



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 8 ENGLISH

Wk	LS	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	WRITING	Writing: Mechanics	By the end of the lesson, the learner should be able to: a) Spell commonly misspelt words correctly b) Use prefixes and suffixes correctly in writing c) Acknowledge the importance of correct spellings in writing.	Why should words be spelt correctly?	The learner is guided to: • Read a digital or print passage on drug abuse 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,	Dictionary digital devices Smart Minds English. Grade 8 T.G. Pg.73-75 Smart Minds English. Grade 8 P.B. Pg.77-81	Written test Learner journals Peer assessment Self-assessment	
	2	WRITING	Writing: Mechanics	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.	Why should words be spelt correctly?	The learner is guided to: • 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, • write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels,	Dictionary digital devices Smart Minds English. Grd 8 T.G. Pg.73-75 Smart Minds English. Grd 8 P.B. Pg.77-81	Written test Learner journals Peer assessment Self-assessment	



3	LISTENING AND SPEAKING	LISTENING AND SPEAKING: listening for details	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.	How should one listen for detail?	The learner is guided to: • Listen to a recorded text on wild • Life and answer questions from the text, and discuss the main ideas, • Listen to a passage read by peers or the teacher and outline the main ideas from the text individually,	Dictionary digital devices Smart Minds English. Grd 8 T.G. Pg.76-78 Smart Minds English. Grd 8 P.B. Pg.82-83	Written test Learner journals Peer assessment Self-assessment	
4	LISTENING AND SPEAKING	LISTENING AND SPEAKING: listening for details	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.	How should one listen for detail?	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 with peers answers based on a given text.	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.76-78 Smart Minds English. Grd 8 P.B. Pg.82-83	Written test Learner journals Peer assessment Self-assessment	
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? How can one interpret a visual correctly?	The learner is guided to: • Study information presented in optical illusions in print/ electronic devices and discuss findings, • make inference of implied meaning from the visuals, • work with peers to make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.79-81 Smart Minds English. Grd 8 P.B. Pg.83-86	Written test Learner journals Peer assessment Self-assessment	



2	1	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) Interpret visuals correctly for meaning, c) Appreciate the role of visuals in simplifying representation.	What information do we obtain from visuals? 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, digital devices Smart Minds English. Grd 8 T.G. Pg.79-81 Smart Minds English. Grd 8 P.B. Pg.83-86	Written test Learner journals Peer assessment Self-assessment	
	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? Why do we use indefinite 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, • Collaborate to construct sentences using indefinite and reflexive pronouns,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.81-84 Smart Minds English. Grd 8 P.B. Pg.86-89	Written test Learner journals Peer assessment Self-assessment	
	3	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	What are indefinite and reflexive pronouns? Why do we use indefinite pronouns?	• The learner is guided to: 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. Reflexive pronoun to fill in gaps in given sentences,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.81-84 Smart Minds English. Grd 8 P.B. Pg.86-89	Written test Learner journals Peer assessment Self-assessment	



				pronouns in communication,		<ul style="list-style-type: none"> • construct correct sentences using • Reflexive and indefinite pronouns from substitution table. 			
	4	READING	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Identify the characters in a given short story Explain the relationship between the characters in the short story 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: Read the short story and pick out the characters, Discuss 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, digital devices Smart Minds English. Grd 8 T.G. Pg.84-85 Smart Minds English. Grd 8 P.B. Pg.89-91	Written test Learner journals Peer assessment Self-assessment	
	5	READING	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Distinguish between main and minor characters Explain the relationship between the characters in the short story 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, work with peers to use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.84-85 Smart Minds English. Grd 8 P.B. Pg.89-91	Written test Learner journals Peer assessment Self-assessment	



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.	How would you ensure that you make your composition clear and interesting?	The learner is guided to: • discuss the steps in the writing process, • 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,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.86-87 Smart Minds English. Grd 8 P.B. Pg.91-92	Written test Learner journals Peer assessment Self-assessment	
	2	WRITING	Composition Writing	By the end of the lesson, the learner should be able to: a) explain the meaning of a dialogue 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: write a rough draft of the dialogue on a topic based on the theme- wildlife, 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,	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.86-87 Smart Minds English. Grd 8 P.B. Pg.91-92	Written test Learner journals Peer assessment Self-assessment	
	3	LISTENING AND SPEAKING	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 from your community then retell the myth to their peers, watch a video recording of a myth,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.88-92 Smart Minds English. Grd 8 P.B. Pg.93-95	Written test Learner journals Peer assessment Self-assessment	



