher introduces the concept, interjections. • Learners identify interjections from a given text. • Teacher creates situations where learners list interjections indicating their positive and negative use in sentences. • Learners use interjections in sentences and classify them according to their positive and negative forms. • Learners edit and present their work. 	<p>explain the concept, interjections.</p> <p>identify interjections from a given text.</p> <p>list interjections indicating their positive and negative use in sentences.</p> <p>use interjections in sentences and classify them according to their positive and negative forms.</p> <p>edit and present their work.</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
16. combine words and sentences using appropriate conjunctions.	<p>Concepts Conjunctions</p> <p>Types: coordinating; subordinating; and correlative.</p> <p>Use: join words; and join sentences.</p> <p>Skills Listening Speaking Reading Writing Editing Creativity Critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the concept conjunctions. • In groups, learners join sentences using given conjunctions. • Teacher and learners discuss different types of conjunctions. • In pairs, learners identify coordinating conjunctions from given sentences and determine whether they have been used to join words or sentences. • Learners insert appropriate subordinating conjunctions in given sentences. • Learners use correlative conjunctions to combine sentences. • From a given paragraph, learners identify conjunctions and classify them according to their types. • In groups, learners construct a paragraph using different types of 	<p>combine sentences using given conjunctions.</p> <p>identify coordinating conjunctions from the given sentences and determine their use.</p> <p>insert appropriate subordinating conjunctions in given sentences.</p> <p>use correlative conjunctions to combine sentences.</p> <p>identify conjunctions and classify them according to their types.</p> <p>construct a paragraph using different types of conjunctions.</p> <p>edit and present their work.</p>	<p>Prescribed textbooks</p> <p>Teachers Guide</p>

	Values and Attitudes Self-esteem Collaboration Appreciation Creativity Tolerance	conjunctions. <ul style="list-style-type: none"> Learners edit and present their work. 		
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By the end of Grade8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
17. construct types of sentences correctly in speaking and writing.	Concepts Types of sentences: simple; compound; complex; and compound-complex; Sentence structure Conjunctions	<ul style="list-style-type: none"> Teacher and learners reflect on the concept of sentence structure. Learners construct simple sentences and break them into parts. In pairs, learners join simple sentences using coordinating conjunctions to make compound sentences. In pairs, learners identify subordinating conjunctions in given sentences. 	construct simple sentences and break them into parts. join simple sentences using coordinating conjunctions to make compound sentences. identify subordinating conjunctions in given sentences. analyse complex sentences into	Prescribed textbooks

	<p>Punctuation</p> <p>Skills</p> <p>Listening Speaking Reading Writing Editing Critical thinking Observation Creativity</p> <p>Values and Attitudes</p> <p>Self-esteem Collaboration Appreciation Tolerance</p>	<ul style="list-style-type: none"> • Learners join simple sentences using subordinating conjunctions to make complex sentences. • Learners analyse complex sentences into main and subordinate clauses. • Teacher introduces the concept of compound-complex sentence. • In groups, learners construct compound-complex sentences and present their work. • Learners constructs different types of sentences and exchange them to determine their types. • Individually, learners develop a paragraph using different types of sentences, paying attention to punctuation. • Learners edit and present their work. 	<p>main and subordinate clauses.</p> <p>join simple sentences using subordinating conjunctions to make complex sentences.</p> <p>construct compound-complex sentences and present their work.</p> <p>construct different types of sentences and determine their types.</p> <p>develop a paragraph using different types of sentences, paying attention to punctuation.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
18. formulate new words using affixes.	<p>Concepts Affixation: prefixes; and suffixes.</p> <p>Root word</p> <p>Parts of Speech: nouns; verbs; adjectives; and adverbs.</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking Creativity</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the concept of prefixation. • Learners identify prefixes and root words in given words. • Learners provide meanings for the root words and the prefixes. • Teacher and learners discuss new prefixes and their meanings. • Learners apply those prefixes to given root words. • In pairs, learners use a dictionary to find meanings of new words and their parts of speech. • Teacher provides learners with a list of existing words for them to identify words formed by adding prefixes and give their meanings. • Individually, learners construct sentences using new words. • Learners present their work. • Teacher and learners reflect on the 	<p>identify prefixes and root words in given words.</p> <p>provide meanings for the root words and the prefixes.</p> <p>apply those prefixes to given root words.</p> <p>identify words formed by adding prefixes from existing words and give their meanings.</p> <p>apply prefixes to the existing words to form new words.</p> <p>construct sentences using new words using suffixes.</p> <p>classify new words according to different parts of speech.</p> <p>classify the root and the new word into parts of speech.</p> <p>change nouns to verbs using</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

