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| **SECONDARY SCHOOL**  **P.O BOX 797-60200**  **MERU**  **TEACHER: TERM:ONE**  **CLASS: FORM THREE YEAR: 2021**  **SUBJECT:ENGLISH** | | | | | | | | |
| WK | LESSON | TOPIC | SUB - TOPIC | OBJECTIVES | LEARNING/TEACHING ACTIVITIES | RESOURCES | REFERENCES | REMARKS |
| 1 | 1 | LISTENING AND SPEAKING | STRESS | By the end of the lesson, the learner should be able to:   * Stress the appropriate syllables in words * Appreciate the fact that stress contributes to meaning | * Students reading words given in pairs * Change roles after first reading | * Readers * Pictures | * Secondary English Book 3 students book Page 1-2 * Teachers Book page 1-2 * English dictionary |  |
|  | 2 | STUDY SKILLS | Study reading | By the end of the lesson, the learner should be able to:   * Choose the right place and time to study * Develop techniques for concentration. * Identify the main points as well as the supporting materials. | * Writing * Discussion * Reading | * Demonstration of sitting postures. * Chalkboard * posters | * SecondaryEnglish Book 3 students book Page 2-3 * Teachers guide page 2 |  |
|  | 3&4 | READING | Comprehension  The Miracle of Adolescence | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Show awareness of the changes that take place during adolescence. | Reading comprehension | * Pre-reading active * ties | * SecondaryEnglish Book 3 students book Page 3-5 * Teachers guide page 2-4 |  |
|  | 5/6 | GRAMMAR | Common ways of forming nouns | By the end of the lesson, the learner should be able to:   * Form nouns using common noun-forming suffixes * Use nouns bearing the relevant suffixes in sentences. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 5-8 * Teachers guide page 4-6 |  |
|  | 7/8 | WRITING | SUBSTITUTION IN WRITING | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Use a variety of sentence structures and vocabulary * Substitute words for others in order to eliminate clumsiness and repetition. | * Discussing * Writing | Writing | * Secondary English Book 3 students book Page 8 * Teachers guide page 7-8 |  |
| 2 | 1&2 | Intensive reading | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of Blossoms of the Savannah | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 3 | LISTENING AND SPEAKING | INTONATION | By the end of the lesson, the learner should be able to:   * Use rising intonation correctly * Use falling intonation correctly | * Students to work in pairs read given sentences as statement and as questions | chalkboard | * Secondary English Book 3 students book Page 9-11 * Teachers guide page 9 |  |
|  | 4 | STUDY SKILLS | Techniques of pre-reading | By the end of the lesson, the learner should be able to:   * Survey reading materials * Formulate pre-reading questions | * Reading | chalkboard | * Secondary English Book 3 students book Page 11-12 * Teachers guide page 10 |  |
|  | 5/6 | READING | Comprehension  **The bitter forbidden fruit** | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used * Appreciate the need to abstain from pre-marital sex. | * Reading comprehension * Writing * Discussion * Reading | * Pre-reading activities | * Secondary English Book 3 students book Page12-14 * Teachers guide page 11-12 |  |
|  | 7/8 | GRAMMAR | Gender-sensitive language | By the end of the lesson, the learner should be able to:   * Recognize gender biased language * Use gender-sensitive language | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 14-16 * Teachers guide page 12-13 |  |
| 3 | 1&2 | WRITING | Transitional words that add information | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Recognize transitional words used in adding information. * Use transitional words used in adding information | * Writing * Discussion | chalkboard | * Secondary English Book 3 students book Page 16-17 * Teachers guide page14-15 |  |
|  | 3&4 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 5 | LISTENING AND SPEAKING | Rhythm | By the end of the lesson, the learner should be able to:   * Identify features of rhythm in a poem * Appreciate the importance of using rhythm in poetry. * Read a poem to bring out its rhythm. | * Reciting poems * Chanting | Chalkboard  Poems on manila | * Secondary English Book 3 students book Page 18-20 * Poems from East Africa * Demystifying poetry |  |
|  | 6 | STUDY SKILLS | Concentration techniques in reading | By the end of the lesson, the learner should be able to:   * Survey through learning material * Write pre-reading questions * Review the material just read. | * Reading | chalkboard | * Secondary English Book 3 students book Page 20-21 * Teachers guide page 18 |  |
