

OXFORD  
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# Sample Schemes of Work

## Head Start

### Secondary English Form 4



## English Form Four Schemes of Work: Term One

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                  | OBJECTIVES                                                                                                                                                                                                                                         | LEARNING/TEACHING ACTIVITIES                                                                                                        | LEARNING/TEACHING RESOURCES                                                                                                                | REFERENCES                                                                                                                                               | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 1      | Listening and speaking | Verbal and non-verbal cues that enhance listening and speaking:<br>Attitude towards school | The learner should be able to: <ul style="list-style-type: none"> <li>• use verbal and non-verbal cues effectively to discuss Achieng's attitude towards school.</li> <li>• discuss how to make the most of their final year in school.</li> </ul> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>                                | <ul style="list-style-type: none"> <li>• Audio tapes</li> </ul>                                                                            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 1</li> <li>• Teacher's Book 4 page 1</li> </ul>       |         |
|        | 2      | Reading                | Study reading: SQ3R                                                                        | The learner should be able to use the SURVEY and QUESTION techniques to study a given passage.                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Extracts from prescribed list set book.</li> <li>• Chart</li> </ul>                               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 1-4</li> <li>• Teacher's Book 4 page 2</li> </ul>    |         |
|        | 3      | Reading                | Comprehension                                                                              | The learner should be able to: <ul style="list-style-type: none"> <li>• answer questions on set passage correctly.</li> <li>• use the given vocabulary correctly.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Loud reading</li> <li>• Writing</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 2-6</li> <li>• Teacher's Book 4 pages 2-3</li> </ul> |         |
|        | 4      | Grammar                | Nouns as subjects and objects                                                              | The learner should be able to identify whether a noun has been used as a subject or object in a sentence.                                                                                                                                          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> <li>• Pictures</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 6-9</li> <li>• Teacher's Book 4 page 3</li> </ul>    |         |
|        | 5      | Writing                | Paraphrasing                                                                               | The learner should be able to paraphrase a given passage.                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Charts</li> </ul>                                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 9</li> <li>• Teacher's Book 4 page 4</li> </ul>       |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                         | OBJECTIVES                                                                                                            | LEARNING/TEACHING ACTIVITIES                                                                                                      | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                                                  | REMARKS |
|--------|--------|------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 6      | Speaking               | Close shave                                                                                       | The learner should be able to demonstrate ability to use verbal and non-verbal skills in narrating the story of Jonah | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Discussion</li> <li>• Reading</li> </ul>                            | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 10</li> <li>• Teacher's Book 4 page 5</li> </ul>                         |         |
|        | 7 & 8  | Reading                | Intensive reading: Homestretch chapters 6 and 7/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the set chapters and analyze language and literary appreciation.                   | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Prescribed set books.</li> <li>• Video and audio tapes from KIE</li> </ul>                                          | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                               |         |
| WEEK 2 | 1      | Listening and speaking | Stress to distinguish word class                                                                  | The learner should be able to use stress to distinguish word class.                                                   | <ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Group work</li> <li>• Speaking</li> <li>• Listening</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Flash cards</li> </ul>                                                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 11-12</li> <li>• Teacher's Book 4 pages 5-6</li> </ul>                  |         |
|        | 2      | Reading                | Reading skills: Study reading                                                                     | The learner should be able to use the 3Rs to study a portion of their literature texts.                               | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Answering questions</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Charts</li> </ul>                                                     | Literature set books<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 12</li> <li>• Teacher's Book 4 page 6</li> </ul> |         |
|        | 3      | Reading                | Comprehension                                                                                     | The learner should be able to answer comprehension questions on the set passage correctly.                            | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>           | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Dictionary</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 13-16</li> <li>• Teacher's Book 4 page 7</li> </ul>                     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC    | SUB-TOPIC                                                                                      | OBJECTIVES                                                                                                                   | LEARNING/TEACHING ACTIVITIES                                                                                                         | LEARNING/TEACHING RESOURCES                                                                                                   | REFERENCES                                                                                                                                                         | REMARKS |
|--------|--------|----------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 2 | 4      | Speaking | Verbal and non verbal cues that enhance listening and speaking                                 | The learner should be able to use his/her verbal and non verbal cues to discuss contributions of great achievers to society. | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Speaking</li> </ul>                              | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 16</li> <li>• Teacher's Book 4 page 7</li> </ul>                |         |
|        | 5      | Grammar  | Nouns as complements                                                                           | The learner should be able to identify and use noun complements correctly.                                                   | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>              | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 8</li> <li>• Teacher's Book 4 pages 16-18</li> </ul>            |         |
|        | 6      | Reading  | Intensive reading: Poetry<br>Tone, mood and attitude                                           | The learner should be able to identify the tone, mood and attitude in a given poem.                                          | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Silent reading</li> <li>• Writing</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio tapes from KIE</li> </ul>                      | Teacher's choice of poem                                                                                                                                           |         |
|        | 7 & 8  | Reading  | Intensive reading: Homestretch chapters 8-11/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read set chapters and analyze plot, themes, character traits and style.                        | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Group work</li> <li>• Writing</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Audio and videotapes from KIE</li> </ul>             | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                      |         |
| WEEK 3 | 1      | Writing  | Punctuating titles of publications, quotations and headings                                    | The learner should be able to punctuate titles of quotations, publications and headings appropriately.                       | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>                               | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Charts</li> </ul>                         | Book titles<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 18</li> <li>• Teacher's Book 4 page 8</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                              | OBJECTIVES                                                                                                              | LEARNING/TEACHING ACTIVITIES                                                                                                         | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                               | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 3 | 2      | Writing                | Headings and sub-headings                              | The learner should be able to use headings and sub-headings to organize text into readable sections.                    | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>                               | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Journals</li> </ul>                                                        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 19</li> <li>• Teacher's Book 4 page 8</li> </ul>      |         |
|        | 3      | Listening and speaking | Polite interruption and turn-taking                    | The learner should be able to demonstrate the etiquette of interrupting, disagreeing, turn-taking and paying attention. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Group work</li> <li>• Discussion</li> </ul>                              | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Readers</li> </ul>                                                                           | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 21</li> <li>• Teacher's Book 4 page 9</li> </ul>      |         |
|        | 4      | Reading                | Reading skills: Note making                            | The learner should be able to use note making as a study skill.                                                         | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Charts</li> </ul>                                                        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 22-23</li> <li>• Teacher's Book 4 page 10</li> </ul> |         |
|        | 5      | Reading                | Comprehension                                          | The learner should be able to answer questions on the given passage and use the vocabulary appropriately.               | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Silent reading</li> <li>• Writing</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> <li>• Dictionary</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 23-26</li> <li>• Teacher's Book 4 page 11</li> </ul> |         |
|        | 6      | Reading                | Intensive reading: Analyzing themes and style in poems | The learner should be able to read the poem and analyze themes and aspects of style.                                    | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Recital</li> <li>• Writing</li> <li>• Presentation</li> </ul>         | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio and videotapes from KIE</li> </ul>                                            | Teacher's choice from prescribed text.                                                                                                                   |         |