	<p>Values and Attitudes</p> <p>Self-esteem Collaboration Appreciation Tolerance Observation</p>	<p>concept of suffixation.</p> <ul style="list-style-type: none"> • In pairs, learners breakdown given words to identify suffixes. • Learners classify new words according to different parts of speech. • In pairs, learners change nouns to verbs using given suffixes. • In groups learners construct sentences using verbs formed from suffixes. • Learners change verbs to nouns using given suffixes. • Learners use those nouns in sentences. • Learners change adjectives to nouns using given suffixes. • Individually, learners construct sentences using the new nouns. • In groups, learners change adjectives to adverbs using given suffixes. • Learners construct sentences using adverbs formed from the suffixes. • In groups, learners construct a paragraph using words formed from 	<p>given suffixes.</p> <p>construct sentences using verbs formed from suffixes.</p> <p>change verbs to nouns using given suffixes.</p> <p>use nouns formed from verbs using given suffixes in correct sentences.</p> <p>change adjectives to nouns using given suffixes.</p> <p>construct sentences using the nouns formed from suffixes.</p> <p>change adjectives to adverbs using given suffixes.</p> <p>construct sentences using adverbs formed from the suffixes.</p> <p>construct a paragraph using words formed from prefixes and suffixes.</p> <p>edit and present their work.</p>	
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		<p>prefixes and suffixes.</p> <ul style="list-style-type: none"> • Learners edit their paragraphs using dictionaries. • Learners present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
19. differentiate between homonyms and homographs.	<p>Concepts Homonyms. Homographs.</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners differentiate between homonyms and homographs. • In pairs, learners identify words which are spelt and pronounced the same but have different meanings. • Learners use each of those words in two different sentences to show their different meanings. • Learners classify homonyms according to their parts of speech 	<p>differentiate between homonyms and homographs.</p> <p>identify words which are spelt and pronounced the same but have different meanings.</p> <p>use words which are spelt and pronounced the same but have different meanings in sentences.</p> <p>classify homonyms according to their parts of speech.</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

	<p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>and present their work.</p> <ul style="list-style-type: none"> • In pairs, learner's list words which are spelt the same but have different meanings and different pronunciation. • Learners use each of those words in two different sentences to show their different meanings. • Learners present their work. • Learners take turns to read given sentences aloud paying attention to pronunciation. • Individually, learners sort homonyms from homographs in given sentences. 	<p>list words which are spelt the same but have different meanings and different pronunciation.</p> <p>use each of those words in two different sentences to show their different meanings.</p> <p>read given sentences aloud paying attention to pronunciation.</p> <p>sort homonyms from homographs in given sentences.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
20. demonstrate the correct use of	Concepts Homophones.	<ul style="list-style-type: none"> • Teacher dictates sentences containing words that are 	write down dictated words that are pronounced the same	Prescribed textbooks

