**SCHEMES OF WORK**

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

**GRADE: GRADE EIGHT**

**LEARNING ARABIC**

**TERM 1 YEAR: 2025**

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

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| Week | Lesson | Strand | Lesson | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | |
| 2 | **1-3** | **Listening and Speaking.** | **Critical listening: School routine** | By the end of the lesson, the learner should be able to:   1. State types of school programmes that make up the daily routine. 2. Listen critically to texts on school programmes and daily routines. 3. Appreciate the role of programmes in creating order in their daily routines. | The learner is guided to:   * Listen to an audio recording of school programs and routines and fill in blanks in a text. * Listen to an audio recording with mistakes and make a list of the mistakes. * Share the list orally with others. * Listen to an audio of words with huruf al lisan. * Listen actively to dialogue sand respond to questions. * Discuss their experiences with school programmes and daily routine and their relation to time management in groups. * Make presentations on how to effectively manage time in their daily school routines and its impact on their learning in groups. * Visit a nearby school to benchmark their programmes and routines and how they influence the teaching and learning process. * Take photos or record videos. | Why are routines and programmes important in a school?  Why do we need to listen critically? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines  OUP, Learner’s Book Grade 8 Pg1 | 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.** | **Selective listening: Bookshop** | By the end of the lesson, the learner should be able to:   1. Identify learning materials found in the bookshop. 2. Listen selectively to texts for information. 3. Acknowledge the service of book sellers in facilitating learning | The learner is guided to:   * Match types of books and stationeries found in a bookshop to pictures, charts, or flash cards. * Listen to an audio clip and identify vocabulary related to the bookshop. * Pronounce words with al harakat at twaweelah from flash cards, charts, or images. * Listen to a conversation from an audio recording and respond to questions orally. * Discuss with peers where they can source for learning materials and the roles played by book sellers in facilitating learning. * Visit their local bookshop and design a catalogue of the learning materials available | How can we deduce essential information from an oral text?  How do bookshops influence our learning? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines OUP, Learner’s Book Grade 8 Pg3 | 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** | **Oral expressions: My home** | By the end of the lesson, the learner should be able to: a) Mention items found in the kitchen.  b) Describe the usage of kitchen equipment using appropriate vocabulary.  c) Value the use of appropriate expressions for effective communication. | The learner is guided to:   * Match names of items found in the kitchen to pictures or flash cards in groups or pairs. * Listen to tongue twisters or poems on (swawamit) sounds. * Practice pronouncing words with silent (swawamit) sounds in groups or pairs. * Listen to an audio recording describing the usage of kitchen equipment and items found in the kitchen and answer related questions. * Record an audio clip as they recite a poem on (swawamit) sounds. | 1. Why is it important to know the uses of different kitchen equipment?  2. How can one communicate effectively? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines  OUP, Learner’s Book Grade 8 Pg5 | 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** | **Oral expressions: Eating etiquette** | By the end of the lesson, the learner should be able to:  a) Discuss eating etiquette in different contexts.  b) Respond to oral instructions on eating etiquette.  c)Value the importance of observing etiquette while taking meals | The Learner is guided to:   * Explain what eating etiquette entails in groups or pairs. * Use various pictures or images to create an oral narrative on eating etiquette and make presentations. * Listen to audio or audio-visual recordings about eating etiquette and respond to questions. * Watch a video on the importance of observing etiquette while taking meals and discuss it with peers. * Explain the place of respect when taking and sharing meals | 1. Why do we observe etiquette while eating?  2. How can one communicate effectively? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines  OUP, Learner’s Book Grade 8 Pg7 | 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** | **Oral Expressions: Diseases** | By the end of the lesson, the learner should be able to:  a) Differentiate between curable and incurable diseases in texts.  b) Respond to oral instructions on preventive measures against diseases.  c)Practice healthy habits to prevent diseases | The learner is guided to:   * Discuss differences between curable and incurable diseases in groups or pairs. * Research (online or offline) on the rate of curable and incurable diseases in Kenya and the world. * Report on their findings. * Engage a resource person to explain and discuss the preventive measures for diseases. * Listen to comprehension and answer questions on the preventative measures for curable and incurable diseases. * Research online or offline other lifestyle diseases, their causes and effects in groups. * Dramatize a play or skit on healthy living habits in groups | 1. How do we prevent diseases? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines OUP, Learner’s Book Grade 8 Pg 11 | Role-play.  Discussions.  Observations.  Projects Learning logs.  Quizzes Portfolios.  Multiple choices.  Exit or Admit stamps.  Total Physical Response.  Peer assessment |  |
