

OXFORD
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Sample Schemes of Work

Head Start

Secondary English Form 2



English Form Two Schemes of Work: Term One

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	/r/ and /l/ sounds	The learner should be able to pronounce the sounds /r/ and /l/ correctly.	• Listening • Speaking • Reading	• Audio tapes from KIE • Flash cards • Chart	Head Start Secondary English • Student's Book 2 page 1 • Teacher's Book 2 page 1	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Loud reading • Silent reading • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 1-4 • Teacher's Book 2 pages 1-2	
	3	Grammar	Collective nouns	The learner should be able to use collective nouns with verbs.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Pictures • Audio tapes from KIE • Chart	Head Start Secondary English • Student's Book 2 pages 4-6 • Teacher's Book 2 page 3	
	4	Writing	Spellings	The learner should be able to write commonly misspelt words correctly.	• Listening • Reading • Speaking • Writing	• Audio tapes from KIE • Posters • Pictures	Head Start Secondary English • Student's Book 2 pages 7-8 • Teacher's Book 2 page 4	
	5	Reading	Close shave	The learner should be able to discuss and list various ways in which people receive messages in their home areas.	• Discussion • Writing • Reading • Listening	• Pictures • Supplementary readers for further reading	Head Start Secondary English • Student's Book 2 page 8 • Teacher's Book 2 page 4	

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Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	6	Listening and speaking	Rhyme	The learner should be able to identify rhyme in poetry and explain its function.	- Choral reading - Recital - Discussion - Writing	- Audio tapes from KIE - Anthology of poems - Chart	Head Start Secondary English - Student's Book 2 page 9 - Teacher's Book 2 page 5	
	1	Reading	Comprehension	The learner should be able to read the passage and state acceptable social habits.	- Discussion - Reading - Speaking - Writing	- Supplementary readers for further reading - Chart on comprehension skills	Head Start Secondary English - Student's Book 2 pages 10-12 - Teacher's Book 2 page 5	
WEEK 2	2	Writing	Discussion	The learner should be able to write a composition on solutions to anti-social behaviour.	- Discussion - Reading - Writing	- Pictures - Extracts from readers	Head Start Secondary English - Student's Book 2 page 12 - Teacher's Book 2 page 6	
	3	Grammar	Compound nouns	The learner should be able to discuss compound nouns and their use in sentences.	- Listening - Reading - Speaking - Writing	- Extracts from readers - Audio tapes from KIE - Pictures	Head Start Secondary English - Student's Book 2 pages 12-14 - Teacher's Book 2 pages 6-7	
	4	Writing	Rhetorical paragraphs	The learner should be able to write out a coherent rhetorical paragraph.	- Listening - Reading - Speaking - Writing	- Extracts from readers - Audio tapes from KIE - Charts	Head Start Secondary English - Student's Book 2 pages 14-15 - Teacher's Book 2 page 7	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	5	Listening and speaking	Irregular rhyme	The learner should be able to identify an irregular rhyme pattern.	• Listening • Reading • Speaking • Reciting	• Audio tapes • Chart • Anthology of poems	Head Start Secondary English • Student's Book 2 page 16 • Teacher's Book 2 page 7	
	6	Reading	Comprehension	The learner should be able to answer questions correctly.	• Listening • Reading • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 16-19 • Teacher's Book 2 pages 8-9	
WEEK 3	1	Grammar	Quantifier phrases	The learner should be able to use quantifier phrases correctly in sentences.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Audio tapes from KIE • Pictures	Head Start Secondary English • Student's Book 2 pages 20-21 • Teacher's Book 2 page 9	
	2	Writing	Paragraph development	The learner should be able to develop a paragraph giving facts to support the points.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 pages 21-22 • Teacher's Book 2 pages 9-10	
	3	Listening and speaking	Legends	The learner should be able to discuss the characteristics of legends.	• Listening • Reading • Discussing • Narrating	• Resource person • Readers	Head Start Secondary English • Student's Book 2 page 23 • Teacher's Book 2 pages 10-11	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	4	Reading	Comprehension	The learner should be able to answer questions on the passage.	• Listening • Reading • Discussing • Narrating	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 23-26 • Teacher's Book 2 page 12	
	5	Grammar	Possessive pronouns	The learner should be able to use possessive correctly in sentences.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 26-28 • Teacher's Book 2 pages 12-13	
	6	Writing	Paragraph development	The learner should be able to develop a paragraph using reasons and examples.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Pictures • Chart	Head Start Secondary English • Student's Book 2 pages 28-29 • Teacher's Book 2 pages 13-14	
WEEK 4	1	Listening and speaking	Themes in legends	The learner should be able to identify the recurrent themes in legends.	• Reading aloud • Listening • Narrating	• Readers • Resource person	Head Start Secondary English • Student's Book 2 page 30 • Teacher's Book 2 page 14	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Listening • Reading • Speaking • Writing	• Supplementary readers • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 31-32 • Teacher's Book 2 page 15	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	3	Grammar	Possessives as modifiers	The learner should be able to identify possessives used as adjectives.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Audio tapes from KIE • Pictures	Head Start Secondary English • Student's Book 2 page 34 • Teacher's Book 2 page 15	
	4	Writing	Paragraph development	The learner should be able to develop a paragraph comparing and contrasting things, situations or people.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 page 35 • Teacher's Book 2 page 16	
	5	Listening and speaking	Dramatization	The learner should be able to read and dramatize the given play.	• Dramatization • Role-play	• Model of stage • Supplementary readers for further reading	Head Start Secondary English • Student's Book 2 page 37 • Teacher's Book 2 page 16	
	6	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Listening • Reading • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 39-41 • Teacher's Book 2 page 17	
WEEK 5	1	Grammar	Interjections and Quotation marks	The learner should be able to use interjections and punctuate given speeches appropriately.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Pictures • Audio tape from KIE	Head Start Secondary English • Student's Book 2 pages 42-44 • Teacher's Book 2 pages 17-18	

