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| **ENGLISH SCHEMES OF WORK FORM ONE**  **TERM ONE** | | | | | | | | | |
| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| **2** | 1 | **LISTENING AND SPEAKING** | *Trickster narratives* | By the end of the lesson, the learner should be able to:   * Appreciate the nature of trickster narratives * Explain the symbolic role of trickster characters in relation to society. | | * Storytelling * Reading | chalkboard | * Secondary English Book 1 students book Page 1-3 * Teachers guide page 1-3 * Oral Literature for Secondary Schools |  |
|  | 2 | **STUDY SKILLS** | *Silent reading skills 1* | By the end of the lesson, the learner should be able to:   * Determine whether or not they lip-read or sub-vocalize * Read without moving the lips or sub-vocalizing | | * Reading | * Chalkboard | * Secondary English Book 1 students book Page 3-4 * Teachers guide page 4-5 |  |
|  | 3 | **READING** | *Comprehension*  *Karani and Kemunto* | By the end of the lesson, the learner should be able to:   * Appreciate the need for both boys and girls to be involved in all household chores * Answer questions on the passage correctly. * Infer meaning of the new words used correctly | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 5 * Teachers guide page 5-6 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Common and proper Nouns* | By the end of the lesson, the learner should be able to:   * Distinguish between common and proper nouns * Use common and proper nouns correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page6-7 * Teachers guide page 7 |  |
|  | 6 | **WRITING** | *Handwriting* | By the end of the lesson, the learner should be able to:   * Appreciate the importance of writing neatly * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample of good handwriting | * Secondary English Book 1 students book Page 7-9 * Teachers guide page 8-9 |  |
| **3** | 1 | **LISTENING AND SPEAKING** | *Pronunciation of /l/ and /r/ sounds* | By the end of the lesson, the learner should be able to:   * Listen and talk about possible causes of accidents in the country and how they can be prevented * Pronounce the sounds /l/ and /r/ correctly | | * Pictures on accident scenes * Newspaper reports on accidents | chalkboard | * Secondary English Book 1 students book Page 10-11 * Teachers guide page 10-11 |  |
|  | 2 | **STUDY SKILLS** | *Silent reading skills 2* | By the end of the lesson, the learner should be able to:   * Appreciate the need to develop good silent reading skills * Read silently without moving the head or pointing at words | | * Reading silently | * chalkboard | * Secondary English Book 1 students book Page 11-12 * Teachers guide page12 |  |
|  | 3 | **READING** | *Comprehension*  *The Sick Man* | By the end of the lesson, the learner should be able to:   * Read the passage and answer questions on the passage correctly. * Appreciate the need to shun corruption. * Infer meaning of the new words used | | * Reading comprehension | Chalkboard  Anti-corruption posters | * Secondary English Book 1 students book Page 12 * Teachers guide page 13-14 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Concrete and Abstract Nouns* | By the end of the lesson, the learner should be able to:   * Recognize abstract nouns * Recognize concrete nouns * Form abstract nouns from other word classes. * Use concrete and abstract nouns in sentences correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 14-15 * Teachers guide page 15 |  |
|  | 6 | **WRITING** | *Commonly Misspelt Words* | By the end of the lesson, the learner should be able to:   * Identify the commonly misspelt words. * Learn to spell the commonly misspelt words correctly. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 16 * Teachers guide page 17 |  |
| **4** | 1 | **LISTENING AND SPEAKING** | *Pronunciation of /i/ and /I:/ sounds* | By the end of the lesson, the learner should be able to:   * Identify and define ogre stories * Appreciate the lessons we get from ogre stories * Pronounce the vowel sounds /i/ and /I:/ correctly. | | * Speaking | chalkboard | * Secondary English Book 1 students book Page 17-19 * Teachers guide page 19 |  |
|  | 2 | **STUDY SKILLS** | *Reading Aloud 1* | By the end of the lesson, the learner should be able to:   * Appreciate the need of developing good oral reading skills. * Explain the importance of understanding what they read aloud. | | * Reading | * chalkboard | * Secondary English Book 1 students book Page 19-20 * Teachers guide page 20 * A good English Dictionary |  |
|  | 3 | **READING** | *Comprehension*  *Mlafi and Ndele* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to show gratitude. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 21-23 * Teachers guide page 22-23 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Count and Non-count Nouns* | By the end of the lesson, the learner should be able to:   * Distinguish between count and non-count nouns. * Master spelling rules for count nouns. * Use count and non-count nouns correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 23-25 * Teachers guide page 24-25 |  |
