

## 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

WEEK	STRAND	WORK COVERED	REFLECTION	SIGN
1	Human Rights	<p>Listening and Speaking; Telephone Etiquette: Polite Language</p> <p>a) Identify the kind of language they should use to make sure the person they are speaking to feels respected.</p> <p>b) Listen and identify words and phrases that indicate polite language in a telephone conversation.</p> <p>c) Promote the use of respectful word.</p>		
	Human Rights	<p>Listening and Speaking; Telephone Etiquette: Polite Language</p> <p>a) Match polite telephone expressions with appropriate responses from the cards provided.</p> <p>b) Role play in pairs a telephone dialogue on human rights using polite language.</p> <p>c) Have fun and enjoy the role play.</p>		
	Human Rights	<p>Listening and Speaking; Telephone Etiquette: Polite Language</p> <p>a) Identify polite words and phrases in telephone conversations.</p> <p>b) Practise leaving and taking telephone messages over the phone using polite language in the caller card.</p> <p>c) Acknowledge the significance of etiquette in telephone conversations.</p>		

	Human Rights	<p>Reading I; Extensive Reading: Independent Reading</p> <p>a) Skim through grade appropriate print and electronic reading material.</p> <p>b) Scan grade appropriate print and electronic reading material.</p> <p>c) Appreciate the importance of reading.</p>		
	Human Rights	<p>Reading I; Extensive Reading: Independent Reading</p> <p>a) Read materials on human rights at their pace for a specified period of time.</p> <p>b) Use a dictionary to look up the meaning of vocabulary acquired from the independent reading.</p> <p>c) Infer the meaning of words as used in the texts.</p> <p>d) Appreciate the importance of reading for enjoyment.</p>		
2	Human Rights	<p>Grammar in Use; Word Classes: Compound Nouns</p> <p>a) Explain the meaning of nouns.</p> <p>b) Read the passage in learner's book 8 page 7 and identify the compound nouns used in the passage.</p> <p>c) Categorise compound nouns into two word or three word nouns from a given list.</p> <p>d) Appreciate the importance of nouns.</p>		
	Human Rights	<p>Grammar in Use; Word Classes: Compound Nouns</p> <p>a) Write sentences using compound nouns in their singular and plural forms.</p> <p>b) Form separate and hyphenated compound nouns by combining two or more words.</p> <p>c) Form plurals of compound nouns from a completion table.</p> <p>d) Appreciate the importance of compound nouns in communication.</p>		
	Human Rights	<p>Reading II; Intensive Reading: Short stories</p> <p>a) Predict events by focusing on the title and illustrations in the passage.</p> <p>b) Silently read the short story.</p>		

		<p>c) Infer contextual meanings of words based on the events in the story.</p> <p>d) Acknowledge the role of reading in communication.</p>		
	Human Rights	<p>Reading II; Intensive Reading: Short stories</p> <p>a) Retell the story in while citing issues on human rights.</p> <p>b) Role play selected events and characters in the story.</p> <p>c) Discuss the relationships between their own lives and those of characters in the text.</p> <p>d) Have fun and enjoy the role play.</p>		
	Human Rights	<p>Writing; Writing Legibly and Neatly</p> <p>a) Copy a provided passage and shape upper, lower case letters, space letters, words and sentences appropriately.</p> <p>b) Rewrite a provided text legibly and neatly.</p> <p>c) Advocate the need for legibility and neatness writing.</p>		
3	Human Rights	<p>Writing; Writing Legibly and Neatly</p> <p>a) Write a narrative composition on human rights legibly and neatly</p> <p>b) Cancel neatly upon making mistakes as they listen to the excerpt that is dictated.</p> <p>c) Appreciate the importance of good handwriting.</p>		
	Scientific Innovations	<p>Oral Presentations: Songs</p> <p>a) Identify the features of songs.</p> <p>b) Match the features of songs with the correct definition.</p> <p>c) Appreciate the importance of songs.</p>		
	Scientific Innovations	<p>Oral Presentations: Songs</p> <p>a) Watch recordings of songs from the Kenya drama and music festivals.</p> <p>b) Discuss the performance techniques and non-verbal aspects of the performance that make the presentations appealing.</p>		

