

ENGLISH SCHEMES OF WORK FORM ONE
TERM ONE 2020

WK	L E S S O N	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING ACTIVITIES	LEARNING RESOURCES	REFERENCES	RMKS
2	1	LISTEN AND SPEAKI NG	<i>Trickster narratives</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Appreciate the nature of trickster narratives • Explain the symbolic role of trickster characters in relation to society. 	<ul style="list-style-type: none"> • Storytelling • Reading 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 1-3 • Teachers guide page 1-3 • Oral Literature for Secondary Schools 	
	2	STUDY SKILLS	<i>Silent reading skills 1</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Determine whether or not they lip-read or sub-vocalize • Read without moving the lips or sub-vocalizing 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 3-4 • Teachers guide page 4-5 	
	3	READIN G	<i>Comprehension Karani and Kemunto</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Appreciate the need for both boys and girls to be involved in all household chores • Answer questions on the passage correctly. 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 5 • Teachers guide page 5-6 • A good English dictionary 	

				<ul style="list-style-type: none"> Infer meaning of the new words used correctly 				
	4/5	GRAMMAR	<i>Common and proper Nouns</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Distinguish between common and proper nouns Use common and proper nouns correctly. 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page6-7 Teachers guide page 7 	
	6	WRITING	<i>Handwriting</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Appreciate the importance of writing neatly Write neatly and legibly 	<ul style="list-style-type: none"> Writing discussion 	<p>Chalkboard</p> <p>Sample of good handwriting</p>	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 7-9 Teachers guide page 8-9 	
3	1	LISTENING AND SPEAKING	<i>Pronunciation of /l/ and /r/ sounds</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Listen and talk about possible causes of accidents in the country and how they can be prevented Pronounce the sounds /l/ and /r/ correctly 	<ul style="list-style-type: none"> Pictures on accident scenes Newspaper reports on accidents 	<p>chalkboard</p>	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 10-11 Teachers guide page 10-11 	
	2	STUDY SKILLS	<i>Silent reading skills 2</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Appreciate the need to develop good silent reading skills Read silently without moving the head or pointing at words 	<ul style="list-style-type: none"> Reading silently 	<ul style="list-style-type: none"> chalkboard 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 11-12 Teachers guide page12 	

	3	READING	<i>Comprehension The Sick Man</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Read the passage and answer questions on the passage correctly. • Appreciate the need to shun corruption. • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	Chalkboard Anti-corruption posters	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 12 • Teachers guide page 13-14 • A good English dictionary 	
	4/5	GRAMMAR	<i>Concrete and Abstract Nouns</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Recognize abstract nouns • Recognize concrete nouns • Form abstract nouns from other word classes. • Use concrete and abstract nouns in sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	• Dictionary	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 14-15 • Teachers guide page 15 	
	6	WRITING	<i>Commonly Misspelt Words</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Identify the commonly misspelt words. • Learn to spell the commonly misspelt words correctly. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 16 • Teachers guide page 17 	
4	1	LISTENING AND SPEAKING	<i>Pronunciation of /i/ and /I:/ sounds</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Identify and define ogre stories 	<ul style="list-style-type: none"> • Speaking 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 17-19 • Teachers guide page 19 	

				<ul style="list-style-type: none"> • Appreciate the lessons we get from ogre stories • Pronounce the vowel sounds /i/ and /I:/ correctly. 				
	2	STUDY SKILLS	<i>Reading Aloud 1</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need of developing good oral reading skills. • Explain the importance of understanding what they read aloud. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 19-20 • Teachers guide page 20 • A good English Dictionary 	
	3	READING	<i>Comprehension Mlafi and Ndele</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Appreciate the need to show gratitude. • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 21-23 • Teachers guide page 22-23 • A good English dictionary 	
	4/5	GRAMMAR	<i>Count and Non-count Nouns</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish between count and non-count nouns. • Master spelling rules for count nouns. • Use count and non-count nouns correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 23-25 • Teachers guide page 24-25 	
	6	WRITING	<i>Writing Narratives</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the features of narrative writing. 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 25-26 	

