GRADE 8 SCHEMES OF WORK

ENGLISH

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1-3

Contact us for Complete Schemes of work

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MWALIMU CONSULTANCY

GRADE: GRADE EIGHT SCHEMES OF WORK

SCHOOL: ……

TERM 1 **YEAR: ……**

TEACHER'S NAME: ……..… **TSC NO……**

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**OPENING AND RECEIVING LEARNERS**								
2	**1**	**LISTENING AND SPEAKING**	**Polite Language:** **Etiquette**	**By the end of the sub strand, the learner should be able to:** **a)** Identify polite words and phrases in telephone conversations, **b)** Conduct a telephone conversation using polite words and expressions, **c)** Acknowledge the significance of etiquette in telephone conversations	**The learner is guided to:** . listen and identify words and phrases that indicate polite language in a telephone conversation from a digital device, i. role-play in pairs a telephone dialogue on human rights using polite language, i. match polite telephone conversation expressions with appropriate responses from the cards provided, r. Practice leaving and taking telephone messages over the phone using polite language on a caller card.	1. Why should one be polite when speaking over the telephone? 2. How do we ensure politeness in a telephone conversion?	Dictionary Posters,Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal ,Diorama Flashcards Word wheels Word puzzles Code words Charts,Realia Songs ,role play video clips digital devices Long Horn English Learner's Book Grade 8 page 1-2	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	

	2	**LISTENING AND SPEAKING**	**Polite Language:** **Telephone Etiquette**	**By the end of the sub strand, the learner should be able to:** a. Identify polite words and phrases in telephone conversations, b. Conduct a telephone conversation using polite words and expressions, c. Acknowledge the significance of etiquette in telephone conversations	**The learner is guided to:** ✓ listen and identify words and phrases that indicate polite language in a telephone conversation from a digital device, ✓ role-play in pairs a telephone dialogue on human rights using polite language, ✓ match polite telephone conversation expressions with appropriate responses from the cards provided, ✓ Practice leaving and taking telephone messages over the phone using polite language on a caller card.	3. Why should one be polite when speaking over the telephone? 4. How do we ensure politeness in a telephone conversion?	Dictionary Posters, Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 1-2	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	3	**READING**	**Extensive Reading: Independent Reading**	**By the end of the lesson, the learner should be able to:** a) Identify print and non-print texts that are interesting to read,	**The learner is guided to:** ✓ skim through grade-appropriate print and electronic reading materials, ✓ scan grade-appropriate print and electronic reading materials, ✓ read materials on human rights at their pace within specified period, ✓ discuss what they have read in groups,	1. Why should one read widely? 2. What should one consider when selecting a reading text?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio	

				b) Read a range of texts for information, c) Appreciate the importance of reading for enjoyment	✓ write down the main ideas in the texts they have read, ✓ use a dictionary to look up the meaning of vocabulary acquired from independent reading, ✓ infer the meaning of words as used in the texts		Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 3-4	Peer assessment Self-assessment	
	4	**READING**	**Extensive Reading: Independent Reading**	**By the end of the lesson, the learner should be able to:** d) Identify print and non-print texts that are interesting to read, e) Read a range of texts for information, f) Appreciate the importance of reading for enjoyment	**The learner is guided to:** ✓ skim through grade-appropriate print and electronic reading materials, ✓ scan grade-appropriate print and electronic reading materials, ✓ read materials on human rights at their pace within specified period, ✓ discuss what they have read in groups, ✓ write down the main ideas in the texts they have read, ✓ use a dictionary to look up the meaning of vocabulary acquired from independent reading, ✓ infer the meaning of words as used in the texts	1. Why should one read widely? 2. What should one consider when selecting a reading text?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 3-4	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	

	5	**GRAMMAR IN USE**	**Word classes: Compound Nouns**	**By the end of the lesson, the learner should be able to:** a) Identify compound nouns in a text, b) Use compound nouns in their singular and plural forms, c) Appreciate the importance of compound nouns in communication	**The learner is guided to:** ✓ Listen to an audio recording on human rights, ✓ Identify the compound nouns used in the text in groups, ✓ Categorize compound nouns into two-word or three-word nouns from a given list, ✓ Form separate and hyphenated compound nouns by combining two or more words, ✓ Form plurals of compound nouns from a completion table, ✓ Write sentences using compound nouns in their singular and plural forms in pairs, ✓ Search online and offline for more examples of compound nouns, ✓ Use compound nouns to form sentences from a substitution table in pairs, ✓ Assess the correctness of the sentences with peers.	1. Why should we use compound nouns when communicating? 2. How do compound nouns form plurals?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 5-6	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles	
3	**1**	**GRAMMAR IN USE**	**Word classes: Compound Nouns**	**By the end of the lesson, the learner should be able to:** d) Identify compound nouns in a text,	**The learner is guided to:** ✓ Listen to an audio recording on human rights, ✓ Identify the compound nouns used in the text in groups, ✓ Categorize compound nouns into two-word or three-word nouns from a given list,	1. Why should we use compound nouns when communicating? 2. How do compound	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play	