|  | 7/8 | READING | Comprehension  Restoring Integrity in the public service | By the end of the lesson, the learner should be able to:   * Appreciate the importance of integrity in the public service * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension * Teacher explanation | * Pre-reading activities | * Secondary English Book 3 students book Page 21-24 * Teachers guide page 19 |  |
| 4 | ½ | GRAMMAR | Case in pronouns | By the end of the lesson, the learner should be able to:   * Identify pronouns in their various case forms. * Use pronouns correctly in the various case forms. | * Discussing * Writing sentences * Teacher explanation | * Dictionary * chalkboard | * Secondary English Book 3 students book Page 24-27 * Teachers guide page 21 |  |
|  | ¾ | WRITING | Transitional words that show contrast | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Identify transitional words that show contrast * Correctly use the transitional words that show contrast | * Writing * discussion | Chalkboard | * Secondary English Book 3 students book Page 28 * Teachers guide page 24-25 |  |
|  | 5/6 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 7 | LISTENING AND SPEAKING | Alliteration and assonance | By the end of the lesson, the learner should be able to:   * Identify alliteration in poetry * Identify assonance in poetry * Explain use of alliteration in poetry * Explain the use of assonance in poetry | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 29-31 * Teachers guide page 26-28 |  |
|  | 8 | STUDY SKILLS | Note-making | By the end of the lesson, the learner should be able to:   * Distinguish main points from illustrations * Organize the main points to make notes | * Reading * Writing | chalkboard | * Secondary English Book 3 students book Page 31-32 * Teachers guide page 28 |  |
| 5 | 1&2 | READING | Comprehension  Women break from shackles of traditions | By the end of the lesson, the learner should be able to:   * Appreciate the importance of gender equality * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension * Teacher explanation | * Pre-reading activities | * Secondary English Book 3 students book Page 32-34 * Teachers guide page 29-31 |  |
|  | 3&4 | GRAMMAR | demonstratives | By the end of the lesson, the learner should be able to:   * Recognize demonstrative words correctly * Use demonstrative words correctly * Mark agreement with demonstrative words correctly | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 34-36 * Teachers guide page 31 |  |
|  | **MID-TERM ONE 2021 BREAK** | | | | | | | |
| 6 | 1 | LISTENING AND SPEAKING | Dilemma stories | By the end of the lesson, the learner should be able to: | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page * Teachers guide pa |  |
|  | 2 | STUDY SKILLS | Studying a poem through an analysis of diction | By the end of the lesson, the learner should be able to:   * Develop an interest in reading poetry * Distinguish among the different kinds of vocabulary available to poets. * Relate diction to the meaning of a poem. | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 40-41 * Teachers guide pa |  |
|  | 3&4 | READING | Comprehension  Citizens role in good governance | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension * Teacher explanation | * Pre-reading activities | * Secondary English Book 3 students book Page 43-45 * Teachers guide page 39-40 |  |
|  | 5/6 | GRAMMAR | Transitive and intransitive verbs | By the end of the lesson, the learner should be able to:   * Distinguish between transitive and intransitive use of verbs. * Construct sentences using verbs transitively and intransitively | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 45-48 * Teachers guide page 4-6 |  |
|  | 7/8 | WRITING | Use of the colon and the semi-colon, and writing reminders | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Demonstrate mastery in the use of the colon and the semicolon. * Write reminders. | * Writing * discussion | chalkboard | * Secondary English Book 3 students book Page 48-50 * Teachers guide page 45-46 |  |
| 7 | 1&2 | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet |  | By the end of the lesson, the learner should be able to:   * Read the text * Discuss the background of the novel * Discuss the character traits, themes and style in the novel write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 3 | LISTENING AND SPEAKING | Features of dilemma story | By the end of the lesson, the learner should be able to:   * Discuss the features of a dilemma story re-tell a dilemma story | * Story-telling | * chalkboard | * Secondary English Book 3 students book Page 51-52 * Teachers guide page 48-49 * Oral literature |  |