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Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                           | OBJECTIVES                                                                                                         | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                              | REFERENCES                                                                                                                                                   | REMARKS |
|--------|--------|------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 3 | 7 & 8  | Reading                | Intensive reading: Homestretch chapters 12 and 13/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the assigned chapters and discuss language aspects as well as literary devices. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Video and audio tapes from KIE</li> </ul>                       | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                |         |
|        | 1      | Grammar                | Interrogative pronouns                                                                              | The learner should be able to identify and use interrogative pronouns correctly in given exercises.                | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> <li>• Charts</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 26-28</li> <li>• Teacher's Book 4 pages 11-12</li> </ul> |         |
| WEEK 4 | 2      | Writing                | Recipes                                                                                             | The learner should be able to write a recipe using the appropriate style.                                          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 28</li> <li>• Teacher's Book 4 page 12</li> </ul>         |         |
|        | 3      | Listening and speaking | Use of tone to reveal attitude                                                                      | The learner should be able to interpret and express attitude using tone.                                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Group work</li> <li>• Discussion</li> </ul>               | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Anthologies of poems</li> </ul>                                          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 30</li> <li>• Teacher's Book 4 page 13</li> </ul>         |         |
|        | 4      | Reading                | Reading skills: Critical reading                                                                    | The learner should be able to apply their critical reading skills to read a given passage.                         | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Chart</li> </ul>                                     | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 31-32</li> <li>• Teacher's Book 4 page 13</li> </ul>     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC   | SUB-TOPIC                                                                                           | OBJECTIVES                                                                                         | LEARNING/TEACHING ACTIVITIES                                                                                    | LEARNING/TEACHING RESOURCES                                                                                                                            | REFERENCES                                                                                                                                                              | REMARKS |
|--------|--------|---------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 4 | 5      | Reading | Comprehension                                                                                       | The learner should be able to answer questions on a passage and use the vocabulary correctly.      | <ul style="list-style-type: none"> <li>Silent reading</li> <li>Discussion</li> <li>Writing</li> </ul>           | <ul style="list-style-type: none"> <li>Supplementary readers for further reading</li> <li>Chart on comprehension skills</li> <li>Dictionary</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 32-35</li> <li>Teacher's Book 4 pages 13-14</li> </ul>                |         |
|        | 6      | Reading | Intensive reading: Poetry: Atmosphere                                                               | The learner should be able to read a poem and identify the prevailing atmosphere projected         | <ul style="list-style-type: none"> <li>Group work</li> <li>Writing</li> <li>Presentation</li> </ul>             | <ul style="list-style-type: none"> <li>Anthologies of poems</li> <li>Audio tapes</li> </ul>                                                            | Teacher's Book 4 from prescribed anthology                                                                                                                              |         |
|        | 7 & 8  | Reading | Intensive reading: Homestretch chapters 14 and 15/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the assigned sections and discuss grammar and literary devices. | <ul style="list-style-type: none"> <li>Reading</li> <li>Discussion</li> <li>Writing</li> </ul>                  | <ul style="list-style-type: none"> <li>Prescribed literature set books</li> <li>Video and audio tapes from KIE</li> </ul>                              | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                           |         |
| WEEK 5 | 1      | Grammar | Relative pronouns                                                                                   | The learner should be able to use relative pronouns in sentence building.                          | <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> </ul> | <ul style="list-style-type: none"> <li>Extracts from literature set books</li> <li>Audio tapes from KIE</li> </ul>                                     | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 35-38</li> <li>Teacher's Book 4 page 15</li> </ul>                    |         |
|        | 2      | Writing | E-mail                                                                                              | The learner should be able to use e-mail efficiently in communication.                             | <ul style="list-style-type: none"> <li>Discussion</li> <li>Listening</li> <li>Writing</li> </ul>                | <ul style="list-style-type: none"> <li>Newspapers</li> <li>Magazines</li> <li>Computers</li> </ul>                                                     | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 39</li> <li>Teacher's Book 4 page 15</li> <li>Sample e-mail</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                           | OBJECTIVES                                                                                                               | LEARNING/TEACHING ACTIVITIES                                                                                         | LEARNING/TEACHING RESOURCES                                                                                                    | REFERENCES                                                                                                                                               | REMARKS |
|--------|--------|------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 5 | 3      | Reading                | Intensive reading: Themes and ideas                                                                 | The learner should be able to analyze themes in prescribed texts.                                                        | <ul style="list-style-type: none"> <li>Teaching</li> <li>Writing</li> <li>Listening</li> <li>Speaking</li> </ul>     | <ul style="list-style-type: none"> <li>Prescribed literature set books</li> <li>Audio tapes from KIE</li> </ul>                | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 39-41</li> <li>Teacher's Book 4 page 16</li> </ul>     |         |
|        | 4      | Listening and speaking | Oral reports                                                                                        | The learner should be able to present oral reports using proper pronunciation, stress, intonation and good organization. | <ul style="list-style-type: none"> <li>Discussion</li> <li>Reading</li> <li>Writing</li> <li>Presentation</li> </ul> | <ul style="list-style-type: none"> <li>Audio tapes from KIE</li> <li>Readers</li> <li>Newspapers</li> <li>Magazines</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 42-43</li> <li>Teacher's Book 4 pages 16-17</li> </ul> |         |
|        | 5      | Speaking               | Oral reports                                                                                        | The learner should be able to prepare and present a report on poverty eradication using acquired skills                  | <ul style="list-style-type: none"> <li>Reading</li> <li>Discussion</li> <li>Writing</li> <li>Presentation</li> </ul> | <ul style="list-style-type: none"> <li>Readers</li> <li>Newspapers</li> <li>Magazines</li> </ul>                               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 42-43</li> <li>Teacher's Book 4 pages 16-17</li> </ul> |         |
|        | 6      | Reading                | Intensive reading: Poetry: Figurative language                                                      | The learner should be able to read a poem and identify metaphors, similes and hyperbole.                                 | <ul style="list-style-type: none"> <li>Discussion</li> <li>Writing</li> <li>Presentation</li> </ul>                  | <ul style="list-style-type: none"> <li>Anthologies of poems</li> </ul>                                                         | Teacher's choice of poem                                                                                                                                 |         |
|        | 7 & 8  | Reading                | Intensive reading: Homestretch chapters 16 and 17/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the assigned chapters and identify various language and literary devices              | <ul style="list-style-type: none"> <li>Reading</li> <li>Discussion</li> <li>Writing</li> </ul>                       | <ul style="list-style-type: none"> <li>Prescribed literature set books</li> <li>Audio tapes from KIE</li> </ul>                | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                            |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                              | OBJECTIVES                                                                                                    | LEARNING/TEACHING ACTIVITIES                                                                                                  | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                                                    | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 6 | 1      | Reading                | Comprehension                                                                                          | The learner should be able to answer set questions and use vocabulary correctly.                              | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                          | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Dictionary</li> <li>• Chart on comprehension skills</li> </ul> | Images of poverty<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 44-48</li> <li>• Teacher's Book 4 page 17</li> </ul> |         |
|        | 2      | Grammar                | Typical endings of adjectives                                                                          | The learner should be able to form adjectives from the given suffixes and use them to form correct sentences. | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Writing</li> <li>• Speaking</li> </ul>                         | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 48-49</li> <li>• Teacher's Book 4 pages 18-19</li> </ul>                  |         |
|        | 3      | Writing                | Imaginative composition:<br>'As I left the room, I thanked God that I had access to a fax machine ...) | The learner should be able to write an imaginative composition using the given beginning.                     | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>                          | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Magazines</li> </ul>                                                                             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 49-50</li> <li>• Teacher's Book 4 pages 19-20</li> </ul>                  |         |
|        | 4      | Listening and speaking | Proverbs                                                                                               | The learner should be able to list the features of a proverb.                                                 | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Group work</li> <li>• Field work</li> </ul> | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Resource person</li> <li>• Audio tapes</li> </ul>                                | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 51</li> <li>• Teacher's Book 4 page 20</li> </ul>                          |         |
|        | 5      | Reading                | Reading skills:<br>Distinguishing facts from opinions                                                  | The learner should be able to distinguish between facts from opinions in a given passage.                     | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>                          | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> </ul>                                                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 52</li> <li>• Teacher's Book 4 page 21</li> </ul>                          |         |

# For use with *Head Start Secondary English*

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC   | SUB-TOPIC                                                                        | OBJECTIVES                                                                                             | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                                   | REMARKS |
|--------|--------|---------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 6 | 6      | Reading | Intensive reading: Symbolism                                                     | The learner should be able to read a poem and identify and explain the symbols used.                   | <ul style="list-style-type: none"> <li>• Recital</li> <li>• Discussing</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio tapes</li> </ul>                                                              | Teachers' choice from suitable text                                                                                                                          |         |
|        | 7 & 8  | Reading | Homestretch chapters 18 and 19/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the set chapters and discuss language, themes, style and characters | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Video and audio tapes from KIE</li> </ul>                                           | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                |         |
| WEEK 7 | 1      | Reading | Comprehension                                                                    | The learner should be able to answer questions on the set passage and use vocabulary correctly.        | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Silent reading</li> <li>• Writing</li> </ul>                | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• chart on comprehension skills</li> <li>• Dictionary</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 52-56</li> <li>• Teacher's Book 4 pages 21-22</li> </ul> |         |
|        | 2      | Grammar | Functions of adjectives                                                          | The learner should be able to use adjectives correctly.                                                | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 56-58</li> <li>• Teacher's Book 4 page 22</li> </ul>     |         |
|        | 3      | Writing | Instructions                                                                     | The learner should be able to write instructions correctly.                                            | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 58-59</li> <li>• Teacher's Book 4 pages 22-23</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                              | OBJECTIVES                                                                                                                  | LEARNING/TEACHING ACTIVITIES                                                                                                 | LEARNING/TEACHING RESOURCES                                                                                                   | REFERENCES                                                                                                                                           | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 7 | 4      | Reading                | Intensive reading:<br>Oral literature<br>Language in<br>proverbs                                       | The learner should be able to discuss the use of language in proverbs.                                                      | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> <li>• Field visits</li> </ul> | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Resource person</li> <li>• Audio tapes</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 59</li> <li>• Teacher's Book 4 page 23</li> </ul> |         |
|        | 5      | Writing                | Imaginative composition:<br>'A rolling stone gathers no moss'                                          | The learner should be able to write an imaginative composition to illustrate the proverb 'a rolling stone gathers no moss'. | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>    | <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Oral literature readers</li> <li>• Chart</li> </ul>             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 60</li> <li>• Teacher's Book 4 page 23</li> </ul> |         |
|        | 6      | Listening and speaking | Rhythm and rhyme                                                                                       | The learner should be able to read a poem to bring out rhythm and rhyme appropriately.                                      | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Presentation</li> </ul>                    | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio tapes</li> </ul>                               | Poem from a suitable text                                                                                                                            |         |
|        | 7 & 8  | Reading                | Intensive reading:<br>Homestretch chapters 20 and 21/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read the assigned sections and identify and explain literary aspects.                         | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Presentation</li> <li>• Reading</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Video and audio tapes from KIE</li> </ul> | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                        |         |
| WEEK 8 | 1      | Listening and speaking | Oral reports                                                                                           | The learner should be able to apply the oral reports preparation and presentation skills effectively.                       | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Charts</li> </ul>                                             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 61</li> <li>• Teacher's Book 4 page 24</li> </ul> |         |