|  | 6 | **WRITING** | *Writing Narratives* | By the end of the lesson, the learner should be able to:   * Discuss the features of narrative writing. * Write a narrative. * Use vocabulary and sentence structures correctly. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 25-26 * Teachers guide page 26 |  |
| **5** | 1 | **LISTENING AND SPEAKING** | *Pronunciation of vowel sounds /u/ and /u:/ , // and //* | By the end of the lesson, the learner should be able to:   * Listen and talk about their future careers using correct English * Pronounce the sounds given correctly. | | * reading | chalkboard | * Secondary English Book 1 students book Page 27 * Teachers guide page 27 |  |
|  | 2 | **STUDY SKILLS** | *Reading Aloud 2* | By the end of the lesson, the learner should be able to:   * Use their voices to emphasize important ideas during oral reading. * Reading audibly to an audience. * Vary the tone of voice. | | * Reading | * Chalkboard | * Secondary English Book 1 students book Page 28-29 * Teachers guide page 27 |  |
|  | 3 | **READING** | *Comprehension*  *Relating with Parents* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to relate well with parents and guardians. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 29-31 * Teachers guide page 29-30 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Articles* | By the end of the lesson, the learner should be able to:   * Use the definite and indefinite articles correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 31-33 * Teachers guide page 30-31 |  |
|  | 6 | **WRITING** | *Use of a comma* | By the end of the lesson, the learner should be able to:   * Use commas correctly in writing. * Writing a composition that is free of grammatical and punctuation errors. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Excelling in English Book 1 students book Page 33-35 * Teachers guide page 31-32 |  |
| **6** | 1 | **LISTENING AND SPEAKING** | *Riddles* | By the end of the lesson, the learner should be able to:   * Define a riddle * Describe what happens in a riddling session. * Participate in riddling session * Explain the functions of riddles. | | * Speaking | chalkboard | * Secondary English Book 1 students book Page 36-38 * Teachers guide page 33 * Oral literature by Okumba Miruka |  |
|  | 2 | **STUDY SKILLS** | *Speed Reading* | By the end of the lesson, the learnershould be able to:   * Appreciate the need to vary reading rate depending on purpose for reading. * Read in word groups instead of individual words. | | * Reading | * Chalkboard | * Secondary English Book 1 students book Page 38-41 * Teachers guide page 34-35 |  |
|  | 3 | **READING** | *Comprehension*  *What about this Child?* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate and shun the evils of child labour * Recognize children’s rights. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 41-42 * Teachers guide page 36-37 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Pronouns* | By the end of the lesson, the learner should be able to:   * Distinguish among personal, possessive and reflexive pronouns correctly. * Use personal, possessive and reflexive pronouns correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 43-44 * Teachers guide page 37-39 |  |
|  | 6 | **WRITING** | *Final Punctuation marks* | By the end of the lesson, the learner should be able to:   * Use final punctuation marks correctly. * Use vocabulary and sentence structures appropriately in writing. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 44-45 * Teachers guide page 39-40 |  |
| **7** | 1 | **LISTENING AND SPEAKING** | *Commonly Confused Words* | By the end of the lesson, the learner should be able to:   * Pronounce correctly words with similar pronunciations but different spellings. | | * Reading | Chalkboard | * Secondary English Book 1 students book Page 41-47 * Teachers guide page 41 |  |
|  | 2 | **STUDY SKILLS** | *Using a Library* | By the end of the lesson, the learner should be able to:   * Explain why people visit a library * Explain how reading materials are organized in a library. * Display appropriate behavior in a library. | | * Discussion | * Library * Chalkboard * Catalogued books | * Secondary English Book 1 students book Page 47-48 * Teachers guide page 42 |  |
|  | 3 | **READING** | *Comprehension*  *Alfred Nobel-A Man of Contrasts* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to change the world for the better. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 49-50 * Teachers guide page 44 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Verbs* | By the end of the lesson, the learner should be able to:   * Learn and use verbs correctly. * Distinguish between action and stative verbs. * Use the present simple tense correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 50-54 * Teachers guide page 45 |  |
|  | 6 | **WRITING** | *Building Sentence Skills* | By the end of the lesson, the learner should be able to:   * Recognize various types of sentence construction errors * Write properly constructed sentences. | | * Writing * discussion | Chalkboard | * Secondary English Book 1 students book Page54-55 * Teachers guide page 47-48 |  |