<p>homophones in writing.</p>	<p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>pronounced the same but have different meanings and spelling for learners to write down.</p> <ul style="list-style-type: none"> • Learners discuss their written work focusing on the contextual meanings of each word. • Learners exchange their work for editing. • From given sentences, learners identify words that are pronounced the same but have different meanings and spelling. • Learners classify those words according to their parts of speech. • In groups, learners list words which are spelt differently and have different meanings but are pronounced the same • Individually, learners demonstrate the correct use of those words in sentences. • Learners edit their work. 	<p>but have different meanings and spelling.</p> <p>explain the contextual meaning of each word.</p> <p>identify words that are pronounced the same but have different meanings and spelling then determine their parts of speech.</p> <p>classify those words according to their parts of speech.</p> <p>list words which are spelt differently and have different meanings but pronounced similarly.</p> <p>demonstrate the correct use of those words in sentences.</p> <p>edit their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
21. rearrange letters of existing words to form new meaningful ones.	<p>Concepts Anagrams</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<ul style="list-style-type: none"> • Teacher introduces the concept, anagrams. • Learners rearrange letters in words to form new meaningful ones. • Learners use the new words in sentences. • In groups, learners use jumbled letters to form as many words as possible, and check their meanings from a dictionary. • Learners present their work. 	<p>explain anagrams.</p> <p>rearrange letters of other words to form new meaningful words.</p> <p>use new words in sentences.</p> <p>use jumbled letters to form as many words as possible.</p> <p>edit and present their work.</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
<p>22. substitute words and expressions with appropriate synonyms and antonyms.</p>	<p>Concepts Synonyms Antonyms Financial terms</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking Turn-taking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<ul style="list-style-type: none"> • Teacher provides learners with a paragraph, for them to identify both synonyms and antonyms. • Teacher provides learners with a haphazard list of words, their synonyms and antonyms for them to match. • From given sentences, learners substitute selected words with appropriate synonyms paying attention to their parts of speech. • Learners provide appropriate opposites of given words. • In small groups, learners take turns to provide appropriate synonyms and antonyms in financial education. • From a given paragraph, learners work in groups to select financial terms and use a dictionary to find their synonyms or antonyms. • Learners construct sentences using those words. 	<p>identify both synonyms and antonyms from a paragraph.</p> <p>match words with their synonyms and antonyms.</p> <p>substitute selected words with appropriate synonyms paying attention to their parts of speech.</p> <p>provide appropriate synonyms in financial education.</p> <p>select financial terms from a given paragraph and use a dictionary to find their synonyms or antonyms.</p> <p>construct sentences using those words.</p> <p>edit and present their work.</p>	<p>Prescribed textbooks</p> <p>haphazard list of words</p>

		<ul style="list-style-type: none"> Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
23. change sentences from active voice to passive voice and vice versa.	<p>Concepts</p> <p>Voice Tense</p> <p>Parts of a sentence:</p> <p>subject verb object/agent</p> <p>Tense Participle</p> <p>Skills</p> <p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher and learners reflect on the rules that govern active and passive voice. Learners identify parts of a sentence from sentences that are in active voice. In pairs, learners discuss the function of a subject, a verb and an object in active voice. Teacher and learners discuss rules that govern the present participle and past participle in passive voice. In pairs, learners choose participles from their dictionaries and construct sentences in passive voice. In groups, learners change sentences in the active voice into 	<p>distinguish between active and passive voice.</p> <p>identify parts of a sentence from sentences that are in active voice.</p> <p>explain the function of subject, verb and object in active voice.</p> <p>distinguish between present participle and past participle in passive voice.</p> <p>change active voice into passive voice.</p> <p>use present participle and past participle to form sentences in</p>	<p>Prescribed textbooks</p>

	Editing Critical thinking Values and Attitudes Collaboration Appreciation Tolerance Self-esteem	passive voice. <ul style="list-style-type: none"> In groups, learners identify the voice used in the given sentences and justify their responses. Learners edit and present their work. 	passive voice. identify the voice used in given sentences. edit and present their work.	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
24. respond appropriately in different situations.	Concepts Asking and answering simple questions Social graces: greetings instructions directions apologies condolences requests	<ul style="list-style-type: none"> In pairs, learners role-play different situations where they greet people. Teacher creates situations where learners exchange greetings considering different times of day and relationships. In pairs, learners take turns to ask and answer questions politely. In small groups, learners role-play situations where they ask and answer questions in both formal and 	role-play different situations in which greetings are exchanged. ask and answer questions in both formal and informal situations. exchange instructions verbally basing themselves on the situation. apologise, request and give condolences.	Prescribed textbooks Teachers' Guide

