SCHEME OF WORK ENGLISH

FORM 3 2022 TERM I

ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/T ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **2** | 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 pairsChange roles after first reading | Readers Pictures | Secondary English Book 3 students book Page 1-2 Teachers Book page 1-2 English dictionary |  |
|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 2 | STUDY SKILLS | Study reading | 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 |
|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 3 | READING | Comprehension The Miracle of Adolescence | Read the passage silentlyAnswer 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 |
|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 4 | GRAMMAR | Common ways of forming nouns | Form nouns using common noun-forming suffixesUse 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 |
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|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 5 | GRAMMAR | Common ways of forming nouns | Form nouns using common noun-forming suffixesUse 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 |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 6 | WRITING | SUBSTITUTION IN WRITING | Write neatly and legibly Use a variety of sentence structures and vocabularySubstitute words for others in order to eliminate clumsiness and repetition. | Discussing Writing | Writing | Secondary English Book 3 students book Page 8Teachers guide page 7-8 |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 7 | Intensive reading | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite 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 THESAVANNAH By Henry ole KuletTeacher |
| **3** | 1 | LISTENING AND SPEAKING | INTONATION | By the end of the lesson, the learner should be able to:Use rising intonation correctlyUse falling intonation correctly | Students to work in pairs read given sentences as statement and as questions | chalkboard | Secondary English Book 3 students book Page 9-11Teachers guide page 9 |  |
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|  | 1 | LISTENING AND SPEAKING | INTONATION | By the end of the lesson, the learner should be able to:Use rising intonation correctlyUse falling intonation correctly | Students to work in pairs read given sentences as statement and as questions | chalkboard | Secondary English Book 3 students book Page 9-11Teachers guide page 9 |  |
| 2 | STUDY SKILLS | Techniques of pre-reading | By the end of the lesson, the learner should be able to:Survey reading materialsFormulate pre-reading questions | Reading | chalkboard | Secondary English Book 3 students book Page 11-12Teachers guide page 10 |  |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 3 | READING | Comprehension The bitter forbidden fruit | Read the passage silentlyAnswer questions on the passage correctly. Infer meaning of the new words used Appreciate the need to abstain from pre-marital sex. | Reading comprehension WritingDiscussion Reading | Pre-reading activities | Secondary English Book 3 students book Page12- 14Teachers guide page 11- 12 |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 4 | READING | Comprehension The bitter forbidden fruit | Read the passage silentlyAnswer questions on the passage correctly. Infer meaning of the new words used Appreciate the need to abstain from pre-marital sex. | Reading comprehension WritingDiscussion Reading | Pre-reading activities | Secondary English Book 3 students book Page12- 14Teachers guide page 11- 12 |
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|  | 5 | GRAMMAR | Gender-sensitive language | By the end of the lesson, the learner should be able to:Recognize gender biased languageUse gender-sensitive language | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 14-16Teachers guide page 12- 13 |  |
| 6 | GRAMMAR | Gender-sensitive language | By the end of the lesson, the learner should be able to:Recognize gender biased languageUse gender-sensitive language | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 14-16Teachers guide page 12- 13 |  |
| 7 | 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 16-17Teachers guide page14- 15 |  |
| **4** |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 1 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | BLOSSOMS OF THESAVANNAH By Henry ole KuletTeacher |
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|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 2 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | BLOSSOMS OF THESAVANNAH By Henry ole KuletTeacher |
| 3 | LISTENING AND SPEAKING STUDY SKILLS | Rhythm Concentration techniques in reading | 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.Survey through learning materialWrite pre-reading questionsReview the material just read. | Reciting poems Chanting Reading | Chalkboard Poems on manila | Secondary English Book 3 students book Page 18-20Poems from East Africa Demystifying poetry |  |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 4 | READING | Comprehension Restoring Integrity in the public service | 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 21-24Teachers guide page 19 |
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|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 5 | READING | Comprehension Restoring Integrity in the public service | 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 21-24Teachers guide page 19 |
| 6 | 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 sentencesTeacher explanation | Dictionary chalkboard | Secondary English Book 3 students book Page 24-27Teachers guide page 21 |  |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 7 | WRITING | Transitional words that show contrast | Write neatly and legibly Identify transitional words that show contrastCorrectly use the transitional words that show contrast | Writing discussion | Chalkboard | Secondary English Book 3 students book Page 28 Teachers guide page 24- 25 |
| **5** | MID TERM EXAMS AND BREAK |