				e) Use compound nouns in their singular and plural forms, f) Appreciate the importance of compound nouns in communication	✓ Form separate and hyphenated compound nouns by combining two or more words, ✓ Form plurals of compound nouns from a completion table, ✓ Write sentences using compound nouns in their singular and plural forms in pairs, ✓ Search online and offline for more examples of compound nouns, ✓ Use compound nouns to form sentences from a substitution table in pairs, ✓ Assess the correctness of the sentences with peers.	nouns form plurals?	Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 5-6	Simulation Matching tasks Substitution tables Word games puzzles	
	2	**READING**	**Intensive Reading: Short Stories**	**By the end of the lesson, the learner should be able to:** a) Outline the sequence of events in a short story that they have read, b) Use contextual clues to infer the meanings of words, c) Answer direct and inferential	**The learner is guided to:** ✓ Predict events by focusing on the title and illustrations in a text, ✓ Silently read the short story, ✓ Infer contextual meanings of words based on the events in the story, ✓ Retell the story in small groups while citing issues on human rights, ✓ Role-play selected events and characters in the story, ✓ In groups, discuss the relationships between their own lives and those of characters in the text.	1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	

				questions from a short story, d) Acknowledge the role of reading in communication.			Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 7-8		
	3	**READING**	**Intensive Reading: Short Stories**	**By the end of the lesson, the learner should be able to:** a. Outline the sequence of events in a short story that they have read, b. Use contextual clues to infer the meanings of words, c. Answer direct and inferential questions from a short story, d. Acknowledge the role of reading in communication.	**The learner is guided to:** ✓ Predict events by focusing on the title and illustrations in a text, ✓ Silently read the short story, ✓ Infer contextual meanings of words based on the events in the story, ✓ Retell the story in small groups while citing issues on human rights, ✓ Role-play selected events and characters in the story, ✓ In groups, discuss the relationships between their own lives and those of characters in the text.	1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 7-8	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	

	4	**WRITING**	**Writing legibly and neatly**	By the end of the lesson, the learner should be able to: a)classify letters according to height differentials, b)write a text, legibly and neatly, c)advocate the need for legibility and neatness in writing	The learner is guided to: ✓ Copy a provided passage and shape upper and lower case letters appropriately, ✓ Copy a provided passage and space letters, words and sentences correctly, ✓ Rewrite a provided text legibly and neatly, ✓ Cancel words or sentences neatly when composing a text, ✓ Split words that are joined appropriately, ✓ Write dictated sentences legibly and neatly, ✓ Write a narrative composition on human rights legibly and neatly, ✓ Cancel neatly upon making mistakes as they listen to the excerpt that is dictated	1. Why should one write legibly and neatly? 2. What are the qualities of a good handwriting ?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 9-10	Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment	
	5	**WRITING**	**Writing legibly and neatly**	By the end of the lesson, the learner should be able to: a)classify letters according to height differentials, b)write a text, legibly and neatly,	The learner is guided to: ✓ Copy a provided passage and shape upper and lower case letters appropriately, ✓ Copy a provided passage and space letters, words and sentences correctly, ✓ Rewrite a provided text legibly and neatly, ✓ Cancel words or sentences neatly when composing a text, ✓ Split words that are joined appropriately,	1. Why should one write legibly and neatly? 2. What are the qualities of a good handwriting ?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices	Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment	

				c)advocate the need for legibility and neatness in writing	✓ Write dictated sentences legibly and neatly, ✓ Write a narrative composition on human rights legibly and neatly, ✓ Cancel neatly upon making mistakes as they listen to the excerpt that is dictated		Long Horn English Long Horn English Learner's Book Grade 8 page 9-10		
4	**1**	**LISTENING AND SPEAKING**	**Oral presentation:** **Songs**	By the end of the sub strand, the learner should be able to: a)identify features of songs, b)use performance techniques when singing, c)write songs on a scientific innovation, d) Appreciate the role of songs in the society.	The learner is guided to:watch recordings of songs from the Kenya drama and music festivals, ✓ Discuss in groups the performance techniques that make the presentations appealing and make notes, ✓ Identify songs of their choice and present them to the rest of the class, ✓ Write songs on scientific innovations, ✓ Recite and record the songs or poems in groups, ✓ Watch the recordings and discuss the non-verbal aspects of the performance	1. What makes a song more interesting? 2. How can one improve the presentation of a song?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 11-12	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	2	**LISTENING AND SPEAKING**	**Oral presentation:** **Songs**	By the end of the sub strand, the learner should be able to: a)identify features of songs, b)use performance	The learner is guided to:watch recordings of songs from the Kenya drama and music festivals, ✓ Discuss in groups the performance techniques that make the presentations appealing and make notes,	1. What makes a song more interesting? 2. How can one improve the	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions	