	4	LISTENING AND SPEAKING	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, collaborate answer questions from the story, discuss the lessons learnt from a myth, discuss the relevance of the story to real life.	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.88-92 Smart Minds English. Grd 8 P.B. Pg.93-95	Written test Learner journals Peer assessment Self-assessment test	
	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,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.92-94 Smart Minds English. Grd 8 P.B. Pg.95-97	Written test Learner journals Peer assessment Self-assessment test	
4	1	READING	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: rap/recite the poem in turns using relevant non-verbal cues, 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,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.92-94 Smart Minds English. Grd 8 P.B. Pg.95-97	Written test Learner journals Peer assessment Self-assessment test	



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,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.94-96 Smart Minds English. Grd 8 P.B. Pg.97-100	Written test Learner journals Peer assessment Self-assessment test	
3	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 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, with peers.	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.94-96 Smart Minds English. Grd 8 P.B. Pg.97-100	Written test Learner journals Peer assessment Self-assessment test	
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,	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, identify inanimate characters in a poem, discuss the likely inanimate characters in a poem and their traits,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.97-98 Smart Minds English. Grd 8 P.B. Pg.100-102	Written test Learner journals Peer assessment Self-assessment test	



				c. appreciate the role of inanimate characters in poetry.					
	5	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.	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, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.97-98 Smart Minds English. Grd 8 P.B. Pg.100-102	Written test Learner journals Peer assessment Self-assessment	
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, identify the errors in the compositions and list them down, write a composition related to the theme and peer review to correct errors, work with peers to create a narrative composition,	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.99-102 Smart Minds English. Grd 8 P.B. Pg.102-104	Written test Learner journals Peer assessment Self-assessment test	
	2	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,	What are some of the common mistakes we make in our writing?	The learner is guided to: exchange the composition with peers for 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	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.99-102 Smart Minds English.	Written test Learner journals Peer assessment Self-assessment test	



				c. appreciate the importance feedback to improve a composition.		view what the others have done.	Grd 8 P.B. Pg.102-104		
	3	LISTENING AND SPEAKING	Pronunciation: 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and /dʒ/ 9.1.1.2: Stressed and unstressed words	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/, practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/, identify the stressed and unstressed words in a sample text, work with peers to practice saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and /dʒ/ and make a recording,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.103-106 Smart Minds English. Grd 8 P.B. Pg.105-108	Written test Learner journals Peer assessment Self-assessment test	
	4	LISTENING AND SPEAKING	Pronunciation: 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and /dʒ/ 9.1.1.2: Stressed and unstressed words	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. 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, collaborate to recite a poem and identify the stressed words.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.103-106 Smart Minds English. Grd 8 P.B. Pg.105-108	Written test Learner journals Peer assessment Self-assessment test	



	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, role play the different characters identified,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.106-108 Smart Minds English. Grd 8 P.B. Pg.108-109	Written test Learner journals Peer assessment Self-assessment test	
6	1	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.	Which stories are the most enjoyable to read?	The learner is guided to: □ dramatize the text and video record the performance, □ choose a character and discuss what the character does or says, identify the character that they like most and explain why.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.106-108 Smart Minds English. Grd 8 P.B. Pg.108-109	Written test Learner journals Peer assessment Self-assessment	
	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: □ work with peers to read a text, 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,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.108-110 Smart Minds English. Grd 8 P.B. Pg.110-112	Written test Learner journals Peer assessment Self-assessment	



						make sentences using the listed conjunctions,			
	3	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.	How can one join two or more sentences?	The learner is guided to: collaborate to create dialogues using 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,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.108-110 Smart Minds English. Grd 8 P.B. Pg.110-112	Written test Learner journals Peer assessment Self-assessment	
	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. use similes and metaphors in their own sentences, 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, discuss the meanings of the similes and metaphors identified,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.110-112 Smart Minds English. Grd 8 P.B. Pg.113	Written test Learner journals Peer assessment Self-assessment	



	5	READING	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, list the similes and metaphors they know, □ construct sentences using the similes and metaphors in the context of African heroes and heroines.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.110-112 Smart Minds English. Grd 8 P.B. Pg.113	Written test Learner journals Peer assessment Self-assessment test	
7	1	WRITING	Creative Writing: Narrative Compositions (240-280 words)	By the end of the lesson, the learner should be able to: a. recall a specific event, emotion or experience that affected them greatly. b. plan a narrative composition using prewriting techniques c. acknowledge the value of quality narrative composition.	Why do we enjoy reading stories? How can you make your composition interesting?	The learner is guided to: □ identify the parts of narrative composition. □ Work with peers to narrate events, feelings or experiences that impacted them. □ work with peers to plan a narrative composition, write a narrative composition individually.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.112-113 Smart Minds English. Grd 8 P.B. Pg.114	Written test Learner journals Peer assessment Self-assessment test	