				<ul style="list-style-type: none"> • Write a narrative. • Use vocabulary and sentence structures correctly. • Write neatly and legibly 			<ul style="list-style-type: none"> • Teachers guide page 26 	
5	1	LISTENING AND SPEAKING	<i>Pronunciation of vowel sounds /w/ and /u:/, // and //</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Listen and talk about their future careers using correct English • Pronounce the sounds given correctly. 	<ul style="list-style-type: none"> • reading 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 27 • Teachers guide page 27 	
	2	STUDY SKILLS	<i>Reading Aloud 2</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use their voices to emphasize important ideas during oral reading. • Reading audibly to an audience. • Vary the tone of voice. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 28-29 • Teachers guide page 27 	
	3	READING	<i>Comprehension Relating with Parents</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 29-31 • Teachers guide page 29-30 • A good English dictionary 	

	4/5	GRAMMAR	<i>Articles</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use the definite and indefinite articles correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 31-33 • Teachers guide page 30-31 	
	6	WRITING	<i>Use of a comma</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use commas correctly in writing. • Writing a composition that is free of grammatical and punctuation errors. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Excelling in English Book 1 students book Page 33-35 • Teachers guide page 31-32 	
6	1	LISTENING AND SPEAKING	<i>Riddles</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a riddle • Describe what happens in a riddling session. • Participate in riddling session • Explain the functions of riddles. 	<ul style="list-style-type: none"> • Speaking 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 36-38 • Teachers guide page 33 • Oral literature by OkumbaMiruka 	
	2	STUDY SKILLS	<i>Speed Reading</i>	<p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need to vary reading rate depending on purpose for reading. • Read in word groups instead of individual words. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 38-41 • Teachers guide page 34-35 	

	3	READING	<i>Comprehension What about this Child?</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading comprehension • 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 41-42 • Teachers guide page 36-37 • A good English dictionary 	
	4/5	GRAMMAR	<i>Pronouns</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish among personal, possessive and reflexive pronouns correctly. • Use personal, possessive and reflexive pronouns correctly. • 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 43-44 • Teachers guide page 37-39 	
	6	WRITING	<i>Final Punctuation marks</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use final punctuation marks correctly. • Use vocabulary and sentence structures appropriately in writing. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 44-45 • Teachers guide page 39-40 	
7				MID	TERM	BREAK		

8	1	LISTENING AND SPEAKING	<i>Commonly Confused Words</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Pronounce correctly words with similar pronunciations but different spellings. 	<ul style="list-style-type: none"> • Reading 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 41-47 • Teachers guide page 41
	2	STUDY SKILLS	<i>Using a Library</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Explain why people visit a library • Explain how reading materials are organized in a library. • Display appropriate behavior in a library. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Library • Chalkboard • Catalogued books 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 47-48 • Teachers guide page 42
	3	READING	<i>Comprehension Alfred Nobel- A Man of Contrasts</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 49-50 • Teachers guide page 44 • A good English dictionary
	4/5	GRAMMAR	<i>Verbs</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Learn and use verbs correctly. • Distinguish between action and stative verbs. • Use the present simple tense correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 50-54 • Teachers guide page 45

	6	WRITING	<i>Building Sentence Skills</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Recognize various types of sentence construction errors • Write properly constructed sentences. 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 54-55 • Teachers guide page 47-48 	
9	1	LISTENING AND SPEAKING	<i>Problematic Sounds</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Pronounce the sounds /l/, /r/, /t/ and /d/ correctly. • Identify other sounds they find problematic. 	<ul style="list-style-type: none"> • Reading 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 56-57 • Teachers guide page 49 	
	2	STUDY SKILLS	<i>Using a Dictionary</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Familiarize themselves with the alphabetic order of words in a dictionary. • Look up words easily in a dictionary • Use a dictionary effectively. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • English dictionary • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 57-58 • Teachers guide page 50 	
	3	READING	<i>Comprehension Gender Violence and HIV/Aids</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Explain the connection between gender violence and the spread of HIV. 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 58-59 • Teachers guide page 51 • A good English dictionary 	

				<ul style="list-style-type: none"> • Appreciate the need to shun detrimental socialization. • Infer meaning of the new words used 				
	4/5	GRAMMAR	<i>The Simple Past Tense</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 60-62 • Teachers guide page 52-54 	
	6	WRITING	<i>Diaries and Informal Letters</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need of keeping a diary. • Make entries in a diary. • Use different formats of addresses in informal letters. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 62-64 • Teachers guide page 55-56 	
10	1	LISTENING AND SPEAKING	<i>Debate</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of having debating skills. • Acquire debating skills. • Participate in debates. 	<ul style="list-style-type: none"> • Discussion 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 66-67 • Teachers guide page 57-58 	