				techniques when singing, c)write songs on a scientific innovation, d) Appreciate the role of songs in the society.	✓ Identify songs of their choice and present them to the rest of the class, ✓ Write songs on scientific innovations, ✓ Recite and record the songs or poems in groups, ✓ Watch the recordings and discuss the non-verbal aspects of the performance	presentation of a song?	Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 13-14	Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	3	**READING**	**Intensive reading**	**By the end of the lesson the learner should be able to:** a. Identify the persona in the given poem. b. Identify instances of repetition in a given poem. c. Explain what the poem is all about. d. Appreciate the role of poems in communication.	The learner is guided to i. Read the given poem for enjoyment ii. Recite or rap and dramatize the given poem iii. Discuss in pairs the voice that speaks in the poem iv. Explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of the poem. v. In groups relate the message in the poem with real life experiences vi. Compose type and share poems related to scientific innovations in pairs or small groups. vii. Display their poems on a chart, a poster in class or on the school notice board.	How is a poem different from a passage? How can you say what is in the poem in your own words?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 15-16	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	
	4	**READING**	**Intensive reading**	**By the end of the lesson the learner should be able to:**	The learner is guided to viii. Read the given poem for enjoyment ix. Recite or rap and dramatize the given poem	1. How is a poem different from a passage?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs	Reading aloud Dictation Oral interviews	

				e. Identify the persona in the given poem. f. Identify instances of repetition in a given poem. g. Explain what the poem is all about. h. Appreciate the role of poems in communication.	x. Discuss in pairs the voice that speaks in the poem xi. Explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of the poem. xii. In groups relate the message in the poem with real life experiences xiii. Compose type and share poems related to scientific innovations in pairs or small groups. xiv. Display their poems on a chart, a poster in class or on the school notice board.	2. How can you say what is in the poem in your own words?	Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 17-18	Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	
	5	**GRAMMAR IN USE**	**Word classes:** **Collective Nouns**	**By the end of the sub strand, the learner should be able to:** a. Identify collective nouns from a text, b. Use singular and plural forms of collective nouns correctly in sentences, **c.** Appreciate the importance	**The learner is guided to:** ✓ list the collective nouns as they listen to an audio text, ✓ identify collective nouns in a print text, ✓ classify collective nouns according to people, animals or things, ✓ discuss the plural forms of these nouns, ✓ write correct sentences using collective nouns from substitution tables, ✓ fill in blank spaces using the correct collective nouns, ✓ fill in crossword puzzles using collective nouns,	1. What are the different types of nouns? 2. How do collective nouns form their plurals?	Dictionary, Posters, Models, Workbooks Manila papers Word trees,Storybooks, Pictures,Photographs Newspaper , Magazines Encyclopaedia Journal , Diorama Flashcards,Word wheels Word puzzles Code words,Charts Realia Songs role play, video clips digital devices Long Horn English Learner's Book Grade 8 page 19	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles	

				of collective nouns in communication	✓ search for more examples of collective nouns from print or non-print text, ✓ In groups, construct sentences using the collective nouns they have identified.				
5	MIDTERMS ASSESSMENT								

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TERM 2 WORK

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GRADE 8 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2

Week	LSN	strand	Sub-strand	a. **Specific Learning Outcomes**	**Key Inquiry Question(s)**	- **Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
1	**1**	**Writing**	**Mechanics of Writing**	By the end of the lesson, the learner should be able to: b. spell commonly misspelt words correctly, c. use prefixes and suffixes correctly in writing, Acknowledge the importance of correct spellings in writing.	1. How are words formed? 2. Which suffixed or prefixed words do you find challenging to spell?	The learner is guided to: - Read passages and pick out the misspelt words, - make a list of words with prefixes and suffixes used in a passage, - write the correct spellings of words with prefixes and suffixes from a dictation, - pick out words with silent vowels from a list, - rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt, construct sentences using words with silent vowels,	Workbooks Magazines Charts and realia Posters ***Skills in English T.G pg. 90-93*** ***Skills in English P.B pg.90-94***	Learner journals Peer assessment Dictation Writing assessment	

