

IMMACULATE CONCEPTION HIGH



1. **Department Name:** ENGLISH
2. **Grade level:** GRADE 8
3. **Title of Course:** ENGLISH LANGUAGE
4. **Duration:** SEPTEMBER 2024-JUNE 2025
5. **Description of the Course:** This course is designed to target areas of weakness discovered in our review of the performance of the students during their Grade 7 year of study. It is designed in alignment with the NSC and the CSEC syllabus as we continue to build on the skills to be targeted in preparation for their external examinations by the time they began their two -year course in Grade 10.
6. **Course Prerequisites:** Grade Seven English Language
7. **Course Objectives:**
 - 1) To encourage students to appreciate and use varied styles in their own writing.
 - 2) To sensitize students to the concepts of: audience, context and purpose in the development of their speaking, writing, reading and listening skills.
 - 3) To develop and consolidate language skills taught at the Grade Seven level.
 - 4) To continue their preparation for CXC English A examinations.
8. **Topical Outline of the Course Content:**

CHRISTMAS TERM - TERM ONE

: SEPTEMBER 7, 2024- DECEMBER 2024

New Standards Curriculum Theme:

First half of the Term : Health and Nutrition (This refers to physical, emotional and psychological health) and

Second half of the term : Abstaining from unhealthy practices.

A. Vocabulary Development (*ongoing throughout the year*)

- a) Synonyms /Antonyms/ Sentence Completion
- b) Foreign words used in the English Language
- c) Word derivation (focus on Root words)
- d) Recognition and application of key words used in instructions (explain, discuss, relate, identify and define)

B. Comprehension skills (*ongoing throughout the year*)

Students should be able to obtain information accurately by practicing and mastering the following skills:

- ❖ Recognize explicitly stated facts
- ❖ Identify the main idea
- ❖ Extract specific information from what is read and heard
- ❖ Extract implied information
- ❖ Identify stated or implied time sequence
- ❖ Draw valid conclusions and inferences from information presented
- ❖ Recognize the difference between denotative and connotative language

Suggested Activities

- Use of a variety of stimuli – poems, stories, extracts, etc. (Try to select pieces which reflect the title of the Unit: Health and Nutrition, for example English for All Book 2 pages 41-42 or pages 127-130 or 167-169)
- Have students explain how they would answer questions related to “How?”, “Identify”, and “Discuss”
- Reorder jumbled paragraphs, picture sequence

C. Grammar Skills Development :

Sentence Structure (Revision) – pages 1-8

- i) Pronouns – objective and subjective cases- pages 45-72
- ii) Prepositions and Conjunctions – pages 153-159
- iii) Clauses
 - ❖ independent & dependent- pages 169-177
 - ❖ types of dependent clauses (adjective; adverb; noun)
- iv) Phrases- types and structure of each as used in different contexts.
 - ❖ Prepositional Phrases
 - ❖ Infinitive Phrases
- e) Punctuation – Reported & Direct speech

D. Narrative Writing Skills Development

Extended Writing Skills Development : Narrative Writing Skills Development

Focus on the following areas:

- ~ Plot structure and development
- ~ Conflict development
- ~ Character development
- ~ Setting development
- ~ Effective use of dialogue

Suggested time – Three to Four weeks

EASTER TERM - TERM TWO

TERM UNIT TITLE: Traditional forms of Communication

A. Comprehension Skills (ONGOING)

- i. Sustained practice with varied prose and non-prose forms.
- ii. Recognition of Language devices – hyperbole, pun, etc.
- iii. Recognition of implied information
- iv. Drawing valid conclusions and inferences from information presented
- v. Identify and comment on the structure of a text and the language choices, grammar which the writer uses to create a particular impact.
- vi. Students should be able to read and gain information from personal interest material such as ; pamphlets , how to manuals ,magazines, websites or other internet material

Note: Please select pieces which relate to the Unit Title.