2	STUDY SKILLS	<i>Using the dictionary 2</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Describe the various types of information found in a dictionary. • Use the dictionary effectively. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • English dictionary • chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 67-68 • Teachers guide page 58-59
3	READING	<i>Comprehension The Worrying Drug Problem in Kenya</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read the passage silently • Answer questions on the passage correctly. • Appreciate the dangers of drug abuse. • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Chalkboard • Magazine cuttings on drug abuse 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 68-70 • Teachers guide page 59-61 • A good English dictionary
4/5	GRAMMAR	<i>The Continuous Aspect</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Master spelling rules of present and past participle verbs. • Use the continuous and the perfect aspects correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 70-73 • Teachers guide page 61-62
6	WRITING	<i>Informal letters</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the different parts of an informal letter. • Write informal letters correctly. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	<ul style="list-style-type: none"> • Chalkboard • Sample informal letters 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 73-75 • Teachers guide page 63-64

				<ul style="list-style-type: none"> • Use vocabulary and sentence structures correctly. 				
11	1	LISTENING AND SPEAKING	<i>Intonation</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Listen and talk about trickster narratives • Use intonation appropriately 	<ul style="list-style-type: none"> • Reading 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 76-78 • Teachers guide page 64 	
	2	STUDY SKILLS	<i>Studying poetry 1</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Recognize a poem when they see one. • Appreciate the experience of a poem. • Describe the identity of the persona in a poem. 	<ul style="list-style-type: none"> • Reciting 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 78-80 • Teachers guide page 65-66 	
	3	READING	<i>Comprehension Disability is not Inability</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Appreciate that disability is not inability. • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 80-82 • Teachers guide page 66-67 • A good English dictionary 	
	4/5	GRAMMAR	<i>Adjectives</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify adjectives • Use adjectives correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 82-84 • Teachers guide page 68-69 	

	6	WRITING	<i>Poems</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Learn the features of poetry. • Write simple poems. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample poems	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 84-87 • Teachers guide page 70-71 	
12	1	LISTENING AND SPEAKING	<i>Dialogue on drug abuse</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read the dialogue interpretively • Answer oral comprehension questions correctly. • Appreciate the harmful effects of drug abuse. 	<ul style="list-style-type: none"> • Discussion 	Chalkboard Pictures related to drugs	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 88 • Teachers guide page 72 	
	2	STUDY SKILLS	<i>Studying poetry 2</i>	<p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> • Appreciate further the nature of a poem. • Describe the form of a poem. • Identify and describe the theme of a poem. 	<ul style="list-style-type: none"> • Recitation 	<ul style="list-style-type: none"> • Chalkboard • Sample poems 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 89-90 • Teachers guide page 73-74 • Demystifying poetry 	
	3	READING	<i>Comprehension Bad habits</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Appreciate that smoking and drinking is injurious to health. 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 91-92 • Teachers guide page 74-76 • A good English dictionary 	

				<ul style="list-style-type: none"> Infer meaning of the new words used 				
	4/5	GRAMMAR	<i>Gradable and non-gradable Adjectives</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Mark gradability in adjectives in various ways Distinguish between gradable and non-gradable adjectives. 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 92-95 Teachers guide page 76-77 	

FORM 1 TERM 2

W K	L E S S O N	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING ACTIVITIES	LEARNING RESOURCES	REFERENCES	RMKS
1				OPENER	EXAM			
2	1	LISTENING AND SPEAKING	<i>Pronunciation of /tʃ/, /k/ and /f/</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Pronounce the sounds /tʃ/, /k/, and /f/ correctly. Identify other sounds they find problematic. 	<ul style="list-style-type: none"> Reading 	Chalkboard	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 99-100 Teachers guide 	
	2	STUDY SKILLS	<i>Taking Notes</i>	<p>By the end of the lesson, the learner should be able to:</p>	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Chalkboard 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 100 	