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WEEK 5	2	Listening and speaking	Opening and closing formulas in oral narratives	The learner should be able to list different opening formulas from the communities represented in the class.	• Listening • Speaking • Writing	• Chart • Oral literature readers	Head Start Secondary English • Student's Book 2 page 45 • Teacher's Book 2 page 19	
	3	Reading	Comprehension	The learner should be able to answer questions on the text.	• Listening • Expressive reading • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 45-47 • Teacher's Book 2 page 21	
	4	Grammar	Number and person	The learner should be able to correctly use personal pronouns in given exercises correctly.	• Listening • Reading • Writing	• Extracts from readers • Audio tapes from KIE • Pictures • Chart	Head Start Secondary English • Student's Book 2 pages 48-50 • Teacher's Book 2 pages 21-22	
	5	Writing	Punctuation: Apostrophe and hyphen	The learner should be able to use the correct punctuation marks in given exercises.	• Listening • Reading • Speaking • Writing	• Extracts from readers • Charts • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 51-52 • Teacher's Book 2 pages 22-23	
	6	Listening and speaking	Irony in short stories	The learner should be able to define and identify irony in a short story.	• Listening • Speaking • Writing	• Anthology of short stories • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 51 • Teacher's Book 2 page 23	

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WEEK 6	1	Writing	Irony	The learner should be able to narrate and write a story with irony.	• Narration • Reading • Writing	• Pictures • Readers	Head Start Secondary English • Student's Book 2 page 54 • Teacher's Book 2 page 24	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Reading aloud • Silent reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 54-57 • Teacher's Book 2 page 25	
	3	Speaking	Discussion	The learner should be able to demonstrate ability to think critically.	• Listening • Speaking • Writing	• Chart on how to conduct a discussion • Readers	Head Start Secondary English • Student's Book 2 page 57 • Teacher's Book 2 page 26	
	4	Grammar	Indefinite pronouns	The learner should be able to use indefinite pronouns correctly in sentences.	• Reading • Speaking • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 58-59 • Teacher's Book 2 page 26	
	5	Writing	Personal journal	The learner should be able to write a personal journal.	• Reading • Discussing • Writing	• Extracts from personal journals • Chart	Head Start Secondary English • Student's Book 2 pages 59-60 • Teacher's Book 2 page 26	

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WEEK 6	6	Speaking and listening	Stress	The learner should be able to use stress correctly.	• Listening • Reading • Writing	• Audio tapes from KIE • Resource person • Dictionary	Head Start Secondary English • Student's Book 2 page 61 • Teacher's Book 2 page 27	
WEEK 7	1	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	• Reading • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 61-64 • Teacher's Book 2 page 27	
	2	Grammar	Order of adjectives	The learner should be able to use the correct order of adjectives in sentences.	• Reading • Discussion • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 65-66 • Teacher's Book 2 page 28	
	3	Writing	Making lists	The learner should be able to write shopping lists correctly.	• Reading • Speaking • Writing	• Real shopping lists • Chart	Head Start Secondary English • Student's Book 2 pages 66-67 • Teacher's Book 2 page 28	
	4	Listening and speaking	Etiquette: Table manners	The learner should be able to state acceptable behaviour at the dining table.	• Reading • Discussion • Writing • Dramatization	• Pictures • Extracts from readers	Head Start Secondary English • Student's Book 2 page 67 • Teacher's Book 2 page 29	

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WEEK 7	5	Poetry	'A freedom song' by Marjorie Oludhe Macgoye	The learner should be able to discuss issues raised in poem.	• Recitation • Dramatization • Listening • Writing	• Audio tapes from KIE	Poems from East Africa by Cook & Rubadiri	
	6	Speaking and listening	Debate: Child labour	The learner should be able to discuss child labour in the society.	• Discussion • Reading • Writing	• Chart on process of debating	Teacher's choice of texts	
WEEK 8	1	Oral literature	Trickster narratives	The learner should be able to state the characteristics of a trickster story.	• Narration • Listening • Speaking • Writing	• Resource person • Audio tapes from KIE	Teacher's choice of texts	
	2	Writing	Discussion: Gender	The learner should be able to write on the given topic.	• Discussion • Listening • Writing	• Chart on process of discussion • Readers on gender	Teacher's choice of materials	
	3	Poetry	'Just a word'	The learner should be able to analyze the poem and discuss the issues raised in it.	• Recitation • Dramatization • Writing • Discussion	• Flash cards • Pictures	Poems from East Africa by Cook & Rubadiri	
	4	Study skills	Plays	The learner should be able to identify characteristics of a play.	• Reading • Writing • Listening	• Model of a stage • Supplementary readers	Redemption by David Mulwa	
	5	Speaking and listening	Etiquette: Polite conversations	The learner should be able to speak politely.	• Dramatization • Speaking • Listening	• Audio tape from KIE • Readers • Chart • Pictures	Teacher's choice of conversation	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	6	Poetry	Song of the common man	The learner should be able to analyze and answer questions on the poem.	• Dramatization • Discussion • Writing	• Flash cards • Pictures • Poetry anthologies	Poems from East Africa by Cook & Rubadiri	
	1	Oral literature	Monster narratives	The learner should be able to state and explain characteristics of monster narratives.	• Dramatization • Speaking • Listening	• Oral literature readers • Pictures • Audio tapes	Teacher's choice of monster narratives	
WEEK 9	2	Listening and speaking	Listening comprehension	The learner should be able to answer questions on the given passage.	• Listening • Speaking • Writing	• Chart specifying listening • Comprehension skills • Pictures	Head Start Secondary English • Student's Book 2 page 68 • Teacher's Book 2 page 29	
	3	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Reading • Writing • Speaking • Listening	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 68-69 • Teacher's Book 2 page 30-31	
	4	Grammar	Various language aspects	The learner should be able to answer the given language questions.	• Reading • Writing	• Course book	Head Start Secondary English • Student's Book 2 pages 69-70 • Teacher's Book 2 pages 31-32	
	5	Writing	Paragraph development	The learner should be able to write paragraph with supporting reasons and examples.	• Listening • Speaking • Writing	• Extracts from readers • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 70 • Teacher's Book 2 page 32	