# For use with *Head Start Secondary English*

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                     | OBJECTIVES                                                                                      | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                               | REMARKS |
|--------|--------|------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 8 | 2      | Reading                | Reading skills: Recognizing attitude and tone | The learner should be able to distinguish between tone and attitude.                            | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Anthologies of poems</li> </ul>                                                              | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 61-62</li> <li>• Teacher's Book 4 page 24</li> </ul> |         |
|        | 3      | Reading                | Comprehension                                 | The learner should be able to answer questions on the passage and use vocabulary correctly.     | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Dictionary</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 62-65</li> <li>• Teacher's Book 4 page 25</li> </ul> |         |
|        | 4      | Grammar                | Participle phrases                            | The learner should be able to use participle phrases correctly.                                 | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 66-68</li> <li>• Teacher's Book 4 page 26</li> </ul> |         |
|        | 5      | Writing                | Letters of inquiry                            | The learner should be able to write letters of inquiry.                                         | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Sample letters</li> <li>• Magazines</li> <li>• Newspapers</li> </ul>                                                | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 68-69</li> <li>• Teacher's Book 4 page 26</li> </ul> |         |
|        | 6      | Listening and speaking | Alliteration                                  | The learner should be able to read a poem, identify alliteration and explain its effectiveness. | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discussion</li> <li>• Writing</li> </ul>              | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Anthologies of poems</li> </ul>                                                              | Poem from a suitable text                                                                                                                                |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                   | OBJECTIVES                                                                                             | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                              | REFERENCES                                                                                                                                                   | REMARKS |
|--------|--------|------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 8 | 7 & 8  | Reading                | Intensive reading: Homestretch chapter 22/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read selected sections and discuss language as well as literary devices. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Video and audio tapes from KIE</li> </ul>                        | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                |         |
|        | 1      | Listening and speaking | Hare and Tortoise                                                                           | The learner should be able to discuss the features of a fable.                                         | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> </ul>                    | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Resource person</li> <li>• Audio tapes</li> </ul>            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 70</li> <li>• Teacher's Book 4 pages 27-28</li> </ul>     |         |
| WEEK 9 | 2      | Reading                | Comprehension                                                                               | The learner should be able to answer the set questions and use the vocabulary appropriately.           | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers</li> <li>• Dictionary</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 70-72</li> <li>• Teacher's Book 4 pages 28-29</li> </ul> |         |
|        | 3      | Writing                | Letters of inquiry                                                                          | The learner should be able to write a letter of inquiry.                                               | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Sample letters</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 73</li> <li>• Teacher's Book 4 page 30</li> </ul>         |         |
|        | 4      | Grammar                | Revision exercises                                                                          | The learner should be able to answer the set questions correctly.                                      | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 72-73</li> <li>• Teacher's Book 4 page 29</li> </ul>     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|         | LESSON | TOPIC                  | SUB-TOPIC                                                                        | OBJECTIVES                                                                                                               | LEARNING/TEACHING ACTIVITIES                                                                               | LEARNING/TEACHING RESOURCES                                                                                      | REFERENCES                                                                                                                                               | REMARKS |
|---------|--------|------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 9  | 5      | Writing                | Narrative                                                                        | The learner should write his/her own version of the story 'Waiting for the village teacher to return'.                   | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>         | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 70-71</li> <li>• Teacher's Book 4 page 28</li> </ul> |         |
|         | 6      | Reading                | Intensive reading: Non-standard English                                          | The learner should be able to read a poem and rewrite the non-standard English words and expressions in standard English | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discussion</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Chart</li> <li>• Dictionary</li> </ul>  | Poem from a suitable text                                                                                                                                |         |
|         | 7 & 8  | Reading                | Homestretch chapters 23 and 24/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read assigned chapters and discuss the characters, themes and style.                       | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>       | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul> | Homesretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                             |         |
| WEEK 10 | 1      | Listening and speaking | Impromptu speeches                                                               | The learner should be able to prepare and present an impromptu speech.                                                   | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>     | <ul style="list-style-type: none"> <li>• Audio tapes</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 74</li> <li>• Teacher's Book 4 page 30</li> </ul>     |         |
|         | 2      | Reading                | Reading skills: Interpretive reading                                             | The learner should be able to apply interpretive reading effectively using the set play.                                 | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Listening</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Extracts from the set texts</li> </ul>                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 74-75</li> <li>• Teacher's Book 4 page 31</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 1

|         | LESSON | TOPIC    | SUB-TOPIC                                                                    | OBJECTIVES                                                                                                                            | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                                   | REMARKS |
|---------|--------|----------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 10 | 3      | Reading  | Comprehension                                                                | The learner should be able to answer comprehension questions and use vocabulary correctly.                                            | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>                      | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Dictionary</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 75-78</li> <li>• Teacher's Book 4 page 31</li> </ul>     |         |
|         | 4      | Grammar  | Participle phrases                                                           | The learner should be able to use participle phrases appropriately.                                                                   | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 79-80</li> <li>• Teacher's Book 4 pages 32-33</li> </ul> |         |
|         | 5      | Speaking | Use of verbal and non-verbal cues in listening and speaking:<br>Public talk  | The learner should be able to use verbal and non-verbal cues to talk about people he/she did not like at first but grew to like them. | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 75</li> <li>• Teacher's Book 4 page 32</li> </ul>         |         |
|         | 6      | Reading  | Intensive reading:<br>Irony and sarcasm                                      | The learner should be able to read a poem and discuss the use of irony and sarcasm.                                                   | <ul style="list-style-type: none"> <li>• Recital</li> <li>• Discussion</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio tapes from KIE</li> </ul>                                                     | Teacher's choice of poem from suitable text                                                                                                                  |         |
|         | 7 & 8  | Reading  | Homestretch chapters 25-28/Shreds of Tenderness/Half a Day and Other Stories | The learner should be able to read and discuss language and use literary devices in the literature set books.                         | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Audio and videotapes from KIE</li> </ul>                                            | Homestretch/Shreds of Tenderness/Half a Day and Other Stories                                                                                                |         |

## English Form Four Schemes of Work: Term Two

|        | LESSON | TOPIC                  | SUB-TOPIC            | OBJECTIVES                                                                                                                                                  | LEARNING/TEACHING ACTIVITIES                                                                                                 | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                   | REMARKS |
|--------|--------|------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 1      | Writing                | Letters of request   | The learner should be able to write letters of request as instructed.                                                                                       | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Writing</li> </ul>                       | <ul style="list-style-type: none"> <li>• Sample letters</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 81</li> <li>• Teacher's Book 4 page 33</li> </ul>         |         |
|        | 2      | Listening and speaking | Role-play: Integrity | The learner should be able to display creativity and use correct pronunciation, stress and intonation, and non-verbal skills in the role-play on integrity. | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Group work</li> <li>• Speaking</li> <li>• Listening</li> </ul> | <ul style="list-style-type: none"> <li>• Audio and videotapes</li> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 83</li> <li>• Teacher's Book 4 page 33</li> </ul>         |         |
|        | 3      | Reading                | Comprehension        | The learner should be able to answer questions on the play correctly.                                                                                       | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Reading</li> <li>• Listening</li> <li>• Writing</li> </ul>     | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 83-88</li> <li>• Teacher's Book 4 pages 34-35</li> </ul> |         |
|        | 4      | Speaking               | Let's talk           | The learner should be able to discuss ways in which he/she can celebrate his or her birthday.                                                               | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                                            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 88</li> <li>• Teacher's Book 4 page 35</li> </ul>         |         |
|        | 5      | Grammar                | Gerunds              | The learner should be able to use gerunds correctly.                                                                                                        | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 89-90</li> <li>• Teacher's Book 4 pages 35-36</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                         | OBJECTIVES                                                                                                                         | LEARNING/TEACHING ACTIVITIES                                                                                                        | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                               | REMARKS |
|--------|--------|------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 6      | Writing                | Reviews                                                                           | The learner should be able to write a book review correctly.                                                                       | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>             | <ul style="list-style-type: none"> <li>• Sample reviews</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                          | Newspapers<br>Samples of book reviews                                                                                                                    |         |
|        | 7 & 8  | Reading                | Intensive reading:<br>Coming to Birth (revision)<br>Language and literary devices | The learner should be able to read the prescribed section, identify and illustrate aspects of language and figurative expressions. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussions</li> <li>• Writing</li> </ul>                               | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul>            | Coming to Birth                                                                                                                                          |         |
| WEEK 2 | 1      | Writing                | Punctuation                                                                       | The learner should be able to write and punctuate correctly.                                                                       | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Writing</li> <li>• Reading</li> <li>• Marking</li> </ul>             | <ul style="list-style-type: none"> <li>• Extracts from set books</li> <li>• Readers</li> <li>• Charts</li> </ul>                       | Teacher's choice of suitable exercises                                                                                                                   |         |
|        | 2      | Reading                | Intensive reading:<br>Studying a play:<br>Layout of the play text                 | The learner should be able to distinguish between a play, poem and a novel.                                                        | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>             | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Audio and videotapes from KIE</li> </ul>           | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 91-92</li> <li>• Teacher's Book 4 page 37</li> </ul> |         |
|        | 3      | Listening and speaking | Oral poetry                                                                       | The learner should be able to discuss the features of an oral poem.                                                                | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discussion</li> <li>• Listening</li> </ul>                        | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Resource person</li> <li>• Audio tapes</li> </ul>          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 94</li> <li>• Teacher's Book 4 page 38</li> </ul>     |         |
|        | 4      | Reading                | Comprehension                                                                     | The learner should be able to answer questions on the passage.                                                                     | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Silent reading</li> <li>• Listening</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 95</li> <li>• Teacher's Book 4 page 39</li> </ul>     |         |