|  | 4 | STUDY SKILLS | Appreciating a poem | By the end of the lesson, the learner should be able to:   * Identify the features of a poem systematically, analyze a poem. | * Reciting poems * reading | * Reading * Writing * Discussion | * Secondary English Book 3 students book Page 51-52 * Teachers guide page 48-49 * Poems from East Africa |  |
|  | 5&6 | READING | Comprehension  HIV The Emotional Journey | By the end of the lesson, the learner should be able to:   * Appreciate the emotional experiences of HIV infected persons. * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 55-56 * Teachers guide page 52-53 |  |
|  | 7&8 | GRAMMAR | Infinitives | By the end of the lesson, the learner should be able to:   * Recognize infinitive uses of verbs * Construct sentences using both the to-infinitive and the ing-infinitive. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 56-58 * Teachers guide page 54-55 |  |
| 8 | 1&2 | WRITING | The use of dash and parentheses, and writing personal journals | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Use the dash and parentheses correctly * Write personal journals. | * Writing * discussion | Chalkboard  Sample journals | * Secondary English Book 3 students book Page 58-60 * Teachers guide page 56-57 |  |
|  | 3&4 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss the background of the novel * Discuss the character traits, themes and style in the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 5 | LISTENING AND SPEAKING | Aetiological narratives | By the end of the lesson, the learner should be able to:   * Listen and respond to information on etiological narrative. * Explain what an etiological story is. | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 61-63 * Teachers guide page 59 |  |
|  | 6 | STUDY SKILLS | Critical reading: looking for evidence | By the end of the lesson, the learner should be able to:  Read critically by identifying evidence  Read critically by evaluating evidence. | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 63-64 * Teachers guide page 60 |  |
|  | 7&8 | READING | Comprehension  “Our rights and responsibilities” | By the end of the lesson, the learner should be able to:   * Appreciate their rights * Appreciate their responsibilities * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension | * Chalkboard | * Secondary English Book 3 students book Page 64-66 * Teachers guide page 62 |  |
| 9 | 1&2 | Evaluation | End term one examination | By the end of the lesson, the learner should be able to respond to all the questions | * Writing * Invigilation |  | * Question paper * Marking scheme |  |
|  | 3&4 | Evaluation | End term one examination | By the end of the lesson, the learner should be able to respond to all the questions | * Writing * Invigilation |  | * Question paper * Marking scheme |  |
|  | 5&6 | Evaluation | End term one examination | By the end of the lesson, the learner should be able to respond to all the questions | * Writing * Invigilation |  | * Question paper * Marking scheme |  |
|  | 7 | Evaluation | End term one examination | By the end of the lesson, the learner should be able to respond to all the questions | * Writing * Invigilation |  | * Question paper * Marking scheme |  |
|  | 8 | Evaluation | End term one examination | By the end of the lesson, the learner should be able to respond to all the questions | * Writing * Invigilation |  | * Question paper * Marking scheme |  |
| 10 | **MARKING AND ANALYSIS OF END OF TERM ONE RESULTS** | | | | | | | |
| **KINJO MIXED DAY SECONDARY SCHOOL**  **P.O BOX 797-60200**  **MERU**  **TEACHER:MRS MUTEMBEI TERM:TWO**  **CLASS: FORM THREE YEAR:2021**  **SUBJECT: ENGLISH** | | | | | | | | |
| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | TEACHING&LEARNING ACTIVITIES | RESOURCES | REFERENCES | REMARKS |
| 1 | 1&2 | GRAMMAR | Phrasal verbs and idiomatic expressions | By the end of the lesson, the learner should be able to:   * Recognize phrasal verbs and idiomatic expressions * Use phrasal verbs and idiomatic expressions correctly * Appreciate the expressive value of this forms | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 66-69 * Teachers guide page 63-64 |  |
|  | 3&4 | WRITING | Thank you and congratulatory messages | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Write thank you messages * Write congratulatory messages | * Writing * discussion | Chalkboard  Sample messages of thanks | * Secondary English Book 3 students book Page 69-70 * Teachers guide page 66-67 |  |
|  | 5&6 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading aloud * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 7 | LISTENING AND SPEAKING | Features of aetiological narratives | By the end of the lesson, the learner should be able to:   * Role-play in etiological narratives * Identify features of etiological narratives | * speaking | Chalkboard | * Secondary English Book 3 students book Page 71-73 * Teachers guide page 68-69 |  |