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WEEK 9	6	Writing	Personal journals	The learner should be able to write personal journals on given topics.	• Reading • Listening • Speaking • Writing	• Extracts from personal journals • Pictures • Chart	Head Start Secondary English • Student's Book 2 page 70 • Teacher's Book 2 page 32	
	1	Listening and speaking	Tongue-twisters	The learner should be able to define tongue-twisters and state their functions.	• Listening • Speaking • Writing	• Audio tapes • Flash cards	Head Start Secondary English • Student's Book 2 page 71 • Teacher's Book 2 page 32	
WEEK 10	2	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 72-74 • Teacher's Book 2 pages 32-33	
	3	Speaking	Debate	The learner should be able to express his/her opinions backed by reasons.	• Listening • Speaking	• Chart showing process of debating	Head Start Secondary English • Student's Book 2 page 76 • Teacher's Book 2 page 33	
	4	Grammar	Primary auxiliary verbs	The learner should be able to use primary auxiliary verbs correctly.	• Reading • Listening • Speaking • Writing	• Extracts from readers • Audio tapes from KIE • Pictures	Head Start Secondary English • Student's Book 2 pages 76-78 • Teacher's Book 2 pages 33-34	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	5	Writing	Invitations	The learner should be able to identify the characteristics of invitation cards.	• Reading • Listening • Discussing • Writing	• Invitation cards • Readers	Head Start Secondary English • Student's Book 2 page 78 • Teacher's Book 2 page 34	
	6	Listening and speaking	Close shave	The learner should be able to explain the trends of looking young or beautiful in modern society.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Pictures	Head Start Secondary English • Student's Book 2 page 79 • Teacher's Book 2 page 34	
WEEK 11	1	Library	Extensive reading	The learner should be able to write short reports on a given research topic.	• Reading • Writing	• Library • Chart showing components of a report	Reference materials from library	
	2	Oral literature	Aetiological tales	The learner should be able to identify characteristics of explanatory tales.	• Narration • Discussion • Writing	• Oral literature readers • Audio tapes from KIE • Pictures	Teacher's choice of text	
	3	Listening and speaking	Non-verbal cues	The learner should be able to use appropriate cues in communication.	• Reading • Listening	• Pictures • Readers	Head Start Secondary English • Student's Book 2 page 80 • Teacher's Book 2 page 34	
	4	Poetry	'When you come'	The learner should be able to discuss and analyze issues raised in the poem.	• Recitation • Discussion • Writing	• Pictures • Poetry anthologies for further reading	Poems from East Africa by Cook & Rubadiri	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 11	5	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 80-82 • Teacher's Book 2 page 35	
	6	Reading	Wordpower	The learner should be able to use a dictionary to look up new words and use them correctly in given exercises.	• Reading • Listening • Speaking • Writing	• Flash cards • Dictionary	Head Start Secondary English • Student's Book 2 pages 82-83 • Teacher's Book 2 page 35	
WEEK 12	1	Grammar	Modal auxiliary verbs	The learner should be able to use modal auxiliary verbs appropriately.	• Reading • Speaking • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 83-84 • Teacher's Book 2 page 37	
	2	Listening and speaking	Speechwork: Patriots	The learner should be able to discuss the patriots they know.	• Listening • Speaking	• Readers	Head Start Secondary English • Student's Book 2 page 83 • Teacher's Book 2 page 36	
	3	Writing	Telephone messages	The learner should be able to correctly write telephone messages with all the useful details.	• Role-play • Dramatization	• Real telephone messages • Chart	Head Start Secondary English • Student's Book 2 pages 86-87 • Teacher's Book 2 page 37	

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Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	4	Speaking	Close shave	The learner should be able to identify and explain the irony in the story.	• Listening • Speaking • Writing	• Pictures • Readers for further reading	Head Start Secondary English • Student's Book 2 page 88 • Teacher's Book 2 page 37	
	5	Poetry	'Shaka the Zulu'	The learner should be able to analyze the poem.	• Listening • Speaking • Writing	• Readers for further reading	Teacher's resources	
	6	Writing	Poetry	The learner should be able to write own hero poems.	• Listening • Discussion • Writing	• Poetry anthologies	Students own resources	

English Form Two Schemes of Work: Term Two

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	Overstatement and understatement	The learner should be able to define and identify understatement and overstatement.	- Expressive reading - Discussion - Listening	- Poetry anthologies - Pictures - Chart	Head Start Secondary English - Student's Book 2 page 89 - Teacher's Book 2 page 38	
	2	Reading	Poetry: 'Horn of my love'	The learner should be able to analyze the poem.	- Recital - Discussion - Writing	Poetry anthologies for further reading	Relevant anthology	
	3	Reading	Comprehension	The learner should be able to answer questions on the passage.	- Reading - Listening - Speaking - Writing	- Supplementary readers for further reading - Chart on comprehension skills	Head Start Secondary English - Student's Book 2 page 90 - Teacher's Book 2 page 38 Pictures of Mandela Newspaper articles	
	4	Reading	Wordpower	The learner should be able to give the meaning of new words and use them appropriately in sentences.	- Reading - Listening - Speaking - Writing	- Flash cards - Dictionary	Head Start Secondary English - Student's Book 2 page 91 - Teacher's Book 2 page 38	
	5	Oral literature	Human narratives	The learner should be able to identify characteristics of human narratives.	- Reading - Listening - Discussion	- Oral literature readers - Resource person	Teacher's choice of resources	
	6	Reading	Reading skills: Skimming	The learner should be able to skim a given passage and answer set questions.	- Reading - Speaking - Writing	- Extracts from readers - Audio tapes from KIE	Teacher's choice of passage	

