# ENGLISH SCHEMES OF WORK FORM ONE
# TERM ONE 2018

| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEARNING ACTIVITIES | LEARNING RESOURCES | REFERENCES | REMARKS |
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| **2** | 1 | **LISTENING AND SPEAKING** | *Trickster narratives* | By the end of the lesson, the learner should be able to:<br>• Appreciate the nature of trickster narratives<br>• Explain the symbolic role of trickster characters in relation to society. | • Storytelling<br>• Reading | chalkboard | • Excelling in English Book 1 students book Page 1-3<br>• Teachers guide page 1-3<br>• Oral Literature for Secondary Schools | |
| | 2 | **STUDY SKILLS** | *Silent reading skills 1* | By the end of the lesson, the learner should be able to:<br>• Determine whether or not they lip-read or sub-vocalize<br>• Read without moving the lips or sub-vocalizing | • Reading | • Chalkboard | • Excelling in English Book 1 students book Page 3-4<br>• Teachers guide page 4-5 | |
| | 3 | **READING** | *Comprehension*<br>*Karani and Kemunto* | By the end of the lesson, the learner should be able to:<br>• Appreciate the need for both boys and girls to be involved in all household chores<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used correctly | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 5<br>• Teachers guide page 5-6<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Common and proper Nouns* | By the end of the lesson, the learner should be able to:<br>• Distinguish between common and proper nouns<br>• Use common and proper nouns correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page6-7<br>• Teachers guide page 7 | |
| | 6 | **WRITING** | *Handwriting* | By the end of the lesson, the | • Writing | Chalkboard | • Excelling in English | |

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| | | | | learner should be able to:<br>• Appreciate the importance of writing neatly<br>• Write neatly and legibly<br>• | • discussion | Sample of good handwriting | Book 1 students book Page 7-9<br>• 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:<br>• Listen and talk about possible causes of accidents in the country and how they can be prevented<br>• Pronounce the sounds /l/ and /r/ correctly | • Pictures on accident scenes<br>• Newspaper reports on accidents | chalkboard | • Excelling in English Book 1 students book Page 10-11<br>• Teachers guide page 10-11 | |
| | 2 | **STUDY SKILLS** | *Silent reading skills 2* | By the end of the lesson, the learner should be able to:<br>• Appreciate the need to develop good silent reading skills<br>• Read silently without moving the head or pointing at words | • Reading silently | • chalkboard | • Excelling in English Book 1 students book Page 11-12<br>• Teachers guide page12 | |
| | 3 | **READING** | *Comprehension*<br>*The Sick Man* | By the end of the lesson, the learner should be able to:<br>• Read the passage and answer questions on the passage correctly.<br>• Appreciate the need to shun corruption.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | Chalkboard<br>Anti-corruption posters | • Excelling in English Book 1 students book Page 13<br>• Teachers guide page 13-14<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Concrete and Abstract Nouns* | By the end of the lesson, the learner should be able to:<br>• Recognize abstract nouns<br>• Recognize concrete nouns<br>• Form abstract nouns from other word classes.<br>• Use concrete and abstract | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 14-15<br>• Teachers guide page 15 | |

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| | | | | nouns in sentences correctly. | | | | |
| | 6 | **WRITING** | *Commonly Misspelt Words* | By the end of the lesson, the learner should be able to:<br>• Identify the commonly misspelt words.<br>• Learn to spell the commonly misspelt words correctly.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard<br>Sample | • Excelling in English Book 1 students book Page 16<br>• 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:<br>• Identify and define ogre stories<br>• Appreciate the ;lessons we get from ogre stories<br>• Pronounce the vowel sounds /i/ and /I:/ correctly. | • Speaking | chalkboard | • Excelling in English Book 1 students book Page 17-19<br>• Teachers guide page 19 | |
| | 2 | **STUDY SKILLS** | *Reading Aloud 1* | By the end of the lesson, the learner should be able to:<br>• Appreciate the need of developing good oral reading skills.<br>• Explain the importance of understanding what they read aloud. | • Reading | • chalkboard | • Excelling in English Book 1 students book Page 19-20<br>• Teachers guide page 20<br>• A good English Dictionary | |
| | 3 | **READING** | *Comprehension*<br>*Mlafi and Ndele* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Appreciate the need to show gratitude.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 21-23<br>• Teachers guide page 22-23<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Count and Non-count Nouns* | By the end of the lesson, the learner should be able to:<br>• Distinguish between count | • Discussing<br>• Writing | • Dictionary | • Excelling in English Book 1 students book Page 23-25 | |

