**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: GERMAN**

**TERM 1 YEAR: 2024**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | LearningResources  | Assessment Methods | Reflection |
|  |  **OPENING AND RECEIVING LEARNERS** |
| 1 | **1-3** | **Listening and Speaking** | **Detailed Listening: Restaurant**  | By the end of the lesson the learner should be able to:a) Speak on personal preferences using appropriate vocabulary.b) Demonstrate detailed listening skills on given topics.c) Execute given tasks independently for learning.d)Show awareness of eating habits in Kenya and Germany | The learner is guided to: * Talk about favourite foods/drinks and their prices in pairs/groups.
* Role-play a restaurant scene and orders/pays for food or drinks.,
* Listen to/watches a video on a restaurant scene and answers questions.
* Identify various foods on a menu and put them in categories (dessert, main course, etc.)
* Research online or in other available resources on the eating habits in Germany and discuss with peers.
* Choose a restaurant from the given lists in Germany and Kenya, compare their menus and discuss with peers how informative the menus are to consumers.
* Discuss how to save their money while eating out
 | 1. Why is it important to listen keenly to an oral text?
 | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.1-2 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 2 | **1-3** | **Listening and Speaking** | **Detailed Listening: School**  | By the end of the lesson the learner should be able to:a) Identify relevant vocabulary and expressions about school.b) Decode detailed information from an audio text.c) Interact with technology to enhance learning.d)Appreciate the differences between school routines in Kenya and Germany | The learner is guided to:* Listen to simple texts/dialogues/songs relating to school routines/facilities.
* Enact dialogues/simple interviews about asking and telling time using prepositions of time.
* Discuss how proper time management saves money.
* Gather information from the listening texts and discuss with peers.
* Listen to recorded audio and respond to questions about school routine in Germany.
* Research typical school routines/facilities in Germany and compare them with own school.
* Make (PowerPoint) presentations on findings about school routine in Germany to their peers/ in class.
 | What is the significance of listening comprehension in learning a foreign language? | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.3 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 3 | **1-3** | **Listening and Speaking** | **Detailed Listening: Leisure activities**  | By the end of the lesson the learner should be able to:a) Use appropriate vocabulary in a given context.b) Present selected information from an audio text using appropriate language structures and vocabulary.c)Express their intentions fluently.d)Demonstrate awareness of the balance between work and leisure. | The learner is guided to* Listen to an audio about leisure time activities and answer questions.
* Listen to recorded audio of people talking about their plans and match them to specific times of the day.
* Interview their peers on what they plan to do at different times of the day.
* Talk about what they plan to do in their leisure time in pairs/groups.
* Talk about what they plan to do during the weekend/half-term/school holidays in pairs/groups.
* Talk about their ideal holidays with their peers/parents.
* Talk about which leisure time activities they can engage in with their parents.
* Identify leisure activities to be done as alternatives to harmful activities
 | How do we ensure we get all the details from an oral text? | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.4 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 4 | **1-3** | **Listening and Speaking** | **Selective Listening: Professions**  | By the end of the lesson the learner should be able to:a) Identify different occupations from given texts.b) Listen for specific information from texts on careers and professions.c)Value the diversity of careers in the professional world | The learner is guided to:* Match names of occupations.
* Pantomime careers/occupations while peers guess what they are.
* Listen to audio-visual recordings about careers and match the information gleaned to appropriate statements.
* Listen to audio-visual recordings of different people’s career choices and respond to given questions.
* Describe the merits of online jobs in pairs/groups.
* Discuss the role of parents when one is choosing a career
 | How can we avoid distractions while listening to an oral text? | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.5 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 5 | **1-3** | **Listening and Speaking.** | **Detailed Listening: Household Items** | By the end of the lesson the learner should be able to:a) Identify the location of items in a room/home.b) Listen for particular information on household items in diverse contexts.c) Appreciate the order at home. | The learner is guided to:* Describe the location of household items using pictures.
* Listen to songs on household items and list the items.
* Listen to a short audio on household items and match them to the appropriate preposition and location.
* Prepare and present a skit contrasting a boy’s room with a girl’s room with peers.
* Discuss the importance of order to enhance safety in the home and responsibility in handling household items
 | 1. How does listening to oral texts enhance your speaking skills?
2. Why is it important to keep our rooms neat and orderly?
 | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.6-7 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 6 | **1-3** | **Listening and Speaking** | **Detailed Listening: Media** | By the end of the lesson the learner should be able to:a) Mention the functions of media devices used at home and school.b) Listen for selective information about media from speakers in diverse contexts.c)Use media devices in a responsible manner | The learner is guided to:* State functions of various types of media.
* Talk about favourite media device in pairs/groups.
* Listen to audio-visual recordings of people talking about how they use their media devices and note down key aspects.
* Listen to audio-visual recordings of official bulletins.
* Discuss ways in which people can use their media devices responsibly.