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English Form 2
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Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	1	Writing	Sentence variety	The learner should be able to write short paragraphs using varied sentence structures.	• Reading • Speaking • Writing	• Extracts from readers • Pictures	Samples of well written paragraphs	
	2	Grammar	Progressive aspect Past, present, future	The learner should be able to use the past, present and future tense in sentences.	• Reading • Speaking • Writing • Listening	• Extracts from readers • Audio tapes from KIE • Pictures	Head Start Secondary English • Student's Book 2 pages 92-93 • Teacher's Book 2 page 39	
	3	Reading	Reading skills: Library reference materials	The learner should be able to correctly identify different types of reference materials in the library appropriately.	• Listening • Discussion • Writing	• Library • Model of library	Head Start Secondary English • Student's Book 2 page 215	
	4	Writing	Filling forms	The learner should be able to fill forms correctly.	• Reading • Speaking • Writing • Listening	• Real forms • Chart	Head Start Secondary English • Student's Book 2 page 94 • Teacher's Book 2 page 40	
	5	Writing	Sentence variety: Facts and statistics on HIV and AIDS	The learner should be able to use sentence variety to write on facts and statistics on HIV and AIDS.	• Reading • Discussing • Writing	• Extracts from readers • Chart • Posters	Newspapers Videotapes Magazines	
	6	Oral literature	Monster narratives	The learner should be able state and explain the characteristics of monster narratives.	• Reading • Speaking • Writing • Listening	• Oral literature readers • Resource person	Sample monster narratives	

