

OXFORD
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Sample Schemes of Work

Head Start

Secondary English Form 3



English Form Three Schemes of Work: Term One

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	Symbol and symbolism	The learner should be able to identify and explain symbolism.	• Silent reading • Speaking • Listening	• Audio tapes • Anthologies of poems • Readers	Head Start Secondary English • Student's Book 3 page 1 • Teacher's Book 3 page 1	
	2	Reading	Reading skills: Study reading	The learner should be able to explain the SQ3R (Survey, Question, Read, Recite, Review) skills.	• Reading • Discussion • Listening • Writing	• Readers • Charts • Prescribed set books	Head Start Secondary English • Student's Book 3 pages 2-3 • Teacher's Book 3 page 2	
	3	Reading	Comprehension	The learner should be able to answer the questions after the passage and make sentences using vocabulary learnt.	• Silent reading • Loud reading • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 4-6 • Teacher's Book 3 pages 2-3	
	4	Grammar	Noun derivations	The learner should be able to form noun derivations from words given and make correct sentences from the nouns formed.	• Reading • Writing • Listening • Speaking	• Extracts from prescribed set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 6-8 • Teacher's Book 3 pages 3-5	
	5	Writing	Cohesion	The learner should be able to write cohesively using transitional words and phrases.	• Reading • Writing • Discussion	• Extracts from prescribed set books • Chart • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 9-10 • Teacher's Book 3 page 5	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	6	Speaking	• Close shave • Let's talk	The learner should be able to display creative and critical thinking abilities through talking on a given subject.	• Listening • Speaking • Reading	• Readers	Head Start Secondary English • Student's Book 3 page 10 • Teacher's Book 3 page 5	
	7 & 8	Reading	Intensive reading: Introduction to Coming to Birth: background, author setting	The learner should be able to discuss the background and setting of the novel and the characteristics of a novel and concerns of the text	• Discussion • Writing • Reading • Listening	• Prescribed set book • Pictures • Audio and videotapes from KIE	Coming to Birth by Marjorie Oludhe Macgoye	
WEEK 2	1	Listening and speaking	Choice of register	The learner should be able to explain register and use it appropriately in speech.	• Silent reading • Reading aloud • Dramatization • Discussion	• Audio tapes • Cartoons	Head Start Secondary English • Student's Book 3 page 11 - Audio/video clips • Teacher's Book 3 page 6	
	2	Reading	SQ3R	The learner should be able to demonstrate their ability to use the SQ3R method.	• Discussion • Reading • Writing • Listening	• Prescribed literature set books • Chart	One of the literature set books Head Start Secondary English • Student's Book 3 page 13 • Teacher's Book 3 page 6	
	3	Reading	Comprehension	The learner should be able to: • use new words correctly. • answer questions on passage.	• Reading • Speaking • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 13-14 • Teacher's Book 3 page 7	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	4	Grammar	Gender-sensitive language	The learner should be able to write sentences or speak using words that avoid gender bias.	• Reading • Speaking • Listening • Writing	• Pictures • Extracts from prescribed set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 15-16 • Teacher's Book 3 page 8	
	5	Writing	Choice of words	The learner should be able to choose words consciously and appropriately.	• Reading • Speaking • Listening • Writing	• Extracts from readers • Chart	Library and non-library material Head Start Secondary English • Student's Book 3 pages 17-18 • Teacher's Book 3 pages 8-9	
	6	Reading	Intensive reading: Poetry	The learner should be able to understand and analyze the issues, style and theme in the poem.	• Discussion • Recitation • Role-play • Writing	• Anthologies of poems	Teacher's choice	
	7 & 8	Reading	Intensive reading: Coming to Birth	The learner should be able to critically analyze plot, characters, themes and style in the novel.	• Reading aloud • Discussion • Note making	• Prescribed literature set books • Video and audio tapes from KIE	Coming to Birth chapter 1	
WEEK 3	1	Listening and speaking	Stress and intonation	The learner should be able to use sentence stress and intonation to create rhythm and meaning.	• Discussion • Reading • Listening	• Audio tapes from KIE • Anthologies of poems • Charts	Head Start Secondary English • Student's Book 3 pages 19-20 • Teacher's Book 3 pages 9-10	
	2	Reading	Reading skills: Note taking	The learner should be able to: • explain the importance of note taking as a study skill. • use it in their own studies.	• Discussion • Reading • Listening • Writing	• Extracts from prescribed set books	Portions of the set text	