2	WRITING	Creative Writing: Narrative Compositions (240-280 words)	By the end of the lesson, the learner should be able to: a. recall a specific event, emotion or experience that affected them greatly. b. create a narrative composition using revealing details c. acknowledge the value of quality narrative composition.	Which event, excited you or made you sad recently?	The learner is guided to: collaborate with peers to check each other's work for: Correctness of language o Relevance to the topic on Punctuation on Spelling review their work individually and make corrections where necessary, publish their work by either: - Sharing it through email - Sharing it through social media Pasting the work on posters - Posting the work in class and conducting a gallery walk.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.112-113 Smart Minds English. Grd 8 P.B. Pg.114	Written test Learner journals Peer assessment Self-assessment	
3	LISTENING AND SPEAKING	LISTENING AND SPEAKING: Oral Presentations	By the end of the lesson, the learner should be able to: a. identify the items in the format of a speech, b. present a written speech using effective speaking skills, c. prepare a short speech on a given topic, d. acknowledge the importance of good speaking skills for effective communication.	How can you make a speech presentation interesting?	The learner is guided to: do: search online and offline for the format of a speech, listen to or watch a recorded speech from a digital device, do: identify the introduction, body and conclusion of the speech they have listened to or watched,	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.114-115 Smart Minds English. Grd 8 P.B. Pg.116-118	Written test Learner journals Peer assessment Self-assessment	



	4	LISTENING AND SPEAKING	LISTENING AND SPEAKING: Oral Presentations	By the end of the lesson, the learner should be able to: a. identify the items in the format of a speech, b. present a written speech using effective speaking skills, c. prepare a short speech on a given topic, d. acknowledge the importance of good speaking skills for effective communication.	What are some of the techniques for introducing or concluding a speech?	The learner is guided to: □work with peers write down points on how they can appreciate their heritage through art, □present the speech to the whole class as other learners provide feedback on the non-verbal cues used, identify the speaking strategies that made each speech interesting.	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.114-115 Smart Minds English. Grd 8 P.B. Pg.116-118	Written test Learner journals Peer assessment Self-assessment	
	5	READING	Study Skills: Note Making	By the end of the lesson, the learner should be able to: a. identify key points in a text, b. make notes from a written text, c. appreciate the importance of note making in learning.	How do we determine what to include in our notes during note making?	The learner is guided to: □work with peers to search online and offline on how to make notes, □read a given text on art and identify the key points,	Dictionary digital devices, recorded speeches <u>Smart Minds English.</u> <u>Grd 8 T.G. Pg.116-117</u> <u>Smart Minds English.</u> <u>Grd 8 P.B. Pg.118-119</u>	Written test Learner journals Peer assessment Self-assessment	
8	1	READING	Study Skills: Note Making	By the end of the lesson, the learner should be able to: a. identify key points in a text, b. make notes from a written text, c. appreciate the importance of note making in learning.	What is the importance of note making?	The learner is guided to: □identify verbal sign posts and share with peers, □make notes on the margin and peer review, □paraphrase the writer's words,	Dictionary digital devices, recorded speeches <u>Smart Minds English.</u> <u>Grd 8 T.G. Pg.116-117</u> <u>Smart Minds English.</u>	Written test Learner journals Peer assessment Self-assessment test	



							<u>Grd 8 P.B.</u> <u>Pg.118-119</u>		
	2	GRAMMAR IN USE	Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: a. identify demonstratives and quantifiers in a given text, b. use demonstratives in sentences for clarity of communication, c. appreciate the importance of demonstratives and quantifiers communication.	Why do we use demonstratives and quantifiers?	The learner is guided to: □ identify quantifiers (few and many) and demonstratives (this, these and that and those), □ point out various items that are at different distances, □ determine the correct demonstratives to use in different circumstances,	Dictionary digital devices, recorded speeches <u>Smart Minds</u> <u>English.</u> <u>Grd 8 T.G.</u> <u>Pg.118-120</u> <u>Smart Minds</u> <u>English.</u> <u>Grd 8 P.B.</u> <u>Pg.120-123</u>	Written test Learner journals Peer assessment Self-assessment test	
	3	GRAMMAR IN USE	Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: a. identify demonstratives and quantifiers in a given text, b. use demonstratives in sentences for clarity of communication, c. appreciate the importance of demonstratives and quantifiers communication.	When do we use demonstratives and quantifiers?	The learner is guided to: □ generate the plural forms of the demonstrative pronouns, with peers, demonstrate practically the differences in meaning in quantifiers such as little and a little amount of water, □ generate sentences using various demonstratives and quantifiers, □ construct sentences using demonstrative and quantifiers from a substitution table.	Dictionary digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.118-120 Smart Minds English. Grd 8 P.B. Pg.120-123	Written test Learner journals Peer assessment Self-assessment test	