				<ul style="list-style-type: none"> • Take notes from a sample news bulletin read by the teacher • Write the notes neatly 			<ul style="list-style-type: none"> • Teachers guide 	
	3	READING	<i>Comprehension Saito</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<p>Reading comprehension</p> <ul style="list-style-type: none"> • 	Pre-reading activities	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 101-102 • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Adverbs</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the various types of adverbs • Use adverbs correctly in sentences. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	Dictionary	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 102-104 • Teachers guide 	
	6	WRITING	<i>Describing a Creature, Object or Place</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the features of a good description • Write a description of a creature, object or place. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	<p>Chalkboard</p> <p>Sample of a good description</p>	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 105 • Teachers guide 	

3	1	LISTENING AND SPEAKING	<i>Dictation</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Write down the passage read out by the teacher correctly • Explain what one needs in order to write a good dictation 	<ul style="list-style-type: none"> • Listening • Writing 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 106 • Teachers guide 	
	2	STUDY SKILLS	<i>Studying a play</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Study a play accurately • Identify the characters, conflict, inciting action, the root action in a given play 	<ul style="list-style-type: none"> • Reading silently • Discussion • Explanation 	Chalkboard Samples of plays	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 106-107 • Teachers guide 	
	3	READING	<i>Comprehension The Sweet Victory</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Chalkboard Certificate of merit 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 107-109 • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Prepositions</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Recognize prepositions • Prepositions in sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	Dictionary	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 110-112 • Teachers guide 	

	6	WRITING	<i>The Structure of Paragraphs</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Rearrange sentences provided haphazardly into a cohesive paragraph • Identify the topic sentence, supporting sentences and the clincher sentence in a given paragraph 	<ul style="list-style-type: none"> • Writing • Discussion • Explanation 	<p>Chalkboard</p> <p>Sample</p>	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 112-113 • Teachers guide 	
4	1	LISTENING AND SPEAKING	<i>Etiquette: Good manners</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Speaking • Roleplaying 	<p>Chalkboard</p> <p>Sample conversations</p>	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 115-117 • Teachers guide 	
	2	STUDY SKILLS	<i>Studying a Short Story</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Tell a short story based on one of their experiences • Write a composition about a short story they have read recently 	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 117-118 • Teachers guide 	

	3	READING	<i>Comprehension Ndanu and her Teacher</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading comprehension • 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 118-120 • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Conjunctions</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Define conjunctions. • Use conjunctions correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 120-121 • Teachers guide 	
	6	WRITING	<i>Creative Writing</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Discuss the features of creative writing. • Write a creative composition. • Use vocabulary and sentence structures correctly. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 122-123 • Teachers guide 	
5	1	LISTENING AND SPEAKING	<i>Non-verbal Cues that Enhance listening and Speaking</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Explain the polite ways of communicating without words • Identify examples of body language evident in a given poem 	<ul style="list-style-type: none"> • Reading • Writing • Discussion 	Chalkboard Samples of poems	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 124 • Teachers guide 	

	2	STUDY SKILLS	<i>The plot of a Play</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Write a dramatic skit or a short play showing the different stages of the conflict 	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Chalkboard • Samples of short plays 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 125 • Teachers guide 	
	3	READING	<i>Comprehension Typhoid Fever</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Appreciate the symptoms of typhoid • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 125-127 • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Noun Phrases</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Use noun phrases correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 128-128 • Teachers guide page 30-31 	
	6	WRITING	<i>Writing poems</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Describe the components of a poem • Write a poem about somebody they like very much 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Excelling in English Book 1 students book Page 128-129 • Teachers guide 	
6	1	LISTENING AND SPEAKING	<i>Ogre Narratives Karimi and the Ogre</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Define an ogre narrative 	<ul style="list-style-type: none"> • Speaking 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page • Teachers guide 	

				<ul style="list-style-type: none"> Describe the features of an ogre narrative Tell an ogre narrative Explain the functions of ogre narratives 			<ul style="list-style-type: none"> Oral literature by Okumba Miruka 	
	2	STUDY SKILLS	<i>Plot in Short stories</i>	<p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> Describe the events of any particular short story Write the summary of the plot of a story they have read 	<ul style="list-style-type: none"> Reading Writing 	<ul style="list-style-type: none"> Chalkboard Sample short stories 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 132 Teachers guide 	
	3	READING	<i>Comprehension Safeguarding the Treasure</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Read and answer questions on the passage correctly. Appreciate the importance of abstinence Recognize children's rights. Infer meaning of the new words used 	<ul style="list-style-type: none"> Reading comprehension 	<ul style="list-style-type: none"> Pre-reading activities 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 133-134 Teachers guide page 36-37 A good English dictionary 	
	4 / 5	GRAMMAR	<i>The active and the passive</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define active voice and passive voice Distinguish between active and passive voice 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 134-137 Teachers guide 	

