**2024 KLB TOP SCHOLAR ENGLISH GRADE 8 RECORDS OF WORK - TERM 1**

**SCHOOL:**

**LEARNING AREA**: KLB TOP SCHOLAR ENGLISH

**NAME OF THE TEACHER:**

**GRADE:** 8

**TERM:** 1

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| **WEEK**  | **STRAND** | **WORK COVERED** | **REFLECTION** | **SIGN** |
| 1 | Human Rights | Listening and Speaking; Telephone Etiquette: Polite Language1. Identify the kind of language they should use to make sure the person they are speaking to feels respected.
2. Listen and identify words and phrases that indicate polite language in a telephone conversation.
3. Promote the use of respectful word.
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|  | Human Rights | Listening and Speaking; Telephone Etiquette: Polite Language1. Match polite telephone expressions with appropriate responses from the cards provided.
2. Role play in pairs a telephone dialogue on human rights using polite language.
3. Have fun and enjoy the role play.
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|  | Human Rights | Listening and Speaking; Telephone Etiquette: Polite Language1. Identify polite words and phrases in telephone conversations.
2. Practise leaving and taking telephone messages over the phone using polite language in the caller card.
3. Acknowledge the significance of etiquette in telephone conversations.
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|  | Human Rights | Reading I; Extensive Reading: Independent Reading1. Skim through grade appropriate print and electronic reading material.
2. Scan grade appropriate print and electronic reading material.
3. Appreciate the importance of reading.
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|  | Human Rights | Reading I; Extensive Reading: Independent Reading1. Read materials on human rights at their pace for a specified period of time.
2. Use a dictionary to look up the meaning of vocabulary acquired from the independent reading.
3. Infer the meaning of words as used in the texts.
4. Appreciate the importance of reading for enjoyment.
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| 2 | Human Rights | Grammar in Use; Word Classes: Compound Nouns1. Explain the meaning of nouns.
2. Read the passage in learner's book 8 page 7 and identify the compound nouns used in the passage.
3. Categorise compound nouns into two word or three word nouns from a given list.
4. Appreciate the importance of nouns.
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|  | Human Rights | Grammar in Use; Word Classes: Compound Nouns1. Write sentences using compound nouns in their singular and plural forms.
2. Form separate and hyphenated compound nouns by combining two or more words.
3. Form plurals of compound nouns from a completion table.
4. Appreciate the importance of compound nouns in communication.
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|  | Human Rights | Reading II; Intensive Reading: Short stories1. Predict events by focusing on the title and illustrations in the passage.
2. Silently read the short story.
3. Infer contextual meanings of words based on the events in the story.
4. Acknowledge the role of reading in communication.
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|  | Human Rights | Reading II; Intensive Reading: Short stories1. Retell the story in while citing issues on human rights.
2. Role play selected events and characters in the story.
3. Discuss the relationships between their own lives and those of characters in the text.
4. Have fun and enjoy the role play.
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|  | Human Rights | Writing; Writing Legibly and Neatly1. Copy a provided passage and shape upper, lower case letters, space letters, words and sentences appropriately.
2. Rewrite a provided text legibly and neatly.
3. Advocate the need for legibility and neatness writing.
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| 3 | Human Rights | Writing; Writing Legibly and Neatly1. Write a narrative composition on human rights legibly and neatly
2. Cancel neatly upon making mistakes as they listen to the excerpt that is dictated.
3. Appreciate the importance of good handwriting.
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|  | Scientific Innovations | Oral Presentations: Songs1. Identify the features of songs.
2. Match the features of songs with the correct definition.
3. Appreciate the importance of songs.
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|  | Scientific Innovations | Oral Presentations: Songs1. Watch recordings of songs from the Kenya drama and music festivals.
2. Discuss the performance techniques and non- verbal aspects of the performancethat make the presentations appealing.
3. Appreciate the role of songs in the society.
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|  | Scientific Innovations | Oral Presentations: Songs1. Identify songs of their choice and present them to the rest of the class.
