SCHEMEOFWORKENGLISH

FORM32022TERMII

ENDARASHABOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/LACTIVITIES** | **T/LAIDS** | **REFERENCE** | **REMARKS** |
| **2** | 1 | LISTENINGANDSPEAKINGSTUDYSKILLS | Features ofaetiologicalnarrativesRecognize toneandattitude | By the end of the lesson,the learner should beableto:Role-play in etiologicalnarrativesIdentify features ofetiological narrativesRecognize and describetone and attitude in apieceofwriting | speakingReciting | Chalkboard | Secondary English Book3studentsbookPage71-73Teachers guide page 68-69 |  |
| 2 | READING | ComprehensionAslipnotaFall | By the end of the lesson,the learner should beableto:Appreciate the value ofeducation.Answer questions on thepassagecorrectly.Learn and use newvocabulary. | Readingcomprehension | Pre-readingactivities | Secondary English Book3studentsbookPage74-76Teachers guide page 72-73 |  |
| 3 | GRAMMAR | Participles | By the end of the lesson,the learner should beableto:Recognize participlesDistinguish betweenverbal and adjectivalparticiplesUseparticiples | DiscussingWritingsentences | Dictionary | Secondary English Book3studentsbookPage76-80Teachers guide page 74-76 |  |
| 4 | GRAMMAR | Participles | By the end of the lesson,the learner should beableto:Recognize participlesDistinguish betweenverbal and adjectivalparticiplesUseparticiples | DiscussingWritingsentences | Dictionary | Secondary English Book3studentsbookPage76-80Teachers guide page 74-76 |  |
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|  | 5 | WRITING | Messages ofcondolences | By the end of the lesson,the learner should beableto:Write neatly and legiblyAppreciate the need toempathize with others.Write messages ofcondolences | WritingDiscussion | ChalkboardSample condolencemessages | Secondary English Book3 students book Page80-81Teachers guide page76-77 |  |
| 6 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 7 | LISTENINGANDSPEAKING | Giving andreceivinginstructions | By the end of the lesson,the learner should beableto:Explain good features ofinstructionsGive effectiveinstructions | WritingDiscussionReading | Chalkboard | Secondary English Book3studentsbookPage82-83Teachersguidepage79 |  |
| 8 | STUDYSKILLS | Distinguishfacts fromopinions | By the end of the lesson,the learner should beableto:Develop a criticalattitude as they read orlisten.Distinguish between afactandanopinion | WritingDiscussionReading | Chalkboard | Secondary English Book3studentsbookPage83-84Teachersguidepag81-82 |  |
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| **3** | 1 | READING | ComprehensionThe GreatRevelation | By the end of the lesson,the learner should beableto:Appreciate the need topay attention to ourspiritualneeds.Answer questions on thepassagecorrectly.Infer meaning of thenewwordsused | Readingcomprehension | Pre-readingactivities | Secondary English Book3studentsbookPage84-86Teachers guide page 82-83 |  |
| 2 | GRAMMAR | Quantifiers:few, a few,little and alittle. | By the end of the lesson,the learner should beableto:Use the quantifiers few,afew,littleandalittle. | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page86-88Teachers guide page 84-85 |  |
| 2 | GRAMMAR | Quantifiers:few, a few,little and alittle. | By the end of the lesson,the learner should beableto:Use the quantifiers few,afew,littleandalittle. | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page86-88Teachers guide page 84-85 |  |
| 3 | WRITING | Imaginativecompositions | By the end of the lesson,the learner should beableto:Write neatly and legiblyIdentify the features ofan imaginativecompositionDemonstrate the abilityto create suspense in astory | WritingDiscussion | chalkboard | Secondary English Book3studentsbookPage88-89Teachers guide page 86-87 |  |
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|  | 4 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 4 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 5 | LISTENINGANDSPEAKING | Debating | By the end of the lesson,the learner should beableto:Appreciate theimportance ofdeveloping debatingskillsParticipate in a debateand observe theconventionsofdebating | discussion | ChalkboardPicture on studentsbook 3 | Secondary English Book3studentsbookPage91-92Teachersguidepage89 |  |
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|  | 6 | STUDYSKILLS | Reading aloud:interpretivereading | By the end of the lesson,the learner should beableto:Explain the meaning ofinterpretative readingPractice reading poemsand passagesinterpretively | Reading | ChalkboardWrittenspeeches | Secondary English Book3studentsbookPage93-95Teachersguidepage92 |  |