|  | 8 | STUDY SKILLS | Recognize tone and attitude | By the end of the lesson, the learner should be able to:   * Recognize and describe tone and attitude in a piece of writing | * Reciting | Chalkboard | * Secondary English Book 3 students book Page 73-74 * Teachers guide page 70-71 |  |
| 2 | 1 | READING | Comprehension  A slip not a Fall | By the end of the lesson, the learner should be able to:   * Appreciate the value of education. * Answer questions on the passage correctly. * Learn and use new vocabulary. | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 74-76 * Teachers guide page 72-73 |  |
|  | 2&3 | GRAMMAR | Participles | By the end of the lesson, the learner should be able to:   * Recognize participles * Distinguish between verbal and adjectival participles * Use participles | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 76-80 * Teachers guide page 74-76 |  |
|  | 4&5 | WRITING | Messages of condolences | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Appreciate the need to empathize with others. * Write messages of condolences | * Writing * Discussion | Chalkboard  Sample condolence messages | * Secondary English Book 3 students book Page80-81 * Teachers guide page76-77 |  |
|  | 6&7 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 8 | LISTENING AND SPEAKING | Giving and receiving instructions | By the end of the lesson, the learner should be able to:   * Explain good features of instructions * Give effective instructions | * Writing * Discussion * Reading | Chalkboard | * Secondary English Book 3 students book Page 82-83 * Teachers guide page 79 |  |
| 3 | 1 | STUDY SKILLS | Distinguish facts from opinions | By the end of the lesson, the learner should be able to:   * Develop a critical attitude as they read or listen. * Distinguish between a fact and an opinion | * Writing * Discussion * Reading | Chalkboard | * Secondary English Book 3 students book Page 83-84 * Teachers guide pag81-82 |  |
|  | 2&3 | READING | Comprehension  The Great Revelation | By the end of the lesson, the learner should be able to:   * Appreciate the need to pay attention to our spiritual needs. * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 84-86 * Teachers guide page 82-83 |  |
|  | 4&5 | GRAMMAR | Quantifiers: few, a few, little and a little. | By the end of the lesson, the learner should be able to:   * Use the quantifiers few, a few, little and a little. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page86-88 * Teachers guide page 84-85 |  |
|  | 6 | WRITING | Imaginative compositions | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Identify the features of an imaginative composition * Demonstrate the ability to create suspense in a story | * Writing * Discussion | chalkboard | * Secondary English Book 3 students book Page 88-89 * Teachers guide page 86-87 |  |
|  | 7&8 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
| 4 | 1 | LISTENING AND SPEAKING | Debating | By the end of the lesson, the learner should be able to:   * Appreciate the importance of developing debating skills * Participate in a debate and observe the conventions of debating | * discussion | Chalkboard  Picture on students book 3 | * Secondary English Book 3 students book Page 91-92 * Teachers guide page 89 |  |
|  | 2 | STUDY SKILLS | Reading aloud: interpretive reading | By the end of the lesson, the learner should be able to:   * Explain the meaning of interpretative reading * Practice reading poems and passages interpretively | * Reading | Chalkboard  Written speeches | * Secondary English Book 3 students book Page 93-95 * Teachers guide page 92 |  |
|  | 3&4 | READING | Comprehension  Global Warming | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 96-98 * Teachers guide page 94-96 |  |
|  | 5/6 | GRAMMAR | Attributive and predicative use of adjectives | By the end of the lesson, the learner should be able to:   * Distinguish between attributive and predicative use of adjectives * Use adjectives attributively and predicatively in their own writing | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 98-100 * Teachers guide pg 96-98 |  |
|  | 7/8 | WRITING | Telegrams | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Identify main features of telegram * Compose an effective telegram message | * Writing * discussion | Chalkboard | * Secondary English Book 3 students book Page 100 * Teachers guide page 99-100 |  |
| 5 | 1&2 | POETRY | POETRY | Discuss poetic features in a poem | * Writing * Discussion * Reading |  | * Understanding Poetry by Ezekiel Alembi |  |