2. Write songs on scientific innovations.
3. Recite and record the songs or poems.
4. Have fun and enjoy singing different songs.
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|  | Scientific Innovations | Reading I; Intensive Reading: Simple Poems1. Read and recite the poem, "The Peacebreaker"
2. Explain the words, phrases and sentences in the poem that help them to decipher the surface and deeper meaning.
3. Relate the message in the poem with real life experiences.
4. Appreciate the role of poems.
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| 4 | Scientific Innovations | Reading I; Intensive Reading: Simple Poems1. Read and recite the poem, "Modern Explorers"
2. Identify instances of repetition in a given poem.
3. Compose, type or write and share poems related to human rights.
4. Appreciate the role of poems in communication.
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|  | Scientific Innovations | Grammar in Use; Word Classes: Collective Nouns1. Read the passage, "Scientific Innovations (Part 1)
2. List the collective nouns.
3. Classify collective nouns according to people, animals or things.
4. Promote the use of collective nouns in their day to day lives.
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|  | Scientific Innovations | Grammar in Use; Word Classes: Collective Nouns1. Write correct sentences using collective nouns from substitution tables.
2. Fill in blank spaces using the correct collective nouns.
3. Fill in crossword puzzles using collective nouns.
4. Have a desire to learn more about collective nouns.
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|  | Scientific Innovations | Grammar in Use; Word Classes: Collective Nouns1. Read the passage, "Scientific Innovations (Part 2)"
2. Write down the collective nouns from the passage.
3. Construct sentences using the collective nouns they have identified.
4. Appreciate the importance of collective nouns in communication.
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|  | Scientific Innovations | Reading II; Intensive Reading: Short Story1. Watch different places and times of the day and night from a digital device or written text.
2. Read a short story and retell what they have read.
3. Appreciate the differences in culture and setting.
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| 5 | Scientific Innovations | Reading II; Intensive Reading: Short Story1. Use their surroundings to describe setting and place.
2. Take or draw pictures of different settings and at different times.
3. Appreciate different times and places in history.
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|  | Scientific Innovations | Writing; Mechanics of Writings: Punctuation1. Search online and offline on uses of the comma, apostrophe and capital letter.
2. Read a given text and take note of the commas, apostrophes and capital letters used.
3. Explain how the commas and the apostrophes are used in the passage.
4. Advocate the use of correct punctuation in writing.
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|  | Scientific Innovations | Writing; Mechanics of Writings: Punctuation1. Discuss the role of capital letters as used in various words or sentences in the passage.
2. Punctate a passage correctly commas, apostrophes, or capital letters where necessary.
3. Appreciate the importance of correct punctuation.
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|  | Pollution | Listening and Speaking: Listen Comprehension1. Listen to a cause and effect text on pollution being read by the teacher or from a digital device.
2. Pick out the main idea from that cause and effect text.
3. Acknowledge the importance of listening for detail.
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|  | Pollution | Listening and Speaking: Listen Comprehension1. Read the poem, "Keeping Our Environment Clean"
2. Make a list of unfamiliar words and practice pronouncing them.
3. Look up the meanings of unfamiliar words from an online or offline dictionary.
4. Acknowledge the importance of listening for detail.
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| 6 | Pollution | Reading I; Intensive Reading1. Predict events by focusing on the title and illustrations in a text.
2. Read the passage, "Some Light During a Crisis"
3. Infer the meaning of given words using synonyms, contexts among others.
4. Acknowledge the importance of good reading skills reading in life.
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|  | Pollution | Reading I; Intensive Reading1. Talk about their experience, both good and bad, during the lockdown because of COVID-19
2. Create a dialogue about how to hold a birthday party while observing the COVID- 19 protocols.
3. Appreciate the importance of observing the COVID- 19 protocols.
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|  | Pollution | Grammar; Word Classes: Primary Auxiliaries1. Identify primary auxiliary verbs from the list provided.