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Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	3	Reading	Comprehension	The learner should be able to: - answer questions on passage. - use new words correctly.	- Silent reading - Note making - Discussion	- Supplementary readers for further reading - Chart on comprehension skills - Dictionary	Head Start Secondary English - Student's Book 3 pages 21-23 - Teacher's Book 3 page 11	
	4	Speaking	Public talk: 'If I were president for a day'	The learner should be able to use verbal and non-verbal cues to present a 3-minute speech on the topic, 'If I were president for a day' effectively.	- Role-play - Speaking - Listening - Note taking	- Audio tapes - Chart - Pictures	Head Start Secondary English - Student's Book 3 page 23 - Teacher's Book 3 page 12	
	5	Grammar	Pronouns and case	The learner should be able to use pronouns correctly.	- Reading - Listening - Writing	- Pictures - Extracts from prescribed set books - Audio tapes from KIE	Head Start Secondary English - Student's Book 3 pages 24-25 - Teacher's Book 3 pages 13-15	
	6	Writing	Recurrent words	The learner should be able to demonstrate the ability to use recurrent words appropriately.	- Reading - Discussion - Writing	- Extracts from prescribed literature books - Charts	Head Start Secondary English - Student's Book 3 page 26 - Teacher's Book 3 page 15	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 1	The learner should be able to read analytically and identify themes, style and character traits.	- Listening - Discussion - Presentation - Reading	- Prescribed set book - Video and audio tapes from KIE	Coming to Birth	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	1	Speaking	Close shave	The learner should be able to present arguments that demonstrate critical thinking.	• Discussion • Listening	• Supplementary readers for further reading	Head Start Secondary English • Student's Book 3 page 27 • Teacher's Book 3 page 16	
	2	Writing	Imaginative composition: 'My hobby'	The learner should be able to write an imaginative composition 'My hobby' using recurrent words.	• Making words list • Discussion • Writing	• Readers • Charts • Pictures	List of suitable words Head Start Secondary English • Student's Book 3 page 27 • Teacher's Book 3 page 16	
	3	Listening and speaking	Discussion: Media	The learner should be able to demonstrate ability to use discussion as an important life skill.	• Discussion • Writing • Presentation	• Readers • Chart on the process of discussion	Head Start Secondary English • Student's Book 3 pages 28-29 • Teacher's Book 3 pages 16-17	
	4	Reading	Reading skills: Critical reading	The learner should be able to explain critical reading and use it in reading their literature set books.	• Discussions • Reading • Writing	• Extracts from prescribed set books	Head Start Secondary English • Student's Book 3 page 29 • Teacher's Book 3 page 17	
	5	Reading	Comprehension	The learner should be able to: • answer set questions. • use new words correctly.	• Reading • Writing • Listening • Speaking	• Supplementary readers for further reading • Chart on comprehension skills • Dictionary	Head Start Secondary English • Student's Book 3 pages 30-32 • Teacher's Book 3 pages 17-19	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	6	Reading	Intensive reading: Poetry	The learner should be able to critically analyze the message in a given poem.	- Recitation - Dramatization - Listening - Writing - Discussion	Anthologies of poems	Teacher's choice	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 2	The learner should be able to critically read and analyze plot, characters, themes and style in chapter 2 of the novel, Coming to Birth.	- Reading - Listening - Dramatization - Note making	- Prescribed set books - Video and audio tapes from KIE	Coming to Birth Suitable charts, posters	
WEEK 5	1	Grammar	Demonstrative pronouns	The learner should be able to use demonstrative pronouns correctly.	- Reading - Writing - Listening - Speaking	- Extracts from prescribed set books - Pictures - Audio tapes from KIE	Head Start Secondary English - Student's Book 3 page 33 - Teacher's Book 3 page 19	
	2	Writing	Punctuation: Colon and semicolon	The learner should demonstrate the ability to use the two punctuation marks correctly.	- Reading - Writing - Speaking - Listening	- Extracts from prescribed set books - Charts	Samples of texts Head Start Secondary English - Student's Book 3 page 34 - Teacher's Book 3 page 19	
	3	Speaking	Close shave	The learner should be able to tell similar stories to that of Naliaka.	- Reading - Listening - Speaking	Readers	Head Start Secondary English - Student's Book 3 page 35 - Teacher's Book 3 page 20	
	4	Reading	Comprehension: Describing feelings	The learner should be able to correctly use own words to describe feelings in given situations.	- Reading - Listening - Discussing - Writing	- Dictionary - Readers	Sample paragraphs	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	5	Reading	Reading skills: Note making (The Budget)	The learner should be able to read extensively and make notes on topic.	• Reading • Note making • Discussion • Presentation	• Extracts from prescribed set books	Newspaper extracts	
	6	Reading	Intensive reading: Poetry	The learner should be able to critically analyze issues raised, themes and style in the given poem.	• Reading • Reciting • Discussion • Writing	• Anthologies of poems	Teachers' choice	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 2	The learner should be able to critically analyze plot, character, themes and style in the novel.	• Reading • Dramatization • Discussion • Note making	• Prescribed set book • Video and audio tapes from KIE	Coming to Birth	
WEEK 6	1	Listening and speaking	Stress and rhythm in poetry	The learner should be able to explain how rhythm is created in poetry.	• Reciting • Reading aloud • Discussion	• Audio tapes from KIE • Anthologies of poems	Head Start Secondary English • Student's Book 3 page 36 • Teacher's Book 3 page 20	
	2	Reading	Reading skills: Inference	The learner should be able to make inference from the literary texts being studied.	• Reading • Writing • Listening • Speaking	• Extracts from literature set books • Chart	Head Start Secondary English • Student's Book 3 page 37 • Teacher's Book 3 page 21	
	3	Reading	Comprehension	The learner should be able to answer vocabulary and comprehension questions correctly.	• Reading • Writing • Listening • Speaking	• Supplementary readers for further reading • Chart on comprehension skills • Dictionary	Head Start Secondary English • Student's Book 3 pages 38-40 • Teacher's Book 3 page 21	

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WEEK 6	4	Grammar	Transitive and intransitive verbs	The learner should be able to use transitive verbs correctly.	• Discussion • Reading • Writing • Listening	• Extracts from set books • Dictionary • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 41-43 • Teacher's Book 3 pages 22-23	
	5	Writing	Punctuation: Parenthesis and dash	The learner should be able to use the parenthesis and dash correctly in writing.	• Reading • Writing • Speaking • Listening	• Extracts from set books • Chart	Head Start Secondary English • Student's Book pages 44-45 • Teacher's Book 3 page 23	
	6	Reading	Intensive reading: Poetry: I refuse to take your brotherly hand by H. Barlow	Students will be able to critically analyze issues raised, style and themes in the poem.	• Reciting • Reading • Speaking • Listening	• Anthologies of poems for further reading	Poems from East Africa by Cook and Rubadiri	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 3	The learner should be able to critically analyze plot, characters, themes and style in the novel.	• Discussion • Role-play • Dramatization • Writing	• Prescribed set book • Audio and videotapes from KIE	Coming to Birth	
WEEK 7	1	Listening and speaking	Dramatization HIV/AIDS test	The learner should be able to dramatize a given text.	• Dramatization • Reading • Discussion • Listening	• Readers • Pictures	Head Start Secondary English • Student's Book 3 pages 46-47 • Teacher's Book 3 pages 25-26	
	2	Reading	Reading skills: Facts and opinions	The learner should be able to distinguish facts from opinions by analyzing evidence.	• Reading • Writing • Listening • Discussion	• Extract from set books • Chart	Head Start Secondary English • Student's Book 3 page 47 • Teacher's Book 3 page 26	