| **8 MID-TERM BREAK** | | | | | | | | | |
| **9** | 1 | **LISTENING AND SPEAKING** | *Problematic Sounds* | By the end of the lesson, the learner should be able to:   * Pronounce the sounds /l/, /r/, /t/ and /d/ correctly. * Identify other sounds they find problematic. | | * Reading | chalkboard | * Secondary English Book 1 students book Page 56-57 * Teachers guide page 49 |  |
|  | 2 | **STUDY SKILLS** | *Using a Dictionary* | By the end of the lesson, the learner should be able to:   * Familiarize themselves with the alphabetic order of words in a dictionary. * Look up words easily in a dictionary * Use a dictionary effectively. | | * Discussion | * English dictionary * Chalkboard | * Secondary English Book 1 students book Page 57-58 * Teachers guide page 50 |  |
|  | 3 | **READING** | *Comprehension*  *Gender Violence and HIV/Aids* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Explain the connection between gender violence and the spread of HIV. * Appreciate the need to shun detrimental socialization. * Infer meaning of the new words used | | * Reading comprehension | * Chalkboard | * Secondary English Book 1 students book Page 58-59 * Teachers guide page 51 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *The Simple Past Tense* | By the end of the lesson, the learner should be able to:   * Distinguish between regular and irregular verbs in the past tense. * Form the past tense of regular and irregular verbs. * Use the past tense of regular and irregular verbs correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 60-62 * Teachers guide page52-54 |  |
|  | 6 | **WRITING** | *Diaries and Informal Letters* | By the end of the lesson, the learner should be able to:   * Appreciate the need of keeping a diary. * Make entries in a diary. * Use different formats of addresses in informal letters. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page62-64 * Teachers guide page 55-56 |  |
| **10** | 1 | **LISTENING AND SPEAKING** | *Debate* | By the end of the lesson, the learner should be able to:   * Appreciate the importance of having debating skills. * Acquire debating skills. * Participate in debates. | | * Discussion | Chalkboard | * Secondary English Book 1 students book Page 66-67 * Teachers guide page 57-58 |  |
|  | 2 | **STUDY SKILLS** | *Using the dictionary 2* | By the end of the lesson, the learner should be able to:   * Describe the various types of information found in a dictionary. * Use the dictionary effectively. | | * Reading | * English dictionary * chalkboard | * Secondary English Book 1 students book Page 67-68 * Teachers guide page 58-59 |  |
|  | 3 | **READING** | *Comprehension*  *The Worrying Drug Problem in Kenya* | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Appreciate the dangers of drug abuse. * Infer meaning of the new words used | | * Reading comprehension | * Chalkboard * Magazine cuttings on drug abuse | * Secondary English Book 1 students book Page 68-70 * Teachers guide page 59-61 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *The Continuous Aspect* | By the end of the lesson, the learner should be able to:   * Master spelling rules of present and past participle verbs. * Use the continuous and the perfect aspects correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page70-73 * Teachers guide page 61-62 |  |
|  | 6 | **WRITING** | *Informal letters* | By the end of the lesson, the learner should be able to:   * Identify the different parts of an informal letter. * Write informal letters correctly. * Write neatly and legibly * Use vocabulary and sentence structures correctly. | | * Writing * discussion | Chalkboard  Sample informal letters | * Secondary English Book 1 students book Page 73-75 * Teachers guide page 63-64 |  |
| **11** | 1 | **LISTENING AND SPEAKING** | *Intonation* | By the end of the lesson, the learner should be able to:   * Listen and talk about trickster narratives * Use intonation appropriately | | * Reading | Chalkboard | * Secondary English Book 1 students book Page 76-78 * Teachers guide page 64 |  |
|  | 2 | **STUDY SKILLS** | *Studying poetry 1* | By the end of the lesson, the learner should be able to:   * Recognize a poem when they see one. * Appreciate the experience of a poem. * Describe the identity of the persona in a poem. | | * Reciting | * Chalkboard | * Secondary English Book 1 students book Page 78-80 * Teachers guide page 65-66 |  |
|  | 3 | **READING** | *Comprehension*  *Disability is not Inability* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate that disability is not inability. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 80-82 * Teachers guide page 66-67 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Adjectives* | By the end of the lesson, the learner should be able to:   * Identify adjectives * Use adjectives correctly. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 82-84 * Teachers guide page 68-69 |  |
