

# **GRADE 8 TERM 2 SCHEMES OF WORK**

## **ENGLISH**

**14 WEEKS**

*The PDF Comprises part of the Updated Schemes of work for  
the Named Learning Area as per the new curriculum*

**FOR COMPLETE NOTES & SCHEMES OF  
WORK FOR GRADES 1-8**

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## 2024 GRADE 8 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2

TEACHER'S NAME..... SCHOOL..... TERM..... YEAR: 2024

Week	LSN	strand	Sub-strand	a. Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	Writing	<b>Mechanics of Writing</b>	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 <i>Skills in English T.G pg. 90-93</i>  <i>Skills in English P.B pg.90-94</i>	Learner journals Peer assessment Dictation Writing assessment	
	2		<b>Mechanics of Writing</b>	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 <i>Skills in English T.G pg. 90-93</i>  <i>Skills in English P.B pg.90-94</i>	Learner journals Peer assessment Dictation Writing assessment	

3	NATURAL RESOURCE S - WILDLIFE	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 <i>Skills in English T.G pg. 94-98</i>  <i>Skills in English P.B pg.95</i>	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 <i>Skills in English T.G pg. 94-98</i>  <i>Skills in English P.B pg.95</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

	5	Reading	<b>Intensive Reading: Visuals</b>	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 <i>Skills in English T.G pg. 96-101</i>  <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	
2	1		<b>Intensive Reading: Visuals</b>	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 <i>Skills in English T.G pg. 96-101</i>  <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	
	2	Grammar in use	<b>Word Classes: Pronouns</b>	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 <i>Skills in English T.G pg. 102-106</i>  <i>Skills in English P.B pg.101-104</i>	Multiple choice task Gap filling Role play Word games Question and answer	

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