				<ul style="list-style-type: none"> • Use active and passive voice correctly. • 					
	6	WRITING	<i>Note Making</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Pick the most important points from a given piece of writing • Make notes from a given passage 	<ul style="list-style-type: none"> • Writing • Discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 137-138 • Teachers guide 		
7	MID-TERM EXAMS								
8	MID-TERM BREAK								
9	1	LISTENING AND SPEAKING	<i>Words with Similar Spelling but Different Meaning</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Pronounce words with similar spelling but different meaning correctly • Write a list of words that have similar spelling but different meaning 	<ul style="list-style-type: none"> • Reading • Writing 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 139 • Teachers guide 		
	2	STUDY SKILLS	<i>LITERARY language</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define literary language 	<ul style="list-style-type: none"> • Discussion • writing 	<ul style="list-style-type: none"> • Library novels • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 140 • Teachers guide 		

				<ul style="list-style-type: none"> Identify literary language used in the given sentences 				
	3	READING	<i>Comprehension A Good Leader</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Read and answer questions on the passage correctly. Appreciate the need to be a good leader. Infer meaning of the new words used 	<ul style="list-style-type: none"> Reading comprehension 	<ul style="list-style-type: none"> Pre-reading activities 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 141-142 Teachers guide A good English dictionary 	
	4 / 5	GRAMMAR	<i>Direct and Indirect speech</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Differentiate between direct and indirect speech Use direct and indirect speech correctly in sentences 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 50-54 Teachers guide page 45 	
	6	WRITING	<i>Packing List</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define a packing list Write a good packing list 	<ul style="list-style-type: none"> Writing discussion 	Chalkboard	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 145-147 Teachers guide 	
10	1	LISTENING AND SPEAKING	<i>Reading aloud</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Read the given passage aloud Project the voice well, pronounce words 	<ul style="list-style-type: none"> Reading Pronunciation Answering questions 	chalkboard	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 148-150 Teachers guide 	

				<p>correctly and observe punctuation correctly</p> <ul style="list-style-type: none"> • Answer questions from the passage correctly 				
	2	STUDY SKILLS	<i>Literary Language II</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define literary language • Identify literary language used in the given sentences • 	<ul style="list-style-type: none"> • Discussion • Writing 	<ul style="list-style-type: none"> • English dictionary • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 150-151 • Teachers guide 	
	3	READING	<i>Kisingu's Mangoes</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read and answer questions on the passage correctly. • Appreciate the need to shun detrimental socialization. • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension • 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 151-154 • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Types of Sentences Interrogative sentences</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish between different types of sentences. • Form interrogative sentences. • Use interrogative sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 154-155 • Teachers guide page 52-54 	

	6	WRITING	<i>inventory</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need of keeping an inventory. • Make entries in an inventory. • Write a good inventory. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 158 • Teachers guide 	
11	1	LISTENING AND SPEAKING	<i>Debate on Corruption</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of having debating skills. • Acquire debating skills. • Participate in debates. 	<ul style="list-style-type: none"> • Discussion 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 159 • Teachers guide 	
	2	STUDY SKILLS	<i>Private Reading/Studying</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the problems they face when reading or studying on their own • Identify good reading/studying habits • Draw a private study timetable 	<ul style="list-style-type: none"> • Reading • Discussion • Writing 	<ul style="list-style-type: none"> • English dictionary • chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 159-160 • Teachers guide 	
	3	READING	<i>The Temptation</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read the passage silently 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Chalkboard • Magazine cuttings 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 160-163 	

				<ul style="list-style-type: none"> • Answer questions on the passage correctly. • Appreciate the dangers of corruption. • Infer meaning of the new words used 		on drug abuse	<ul style="list-style-type: none"> • Teachers guide • A good English dictionary 	
	4 / 5	GRAMMAR	<i>Types of sentences</i> <i>Imperative sentences</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish between different types of sentences. • Form imperative sentences. • Use imperative sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 156 • Teachers guide 	
	6	WRITING	<i>Writing public notices</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the different parts of a public notice. • Write a public notice correctly. • Write neatly and legibly • Use vocabulary and sentence structures correctly. 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample of public notices	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 165-166 • Teachers guide 	
12	1	LISTENING AND SPEAKING	<i>REVISION</i> <i>Intonation</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Listen and talk about trickster narratives • Use intonation appropriately 	<ul style="list-style-type: none"> • Reading 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 76-78 • Teachers guide page 64 	