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WEEK 3	1	Listening and speaking	Rhyme	The learner should be able to define 'rhyme' and 'regular rhyme scheme'.	• Reading aloud • Recital • Discussion • Writing	• Audio tapes from KIE • Chart • Poetry anthologies	Head Start Secondary English • Student's Book 2 page 96 • Teacher's Book 2 page 40	
	2	Reading	Intensive reading: Studying poetry	The learner should be able to analyze a given poem and answer set questions.	• Recitation • Reading • Writing • Discussion	• Anthologies of poems • Audio tapes from KIE • Chart	Sample poems	
	3	Reading	Telephone etiquette	The learner should be able to answer questions on the set dialogues.	• Reading • Speaking • Writing • Listening	• Chart on comprehension skills • Supplementary readers	Head Start Secondary English • Student's Book 2 page 96 • Teacher's Book 2 page 42	
	4	Reading	Wordpower	The learner should be able to give the meaning of words and use them correctly in sentences.	• Reading • Speaking • Writing • Listening	• Flash cards • Dictionary	Head Start Secondary English • Student's Book 2 page 98 • Teacher's Book 2 page 41	
	5	Oral literature	Fables on greed	The learner should be able to identify and discuss moral lessons in fables.	• Narration • Role-play • Discussion • Writing	• Oral literature readers • Chart • Resource person	Teacher's choice of narratives	
	6	Library	Extensive reading	The learner should be able to write a short report on a given topic of research.	• Reading • Writing	• Chart showing faster reading and report writing skills	Reference materials from school library	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	1	Grammar	Perfective aspect: past, present, future	The learner should be able to use the past, present and future perfect tense correctly.	• Listening • Speaking • Reading • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 99-101 • Teacher's Book 2 page 43	
	2	Writing	Making notes	The learner should be able to make notes on the given passage.	• Listening • Speaking • Reading • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 page 101 • Teacher's Book 2 pages 43-44	
	3	Oral literature	Explanatory narratives	The learner should be able to identify the characteristics of explanatory narratives.	• Narration • Discussion • Writing	• Oral literature readers • Audio tapes from KIE • Pictures	Teacher's collection of explanatory tales	
	4	Poetry	Irony	The learner should be able to identify irony and explain its effectiveness in poetry.	• Recitation • Discussion • Writing	• Pictures • Anthologies of poems	Teacher's choice of suitable poems	
	5	Listening and speaking	Intonation	The learner should be able to change the meaning of a sentence by using stress on different words.	• Reading • Listening • Speaking • Writing	• Audio tapes from KIE • Anthologies of poems	Head Start Secondary English • Student's Book 2 page 103 • Teacher's Book 2 page 44	
	6	Reading	Reading skills: Encyclopedia	The learner should be able to use an encyclopedia to write reports on given topics.	• Reading • Writing	• Library • Encyclopaedias	Head Start Secondary English • Student's Book 2 page 215	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	1	Reading	Comprehension	The learner should be able to answer questions set on a given passage.	• Silent reading • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 page 104 • Teacher's Book 2 pages 44-45	
	2	Reading	Wordpower	The learner should be able to give the meaning and use them appropriately in sentences.	• Reading • Speaking • Listening • Writing	• Flash cards • Dictionary	Head Start Secondary English • Student's Book 2 page 106 • Teacher's Book 2 page 45	
	3	Reading	Irony	The learner should be able to explain irony in situations presented.	• Speaking • Listening • Discussion	• Anthologies of poems • Extracts from readers	Samples of articles that show irony	
	4	Poetry	'Maji Maji' By Yussuf Kassam	The learner should be able to analyze and discuss issues in the poem.	• Recitation • Discussion • Writing	• Anthologies of poems • Pictures	Copy of the poem	
	5	Oral poetry	War poems	The learner should be able to discuss the characteristics and functions of war poetry.	• Recitation • Discussion • Writing	• Resource person • Oral literature readers	Teacher's collection of war poems	
	6	Grammar	Future time	The learner should be able to use future tense appropriately.	• Recitation • Discussion • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 107 • Teacher's Book 2 pages 45-46	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	1	Writing	Letters of apology	The learner should be able to write apology letters using the correct style and format.	• Listening • Reading • Discussion • Writing	• Real letters • Pictures • Chart	Head Start Secondary English • Student's Book 2 page 110 • Teacher's Book 2 page 46	
	2	Reading	Intensive reading, poetry: 'I refuse to take your brotherly hand'	The learner should be able to analyze the poem and the issues it raises.	• Reading aloud • Discussion • Writing	• Anthology of poems • Chart • Pictures	Copy of the poem	
	3	Listening and speaking	Discussion on corruption	The learner should be able to write on various types of corruption and suggest solutions to the problem.	• Discussion • Writing	• Readers • Chart showing process of discussion	Resources from the library	
	4	Reading	Comprehension: Summary	The learner should be able to write a summary correctly.	• Reading • Speaking • Writing	• Chart on summary skills	Sample passages	
	5	Listening and speaking	Oral literature: Myths	The learner should be able to analyze and answer questions on a given myth.	• Reading • Speaking • Listening • Writing	• Oral literature readers • Resource person • Audio tapes	Teacher's collection of myths	
	6	Listening and speaking	Oral literature: Love songs	The learner should be able to identify the features of love songs.	• Speaking • Listening • Writing	• Oral literature readers • Resource persons • Video tapes • Field visits • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 112 • Teacher's Book 2 page 47	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	1	Reading	Comprehension	The learner should be able to correctly answer questions on the passage.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 113-116 • Teacher's Book 2 page 48	
	2	Listening and speaking	Oral literature: Love poetry	The learner should be able to state the functions and characteristics of oral love poetry.	• Listening • Discussion • Writing	• Oral literature readers • Resource persons • Video tape • Field visits	Teacher's and student's resources	
	3	Grammar	Adverbs of place and degree	The learner should be able to use adverbs of place and degree appropriately.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 117 • Teacher's Book 2 page 49	
	4	Listening and speaking	Close shave	The learner should be able to discuss the issue of language and communication as presented.	• Reading • Discussion • Narration	• Chart showing discussion process • Readers for further reading	Head Start Secondary English • Student's Book 2 page 119 • Teacher's Book 2 page 50	
	5	Writing	Summary	The learner should be able to write a summary on given passage.	• Reading • Speaking • Listening • Writing	• Chart showing summary writing skills	Head Start Secondary English • Student's Book 2 pages 118-119 • Teacher's Book 2 page 50	
	6	Reading	Reading skills: Interpreting data	The learner should be able to write paragraphs using data in a pie chart.	• Reading • Discussion • Writing	• Chart showing data interpretation skills	Chart with pie chart	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	1	Listening and speaking	Wedding songs	The learner should be able to discuss the characteristics of wedding songs.	• Reading • Listening • Discussion	• Oral literature readers • Resource persons • Video tapes • Audio tapes • Field visits	Head Start Secondary English • Student's Book 2 page 120 • Teacher's Book 2 page 50	
	2	Reading	Comprehension	The learner should be able to read and answer questions set on the passage.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 page 121 • Teacher's Book 2 page 51	
	3	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Discussion • Writing	• Flash cards • Dictionary	Head Start Secondary English • Student's Book 2 page 123 • Teacher's Book 2 page 51	
	4	Grammar	Comparatives and superlatives	The learner should be able to use comparatives and superlatives correctly.	• Reading • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 124-125 • Teacher's Book 2 pages 51-52	
	5	Reading	Intensive reading: Themes in literature	The learner should be able to identify themes in a given text.	• Reading • Writing	• Readers • Audio tapes from KIE	Teacher's resources	
	6	Writing	Summary	The learner should be able to write a summary on a given passage.	• Reading • Writing	• Chart on summary writing skills • Extracts from readers	Head Start Secondary English • Student's Book 2 page 126 • Teacher's Book 2 page 52	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	1	Listening and speaking	Attitude: 'Spoiling our celebrations'	The learner should be able to identify and explain attitude in the given poem.	- Reciting - Discussion - Listening - Writing	Poetry and anthologies for further reading	Head Start Secondary English - Student's Book 2 page 127 - Teacher's Book 2 page 53	
	2	Listening and speaking	Work songs	The learner should be able to identify features of work songs.	- Reciting - Discussion - Reading - Writing	- Oral literature readers - Video tapes - Resource person - Field visits	Teacher's collection of work songs	
	3	Study skills	Time management	The learner should be able to prepare a personal timetable.	- Discussion - Reading - Writing	- Supplementary readers for further reading - Resource person	Sample timetable	
	4	Listening and speaking	Riddles	The learner should be able to identify characteristics of riddles and state their functions.	- Reading - Speaking - Listening - Writing	- Oral literature readers - Audio tapes from KIE	Teacher's resources Student's resources	
	5	Reading	Comprehension	The learner should be able to answer set questions on the passage correctly.	- Reading - Speaking - Listening - Writing	- Supplementary readers for further reading - Chart on comprehension skills	Head Start Secondary English - Student's Book 2 page 128 - Teacher's Book 2 pages 53-54	
	6	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	- Reading - Speaking - Listening - Writing	- Flash cards - Dictionary	Head Start Secondary English - Student's Book 2 page 129 - Teacher's Book 2 pages 53-54	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	1	Grammar	Complex prepositions	The learner should be able to use complex prepositions correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 130 • Teacher's Book 2 page 54	
	2	Writing	Descriptive essay-processes	The learner should be able to describe a familiar process, e.g. making ugali.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Chart • Posters	Head Start Secondary English • Student's Book 2 page 133 • Teacher's Book 2 page 54	
	3	Reading	Intensive reading: 'Slum day' By J. Chaplin	The learner should be able to discuss theme, style and content in the poetry.	• Recitation • Discussion • Listening • Writing	• Pictures • Anthologies of poems for further reading	Poems from East Africa page 33	
	4	Listening and speaking	Oral Poetry: Dirges	The learner should be able to discuss features and functions of dirges.	• Recitation • Discussion • Listening • Writing	• Oral literature readers • Audio tapes • Resource person • Video tapes	Teacher's resources	
	5	Writing	Imaginative composition: Abortion	The learner should be able to write an imaginative composition on the dangers of abortion.	• Reading • Dramatization • Discussion • Writing	• Pictures • Chart • Posters • Readers	Head Start Secondary English • Student's Book 2 page 132 • Videotapes	
	6	Listening and speaking	Language in riddles	The learner should be able to analyze language in riddles.	• Discussion • Listening	• Oral literature readers • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 133 • Teacher's Book 2 page 55	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 11	1	Reading	Comprehension	The learner should be able to correctly answer questions on the given the passage.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 133-136 • Teacher's Book 2 pages 55-57	
	2	Reading	Wordpower	The learner should be able to identify and correctly use new words in sentences.	• Reading • Speaking • Listening • Writing	• Flash cards • Dictionary	Head Start Secondary English • Student's Book 2 pages 133-136 • Teacher's Book 2 page 55	
	3	Reading	Intensive reading: Poetry	The learner should be able to analyze themes, style and content.	• Recital • Speaking • Listening • Writing	• Poetry anthologies • Pictures	Teacher's choice	
	4	Grammar	Subordinating conjunctions	The learner should be able to answer questions on set exercises correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 137 • Teacher's Book 2 pages 56-57	
	5	Reading	Intensive reading: Short story	The learner should be able to read a short story and analyze the plot, character and themes.	• Reading • Speaking • Listening • Writing	• Anthology of short stories	Teacher's choice of short stories	
	6	Writing	Descriptive essay: Static description	The learner should be able to write a descriptive composition correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Models	Head Start Secondary English • Student's Book 2 page 138 • Teacher's Book 2 page 57	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	1	Listening and speaking	A marriage song	The learner should be able to classify the song and identify its characteristics.	• Reading • Discussion • Listening	• Oral literature readers • Video tape • Pictures • Audio tape	Head Start Secondary English • Student's Book 2 page 141 • Teacher's Book 2 page 58	
	2	Reading	Comprehension	The learner should be able to answer questions on passage.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 141-143 • Teacher's Book 2 page 58	
	3	Reading	Wordpower	The learner should be able to give the meaning and use words in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 143 • Teacher's Book 2 page 58	
	4	Grammar	Auxiliary verbs Modal verbs Verbs Vocabulary Joining sentences	The learner should be able to use verbs, vocabulary and correctly join sentences.	• Reading • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 144 • Teacher's Book 2 page 59	
	5	Writing	Letters of apology	The learner should be able to write an apology letter using the appropriate style and format.	• Reading • Writing	• Real letter of apology • Chart	Head Start Secondary English • Student's Book 2 page 145 • Teacher's Book 2 page 60	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	6	Reading	Intensive reading: Poetry: 'A sudden storm'	The learner should be able to analyze the style, themes and content of the poem.	• Reading • Writing	• Anthologies of poems for further reading • Pictures	A poetry anthology	