* Prepare and present suggestions on how to teach their young siblings about responsible use of use media
 | How do we ensure we get all the details in an oral text?Why do teenagers spend a lot of time on media devices? | ●Flashcards.●Pictures.●Images.●Drawings.●Audio and video recordings.●Standardized tests.●Internet.●Course books.●DVD players. Listening texts.●TV.●Charts.●Projectors.●Laptops.●Radio.●Magazines.Oup, German Grade 8 Learners Book Pg.8 | ●Role play.●Discussions.●Observations.●Projects. Learning logs.●Quizzes. Portfolios.●Multiple choices.●Exit or Admit stamps.●Total Physical Response. Peer assessment. |  |
| 7 | **1-3** | **Reading.** | Selective reading: Restaurant | By the end of the lesson the learner should be able to:a) Categorize foodstuff according to type.b) Read texts for specific information.c)Appreciate the eating cultures of different people | The learner is guided to:Work with peers (in pairs, in groups) and sort out foodstuff in categoriesof Obst, Gemüse, Fleisch, Getränke,etc from a given list of names of foodstuff and pictures.Download or source menus and identify the various dishes offered in different restaurants.Read a dialogue depicting a conversation in a restaurant.Match the food orders made by the customers.Identify and sort out dishes that they consider healthy and unhealthy.Read dialogues loudly indicating situations in a restaurant, and answer questions on selective information.Read online and in various resources on eating habits in Kenya and Germany and present their findings in class | How can one identify ideas from a text? | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.9-11 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 8 | **1-3** | **Reading** | **Selective Reading: School** | By the end of the lesson the learner should be able to:a) Identify aspects associated with school in texts.b)Read texts on school for specific information.c)Interact with digital technology to enhance learning | The learner is guided to:* Read texts about school routines and match the texts to pictures.
* Read school timetables and answer the given questions.
* Read formal time on model clocks.
* Watch a video tour of a school or study a given map and note the terminologies given to different facilities.
* Read texts on schools in Germany and download or source pictures or read given texts on schools in Germany and find supporting pictures.
* Read texts on school facilities in Germany and compare them with those in Kenya.
 | 1. How do you manage your time in school?
 | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.12-15 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 9 | **1-3** | **Reading** | **Selective Reading: Leisure Time** | By the end of the lesson the learner should be able to:a) Identify leisure time activities from texts.b)Read texts on leisure time for specific information.c) Appreciate the differences in leisure time activities in Kenya and Germany. | **The learner is guided to:*** ****Read about leisure interests in small groups**.**
* ****Read and match short texts to pictures depicting varied leisure time activities.
* Read texts and identify the different times of the day.
* Read and put parts of a text in the correct order.
* Download or source a termin kalender, read and answer questions on it.
* Research (online/other sources) popular leisure time activities in Germany and compare them with those in Kenya.
 | 1. 1.How do we get specific information from a text? 2.Why should we involve our parents in making plans for leisure time activities?
 | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.16 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 10 | **1-3** | **Reading.** | **Extensive Reading: People & Professions** | By the end of the lesson the learner should be able to:a)Identify careers and occupations in texts.b)Read texts for their own enjoyment.c)Appreciate diversity in career choices of their peers | The learner is guided to:* Read a text and underline given professions.
* In pairs read and match short texts to the careers described.
* Search for occupations in a puzzle.
* Research read and present a short professional biography of a favourite famous personality.
* Download or source business cards and/or job advertisements and highlight the occupation and discuss with peers.
* Collect various advertisements for job vacancies, read and discuss them.
* Work in pairs to prepare short text on their dream career, exchange it with the partner and read for the rest
 | What is your favourite reading text and why?What factors do people consider when choosing careers? | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.17 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 11 | **1-3** | **Reading** | **Reading for Comprehension: Home** | By the end of the lesson the learner should be able to:a) Identify household items from texts.b) Read various texts on household items for comprehension.c)Value reading for personal interest in various contexts | The learner is guided to:* Read various brief texts and extract names of household items from them.
* Read and classify household items under geschirr, etc.
* Read texts on household items and classify them according to their location in a house.
* Read and match household items that ‘belong together’ e.g Der elektroherd und der topf.
* Read a text on various ways of caring for household items.
* Select and read any text to peers.
* Read diverse online texts on different furnishings and interior design and give their opinions.
* Read an article of personal interest and share it with peers
 | How do you ensure maximum comprehension when reading a given text? | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.18-20 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 12 | **1-3** | **Reading.** | **Reading for gist: Health(2 Lessons)** | By the end of the lesson the learner should be able to:a) Identify the main ideas in a text.b)Read texts on health for gist.c)Appreciate various media as sources of information | The learner is guided to:* Read texts on common ailments and note these.
* Read texts on how to express oneself when ill.
* Read dialogues on ailments.
* Match pictures showing persons suffering from various ailments to the expressions.
* Choose an ailment, research it (online and from other available sources) and present it to peers.
* Read tips on how to remedy common ailments at home and share these with peers.
* In pairs/groups read on and compare common ailments in Kenya and Germany from a variety of sources
 | How do you ensure you get the main ideas in a text when reading? | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.21-24 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 13 | **1-3** | **Reading** | **Skimming and Scanning: Media(2 Lessons)** | By the end of the lesson the learner should be able to:a)Read texts for general information using skimming skills.b)Read texts for specific information using scanning skills.c)Assess the value of media in everyday life | The learner is guided to:* Read texts on media and extract general information.
* Match paragraph headings to given paragraphs in a text.
* Read and match texts according to their subject matter.
* Read and identify key information in given texts.
* Research read and present on the media in everyday life.
* Collect various product placement articles in various media and discuss the information they try to relay.
* Read about the role of media in eradicating radicalization violence and extremism.
* Read about the functions of media, especially social media and share these with peers
 | How do you get general ideas from a text? | ●Reading texts●Flashcards●Pictures●Images●Drawings●Poems●Course books●Magazines●Internet●Charts●Posters●Easy readers●Menus●Newspaper cutouts●Diagrams●Journals●Rhyme books●School readers●Word puzzles●Checklists●Cord wordsOup, German Grade 8 Learners Book Pg.25-30 | ●Reading aloud●Discussions●Observations●Quizzes●Portfolio●Reading for fluency●Role play●Learning logs●Exit or Admit stamps●Peer assessment●Checklists |  |
| 14 | **EXAMINATION AND CLOSING OF SCHOOL**  |