B. Grammar and Mechanics

- i. Sentence structure Continued with focus on - verbal phrases – gerund/participial
-Dependent clauses – adjective/adverbial
(IN EXTENDED WRITING)
- ii. Punctuation and Capitalization- pages 83-90 – colon; semicolon; quotation; marks;
hyphen; apostrophe

C. Vocabulary development

Word Choices:

- i. Who's and whose
- ii. It's and Its
- iii. There, they're, Their
- iv. To. Too. Two
- v. Sit and Set
- vi. Lie and Lay

Suggested Reference text: Basic English Review – Department Copies

D. a) EXTENDED WRITING : Expository Writing

- i. Focus on the three organizational structures – cause and effect; problem and solution; comparison/ contrast
- ii. Paragraph components (revised) – pages 101-119
- iii. Extended writing skills – introduction; transitional words and phrases; conclusion

b) Composition and Extended Writing Skills

Formal writing contexts:

- **Business letters** – English for All Book 2 :pages 143-144
- Formal Letters of Request and Invitation

NB: (Students have done informal letters of invitation and apology at Grade 7)

Ensure that you review

- The Structure
- The Purpose
- The Audience

UNIT TITLE # 2: COMMUNICATING IN TODAY'S WORLD

Expository Writing: (continued)

Focus on the following contexts:

- ~ The Notice
- ~ The Email
 - The Structure
 - The Purpose
 - The Audience

Students should be able to use appropriate digital tools and resources to plan and conduct research, aid critical thinking , manage projects , solve problems and make informed decisions.

SUMMER TERM - TERM THREE

Unit Title: PERSONAL RIGHTS AND RESPONSIBILITIES

A. Comprehension skills (ONGOING)

- i. Practice of research skills
 - use of encyclopedias
 - use of internet resources
- ii. Literary comprehension – poems, drama extracts etc.
- iii. Non-prose comprehension – statistics, advertisements

(Give them practice with MCQ pieces)

B. Grammar and Mechanics

- i. Usage
- ii. Error Recognition

- iii. Sentence Completion
- iv. Equivalent sentences
- v. Use of Commas/ Dashes

C. Vocabulary Development (cont'd)

- Synonyms/ Antonyms/ Word Choice

D.EXTENDED WRITING: Simple Report Writing : The Incident / EyeWitness Report

: Introduction to Persuasive Writing : Persuasive Techniques The Advertisement

9. Guidelines/Suggestions for Teaching Methods and Student Learning Activities:

- Lectures
- Group Discussions
- Document Analysis/ Comprehension Exercises / Analysis of Advertisements
- Research Projects
- Video presentations:
- Differentiated Instruction
- Lecture-Demonstration
- Peer Teaching

10. Guidelines/Suggestions for Methods of Student Evaluation:

- Quizzes and Tests: Regular assessments to check understanding of key concepts.
- Classwork: Assignments completed during class that help monitor ongoing student progress and understanding.
- Homework Assignments: Tasks assigned for completion outside of class, reinforcing concepts taught and promoting independent study.
- Research Papers: In-depth analysis of a specific historical event or theme.
- Class Participation: Assessment based on engagement in discussions and activities.
- Presentations: Students present their research findings to the class.
- Final Exam: A comprehensive exam covering all course material.
- Group Projects: Team assignments that assess collaborative and interpersonal skills along with individual contributions.

- Peer Reviews: A process where students evaluate each other's work, providing feedback and gaining insights from peers.
- Reflections: Written insights by students on their learning experiences, often discussing what they learned and areas for improvement.
- Self-Grading: Allowing students to evaluate their own work, fostering self-reflection and critical thinking about their performance.
- Online Quizzes and Exams: Digital tests that make use of technology to assess students' understanding in a more flexible or remote setting.

11. Suggested Readings, Texts, Objects of Study:

PRESCRIBED TEXTS:

English For All Bk. 2

Roy Narinesingh and
Bhadase Seetahal-Maraj

Supplemental material may be used at teachers' discretion:

English the Easy Way 9th Edition (Department copies are available for the teachers to use in their classes).

Grammar and Composition Book 3

Language For Living Books. 2/3

Gray

English For Life Books. 2/3

Gray

Warriner's Grammar and Composition
Online Resources

Warriner

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