	2		**Mechanics of Writing**	By the end of the lesson, the learner should be able to: a. write words with silent vowels (-ie and -ei) correctly, b. make connections between spelling and meaning in suffixed and prefixed words, c. Acknowledge the importance of correct spellings in writing.	3. Why should we spell words correctly?	The learner is guided to: - in small groups, search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines, in small groups - select the correct form of prefix or - suffix for given words from a table, - Write short compositions based on the theme using words with prefixes, Suffixes, and silent (-ie -ei) vowels.	Workbooks Magazines Charts and realia Posters ***Skills in English T.G pg. 90-93*** ***Skills in English P.B pg.90-94***	Learner journals Peer assessment Dictation Writing assessment	
	3	**NATURAL RESOURCES - WILD LIFE**	**Listening for Detail**	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	Why should you listen attentively?	The learner is guided to: - listen to a recorded text on wild life and answer questions from the text in pairs, - discuss the main ideas in pairs or groups, -	Digital devices Charts and realia Flash cards Word trees Code words ***Skills in English T.G pg. 94-98*** ***Skills in English P.B pg.95***	Oral reading Role play Debates Oral discussion Written test Dialogues	

	4		**Listening for Detail**	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	What information do we pick out from a listening text?	The learner is guided to: - listen to a passage read by peers or the teacher and outline the main ideas from the text individually, - Discuss answers based on a given text in pairs or groups.	Digital devices Charts and realia Flash cards Word trees Code words ***Skills in English T.G pg. 94-98*** ***Skills in English P.B pg.95***	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	**Reading**	**Intensive Reading: Visuals**	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. make a connection between visuals and the written text, c. Appreciate the role of visuals in simplifying representation.	What information do we obtain from visuals?	The learner is guided to: - Study information presented in optical illusions in print/ electronic devices and discuss findings in pairs, - make inference of implied meaning from the visuals, - in groups, make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,	Dictionary Workbooks Newspaper storybooks ***Skills in English T.G pg. 96-101*** ***Skills in English P.B pg.95-101***	Reading aloud Dictation Question and answer Learner journals	
2	**1**		**Intensive Reading: Visuals**	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. interpret visuals correctly for meaning, c. Appreciate the role of visuals in simplifying representation.	How can one interpret a visual correctly?	The learner is guided to: - write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, - Present a piece of written information on wildlife in form of a visual and share in class.	Dictionary Workbooks Newspaper storybooks ***Skills in English T.G pg. 96-101*** ***Skills in English P.B pg.95-101***	Reading aloud Dictation Question and answer Learner journals	

	2	**Grammar in use**	**Word Classes: Pronouns**	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. Appreciate the role of indefinite and reflexive pronouns in communication.	What are indefinite and reflexive pronouns?	The learner is guided to: - study a chart displaying the indefinite and reflexive pronouns to distinguish between them, - listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text, -	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 102-106*** ***Skills in English P.B pg.101-104***	Multiple choice task Gap filling Role play Word games Question and answer	
	3		**Word Classes: Pronouns**	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. Appreciate the role of indefinite and reflexive pronouns in communication.	Why do we use indefinite pronouns?	The learner is guided to: - construct sentences using indefinite and reflexive pronouns in groups, - choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences, - construct correct sentences using reflexive and indefinite pronouns from a substitution table	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 102-106*** ***Skills in English P.B pg.101-104***	Multiple choice task Gap filling Role play Word games Question and answer	
	4	**Reading**	**Intensive Reading: Short story**	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story, b. explain the relationship between the characters in the short story, c. Appreciate the role of the characters in the short story in depicting real life experiences.	How do characters make a story come alive?	The learner is guided to: - read the short story and pick out the characters, - discuss in small groups, the things done by the characters in the short story, - dramatize different characters in a short story in order to bring out their traits,	Dictionary Workbooks Newspaper storybooks ***Skills in English T.G pg. 104-106*** ***Skills in English P.B pg.104-107***	Reading aloud Dictation Question and answer Learner journals	

	5		**Intensive Reading: Short story**	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story, b. explain the relationship between the characters in the short story, c. Appreciate the role of the characters in the short story in depicting real life experiences.	How does one identify qualities of characters in a short story?	The learner is guided to: - distinguish between the main characters and the minor characters, - in groups, use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other - Display the tree diagram via power point or Manila paper in class.	Dictionary Workbooks Newspaper storybooks ***Skills in English T.G pg. 104-106*** ***Skills in English P.B pg.104-107***	Reading aloud Dictation Question and answer Learner journals	
3	**1**	**Writing**	**Composition Writing**	By the end of the lesson, the learner should be able to: a. identify the steps in the writing process, b. write a dialogue on a given topic, c. Appreciate the importance of the writing process in enhancing clear communication.	Why is it important to plan before writing?	The learner is guided to : - discuss the steps in the writing process in groups, - use a digital device to search for information and ideas on the topic wildlife, from the internet, - brainstorm with peers and outline the ideas to include in a dialogue, - write a rough draft of the dialogue on a topic based on the theme- wildlife, -	Workbooks Magazines Charts and realia Posters Sample compositions ***Skills in English T.G pg. 106-107*** ***Skills in English P.B pg.107-110***	Learner journals Peer assessment Dictation Writing assessment	