2. Search for the functions of primary auxiliary verbs from the internet or text books.
3. Write down sentences using each of the primary auxiliary verbs.
4. Appreciate the use of Auxiliaries verbs.
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|  | Pollution | Grammar; Word Classes: Primary Auxiliaries1. Fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs.
2. Write a short paragraph on environmental conservation using primary auxiliary verbs.
3. Appreciate the importance of primary auxiliary verbs in communication.
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|  | Pollution | Reading II; Intensive Reading: Poetry1. Search online and offline for the structure of a poem, poet, number of stanzas, number of lines in a stanza.
2. Explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning.
3. Appreciate the importance of poems
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| 7 | Pollution | Reading II; Intensive Reading: Poetry1. Read and recite the poem, "Make it Green" in learner's book 8 page 43.
2. Relate the message of the poem to real life.
3. Have fun and enjoy reciting the poem.
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|  | Pollution | Reading II; Intensive Reading: Poetry1. Identify topics touching on pollution.
2. Compose, type and share a poem related to pollution.
3. Recognize the role of poems in communicating values.
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|  | Pollution | Writing; Paragraphing: Sequencing of Ideas1. Read the passage in learner's book 8 page 44 and identify the conjunctions.
2. Combine sentences to form paragraphs using appropriate conjunctions.
3. Appreciate the importance of conjunctions.
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|  | Pollution | Writing; Paragraphing: Sequencing of Ideas1. Rearrange jumbled sentences to form a cohesive paragraph using conjunctions.
2. Use different conjunctions in a composition to show sequence of ideas.
3. Appreciate the role of conjunctions in communication
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|  | Consumer Roles and Responsibilities  | Listening and Speaking; Listening Comprehension: Selective Listening1. Distinguish between specific and general information from a listening text.
2. Select specific information from a text.
3. Listen and respond to texts appropriately.
4. Emphasise the value of listening skills in communication.
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| 8 |  |  **HALF TERM BREAK** |  |  |
| 9 | Consumer Roles and Responsibilities | Reading I; Intensive reading1. Search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details.
2. Read and underline the main ideas and details on the passage, "Consumer roles and responsibilities" and review each other’s work.
3. Appreciate the importance of Consumer Roles and responsibilities.
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|  | Consumer Roles and Responsibilities | Reading I; Intensive reading1. Share ideas on how they can use the selected reading strategies.
2. Fill in substitution tables with specific details from the passage.
3. Complete a mind map with focus on main idea and details.
4. Acknowledge reading for main ideas and details as a comprehension skill.
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|  | Consumer Roles and Responsibilities | Grammar in Use; Word Classes: Verbs and Tense1. Underline verbs in simple present and simple past tense in a text on consumer rights and responsibilities.
2. Reflect on the formation of simple present and simple past tense form of verbs.
3. Promote the use verbs and tense in day to day lives.
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|  | Consumer Roles and Responsibilities | Grammar in Use; Word Classes: Verbs and Tense1. Construct and share sentences on a variety of issues including consumer rights and responsibilities.
2. Type the constructed sentences using a digital device or write them down in your exercise books.
3. Appreciate the use of verbs and tense.
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|  | Consumer Roles and Responsibilities | Grammar in Use; Word Classes: Verbs and Tense1. Complete sentences using the correct tense of the given verbs.
2. Create and display charts showing words in their simple present and past tense.
3. Advocate appropriate use of tense in communication.
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| 10 | Consumer Roles and Responsibilities | Reading II; Intensive Reading: Short Story1. Read the short story, "Darkest Hour" and retell what they have read.
2. Describe the traits of the characters in the short story using different adjectives.
3. Compare and contrast the traits of the characters that appear in the short story.
4. Acknowledge the role of characters in a short story.
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|  | Consumer Roles and Responsibilities | Reading II; Intensive Reading: Short Story1. Role play the different characters and their importance in the short story.