|  | 3&4 | INSTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the nove | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 5 | LISTENING AND SPEAKING | Giving directions | By the end of the lesson, the learner should be able to:   * Appreciate the importance of clear and correct directions * Give clear and correct directions. | * Discussion | Chalkboard  Sketch map | * Secondary English Book 3 students book Page 101 * Teachers guide page 101 |  |
|  | 6 | STUDY SKILLS | Handling context questions | By the end of the lesson, the learner should be able to:   * Place an extract in its context * Answer context questions correctly | * reading | Chalkboard  Excerpts from novels | * Secondary English Book 3 students book Page 101-103 * Teachers guide page 103-105 |  |
|  | 7&8 | READING | Comprehension  The grand deception | By the end of the lesson, the learner should be able to:   * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 104-106 * Teachers guide page 105-107 |  |
| 6 | 1 | GRAMMAR | Formation of adverbs | By the end of the lesson, the learner should be able to:   * Recognize adverbs * Form and use adverbs in sentences | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 106-108 * Teachers guide page 108-109 |  |
|  | 2&3 | WRITING | Letters of application | By the end of the lesson, the learner should be able to:   * Identify features of a good application letter * Write a good a[application letter | * Writing * discussion | Chalkboard  Sample letters | * Secondary English Book 3 students book Page108-110 * Teachers guide page 109-110 |  |
|  | 4&5 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 6 | LISTENING AND SPEAKING | Non-verbal cues in communication | By the end of the lesson, the learner should be able to:   * Appreciate the need to dress properly * Recognize aspects of appropriate dressing and grooming and how these are related to communication | * Writing * Discussion * Reading | Chalkboard  Newspaper cuttings on grooming | * Secondary English Book 3 students book Page 111 * Teachers guide page 111 |  |
|  | 7 | STUDY SKILLS | Character and characterization in literary works | By the end of the lesson, the learner should be able to:   * Identify the different ways in which authors reveal their characters * Describe a character correctly | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 111-113 * Teachers guide page 112-113 |  |
|  | 8 | READING | Comprehension  Why monkeys live on trees | By the end of the lesson, the learner should be able to:   * Identify etiological narratives * Describe characters in aetiological narratives * Answer questions on the passage correctly. * Learn and use new vocabulary | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 114-116 * Teachers guide page 114-116 |  |
| 7 | 1 | GRAMMAR | Functions of adverbs | By the end of the lesson, the learner should be able to:   * Recognize the functions of adverbs * Use adverbs correctly | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 117-118 * Teachers guide page 116-119 |  |
|  | 2&3 | WRITING | Writing reports | By the end of the lesson, the learner should be able to:   * Write a report * Appreciate the importance of writing reports * Explain the different parts of a report | * Writing * Discussion | Chalkboard  Sample report | * Secondary English Book 3 students book Page118-119 * Teachers guide page 119-120 |  |
|  | 4&5 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 6 | LISTENING AND SPEAKING | Hot-seating | By the end of the lesson, the learner should be able to:  -Define hot-seating and set up hot-seating sessions  -individually impersonate a main character in a play, a novel or short story  Prepare to field questions about their character and role | * Speaking * Discussion | chalkboard | * Secondary English Book 3 students book Page 120-121 * Teachers guide page 121-122 |  |
|  | 7&8 | STUDY SKILLS | How to read the short story | By the end of the lesson, the learner should be able to analyze and appreciate :   * The plot of a short story * The characters in a short story * The style of a short story * The point of view of a short story * The themes and experience of a short story | * Writing * Discussion * Reading | Chalkboard  A chart | * Secondary English Book 3 students book Page 122-124 * Teachers guide page 122-123 |  |
| 8 | 1 | READING | Comprehension  A precious Gift | By the end of the lesson, the learner should be able to:   * Read the passage silently * Appreciate the need not to discriminate against HIV infected people * Appreciate the need to empathize with HIV infected people * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension * Class discussion * Teacher explanation * Questions and answers | * Pre-reading activities * Posters with HIV/AIDS information | * Secondary English Book 3 students book Page 125 * Teachers guide page 123-125 |  |