# For use with **Head Start Secondary English**

Form 4  
Schemes of Work  
Term 2

|        | 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 the meaning of new words and use them correctly in sentences.                       | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 97</li> <li>• Teacher's Book 4 page 39</li> </ul>                                             |         |
|        | 6      | Speaking | Let's talk                                                 | The learner should be able to display understanding of issues raised in the passage.                                   | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>                    | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 98</li> <li>• Teacher's Book 4 page 35</li> </ul>                                             |         |
|        | 7 & 8  | Reading  | Intensive reading: Coming to Birth (revision)<br>Flashback | The learner should be able to identify passages in which flashback is used and state the effectiveness of this device. | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul> | Coming to Birth                                                                                                                                                                                  |         |
| WEEK 3 | 1      | Writing  | Summaries                                                  | The learner should be able to summarize a given passage as instructed.                                                 | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Writing</li> </ul>                     | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Charts</li> </ul>                    | Homestretch/<br>Coming to Birth/<br>The Merchant of Venice                                                                                                                                       |         |
|        | 2      | Writing  | Reviews                                                    | The learner should be able to write a book review as instructed.                                                       | <ul style="list-style-type: none"> <li>• Oral account</li> <li>• Reading</li> <li>• Discussion</li> </ul>               | <ul style="list-style-type: none"> <li>• Sample reviews</li> <li>• Extracts from literature set books</li> </ul>            | Newspapers, magazines, journals<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 99-100</li> <li>• Teacher's Book 4 pages 36-37</li> </ul> |         |

# For use with **Head Start Secondary English**

Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                      | OBJECTIVES                                                                                                          | LEARNING/TEACHING ACTIVITIES                                                                                                 | LEARNING/TEACHING RESOURCES                                                                                                              | REFERENCES                                                                                                                                                 | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 3 | 3      | Listening and speaking | Features of an oral poem                                                       | The learner should be able to describe the features of an oral poem.                                                | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>                         | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Audio tapes</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 100</li> <li>• Teacher's Book 4 page 40</li> </ul>      |         |
|        | 4      | Listening and speaking | Etiquette: Negotiation skills                                                  | The learner should be able to demonstrate good negotiation skills.                                                  | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Speaking</li> <li>• Pair work</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Charts</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 102</li> <li>• Teacher's Book 4 page 41</li> </ul>      |         |
|        | 5      | Reading                | Comprehension                                                                  | The learner should be able to answer questions on the passage correctly.                                            | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Supplementary readers</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 103-106</li> <li>• Teacher's Book 4 page 42</li> </ul> |         |
|        | 6      | Speaking               | Use of verbal and non-verbal cues<br>Family entertainment                      | The learner should be able to use verbal and non-verbal cues to discuss forms of family entertainment.              | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Charts</li> </ul>                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 106</li> <li>• Teacher's Book 4 page 43</li> </ul>      |         |
|        | 7 & 8  | Reading                | Intensive reading: Coming to Birth (revision)<br>Language and literary devices | The learner should be able to identify and illustrate various aspects of grammar and literary devices in the novel. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul>              | Coming to Birth                                                                                                                                            |         |