| 7 | READING | ComprehensionGlobalWarming | By the end of the lesson,the learner should beableto:Read the passagesilentlyAnswer questions on thepassagecorrectly.Infer meaning of thenewwordsused | Readingcomprehension | Pre-readingactivities | Secondary English Book3studentsbookPage96-98Teachers guide page 94-96 |  |
| 8 | GRAMMAR | Attributive andpredicative useofadjectives | By the end of the lesson,the learner should beableto:Distinguish betweenattributive andpredicative use ofadjectivesUse adjectivesattributively andpredicatively in theirownwriting | DiscussingWritingsentences | Dictionary | Secondary English Book3studentsbookPage98-100Teachersguidepg96-98 |  |
| **4** | 1 | WRITING | Telegrams | By the end of the lesson,the learner should beableto:Write neatly and legiblyIdentify main features oftelegramCompose an effectivetelegrammessage | Writingdiscussion | Chalkboard | Secondary English Book3 students book Page 100Teachers guide page 99-100 |  |
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|  | 2 | WRITING | Telegrams | By the end of the lesson,the learner should beableto:Write neatly and legiblyIdentify main features oftelegramCompose an effectivetelegrammessage | Writingdiscussion | Chalkboard | Secondary English Book3 students book Page 100Teachers guide page 99-100 |  |
| 3 | POETRY | POETRY | By the end of the lesson,the learner should beableto:Discuss poetic featuresina poem | WritingDiscussionReading |  | Understanding Poetry byEzekielAlembi |  |
| 4 | POETRY | POETRY | By the end of the lesson,the learner should beableto:Discuss poetic featuresina poem | WritingDiscussionReading |  | Understanding Poetry byEzekielAlembi |  |
| 5 | INSTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenove | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
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|  | 6 | LISTENINGANDSPEAKINGSTUDYSKILLS | GivingdirectionsHandlingcontextquestions | By the end of the lesson,the learner should beableto:Appreciate theimportance of clear andcorrectdirectionsGive clear and correctdirections.Place an extract in itscontextAnswer contextquestionscorrectly | Discussionreading | ChalkboardSketchmapExcerptsfromnovels | Secondary English Book3 students book Page 101Teachersguidepage101 |  |
| 7 | READING | ComprehensionThe granddeception | By the end of the lesson,the learner should beableto:Read the passagesilentlyAnswer questions on thepassagecorrectly.Infer meaning of thenewwordsused | Readingcomprehension | Pre-readingactivities | Secondary English Book3 students book Page104-106Teachers guide page 105-107 |  |
| 7-8 | READING | ComprehensionThe granddeception | By the end of the lesson,the learner should beableto:Read the passagesilentlyAnswer questions on thepassagecorrectly.Infer meaning of thenewwordsused | Readingcomprehension | Pre-readingactivities | Secondary English Book3 students book Page104-106Teachers guide page 105-107 |  |
| **5** | MIDTERMEXAMSANDBREAK |
| **6** | 1 | GRAMMAR | Formation ofadverbs | By the end of the lesson,the learner should beableto:RecognizeadverbsForm and use adverbs insentences | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page106-108Teachers guide page 108-109 |  |
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|  | 2 | WRITING | Letters ofapplication | By the end of the lesson,the learner should beableto:Identify features of agood application letterWrite a gooda[applicationletter | Writingdiscussion | ChalkboardSampleletters | Secondary English Book3 students book Page108-110Teachers guide page 109-110 |  |
| 3 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 4 | LISTENINGANDSPEAKING | Non-verbalcues incommunication | By the end of the lesson,the learner should beableto:Appreciate the need todress properlyRecognize aspects ofappropriate dressing andgrooming and how theseare related tocommunication | WritingDiscussionReading | ChalkboardNewspaper cuttings ongrooming | Secondary English Book3 students book Page 111Teachersguidepage111 |  |
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|  | 5 | STUDYSKILLSREADING | Character andcharacterizationinliteraryworksComprehensionWhy monkeysliveontrees | By the end of the lesson,the learner should beableto:Identify the differentways in which authorsreveal their charactersDescribe a charactercorrectlyIdentify etiologicalnarrativesDescribe characters inaetiological narrativesAnswer questions on thepassagecorrectly.Learn and use newvocabulary | WritingDiscussionReadingReadingcomprehension | chalkboardPre-readingactivities | Secondary English Book3 students book Page111-113Teachers guide page 112-113 |  |