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| | | | | and non-count nouns.<br>• Master spelling rules for count nouns.<br>• Use count and non-count nouns correctly. | sentences | | • Teachers guide page 24-25 | |
| | 6 | **WRITING** | *Writing Narratives* | By the end of the lesson, the learner should be able to:<br>• Discuss the features of narrative writing.<br>• Write a narrative.<br>• Use vocabulary and sentence structures correctly.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard Sample | • Excelling in English Book 1 students book Page 25-26<br>• 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:<br>• Listen and talk about their future careers using correct English<br>• Pronounce the sounds given correctly. | • reading | chalkboard | • Excelling in English Book 1 students book Page 27<br>• Teachers guide page 27 | |
| | 2 | **STUDY SKILLS** | *Reading Aloud 2* | By the end of the lesson, the learner should be able to:<br>• Use their voices to emphasize important ideas during oral reading.<br>• Reading audibly to an audience.<br>• Vary the tone of voice. | • Reading | • Chalkboard | • Excelling in English Book 1 students book Page 28-29<br>• Teachers guide page 27 | |
| | 3 | **READING** | *Comprehension Relating with Parents* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Appreciate the need to relate well with parents and guardians.<br>• Infer meaning of the new | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 29-31<br>• Teachers guide page 29-30<br>• A good English dictionary | |

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| | | | | words used | | | | |
| | 4/5 | **GRAMMAR** | *Articles* | By the end of the lesson, the learner should be able to:<br>• Use the definite and indefinite articles correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 31-33<br>• Teachers guide page 30-31 | |
| | 6 | **WRITING** | *Use of a comma* | By the end of the lesson, the learner should be able to:<br>• Use commas correctly in writing.<br>• Writing a composition that is free of grammatical and punctuation errors.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard Sample | • Excelling in English Book 1 students book Page 33-35<br>• Teachers guide page 31-32 | |
| **6** | 1 | **LISTENING AND SPEAKING** | *Riddles* | By the end of the lesson, the learner should be able to:<br>• Define a riddle<br>• Describe what happens in a riddling session.<br>• Participate in riddling session<br>• Explain the functions of riddles. | • Speaking | chalkboard | • Excelling in English Book 1 students book Page 36-38<br>• Teachers guide page 33<br>• Oral literature by OkumbaMiruka | |
| | 2 | **STUDY SKILLS** | *Speed Reading* | By the end of the lesson, the learnershould be able to:<br>• Appreciate the need to vary reading rate depending on purpose for reading.<br>• Read in word groups instead of individual words. | • Reading | • Chalkboard | • Excelling in English Book 1 students book Page 38-41<br>• Teachers guide page 34-35 | |
| | 3 | **READING** | *Comprehension*<br>*What about this Child?* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Appreciate and shun the evils of child labour | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 41-42<br>• Teachers guide page 36-37<br>• A good English | |

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| | | | | • Recognize children's rights.<br>• Infer meaning of the new words used | | | dictionary | |
| | 4/5 | **GRAMMAR** | *Pronouns* | By the end of the lesson, the learner should be able to:<br>• Distinguish among personal, possessive and reflexive pronouns correctly.<br>• Use personal, possessive and reflexive pronouns correctly.<br>• | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 43-44<br>• Teachers guide page 37-39 | |
| | 6 | **WRITING** | *Final Punctuation marks* | By the end of the lesson, the learner should be able to:<br>• Use final punctuation marks correctly.<br>• Use vocabulary and sentence structures appropriately in writing.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard Sample | • Excelling in English Book 1 students book Page 44-45<br>• 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:<br>• Pronounce correctly words with similar pronunciations but different spellings. | • Reading | Chalkboard | • Excelling in English Book 1 students book Page 41-47<br>• Teachers guide page 41 | |
| | 2 | **STUDY SKILLS** | *Using a Library* | By the end of the lesson, the learnershould be able to:<br>• Explain why people visit a library<br>• Explain how reading materials are organized in a library.<br>• Display appropriate behavior in a library. | • Discussion | • Library<br>• Chalkboard<br>• Catalogued books | • Excelling in English Book 1 students book Page 47-48<br>• Teachers guide page 42 | |
| | 3 | **READING** | *Comprehension Alfred Nobel-* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions | • Reading comprehension | • Pre-reading activities | • Excelling in English Book 1 students book Page 49-50 | |