English Form Two Schemes of Work: Term Three

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	Oral interview	The learner should be able to carry out an oral interview.	• Dramatizing • Speaking • Listening	• Chart showing key aspects of oral interview • Audio tapes	Head Start Secondary English • Student's Book 2 page 146 • Teacher's Book 2 page 60	
	2	Reading	Reading skills: Scanning	The learner should be able to quickly pick out specific information from a passage.	• Silent reading • Speaking • Writing	• Extracts from readers • Chart on scanning skills	Teacher's choice of passage with suitable questions	
	3	Reading	Comprehension	The learner should be able to correctly answer questions set on the passage.	• Reading • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 page 147 • Teacher's Book 2 page 61	
	4	Reading	Wordpower	The learner should be able to give the meaning of words and use them correctly in sentences.	• Speaking • Listening • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 149 • Teacher's Book 2 page 61	
	5	Speechwork	Let's talk	The learner should be able to tell others about people who annoy them or are difficult to please.	• Speaking • Listening	• Readers for further reading	Head Start Secondary English • Student's Book 2 page 150 • Teacher's Book 2 page 62	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	6	Grammar	Adverbial phrases	The learner should be able to use adverbial phrases correctly in sentences.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Charts • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 150 • Teacher's Book 2 page 62	
	1	Writing	Poems	The learner should be able to write simple poems.	• Writing	• Extracts from readers • Pictures	Head Start Secondary English • Student's Book 2 page 151 • Teacher's Book 2 page 62	
WEEK 2	2	Writing	Imaginative composition: Gender equality	The learner should be able to write an imaginative composition on gender equality.	• Discussion • Listening • Writing	• Extracts from readers • Charts • Posters • Pictures	Relevant articles from newspapers periodicals, etc.	
	3	Listening and speaking	Creation myths	The learner should be able to state the characteristics of myths and pronounce words correctly.	• Reading aloud • Speaking • Listening • Field visits/field work	• Oral literature readers • Resource person • Audio tapes	Head Start Secondary English • Student's Book 2 page 153 • Teacher's Book 2 page 62	
	4	Reading	Comprehension	The learner should be able to answer the questions set on the passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 154-155 • Teacher's Book 2 pages 63-64	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	5	Reading	Wordpower	The learner should be able to give meaning of new words and use them correctly in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 pages 154-155 • Teacher's Book 2 pages 63-64	
	6	Reading	Intensive reading: Characterization in a novel	The learner should be able to analyze characters in a given novel.	• Reading • Speaking • Writing	• Readers • Pictures	Novel of teacher's choice	
WEEK 3	1	Grammar	Verb phrases	The learner should be able to use verb phrases correctly.	• Reading • Listening • Speaking • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 157 • Teacher's Book 2 page 64	
	2	Reading	Trickster narratives	The learner should be able to list the characteristics of trickster narratives.	• Narration • Listening • Speaking	• Oral literature readers • Audio tapes • Resource person	Sample trickster narratives Studying Oral Literature by Okumba Miruka	
	3	Reading	Extensive reading	The learner should be able to give an oral report on a novel he/she has read.	• Reading • Listening • Discussion	• Readers • Chart on extensive reading skills and report writing	Library resources Teacher's own resources	
	4	Writing	Imaginative writing	The learner should be able to write an imaginative paragraph on a given topic.	• Speaking • Listening • Reading • Writing	• Pictures • Posters • Readers	Head Start Secondary English • Student's Book 2 page 158 • Teacher's Book 2 page 64	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	5	Speaking	Close shave	The learner should be able to tell stories where somebody was given an impossible task and how they dealt with it.	• Speaking • Listening • Discussion	• Readers for further reading	Head Start Secondary English • Student's Book 2 page 159 • Teacher's Book 2 page 64	
	6	Reading	Intensive reading: Poetry	The learner should be able to discuss imagery as an aspect of style.	• Reading • Speaking • Listening • Writing	• Anthologies of poems • Pictures	Teacher's choice	
WEEK 4	1	Listening and speaking	Myths and legends	The learner should be able to list the differences between myth and legends.	• Discussion • Listening • Writing	• Oral literature readers • Audio tapes	Head Start Secondary English • Student's Book 2 page 160 • Teacher's Book 2 page 65	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 160-162 • Teacher's Book 2 page 65	
	3	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 pages 162-163 • Teacher's Book 2 page 65	
	4	Reading	Poetry/Intensive reading: (oppression)	The learner should be able to answer questions set on the poem correctly.	• Recitation • Discussion • Writing	• Pictures • Chart	Teacher's choice/ collection	