		c) Appreciate the role of songs in the society.		
	Scientific Innovations	<p>Oral Presentations: Songs</p> <p>a) Identify songs of their choice and present them to the rest of the class.</p> <p>b) Write songs on scientific innovations.</p> <p>c) Recite and record the songs or poems.</p> <p>d) Have fun and enjoy singing different songs.</p>		
	Scientific Innovations	<p>Reading I; Intensive Reading: Simple Poems</p> <p>a) Read and recite the poem, "The Peacebreaker"</p> <p>b) Explain the words, phrases and sentences in the poem that help them to decipher the surface and deeper meaning.</p> <p>c) Relate the message in the poem with real life experiences.</p> <p>d) Appreciate the role of poems.</p>		
4	Scientific Innovations	<p>Reading I; Intensive Reading: Simple Poems</p> <p>a) Read and recite the poem, "Modern Explorers"</p> <p>b) Identify instances of repetition in a given poem.</p> <p>c) Compose, type or write and share poems related to human rights.</p> <p>d) Appreciate the role of poems in communication.</p>		
	Scientific Innovations	<p>Grammar in Use; Word Classes: Collective Nouns</p> <p>a) Read the passage, "Scientific Innovations (Part 1)"</p> <p>b) List the collective nouns.</p> <p>c) Classify collective nouns according to people, animals or things.</p> <p>d) Promote the use of collective nouns in their day to day lives.</p>		
	Scientific Innovations	<p>Grammar in Use; Word Classes: Collective Nouns</p> <p>a) Write correct sentences using collective nouns from substitution tables.</p> <p>b) Fill in blank spaces using the correct collective nouns.</p>		

		<p>c) Fill in crossword puzzles using collective nouns.</p> <p>d) Have a desire to learn more about collective nouns.</p>		
	Scientific Innovations	<p>Grammar in Use; Word Classes: Collective Nouns</p> <p>a) Read the passage, "Scientific Innovations (Part 2)"</p> <p>b) Write down the collective nouns from the passage.</p> <p>c) Construct sentences using the collective nouns they have identified.</p> <p>d) Appreciate the importance of collective nouns in communication.</p>		
	Scientific Innovations	<p>Reading II; Intensive Reading: Short Story</p> <p>a) Watch different places and times of the day and night from a digital device or written text.</p> <p>b) Read a short story and retell what they have read.</p> <p>c) Appreciate the differences in culture and setting.</p>		
5	Scientific Innovations	<p>Reading II; Intensive Reading: Short Story</p> <p>a) Use their surroundings to describe setting and place.</p> <p>b) Take or draw pictures of different settings and at different times.</p> <p>c) Appreciate different times and places in history.</p>		
	Scientific Innovations	<p>Writing; Mechanics of Writings: Punctuation</p> <p>a) Search online and offline on uses of the comma, apostrophe and capital letter.</p> <p>b) Read a given text and take note of the commas, apostrophes and capital letters used.</p> <p>c) Explain how the commas and the apostrophes are used in the passage.</p> <p>d) Advocate the use of correct punctuation in writing.</p>		
	Scientific Innovations	<p>Writing; Mechanics of Writings: Punctuation</p> <p>a) Discuss the role of capital letters as used in various words or sentences in the passage.</p>		

		<p>b) Punctate a passage correctly commas, apostrophes, or capital letters where necessary.</p> <p>c) Appreciate the importance of correct punctuation.</p>		
	Pollution	<p>Listening and Speaking: Listen Comprehension</p> <p>a) Listen to a cause and effect text on pollution being read by the teacher or from a digital device.</p> <p>b) Pick out the main idea from that cause and effect text.</p> <p>c) Acknowledge the importance of listening for detail.</p>		
	Pollution	<p>Listening and Speaking: Listen Comprehension</p> <p>a) Read the poem, "Keeping Our Environment Clean"</p> <p>b) Make a list of unfamiliar words and practice pronouncing them.</p> <p>c) Look up the meanings of unfamiliar words from an online or offline dictionary.</p> <p>d) Acknowledge the importance of listening for detail.</p>		
6	Pollution	<p>Reading I; Intensive Reading</p> <p>a) Predict events by focusing on the title and illustrations in a text.</p> <p>b) Read the passage, "Some Light During a Crisis"</p> <p>c) Infer the meaning of given words using synonyms, contexts among others.</p> <p>d) Acknowledge the importance of good reading skills reading in life.</p>		
	Pollution	<p>Reading I; Intensive Reading</p> <p>a) Talk about their experience, both good and bad, during the lockdown because of COVID-19</p> <p>b) Create a dialogue about how to hold a birthday party while observing the COVID- 19 protocols.</p> <p>c) Appreciate the importance of observing the COVID- 19 protocols.</p>		