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| | | | *A Man of Contrasts* | on the passage correctly.<br>• Appreciate the need to change the world for the better.<br>• Infer meaning of the new words used | • | | • Teachers guide page 44<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Verbs* | By the end of the lesson, the learner should be able to:<br>• Learn and use verbs correctly.<br>• Distinguish between action and stative verbs.<br>• Use the present simple tense correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 50-54<br>• Teachers guide page 45 | |
| | 6 | **WRITING** | *Building Sentence Skills* | By the end of the lesson, the learner should be able to:<br>• Recognize various types of sentence construction errors<br>• Write properly constructed sentences. | • Writing<br>• discussion | Chalkboard | • Excelling in English Book 1 students book Page54-55<br>• Teachers guide page 47-48 | |
| **8** | | | **HALF TERM** | | | | | |
| **9** | 1 | **LISTENING AND SPEAKING** | *Problematic Sounds* | By the end of the lesson, the learner should be able to:<br>• Pronounce the sounds /l/, /r/, /t/ and /d/ correctly.<br>• Identify other sounds they find problematic. | • Reading | chalkboard | • Excelling in English Book 1 students book Page 56-57<br>• Teachers guide page 49 | |
| | 2 | **STUDY SKILLS** | *Using a Dictionary* | By the end of the lesson, the learner should be able to:<br>• Familiarize themselves with the alphabetic order of words in a dictionary.<br>• Look up words easily in a dictionary<br>• Use a dictionary | • Discussion | • English dictionary<br>• Chalkboard | • Excelling in English Book 1 students book Page 57-58<br>• Teachers guide page 50 | |

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| | | | | effectively. | | | | |
| | 3 | **READING** | *Comprehension Gender Violence and HIV/Aids* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Explain the connection between gender violence and the spread of HIV.<br>• Appreciate the need to shun detrimental socialization.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | • Chalkboard | • Excelling in English Book 1 students book Page 58-59<br>• Teachers guide page 51<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *The Simple Past Tense* | By the end of the lesson, the learner should be able to:<br>• Distinguish between regular and irregular verbs in the past tense.<br>• Form the past tense of regular and irregular verbs.<br>• Use the past tense of regular and irregular verbs correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 60-62<br>• Teachers guide page52-54 | |
| | 6 | **WRITING** | *Diaries and Informal Letters* | By the end of the lesson, the learner should be able to:<br>• Appreciate the need of keeping a diary.<br>• Make entries in a diary.<br>• Use different formats of addresses in informal letters.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard Sample | • Excelling in English Book 1 students book Page62-64<br>• Teachers guide page 55-56 | |
| **10** | 1 | **LISTENING AND SPEAKING** | *Debate* | By the end of the lesson, the learner should be able to:<br>• Appreciate the importance of having debating skills.<br>• Acquire debating skills. | • Discussion | Chalkboard | • Excelling in English Book 1 students book Page 65-66<br>• Teachers guide page 57-58 | |