For use with **Head Start Secondary English**

English Form 2

Schemes of Work

Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	5	Listening and speaking	Monster narratives	The learner should be able to state and explain the characteristics of monster narratives.	• Reading • Speaking • Listening • Writing	• Oral literature readers • Resource person • Audio tapes • Pictures	Studying Oral Literature by Okumba Miruka	
	6	Grammar	Relative clauses	The learner should be able to distinguish between defining and non-defining clauses.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head start Secondary English • Student's Book 2 pages 163-165 • Teacher's Book 2 page 67	
WEEK 5	1	Writing	Imaginative composition	The learner should be able to write imaginatively, creating credible characters.	• Reading • Speaking • Listening • Writing	• Pictures • Readers	Head Start Secondary English • Student's Book 2 pages 165-166 • Teacher's Book 2 page 68	
	2	Reading	Group work	The learner should be able to explain the importance of working in groups.	• Reading • Speaking • Listening • Writing	• Readers	Teacher's resources	
	3	Reading	Intensive reading: Novel	The learner should be able to analyze plot, characters and themes.	• Role-play • Dramatization • Reading • Discussion	• Readers • Charts to outline plot, character and themes	Teacher's choice	
	4	Reading	Comprehension	The learner should be able to answer questions on set passage.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 168-170 • Teacher's Book 2 page 68	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	5	Reading	Wordpower	The learner should be able to give the meaning of words and use them appropriately in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 170 • Teacher's Book 2 pages 69-70	
	6	Grammar	Adverbial clauses	The learner should be able to use adverbial clauses correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 171 • Teacher's Book 2 page 70	
WEEK 6	1	Writing	Dialogue unity	The learner should be able to write a dialogue correctly.	• Reading • Speaking • Listening • Writing	• Pictures • Chart • Extracts from readers	Head Start Secondary English • Student's Book 2 page 172 • Teacher's Book 2 page 71	
	2	Speaking and listening	Onomatopoeia	The learner should be able to identify and use onomatopoeic words in writing.	• Discussion • Listening • Writing	• Anthologies of poems • Chart • Audio tapes	Head Start Secondary English • Student's Book 2 page 174 • Teacher's Book 2 page 71	
	3	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Charts on comprehension skills	Head Start Secondary English • Student's Book 2 pages 175-177 • Teacher's Book 2 page 72	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	4	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 177 • Teacher's Book 2 page 73	
	5	Speaking	Bullying	The learner should be able to discuss forms of bullying and ways of stopping it in schools.	• Speaking • Listening • Writing	• Chart providing guidance on discussion • Readers	Head Start Secondary English • Student's Book 2 page 178 • Teacher's Book 2 page 73	
	6	Grammar	Compound sentences	The learner should be able to use compound sentences correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Audio tapes from KIE • Chart	Head Start Secondary English • Student's Book 2 page 178 • Teacher's Book 2 page 73	
WEEK 7	1	Writing	Business letters	The learner should be able to write a business letter using the correct format and style.	• Reading • Speaking • Listening • Writing	• Real letters • Extracts from readers	Head Start Secondary English • Student's Book 2 page 180 • Teacher's Book 2 page 74	
	2	Reading	Reading skills: Interpreting bar graphs	The learner should be able to interpret a given bar graph on HIV/AIDS prevalence.	• Reading • Speaking • Listening • Writing		Suitable bar graphs from varied sources	
	3	Reading	Intensive reading: Poetry	The learner should be able to analyze the message in a given poem.	• Recitation • Discussion • Writing	• Anthologies of poems • Pictures	Teacher's choice	