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WEEK 7	3	Reading	Comprehension	The learner should be able to answer comprehension questions and use vocabulary correctly.	• Reading • Writing • Listening • Speaking	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 47-51 • Teacher's Book 3 pages 26-27	
	4	Speaking	Discussion	The learner should be able to express his/her views on the issue of caring for people living with HIV/AIDS.	• Speaking • Listening • Writing	• Chart on discussion procedure • Pictures	Head Start Secondary English • Student's Book 3 page 51 • Teacher's Book 3 page 27	
	5	Grammar	Transitive and intransitive verbs	The learner should be able to use intransitive and transitive verbs correctly.	• Discussion • Listening • Writing	• Extracts from set books • Dictionary • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 51-52 • Teacher's Book 3 page 28	
	6	Writing	Reminders	The learner should be able to write reminders correctly.		• Reminders	Head Start Secondary English • Student's Book 3 pages 52-53 • Teacher's Book 3 page 29	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 3	The learner should be able to critically analyze plot, characters, themes and style in the novel.	• Discussion • Role-play • Dramatization • Note making	• Prescribed set book • Video and audio tapes from KIE	Coming to Birth	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	1	Listening and speaking	Dilemma narratives	The learner should be able to state the features of a dilemma story.	• Discussion • Writing • Reporting • Note taking • Field work	• Oral literature readers • Audio tapes • Reasource person	Head Start Secondary English • Student's Book 3 page 55 • Teacher's Book 3 pages 29-30	
	2	Reading	Writer's tone and attitude	The learner should be able to identify the writer's tone and attitude through choice of words and expression.	• Listening • Speaking • Reading • Writing	• Anthologies of poems	Head Start Secondary English • Student's Book 3 pages 55-56 • Teacher's Book 3 page 31	
	3	Reading	Dilemma narratives	The learner should be able to identify features of dilemma narratives.	• Narration • Discussion • Speaking • Listening	• Resource person • Audio tapes from KIE • Oral literature readers	Head Start Secondary English • Student's Book 3 pages 56-58 • Teacher's Book 3 pages 29-30	
	4	Grammar	Phrasal verbs: Particles	The learner should be able to use phrasal verbs correctly.	• Listening • Writing • Reading • Marking	• Extracts from set books • Dictionary of phrasal verbs • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 59 • Teacher's Book 3 page 32	
	5	Writing	Personal journals	The learner should be able to write a personal journal and explain the importance of keeping one.	• Discussions • Listening • Reading • Writing	• Extracts of personal journals • Charts	Head Start Secondary English • Student's Book 3 pages 60-61 • Teacher's Book 3 pages 32-33	

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Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	6	Speaking	Debate 'The Smoking ban'	Students will be able to read extensively and present arguments for or against the smoking ban	• Reading • Note making • Presentation • Discussion	• Readers	Extracts from the local newspapers	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 4	The learner should be able to critically analyze plot, themes, characters and style.	• Reading • Role-play • Dramatization • Note making	• Literature set book • Video and audio tapes from KIE	Coming to Birth	
WEEK 9	1	Listening and speaking	Persuasive speech	The learner should be able to identify features of a good speech and use them.	• Discussion • Reading • Listening	• Audio tapes • Readers	Head Start Secondary English • Student's Book 3 page 62 • Teacher's Book 3 page 33	
	2	Writing	Persuasive speech	The learner should be able to write short speeches and present them to the class.	• Reading • Listening • Speaking • Writing	• Extracts from readers • Charts	Extracts of good speeches, e.g. Martin Luther King's – 'I have a dream'	
	3	Reading	Reading skills: Interpretive reading	The learner should use interpretive reading through intonations and rhythms that portray intended meaning.	• Reading • Listening • Speaking • Writing	• Extracts from literature set books • Charts	Head Start Secondary English • Student's Book 3 pages 63-64 • Teacher's Book 3 page 34	
	4	Reading	Comprehension	The learner should be able to answer questions on the passage and use vocabulary correctly.	• Reading aloud • Discussion • Writing	• Supplementary readers for further reading • Charts on comprehension skills • Dictionary	Head Start Secondary English • Student's Book 3 pages 64-66	

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Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	5	Grammar	Phrasal verbs: Idiomatic expressions	The learner should be able to use phrasal verbs correctly.	• Discussion • Listening • Speaking • Writing	• Dictionary of phrasal verbs • Extracts from set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 66-68 • Teacher's Book 3 pages 35-36	
	6	Writing	Notes of thanks, congratulations and condolence	The learner should be able to write their own notes covering the three areas.	• Discussion • Note taking • Reading	• Notes of thanks, congratulations and condolence • Charts	Head Start Secondary English • Student's Book 3 pages 69-70 • Teacher's Book 3 page 36 • Actual notes	
	7 & 8	Reading	Intensive reading: Coming to birth: chapter 4	The learner should be able to evaluate the plot, characters, style and themes in the novel.	• Reading • Discussion • Writing • Dramatization	• Prescribed set book • Video and audio tapes from KIE	Coming to Birth	
WEEK 10	1	Speaking	Debate: 'Domestic violence'	The learner should be able to speak for or against the motion.	• Discussion • Writing • Speaking	• Readers • Chart on process of debating	Head Start Secondary English • Students Book 3 pages 64-65 • Teacher's Book 3 page 37	
	2	Reading	Intensive reading: Character and characterization	The learner should be able to analyze characters in literary texts.	• Discussion • Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 71-72 • Teacher's Book 3 page 37	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	3	Listening and speaking	Dilemma narrative	The learner should be able to identify and explain features of a dilemma narrative.	• Listening • Speaking • Writing • Field work	• Oral literature readers • Resource persons • Audio tapes	Head Start Secondary English • Student's Book 3 page 73 • Teacher's Book 3 page 37	
	4	Reading	Comprehension	The learner should be able to answer questions on the given passage and use vocabulary appropriately.	• Silent reading • Writing • Marking	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 page 73 • Teachers' Book 3 page 39	
	5	Grammar	Pronouns: Gender sensitive words Transitive and intransitive verbs	The learner should be able to answer set questions on the areas of grammar covered.	• Reading • Writing • Marking	• Extracts from set books • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 75-76 • Teachers' Book 3 page 40	
	6	Writing	Imaginative compositions: '... As I watched the vehicle'	The learner should use the skills learned to write a story ending with the given words.	• Writing	• Pictures	Head Start Secondary English • Student's Book 3 page 76 • Teacher's Book 3 page 40	
	7 & 8	Reading	Intensive reading: Context questions	The learner should be able to answer context questions on set book.	• Reading silently • Writing	• Prescribed literature set book	Coming to Birth	
WEEK 11 & 12		End of term Assessment	P1 Listening P2 Reading P3 Writing	The learner should be able to answer set questions in the three papers.	• Writing	• Textbooks	Internal end-of-term exams	

