SCHEME OF WORK ENGLISH

FORM 1 2022 TERM I

ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **3** | 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 READING | Silent reading skills 1 Comprehension Karani and Kemunto | 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 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  Reading comprehension | Chalkboard  Pre-reading activities | Secondary English Book 1 students book Page 3-4 Teachers guide page 4-5 |  |
| 3 | 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 |  |
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|  | 4 | 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 |  |
| 5 | 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 |  |
| 6 | LISTENING AND SPEAKING STUDY SKILLS | Pronunciation of /l/ and /r/ sounds  Silent reading skills 2 | 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 Appreciate the need to develop good silent reading skills  Read silently without moving the head or pointing at words | Pictures on accident scenes  Newspaper reports on accidents  Reading silently | chalkboard | Secondary English Book 1 students book Page 10-  11  Teachers guide page 10- 11 |  |
| **4** | 1 | 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. | Reading comprehension | Chalkboard Anti-corruption posters | Secondary English Book 1 students book Page 12 Teachers guide page 13- 14  A good English dictionary |  |
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|  | 2 | 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 | Discussing Writing sentences | Dictionary | Secondary English Book 1 students book Page 14-  15  Teachers guide page 15 |  |
| 3 | 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 | Discussing Writing sentences | Dictionary | Secondary English Book 1 students book Page 14-  15  Teachers guide page 15 |  |
| 4 | WRITING LISTENING AND SPEAKING | Commonly Misspelt Words Pronunciation of /i/ and /I:/ sounds | 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 Identify and define ogre stories  Appreciate the lessons we get from ogre stories Pronounce the vowel sounds /i/ and /I:/ correctly. | Writing discussion Speaking | Chalkboard Sample | Secondary English Book 1 students book Page 16 Teachers guide page 17 |  |
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|  | 5 | 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 |  |
| 6 | 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 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |
| **6** | 1 | 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 |  |
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|  | 1 | 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 |  |
| 2 | 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 |  |
| 3 | 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 |  |
| 4 | 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 |  |
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|  | 5 | 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 |  |
| 6 | 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 |  |
| **7** | 1 | 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 |  |
| 2 | 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 |  |
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|  | 3 | STUDY SKILLS | Speed Reading | By the end of the lesson, the learner should be able to:  lesson, :  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 |  |
| 4 | READING LISTENING AND SPEAKING | Comprehension What about this Child?  Commonly Confused Words | 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 Pronounce correctly words with similar pronunciations but different spellings. | Reading comprehension Reading | Pre-reading activities Chalkboard | Secondary English Book 1 students book Page 41-  42  Teachers guide page 36- 37  A good English dictionary |  |
| 5 | 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 |  |
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|  | 6 | 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 |  |
| **8** | 1 | 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. | Discussing Writing sentences | Dictionary | Secondary English Book 1 students book Page 50-  54  Teachers guide page 45 |  |
| 1 | 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. | Discussing Writing sentences | Dictionary | Secondary English Book 1 students book Page 50-  54  Teachers guide page 45 |  |
| 2 | 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 |  |
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|  | 3 | 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 |  |
| 4 | 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 |  |
| 5 | 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 | Reading comprehension | Chalkboard | Secondary English Book 1 students book Page 58-  59  Teachers guide page 51  A good English dictionary |  |
| 6 | GRAMMAR | The Simple Past Tense 1 | 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 verbs  Use the past tense of regular verbs correctly. | Discussing Writing sentences | Dictionary | Secondary English Book 1 students book Page 60-  62  Teachers guide page52-54 |  |
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| **9** | 1 | 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 letter | Writing discussion | Chalkboard Sample | Secondary English Book 1 students book Page62- 64  Teachers guide page 55- 56 |  |
| 2 | Poetry | Key terms | By the end of the lesson, the learner should be able to:  Define and explain persona, theme and subject matter as used in poetry  Identify each in a poem | Teacher explanation Discussion  writing | Chalkboard | Understanding poetry |  |
| 3 | Poetry | Key terms | By the end of the lesson, the learner should be able to:  Define mood  Explain different words used to describe mood Describe the mood in given poems | Teacher explanation Discussion  Writing | Chalkboard | Understanding poetry |  |
| 4 | Listening and speaking | Homonyms | By the end of the lesson, the learner should be able to:  Define homonyms  Use homonyms correctly in sentences | Teacher explanation Discussion  writing | Chalkboard |  |  |
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|  | 5 | Grammar | The simple past tense 2 | By the end of the lesson, the learner should be able to:  Distinguish the irregular verbs from regular verbs Explain the formation of the simple past tense of irregular verbs  Use the irregular verbs correctly in sentences | Teacher explanation Discussion  writing | Chalkboard | Secondary English Book 1 students book Page 62  Teachers guide page54 |  |
| 6 | Oral literature | Introduction | By the end of the lesson, the learner should be able to:  Define oral literature Explain key terms used in oral literature | Teacher explanation Discussion  writing | Chalkboard | Oral literature for schools |  |
| **10** | END OF TERM EXAMS | | | | | | | |