For use with **Head Start Secondary English**

English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	4	Listening and speaking	Puns	The learner should be able to draw similarities between puns and riddles and explain their characteristics.	• Listening • Speaking • Discussion	• Audio tapes • Pictures • Chart	Head Start Secondary English • Student's Book 2 page 182 • Teacher's Book 2 page 75	
	5	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 182-184 • Teacher's Book 2 page 75	
	6	Reading	Wordpower	The learner should be able to give meaning of new words and correctly use them in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 184 • Teacher's Book 2 page 75	
WEEK 8	1	Listening and speaking	Praise poems	The learner should be able to answer the questions set on praise poems correctly.	• Reading • Speaking • Listening • Writing	• Oral literature readers • Resource person • Video tapes • Audio tapes	Teacher's choice of praise poem	
	2	Grammar	Clauses - complex sentences	The learner should be able to write using complex sentences.	• Reading • Speaking • Listening • Writing	• Extracts from readers • pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 185-187 • Teacher's Book 2 page 76	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	3	Listening and speaking	Debate: Abortion should be legalized	The learner should be able to argue for or against the motion: 'Abortion' should be legalized.	• Reading • Speaking • Listening • Writing	• Chart on debating process • Readers	Video tapes on abortion Newspaper articles	
	4	Writing	Formal letters	The learner should be able to write a formal letter using the correct format and style.	• Reading • Speaking • Listening • Writing	• Real letters • Chart • Readers	Head Start Secondary English • Student's Book 2 page 187 • Teacher's Book 2 page 77	
	5	Listening and speaking	Legends	The learner should be able to answer questions on Lwanda Magere the legend.	• Narration • Reading • Discussion • Writing • Field visits/work	• Oral literature readers • Resource person • Audio tapes	Studying Oral Literature by Okumba Miruka	
	6	Writing	Summaries	The learner should be able to write summaries correctly.	• Reading • Note taking • Summary writing	• Extracts from readers • Chart	Teacher's resources Extracts for summary exercises	
WEEK 9	1	Listening and speaking	Fables	The learner should be able to state features of a fable and create suspense in a story.	• Reading • Speaking • Listening • Writing • Field visits/work	• Oral literature readers • Resource person • Audio tapes • Pictures	Head Start Secondary English • Student's Book 2 page 189 • Teacher's Book 2 page 78	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 189-191 • Teacher's Book 2 page 81	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	3	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 192 • Teacher's Book 2 page 80	
	4	Listening and speaking	Debate: Money is the root of all evils	The learner should be able to argue for or against the motion ...	• Listening • Speaking	• Chart on debating process • Readers	Student's resources	
	5	Grammar	Active and passive voice	The learner should be able to use active and passive voice appropriately.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Cartoons • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 193 • Teacher's Book page 81	
	6	Writing	Posters	The learner should be able to make a poster using the given guidelines.	• Reading • Speaking • Listening • Writing	• Posters • Extracts from readers	Head Start Secondary English • Student's Book 2 pages 195 • Teacher's Book 2 page 82	
WEEK 10	1	Listening and speaking	Poetry: 'Building the nation'	The learner should be able to explain irony and its effectiveness in poetry.	• Reading silently • Reading aloud • Discussion	• Readers • Anthologies of poems	Head Start Secondary English • Student's Book 2 page 196 • Teacher's Book 2 pages 82-83	
	2	Reading	Comprehension	The learner should be able to correctly answer question on the given passage.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 197-199 • Teacher's Book 2 page 84	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	3	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 199 • Teacher's Book 2 page 84	
	4	Speaking	Debate: Mobile phones should be banned in public places	The learner should be able to demonstrate critical thinking skills.	• Reading • Speaking • Listening • Writing	• Chart on debating process • Readers	Student's resources	
	5	Grammar	Active and passive voice	The learner should be able to answer questions on active and passive voice appropriately.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 page 200 • Teacher's Book 2 page 85	
	6	Writing	Advertisements	The learner should be able to write advertisements following given guidelines.	• Reading • Speaking • Listening • Writing	• Adverts • Extracts from readers	Sample adverts Head Start Secondary English • Student's Book 2 page 202 • Teacher's Book 2 page 85	
WEEK 11	1	Listening and speaking	Riddles	The learner should be able to discuss the characteristics of riddles.	• Riddling session • Listening • Speaking	• Oral literature readers • Audio tapes	Head Start Secondary English • Student's Book 2 page 204 • Teacher's Book 2 page 86	

For use with **Head Start Secondary English**

English Form 2

Schemes of Work

Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 11	2	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 204-206 • Teacher's Book 2 page 86	
	3	Reading	Wordpower	The learner should be able to give meaning of new words and use them correctly in their own sentences.	• Reading • Speaking • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 2 page 206 • Teacher's Book 2 page 86	
	4	Listening and speaking	Debate: Modern technology has done more harm than good	The learner should be able to demonstrate critical thinking skills through debating the motion effectively.	• Reading • Speaking • Listening	• Chart on process of debating • Readers	Student's resources	
	5	Grammar	Active and passive voice	The learner should be able to use active and passive voice correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 207-208 • Teacher's Book 2 pages 87-88	
	6	Writing	Sentence variety Simple Compound Complex	The learner should be able to use simple, compound and complex sentences correctly.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 page 209 • Teacher's Book 2 page 88	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	1	Listening and speaking	The origin of death	The learner should be able to answer questions on the passage.	• Listening • Speaking • Narrating • Field visits/work	• Oral literature readers • Resource person • Audio tapes	Samples of other similar stories Head Start Secondary English • Student's Book 2 page 211 • Teacher's Book 2 page 89	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	• Reading • Speaking • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 2 pages 211-213 • Teacher's Book 2 page 90	
	3	Grammar	Relative clauses Passive/active forms Adverbial clauses	The learner should be able to answer the questions on the given exercise correctly.	• Reading • Writing • Marking	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 2 pages 213-214 • Teacher's Book 2 page 90	
	4	Writing	Formal letter	The learner should be able to write a formal letter using the correct style and format.	• Speaking • Writing • Marking	• Letters • Charts • Extracts from readers	Head Start Secondary English • Student's Book 2 page 214 • Teacher's Book 2 page 91	

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English Form 2
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	5	Writing	Dialogue	The learner should be able to write a dialogue as per instructions.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 page 214 • Teacher's Book 2 page 91	
	6	Reading	Reading skills: Skimming	The learner should be able to skim through a passage for general information.	• Reading • Writing	• Extracts from readers • Chart	Head Start Secondary English • Student's Book 2 page 217	