English Form Three Schemes of Work: Term Two

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	Role-play HIV/AIDS	The learner should be able to use hospital register as well as facial expressions and gestures appropriately.	• Group work • Role-play • Listening • Speaking	• Audio tapes • Readers	Head Start Secondary English • Student's Book 3 page 77 • Teacher's Book 3 page 41	
	2	Reading	Reading skills: Study reading	The learner should be able to undertake a study and report on symptoms of HIV/AIDS and how voluntary testing and counselling are undertaken.	• Reading • Speaking • Listening • Writing	• Readers • Charts • Posters	School library Newspapers Journals, etc	
	3	Reading	Reading skills: Close reading	The learner should be able to identify the author's intention in a literary text from the tone, mood and imagery.	• Reading • Listening • Speaking	• Readers • Charts • Prescribed set books	Coming to Birth	
	4	Reading	Comprehension	The learner should be able to answer questions on the passage.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 page 78 • Teacher's Book 3 page 42	
	5	Writing	Great leaders	The learner should be able to make notes on what makes a good leader and orally present them to the class.	• Discussion • Note taking • Oral presentation	• Chart on making notes	Picture of leaders Head Start Secondary English • Student's Book 3 page 78 • Teacher's Book 3 page 42	

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English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	6	Reading	Wordpower	The learner should be able to use new words correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 80 • Teacher's Book 3 page 42	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 5	The learner should be able to analyze plot, themes, characters and style in the text.	• Reading • Dramatization • Role-play • Writing • Discussion	• Prescribed set book • Audio and videotapes from KIE	Coming to Birth	
WEEK 2	1	Grammar	The infinitive	The learner should be able to use the infinitive correctly in given exercises.	• Speaking • Listening • Reading • Writing	• Extracts from readers • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 81 • Teacher's Book 3 page 43	
	2	Writing	Telegraphs	The learner should be able to use their summary and note taking skills to write telegraphs.	• Speaking • Listening • Reading • Writing	• Telegraphs • Chart	Actual telegrams Head Start Secondary English • Student's Book 3 page 82 • Teacher's Book 3 page 45	
	3	Reading	Intensive reading: Tone and attitude in poetry	The learner should be able to: • answer questions on the poem. • analyze tone and attitude.	• Expressive reading • Discussion • Writing	• Anthologies of poems • Audio tapes	Teacher's choice	
	4	Listening and speaking	Rhythm in poetry	The learner should be able to identify rhythm in poetry and explain how it is achieved.	• Silent reading • Loud reading • Group discussion • Group reports	• Anthologies of poems • Audio tapes	Head Start Secondary English • Student's Book 3 page 84 • Teacher's Book 3 pages 45-46	

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Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	5	Reading	Intensive reading: Recognizing tone and attitude (The Negro)	The learner should be able to identify tone and attitude in a given poem.	• Reading aloud • Discussion	• Anthologies of poems • Audio tapes	Copies of 'The Negro' Head Start Secondary English • Student's Book 3 page 86 • Teacher's Book 3 page 46	
	6	Reading	Comprehension: The Negro	The learner should be able to answer questions on the poem and analyze theme, style and issues raised.	• Discussion • Listening • Writing	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 85-86 • Teacher's Book 3 page 46	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 6	The learner should be able to analyze plot, themes, characters and style.	• Role-play • Dramatization • Discussion • Writing	• Prescribed literature set books • Video and audio tapes from KIE	Coming to Birth	
WEEK 3	1	Listening and speaking	Debate: (Mixed marriages)	The learner should be able to argue for or against mixed marriages.	• Debate • Discussion • Writing	• Chart on process of debating • Readers	Students' resources	
	2	Grammar	The participle	The learner should be able to use the participle correctly in sentences.	• Listening • Speaking • Reading • Writing	• Extracts from readers • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 88-89 • Teacher's Book 3 page 48	
	3	Writing	Letters of application	The learner should be able to write a letter of application correctly.	• Reading • Writing	• Letters • Chart	Head Start Secondary English • Student's Book 3 page 90 • Teacher's Book 3 pages 48-49	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	4	Reading	Intensive reading: The characteristics of verse	The learner should be able to discuss the four characteristics of poetry.	• Discussion • Reading • Writing	• Anthologies of poems • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 91-92 • Teacher's Book 3 page 49	
	5	Listening and speaking	Hot seating	The learner should be able to display their listening, speaking, discussion and critical thinking skills	• Group work • Discussion • Listening	• Chart • Readers	Head Start Secondary English • Student's Book 3 pages 93-94 • Teacher's Book 3 page 49	
	6	Reading	Comprehension	The learner should be able to answer questions on the set passage.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	A Whispers story (newspaper cutting) Head Start Secondary English • Student's Book 3 page 93 • Teacher's Book 3 page 50	
	7 & 8	Reading	Intensive reading: Coming to Birth chapter 7	The learner should be able to analyze plot, themes and style in the novel.	• Reading • Role-play • Dramatization • Note making	• Prescribed set book • Video and audio tapes from KIE	Coming to Birth	
WEEK 4	1	Listening and speaking	Debate: Freedom of Press	The learner should be able to argue for or against writers ridiculing government	• Debating • Listening • Writing	• Readers • Chart on debating procedure	Students' own resources	