|  | 2&3 | GRAMMAR | Differences among prepositions, conjunctions and adverb participles | By the end of the lesson, the learner should be able to:   * Correctly distinguish among prepositions, conjunctions and adverb participles * Use prepositions, conjunctions and adverb participles correctly. | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 126-128 * Teachers guide page 125-128 |  |
|  | 4&5 | WRITING | Synopsis of a short story | By the end of the lesson, the learner should be able to:   * Define synopsis * Write a synopsis of a short story * Write neatly and legibly | * Writing * discussion | Chalkboard | * Secondary English Book 3 students book Page 128-130 * Teachers guide page 128-129 |  |
|  | 6&7 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
|  | 8 | LISTENING AND SPEAKING | How to speak in public | By the end of the lesson, the learner should be able to:   * Develop strategies in managing stage fright * Stand before an audience * Face an audience * Use gestures appropriately * Deliver an effective public speech | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 131-132 * Teachers guide page 130-132 |  |
| 9 | 1&2 | STUDY SKILLS | How to participate in group discussions | By the end of the lesson, the learner should be able to:   * Organize themselves for a group discussion * Prepare for group discussions * Participate in group discussions | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 132-134 * Teachers guide page 132-133 |  |
|  | 3 | READING | Comprehension  Ozone | By the end of the lesson, the learner should be able to:   * Appreciate the danger posed by the depletion of the ozone layer * Read the passage silently * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading * Pre-reading activities |  | * Secondary English Book 3 students book Page 134-136 * Teachers guide page 134-135 |  |
|  | 4 | GRAMMAR | Correlative conjunctions | By the end of the lesson, the learner should be able to:   * Recognize correlative conjunctions * Use correlative conjunctions correctly | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 136-138 * Teachers guide page 135-137 |  |
|  | 5&6 | WRITING | Speech | By the end of the lesson, the learner should be able to:   * Develop an outline for a speech * Choose an appropriate way of introducing a speech * Do an appropriate build-up of a speech * Choose an appropriate way of concluding a speech * Write neatly and legibly | * Writing * discussion | Chalkboard  sample | * Secondary English Book 3 students book Page 138-139 * Teachers guide page 137-138 |  |
|  | 7&8 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH By Henry ole Kulet | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the novel * Discuss the character traits, themes and style in the novel * Write notes based on the novel | * Reading set text * Discussing the background of the novel. | * Sample context and essay questions and answers | * BLOSSOMS OF THE SAVANNAH By Henry ole Kulet * Teacher’s guidebook |  |
| 10 | 1&2 | Evaluation | End of term two examination | By the end of the lesson, the learner should be able to respond to all the questions | Writing  Invigilation |  | Question paper  Marking scheme |  |
|  | 3 | Evaluation | End of term two examination | By the end of the lesson, the learner should be able to respond to all the questions | Writing  Invigilation |  | Question paper  Marking scheme |  |  |
|  | 4 | Evaluation | End of term two examination | By the end of the lesson, the learner should be able to respond to all the questions | Writing  Invigilation |  | Question paper  Marking scheme |  |  |
|  | 5&6 | Evaluation | End of term two examination | By the end of the lesson, the learner should be able to respond to all the questions | Writing  Invigilation |  | Question paper  Marking scheme |  |  |
|  | 7&8 | Evaluation | End of term two examination | By the end of the lesson, the learner should be able to respond to all the questions | Writing  Invigilation |  | Question paper  Marking scheme |  |  |
| 11 | **MARKING AND ANALYSIS OF END OF TERM TWO 2021 RESULTS** | | | | | | | |  |
| **KINJO MIXED DAY SECONDARY SCHOOL**  **P.O BOX 797-60200**  **MERU**  **TEACHER: MRS MUTEMBEI TERM:THREE**  **CLASS:FORM THREE YEAR:2021**  **SUBJECT:ENGLISH** | | | | | | | | |
| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | TEACHING&LEARNING ACTIVITIES | RESOURCES | REFERENCES | REMARKS |