| 6 | GRAMMAR | Functions ofadverbs | By the end of the lesson,the learner should beableto:Recognize the functionsofadverbsUseadverbscorrectly | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page117-118Teachers guide page 116-119 |  |
| 7 | WRITING | Writingreports | By the end of the lesson,the learner should beableto:Write a reportAppreciate theimportance of writingreportsExplain the differentpartsofa report | WritingDiscussion | ChalkboardSamplereport | Secondary English Book3 students book Page118-119Teachers guide page 119-120 |  |
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|  | 8 | WRITING | Writingreports | By the end of the lesson,the learner should beableto:Write a reportAppreciate theimportance of writingreportsExplain the differentpartsofa report | WritingDiscussion | ChalkboardSamplereport | Secondary English Book3 students book Page118-119Teachers guide page 119-120 |  |
| **7** | 1 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 2 | LISTENINGANDSPEAKING | Hot-seating | By the end of the lesson,the learner should beableto:-Define hot-seating andset up hot-seatingsessions-individuallyimpersonate a maincharacter in a play, anovel or short storyPrepare to fieldquestions about theircharacterandrole | SpeakingDiscussion | chalkboard | Secondary English Book3 students book Page120-121Teachers guide page 121-122 |  |
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|  | 3 | STUDYSKILLS | Howtoreadtheshortstory | By the end of the lesson,the learner should beableto:analyze and appreciate :The plot of a short storyThe characters in a shortstoryThe style of a shortstoryThe point of view of ashortstoryThe themes andexperience of a shortstory | WritingDiscussionReading | ChalkboardAchart | Secondary English Book3 students book Page122-124Teachers guide page 122-123 |  |
| 4 | READING | ComprehensionApreciousGift | By the end of the lesson,the learner should beableto:Read the passagesilentlyAppreciate the need notto discriminate againstHIV infected peopleAppreciate the need toempathize with HIVinfectedpeopleAnswer questions on thepassagecorrectly.Infer meaning of thenewwordsused | Reading comprehensionClass discussionTeacher explanationQuestionsandanswers | Pre-reading activitiesPosters withHIV/AIDSinformation | Secondary English Book3 students book Page 125Teachers guide page 123-125 |  |
| 5 | GRAMMAR | Differencesamongprepositions,conjunctionsand adverbparticiples | By the end of the lesson,the learner should beableto:Correctly distinguishamong prepositions,conjunctions and adverbparticiplesUse prepositions,conjunctions and adverbparticiplescorrectly. | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page126-128Teachers guide page 125-128 |  |
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|  | 6 | WRITING | Synopsis of ashortstory | By the end of the lesson,the learner should beableto:Define synopsisWrite a synopsis of ashortstoryWriteneatlyandlegibly | Writingdiscussion | Chalkboard | Secondary English Book3 students book Page128-130Teachers guide page 128-129 |  |
| 7 | WRITING | Synopsis of ashortstory | By the end of the lesson,the learner should beableto:Define synopsisWrite a synopsis of ashortstoryWriteneatlyandlegibly | Writingdiscussion | Chalkboard | Secondary English Book3 students book Page128-130Teachers guide page 128-129 |  |
| 8 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| **8** | 1 | LISTENINGANDSPEAKING | How to speakinpublic | By the end of the lesson,the learner should beableto:Develop strategies inmanaging stage frightStand before anaudienceFace an audienceUse gesturesappropriatelyDeliver an effectivepublicspeech | WritingDiscussionReading | chalkboard | Secondary English Book3 students book Page131-132Teachers guide page 130-132 |  |
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|  | 2 | STUDYSKILLS | How toparticipate ingroupdiscussions | By the end of the lesson,the learner should beableto:Organize themselves fora group discussionPrepare for groupdiscussionsParticipate in groupdiscussions | WritingDiscussionReading | chalkboard | Secondary English Book3 students book Page132-134Teachers guide page 132-133 |  |
| 3 | READINGGRAMMAR | ComprehensionOzoneCorrelativeconjunctions | By the end of the lesson,the learner should beableto:Appreciate the dangerposed by the depletionof the ozone layerRead the passagesilentlyAnswer questions on thepassagecorrectly.Infer meaning of thenew words usedRecognize correlativeconjunctionsUse correlativeconjunctionscorrectly | ReadingPre-reading activitiesDiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page134-136Teachers guide page 134-135 |  |