	2		**Composition Writing**	By the end of the lesson, the learner should be able to: a. identify the steps in the writing process, b. write a dialogue on a given topic, c. Appreciate the importance of the writing process in enhancing clear communication.	How would you ensure that you make your composition clear and interesting ?	The learner is guided to : - revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences, - edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation, - evaluate each other's dialogue in small groups, - Share the final dialogues with others by posting them on the talking walls.	Workbooks Magazines Charts and realia Posters Sample compositions ***Skills in English T.G pg. 106-107*** ***Skills in English P.B pg.107-110***	Learner journals Peer assessment Dictation Writing assessment	
	3	**TOURISM: DOMESTIC**	**Listening and Responding: Oral Narratives - Myths**	By the end of the lesson, the learner should be able to: a. identify the characters in a given myth, b. narrate the key events in a given myth, c. Acknowledge the role/importance of oral literature in lifelong learning.	How can you tell what is going to happen in a story?	The learner is guided to: - predict events in a myth from the title or pictures in the story, - listen to a narration of a myth then retell the myth to their peers, - watch a video recording of a myth,	Digital devices Charts and realia Flash cards Charts and realia ***Skills in English T.G pg. 108-113*** ***Skills in English P.B pg.111-112***	Oral reading Role play Debates Oral discussion Written test Dialogues	

	4		**Listening and Responding: Oral Narratives - Myths**	By the end of the lesson, the learner should be able to: a. explain the moral lesson in a set myth, b. relate the characters in a myth to real life, c. Acknowledge the role/importance of oral literature in lifelong learning.	How are the characters or events in the story related to the people or happenings around us?	The learner is guided to: - identify the characters in the myth, - answer questions from the story in pairs or small groups, - discuss the lessons learnt from a myth, - Discuss the relevance of the story to real life.	Digital devices Charts and realia Flash cards Charts and realia ***Skills in English T.G pg. 108-113*** ***Skills in English P.B pg.111-112***	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	**Reading**	**Intensive Reading: Poem**	By the end of the lesson, the learner should be able to: a. select required information from a text, b. use nonverbal cues to bring out the message in a poem, c. Acknowledge the importance comprehension in life.	How can one tell the meaning of unfamiliar words used in a text?	The learner is guided to: - identify the characters, themes and aspects of style such as repetition from a poem, - infer the meaning of words from the context, - use visuals, synonyms, antonyms among others to infer the meaning of words, - rap/recite the poem in turns using relevant non-verbal cues,	Dictionary Workbooks Newspaper Poetry books ***Skills in English T.G pg. 114-116*** ***Skills in English P.B pg.112-116***	Reading aloud Dictation Question and answer Learner journals	
4	**1**		**Intensive Reading: Poem**	By the end of the lesson, the learner should be able to: a. make judgement on the information in a text, b. infer the meaning of unfamiliar words using contextual clues, c. Acknowledge the importance comprehension in life.	Why should one support an opinion about a story or person with evidence?	The learner is guided to: - answer direct and inferential questions based on the poem, - retell events depicted in the poem in own words, - make evidence supported judgements about the events and the message in a poem, - Use prior experience and previous knowledge when giving an opinion.	Dictionary Workbooks Newspaper Poetry books ***Skills in English T.G pg. 114-116*** ***Skills in English P.B pg.112-116***	Reading aloud Dictation Question and answer Learner journals	

	2	**Grammar in use**	**Word Classes: Simple prepositions**	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. use prepositions of position, time and place in sentences correctly, c. Appreciate the role of prepositions of position, place and time in communication.	How do we show where a person or thing is?	The learner is guided to: - identify the prepositions of position, place and time from print or digital texts, - construct sentences using prepositions of position, place and time and display on charts,	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 116-117*** ***Skills in English P.B pg.116-118***	Multiple choice task Gap filling Role play Word games Question and answer	
	3		**Word Classes: Simple prepositions**	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. Practice filling gaps using prepositions, c. Appreciate the role of prepositions of position, place and time in communication.	How do you show the position of a thing or the time something happens?	The learner is guided to: - fill in gaps in given sentences using of prepositions of position, time and place, - search for sentences featuring simple prepositions from newspapers, magazines and the internet, - Create crossword puzzles using simple prepositions in small groups.	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 116-117*** ***Skills in English P.B pg.116-118***	Multiple choice task Gap filling Role play Word games Question and answer	
	4	**Reading**	**Intensive Reading: Poetry**	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. Appreciate the role of inanimate characters in poetry.	How do you describe the characters in a poem?	The learner is guided to: - find out the meaning of inanimate characters from print and digital texts, in pairs, - identify inanimate characters in a poem, - discuss the likely inanimate characters in a poem and their traits, -	Dictionary Workbooks Newspaper Poetry books ***Skills in English T.G pg. 118-119*** ***Skills in English P.B pg.118-121***	Reading aloud Dictation Question and answer Learner journals	