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English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	2	Grammar	Adjectives quantifiers	The learner should be able to correctly use quantities in the given exercises.	• Explanation • Reading • Listening • Writing	• Extracts for readers • Pictures • Flash cards • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 96 • Teacher's Book 3 page 51	
	3	Writing	Writing a Synopsis	The learner should be able to write a synopsis on one of the literature set books they are studying.	• Reading • Discussion • Listening • Note taking	• Prescribed literature set books • Synopsis • Newspapers • Magazines	Head Start Secondary English • Student's Book 3 page 98 • Teacher's Book 3 page 52	
	4	Speaking	Discussion: Illicit brew	The learner should be able to discuss the dangers of drinking alcohol.	• Narration • Group work • Reporting • Reading	• Chart on discussion procedure • Readers • Newspapers • Magazines	Newspaper cuttings Head Start Secondary English • Student's Book 3 page 99 • Teacher's Book 3 page 52	
	5	Listening and speaking	Giving and receiving instructions	The learner should be able to give instructions in given situations.	• Discussion • Reading • Speaking	• Set of instructions • Readers • Magazines • Newspapers	Head Start Secondary English • Student's Book 3 page 100 • Teacher's Book 3 page 53	
	6	Reading	Intensive reading: Characterization	The learner should be able to discuss the character of: • Meja. • His boss.	• Reading • Role-play • Discussion • Writing	• Prescribed literature set books • Readers • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 101 • Teacher's Book 3 page 53	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	7 & 8	Reading	Intensive reading: Coming to Birth chapter 7	The learner should be able to analyze plot, character, themes and style in the novel.	- Listening - Discussion - Dramatization - Making notes	- Prescribed set book - Video and audio tapes from KIE	Coming to Birth	
	1	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	- Listening - Speaking - Reading - Writing	- Supplementary readers for further reading - Dictionary - Chart on comprehension skills	Head Start Secondary English - Student's Book 3 page 101 - Teacher's Book 3 page 53	
WEEK 5	2	Grammar	Attributive and predicative adjectives	The learner should be able to use attribute and predicative adjectives correctly.	- Reading - Speaking - Reading - Writing	- Extracts from prescribed set books - Audio tapes from KIE	Head Start Secondary English - Student's Book 3 page 101 - Teacher's Book 3 page 53	
	3	Writing	Reports	The learner should be able to write a report correctly.	- Reading - Discussion - Writing	- Reports - Magazines - Journals	Head Start Secondary English - Student's Book 3 page 106 - Teacher's Book 3 page 57	
	4	Listening and speaking	Poetry dramatization	The learner should demonstrate understanding of the poem and dramatize it.	- Silent reading - Loud reading - Discussion - Dramatization	- Anthologies of poems - Charts - Videotapes from KIE	Head Start Secondary English - Student's Book 3 page 109 - Teacher's Book 3 page 58	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	5	Reading	Comprehension	The learner should be able to answer questions on a given passage correctly.	• Reading • Discussion • Listening • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 page 110 • Teacher's Book 3 page 58	
	6	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Reading • Discussion • Listening • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 112 • Teacher's Book 3 page 59	
	7 & 8	Reading	Summary and commentary	The learner should be able to write a summary of chapter 7 of Coming to Birth.	• Discussion • Presentation • Writing • Listening	• Chart on summary writing guidelines • Prescribed set books	Coming to Birth	
WEEK 6	1	Listening and speaking	Discussion: Computers	The learner should be able to participate effectively in a discussion on how to protect school computers from viruses.	• Reading • Explanation • Listening • Writing	• Chart on how to hold a discussion • Newspapers • Magazines	Head Start Secondary English • Student's Book 3 page 113 • Teacher's Book 3 page 60	
	2	Grammar	Functions of adverbs	The learner should be able to answer questions on set exercises.		• Extracts from prescribed set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 113 • Teacher's Book 3 page 60	
	3	Writing	Argumentative essay	The learner should be able to write an argumentative essay based on the prescribed set books.	• Discussion • Writing • Listening • Reading	• Prescribed set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 115-116 • Teacher's Book 3 page 61	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	4	Listening and speaking	Alliteration in poetry	The learner should be able to explain the effect of alliteration in poetry.	• Reading aloud • Listening • Speaking • Writing	• Audio tapes • Anthologies of poems	Audio tapes	
	5	Reading	Comprehension	The learner should be able to answer questions on a given passage correctly.	• Reading • Discussion • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 118-120 • Teacher's Book 3 page 63	
	6	Reading	Wordpower	The learner should be able to give meanings of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 120 • Teacher's Book 3 page 63	
	7 & 8	Reading	Intensive reading: Drama: Introduction to the play	The learner should be able to list characteristics of the play and give the background to the writing.	• Listening • Speaking • Reading • Writing	• Model of stage • Prescribed literature set books	The Merchant of Venice	
WEEK 7	1	Grammar	Formation of adverbs	The learner should be able to answer questions on given exercises correctly.	• Listening • Speaking • Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 121-122 • Teacher's Book 3 pages 64-65	
	2	Writing	Argumentative essay	The learner should be able to write an argumentative essay based on a given topic.	• Listening • Speaking • Reading • Writing	• Prescribed set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 123 • Teacher's Book 3 page 65	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	3	Listening and speaking	Assonance in poetry	The learner should be able to explain the meaning and use of assonance in poetry.	- Group work - Reading aloud - Speaking	- Audio tapes - Anthologies of poems	Head Start Secondary English - Student's Book 3 pages 124-125 - Teacher's Book 3 pages 65-66	
	4	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	- Listening - Speaking - Reading - Writing	- Supplementary readers for further reading - Charts on comprehension skills	Head Start Secondary English - Student's Book 3 pages 125-127 - Teacher's Book 3 pages 67-68	
	5	Reading	Wordpower	The learner should be able to answer questions on the exercises correctly.	- Reading - Listening - Speaking - Writing	- Dictionary - Flash cards - Pictures	Head Start Secondary English - Student's Book 3 page 127 - Teacher's Book 3 page 67	
	6	Grammar	- Prepositions - Adverbs - Connectors	The learner should be able to answer using prepositions, adverbs and connectors correctly.	- Reading - Writing - Marking	- Extracts from readers - Audio tapes from KIE - Pictures	Head Start Secondary English - Student's Book 3 pages 128-129 - Teacher's Book 3 page 68	
	7 & 8	Reading:	Intensive reading: The Merchant of Venice Act 1 Scene 1	The learner should be able to analyze plot, characters, themes and style in the play.	- Dramatizing - Reading - Discussion - Note taking	- Prescribed set books - Audio and videotapes from KIE	The Merchant of Venice	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	1	Writing	Imaginative composition	The learner should be able to write imaginatively on a given topic.	• Reading • Writing	• Readers • Magazines • Newspapers	Head Start Secondary English • Student's Book 3 pages 129-130 • Teacher's Book 3 page 69	
	2	Listening and speaking	Soliloquy	The learner should be able to define 'soliloquy' and its importance in drama.	• Listening • Watching • Skit • Explanation • Writing • Dramatization	• Prescribed literature set books	Videotape Head Start Secondary English • Student's Book 3 pages 131-132 • Teacher's Book 3 pages 69-70	
	3	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Listening • Speaking • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 132-133 • Teacher's Book 3 pages 70-71	
	4	Reading	Wordpower	The learner should be able to give meanings and use new words correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards • Pictures	Head Start Secondary English • Student's Book 3 page 134 • Teacher's Book 3 pages 70-71	
	5	Grammar	Correlative conjunctions either ... or; neither... nor	The learner should be able to use correlative conjunctions correctly.	• Listening • Speaking • Reading • Writing	• Flash cards • Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 135-136 • Teacher's Book 3 pages 71-72	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	6	Writing	Imaginative composition	The learner should be able to write imaginatively on a given topic.	• Discussion • Listening • Writing	• Readers • Newspapers • Magazines • Journals	Head Start Secondary English • Student's Book 3 page 137 • Teacher's Book 3 pages 72-73	
	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 1 Scene II	The learner should be able to analyze plot, characters, themes and style of the play.	• Dramatization • Reading • Writing • Listening	• Prescribed set books • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 9	1	Writing	Summary writing	The learner should be able to write a summary on a given passage.	• Reading • Note making • Writing	• Chart on how to write a summary • Literature set books	Sample passages on handouts	
	2	Listening and speaking	Speeches	The learner should be able to list qualities of a powerful speech.	• Discussion • Listening • Writing	• Audio tapes • Readers • Magazines	'I have a dream' by Martin Luther King or any other suitable sample	
	3	Writing	Paragraphs	The learner should be able to write a cohesive paragraph on a given topic.	• Reading • Listening • Writing	• Extracts from literature set books • Audio tapes from KIE	Teacher's resources	
	4	Listening and speaking	Speeches: HIV/AIDS	The learner should be able to make a speech on how people living with HIV/AIDS should be treated.	• Speaking • Listening • Writing	• Audio tapes • Newspapers • Magazines	Library resources	
	5	Listening and speaking	Aetiological narratives	The learner should be able to explain what aetiological stories are.	• Listening • Speaking • Narrating • Field work	• Oral literature readers • Resource person • Audio tapes	Studying Oral Literature by Okumba Miruka	
	6	Reading	Aetiological narratives	The learner should be able to answer questions on aetiological narratives correctly.	• Reading • Discussion • Speaking • Writing	• Oral literature readers for further reading	Sample narratives	