# For use with **Head Start Secondary English**

Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC   | SUB-TOPIC                        | OBJECTIVES                                                                                       | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                            | REFERENCES                                                                                                                                                                                              | REMARKS |
|--------|--------|---------|----------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 4 | 1      | Writing | Official letters                 | The learner should be able to respond to an official letter using the correct style and format.  | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Sample letters</li> <li>• Magazines</li> <li>• Newspapers</li> </ul>          | Sample letter                                                                                                                                                                                           |         |
|        | 2      | Reading | Wordpower                        | The learner should be able to give the meaning of new words and use them correctly in sentences. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 104</li> <li>• Teacher's Book 4 page 42</li> </ul>                                                   |         |
|        | 3      | Grammar | Position of adverbs in sentences | The learner should be able to place adverbs in the correct positions in sentences.               | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 106-109</li> <li>• Teacher's Book 4 page 43</li> </ul>                                              |         |
|        | 4      | Writing | Expository writing               | The learner should be able to write an expository essay correctly.                               | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set books</li> <li>• Newspapers</li> </ul>              | Sample essays<br>Newspapers, journals<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 109-110</li> <li>• Teacher's Book 4 pages 43-44</li> </ul> |         |
|        | 5      | Reading | Extensive reading                | The learner should be able to gather information on a given topic from varied sources.           | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Discussion</li> </ul>                    | <ul style="list-style-type: none"> <li>• Readers</li> </ul>                                                            | Library<br>Newspapers, journals<br>Internet                                                                                                                                                             |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                      | OBJECTIVES                                                                                                             | LEARNING/TEACHING ACTIVITIES                                                                                                          | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 4 | 6      | Listening and speaking | Discussion: Drug abuse                                                         | The learner should be able to display discussion skills in handling the given topic                                    | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading aloud</li> <li>• Group work</li> <li>• Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Chart</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 111</li> <li>• Teacher's Book 4 pages 44-45</li> </ul> |         |
|        | 7 & 8  | Reading                | Intensive reading: Coming to Birth (revision)<br>Language and literary devices | The learner should be able to analyze language and literary aspects in the novel.                                      | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> <li>• Reading</li> <li>• Writing</li> </ul>          | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio tapes from KIE</li> </ul>                     | Coming to Birth                                                                                                                                           |         |
| WEEK 5 | 1      | Reading                | Intensive reading: Poetry: Simile, Metaphor, Hyperbole                         | The learner should be able to correctly explain the use of similes metaphor and hyperbole in a given poem.             | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> </ul>                                                               | Copy of 'letter from a contract worker'                                                                                                                   |         |
|        | 2      | Reading                | Comprehension                                                                  | The learner should be able to answer the set comprehension questions correctly.                                        | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>               | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 111</li> <li>• Teacher's Book 4 page 45</li> </ul>     |         |
|        | 3      | Reading                | Wordpower                                                                      | The learner should be able to define new words and use them correctly.                                                 | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>               | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 114</li> <li>• Teacher's Book 4 page 45</li> </ul>     |         |
|        | 4      | Listening and speaking | Discussion: Drug and substance abuse                                           | The learner should be able to display critical and analytical thinking in discussing solution to the problem of drugs. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Journals</li> <li>• Magazines</li> </ul>             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 115</li> <li>• Teacher's Book 4 page 45</li> </ul>     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                      | OBJECTIVES                                                                                            | LEARNING/TEACHING ACTIVITIES                                                                                                    | LEARNING/TEACHING RESOURCES                                                                                                                | REFERENCES                                                                                                                                                | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 5 | 5      | Grammar                | Functions of prepositions in sentences                                         | The learner should be able to use prepositions correctly.                                             | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Listening</li> <li>• Speaking</li> </ul>         | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> <li>• Pictures</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 115</li> <li>• Teacher's Book 4 page 46</li> </ul>     |         |
|        | 6      | Writing                | Expository writing                                                             | The learner should be able to write an expository essay correctly.                                    | <ul style="list-style-type: none"> <li>• Explanations</li> <li>• Discussions</li> <li>• Listening</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Chart</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 118</li> <li>• Teacher's Book 4 page 47</li> </ul>     |         |
|        | 7 & 8  | Reading                | Intensive reading: Coming to Birth (revision)<br>Language and literary devices | The learner should be able to discuss the themes in the novel.                                        | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> <li>• Writing</li> </ul>                       | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul>                | Coming to Birth                                                                                                                                           |         |
| WEEK 6 | 1      | Writing                | Book review                                                                    | The learner should be able to write a review on a chosen text.                                        | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> <li>• Reading</li> </ul>                            | <ul style="list-style-type: none"> <li>• Book review samples</li> <li>• Newspapers</li> </ul>                                              | One of the set books                                                                                                                                      |         |
|        | 2      | Listening and speaking | Listening comprehension: 'Getting lost in a big, foreign city'                 | The learner should be able to display listening comprehension skills by answering questions correctly | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> </ul>                            | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Chart</li> </ul>                                                           | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 120</li> <li>• Teacher's Book 4 pages 48-49</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC   | SUB-TOPIC                                                 | OBJECTIVES                                                                                        | LEARNING/TEACHING ACTIVITIES                                                                                                 | LEARNING/TEACHING RESOURCES                                                                                                 | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|---------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 6 | 3      | Reading | Comprehension                                             | The learner should be able to answer questions on the given passage correctly.                    | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Supplementary readers</li> <li>• Chart on comprehension skills</li> </ul>          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 120-123</li> <li>• Teacher's Book 4 page 49</li> </ul>     |         |
|        | 4      | Reading | Wordpower                                                 | The learner should be able to give the meanings of new words and use them correctly in sentences. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 122-123</li> <li>• Teacher's Book 4 pages 49-50</li> </ul> |         |
|        | 5      | Grammar | Functions of conjunctions                                 | The learner should be able to give use of conjunctions correctly.                                 | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 124-125</li> <li>• Teacher's Book 4 pages 50-51</li> </ul> |         |
|        | 6      | Writing | Expository writing                                        | The learner should be able to write an expository essay based on the literature set books.        | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>                          | <ul style="list-style-type: none"> <li>• Literature set books</li> <li>• Chart</li> </ul>                                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 126</li> <li>• Teacher's Book 4 page 51</li> </ul>          |         |
|        | 7 & 8  | Reading | Intensive reading: Coming to Birth (revision): Characters | The learner should be able to analyze the characters in terms of their roles and traits.          | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> <li>• Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul> | Coming to Birth                                                                                                                                                |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                             | OBJECTIVES                                                                                                        | LEARNING/TEACHING ACTIVITIES                                                                                                 | LEARNING/TEACHING RESOURCES                                                                                                             | REFERENCES                                                                                                                                                 | REMARKS |
|--------|--------|------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 7 | 1      | Reading                | Intensive reading:<br>Poetry:<br>• Oxymoron<br>Paradox<br>• Euphemism | The learner should be able to identify and explain the given aspects of style.                                    | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Explanation</li> <li>• Group work</li> </ul>                  | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> </ul>                                                                | Suitable poem                                                                                                                                              |         |
|        | 2      | Listening and speaking | Hot seating                                                           | The learner should be able to display listening, speaking, critical thinking and analytical skills in discussion. | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Discussion</li> <li>• Listening</li> <li>• Speaking</li> </ul> | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 127</li> <li>• Teacher's Book 4 page 52</li> </ul>      |         |
|        | 3      | Reading                | Comprehension                                                         | The learner should be able to answer questions on the passage correctly.                                          | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Charts on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 127-130</li> <li>• Teacher's Book 4 page 53</li> </ul> |         |
|        | 4      | Reading                | Wordpower                                                             | The learner should be able to give the meanings of new words and use them correctly in sentences.                 | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 129-130</li> <li>• Teacher's Book 4 page 52</li> </ul> |         |
|        | 5      | Grammar                | Inversions                                                            | The learner should be able to use inversions correctly.                                                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>      | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 130-132</li> <li>• Teacher's Book 4 page 53</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                            | OBJECTIVES                                                                           | LEARNING/TEACHING ACTIVITIES                                                                                                    | LEARNING/TEACHING RESOURCES                                                                                                           | REFERENCES                                                                                                                                                                     | REMARKS |
|--------|--------|------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 7 | 6      | Writing                | Questionnaires                                                       | The learner should be able to develop a questionnaire as instructed.                 | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Discussion</li> <li>• Writing</li> <li>• Reading</li> </ul>        | <ul style="list-style-type: none"> <li>• Sample questionnaires</li> <li>• Magazines</li> <li>• Newspapers</li> </ul>                  | Sample questionnaires<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 132</li> <li>• Teacher's Book 4 page 54</li> </ul> |         |
|        | 7 & 8  | Reading                | Intensive reading: Coming to Birth (revision)<br>Argumentative essay | The learner should be able to write an argumentative essay based on the novel.       | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Discussion</li> <li>• Writing</li> <li>• Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul>                      | Coming to Birth                                                                                                                                                                |         |
| WEEK 8 | 1      | Writing                | Diaries                                                              | The learner should be able to write a diary as instructed.                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>         | <ul style="list-style-type: none"> <li>• Sample diaries</li> <li>• Charts</li> <li>• Readers</li> </ul>                               | Sample diaries<br>Teacher's notes                                                                                                                                              |         |
|        | 2      | Listening and speaking | Oral song                                                            | The learner should be able to read a poem using stress and intonation appropriately. | <ul style="list-style-type: none"> <li>• Reading aloud</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Oral literature readers</li> <li>• Audio tapes</li> </ul>                                    | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 134</li> <li>• Teacher's Book 4 pages 54-55</li> </ul>                      |         |
|        | 3      | Reading                | Comprehension                                                        | The learner should be able to answer comprehension questions on the poem correctly.  | <ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Writing</li> <li>• Marking</li> </ul>                        | <ul style="list-style-type: none"> <li>• Anthologies of poems for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 134-136</li> <li>• Teacher's Book 4 page 55</li> </ul>                     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                        | OBJECTIVES                                                                           | LEARNING/TEACHING ACTIVITIES                                                                                      | LEARNING/TEACHING RESOURCES                                                                                             | REFERENCES                                                                                                                                            | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 8 | 4      | Grammar                | <ul style="list-style-type: none"> <li>Gerunds</li> <li>Adverbs</li> <li>Prepositions</li> </ul> | The learner should be able to use gerunds, adverbs and prepositions correctly.       | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Marking</li> </ul>                       | <ul style="list-style-type: none"> <li>Extracts from literature set books</li> <li>Audio tapes from KIE</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 137</li> <li>Teacher's Book 4 page 56</li> </ul>     |         |
|        | 5      | Writing                | Expository writing                                                                               | The learner should be able to write an expository essay correctly.                   | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                                        | <ul style="list-style-type: none"> <li>Prescribed literature set books</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 137</li> <li>Teacher's Book 4 page 56</li> </ul>     |         |
|        | 6      | Listening and speaking | Proverbs                                                                                         | The learner should be able to discuss the meaning and application of given proverbs. | <ul style="list-style-type: none"> <li>Pair work</li> <li>Discussion</li> <li>Presentation</li> </ul>             | <ul style="list-style-type: none"> <li>Oral literature readers</li> <li>Audio tapes</li> <li>Resource person</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 138</li> <li>Teacher's Book 4 pages 57-58</li> </ul> |         |
|        | 7 & 8  | Reading                | Intensive reading: Coming to Birth (revision): Expository essay                                  | The learner should be able to write an expository essay based on the word.           | <ul style="list-style-type: none"> <li>Discussion</li> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul> | <ul style="list-style-type: none"> <li>Prescribed set book</li> <li>Video and audio tapes from KIE</li> </ul>           | Coming to Birth                                                                                                                                       |         |
| WEEK 9 | 1      | Writing                | Curriculum vitae                                                                                 | The learner should be able to state the major components of a CV and write one.      | <ul style="list-style-type: none"> <li>Discussion</li> <li>Writing</li> <li>Reading</li> </ul>                    | <ul style="list-style-type: none"> <li>Sample curriculum vitae</li> <li>Charts</li> <li>Newspapers</li> </ul>           | Sample CVs                                                                                                                                            |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|        | LESSON | TOPIC   | SUB-TOPIC                                     | OBJECTIVES                                                                                       | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|---------|-----------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 9 | 2      | Reading | Comprehension                                 | The learner should be able to answer the set questions on the passage.                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 139-142</li> <li>• Teacher's Book 4 pages 58-59</li> </ul> |         |
|        | 3      | Reading | Wordpower                                     | The learner should be able to know the meaning of new words and use them correctly in sentences. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 141-142</li> <li>• Teacher's Book 4 page 58</li> </ul>     |         |
|        | 4      | Grammar | Inversions                                    | The learner should be able to use inversions correctly.                                          | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>                               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 142-144</li> <li>• Teacher's Book 4 page 59</li> </ul>     |         |
|        | 5      | Writing | Imaginative compositions                      | The learner should be able to write a humorous composition.                                      | <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Discussion</li> <li>• Writing</li> </ul>                  | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Magazines</li> <li>• Newspapers</li> </ul>                                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 144</li> <li>• Teacher's Book 4 pages 59-60</li> </ul>      |         |
|        | 6      | Reading | Intensive reading: How to study a short story | The learner should be able to identify and explain the characteristics of a short story          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Charts</li> </ul>                                              | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 145</li> <li>• Teacher's Book 4 page 60</li> </ul>          |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|         | LESSON | TOPIC                  | SUB-TOPIC                                                                                               | OBJECTIVES                                                                                                                | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                     | REMARKS |
|---------|--------|------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 9  | 7 & 8  | Reading                | Intensive reading:<br>The Merchant of Venice (revision)<br>• Imagery<br>• Poetic language<br>• Proverbs | The learner should be able to explain the use of proverbs, imagery and poetic language using illustrations from the text. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul>                       | The Merchant of Venice                                                                                                                                         |         |
|         | 1      | Listening and speaking | Sound effects                                                                                           | The learner should be able to read out a poem to illustrate sound effects.                                                | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Recitation</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Anthologies of poems</li> <li>• Audio tapes</li> </ul>                                        | Suitable poem from prescribed anthology                                                                                                                        |         |
| WEEK 10 | 2      | Listening and speaking | Noise pollution                                                                                         | The learner should be able to display speaking and non-verbal skills to discuss noise pollution.                          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role-play</li> <li>• Group work</li> </ul>               | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Journals</li> </ul>             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 147-148</li> <li>• Teacher's Book 4 pages 60-61</li> </ul> |         |
|         | 3      | Reading                | Comprehension                                                                                           | The learner should be able to answer questions on the passage correctly.                                                  | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 148-152</li> <li>• Teacher's Book 4 page 62</li> </ul>     |         |
|         | 4      | Reading                | Wordpower                                                                                               | The learner should be able to give the meanings of new words and use them correctly in sentences.                         | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 151-152</li> <li>• Teacher's Book 4 page 61</li> </ul>     |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|         | LESSON | TOPIC                  | SUB-TOPIC                                                                                                                     | OBJECTIVES                                                                                                                | LEARNING/TEACHING ACTIVITIES                                                                                                      | LEARNING/TEACHING RESOURCES                                                                                                                                            | REFERENCES                                                                                                                                                 | REMARKS |
|---------|--------|------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 10 | 5      | Speaking               | Use of verbal and non-verbal cues<br>Let's talk:<br>Conservation on environment                                               | The learner should be able to use verbal and non-verbal cues to express his/her views on conservation of the environment. | <ul style="list-style-type: none"> <li>Group work</li> <li>Discussion</li> <li>Presentation</li> </ul>                            | <ul style="list-style-type: none"> <li>Audio tapes</li> <li>Newspapers</li> <li>Magazines</li> <li>Journals</li> <li>Pictures on environmental conservation</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 152</li> <li>Teacher's Book 4 page 62</li> </ul>          |         |
|         | 6      | Grammar                | Substitution                                                                                                                  | The learner should be able to use substitution correctly in sentences.                                                    | <ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul>                   | <ul style="list-style-type: none"> <li>Extracts from literature set books</li> <li>Audio tapes from KIE</li> </ul>                                                     | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 152-153</li> <li>Teacher's Book 4 pages 62-63</li> </ul> |         |
|         | 7 & 8  | Reading                | Intensive reading:<br>The Merchant of Venice <ul style="list-style-type: none"> <li>Asides</li> <li>Dramatic Irony</li> </ul> | The learner should be able to discuss asides and dramatic irony with illustrations from the text.                         | <ul style="list-style-type: none"> <li>Reading</li> <li>Discussion</li> <li>Dramatization</li> <li>Writing</li> </ul>             | <ul style="list-style-type: none"> <li>Prescribed set book</li> <li>Audio and videotapes from KIE</li> </ul>                                                           | The Merchant of Venice                                                                                                                                     |         |
| WEEK 11 | 1      | Writing                | Paragraphing                                                                                                                  | The learner should be able to write a paragraph as instructed.                                                            | <ul style="list-style-type: none"> <li>Discussion</li> <li>Reading</li> <li>Writing</li> </ul>                                    | <ul style="list-style-type: none"> <li>Extracts from literature set books</li> </ul>                                                                                   | Teachers own resources                                                                                                                                     |         |
|         | 2      | Listening and speaking | Dramatization:<br>HIV/AIDS                                                                                                    | The learner should be able to practise dramatization skills                                                               | <ul style="list-style-type: none"> <li>Silent reading</li> <li>Loud reading</li> <li>Discussion</li> <li>Dramatization</li> </ul> | <ul style="list-style-type: none"> <li>Charts</li> <li>Readers</li> <li>Newspapers</li> <li>Magazines</li> </ul>                                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 155</li> <li>Teacher's Book 4 pages 63-64</li> </ul>      |         |