HALF TERM

9	1	READING	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. highlight the main events in the story, b. relate the events in the short story to real life, c. appreciate the importance of literature in life.	How do events flow logically in a story?	The learner is guided to: □ read a given short story, □ discuss with peers the main events, use a graphic organizer to highlight the events in the story,	Dictionary digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.120-121 Smart Minds English. Grd 8 P.B. Pg.123-124	Written test Learner journals Peer assessment Self-assessment	
	2	READING	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. relate the events in the short story to real life, b. identify the setting in the short story, c. appreciate the importance of literature in life.	Why is the setting of a story important to the reader?	The learner is guided to: □ research the meaning of setting from online and offline sources and make notes, □ discuss the setting of the short story they have read, work with peers to discuss how the events in the short story relate to real life.	Dictionary digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.120-121 Smart Minds English. Grd 8 P.B. Pg.123-124	Written test Learner journals Peer assessment Self-assessment	
	3	WRITING	Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: a. recognize the key elements and layout of a thank you note and a congratulatory note, b. use the correct format to write a thank you note, c. critique thank you notes and congratulatory notes	How are strong emotions expressed in writing?	The learner is guided to: □ list some of the occasions when we write a thank you note and a congratulatory note, □ write a thank you note and a congratulatory note in pairs,	Dictionary digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.121-124 Smart Minds English. Grd 8 P.B. Pg.124-127	Written test Learner journals Peer assessment Self-assessment	



				for correctness and relevance.					
	4	WRITING	Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: a. recognize the key elements and layout of a thank you note and a congratulatory note, b. write a congratulatory note correctly, c. critique thank you notes and congratulatory notes for correctness and relevance.	Why should one write how they feel about something?	The learner is guided to: □ search for samples of a thank you note and a congratulatory note from the internet, newspapers, magazines and textbooks and read through them in pairs, □ download a thank you note and a congratulatory note from the internet and read through them in pairs, □ identify the key aspects (components) of a thank you note and a congratulatory note,	Dictionary digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.121-124 Smart Minds English. Grd 8 P.B. Pg.124-127	Written test Learner journals Peer assessment Self-assessment	
	5	LISTENING AND SPEAKING	LISTENING AND SPEAKING: Conversational Skills: interviews	By the end of the lesson, the learner should be able to: a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview,	Why is it important to use polite language during an interview?	The learner is guided to: □ listen to a recorded or a role-played interview and identify polite expressions used. For example, “I am sorry but...”; “your point is valid, but...”, □ watch a video in which the speakers are	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.125-127 Smart Minds English.	Written test Learner journals Peer assessment Self-assessment test	



				c. appreciate the role of interviews in presenting reality.		engaged in a radio or television interview,	Grd 8 P.B. Pg.129-131		
10	1	LISTENING AND SPEAKING	LISTENING AND SPEAKING: Conversational Skills: interviews	By the end of the lesson, the learner should be able to: a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview, c. appreciate the role of interviews in presenting reality.	How do we show respect for others people's opinion?	The learner is guided □to: in pairs, conduct an interview on choosing a career using polite expressions, □make a list of the verbal and non-verbal cues used by the speakers to express politeness,	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.125-127 Smart Minds English. Grd 8 P.B. Pg.129-131	Written test Learner journals Peer assessment Self-assessment test	
	2	READING	Extensive Reading: Non- fiction	By the end of the lesson, the learner should be able to: a. identify print and nonprint non-fiction materials that are interesting to read, b. read a range of nonfiction materials for general information, c. appreciate the importance of reading for information.	What is the importance of reading widely?	The learner is guided □to: skim through print and electronic reading materials on careers, □ discuss the general ideas □with peers, scan print and electronic reading materials and identify key words and phrases, □ use a dictionary to look up the meaning of vocabulary acquired during independent reading, □ read various texts on careers and note the key points,	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.127-128 Smart Minds English. Grd 8 P.B. Pg.131-132	Written test Learner journals Peer assessment Self-assessment	