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| **6** |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 1 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | BLOSSOMS OF THESAVANNAH By Henry ole KuletTeacher |
|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 2 | LISTENING AND SPEAKING | Alliteration and assonance | Identify alliteration in poetryIdentify assonance in poetryExplain use of alliteration in poetry Explain the use of assonance in poetry | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 29-31Teachers guide page 26- 28 |
|  | 3 | 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 31-32Teachers guide page 28 |  |
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|  | 4 | 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 equalityAnswer 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 32-34Teachers guide page 29- 31 |  |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 5 | GRAMMAR | demonstratives | Recognize demonstrative words correctlyUse demonstrative words correctly Mark agreement with demonstrative words correctly | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 34-36Teachers guide page 31 |
|  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 6 | GRAMMAR | demonstratives | Recognize demonstrative words correctlyUse demonstrative words correctly Mark agreement with demonstrative words correctly | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 34-36Teachers guide page 31 |
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|  | 7 | LISTENING AND SPEAKING STUDY SKILLS | Dilemma stories 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 Reading | chalkboard | Secondary English Book 3 students book Page Teachers guide pa |  |
| **7** | 1 | READING | Comprehension Citizens role in good governance | By the end of the lesson, the learner should be able to:Read the passage silentlyAnswer 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 43-45Teachers guide page 39- 40 |  |
|  | 2 | READING | Comprehension Citizens role in good governance | By the end of the lesson, the learner should be able to:Read the passage silentlyAnswer 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 43-45Teachers guide page 39- 40 |  |
|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
|  | 3 | GRAMMAR | Transitive and intransitive verbs | 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 45-48Teachers guide page 4-6 |
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|  |  |  |  | By the end of the lesson, the learner should be able to: |  |  |  |  |
| 4 | GRAMMAR | Transitive and intransitive verbs | 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 45-48Teachers guide page 4-6 |
| 5 | 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 48-50Teachers guide page 45- 46 |  |
| 6 | 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 51-52Teachers guide page 48- 49Oral literature |  |
| 7 | 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 51-52Teachers guide page 48- 49Poems from East Africa |  |
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| **8** | 1 | 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 silentlyAnswer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 55-56Teachers guide page 52- 53 |  |
| 2 | 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 56-58Teachers guide page 54- 55 |  |
| 3 | 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 56-58Teachers guide page 54- 55 |  |
| 4 | 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 58-60Teachers guide page 56- 57 |  |

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|  | 5 | 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 58-60Teachers guide page 56- 57 |  |
| 6 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | By the end of the lesson, the learner should be able to:Read the textDiscuss the background of the novelDiscuss 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 THESAVANNAH By Henry ole KuletTeacher |  |
| 7 | 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 61-63Teachers guide page 59 |  |
| **9** | 1 | 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 63-64Teachers guide page 60 |  |
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|  | 2 | READING | Comprehension | 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 64-66Teachers guide page 62 |  |
| 3 | GRAMMAR | Phrasal verbs and idiomatic expressions | By the end of the lesson, the learner should be able to:Recognize phrasal verbs and idiomatic expressionsUse phrasal verbs and idiomatic expressions correctlyAppreciate the expressive value of this forms | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 66-69Teachers guide page 63- 64 |  |
| 4 | GRAMMAR | Phrasal verbs and idiomatic expressions | By the end of the lesson, the learner should be able to:Recognize phrasal verbs and idiomatic expressionsUse phrasal verbs and idiomatic expressions correctlyAppreciate the expressive value of this forms | Discussing Writing sentences | Dictionary | Secondary English Book 3 students book Page 66-69Teachers guide page 63- 64 |  |
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|  | 5 | 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 messagesWrite congratulatory messages | Writing discussion | ChalkboardSample messages of thanks | Secondary English Book 3 students book Page 69-70Teachers guide page 66- 67 |  |
| 6 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | By the end of the lesson, the learner should be able to:Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite notes based on the novel | Reading aloud Discussing the background of the novel | Sample context and essay questions and answers | BLOSSOMS OF THESAVANNAH By Henry ole KuletTeacher |  |
| 6-7 | INTENSIVE READING | BLOSSOMS OF THE SAVANNAH ByHenry ole Kulet | By the end of the lesson, the learner should be able to:Read the textDiscuss he background of the novelDiscuss the character traits, themes and style in the novelWrite notes based on the novel | Reading aloud Discussing the background of the novel | Sample context and essay questions and answers | BLOSSOMS OF THESAVANNAH By Henry ole KuletTeacher |  |
| **10** | END OF TERM EXAMS |