For use with **Head Start Secondary English**

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 1 Scene III	The learner should be able to analyze the plot, characters, themes, and style in the play.	• Dramatization • Role-play • Reading • Listening • Writing	• Prescribed set books • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 10	1	Listening and speaking	Aetiological stories	The learner should be able to discuss features of aetiological stories.	• Reading • Narrating • Discussion	• Audio tapes • Oral literature readers	Audio tapes Head Start Secondary English • Student's Book 3 page 139 • Teacher's Book 3 pages 73-75	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	• Reading • Writing • Marking	• Supplementary readers for further reading • Dictionary • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 139-142 • Teacher's Book 3 page 76	
	3	Grammar	Rewriting sentences • Adverbs • Infinitives versus conjunctions	The learner should be able to rewrite sentences using adverbs, infinitives and conjunctions correctly.	• Reading • Writing • Marking	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 142-143 • Teacher's Book 3 page 76	
	4	Writing	Reports	The learner should be able to write reports as instructed.	• Reading • Writing • Marking	• Reports • Readers • Newspapers • Magazines	Head Start Secondary English • Student's Book 3 page 143 • Teacher's Book 3 page 77	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	5	Writing	Argumentative essays	The learner should be able to write arguing for or against a given topic.	• Reading • Writing • Marking	• Prescribed literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 143 • Teacher's Book 3 page 77	
	6	Writing	Summary writing: pollution	The learner should be able to write a summary as instructed.	• Reading • Note taking • Summary writing	• Chart on summary writing procedures	Suitable extract from newspapers, journals, etc	
	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 2 Scene 1 Scene II Scene III	The learner should be able to analyze themes, style, character and plot of the play.	• Dramatization • Reading • Discussion • Note making	• Prescribed literature set books • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 11, 12, 13	REVISION AND ASSESSMENT OF PAPER 1, 2 AND 3							

English Form Three Schemes of Work: Term Three

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	Aetiological stories	The learner should demonstrate good narration skills and creative thinking.	• Discussion • Narration • Role-play • Field work	• Oral literature readers • Audio tapes • Resource person	Head Start Secondary English • Student's Book 3 page 144 • Teacher's Book 3 pages 77-79	
	2	Reading	Comprehension	The learner should be able to answer questions on the set passage correctly.	• Listening • Speaking • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 144-146 • Teacher's Book 3 page 79	
	3	Reading	Wordpower	The learner should be able to give meaning of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 146 • Teacher's Book 3 page 80	
	4	Listening and speaking	Aetiological narratives	The learner should be able to state the differences and similarities between tales from different communities presented in the class.	• Narration • Discussion • Writing	• Oral literature readers • Audio tapes	Head Start Secondary English • Student's Book 3 page 147 • Teacher's Book 3 page 80	
	5	Grammar	Correlative conjunctions	The learner should be able to use correlative conjunctions correctly.	• Listening • Speaking • Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 147-149 • Teacher's Book 3 page 81	
	6	Reading	Intensive reading: Poetry	The learner should be able to critically analyze the message and styles in a given poem.	• Recitation • Dramatization • Discussion • Writing	• Anthologies of poetry	Teacher's choice	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 2 Scene IV Scene V Scene VI	The learner should be able to critically analyze plot, characters, themes and style in the play.	• Dramatization • Discussion • Writing	• Prescribed set book • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 2	1	Listening and speaking	Debate: Motion based on set book	The learner should be able to argue for or against the given motion.	• Discussion • Debating • Listening	• Prescribed literature set books	The Merchant of Venice	
	2	Writing	Short stories	The learner should be able to write a short story as instructed.	• Discussion • Listening • Reading • Writing	• Anthologies of short stories	Head Start Secondary English • Student's Book 3 page 149 • Teacher's Book 3 pages 81-82	
	3	Listening and speaking	Myths and aetiological stories	The learner should be able to distinguish between myths and aetiological stories.	• Narration • Listening • Speaking	• Oral literature readers • Audio tapes • Resource person	Head Start Secondary English • Student's Book 3 pages 151-153 • Teacher's Book 3 page 82	
	4	Reading	Comprehension	The learner should be able to answer the questions on the passage correctly.	• Listening • Speaking • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 page 151 • Teacher's Book 3 page 83	
	5	Reading	Wordpower	The learner should be able to use new words in sentences correctly.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 153 • Teacher's Book 3 page 83	