|  | 6 | **WRITING** | *Poems* | By the end of the lesson, the learner should be able to:   * Learn the features of poetry. * Write simple poems. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample poems | * Secondary English Book 1 students book Page 84-87 * Teachers guide page 70-71 |  |
| **12** | 1 | **LISTENING AND SPEAKING** | *Dialogue on drug abuse* | By the end of the lesson, the learner should be able to:   * Read the dialogue interpretively * Answer oral comprehension questions correctly. * Appreciate the harmful effects of drug abuse. | | * Discussion | Chalkboard  Pictures related to drugs | * Secondary English Book 1 students book Page 88 * Teachers guide page 72 |  |
|  | 2 | **STUDY SKILLS** | *Studying poetry 2* | By the end of the lesson, the learnershould be able to:   * Appreciate further the nature of a poem. * Describe the form of a poem. * Identify and describe the theme of a poem. | | * Recitation | * Chalkboard * Sample poems | * Secondary English Book 1 students book Page 89-90 * Teachers guide page 73-74 * Demystifying poetry |  |
|  | 3 | **READING** | *Comprehension*  *Bad habits* | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate that smoking and drinking is injurious to heath. * Infer meaning of the new words used | | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 91-92 * Teachers guide page 74-76 * A good English dictionary |  |
|  | 4/5 | **GRAMMAR** | *Gradable and non-gradable Adjectives* | By the end of the lesson, the learner should be able to:   * Mark gradability in adjectives in various ways * Distinguish between gradable and non-gradable adjectives. | | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 92-95 * Teachers guide page 76-77 |  |
|  | 6 | **WRITING** | *Describing a person* | By the end of the lesson, the learner should be able to:   * Discuss the features of a good description * Write a description of someone. * Write neatly and legibly | | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 95-97 * Teachers guide page 78-80 |  |
| **1314** |  | **REVISION, END-TERM EXAMS, MARKING AND CLOSING** | | | | | | | |
| **ENGLISH SCHEMES OF WORK FORM ONE**  **TERM TWO** | | | | | | | | | | |
| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | | **OBJECTIVES** | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REFERENCES** | **REMARKS** | |
| **2** | 1 | **LISTENING AND SPEAKING** | *Pronunciation of /tf/ , /k/ and /f/* | | By the end of the lesson, the learner should be able to:   * Pronounce the sounds /tf/, /k/, and /f/ correctly. * Identify other sounds they find problematic. | * Reading | chalkboard | * Secondary English Book 1 students book Page 99-100 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *Taking Notes* | | By the end of the lesson, the learner should be able to:   * Take notes from a sample news bulletin read by the teacher * Write the notes neatly | * Writing | * Chalkboard | * Secondary English Book 1 students book Page 100 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *Saito* | | By the end of the lesson, the learner should be able to:   * Appreciate that different students come from different backgrounds and face different problems * Answer questions on the passage correctly. * Infer meaning of the new words used correctly | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 101-102 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Adverbs* | | By the end of the lesson, the learner should be able to:   * Identify the various types of adverbs * Use adverbs correctly in sentences. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 102-104 * Teachers guide |  | |
|  | 6 | **WRITING** | *Describing a Creature, Object or Place* | | By the end of the lesson, the learner should be able to:   * Discuss the features of a good description * Write a description of a creature, object or place. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample of a good description | * Secondary English Book 1 students book Page 105 * Teachers guide |  | |
| **3** | 1 | **LISTENING AND SPEAKING** | *Dictation* | | By the end of the lesson, the learner should be able to:   * Write down the passage read out by the teacher correctly * Explain what one needs in order to write a good dictation | * Listening * Writing | chalkboard | * Secondary English Book 1 students book Page 106 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *Studying a play* | | By the end of the lesson, the learner should be able to:   * Study a play accurately * Identify the characters, conflict, inciting action, the root action in a given play | * Reading silently * Discussion * Explanation | * Chalkboard * Samples of plays | * Secondary English Book 1 students book Page 106-107 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *The Sweet Victory* | | By the end of the lesson, the learner should be able to:   * Read the passage and answer questions on the passage correctly. * Appreciate the need to develop one’s talents * Infer meaning of the new words used | * Reading comprehension | * Chalkboard * Certificates of merit | * Secondary English Book 1 students book Page 107-109 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Prepositions* | | By the end of the lesson, the learner should be able to:   * Recognize prepositions * Prepositions in sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 110-112 * Teachers guide |  | |