| 7 | **1-3** | **Listening**  **and**  **Speaking** | **Oral Expressions: Leisure time** | By the end of the lesson,the learner should be able to:  a) Mention different leisure time activities in their daily lives.  b) Talk about leisure time activities for recreation.  c) Exhibit appreciation for leisure time activities in everyday life. | The learner is guided to:   * State different activities that you engage in during your leisure time. * Label pictures of varying leisure time activities from various visual stimuli. * Share their experiences on how they spend their leisure time in groups or pairs. * Create a questionnaire and collect data on how their peers use their leisure time appropriately and how to manage peer pressure about leisure time activities. * Make PowerPoint presentations on their findings. * Discuss how they can generate income from their leisure time activities. * Engage their families to plan and undertake leisure time activities and share their experiences in class | 1. Why is leisure time necessary?  2. How can one acquire authentic oral expressions in 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, Learner’s Book Grade 8 Pg15 | Role-play.  Discussions.  Observations.  Projects Learning logs.  Quizzes Portfolios.  Multiple choices.  Exit or Admit stamps.  Total Physical Response.  Peer assessment |  |
| 8 | **1-3** | **Listening and Speaking** | **Selective Listening: Air Transport** | By the end of the lesson, the learner should be able to:  a) Explore vocabulary related to air transport.  b) Listen to a text on air transport for specific information.  c)Appreciate the importance of observing safety precautions while traveling by air | The learner is guided to:   * Search online or various print media for words related to air transport and the sections of the airport. * Play a word game on vocabulary related to air transport in groups or pairs. * Listen to an audio recording of air transport and areas of the airport and extract the main ideas. * Design a brochure containing information on safety precautions to observe while traveling by air using various applications online or offline in groups | 1. How do you ensure you are safe when traveling by air?  2. How can you improve your selective listening skills? | Flashcards.  Pictures.  Images.   Drawings.  Audio And Video Recordings.   Standardized Tests.  Internet.  Course Books.  Dvd Players.  Listening Texts.  Tv.  Charts.  Projectors.  Laptops.  Radio.  Magazines  OUP, Learner’s Book Grade 8 Pg16 | Role-play.  Discussions.  Observations.  Projects Learning logs.  Quizzes Portfolios.  Multiple choices.  Exit or Admit stamps.  Total Physical Response.  Peer assessment |  |
| 9 | **1-3** | **Reading** | **Reading silently: School Routine** | By the end of the lesson, the learner should be able to:  a) Classify programmes and daily routine in school.  b)Read texts silently for information.  c)Recognize the place of independent reading in their learning | The learner is guided to:   * Mention the types of school programs and daily routine from a given passage. * Read words with huruf al lisan from flash cards. * Summarize the main ideas from a reading text. * Read texts silently and use pictures or drawings to retell the stories. * Read short passages or texts silently to develop their independent reading skills. * Discuss the importance of school programmes and daily routine and how they influence learning in groups or pairs. * Design a poster on the importance of programmes and schedules in managing time using various digital applications in groups | 1. How do school programmes and daily routine influence learning?  2. How does silent reading improve comprehension skills? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg 17-20 | 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: Bookshop** | By the end of the lesson, the learner should be able to:  a) Identify vocabulary related to the bookshop in a reading text.  b) Read extensively to develop general reading skills.  c)Show interest in extensive reading of texts for enjoyment | The learner is guided to:   * Find and read out words related to bookshop from a puzzle. * Read a passage and underline different types of books and stationaries found in a bookshop. * Read words with al-harakaat at-twaweelah from poems or tongue twisters. * Read various texts, passages, and short stories online or offline and give their opinion. * Organize a literacy field trip to exchange different books with peers to encourage extensive reading in the community * Use various digital communication platforms or fliers to promote the field trip. * Discuss famous quotes from books related to integrity and moral development that helps them develop respectful relationships | 1. How can you improve or develop your reading skills? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg 21 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