| 1 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play * Write notes based on the play | * Reading set text * Discussing the background of the play | * Sample context and essay questions and answers | A DOLL’S HOUSE BY HENRIC IBSEN   * Teacher’s guidebook |  |
|  | 3 | LISTENING AND SPEAKING | Discussion based on a dilemma story | By the end of the lesson, the learner should be able to:   * develop awareness of discussion etiquette * Participate in a discussion effective | * discussion | chalkboard | * Secondary English Book 3 students book Page 140 * Teachers guide page 139 |  |
|  | 4&5 | WRITING | Argumentative essays | By the end of the lesson, the learner should be able to:   * Appreciate the importance of supporting one’s argument with sufficient evidence. * Master the components of an argumentative composition. * Write neatly and legibly | * Writing * Discussion | Chalkboard  sample | * Secondary English Book 3 students book Page 147 * Teachers guide page |  |
|  | 6&7 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play | * Reading set text * Discussing the background of the play | * Sample context and essay questions and answers | A DOLL’S HOUSE By Henrik Ibsen   * Teacher’s guidebook |  |
|  | 8 | LISTENING AND SPEAKING | Role playing | By the end of the lesson, the learner should be able to:   * Role play an interview * Play an interviewer’s role in gathering information | * discussion | chalkboard | * Secondary English Book 3 students book Page 148-149 * Teachers guide page 148-149 |  |
| 2 | 1 | READING | Comprehension  Diet in HIV/AIDS Management | By the end of the lesson, the learner should be able to:   * Appreciate the importance of diet in HIV/AIDs management * Answer questions on the passage correctly. * Infer meaning of the new words used | * Reading comprehension * Teacher explanation * Discussions | * Pre-reading activities | * Secondary English Book 3 students book Page 150-152 * Teachers guide page 151-152 |  |
|  | 2 | WRITING | Notification of Meetings | By the end of the lesson, the learner should be able to:   * Appreciate the importance of sending our notices of meetings * Write a notice for a meeting * Write neatly and legibly | * Writing * Discussion | Chalkboard  Sample | * Secondary English Book 3 students book Page 154-155 * Teachers guide page 155 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play | * Reading set text * Discussing the background of the play | * Sample context and essay questions and answers | A DOLL’S HOUSE By Henrik Ibsen   * Teacher’s guidebook |  |
|  | 5&6 | GRAMMAR | Conditional clauses | By the end of the lesson, the learner should be able to:   * Recognize conditional clauses. * Use conditional clauses correctly | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 161-163 * Teachers guide page 161-163 |  |
|  | 7&8 | WRITING | Creative story | By the end of the lesson, the learner should be able to:   * Identify and explain the elements of a creative story. * Write a creative story. * Write neatly and legibly | * Writing * discussion | Chalkboard  sample | * Secondary English Book 3 students book Page 163-164 * Teachers guide page 163-164 |  |
| 3 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play * Write notes based on the play | * Reading set text * Discussing the background of the play | * Sample context and essay questions and answers | A DOLL’S HOUSE By Henrik Ibsen   * Teacher’s guidebook |  |
|  | 3 | LISTENING AND SPEAKING | Retelling a dilemma story | By the end of the lesson, the learner should be able to:   * Listen actively to a reading of a story. * Identify the dilemma in the story * Retell the story in their own words | * narration | chalkboard | * Secondary English Book 3 students book Page 165-167 * Teachers guide page 165 |  |
|  | 4 | STUDY SKILLS | Summary | By the end of the lesson, the learner should be able to:   * Pick out the main points in a given passage * Summarize the passage by reducing it to about a third of its length | * Critical reading * writing | chalkboard | * Secondary English Book 3 students book Page 167-169 * Teachers guide page 166-168 |  |
|  | 5&6 | WRITING | The Agenda of a Meeting | By the end of the lesson, the learner should be able to:   * Identify the features of an agenda for a meeting * Write neatly and legibly * Prepare an agenda for a meeting. | * Writing * discussion | Chalkboard  sample agendum | * Secondary English Book 3 students book Page 172-173 * Teachers guide page 172 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play * Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S HOUSE | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