|  | 6 | **WRITING** | *The Structure of Paragraphs* | | By the end of the lesson, the learner should be able to:   * Rearrange sentences provided haphazardly into a cohesive paragraph * Identify the topic sentence, supporting sentences and the clincher sentence in a given paragraph | * Writing * Discussion * Explanation | Chalkboard  Sample | * Secondary English Book 1 students book Page 112-113 * Teachers guide |  | |
| **4** | 1 | **LISTENING AND SPEAKING** | *Etiquette: Good manners* | | By the end of the lesson, the learner should be able to:   * List five things that are an expression of good manners * Identify the four pillars of etiquette * Identify actions, behavior and words which express good manners in a given conversation | * Speaking * Roleplaying | Chalkboard  Sample conversations | * Secondary English Book 1 students book Page 115-117 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *Studying a Short Story* | | By the end of the lesson, the learner should be able to:   * Tell a short story based on one of their experiences * Write a composition about a short story they have read recently | * Reading * Writing | * chalkboard | * Secondary English Book 1 students book Page 117-118 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *Ndanu and her Teacher* | | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to help one another and to show gratitude. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 118-120 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Conjunctions* | | By the end of the lesson, the learner should be able to:   * Define conjunctions. * Use conjunctions correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 120-121 * Teachers guide |  | |
|  | 6 | **WRITING** | *Creative Writing* | | By the end of the lesson, the learner should be able to:   * Discuss the features of creative writing. * Write a creative composition. * Use vocabulary and sentence structures correctly. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 122-123 * Teachers guide |  | |
| **5** | 1 | **LISTENING AND SPEAKING** | *Non-verbal Cues that Enhance listening and Speaking* | | By the end of the lesson, the learner should be able to:   * Explain the polite ways of communicating without words * Identify examples of body language evident in a given poem | * Reading * Writing * Discussion | Chalkboard  Samples of poems | * Secondary English Book 1 students book Page 124 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *The plot of a Play* | | By the end of the lesson, the learner should be able to:   * Write a dramatic skit or a short play showing the different stages of the conflict | * Reading * Wriring | * Chalkboard * Samples of short plays | * Secondary English Book 1 students book Page 125 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *Typhoid Fever* | | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the symptoms of typhoid * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 125-127 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Noun Phrases* | | By the end of the lesson, the learner should be able to:   * Use noun phrases correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 128-128 * Teachers guide page 30-31 |  | |
|  | 6 | **WRITING** | *Writing poems* | | By the end of the lesson, the learner should be able to:   * Describe the components of a poem * Write a poem about somebody they like very much | * Writing * discussion | Chalkboard  Sample | * Excelling in English Book 1 students book Page 128-129 * Teachers guide |  | |
| **6** | 1 | **LISTENING AND SPEAKING** | *Ogre Narratives*  *Karimi and the Ogre* | | By the end of the lesson, the learner should be able to:   * Define an ogre narrative * Describe the features of an ogre narrative * Tell an ogre narrative * Explain the functions of ogre narratives | * Speaking | chalkboard | * Secondary English Book 1 students book Page * Teachers guide * Oral literature by Okumba Miruka |  | |
|  | 2 | **STUDY SKILLS** | *Plot in Short stories* | | By the end of the lesson, the learner should be able to:   * Describe the events of any particular short story * Write the summary of the plot of a story they have read | * Reading * Writing | * Chalkboard * Sample short stories | * Secondary English Book 1 students book Page 132 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *Safeguarding the Treasure* | | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the importance of abstinence * Recognize children’s rights. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 133-134 * Teachers guide page 36-37 * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *The active and the passive* | | By the end of the lesson, the learner should be able to:   * Define active voice and passive voice * Distinguish between active and passive voice * Use active and passive voice correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 134-137 * Teachers guide |  | |