2	STUDY SKILLS	<i>REVISION Studying poetry 1</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Recognize a poem when they see one. • Appreciate the experience of a poem. • Describe the identity of the persona in a poem. 	<ul style="list-style-type: none"> • Reciting 	Chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 78-80 • Teachers guide page 65-66 	
3	WRITING	<i>REVISION Poems</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Learn the features of poetry. • Write simple poems. • Write neatly and legibly 	Writing discussion	Chalkboard Sample poems	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 84-87 • Teachers guide page 70-71 	
4	LISTENING AND SPEAKING	<i>REVISION Dialogue on drug abuse</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Read the dialogue interpretively • Answer oral comprehension questions correctly. • Appreciate the harmful effects of drug abuse. 	Discussion	Chalkboard Pictures related to drugs	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 88 • Teachers guide page 72 	
5	STUDY SKILLS	<i>REVISION Studying poetry 2</i>	By the end of the lesson, the learners should be able to: <ul style="list-style-type: none"> • Appreciate further the nature of a poem. • Describe the form of a poem. 	<ul style="list-style-type: none"> • Recitation 	<ul style="list-style-type: none"> • Chalkboard • Sample poems 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 89-90 • Teachers guide page 73-74 	

				<ul style="list-style-type: none"> Identify and describe the theme of a poem. 			<ul style="list-style-type: none"> Demystifying poetry 	
	6	GRAMMAR	<i>REVISION Gradable and non-gradable Adjectives</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> DISTINGUISH BETWEEN Gradable and non-gradable adjectives Use them correctly in sentences 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 92-95 Teachers guide page 76-77 	
13 14	REVISION, END-TERM EXAMS, MARKING AND CLOSING							

**ENGLISH SCHEMES OF WORK FORM ONE
TERM THREE 2020**

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING ACTIVITIES	LEARNING RESOURCES	REFERENCES	REMARKS
1				OPENER	EXAM			
2	1	LISTENING AND SPEAKING	<i>Pronunciation</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Read the poem aloud and pronounce the words correctly 	<ul style="list-style-type: none"> • Pronunciation • Reading 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 168 • Teachers guide 	
	2	STUDY SKILLS	<i>Silent reading skills 1</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Determine whether or not they lip-read or sub-vocalize • Read without moving the lips or sub-vocalizing 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 	

	3 4	READING	<i>Comprehension The Feast</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Appreciate the dangers of alcoholism • Answer questions on the passage correctly. • Infer meaning of the new words used correctly 	<ul style="list-style-type: none"> • Reading comprehension • 	<ul style="list-style-type: none"> • Pre-reading activities 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 169-171 • Teachers guide • A good English dictionary 	
	5 6	GRAMMAR	<i>Types of sentences Exclamative sentences</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Distinguish between different types of sentences. • Form <i>Exclamative</i> sentences. • Use <i>Exclamative</i> e sentences correctly.. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 156-157 • Teachers guide 	
3	1 2	WRITING	<i>Poetry</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Appreciate the importance of writing neatly • Write a poem on HIV/AIDS neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample of good poems	<ul style="list-style-type: none"> • Secondary English Book 1 students book pg 172 • Teachers guide 	
	3	LISTENING AND SPEAKING	<i>Homonyms</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Define homonyms • Use homonyms correctly in sentences 	<ul style="list-style-type: none"> • Pictures on accident scenes • Newspaper reports on accidents 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 173 • Teachers guide 	

	4	STUDY SKILLS	<i>Silent reading skills</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need to develop good silent reading skills • Read silently without moving the head or pointing at words 	<ul style="list-style-type: none"> • Reading silently 	<ul style="list-style-type: none"> • chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 	
	5 6	READING	<i>Comprehension Bukeli's Ordeal</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Read the passage and answer questions on the passage correctly. • Appreciate the humble backgrounds of their classmates • Infer meaning of the new words used 	<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Chalkboard • Anti-corruption posters 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 173-175 • Teachers guide • A good English dictionary 	
4	1 2	GRAMMAR	<i>Types of sentences I</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish between different types of sentences. • Form imperative sentences. • Use imperative sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 154-158 • Teachers guide 	
	3 4	WRITING	<i>Creative Writing</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Write a creative composition about a bad experience they had 	<ul style="list-style-type: none"> • Writing • discussion 	<ul style="list-style-type: none"> • Chalkboard • Sample 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 177 • Teachers guide 	

