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| **ENGLISH SCHEMES OF WORK FORM ONE****TERM ONE 2020** |
| **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
 | ChalkboardSample 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
 | ChalkboardAnti-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
 | ChalkboardSample | * 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
 | ChalkboardSample | * 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
 | ChalkboardSample | * Excelling in English Book 1 students book Page 33-35
* Teachers guide page 31-32
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| **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 OkumbaMiruka
 |  |
|  | 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
 | ChalkboardSample | * 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
 | ChalkboardSample | * 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
 | ChalkboardSample 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
 | ChalkboardSample 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
 | ChalkboardPictures 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
 | ChalkboardSample | * 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 2020** |
| **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
 | ChalkboardSample 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
 | ChalkboardSample | * 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
 | ChalkboardSample 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
 | ChalkboardSample | * Secondary English Book 1 students book Page 122-123
* Teachers guide
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| **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
 | ChalkboardSamples 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
 | ChalkboardSample | * 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 learnershould 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
 | ChalkboardSample | * 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
 | ChalkboardSample | * 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
 | ChalkboardSample 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
 | ChalkboardSample 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
 | ChalkboardPictures 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 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
 |  |
|  | 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 2020** |
| **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
 |  |
|  | 34 | **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
 |  |
|  | 56 | **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 | 12 | **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
 | ChalkboardSample 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
 |  |
|  | 56 | **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
 | ChalkboardAnti-corruption posters | * Secondary English Book 1 students book Page 173-175
* Teachers guide
* A good English dictionary
 |  |
| 4 | 12 | **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
 |  |
|  | 34 | **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
 | ChalkboardSample | * 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 | 12 | **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
 |  |
|  | 34 | **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
 | ChalkboardSample | * 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 | 12 | **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
 |  |
|  | 34 | **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
 | ChalkboardSample | * 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 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
* 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
 | ChalkboardSample | * Secondary English Book 1 students book
* Teachers guide
 |  |
| **8****9** |  | **REVISION, END-TERM EXAMS, MARKING AND CLOSING** |