|  | 6 | **WRITING** | *Note Making* | | By the end of the lesson, the learner should be able to:   * Pick the most important points from a given piece of writing * Make notes from a given passage | * Writing * Discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 137-138 * Teachers guide |  | |
|  |  |  |  | | **MID-TERM EXAMS** |  |  |  |  | |
|  |  |  |  | | **MID-TERM BREAK** |  |  |  |  | |
| **9** | 1 | **LISTENING AND SPEAKING** | *Words with Similar Spelling but Different Meaning* | | By the end of the lesson, the learner should be able to:   * Pronounce words with similar spelling but different meaning correctly * Write a list of words that have similar spelling but different meaning | * Reading * Writing | Chalkboard | * Secondary English Book 1 students book Page 139 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *LITERARY language* | | By the end of the lesson, the learner should be able to:   * Define literary language * Identify literary language used in the given sentences | * Discussion * writing | * Library novels * Chalkboard | * Secondary English Book 1 students book Page 140 * Teachers guide |  | |
|  | 3 | **READING** | *Comprehension*  *A Good Leader* | | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to be a good leader. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 141-142 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Direct and Indirect speech* | | By the end of the lesson, the learner should be able to:   * Differentiate between direct and indirect speech * Use direct and indirect speech correctly in sentences | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 50-54 * Teachers guide page 45 |  | |
|  | 6 | **WRITING** | *Packing List* | | By the end of the lesson, the learner should be able to:   * Define a packing list * Write a good packing list | * Writing * discussion | Chalkboard | * Secondary English Book 1 students book Page 145-147 * Teachers guide |  | |
| **10** | 1 | **LISTENING AND SPEAKING** | *Reading aloud* | | By the end of the lesson, the learner should be able to:   * Read the given passage aloud * Project the voice well, pronounce words correctly and observe punctuation correctly * Answer questions from the passage correctly | * Reading * Pronunciation * Answering questions | chalkboard | * Secondary English Book 1 students book Page 148-150 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *Literary Language II* | | By the end of the lesson, the learner should be able to:   * Define literary language * Identify literary language used in the given sentences | * Discussion * Writing | * English dictionary * Chalkboard | * Secondary English Book 1 students book Page 150-151 * Teachers guide |  | |
|  | 3 | **READING** | *Kisingu’s Mangoes* | | By the end of the lesson, the learner should be able to:   * Read and answer questions on the passage correctly. * Appreciate the need to shun detrimental socialization. * Infer meaning of the new words used | * Reading comprehension | * Chalkboard | * Secondary English Book 1 students book Page 151-154 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Types of Sentences*  *Interrogative sentences* | | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form interrogative sentences. * Use interrogative sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 154-155 * Teachers guide page52-54 |  | |
|  | 6 | **WRITING** | *inventory* | | By the end of the lesson, the learner should be able to:   * Appreciate the need of keeping an inventory. * Make entries in an inventory. * Write a good inventory. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 158 * Teachers guide |  | |
| **11** | 1 | **LISTENING AND SPEAKING** | *Debate on Corruption* | | By the end of the lesson, the learner should be able to:   * Appreciate the importance of having debating skills. * Acquire debating skills. * Participate in debates. | * Discussion | Chalkboard | * Secondary English Book 1 students book Page 159 * Teachers guide |  | |
|  | 2 | **STUDY SKILLS** | *Private Reading/Studying* | | By the end of the lesson, the learner should be able to:   * Discuss the problems they face when reading or studying on their own * Identify good reading/studying habits * Draw a private study timetable | * Reading * Discussion * Writing | * English dictionary * chalkboard | * Secondary English Book 1 students book Page 159-160 * Teachers guide |  | |
|  | 3 | **READING** | *The Temptation* | | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Appreciate the dangers of corruption. * Infer meaning of the new words used | * Reading comprehension | * Chalkboard * Magazine cuttings on drug abuse | * Secondary English Book 1 students book Page 160-163 * Teachers guide * A good English dictionary |  | |
|  | 4/5 | **GRAMMAR** | *Types of sentences*  *Imperative sentences* | | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form imperative sentences. * Use imperative sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 156 * Teachers guide |  | |
