**SCHEMES OF WORK**

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

**GRADE: GRADE EIGHT**

**LEARNING AREA: GERMAN**

**TERM 1 YEAR: 2025**

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

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | 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 words  Oup, 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 words  Oup, 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 words  Oup, 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 words  Oup, 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 words  Oup, 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 words  Oup, 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 words  Oup, 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** | | | | | | | | |