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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 | ComprehensionThe 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
 | ChalkboardPoems 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 | ComprehensionRestoring 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 | ComprehensionWomen 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 | ComprehensionCitizens 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 | ComprehensionHIV 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
 | ChalkboardSample 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
 | ChalkboardSample 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 | ComprehensionA 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
 | ChalkboardSample 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 | ComprehensionThe 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
 | ChalkboardPicture 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
 | ChalkboardWritten speeches | * Secondary English Book 3 students book Page 93-95
* Teachers guide page 92
 |  |
|  | 3&4 | READING | ComprehensionGlobal 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
 | ChalkboardSketch 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
 | ChalkboardExcerpts from novels | * Secondary English Book 3 students book Page 101-103
* Teachers guide page 103-105
 |  |
|  | 7&8 | READING | ComprehensionThe 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
 | ChalkboardSample 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
 | ChalkboardNewspaper 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 | ComprehensionWhy 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
 | ChalkboardSample 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 storyPrepare 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 | ComprehensionA 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 | ComprehensionOzone | 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
 | Chalkboardsample | * 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 | WritingInvigilation  |  | Question paperMarking 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 | WritingInvigilation |  | Question paperMarking 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 | WritingInvigilation |  | Question paperMarking 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 | WritingInvigilation |  | Question paperMarking 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 | WritingInvigilation |  | Question paperMarking 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
 | Chalkboardsample | * 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 | ComprehensionDiet 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
 | ChalkboardSample | * 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
 | Chalkboardsample | * 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
 | Chalkboardsample 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
 | chalkboardsample review | * Secondary English Book 3 students book Page 176-177
* Teachers guide page 174
 |  |
| 5 | 1 | READING | ComprehensionMedical 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
 | ChalkboardSample 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
 | Chalkboardsample | * 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 PAPERMARKING 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 PAPERMARKING 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 PAPERMARKING 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 PAPERMARKING 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 PAPERMARKING SCHEME |  |
| 9 | **MARKING AND ANALYSIS OF END OF YEAR RESULTS** |