|  | 6 | **WRITING** | *Writing public notices* | | By the end of the lesson, the learner should be able to:   * Identify the different parts of a public notice. * Write a public notice correctly. * Write neatly and legibly * Use vocabulary and sentence structures correctly. | * Writing * discussion | Chalkboard  Sample of public notices | * Secondary English Book 1 students book Page 165-166 * Teachers guide |  | |
| **12** | 1 | **LISTENING AND SPEAKING** | *REVISION Intonation* | | By the end of the lesson, the learner should be able to:   * Listen and talk about trickster narratives * Use intonation appropriately | * Reading | Chalkboard | * Secondary English Book 1 students book Page 76-78 * Teachers guide page 64 |  | |
|  | 2 | **STUDY SKILLS** | *REVISION*  *Studying poetry 1* | | By the end of the lesson, the learner should be able to:   * Recognize a poem when they see one. * Appreciate the experience of a poem. * Describe the identity of the persona in a poem. | * Reciting | * Chalkboard | * Secondary English Book 1 students book Page 78-80 * Teachers guide page 65-66 |  | |
|  | 3 | **WRITING** | *REVISION*  *Poems* | | By the end of the lesson, the learner should be able to:   * Learn the features of poetry. * Write simple poems. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample poems | * Secondary English Book 1 students book Page 84-87 * Teachers guide page 70-71 |  | |
|  | 4 | **LISTENING AND SPEAKING** | *REVISION*  *Dialogue on drug abuse* | | By the end of the lesson, the learner should be able to:   * Read the dialogue interpretively * Answer oral comprehension questions correctly. * Appreciate the harmful effects of drug abuse. | * Discussion | Chalkboard  Pictures related to drugs | * Secondary English Book 1 students book Page 88 * Teachers guide page 72 |  | |
|  | 5 | **STUDY SKILLS** | *REVISION*  *Studying poetry 2* | | By the end of the lesson, the learner should be able to:   * Appreciate further the nature of a poem. * Describe the form of a poem. * Identify and describe the theme of a poem. | * Recitation | * Chalkboard * Sample poems | * Secondary English Book 1 students book Page 89-90 * Teachers guide page 73-74 * Demystifying poetry |  | |
|  | 6 | **GRAMMAR** | *REVISION*  *Gradable and non-gradable Adjectives* | | By the end of the lesson, the learner should be able to:   * DISTINGUISH BETWEEN Gradable and non-gradable adjectives * Use them correctly in sentences | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 92-95 * Teachers guide page 76-77 |  | |
| **1314** |  | **REVISION, END-TERM EXAMS, MARKING AND CLOSING** | | | | | | | | |

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| **ENGLISH SCHEMES OF WORK FORM ONE**  **TERM THREE** | | | | | | | | |
| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **LEARNING ACTIVITIES** | **LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| **2** | 1 | **LISTENING AND SPEAKING** | *Pronunciation* | By the end of the lesson, the learner should be able to:   * Read the poem aloud and pronounce the words correctly | * Pronunciation * Reading | chalkboard | * Secondary English Book 1 students book Pag e 168 * Teachers guide |  |
|  | 2 | **STUDY SKILLS** | *Silent reading skills 1* | By the end of the lesson, the learner should be able to:   * Determine whether or not they lip-read or sub-vocalize * Read without moving the lips or sub-vocalizing | * Reading | * Chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
|  | 3  4 | **READING** | *Comprehension*  *The Feast* | By the end of the lesson, the learner should be able to:   * Appreciate the dangers of alcoholism * Answer questions on the passage correctly. * Infer meaning of the new words used correctly | * Reading comprehension | * Pre-reading activities | * Secondary English Book 1 students book Page 169-171 * Teachers guide * A good English dictionary |  |
|  | 5  6 | **GRAMMAR** | *Types of sentences*  *Exclamative sentences* | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form *Exclamative* sentences. * Use *Exclamative* e sentences correctly.. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 156-157 * Teachers guide |  |
| 3 | 1  2 | **WRITING** | *Poetry* | By the end of the lesson, the learner should be able to:   * Appreciate the importance of writing neatly * Write a poem on HIV/AIDS neatly and legibly | * Writing * discussion | Chalkboard  Sample of good poems | * Secondary English Book 1 students book pg 172 * Teachers guide |  |
|  | 3 | **LISTENING AND SPEAKING** | *Homonyms* | By the end of the lesson, the learner should be able to:   * Define homonyms * Use homonyms correctly in sentences | * Pictures on accident scenes * Newspaper reports on accidents | chalkboard | * Secondary English Book 1 students book Page 173 * Teachers guide |  |
|  | 4 | **STUDY SKILLS** | *Silent reading skills* | By the end of the lesson, the learner should be able to:   * Appreciate the need to develop good silent reading skills * Read silently without moving the head or pointing at words | * Reading silently | * chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