| 11 |  | **Reading** | **Reading fluently: The kitchen** | By the end of the lesson, the learner should be able to:  a) Extract names of items found in the kitchen from a passage.  b) Read simple texts on the kitchen fluently.  c) Enjoy reading books for vocabulary enrichment | **The learner is guided to:**   * Read short passages and underline items found in the kitchen. * Read words with silent (swawamit) sounds in groups or pairs. * Scan a poster giving information on uses of items found in the kitchen. * Read aloud the items found in the kitchen and their uses. * Search for and read short stories, poems, riddles, tongue twisters or texts from the internet. * Discuss with peers how to observe safety precautions and practices when using digital platforms. * Form book reading clubs with peers for language and personality development. | 1. Why is it important to read fluently? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg 22 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
| 12 | **1** | **Reading** | **Reading silently: Eating etiquette** | By the end of the lesson, the learner should be able to:   1. Identify the correct eating etiquette in a reading passage. 2. Read texts silently for meaning. 3. Read texts for interest and information | The learner is guided to:   * Read and extract correct eating etiquette from a simple dialogue. * Read a passage or excerpt silently on correct eating etiquette and underline the key words. * Read jumbled-up sentences on correct eating etiquette and arrange them in the correct order. * Summarize the main ideas from a reading text. * Search online or offline for appropriate texts on eating etiquette and read at their own pace and time. * Research online different eating etiquette from various cultural backgrounds, make comparisons and share their findings in class. | 1. Why is observing eating etiquette important in different cultures? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg23 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
|  | **2** | **Reading** | **Reading for information: Diseases** | By the end of the lesson, the learner should be able to:  a) Distinguish between curable and incurable diseases in texts.  b) Read comprehension passages for information.  c)Demonstrate love towards those affected by diseases | The learner is guided to:   * Scan a reading text and identify specific terms on curable and incurable diseases. * Read a passage or short text on diseases and differentiate between the curable and incurable diseases. * Read texts on lifestyle diseases individually and summarize. * Search on the internet for preventive measures for lifestyle diseases and make presentations in groups. * Research on various diseases and present their findings on display or project boards on methods of care to those affected and infected in the community. * Create personal health goals and discuss the importance of investing in a healthy lifestyle to save money | Why do we read?  How do you read for information? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg25 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
|  | **3** | **Reading** | **Reading silently: Leisure time(2 Lessons)** | By the end of the lesson, the learner should be able to:  a) Extract vocabulary on leisure time from a reading text.  b) Read texts silently for information.  c)Appreciate leisure time for relaxation and socialization | The Learner is guided to:   * Underline vocabulary related to leisure from a reading text. * Read simple dialogues in leisure time and answer related questions. * Read silently short texts on school holidays, picnics and trips for information. * Research online different leisure time activities and share their findings in class. * Discuss how friends can influence the choice of leisure activities and how it can be used as an alternative to harmful behaviour. * Debate on the benefits of participating in leisure time activities verses not participating | 1. Why is silent reading an important skill to learn?  2.How can you spend your leisure time responsibly? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg27 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
| 13 | **1** | **Reading** | **Intensive reading: Air transport(4 Lessons)** | By the end of the lesson, the learner should be able to:   1. Identify vocabulary on air transport.   b) Read intensively a passage on air transport.  c)Exhibit interest in reading texts | The learner is guided to:   * Read short texts and match vocabulary on air transport to their corresponding pictures. * Read short passages on means of air transport, sections of the airport and airline safety. * Underline the difficult words in the passages. * Find the meaning of the words and summarize the passages. * Answer questions on the passages. * Scan jumbled-up paragraphs and read them carefully to put them in their correct order. * Read short texts on air transport and match headings to paragraphs. * Research online strategies for effective reading skills and share them with peers | How do you know a good reader? | Reading texts.  Flashcards.  Pictures. Images.  Drawings.  Poems.  Course books.   Magazines.   Internet.   Charts.   Posters.   Easy readers.   Menus  OUP, Learner’s Book Grade 8 Pg28-30 | Reading aloud.   Discussions.  Observations Quizzes.  Portfolio. Reading for fluency.  Role play.  Learning logs.  Exit or Admit stamps.  Peer assessment. Checklists. |  |
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| 13-14 | **EXAMINATION AND CLOSING OF SCHOOL** | | | | | | | | |