	5		**Intensive Reading : Poetry**	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. Appreciate the role of inanimate characters in poetry.	Why are the characters in a poem important ?	The learner is guided to: - recite a poem related to the theme using appropriate non-verbal cues, - role play an inanimate character in a given poem, - Relate inanimate characters with individuals in real life.	Dictionary Workbooks Newspaper Poetry books ***Skills in English T.G pg. 118-119*** ***Skills in English P.B pg.118-121***	Reading aloud Dictation Question and answer Learner journals	
5	**1**	**Writing**	**Assessment of writing**	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. Appreciate the importance feedback to improve a composition.	How does a text with errors make you feel?	The learner is guided to: - Read sample compositions in groups. - identify the errors in the compositions and list them down, - write a composition related to the theme and peer review to correct errors, -	Workbooks Magazines Charts and realia Posters Sample compositions ***Skills in English T.G pg. 120-121*** ***Skills in English P.B pg.121-123***	Learner journals Peer assessment Dictation Writing assessment	
	2		**Assessment of writing**	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. Appreciate the importance feedback to improve a composition.	What are some of the common mistakes we make in our writing?	The learner is guided to: - work in groups to create a narrative composition, - exchange the composition with another group for peer review, - suggest corrections to be made to the composition, - display the edited work on the class notice board, - Take part in a gallery walk and view what the other groups have done.	Workbooks Magazines Charts and realia Posters Sample compositions ***Skills in English T.G pg. 120-121*** ***Skills in English P.B pg.121-123***	Learner journals Peer assessment Dictation Writing assessment	

	3	**HEROES AND HEROINES: AFRICA**	**pronunciation: Sounds: vowels /ɑ:/ /ɜ:/and consonants /tʃ/ and/dʒ/**	By the end of the lesson, the learner should be able to: a. identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b. pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c. Acknowledge the importance of emphatic stress in communication.	Why are some words said with greater force than others?	The learner is guided to: - listen to a recording of and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups, - practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups, - practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups and make a recording in pairs, -	Digital devices Charts and realia Flash cards Charts and realia Word wheels ***Skills in English T.G pg. 122-128*** ***Skills in English P.B pg.124-127***	Oral reading Role play Debates Oral discussion Written test Dialogues	
	4		**Stressed and unstressed words (content and function words)**	By the end of the lesson, the learner should be able to: a. Recite a poem to identify stressed words. b. apply stress on content words while leaving the function words unstressed, c. Acknowledge the importance of emphatic stress in communication.	Why do we pronounce some words differently from others in a sentence?	The learner is guided to: - listen to sentences as they are read out, - pick out words that are either stressed and unstressed, - Recite a poem and identify the stressed words in small groups. - identify the stressed and unstressed words in a sample text,	Digital devices Charts and realia Flash cards Charts and realia Word wheels ***Skills in English T.G pg. 122-128*** ***Skills in English P.B pg.124-127***	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	**Reading**	**Extensive Reading: Grade appropriate fiction Materials - Characters**	By the end of the lesson, the learner should be able to: a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. Appreciate the role of characters in fiction.	What makes reading enjoyable? How can the characters in a story be described?	The learner is guided to: - search online and offline for words that can be used to describe character traits, - read a given fiction material on African heroes/heroines and list the characters in the text, - in groups, role play the different characters identified, - dramatize the text and video record the performance, -	Dictionary Workbooks Newspaper Storybooks ***Skills in English T.G pg. 128-130*** ***Skills in English P.B pg.127-130***	Reading aloud Dictation Question and answer Learner journals	

6	**1**		**Extensive Reading : Grade appropriate fiction Materials - Characters**	By the end of the lesson, the learner should be able to: a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. Appreciate the role of characters in fiction.	Which stories are the most enjoyable to read?	The learner is guided to: - in pairs, choose a character and discuss what the character does or says, - use flash cards to describe the traits of the given character, - in groups, relate the characters in the fiction text to real life, - Identify the character that they like most and explain why. -	Dictionary Workbooks Newspaper Storybooks ***Skills in English T.G pg. 128-130*** ***Skills in English P.B pg.127-130***	Reading aloud Dictation Question and answer Learner journals	
	2	**Grammar in use**	**Word Classes: Conjunctions – because, that, when, if, unless, and since**	By the end of the lesson, the learner should be able to: a. identify the listed conjunctions from a group of words, b. use the listed conjunctions correctly in sentences, c. Appreciate the correct use of conjunctions in communication.	Why should we join sentences correctly? Why do we use conjunctions?	The learner is guided to : - read a text in small groups, - identify conjunctions such as because, that, when, if, unless, and since from the text individually, - fill in blanks in sentences using the listed conjunctions individually, - make sentences using the listed conjunctions, - in groups, create dialogues using the listed conjunctions, -	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 131-132*** ***Skills in English P.B pg.130-133***	Multiple choice task Gap filling Role play Word games Question and answer	