|  | 5  6 | **READING** | *Comprehension*  *Bukeli’s Ordeal* | By the end of the lesson, the learner should be able to:   * Read the passage and answer questions on the passage correctly. * Appreciate the humble backgrounds of their classmates * Infer meaning of the new words used | * Reading comprehension | Chalkboard  Anti-corruption posters | * Secondary English Book 1 students book Page 173-175 * Teachers guide * A good English dictionary |  |
| 4 | 1  2 | **GRAMMAR** | *Types of sentences*  *I* | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form imperative sentences. * Use imperative sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page154-158 * Teachers guide |  |
|  | 3  4 | **WRITING** | *Creative Writing* | By the end of the lesson, the learner should be able to:   * Write a creative composition about a bad experience they had | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book Page 177 * Teachers guide |  |
|  | 5 | **LISTENING AND SPEAKING** | *Pronunciation of /k/ and /g/ sounds* | By the end of the lesson, the learner should be able to:   * Identify and define ogre stories * Appreciate the lessons we get from ogre stories * Pronounce the vowel sounds /g/ and /k/ correctly. | * Speaking | chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
|  | 6 | **STUDY SKILLS** | *REVISION*  *Reading Aloud* | By the end of the lesson, the learner should be able to:   * Appreciate the need of developing good oral reading skills. * Explain the importance of understanding what they read aloud. | * Reading | * chalkboard | * Secondary English Book 1 students book * Teachers guide * A good English Dictionary |  |
| 5 | 1  2 | **GRAMMAR** | *Types of sentences*  *Declarative sentences* | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form *Declarative* sentences. * Use *Declarative* sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 157-158 * Teachers guide page 24-25 |  |
|  | 3  4 | **WRITING** | *REVISION*  *Writing Narratives* | By the end of the lesson, the learner should be able to:   * Discuss the features of narrative writing. * Write a narrative. * Use vocabulary and sentence structures correctly. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book * Teachers guide |  |
|  | 5 | **LISTENING AND SPEAKING** | *Pronunciation of vowel sounds /l/ and /r/* | By the end of the lesson, the learner should be able to:   * Listen and talk about their future careers using correct English * Pronounce the sounds given correctly. | * reading | chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
|  | 6 | **STUDY SKILLS** | *Reading Aloud* | By the end of the lesson, the learner should be able to:   * Use their voices to emphasize important ideas during oral reading. * Reading audibly to an audience. * Vary the tone of voice. | * Reading | * Chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
| 6 |  |  |  | **MID-TERM CATS** |  |  |  |  |
| 7 | 1  2 | **GRAMMAR** | *Types of sentences*  *Affirmative*  *sentences* | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form affirmative sentences. * Use affirmative sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 163-164 * Teachers guide |  |
|  | 3  4 | **WRITING** | *REVISION*  *Use of a comma* | By the end of the lesson, the learner should be able to:   * Use commas correctly in writing. * Writing a composition that is free of grammatical and punctuation errors. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample | * Excelling in English Book 1 students book * Teachers guide page |  |
|  | 5 | **LISTENING AND SPEAKING** | *REVISION*  *Riddles* | By the end of the lesson, the learner should be able to:   * Define a riddle * Describe what happens in a riddling session. * Participate in riddling session * Explain the functions of riddles. | * Speaking | chalkboard | * Secondary English Book 1 students book * Teachers guide * Oral literature by Okumba Miruka |  |
|  | 6 | **STUDY SKILLS** | *REVISION*  *Speed Reading* | By the end of the lesson, the learner should be able to:   * Appreciate the need to vary reading rate depending on purpose for reading. * Read in word groups instead of individual words. | * Reading | * Chalkboard | * Secondary English Book 1 students book * Teachers guide |  |
|  | 4/5 | **GRAMMAR** | *Types of sentences*  *Negative sentences* | By the end of the lesson, the learner should be able to:   * Distinguish between different types of sentences. * Form *Negative* sentences. * Use *Negative* sentences correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 1 students book Page 164-165 * Teachers guide page 37-39 |  |
|  | 6 | **WRITING** | *Final Punctuation marks* | By the end of the lesson, the learner should be able to:   * Use final punctuation marks correctly. * Use vocabulary and sentence structures appropriately in writing. * Write neatly and legibly | * Writing * discussion | Chalkboard  Sample | * Secondary English Book 1 students book * Teachers guide |  |
| **8**  **9** |  | **REVISION, END-TERM EXAMS, MARKING AND CLOSING** | | | | | | |