	<p>Skills</p> <p>Listening Speaking Reading Writing Editing Role-play Critical thinking</p> <p>Values and Attitudes</p> <p>Collaboration Appreciation Tolerance Self-esteem Respect</p>	<p>informal situations.</p> <ul style="list-style-type: none"> • In groups, learners exchange given instructions and respond appropriately. • In small groups, learners role-play situations where they apologise, request and give condolences. <ul style="list-style-type: none"> • In pairs, learners give each other directions to different places around the school premises. 	<p>give and follow directions.</p> <p>respond appropriately in different situations.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
25. use direct and indirect speech correctly.	<p>Concepts</p> <p>Punctuation:</p> <p>quotation marks (" ");</p>	<ul style="list-style-type: none"> • Teacher and learners reflect on the use of quotation marks and commas in direct speech. • Learners punctuate sentences in direct speech. 	<p>punctuate sentences in direct speech.</p> <p>change direct speech into indirect or reported speech.</p>	<p>Prescribed textbooks</p> <p>Teachers' Guide</p>

	<p>comma (,).</p> <p>Reporting clause Introductory verbs</p> <p>Reporting: Statements; universal truths.</p> <p>Changes in: time expressions/adv erb of time; adverbs of place; verb tenses; pronouns</p> <p>Kinds of sentences</p> <p>Skills Listening Speaking</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the rules to be observed when changing statements from direct to indirect speech. • In pairs, learners change the statements that are in the simple present tense into indirect speech. • In groups, learners change statements in direct speech about universal truths in which the introductory verb is in the simple past tense to indirect speech. • In groups, learners change statements in which the introductory verb is in the past to indirect speech paying attention to changes in tense, time expressions, adverbs of place and pronouns. • Individually, learners change a variety of statements from direct to indirect or reported speech. • Learners write a paragraph using direct, indirect or reported speech. • Learners edit and present their work. 	<p>change the statements in the simple present tense into indirect speech.</p> <p>change statements in direct speech about universal truths in which the introductory verb is in the past tense to indirect speech.</p> <p>change statements in which the introductory verb is in the past to indirect speech.</p> <p>write a paragraph using direct, indirect or reported speech.</p> <p>edit and present their work.</p>	
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	Reading Writing Editing Critical thinking Values and Attitudes Collaboration Appreciation Tolerance Self-esteem			
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
26. read a passage of about a page and a half long with understanding.	Concepts Reading comprehension: heading; prediction; skimming; scanning; reading in depth; topic sentence;	<ul style="list-style-type: none"> Teacher gives learners a passage for them to predict its contents from the heading. Learners skim the passage, identify the main idea and supporting details then justify their predictions. Learners read the passage aloud, paying attention to punctuation and pronunciation. 	predict contents of a passage by focusing on its heading. skim the passage, identify the main idea and supporting details and also justify their predictions. read the passage aloud, paying attention to punctuation and pronunciation.	Local and international passages Prescribed textbooks Dictionary

	<p>supporting details.</p> <p>Types of questions: contextual; own words; vocabulary; inferential.</p> <p>Skills Listening Speaking Reading Writing Editing Inference Skimming Scanning Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different types of comprehension questions. • Teacher creates different situations and asks questions that demand learners to infer. • Learners identify and answer different types of comprehension questions from a given question paper. • In groups, learners answer the questions and present their work. • Individually, learners read a given passage silently and answer the questions. 	<p>infer from a given text.</p> <p>identify and answer different types of comprehension questions from a given question paper.</p> <p>read the passage aloud with comprehension, paying attention to punctuation and pronunciation.</p> <p>read a given passage silently and answer the questions.</p> <p>edit and present their work.</p>	
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	Self-esteem			
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
27. summarise a passage.	<p>Concepts Summary Linking devices Punctuation marks Topic sentence Supporting details Vocabulary Note-making</p> <p>Skills Listening Speaking Reading Writing Note-making Editing</p>	<ul style="list-style-type: none"> • Teacher and learners discuss steps to follow when writing a summary. From a given paragraph, learners identify specific information. • In pairs, learners jot down notes on points identified. • In pairs, learners identify words and expressions and substitute them with own words. • In small groups, learners use appropriate linking words to join the points. • Learners write a summary using the jotted points, and own words as far as possible. • Learners edit their work. 	<p>identify specific information.</p> <p>identify words and expressions and substitute them with own words.</p> <p>use appropriate linking words to join the points.</p> <p>write a comprehensive summary</p> <p>edit their work.</p>	Prescribed textbooks