For use with **Head Start Secondary English**

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	6	Grammar	Prepositional and adjectival phrases	The learner should be able to use prepositional and adjectival phrases correctly.	• Listening • Reading • Speaking • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 154-155 • Teacher's Book 3 page 84	
	7 & 8	Reading	Intensive reading The Merchant of Venice Act 2 Scene VII Scene VIII Scene IX	The learner should be able to analyze plot, characters, themes and style in the play.	• Dramatization • Discussion • Note making • Listening	• Prescribed literature set book • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 3	1	Reading	Intensive reading: Poetry (Irony) 'They ran out of mud'	The learner should be able to identify and explain irony in poem.	• Reading • Writing • Listening • Speaking	• Anthologies of poems for further reading • Audio tapes from KIE	Introduction to East African Poetry	
	2	Writing	Short stories	The learner should be able to write a short story as instructed.	• Reading • Writing • Listening • Speaking	• Anthologies of short stories	Head Start Secondary English • Student's Book 3 pages 156-157 • Teacher's Book 3 page 84	
	3	Listening and speaking	Poetry recitation and close reading	The learner should be able to: • recite a poem. • analyze themes and mood in a poem.	• Group discussion • Silent reading • Recital	• Anthologies of poems • Videotapes on music festivals elocution	Audio tapes (KIE)	
	4	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	• Reading aloud • Silent reading • Writing • Discussion	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 159-160 • Teacher's Book 3 page 86	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	5	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 161 • Teacher's Book 3 pages 86-87	
	6	Listening and speaking	Impromptu speeches: Conflict	The learner should be able to make an impromptu speech on conflicts and ways of resolving them.	• Speaking • Listening • Writing	• Audio tapes • Newspapers • Magazines • Readers	Newspaper extracts Head Start Secondary English • Student's Book 3 page 162 • Teacher's Book 3 page 87	
	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 3 Scene I Scene II	The learner should will be able to critically analyze plot, characters, themes and style in the play.	• Dramatization • Discussion • Note making • Listening	• Prescribed literature set book • Video and audio tapes from KIE	The Merchant of Venice	
WEEK 4	1	Writing	Informal letters	The learner should be able to write informal letters correctly.	• Reading aloud • Discussion • Writing • Listening	• Letters • Readers	Sample letters	
	2	Grammar	Conditional clauses	The learner should be able to use conditional clauses correctly.	• Listening • Speaking • Reading • Writing	• Extracts from readers • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 162-164 • Teacher's Book 3 page 88	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	3	Writing	Play	The learner should be able to tell the difference between a play and a novel and write a play as instructed.	• Listening • Speaking • Reading • Writing	• Prescribed literature set book • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 164 • Teacher's Book 3 page 89	
	4	Listening and speaking	Speech making	The learner should be able to make a speech as instructed.	• Role-play • Presentations of speeches • Writing • Discussion	• Audio and videotapes • Readers • Newspapers • Magazines	Head Start Secondary English • Student's Book 3 page 167 • Teacher's Book 3 pages 89-90	
	5	Reading	Comprehension	The learner should be able to answer the questions on the given passage correctly.	• Reading • Listening • Speaking • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 168-169 • Teacher's Book 3 pages 90-91	
	6	Reading	Wordpower	The learner should be able to give meaning of new words and use them correctly in sentence.	• Reading • Listening • Speaking • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 169 • Teacher's Book 3 page 90	
	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 3 Scene III Scene IV Scene V	The learner should be able to critically analyze plot, character, themes and style in the play.	• Dramatization • Reading • Discussion • Listening	• Prescribed set book • Video and audio tapes from KIE	The Merchant of Venice	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	1	Writing	Speeches	The learner should be able to write and present short speeches as instructed.	• Reading • Making speeches • Listening	• Readers • Magazines • Newspapers	Sample speeches Miscellaneous collection	
	2	Grammar	Adjectival clauses	The learner should be able to answer the given questions correctly.	• Reading • Listening • Speaking • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 pages 170-172 • Teacher's Book 3 pages 91-92	
	3	Writing	Play	The learner should be able to write a play script as instructed.	• Speaking • Listening • Reading • Writing	• Prescribed literature set books	Head Start Secondary English • Student's Book 3 page 173 • Teacher's Book 3 page 92	
	4	Listening and speaking	Debate: The mobile phone	The learner should be able to argue for or against use of mobile phones in the community.	• Speaking • Listening • Writing	• Chart on debating procedure • Readers • Newspapers • Magazines	Head Start Secondary English • Student's Book 3 page 175 • Teacher's Book 3 page 93	
	5	Listening and speaking	Personification in poetry	The learner should be able to define and explain the use of personification in poetry.	• Listening • Writing • Reading • Discussion	• Anthologies of poems • Audio tapes	Head Start Secondary English • Student's Book 3 page 176 • Teacher's Book 3 page 93	
	6	Reading	Comprehension	The learner should be able to answer the questions given on the passage correctly.	• Listening • Speaking • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 177-178 • Teacher's Book 3 page 95	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 4 Scene I Scene II	The learner should be able to critically analyze plot, characters, themes and style in the play.	• Reading • Dramatization • Discussion • Writing	• Prescribed set books • Video and audio tapes from KIE	The Merchant of Venice	
	1	Listening and speaking	Public talk: Benefits of sports	The learner should be able to present a public talk on the given topic.	• Discussion • Presentation • Writing • Listening	• Readers • Magazines • Newspapers	Newspaper articles Student's own	
WEEK 6	2	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards • Chart	Head Start Secondary English • Student's Book 3 page 179 • Teacher's Book 3 page 94	
	3	Grammar	Noun clauses	The learner should be able to use noun clauses correctly.	• Reading • Writing	• Extracts from literature set books • Pictures • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 180 • Teacher's Book 3 page 95	
	4	Writing	Notification of meeting	The learner should be able to write a notification of meeting using the correct style and format.	• Discussion • Writing • Reading	• Actual notification of meeting • Newspapers	Sample of notice Head Start Secondary English • Student's Book 3 page 182 • Teacher's Book 3 page 97	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	5	Speaking	Close shave	The learner should be able to narrate stories as instructed.	• Role-play • Narrating • Listening	• Readers	Head Start Secondary English • Student's Book 3 page 183 • Teacher's Book 3 page 97	
	6	Listening and speaking	Class discussion	The learner should be able to: • distinguish between a debate and a discussion. • conduct discussions on the given issues.	• Discussion • Listening • Writing • Presentation	• Chart on discussion procedure • Audio tapes	Head Start Secondary English • Student's Book 3 page 184 • Teacher's Book 3 page 97	
	7 & 8	Reading	Intensive reading: The Merchant of Venice Act 5	The learner should be able to critically analyze plot, characters, themes and style in the play.	• Dramatization • Reading • Writing	• Prescribed literature set book • Video and audio tape from KIE	The Merchant of Venice	
WEEK 7	1	Writing	Expository composition	The learner should be able to write an expository essay.	• Discussion • Writing • Reading	• Readers	Teacher's choice	
	2	Reading	Comprehension	The learner should be able to answer the questions on the given passage.	• Discussion • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 page 184 • Teacher's Book 3 page 98	
	3	Reading	Wordpower	The learner should be able to give meaning of new words and use them in sentences.	• Reading • Writing • Listening • Speaking	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 187 • Teacher's Book 3 page 97	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	4	Listening and speaking	Let's talk	The learner should be able to list the problems of orphaned children and offer solutions.	• Discussion • Listening • Speaking	• Readers	Head Start Secondary English • Student's Book 3 page 188 • Teacher's Book 3 page 99	
	5	Grammar	Compound, complex and compound complex sentence	The learner should be able to use compound, complex and compound-complex sentences.	• Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 188 • Teacher's Book 3 page 99	
	6	Writing	Agenda	The learner should be able to write an agenda as instructed.	• Explanation • Speaking • Listening • Writing	• Sample agenda for meeting • Readers • Newspapers	Head Start Secondary English • Student's Book 3 page 190 • Teacher's Book 3 page 100	
	7 & 8	Reading	Intensive reading: Introduction and background to the optional literature set book: novel/ play/short stories	The learner should be able to explain the background to the novel and its relevance.	• Discussions • Listening • Writing	• Prescribed literature set book	Homestretch/Shreds of Tenderness/Half a Day and Other Stories	
WEEK 8	1	Listening and speaking	Debate: Motion on a set book	The learner should be able to argue for or against the set topic.	• Speaking • Listening • Discussion	• Prescribed set books	Teacher's choice	
	2	Listening and speaking	Tone in poetry	The learner should be able to discuss tone in poetry.	• Reading aloud • Dramatization • Discussion • Group work	• Anthology of poems • Audio tapes	Head Start Secondary English • Student's Book 3 page 192 • Teacher's Book 3 page 101	