# For use with *Head Start Secondary English*

English Form 4  
Schemes of Work  
Term 2

|         | LESSON | TOPIC   | SUB-TOPIC                                                                                                                                                                    | OBJECTIVES                                                                                        | LEARNING/TEACHING ACTIVITIES                                                                                                       | LEARNING/TEACHING RESOURCES                                                                                                 | REFERENCES                                                                                                                                                     | REMARKS |
|---------|--------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 11 | 3      | Reading | Comprehension                                                                                                                                                                | The learner should be able to answer questions on the passage correctly.                          | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> </ul>                               | <ul style="list-style-type: none"> <li>• Supplementary readers</li> <li>• Chart on comprehension skills</li> </ul>          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 156-160</li> <li>• Teacher's Book 4 pages 64-65</li> </ul> |         |
|         | 4      | Reading | Wordpower                                                                                                                                                                    | The learner should be able to give the meanings of new words and use them correctly in sentences. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>            | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 159</li> <li>• Teacher's Book 4 page 64</li> </ul>          |         |
|         | 5      | Grammar | Ellipsis                                                                                                                                                                     | The learner should be able to avoid repetition in writing by using ellipsis.                      | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> <li>• Writing</li> </ul>            | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 160-161</li> <li>• Teacher's Book 4 page 65</li> </ul>     |         |
|         | 6      | Writing | Autobiography                                                                                                                                                                | The learner should be able to write an autobiography correctly.                                   | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>                                | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Magazines</li> <li>• Journals</li> </ul>                        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 161-162</li> <li>• Teacher's Book 4 page 65</li> </ul>     |         |
|         | 7 & 8  | Reading | Intensive reading:<br>The Merchant of Venice (revision) <ul style="list-style-type: none"> <li>• Biblical allusion</li> <li>Rhetorical questions</li> <li>happier</li> </ul> | The learner should be able to analyze the given aspects using illustrations from the text         | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul> | The Merchant of Venice                                                                                                                                         |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 2

|         | LESSON | TOPIC                  | SUB-TOPIC                               | OBJECTIVES                                                                                         | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                          | REMARKS |
|---------|--------|------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 12 | 1      | Writing                | Recipes                                 | The learner should be able to write a recipe as instructed.                                        | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Sample recipes</li> </ul>                                                                     | Samples of recipes                                                                                                                                                  |         |
|         | 2      | Listening and speaking | Pronunciation                           | The learner should be able to pronounce given homophones correctly.                                | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>                    | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Charts</li> </ul>                                                      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 163</li> <li>• Teacher's Book 4 page 66</li> </ul>               |         |
|         | 3      | Reading                | Comprehension                           | The learner should be able to answer questions on the passage correctly.                           | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | Videotapes<br><b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 163</li> <li>• Teacher's Book 4 page 67</li> </ul> |         |
|         | 4      | Reading                | Wordpower                               | The learner should be able to give the meanings of the new words and use them correctly sentences. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 165</li> <li>• Teacher's Book 4 pages 66-67</li> </ul>           |         |
|         | 5      | Speaking               | Debate:<br>Should abortion be legalized | The learner should be able to argue for or against the motion.                                     | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>                    | <ul style="list-style-type: none"> <li>• Chart on debating procedure</li> <li>• Readers</li> <li>• Newspapers</li> </ul>               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 166</li> <li>• Teacher's Book 4 page 67</li> </ul>               |         |
|         | 6      | Grammar                | Sentence connectors                     | The learner should be able to state the types of connectors and use them correctly.                | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 166-168</li> <li>• Teacher's Book 4 page 67</li> </ul>          |         |

# For use with *Head Start Secondary English*

English Form 4  
Schemes of Work  
Term 2

|                | LESSON | TOPIC   | SUB-TOPIC                                                                                     | OBJECTIVES                                                                                | LEARNING/TEACHING ACTIVITIES                                                                         | LEARNING/TEACHING RESOURCES                                                                                      | REFERENCES             | REMARKS |
|----------------|--------|---------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------|---------|
| <b>WEEK 12</b> | 7 & 8  | Reading | Intensive reading:<br>The Merchant of Venice<br>• Symbolism<br>• Contrast<br>• Use of letters | The learner should be able to analyze the given aspects with illustrations from the text. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul> | The Merchant of Venice |         |