	Critical thinking			
	Values and Attitudes Collaboration Appreciation Tolerance Critical thinking Self-esteem Respect			

CREATIVE WRITING

By the end of Grade 8 be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
28. develop a well-structured paragraph.	<p>Concepts Paragraph topic sentences; supporting details.</p> <p>Linking devices</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the concept, paragraph focusing on the topic sentence and supporting details. • Teacher and learners reflect on the use of linking devices. • In pairs, learners identify positions of a topic sentence and supporting details within a paragraph. • In pairs, learners develop a topic sentence and supporting details. • From a given paragraph, learners identify the topic sentence and supporting details. • Individually, learners develop well-structured paragraphs using given points. • Learners edit and present their work. 	<p>identify positions of a topic sentence and supporting details within a paragraph.</p> <p>explain the difference between the topic sentence and supporting details.</p> <p>develop a topic sentence and supporting details.</p> <p>develop well structured paragraphs using given points.</p> <p>edit and present their work.</p>	Prescribed textbooks

By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner’s ability to:	Suggested Resources
<p>29. write a coherent descriptive composition of one and a half page long.</p>	<p>Concepts Descriptive composition</p> <p>Planning: choosing a topic; brainstorming; organization.</p> <p>Introduction; Paragraphing; Linking devices; Vocabulary; Figures of speech; Proverbs and idioms; Sentence variation; and Conclusion.</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the structure of a descriptive composition and explore the planning process. • In groups, learners discuss introduction and paragraph development. • Teacher gives learners a topic and points. • In pairs, learners brainstorm a list of descriptive and appropriate vocabulary as well figures of speech and idioms. • In pairs, learners write an introductory paragraph. • In groups, learners develop two to three paragraphs observing appropriate linking devices and punctuation. • Teacher and learners discuss different ways of concluding a descriptive composition. 	<p>explore the planning process when writing a descriptive composition.</p> <p>jot down relevant points for the given topic and arrange them logically.</p> <p>brainstorm a list of descriptive and appropriate vocabulary as well as figures of speech and idioms.</p> <p>write an introductory paragraph which is based on a given topic.</p> <p>develop paragraphs observing appropriate linking devices and punctuation.</p> <p>write a concluding paragraph.</p>	<p>Prescribed textbooks</p>

	Editing Critical thinking Analytical Values and Attitudes Collaboration Appreciation Tolerance Self-esteem	<ul style="list-style-type: none"> • In pairs, learners write a concluding paragraph. • Individually, learners write a descriptive composition on a given topic. • Learners edit and present their work. 	write a descriptive composition on a given topic. edit and present their work.	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
30. write a coherent narrative composition of one and a half page long.	Concepts Narrative composition setting characters characterisation events Planning: opening paragraph topic sentence	<ul style="list-style-type: none"> • Teacher and learners reflect on the features of a narrative composition. • In groups, learners identify features of a composition from a well written narrative text. • Teacher provides learners with a topic for them to brainstorm and write a plan. • Learners arrange their points 	identify features of a composition from a well written narrative text. brainstorm and write a plan. arrange points chronologically and present their work. write an opening paragraph which is based on a given topic.	Prescribed textbooks Narrative text