	Pollution	<p>Grammar; Word Classes: Primary Auxiliaries</p> <p>a) Identify primary auxiliary verbs from the list provided.</p> <p>b) Search for the functions of primary auxiliary verbs from the internet or text books.</p> <p>c) Write down sentences using each of the primary auxiliary verbs.</p> <p>d) Appreciate the use of Auxiliaries verbs.</p>		
	Pollution	<p>Grammar; Word Classes: Primary Auxiliaries</p> <p>a) Fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs.</p> <p>b) Write a short paragraph on environmental conservation using primary auxiliary verbs.</p> <p>c) Appreciate the importance of primary auxiliary verbs in communication.</p>		
	Pollution	<p>Reading II; Intensive Reading: Poetry</p> <p>a) Search online and offline for the structure of a poem, poet, number of stanzas, number of lines in a stanza.</p> <p>b) Explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning.</p> <p>c) Appreciate the importance of poems</p>		
7	Pollution	<p>Reading II; Intensive Reading: Poetry</p> <p>a) Read and recite the poem, "Make it Green" in learner's book 8 page 43.</p> <p>b) Relate the message of the poem to real life.</p> <p>c) Have fun and enjoy reciting the poem.</p>		
	Pollution	<p>Reading II; Intensive Reading: Poetry</p> <p>a) Identify topics touching on pollution.</p> <p>b) Compose, type and share a poem related to pollution.</p> <p>c) Recognize the role of poems in communicating values.</p>		
	Pollution	<p>Writing; Paragraphing: Sequencing of Ideas</p>		

		<p>a) Read the passage in learner's book 8 page 44 and identify the conjunctions.</p> <p>b) Combine sentences to form paragraphs using appropriate conjunctions.</p> <p>c) Appreciate the importance of conjunctions.</p>		
	Pollution	<p>Writing; Paragraphing: Sequencing of Ideas</p> <p>a) Rearrange jumbled sentences to form a cohesive paragraph using conjunctions.</p> <p>b) Use different conjunctions in a composition to show sequence of ideas.</p> <p>c) Appreciate the role of conjunctions in communication</p>		
	Consumer Roles and Responsibilities	<p>Listening and Speaking; Listening Comprehension: Selective Listening</p> <p>a) Distinguish between specific and general information from a listening text.</p> <p>b) Select specific information from a text.</p> <p>c) Listen and respond to texts appropriately.</p> <p>d) Emphasise the value of listening skills in communication.</p>		
8		<b>HALF TERM BREAK</b>		
9	Consumer Roles and Responsibilities	<p>Reading I; Intensive reading</p> <p>a) Search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details.</p> <p>b) Read and underline the main ideas and details on the passage, "Consumer roles and responsibilities" and review each other's work.</p> <p>c) Appreciate the importance of Consumer Roles and responsibilities.</p>		
	Consumer Roles and Responsibilities	<p>Reading I; Intensive reading</p> <p>a) Share ideas on how they can use the selected reading strategies.</p> <p>b) Fill in substitution tables with specific details from the passage.</p>		



		<p>c) Complete a mind map with focus on main idea and details.</p> <p>d) Acknowledge reading for main ideas and details as a comprehension skill.</p>		
	Consumer Roles and Responsibilities	<p>Grammar in Use; Word Classes: Verbs and Tense</p> <p>a) Underline verbs in simple present and simple past tense in a text on consumer rights and responsibilities.</p> <p>b) Reflect on the formation of simple present and simple past tense form of verbs.</p> <p>c) Promote the use verbs and tense in day to day lives.</p>		
	Consumer Roles and Responsibilities	<p>Grammar in Use; Word Classes: Verbs and Tense</p> <p>a) Construct and share sentences on a variety of issues including consumer rights and responsibilities.</p> <p>b) Type the constructed sentences using a digital device or write them down in your exercise books.</p> <p>c) Appreciate the use of verbs and tense.</p>		
	Consumer Roles and Responsibilities	<p>Grammar in Use; Word Classes: Verbs and Tense</p> <p>a) Complete sentences using the correct tense of the given verbs.</p> <p>b) Create and display charts showing words in their simple present and past tense.</p> <p>c) Advocate appropriate use of tense in communication.</p>		
10	Consumer Roles and Responsibilities	<p>Reading II; Intensive Reading: Short Story</p> <p>a) Read the short story, "Darkest Hour" and retell what they have read.</p> <p>b) Describe the traits of the characters in the short story using different adjectives.</p> <p>c) Compare and contrast the traits of the characters that appear in the short story.</p> <p>d) Acknowledge the role of characters in a short story.</p>		