	3		**Word Classes: Conjunctions – because, that, when, if, unless, and since**	By the end of the lesson, the learner should be able to: a. identify the listed conjunctions from a group of words, b. use the listed conjunctions correctly in sentences, c. Appreciate the correct use of conjunctions in communication.	3. How can one join two or more sentences?	The learner is guided to : - search online and offline for examples of the listed conjunctions, - create crossword puzzles and code words featuring conjunctions, - create posters on heroes/heroines using sentences with conjunctions and display them on the walls, - search for sentences with conjunctions from the internet, - Recite poems featuring conjunctions/ listen to songs and identify the conjunctions used.	Posters Flashcards Charts Word wheels ***Skills in English T.G pg. 131-132*** ***Skills in English P.B pg.130-133***	Multiple choice task Gap filling Role play Word games Question and answer	
	4	**Reading**	**Intensive Reading: Similes and metaphors**	By the end of the lesson, the learner should be able to: a. list the similes and metaphors in a given short story, b. explain the similes and metaphors used in the short story, c. Acknowledge the importance of similes and metaphors in communication.	What makes short stories Interesting? Why should short stories be Read?	The learner is guided to: - search online and offline for meanings of simile and metaphor, - read a given short story and identify the similes and metaphors present, - in groups, discuss the meanings of the similes and metaphors identified, -	Dictionary Workbooks Newspaper Storybooks ***Skills in English T.G pg. 132-134*** ***Skills in English P.B pg.133-136***	Reading aloud Dictation Question and answer Learner journals	

	5		**Intensive Reading: Similes and metaphors**	By the end of the lesson, the learner should be able to: a. use similes and metaphors in their own sentences, b. explain the similes and metaphors used in the short story, c. Acknowledge the importance of similes and metaphors in communication.	How can one write a short story?	The learner is guided to: - discuss the relevance of the similes and metaphors in the short story, - in pairs, list the similes and metaphors they know, - Construct sentences using the similes and metaphors in the context of African heroes and heroines.	Dictionary Workbooks Newspaper Storybooks ***Skills in English T.G pg. 132-134*** ***Skills in English P.B pg.133-136***	Reading aloud Dictation Question and answer Learner journals	

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TERM 3 WORK

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GRADE 8 RATIONALISED ENGLISH SCHEMES OF WORK TERM 3

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WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	Listening and speaking theme: (modern fashion)	Listening to respond: Attitude	By the end of the lesson the learner should be able to: -explain the message in a given song -use appropriate words and expressions to express their attitude -appreciate how choice of words affects the reader	What messages are found in songs?	The learner is guided to: -listen to different from a digital device and describe the messages in them -in groups perform the songs and bring out relevant emotions -use words and expressions to describe their feelings about various issues in the songs including modern fashion	Skills in English grade 8 page 170-171 digital devices	-oral questions -written questions	
	2	Reading	Intensive reading Comprehension strategies	By the end of the lesson the learner should be able to: -identify mental images in a text correctly -use contextual clues to infer information and meaning of words -appreciate the role of comprehension in effective communication	What do you remember most after reading a text?	The learner is guided to: -read the passage on modern fashion and underline sentences that create mental images -infer the meaning of words using contextual clues -read the passage on modern fashion in turns and answer questions	Skills in English grade 8 page 171-172	-oral questions -written questions	
	3	Grammar in use	Phrasal verbs	By the end of the lesson the learner should be able to: -identify phrasal verbs correctly in a text	What are phrasal verbs?	The learner is guided to: -read a text and identify phrasal verbs formed from make, pass and look	Skills in English grade 8 page 174-175	-oral questions	