3	READING	Extensive Reading: Non- fiction	By the end of the lesson, the learner should be able to: a. identify print and nonprint non-fiction materials that are interesting to read, b. read a range of nonfiction materials for general information, c. appreciate the importance of reading for information.	What do you consider when selecting a reading text?	The learner is guided □to: scan print and electronic reading materials and identify key words and phrases, □ use a dictionary to look up the meaning of vocabulary acquired during independent reading,	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.127-128 Smart Minds English. Grd 8 P.B. Pg.131-132	Written test Learner journals Peer assessment Self-assessment test	
4	GRAMMAR IN USE	Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a. identify adverbs formed from adjectives in sentences or a group of words, b. form adverbs from adjectives, c. appreciate the value of adverbs in communication.	Why do we form words from other words?	The learner is guided to : □select adverbs formed from adjectives from a print and non-print text, □ read a text on careers and identify the adverbs use, □ construct sentences on different careers using adverbs formed from adjectives, □ select the correct forms of adverbs from a substitution table,	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.128-130 Smart Minds English. Grd 8 P.B. Pg.132-134	Written test Learner journals Peer assessment Self-assessment test	
5	GRAMMAR IN USE	Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a. form adverbs from adjectives, b. use adverbs formed from adjectives in sentences, c. appreciate the value of adverbs in communication.	What are the functions of adverbs	The learner is guided to : □fill in blanks using adverbs formed from adjectives, □ compile a list of instructions using adverbs formed from adjectives, □ make a list of adverbs formed from adjectives and display them on charts and posters,	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.128-130 Smart Minds English. Grd 8 P.B. Pg.132-134	Written test Learner journals Peer assessment Self-assessment test	



						compose short poems using adverbs formed from adjectives.			
11	1	READING	Intensive Reading: Lessons Learnt	By the end of the lesson, the learner should be able to: a. identify the lessons learnt in a short story, b. relate the lessons learnt in the short story to real life, c. appreciate the role of stories in addressing societal issues.	What issues in the society are addressed by stories?	The learner is guided to: □ listen or watch a story and identify moral lessons that are brought out from a digital device, □ read the short story retell what they have read, □ discuss the lessons learnt by looking at the actions and the words used in the story, with peers	Dictionary digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.130-131 Smart Minds English. Grd 8 P.B. Pg.135	Written test Learner journals Peer assessment Self-assessment test	
	2	READING	Intensive Reading: Lessons Learnt	By the end of the lesson, the learner should be able to: a. identify the lessons learnt in a short story, b. relate the lessons learnt in the short story to real life, c. appreciate the role of stories in addressing societal issues.	How can one derive lessons from a short story?	The learner is guided to: □ discuss how different characters bring out the lessons, □ role play the episodes that carry the main lessons in the short story, □ make connections between situations in their own lives and the episodes in the text,	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.130-131 Smart Minds English. Grd 8 P.B. Pg.135	Written test Learner journals Peer assessment Self-assessment test	
	3	WRITING	Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: a. identify words with prefixes and suffixes from a text, b. use prefixes and suffixes correctly in sentences, c. acknowledge the influence of prefixes and suffixes on	How can you tell the meaning of a word using a prefix?	The learner is guided to : □ read a text on careers which features words with prefixes and suffixes from print and non-print sources, □ write down words with suffixes and prefixes from the text,	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.131-133 Smart Minds English.	Written test Learner journals Peer assessment Self-assessment test	



				meaning and formation of words.		□ formulate a table separating words with similar prefixes, roots and suffixes, with peers, □ infer the meaning of a word from prefixes,	<u>Grd 8 P.B. Pg.135-137</u>		
	4	WRITING	Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: a. identify words with prefixes and suffixes from a text, b. use prefixes and suffixes correctly in sentences, c. acknowledge the influence of prefixes and suffixes on meaning and formation of words.	Which words with suffixes and prefixes are confusing?	The learner is guided to: Break down words into prefixes and suffixes, listen to a dictated list of words with prefixes and suffixes and write them down, formulate sentences using words with prefixes and suffixes, fill in blanks in a writing with the correct form of words with prefixes and suffixes,	Dictionary, digital devices, audio interview <u>Smart Minds English. Grd 8 T.G. Pg.131-133 Smart Minds English. Grd 8 P.B. Pg.135-137</u>	Written test Learner journals Peer assessment Self-assessment test	
	5	REVISION EXERCISE/READING SETBOOKS							
12-13	1-5								
14	1-5	END TERM ASSESSMENT/CLOSING							