	5	LISTENING AND SPEAKING	<i>Pronunciation of /k/ and /g/ sounds</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Identify and define ogre stories Appreciate the lessons we get from ogre stories Pronounce the vowel sounds /g/ and /k/ correctly. 	<ul style="list-style-type: none"> Speaking 	chalkboard	<ul style="list-style-type: none"> Secondary English Book 1 students book Teachers guide 	
	6	STUDY SKILLS	<i>REVISION Reading Aloud</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Appreciate the need of developing good oral reading skills. Explain the importance of understanding what they read aloud. 	<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> chalkboard 	<ul style="list-style-type: none"> Secondary English Book 1 students book Teachers guide A good English Dictionary 	
5	1 2	GRAMMAR	<i>Types of sentences Declarative sentences</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Distinguish between different types of sentences. Form <i>Declarative</i> sentences. Use <i>Declarative</i> sentences correctly. 	<ul style="list-style-type: none"> Discussing Writing sentences 	<ul style="list-style-type: none"> Dictionary 	<ul style="list-style-type: none"> Secondary English Book 1 students book Page 157-158 Teachers guide page 24-25 	
	3 4	WRITING	<i>REVISION Writing Narratives</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Discuss the features of narrative writing. Write a narrative. 	<ul style="list-style-type: none"> Writing discussion 	Chalkboard Sample	<ul style="list-style-type: none"> Secondary English Book 1 students book Teachers guide 	

				<ul style="list-style-type: none"> • Use vocabulary and sentence structures correctly. • Write neatly and legibly 				
	5	LISTENING AND SPEAKING	<i>Pronunciation of vowel sounds /l/ and /r/</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Listen and talk about their future careers using correct English • Pronounce the sounds given correctly. 	<ul style="list-style-type: none"> • reading 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 	
	6	STUDY SKILLS	<i>Reading Aloud</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use their voices to emphasize important ideas during oral reading. • Reading audibly to an audience. • Vary the tone of voice. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 	
6	MID-TERM CATS							
7	1 2	GRAMMAR	<i>Types of sentences Affirmative sentences</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Distinguish between different types of sentences. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 163-164 • Teachers guide 	

				<ul style="list-style-type: none"> • Form affirmative sentences. • Use affirmative sentences correctly. 				
3 4	WRITING	<i>REVISION Use of a comma</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use commas correctly in writing. • Writing a composition that is free of grammatical and punctuation errors. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Excelling in English Book 1 students book • Teachers guide page 		
5	LISTENING AND SPEAKING	<i>REVISION Riddles</i>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a riddle • Describe what happens in a riddling session. • Participate in riddling session • Explain the functions of riddles. 	<ul style="list-style-type: none"> • Speaking 	chalkboard	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide • Oral literature by Okumba Miruka 		
6	STUDY SKILLS	<i>REVISION Speed Reading</i>	<p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> • Appreciate the need to vary reading rate depending on purpose for reading. • Read in word groups instead of individual words. 	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 		

4/5	GRAMMAR	<i>Types of sentences Negative sentences</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Distinguish between different types of sentences. • Form <i>Negative</i> sentences. • Use <i>Negative</i> sentences correctly. 	<ul style="list-style-type: none"> • Discussing • Writing sentences 	<ul style="list-style-type: none"> • Dictionary 	<ul style="list-style-type: none"> • Secondary English Book 1 students book Page 164-165 • Teachers guide page 37-39 		
6	WRITING	<i>Final Punctuation marks</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Use final punctuation marks correctly. • Use vocabulary and sentence structures appropriately in writing. • Write neatly and legibly 	<ul style="list-style-type: none"> • Writing • discussion 	Chalkboard Sample	<ul style="list-style-type: none"> • Secondary English Book 1 students book • Teachers guide 		
8 9	REVISION, END-TERM EXAMS, MARKING AND CLOSING							