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				-use phrasal verbs correctly in sentences -appreciate the role of phrasal verbs in making conversations interesting		-construct sentences on modern fashion using the given phrasal verbs -use digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs		-written questions	
	4	Readin g	Short story: Characters	By the end of the lesson the learner should be able to: -identify the characters in the short story -write a paragraph on the characters in the short story -appreciate the role of characters in stories	-what qualities do you admire in people? -How can character traits be described?	The learner is guided: -read a story and identify the characters -categorize the characters as good or bad based on their actions and words -write paragraphs describing the traits of the characters in the story	Skills in English grade 8 page 177-1778	-oral questions -written questions	
	5	Writing	The writing process	By the end of the lesson the learner should be able to: -explain the process of writing a dialogue -write a dialogue on a given topic correctly -acknowledge the importance of writing process	-how can a good dialogue be written -why should one write a dialogue?	The learner is guided to: -search online the stages of the writing process ie pre-writing, drafting, editing -discuss possible topics for a dialogue on modern fashion - write a dialogue on a given topic correctly	Skills in English grade 8 page 180-181 digital devices		
2	1	Listeni ng and speakin g	Listening to respond: Attitude	By the end of the lesson the learner should be able to: -explain the message in a given song	What messages are found in songs?	The learner is guided to: -listen to different from a digital device and describe the messages in them	Skills in English grade 8 page 170-171	-oral questions -written questions	

		theme: (modern fashion)		-use appropriate words and expressions to express their attitude -appreciate how choice of words affects the reader		-in groups perform the songs and bring out relevant emotions -use words and expressions to describe their feelings about various issues in the songs including modern fashion	digital devices		
	2	Reading	Intensive reading Comprehension strategies	By the end of the lesson the learner should be able to: -identify mental images in a text correctly -use contextual clues to infer information and meaning of words -appreciate the role of comprehension in effective communication	What do you remember most after reading a text?	The learner is guided to: -read the passage on modern fashion and underline sentences that create mental images -infer the meaning of words using contextual clues -read the passage on modern fashion in turns and answer questions	Skills in English grade 8 page 171-172	-oral questions -written questions	
	3	Grammar in use	Phrasal verbs	By the end of the lesson the learner should be able to: -identify phrasal verbs correctly in a text -use phrasal verbs correctly in sentences -appreciate the role of phrasal verbs in making conversations interesting	What are phrasal verbs?	The learner is guided to: -read a text and identify phrasal verbs formed from make, pass and look -construct sentences on modern fashion using the given phrasal verbs -use digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs	Skills in English grade 8 page 174-175	-oral questions -written questions	

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	4	Reading	Short story: Characters	By the end of the lesson the learner should be able to: -identify the characters in the short story -write a paragraph on the characters in the short story -appreciate the role of characters in stories	-what qualities do you admire in people? -How can character traits be described?	The learner is guided: -read a story and identify the characters -categorize the characters as good or bad based on their actions and words -write paragraphs describing the traits of the characters in the story	Skills in English grade 8 page 177-1778	-oral questions -written questions	
	5	Writing	The writing process	By the end of the lesson the learner should be able to: -explain the process of writing a dialogue -write a dialogue on a given topic correctly -acknowledge the importance of writing process	-how can a good dialogue be written -why should one write a dialogue?	The learner is guided to: -search online the stages of the writing process ie pre-writing, drafting, editing -discuss possible topics for a dialogue on modern fashion - write a dialogue on a given topic correctly	Skills in English grade 8 page 180-181 digital devices		
3	1	Listening and speaking theme: (consumer protection)	Extensive listening: poems	By the end of the lesson the learner should be able to: - identify messages in poems -perform poems using appropriate techniques -acknowledge the role of poems in the society	-how can you improve the presentation of a poem? -what messages are conveyed poems?	The learner is guided to: -discuss the different messages in poems -discuss performance techniques that make the presentation appealing -discuss poems on the need for consumer protection and perform them	Skills in English grade 8 Page 183-184	-oral questions	

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	2	Reading	Intensive Reading Comprehension strategies	By the end of the lesson the learner should be able to: -identify points in a passage -create mental images of the characters, places and events in a text - summarize the key points in a text -appreciate the role of reading in lifelong learning	How do you identify key points while reading?	The learner is guided to: -read a text on the need for consumer protection and identify the key points -underline sentences that create mental images -write a paragraph that summarizes the key points in the story in own words	Skills in English grade 8 Page 184-186	-oral questions -written questions		
	3	Grammar in use	Word classes: Compound sentences	By the end of the lesson the learner should be able to: -identify compound sentences from a text -construct compound sentences using different coordinating conjunctions -appreciate the usage of compound sentences in communication	-Why do we join sentences? -How do we join sentences?	The learner is guided to: - read a text on the need for consumer protection and identify compound sentences -search online for coordinating conjunctions to be used in constructing compound sentences -construct compound sentences using different conjunctions	Skills in English grade 8 Page 187-188	-oral questions -written questions	-oral questions	
	4	Reading	Short story: style	By the end of the lesson the learner should be able to: -identify personification and flashback in a short story -read and dramatise selected parts of a short story featuring personification and flashback -appreciate the creative use of language in short stories	-how does a writer make a story interesting? -which qualities of a person can be given to animals?	The learner is guided to: - identify personification and flashback in the selected short story -in groups dramatise the selected parts of the story containing personification and flashback	Skills in English grade 8 Page 189- 191	-oral questions -written questions		

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