## English Form Four Schemes of Work: Term Three

|        | LESSON | TOPIC                  | SUB-TOPIC         | OBJECTIVES                                                                                                    | LEARNING/TEACHING ACTIVITIES                                                                                                         | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                 | REMARKS |
|--------|--------|------------------------|-------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 1      | Writing                | Curriculum vitae  | The learner should be able to write a CV using the correct style and format.                                  | <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> <li>• Writing</li> </ul>                             | <ul style="list-style-type: none"> <li>• Sample CV</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 169</li> <li>• Teacher's Book 4 pages 68-69</li> </ul>  |         |
|        | 2      | Listening and speaking | Poetry recitation | The learner should be able to use stress, intonation and non-verbal skills to enhance listening and speaking. | <ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Loud reading</li> <li>• Reciting</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes from KIE</li> <li>• Anthologies of poems</li> </ul>                               | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 171</li> <li>• Teacher's Book 4 page 69</li> </ul>      |         |
|        | 3      | Reading                | Comprehension     | The learner should be able to answer questions on the passage correctly.                                      | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>              | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 173-176</li> <li>• Teacher's Book 4 page 70</li> </ul> |         |
|        | 4      | Reading                | Wordpower         | The learner should be able to give the meanings of new words and use them correctly in sentences.             | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>              | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 175</li> <li>• Teacher's Book 4 page 70</li> </ul>      |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                                                        | OBJECTIVES                                                                                    | LEARNING/TEACHING ACTIVITIES                                                                                                  | LEARNING/TEACHING RESOURCES                                                                                            | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 1 | 5      | Grammar                | Question tags                                                                                                                    | The learner should be able to use question tags correctly.                                    | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Pair work</li> <li>• Explanation</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 176-178</li> <li>• Teacher's Book 4 pages 71-72</li> </ul> |         |
|        | 6      | Writing                | Biography                                                                                                                        | The learner should be able to write a biography correctly.                                    | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>       | <ul style="list-style-type: none"> <li>• Sample biographies</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 178-179</li> <li>• Teacher's Book 4 page 72</li> </ul>     |         |
|        | 7      | Reading                | Intensive reading:<br>The Merchant of Venice (revision)<br>Themes:<br>Love and Prejudice/<br>friendship<br>xenophobia<br>Fortune | The learner should be able to explain the given themes using illustrations from the text.     | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>     | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul>       | The Merchant of Venice                                                                                                                                         |         |
| WEEK 2 | 1      | Listening and speaking | Listening to speeches                                                                                                            | The learner should be able to display good listening skills by answering questions correctly. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Discussion</li> </ul>                       | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Chart</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 181</li> <li>• Teacher's Book 4 pages 73-74</li> </ul>      |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC   | SUB-TOPIC              | OBJECTIVES                                                                                        | LEARNING/TEACHING ACTIVITIES                                                                                            | LEARNING/TEACHING RESOURCES                                                                                                       | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|---------|------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 2 | 2      | Reading | Comprehension          | The learner should be able to answer comprehension questions on the passage correctly.            | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Supplementary readers</li> <li>• Chart on comprehension skills</li> </ul>                | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 181-185</li> <li>• Teacher's Book 4 page 75</li> </ul>     |         |
|        | 3      | Reading | Wordpower              | The learner should be able to give the meanings of new words and use them correctly in sentences. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 184</li> <li>• Teacher's Book 4 page 74</li> </ul>          |         |
|        | 4      | Grammar | Sentence restructuring | The learner should be able to restructure sentences correctly.                                    | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>            | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 185-186</li> <li>• Teacher's Book 4 page 76</li> </ul>     |         |
|        | 5      | Writing | Speeches               | The learner should be able to identify features of a good speech.                                 | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Discussion</li> <li>• Listening</li> </ul>            | <ul style="list-style-type: none"> <li>• Sample speeches</li> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 186-188</li> <li>• Teacher's Book 4 pages 76-77</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                                                                                          | OBJECTIVES                                                                                 | LEARNING/TEACHING ACTIVITIES                                                                                                                                  | LEARNING/TEACHING RESOURCES                                                                                                            | REFERENCES                                                                                                                                                 | REMARKS |
|--------|--------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 2 | 6      | Speaking               | Debate: use of mobile phones in school                                                                                                                             | The learner should be able to argue for or against the given motion.                       | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Readers</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                                 | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 185</li> <li>• Teacher's Book 4 page 76</li> </ul>      |         |
|        | 7 & 8  | Reading                | Intensive reading: The Merchant of Venice (revision)<br>Themes: <ul style="list-style-type: none"> <li>• Disguise</li> <li>• Destiny</li> <li>• Justice</li> </ul> | The learner should be able to explain the given themes using illustrations from the text.  | <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Dramatization</li> <li>• Discussions</li> <li>• Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Prescribed set book</li> <li>• Audio and videotapes from KIE</li> </ul>                       | The Merchant of Venice                                                                                                                                     |         |
| WEEK 3 | 1      | Listening and speaking | Poetry dramatization                                                                                                                                               | The learner should be able to display poetry dramatization skills and analyze the poem     | <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Silent reading</li> <li>• Loud reading</li> <li>• Discussions</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Music festivals audio tapes on elocution</li> </ul>                    | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 189-190</li> <li>• Teacher's Book 4 page 77</li> </ul> |         |
|        | 2      | Reading                | Oral literature                                                                                                                                                    | The learner should be able to answer the questions on the passage correctly.               | <ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Group work</li> <li>• Listening</li> <li>• Writing</li> </ul>                               | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 191-193</li> <li>• Teacher's Book 4 page 78</li> </ul> |         |
|        | 3      | Reading                | Wordpower                                                                                                                                                          | The learner should be able to give the meanings of new words and expressions and use them. | <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Flash cards</li> </ul>                                                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 192</li> <li>• Teacher's Book 4 page 78</li> </ul>      |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC                  | SUB-TOPIC                                                                                                                                                                   | OBJECTIVES                                                                                | LEARNING/TEACHING ACTIVITIES                                                                                                      | LEARNING/TEACHING RESOURCES                                                                                                 | REFERENCES                                                                                                                                            | REMARKS |
|--------|--------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 3 | 4      | Grammar                | Revision on pronouns                                                                                                                                                        | The learner should be able to avoid repetition by using pronouns correctly.               | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Listening</li> <li>• Speaking</li> </ul>           | <ul style="list-style-type: none"> <li>• Extracts from literature set books</li> <li>• Audio tapes from KIE</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 193</li> <li>• Teacher's Book 4 page 79</li> </ul> |         |
|        | 5      | Listening and speaking | Speeches                                                                                                                                                                    | The learner should be able to make a speech using appropriate verbal and non-verbal cues. | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>           | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                  | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 194</li> <li>• Teacher's Book 4 page 79</li> </ul> |         |
|        | 6      | Listening and speaking | Pronunciation                                                                                                                                                               | The learner should be able to pronounce words correctly.                                  | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Presentation</li> <li>• Writing</li> </ul>                         | <ul style="list-style-type: none"> <li>• Audio tapes</li> <li>• Dictionary</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 195</li> <li>• Teacher's Book 4 page 80</li> </ul> |         |
|        | 7 & 8  | Reading                | Intensive reading: The Merchant of Venice (revision)<br>Themes: <ul style="list-style-type: none"> <li>• Betrayal</li> <li>• Materialism</li> <li>• Extravagance</li> </ul> | The learner should be able to analyze the given themes with illustrations from the text.  | <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Group work</li> <li>• Presentations</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set book</li> <li>• Audio and videotapes from KIE</li> </ul> | The Merchant of Venice                                                                                                                                |         |