	<p>linking words/coherence conclusion</p> <p>Punctuation Tense Types and kinds of sentences Direct and indirect speech Proverbs and idioms Vocabulary Figures of speech</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>chronologically and present their work.</p> <ul style="list-style-type: none"> • Teacher and learners discuss different ways of introducing a narrative composition. • In groups, learners write an opening paragraph which is based on a given topic. • Teacher and learners discuss the use of direct speech in narrative writing. • Learners develop a body of narrative composition that comprises the topic sentence, supporting details, linking devices, types and kinds of sentences as well as direct speech. • Teacher and learners discuss different ways of concluding a narrative composition. • In pairs, learners write concluding paragraphs. • Individually, learners write narrative compositions using different types and kinds of 	<p>use direct speech in narrative writing.</p> <p>develop a body of narrative composition.</p> <p>use linking devices, types and kinds of sentences within paragraphs.</p> <p>use figures of speech, proverbs and idioms in a narrative composition.</p> <p>write a concluding paragraph.</p> <p>write a detailed narrative composition.</p> <p>edit and present their work.</p>	
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		<p>sentences, appropriate vocabulary, figures of speech, proverbs and idioms.</p> <ul style="list-style-type: none"> Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
31. write a coherent argumentative composition of one and a half page long.	<p>Concepts</p> <p>Argumentative composition: balanced approach</p> <p>Structure of AC: Introduction; background about the topic.</p> <p>Position: For; Against.</p>	<ul style="list-style-type: none"> Learners list different topics for debate and choose one. Teacher divides learners into two groups; each group chooses a side in preparation for debate. In groups, learners discuss points for and against the topic. Learners debate on the chosen topic. Teacher introduces the concepts of an argumentative composition. Teacher and learners discuss the balanced approach. Teacher and learners discuss 	<p>list different controversial topic for debate.</p> <p>debate for or against a chosen topic.</p> <p>use the balanced approach when writing an argumentative composition.</p> <p>write points for and against the topic.</p> <p>develop an introductory</p>	<p>Prescribed textbooks</p> <p>Teacher's Guide</p>

	<p>Body: paragraphs; topic sentence; supporting details; linking devices; conclusion; and punctuation.</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking Analytical Debate</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>different controversial topics.</p> <ul style="list-style-type: none"> • Learners write points for and against a given topic. • Teacher and learners discuss ways of introducing an argumentative composition. • In groups, learners write an introduction to the chosen topic. • Learners present their work. • Teacher and learners reflect on the concepts of topic sentence, supporting details and linking devices. • Learners write the body of an argumentative composition using the points from the plan observing the correct structure of a paragraph. • Teacher and learners discuss ways of concluding an argumentative composition. • Learners write a conclusion. • Individually, learners use a balanced approach to write an argumentative composition and edit their work. 	<p>paragraph and present their work.</p> <p>use topic sentence, supporting details and linking devices to write the body of an argumentative composition.</p> <p>conclude an argumentative composition.</p> <p>write an argumentative composition and edit their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
<p>32. write an informal letter of one page long.</p>	<p>Concepts Informal letter Tone Register</p> <p>Layout: address; date; salutation; and ending/subscription.</p> <p>Development: introductory paragraph; body; conclusion;</p> <p>Tense; Punctuation marks; Variation of sentence types and kinds; Topic sentence and supporting details;</p>	<ul style="list-style-type: none"> • Teacher and learners explore circumstances which can lead one to write a letter to friends, siblings or relatives. • Teacher provides learners with a dialogue with contracted forms for them to read loudly. • Teacher and learners reflect on the layout of a friendly letter, paying attention to address, date, salutation, and subscription. • Teacher and learners discuss different ways of writing a salutation. • Individually, learners write a layout of a friendly letter. • Teacher and learners discuss how to introduce a friendly letter. • In groups, learners demonstrate different ways of greeting. • In groups, learners use given 	<p>explore different circumstances which can lead one to write a letter to friends, siblings or relatives.</p> <p>read a dialogue with contracted forms.</p> <p>use appropriate layout.</p> <p>use appropriate salutation that complies with the given task.</p> <p>demonstrate different ways of concluding a friendly letter.</p> <p>use the correct format and fulfill the task.</p> <p>apply relevant vocabulary and punctuate correctly.</p> <p>edit and present their work.</p>	<p>Samples of friendly letters</p> <p>Prescribed textbooks</p>