For use with **Head Start Secondary English**

English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	3	Reading	Comprehension	The learner should be able to answer the questions on the given passage.	• Listening • Speaking • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 193-194 • Teacher's Book 3 page 101	
	4	Reading	Wordpower	The learner should be able to give the meaning of new words and use them in sentences.	• Discussion • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 195 • Teacher's Book 3 page 101	
	5	Grammar	Direct and indirect speech	The learner should be able to use direct and indirect speech appropriately.	• Listening • Speaking • Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 196 • Teacher's Book 3 page 102	
	6	Writing	Minutes	The learner should be able to write minutes as instructed.	• Listening • Speaking • Reading • Writing	• Sample minutes • Magazines • Newspapers	Head Start Secondary English • Student's Book 3 pages 197-198 • Teacher's Book 3 page 103	
	7 & 8	Reading	Intensive reading: Homestretch chapters 1 & 2/Shreds of Tenderness/Half a Day and Other Stories	The learner should be able to read the set chapters and analyze plot, themes characters and style	• Listening • Speaking • Reading • Writing	• Prescribed literature set books • Audio and videotapes from KIE	Homestretch/Shreds of Tenderness/Half a Day and Other Stories	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	1	Writing	Formal letters (complaint)	The learner should be able to write letters of complaint	• Discussion • Explanation • Listening • Writing	• Sample letters • Readers	Samples of letters	
	2	Listening and speaking	Giving directions	The learner should be able to give clear directions.	• Pair work • Speaking • Listening	• Audio tapes • Pictures • Models	Head Start Secondary English • Student's Book 3 page 202 • Teacher's Book 3 page 104	
	3	Reading	Comprehension	The learner should be able to answer questions on the passage.	• Discussion • Listening • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 203-205 • Teacher's Book 3 page 105	
	4	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards • Pictures	Head Start Secondary English • Student's Book 3 page 205 • Teacher's Book 3 page 105	
	5	Grammar	Direct and indirect speech	The learner should be able to use direct and indirect speech correctly.	• Listening • Speaking • Reading • Writing	• Extracts from literature set books • Audio tapes from KIE	Head Start Secondary English • Student's Book 3 page 206 • Teacher's Book 3 page 105	

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English Form 3
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	6	Writing	Memorandum	The learner should be able to write a memorandum using the correct style and format.	• Listening • Speaking • Reading • Writing	• Sample in memorandum • Readers • Magazines	Head Start Secondary English • Student's Book 3 page 210 • Teacher's Book 3 page 107	
	7 & 8	Reading	Intensive reading: Homestretch chapter 3/ Shreds of Tenderness/Half a Day and Other Stories	The learner should be able to read and appreciate literary devices.	• Discussion • Listening • Reading • Writing	• Prescribed literature set book • Video and audio tapes from KIE	Homestretch/ Shreds of Tenderness/Half a Day and Other Stories	
WEEK 10	1	Listening and speaking	Giving directions	The learner should be able to give directions as instructed.	• Reading • Demonstration • Speaking • Listening	• Pictures • Audio tapes	Maps	
	2	Reading	Comprehension	The learner should be able to answer questions on the given passage.	• Role-play • Dramatization • Listening • Reading • Writing	• Supplementary readers for further reading • Chart on comprehension skills	Head Start Secondary English • Student's Book 3 pages 212-214 • Teacher's Book 3 page 108	
	3	Reading	Wordpower	The learner should be able to give the meaning of new words and use them correctly in sentences.	• Listening • Speaking • Reading • Writing	• Dictionary • Flash cards	Head Start Secondary English • Student's Book 3 page 214 • Teacher's Book 3 page 109	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	4	Grammar	- Reported speech - Direct speech - Conditional clauses - Relative clauses	The learner should be able to answer questions on the set exercises correctly.	- Listening - Speaking - Reading - Writing	- Extracts from literature set books - Audio tapes from KIE	Head Start Secondary English - Student's Book 3 page 214 - Teacher's Book 3 page 109	
	5	Writing	Memorandum	The learner should be able to write a memorandum using the correct style and format.	- Listening - Speaking - Reading - Writing	- Sample memorandum - Readers	Head Start Secondary English - Student's Book 3 page 215 - Teacher's Book 3 page 110	
	6	Listening and speaking	Debate on set book	The learner should be able to argue for or against the given motion based on a literature set book.	- Listening - Speaking - Writing	Prescribed literature set book	Teacher's own resources	
	7 & 8	Reading	Intensive reading: Homestretch chapters 4 & 5/Shreds of Tenderness/Half a Day and Other Stories	The learner should be able to discuss plot, style, themes and character.	- Reading - Discussion - Writing	- Prescribed literature set book - Video and audio tapes from KIE	Homestretch/Shreds of Tenderness/Half a Day and Other Stories	
WEEK 11 & 12	END OF YEAR EXAMINATIONS							