	Consumer Roles and Responsibilities	<p>Reading II; Intensive Reading: Short Story</p> <p>a) Role play the different characters and their importance in the short story.</p> <p>b) Make connections between their own lives and those of characters in the text.</p> <p>c) Have fun and enjoy the role play.</p>		
	Consumer Roles and Responsibilities	<p>Writing; Paragraphing: Connectors of Sequence</p> <p>a) Identify connectors of sequence from the passage in learner's book 8 page 62.</p> <p>b) Sequence ideas in a given paragraph.</p> <p>c) Appreciate the use of idea connectors for clarity in communication.</p>		
	Relationships: Peers	<p>Listening and Speaking; Pronunciation</p> <p>a) Read and recite the poem, "Thank you, God" in learner's book 8 page 65.</p> <p>b) List all the words that have sounds "o" as in <b>pot</b> and those that have sounds "o" as in <b>port</b>.</p> <p>c) Appreciate the importance of correct pronunciation.</p>		
	Relationships: Peers	<p>Listening and Speaking; Pronunciation</p> <p>a) Listen to the recording as they look at the poem in learner's book 8 page 66.</p> <p>b) Group the words with letter "th" into those that sound like <b>thumb</b> and those that sound like <b>them</b>.</p> <p>c) Appreciate the importance of correct pronunciation.</p>		
11	Relationships: Peers	<p>Listening and Speaking; Pronunciation</p> <p>a) Explain the meaning of emphatic stress.</p> <p>b) Listen to a series of sentences and identify the stressed words.</p> <p>c) Read sentences and stress given words appropriately.</p> <p>d) Acknowledge the role of correct pronunciation in communication.</p>		

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<p>Download this and other FREE materials from <a href="https://teacher.co.ke/notes">https://teacher.co.ke/notes</a></p>	<p>Relationships: Peers</p>	<p>Grammar in Use; Word Classes: Adjectives</p> <ol style="list-style-type: none"> <li>Search for the meaning of gradable and nongradable adjectives from digital and print texts.</li> <li>Identify gradable and non-gradable adjectives.</li> <li>Appreciate the importance of adjectives.</li> </ol>		
<p>Download this and other FREE materials from <a href="https://teacher.co.ke/notes">https://teacher.co.ke/notes</a></p>	<p>Relationships: Peers</p>	<p>Grammar in Use; Word Classes: Adjectives</p> <ol style="list-style-type: none"> <li>Complete sentences on adjectives from a substitution table.</li> <li>Recite a poem featuring gradable and non-gradable adjectives.</li> <li>Promote the use of adjectives in their day to day lives.</li> </ol>		
<p>Download this and other FREE materials from <a href="https://teacher.co.ke/notes">https://teacher.co.ke/notes</a></p>	<p>Relationships: Peers</p>	<p>Grammar in Use; Word Classes: Adjectives</p> <ol style="list-style-type: none"> <li>Construct sentences using gradable and non-gradable adjectives.</li> <li>Fill crossword puzzles featuring gradable and non-gradable adjectives.</li> <li>Value the need for correct use of adjectives in communication.</li> </ol>		
<p>12</p>	<p>Relationships: Peers</p>	<p>Reading I</p> <ol style="list-style-type: none"> <li>Watch plays that have characters talking to one another and repeating certain lines or sentences from a digital device.</li> <li>Search online and offline for the importance of repetition and dialogue in a short story.</li> <li>Appreciate the importance of repetition and dialogue in a short story.</li> </ol>		

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<p>Download this and other FREE materials from <a href="https://teacher.co.ke/notes">https://teacher.co.ke/notes</a></p>	<p>Relationships: Peers</p>	<p>Writing; Functional Writing: Apology Letters</p> <ol style="list-style-type: none"> <li>Name the parts of a letter of apology.</li> <li>Listen to two conversations: one that constitutes an apology and another that doesn't from a digital device.</li> <li>Discuss what makes the two conversations different.</li> <li>Appreciate the importance of an apology.</li> </ol>		
<p>Download this and other FREE materials from <a href="https://teacher.co.ke/notes">https://teacher.co.ke/notes</a></p>	<p>Relationships: Peers</p>	<p>Writing; Functional Writing: Apology Letters</p> <ol style="list-style-type: none"> <li>Search for sample letters of apology from the internet, newspapers, magazines or books.</li> <li>Read through a letter of apology and identify the different parts.</li> <li>Discuss the language and content of a letter of apology.</li> <li>Promote the use of kind and respectful words when writing a letter of apology.</li> </ol>		
	<p>Relationships: Peers</p>	<p>Writing; Functional Writing: Apology Letters</p> <ol style="list-style-type: none"> <li>Using the elements and layout of a formal letter plan and write a letter of apology individually.</li> <li>Assess the correctness of the letters written by each learner.</li> <li>Acknowledge the role of letter writing in communication.</li> </ol>		
<p>13</p>		<p><b>END OF TERM ONE EXAMINATION</b></p>		

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