	<p>Linking words; Idioms and proverbs; Interjections; and Contracted forms /contractions.</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>points to write topic sentences and supporting details, varying sentence types and kinds, as well as idioms, proverbs and interjections.</p> <ul style="list-style-type: none"> • Learners exchange their work for editing. • In groups, learners demonstrate different ways of concluding a friendly letter. • Individually, learners write a friendly letter using the correct format observing purpose, appropriate tense, punctuation marks, interjections, idioms, proverbs and linking words. • Learners edit and present their work. 		
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
33. write a formal letter of one page long.	<p>Concepts</p> <p>Letter writing: job application; school application; complaints.</p> <p>Tone Register</p> <p>Layout: two addresses; date; salutation; subject; ending/subscription.</p> <p>Development: introductory paragraph; body; conclusion; Tense;</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the layout of the formal letter. • Learners work in groups to write a letter of application, either applying for a school or for a job. • Learners present their work. • Teacher introduces the concept of a letter of complaint. • In pairs, learners list situations in which they can lodge complaints and their expected resolutions. • Learners identify a complaint and its resolution from a given letter. • In groups, learners write a complaint letter considering the purpose of the letter and also focusing on tense, correct punctuation, variation of sentence types and coherence. • Learners edit and present their work. • Individual learners write a letter 	<p>use the correct layout.</p> <p>apply appropriate vocabulary.</p> <p>write a letter of application.</p> <p>identify a complaint and a resolution from a letter of complaint.</p> <p>write a letter of complaint.</p> <p>edit and present their work.</p>	Prescribed textbooks

	<p>Punctuation marks; Variation of sentence types; Topic sentence and supporting details; Linking words.</p> <p>Skills Listening Speaking Reading Writing Editing</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Critical thinking Self-esteem</p>	<p>of complaint.</p>		
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LITERATURE

By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
34. read a short story with comprehension.	<p>Concepts Short story: characters characterisation setting events theme Figures of speech Reading aloud Fluency and pronunciation Diction and vocabulary</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking Analysis</p>	<ul style="list-style-type: none"> • Learners make predictions basing themselves on the title. • Learners research on the background of the writer or the text focusing on setting and theme. • Learners present their work. • In groups, learners read through the short story and identify the main events. • Learners present the sequence of events. • Teacher and learners discuss the concepts characters and characterisation. • From a given short story, learners identify the characters and describe them. • Learners present their work. • Teacher and learners discuss the concept setting, focusing on the 	<p>predict the content of the short story basing themselves on the title.</p> <p>research on the background of the writer or the text focusing on the setting and theme.</p> <p>read through the short story and identify the main events.</p> <p>present the sequence of events.</p> <p>differentiate between characters and characterisation.</p> <p>identify and describe the characters.</p> <p>explain the concept, theme.</p> <p>identify themes.</p> <p>identify setting and explain its effect on the theme.</p>	Prescribed short stories textbooks