| 4 | WRITING | Speech | By the end of the lesson,the learner should beableto:Develop an outline for aspeechChoose an appropriateway of introducing aspeechDo an appropriate build-upofa speechChoose an appropriateway of concluding aspeechWriteneatlyandlegibly | Writingdiscussion | Chalkboardsample | Secondary English Book3 students book Page138-139Teachers guide page 137-138 |  |
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|  | 5 | WRITING | Speech | By the end of the lesson,the learner should beableto:Develop an outline for aspeechChoose an appropriateway of introducing aspeechDo an appropriate build-upofa speechChoose an appropriateway of concluding aspeechWriteneatlyandlegibly | Writingdiscussion | Chalkboardsample | Secondary English Book3 students book Page138-139Teachers guide page 137-138 |  |
| 6 | INTENSIVEREADING | BLOSSOMSOF THESAVANNAHBy Henry oleKulet | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe novelDiscuss the charactertraits, themes and styleinthe novelWrite notes based on thenovel | Reading set textDiscussing thebackgroundofthenovel. | Sample context andessay questions andanswers | BLOSSOMSOFTHESAVANNAH By HenryoleKuletTeacher |  |
| 7 | INTENSIVEREADING | ADOLL | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe playDiscuss the charactertraits, themes and styleinthe playWrite notes based on theplay | Reading set textDiscussing thebackgroundoftheplay | Sample context andessay questions andanswers | ADOLL |  |
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|  | 7 | INTENSIVEREADING | ADOLL | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe playDiscuss the charactertraits, themes and styleinthe playWrite notes based on theplay | Reading set textDiscussing thebackgroundoftheplay | Sample context andessay questions andanswers | ADOLL |  |
| 8 | LISTENINGANDSPEAKING | Discussionbased on adilemmastory | By the end of the lesson,the learner should beableto:develop awareness ofdiscussion etiquetteParticipate in adiscussioneffective | discussion | chalkboard | Secondary English Book3 students book Page 140Teachersguidepage139 |  |
| **9** | 1 | WRITING | Argumentativeessays | By the end of the lesson,the learner should beableto:Appreciate theimportance ofsupportingone | WritingDiscussion | Chalkboardsample | Secondary English Book3 students book Page 147Teachersguidepage |  |
| 2 | WRITING | Argumentativeessays | By the end of the lesson,the learner should beableto:Appreciate theimportance ofsupportingone | WritingDiscussion | Chalkboardsample | Secondary English Book3 students book Page 147Teachersguidepage |  |
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|  | 3 | INTENSIVEREADING | ADOLL | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe playDiscuss the charactertraits, themes and styleinthe play | Reading set textDiscussing thebackgroundoftheplay | Sample context andessay questions andanswers | ADOLL |  |
| 4 | LISTENINGANDSPEAKING | Roleplaying | By the end of the lesson,the learner should beableto:Role play an interviewPlayaninterviewer | discussion | chalkboard | Secondary English Book3 students book Page148-149Teachers guide page 148-149 |  |
| 5 | READINGWRITING | ComprehensionDiet inHIV/AIDSManagementNotification ofMeetings | By the end of the lesson,the learner should beableto:Appreciate theimportance of diet inHIV/AIDs managementAnswer questions on thepassagecorrectly.Infer meaning of thenew words usedAppreciate theimportance of sendingour notices of meetingsWrite a notice for ameetingWriteneatlyandlegibly | Reading comprehensionTeacher explanationDiscussionsWritingDiscussion | Pre-reading activitiesChalkboardSample | Secondary English Book3 students book Page150-152Teachers guide page 151-152 |  |
| 6 | INTENSIVEREADING | ADOLL | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe play | Reading set textDiscussing thebackgroundoftheplay | Sample context andessay questions andanswers | ADOLL |  |
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|  | 7 | INTENSIVEREADING | ADOLL | By the end of the lesson,the learner should beableto:ReadthetextDiscuss he backgroundofthe play | Reading set textDiscussing thebackgroundoftheplay | Sample context andessay questions andanswers | ADOLL |  |
| 8 | GRAMMAR | Conditionalclauses | By the end of the lesson,the learner should beableto:Recognize conditionalclauses.Use conditional clausescorrectly | DiscussingWritingsentences | Dictionary | Secondary English Book3 students book Page161-163Teachers guide page 161-163 |  |
| **10** | ENDOFTERMEXAMSANDBREAK |