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| | | | | • Participate in debates. | | | | |
| | 2 | **STUDY SKILLS** | *Using the dictionary 2* | By the end of the lesson, the learner should be able to:<br>• Describe the various types of information found in a dictionary.<br>• Use the dictionary effectively. | • Reading | • English dictionary<br>• chalkboard | • Excelling in English Book 1 students book Page 67-68<br>• Teachers guide page 58-59 | |
| | 3 | **READING** | *Comprehension*<br>*The Worrying Drug Problem in Kenya* | By the end of the lesson, the learner should be able to:<br>• Read the passage silently<br>• Answer questions on the passage correctly.<br>• Appreciate the dangers of drug abuse.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | • Chalkboard<br>• Magazine cuttings on drug abuse | • Excelling in English Book 1 students book Page 68-70<br>• Teachers guide page 59-61<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *The Continuous Aspect* | By the end of the lesson, the learner should be able to:<br>• Master spelling rules of present and past participle verbs.<br>• Use the continuous and the perfect aspects correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page70-73<br>• Teachers guide page 61-62 | |
| | 6 | **WRITING** | *Informal letters* | By the end of the lesson, the learner should be able to:<br>• Identify the different parts of an informal letter.<br>• Write informal letters correctly.<br>• Write neatly and legibly<br>• Use vocabulary and sentence structures correctly. | • Writing<br>• discussion | Chalkboard<br>Sample informal letters | • Excelling in English Book 1 students book Page 73-75<br>• Teachers guide page 63-64 | |
| **11** | 1 | **LISTENING AND SPEAKING** | *Intonation* | By the end of the lesson, the learner should be able to:<br>• Listen and talk about trickster narratives | • Reading | Chalkboard | • Excelling in English Book 1 students book Page 76-78<br>• Teachers guide page | |

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| | | | | • Use intonation appropriately | | | 64 | |
| | 2 | **STUDY SKILLS** | *Studying poetry 1* | By the end of the lesson, the learner should be able to:<br>• Recognize a poem when they see one.<br>• Appreciate the experience of a poem.<br>• Describe the identity of the persona in a poem. | • Reciting | • Chalkboard | • Excelling in English Book 1 students book Page 78-80<br>• Teachers guide page 65-66 | |
| | 3 | **READING** | *Comprehension Disability is not Inability* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Appreciate that disability is not inability.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 80-82<br>• Teachers guide page 66-67<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Adjectives* | By the end of the lesson, the learner should be able to:<br>• Identify adjectives<br>• Use adjectives correctly. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 82-84<br>• Teachers guide page 68-69 | |
| | 6 | **WRITING** | *Poems* | By the end of the lesson, the learner should be able to:<br>• Learn the features of poetry.<br>• Write simple poems.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard<br>Sample poems | • Excelling in English Book 1 students book Page 84-86<br>• 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:<br>• Read the dialogue interpretively<br>• Answer oral comprehension questions correctly.<br>• Appreciate the harmful | • Discussion | Chalkboard<br>Pictures related to drugs | • Excelling in English Book 1 students book Page 87<br>• Teachers guide page 72 | |

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| | | | | effects of drug abuse. | | | | |
| | 2 | **STUDY SKILLS** | *Studying poetry 2* | By the end of the lesson, the learnershould be able to:<br>• Appreciate further the nature of a poem.<br>• Describe the form of a poem.<br>• Identify and describe the theme of a poem. | • Recitation | • Chalkboard<br>• Sample poems | • Excelling in English Book 1 students book Page 88-90<br>• Teachers guide page 73-74<br>• Demystifying poetry | |
| | 3 | **READING** | *Comprehension*<br>*Bad habits* | By the end of the lesson, the learner should be able to:<br>• Read and answer questions on the passage correctly.<br>• Appreciate that smoking and drinking is injurious to heath.<br>• Infer meaning of the new words used | • Reading comprehension<br>• | • Pre-reading activities | • Excelling in English Book 1 students book Page 90-91<br>• Teachers guide page 74-76<br>• A good English dictionary | |
| | 4/5 | **GRAMMAR** | *Gradable and non-gradable Adjectives* | By the end of the lesson, the learner should be able to:<br>• Mark gradability in adjectives in various ways<br>• Distinguish between gradable and non-gradable adjectives. | • Discussing<br>• Writing sentences | • Dictionary | • Excelling in English Book 1 students book Page 92-95<br>• Teachers guide page 76-77 | |
| | 6 | **WRITING** | *Describing a person* | By the end of the lesson, the learner should be able to:<br>• Discuss the features of a good description<br>• Write a description of someone.<br>• Write neatly and legibly | • Writing<br>• discussion | Chalkboard Sample | • Excelling in English Book 1 students book Page 95-97<br>• Teachers guide page 78-80 | |
| **13, 14** | | **REVISION, END-TERM EXAMS, MARKING AND CLOSING** | | | | | | |

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