	<p>Values and Attitudes</p> <p>Collaboration Appreciation Tolerance Self-esteem</p>	<p>different types of setting.</p> <ul style="list-style-type: none"> • Teacher and learners discuss the concept theme. • From a given short story, learners identify setting and discuss its effect on the theme. • Teacher provides learners with a passage to identify themes employed. • In small groups, learners reflect on the use of figures of speech. • From a given short story, learners identify the figures of speech and explain their implication. • Learners edit their work. 	<p>identify the figures of speech and explain their implication.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
35. appreciate a poem.	<p>Concepts</p> <p>Poetry:</p> <p>title; stanza; lines; theme; figures of speech.</p> <p>Elements:</p> <p>rhyme; rhythm.</p> <p>Vocabulary</p> <p>Skills</p> <p>Listening Speaking Reading Writing Editing Role-play Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners compare and contrast poetry with other genres. Learners use the title to predict the content of the poem. Teacher reads the poem aloud for learners to critically analyse it focusing on its structure, vocabulary and elements. Learners take turns to read the poem aloud observing punctuation marks, correct pronunciation, rhyme and rhythm. Learners justify their predictions about the poem. Learners identify unfamiliar words, give their contextual meanings and write those meanings in their vocabulary banks, indicating their parts of speech. 	<p>compare and contrast poetry with other genres.</p> <p>use the title to predict the content of the poem.</p> <p>analyse the poem focusing on its structure, vocabulary and elements.</p> <p>read the poem aloud observing punctuation marks, correct pronunciation, rhyme and rhythm.</p> <p>identify unfamiliar words, give their contextual meanings and write those meanings in their vocabulary banks together with their parts of speech.</p> <p>develop a paragraph using those unfamiliar words.</p>	<p>Prescribed poetry textbooks</p> <p>Teacher's Guide</p>

	<p>Analysis</p> <p>Values and Attitudes</p> <p>Collaboration</p> <p>Appreciation</p> <p>Tolerance</p> <p>Self-esteem</p>	<ul style="list-style-type: none"> • Learners develop a paragraph using those unfamiliar words. • In groups, learners read each stanza and interpret its contextual meaning. • Teacher and learners relate the title to the theme of the poem. • Teacher and learners discuss figures of speech. • In groups, learners identify figures of speech from the poem and explain their meaning. • Individually, learners analyse a poem focusing on its elements. 	<p>interpret the hidden meaning in each stanza.</p> <p>relate the title to the theme of the poem.</p> <p>identify figures of speech from the poem and explain their meaning.</p> <p>analyse a poem focusing on its elements.</p> <p>edit and present their work.</p>	
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By the end of Grade 8, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
36. read a play with comprehension.	<p>Concepts</p> <p>Drama/play: act scene setting events/plot theme stage directions conflict characters characterisation</p> <p>Reading aloud</p> <p>Fluency and pronunciation</p> <p>Diction and vocabulary</p> <p>Turn-taking</p> <p>Skills</p> <p>Listening Speaking</p>	<ul style="list-style-type: none"> Teacher and learners discuss and research on the historical background of the play and the author. Learners predict a relation between the title and the play. Teacher and learners discuss the setting of the play in relation to time, place, attire, language, music and events. In pairs, learners identify the setting from a given scene. Learners identify scenes and acts in a play and draw the difference. Teacher and learners discuss character, characterisation and themes. Learners choose roles and take turns to read fluently for the class observing correct 	<p>research on the historical background of the play and the author.</p> <p>predict a relation between the title and the play.</p> <p>differentiate between scenes and acts.</p> <p>identify the setting and characters from a given scene.</p> <p>explain the setting of the play.</p> <p>differentiate between character and characterisation.</p> <p>explain the main theme of the play.</p> <p>read fluently for the class observing correct</p>	<p>Prescribed play textbooks</p> <p>Dictionary</p>

	<p>Reading Writing Editing Dramatisation Role-play Critical thinking Analytical</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem</p>	<p>pronunciation.</p> <ul style="list-style-type: none"> • Learners identify the setting and the characters. • Teacher and learners discuss the events in the read scene. • Learners use dictionaries to find meanings of unfamiliar words and expressions and write them in their word banks. • In groups, learners describe the characters through what they say, do and think as well as what others say about them. • Learners edit and present their work. • Teacher selects a scene for role-play, observing the stage directions, fluency and pronunciation. <ul style="list-style-type: none"> • Teacher and learners discuss the main theme of the play. 	<p>pronunciation.</p> <p>use dictionaries to find meanings of unfamiliar words and expressions and write them in their word banks.</p> <p>describe the characters.</p> <p>edit and present their work.</p> <p>role-play the selected scene.</p>	
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