# For use with **Head Start Secondary English**

|        | LESSON | TOPIC    | SUB-TOPIC                                                                                                                                               | OBJECTIVES                                                                | LEARNING/TEACHING ACTIVITIES                                                                      | LEARNING/TEACHING RESOURCES                                                                                                                                  | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 4 | 1      | Reading  | Comprehension                                                                                                                                           | The learner should be able to answer questions on the passage correctly.  | <ul style="list-style-type: none"> <li>• Reading silently</li> <li>• Writing</li> </ul>           | <ul style="list-style-type: none"> <li>• Supplementary readers for further reading</li> <li>• Chart on comprehension skills</li> <li>• Dictionary</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 195-198</li> <li>• Teacher's Book 4 pages 80-81</li> </ul> |         |
|        | 2      | Grammar  | <ul style="list-style-type: none"> <li>• Restructuring sentences</li> <li>• Question tags</li> <li>• Connectors</li> <li>• Paragraph writing</li> </ul> | The learner should be able to use the given aspects of grammar correctly. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Marking</li> </ul> | <ul style="list-style-type: none"> <li>• Extracts from prescribed set books</li> <li>• Audio tapes from KIE</li> </ul>                                       | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 198-199</li> <li>• Teacher's Book 4 pages 81-82</li> </ul> |         |
|        | 3      | Writing  | Speeches                                                                                                                                                | The learner should be able to write a speech in the appropriate style.    | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Literature set books</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                                          | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 199</li> <li>• Teacher's Book 4 page 82</li> </ul>          |         |
|        | 4      | Revision | Writing a memo<br>Cloze test                                                                                                                            | The learner should be able to answer set questions correctly.             | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Marking</li> </ul> | <ul style="list-style-type: none"> <li>• Readers (literary and non-literary)</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>                           | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 200</li> <li>• Teacher's Book 4 page 83</li> </ul>          |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC           | SUB-TOPIC                                                                                                                                                                                | OBJECTIVES                                                                                                                                          | LEARNING/TEACHING ACTIVITIES                                                                   | LEARNING/TEACHING RESOURCES                                                                                             | REFERENCES                                                                                                                                             | REMARKS |
|--------|--------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 4 | 5      | Revision (test) | Writing a speech<br>Listening                                                                                                                                                            | The learner should be able to: <ul style="list-style-type: none"> <li>explain how to make a speech.</li> <li>list good listening skills.</li> </ul> | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                     | <ul style="list-style-type: none"> <li>Readers</li> <li>Newspapers</li> <li>Journals</li> <li>Magazines</li> </ul>      | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 200</li> <li>Teacher's Book 4 pages 83-84</li> </ul>  |         |
|        | 6      | Revision (test) | Poem (Infant Sorrow)<br>Pronunciation                                                                                                                                                    | The learner should be able to answer set questions correctly.                                                                                       | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                     | <ul style="list-style-type: none"> <li>Anthologies of poems</li> <li>Audio tapes</li> </ul>                             | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 200-201</li> <li>Teacher's Book 4 page 84</li> </ul> |         |
|        | 7 & 8  | Reading         | Intensive reading: Homestretch/ Shreds of Tenderness/Half a Day and Other Stories (revision) <ul style="list-style-type: none"> <li>Characters</li> <li>Style</li> <li>Themes</li> </ul> | The learner should be able to analyze the given passage in terms of characters, style and themes.                                                   | <ul style="list-style-type: none"> <li>Reading</li> <li>Discussion</li> <li>Writing</li> </ul> | <ul style="list-style-type: none"> <li>Chart on comprehension skills</li> <li>Prescribed literature set book</li> </ul> | Homestretch/ Shreds of Tenderness/Half a Day and Other Stories                                                                                         |         |
| WEEK 5 | 1      | Revision (test) | Dialogue                                                                                                                                                                                 | The learner should be able to use courteous language to complete the conversation.                                                                  | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                     | <ul style="list-style-type: none"> <li>Audio tapes</li> <li>Newspapers</li> <li>Magazines</li> </ul>                    | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 201</li> <li>Teacher's Book 4 page 84</li> </ul>      |         |
|        | 2      | Revision (test) | Comprehension                                                                                                                                                                            | The learner should be able to respond appropriately to the questions.                                                                               | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                     | <ul style="list-style-type: none"> <li>Chart on comprehension skills</li> </ul>                                         | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 pages 202-204</li> <li>Teacher's Book 4 page 85</li> </ul> |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC           | SUB-TOPIC                                                                                                                | OBJECTIVES                                                                                                           | LEARNING/TEACHING ACTIVITIES                                                   | LEARNING/TEACHING RESOURCES                                                                                         | REFERENCES                                                                                                                                                     | REMARKS |
|--------|--------|-----------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 5 | 3      | Revision (test) | Comprehension                                                                                                            | The learner should be able to answer questions from the given passage correctly.                                     | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Chart on comprehension skills</li> </ul>                                   | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 205-207</li> <li>• Teacher's Book 4 pages 86-87</li> </ul> |         |
|        | 4      | Revision (test) | Poetry<br>'Unto Thy Hands'                                                                                               | The learner should be able to answer questions on the poem correctly.                                                | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Anthologies of poems for further reading</li> </ul>                        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 pages 208-209</li> <li>• Teacher's Book 4 page 87</li> </ul>     |         |
|        | 5      | Revision (test) | <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Rewriting sentences</li> <li>• Phrasal verbs</li> </ul> | The learner should be able to answer the given questions correctly.                                                  | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes from KIE</li> <li>• Prescribed literature set books</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 210</li> <li>• Teacher's Book 4 page 87</li> </ul>          |         |
|        | 6      | Revision (test) | Writing:<br>'Conservation of the environment'                                                                            | The learner should be able to write an expository essay on the given topic using the appropriate style and register. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Audio tapes from KIE</li> <li>• Newspapers</li> <li>• Magazines</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>• Student's Book 4 page 211</li> <li>• Teacher's Book 4 page 88</li> </ul>          |         |

# For use with **Head Start Secondary English**

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC   | SUB-TOPIC                                                                                                                                                                    | OBJECTIVES                                                                                                                                  | LEARNING/TEACHING ACTIVITIES                                                                         | LEARNING/TEACHING RESOURCES                                                                                             | REFERENCES                                                                                                                                            | REMARKS |
|--------|--------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| WEEK 5 | 7 & 8  | Reading | Intensive reading: Homestretch/ Shreds of Tenderness/Half a Day and Other Stories <ul style="list-style-type: none"> <li>Character</li> <li>Style</li> <li>Themes</li> </ul> | The learner should be able to write an argumentative essay based on the set text.                                                           | <ul style="list-style-type: none"> <li>Reading</li> <li>Group work</li> <li>Presentations</li> </ul> | <ul style="list-style-type: none"> <li>Prescribed literature set book</li> <li>Audio and videotapes from KIE</li> </ul> | Homestretch/ Shreds of Tenderness/Half a Day and Other Stories                                                                                        |         |
|        | 1      | Writing | Imaginative composition: 'It is more blessed to give than to receive'                                                                                                        | The learner should be able to write an imaginative composition to illustrate the saying that, 'It is more blessed to give than to receive'. | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                           | <ul style="list-style-type: none"> <li>Readers</li> <li>Newspapers</li> <li>Magazines</li> </ul>                        | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 211</li> <li>Teacher's Book 4 pages 88-89</li> </ul> |         |
| WEEK 6 | 2      | Reading | Intensive reading: 'The attitude of the Christian character is to blame for the vengeful behaviour of Shylock'                                                               | The learner should be able to write an argumentative essay on the given topic.                                                              | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                           | <ul style="list-style-type: none"> <li>Prescribed literature set book</li> <li>Audio and videotapes from KIE</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 211</li> <li>Teacher's Book 4 page 89</li> </ul>     |         |
|        | 3      | Reading | Homestretch /Shreds of Tenderness/Half a Day and Other Stories                                                                                                               | The learner should be able to write an expository essay based on the set text.                                                              | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                           | <ul style="list-style-type: none"> <li>Prescribed literature set book</li> <li>Audio and videotapes from KIE</li> </ul> | <b>Head Start Secondary English</b> <ul style="list-style-type: none"> <li>Student's Book 4 page 211</li> <li>Teacher's Book 4 page 90</li> </ul>     |         |
|        | 4      | Reading | Intensive reading: Context questions: Coming to Birth                                                                                                                        | The learner should be able to answer questions on the given extract.                                                                        | <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>                           | <ul style="list-style-type: none"> <li>Prescribed literature set book</li> <li>Audio and videotapes from KIE</li> </ul> | Coming to Birth                                                                                                                                       |         |

# For use with *Head Start Secondary English*

English Form 4  
Schemes of Work  
Term 3

|        | LESSON | TOPIC   | SUB-TOPIC                                                                                  | OBJECTIVES                                                                  | LEARNING/TEACHING ACTIVITIES                                                                                                  | LEARNING/TEACHING RESOURCES                                                                                                   | REFERENCES                                                           | REMARKS |
|--------|--------|---------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------|
| WEEK 6 | 5      | Reading | Intensive reading:<br>Context questions:<br>The Merchant of Venice                         | The learner should be able to answer the questions on the extract           | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Prescribed literature set book.</li> <li>• Audio and videotapes from KIE.</li> </ul> | The Merchant of Venice                                               |         |
|        | 6      | Reading | Intensive reading:<br>Relevance of the novel to present-day Kenya                          | The learner should be able to write an essay on the relevance of the novel. | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Prescribed literature set book.</li> <li>• Audio and videotapes from KIE.</li> </ul> | Coming to Birth                                                      |         |
|        | 7 & 8  | Reading | Intensive reading:<br>Homestretch<br>/Shreds of<br>Tenderness/Half a Day and Other Stories | The learner should be able to write an argumentative essay on the set text. | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading</li> <li>• Writing</li> <li>• Presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed literature set book.</li> <li>• Audio and videotapes from KIE.</li> </ul> | Homestretch/<br>Shreds of<br>Tenderness/Half a Day and Other Stories |         |