2. Make connections between their own lives and those of characters in the text.
3. Have fun and enjoy the role play.
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|  | Consumer Roles and Responsibilities | Writing; Paragraphing: Connectors of Sequence1. Identify connectors of sequence from the passage in learner's book 8 page 62.
2. Sequence ideas in a given paragraph.
3. Appreciate the use of idea connectors for clarity in communication.
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|  | Relationships: Peers | Listening and Speaking; Pronunciation1. Read and recite the poem, "Thank you, God" in learner's book 8 page 65.
2. List all the words that have sounds "o" as in p**ot** and those that have sounds "o" as in p**o**rt.
3. Appreciate the importance of correct pronunciation.
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|  | Relationships: Peers | Listening and Speaking; Pronunciation1. Listen to the recording as they look at the poem in learner's book 8 page 66.
2. Group the words with letter "th" into those that sound like **th**umb and those that sound like **th**em.
3. Appreciate the importance of correct pronunciation.
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| 11 | Relationships: Peers | Listening and Speaking; Pronunciation1. Explain the meaning of emphatic stress.
2. Listen to a series of sentences and identify the stressed words.
3. Read sentences and stress given words appropriately.
4. Acknowledge the role of correct pronunciation in communication.
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|  | Relationships: Peers | Reading I; Study Skills: Reference Materials1. Read the passage, "Peer Relationship Problems" in learner's book 8 page 69.
2. Identify the antonyms of the words in colour from the word search puzzle.
3. Acknowledge the role of reference materials in lifelong learning.
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|  | Relationships: Peers | Grammar in Use; Word Classes: Adjectives 1. Search for the meaning of gradable and nongradable adjectives from digital and print texts.
2. Identify gradable and non-gradable adjectives.
3. Appreciate the importance of adjectives.
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|  | Relationships: Peers | Grammar in Use; Word Classes: Adjectives 1. Complete sentences on adjectives from a substitution table.
2. Recite a poem featuring gradable and non-gradable adjectives.
3. Promote the use of adjectives in their day to day lives.
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|  | Relationships: Peers | Grammar in Use; Word Classes: Adjectives 1. Construct sentences using gradable and non-gradable adjectives.
2. Fill crossword puzzles featuring gradable and non-gradable adjectives.
3. Value the need for correct use of adjectives in communication.
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| 12 | Relationships: Peers | Reading I1. Watch plays that have characters talking to one another and repeating certain lines or sentences from a digital device.
2. Search online and offline for the importance of repetition and dialogue in a short story.
3. Appreciate the importance of repetition and dialogue in a short story.
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|  | Relationships: Peers | Reading I1. Read the dialogue in learner's book 8 page 77 and describe how the dialogues bring out the traits of the different speakers.
2. Make connections between their own lives and those of the characters in the short story.
3. Write a short paragraph on the theme of peers and use repetition and dialogue appropriately.
4. Appreciate the importance of intensive reading.
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|  | Relationships: Peers | Writing; Functional Writing: Apology Letters1. Name the parts of a letter of apology.
2. Listen to two conversations: one that constitutes an apology and another that doesn’t from a digital device.
3. Discuss what makes the two conversations different.
4. Appreciate the importance of an apology.
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|  | Relationships: Peers | Writing; Functional Writing: Apology Letters1. Search for sample letters of apology from the internet, newspapers, magazines or books.
2. Read through a letter of apology and identify the different parts.
3. Discuss the language and content of a letter of apology.
4. Promote the use of kind and respectful words when writing a letter of apology.
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|  | Relationships: Peers | Writing; Functional Writing: Apology Letters1. Using the elements and layout of a formal letter plan and write a letter of apology individually.
2. Assess the correctness of the letters written by each learner.
3. Acknowledge the role of letter writing in communication.
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| 13 |  | **END OF TERM ONE EXAMINATION** |  |  |