| 4 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 7 | LISTENING AND SPEAKING | Using your voice effectively | By the end of the lesson, the learner should be able to:   * Project their voices as they speak and read * Articulate words distinctly | * speaking | chalkboard | * Secondary English Book 3 students book Page 174-175 * Teachers guide page 173 |  |
|  | 8 | STUDY SKILLS | How to write a book review | By the end of the lesson, the learner should be able to:   * Appreciate the nature and functions of book reviews | * Discussion * writing | chalkboard  sample review | * Secondary English Book 3 students book Page 176-177 * Teachers guide page 174 |  |
| 5 | 1 | READING | Comprehension  Medical Innovations | By the end of the lesson, the learner should be able to:   * Develop awareness in genetic engineering * Answer questions on the passage correctly | * Reading comprehension | * Pre-reading activities | * Secondary English Book 3 students book Page 177-179 * Teachers guide page 175 |  |
|  | 2 | GRAMMAR | Noun Clauses | By the end of the lesson, the learner should be able to:   * Identify noun clauses * Use noun clauses in sentences correctly | * Discussing * Writing sentences | * Dictionary | * Secondary English Book 3 students book Page 179-180 * Teachers guide page 176-178 |  |
|  | 3&4 | WRITING | Minutes | By the end of the lesson, the learner should be able to:   * Write neatly and legibly * Develop the skill of writing minutes * Write minutes | * Writing * discussion | Chalkboard  Sample minutes | * Secondary English Book 3 students book Page 180-183 * Teachers guide page 178-179 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play * Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
| 6 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 5 | LISTENING AND SPEAKING | Delivering a Speech and Listening Actively | By the end of the lesson, the learner should be able to:   * Listen carefully to a variety of information * Listen actively to the famous “I Have a Dream” speech by Martin Luther king Jr. * Read the speech interpretively * Describe the different parts of the speech | * Reading | -Chalkboard  -Collected speeches | * Secondary English Book 3 students book Page 184-188 * Teachers guide page 180 |  |
|  | 6 | STUDY SKILLS | Understanding Exam Language | By the end of the lesson, the learner should be able to:   * Interpret exam instructions more accurately * Analyze exam questions correctly | * Writing * Discussion * Reading | chalkboard | * Secondary English Book 3 students book Page 188-189 * Teachers guide page 182 |  |
|  | 7&8 | WRITING | The Argumentative Essay | By the end of the lesson, the learner should be able to:   * Identify an argumentative essay in their reading * Describe the structure of an argumentative essay * Appreciate the style of an argumentative essay. * Write neatly and legibly | * Writing * Discussion | Chalkboard  sample | * Secondary English Book 3 students book Page 193-194 * Teachers guide page 187-188 |  |
| 7 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By * Teacher’s guidebook Henrik Ibsen |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 5 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 6 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House * Discussing the character traits, themes and style in A DOLL’S | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE By Henrik Ibsen | By the end of the lesson, the learner should be able to:   * Read the text * Discuss he background of the play * Discuss the character traits, themes and style in the play   Write notes based on the play | * Reading set text * Discussing the background of A Doll’s House | * Sample context and essay questions and answers | * A DOLL’S HOUSE By Henrik Ibsen * Teacher’s guidebook |  |
| 8 | 1&2 | Evaluation | End of year 2021 examination | By the end of the lesson, the learner should be able to respond to all the questions | WRITING  INVIGILATION |  | QUESTION PAPER  MARKING SCHEME |  |
|  | 3&4 | Evaluation | End of year 2021 examination | By the end of the lesson, the learner should be able to respond to all the questions | WRITING  INVIGILATION |  | QUESTION PAPER  MARKING SCHEME |  |
|  | 5 | Evaluation | End of year 2021 examination | By the end of the lesson, the learner should be able to respond to all the questions | WRITING  INVIGILATION |  | QUESTION PAPER  MARKING SCHEME |  |
|  | 6 | Evaluation | End of year 2021 examination | By the end of the lesson, the learner should be able to respond to all the questions | WRITING  INVIGILATION |  | QUESTION PAPER  MARKING SCHEME |  |
|  | 7&8 | Evaluation | End of year 2021 examination | By the end of the lesson, the learner should be able to respond to all the questions | WRITING  INVIGILATION |  | QUESTION PAPER  MARKING SCHEME |  |
| 9 | **MARKING AND ANALYSIS OF END OF YEAR RESULTS** | | | | | | | |