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| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub – topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| 1.0 LISTEN TO , ANALYZE TEXT AND RELATE THEM TO REALLY SITUATIONS | A learner should be able to listen ,understand and respond to text from different sources | January | 3rd - 4th  | 1.0 listening for information from different sources | 1.1 Listening for a specific I information 1.2 listening for general information | 12 | * Introduce new vocabulary using texts, songs or games
* Learners are to be guided on listening to a text especially a text based on challenges facing Youths like HIV/AIDS, STDs forms of Child labour and Effects of drug abuse in the society.
* Arrange the learners in groups to react on text based on challenges facing Youths in the society.
* Lead the learners to acquire the general idea from the text.
 | * Learners to listen and note new vocabularies.
* The given task should be done in groups under the supervision of a teacher.
* The derived vocabulary has to be applied in regard to the text
* The general theme of the text is to be outlined.
 | * Text from various contents like HIV/AIDS, Child labour Child Abuse newspapers, journals etc
 | Oxford Secondary English Form Three  | Are the learners able to identify new vocabularies from the text? |  |

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|  | Learners should be able to express themselves orally and writing using appropriate language in various settings and situations. | FEBRUARY MARCH | 1ST WEEK- 2nd  | 2.0 Using Language Content and style in Speaking | Participating in Debates, Dialogues , Impromptu speeches and discussions | 12 | * Interviews and

dialogues * on current events are to

be demonstrated* Debates are to

organized following appropriate procedures* Topics are to be

prepared and meaning of impromptu speech should be given and the way it is conducted. * Divide learners into

group and lead them to select group leaders. | * Learners are to in pairs to practice; interviews/ dialogues under the guidance of the teacher.
* The chairperson, the secretary and time keeper are to be selected to lead the debate.
* Learners are to practice speaking while others listen.
* Issues discussed in debates should be written in a logical way.
 | Different samples of interviews and speeches | Oxford Secondary English Form Three | Are the learners able to conduct interviews and speak appropriately? |  |
|  | Learners be able to read and understand slightly complex texts. | FEBRUARY | **3RD- 4TH** | 3.0 READING INFORMSTION FROM DIFFERENT SOUSOURCES | 3.1 Reading intensively for comprehension | 12 | * Tests on a variety of issues like causes of environmental degradation ,
* a forestation, global warming and women harassment are to be presented.
* From the texts, new vocabulary should be introduced.
* Learners are to be guided in writing summary on the board
* Independent level of reading of each learner using proficiency texts are to be identified
 | * Learners are to read books on their own under the guidance of the teacher
* Learners should read texts and discuss the correct answers in groups.
 | * Varieties of texts in various contexts.
 | Oxford Secondary English Form Three | Are the learners able to write summary on the text selected? |  |
|  |  | MARCH | **1ST- 2ND**  |  | **MID TERM TEST AND BREAK** |  |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub - topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
|  |  | MARCH | 3RD 4TH- | 4.0 READING LITERAL WORKS | 4.1 Identifying Form and Content4.2 I denitrifying the main features of different genres 4.3 Context and style | 12 | * Learners to be

brainstormed on the covers and back pages of various literal texts to analyze; Title, setting Plot.* Genres of Literature such

as Novels , short Stories, Plays and Poetry are to be described * Learners are to be assigned

roles in finding outcome common Literary terms and their descriptions related to various genres analyzing various styles used and Diction | * React to brainstorms from the teacher.
* Different questions on genres of literature are to be answered.
* Students are to go to Library and identify various genres such as Novels , short Stories, Plays and Poetry
 | Literary works | Oxford Secondary English Form Three | Are the learners able to categorize various literal texts correctly? |  |

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| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub - topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Use appropriate Language context and style in expression. | Use appropriate Language context and style. | APRIL | 1st – 4th  | 5.0 Writing using appropriate language context and s style. | 5.1 Writing a narrative Composition/ essay5.2 Writing an Expository composition5.3  | 48 | * Composition models

are to be used to brainstorm on how to organize ideas in an essay format.* Provide various topics to Learners to select and discuss them in groups hence write them individually.
* Learners are to be guided to correct spellings and other technical errors (proof reading) from their written texts.
* Learners are to be guided on listing the main points which support the topic and those which oppose as written by the learners.
 | * Learners to react on the brain storm.
* Learners to select various topics to discuss.
* Learners to identify errors and correct them.
* Learners list the main points which support the topic and those which oppose.
 | Samples of ; essays, creative writings, expository essays, descriptive essays and argumentative essays | Oxford Secondary English Form Three , Newspapers, Journals , Magazines | * Are the learners able to use appropriate language in writing main points in a composition?
 |  |
|  | MAY | **1ST - 4TH**  |  | 5.3 Writing descriptive compositions5.4 Writing argumentative composition5.5 Creative writing |  | * Learners are to brainstorm on the kind of written works they would write on eg creative writing
* Letter writing, writing official business transactions letters.
 | * Learners to react on the brainstorm.
* Learners to practice creative writing like; Letter writing, writing official business transactions letters
 | Samples of creative writings | Oxford Secondary English Form Three , | Are the learners able to practice creative writing? |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub - topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
|  |  | JUNE- MID JULY |  |  |  |  | **TERMINAL EXAMS AND LONG VACATION** |
| Use English language to to construct ideas and provide subject matter information in written form | Learners should be able to write letters to editor. | JULY | **3rd**  | 6.0 WRITING FORMAL LETTERS | Writing letters to editor | 6 | * The teacher to guide the

learners to brainstorm why people write letters, types of letters and issues that one can write about in letters to the editors* A teacher to write on the

board ideas on writing letters to the editor.* The teacher to introduce the

format of letters to the editors.* After drafting, learners to

revise/edit their letters with the help of the teacher* The teacher to display the

letters for learners to reads in their own time | * Learners to read sample letters.
* Learners to choose a topic on which to write a letter to the editor.
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| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub - topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
|  |  | JULY | **4TH** |  | 6.2 Writing Business Transaction letters. | 6 | * Using sample letters, the

teacher to introduce the format and purpose of business transaction letters.* The teacher to go round

the class assisting the learners on how to write a business transaction letter. | * Learners to ;
* choose a topic to

write on* Learners to draft their

Letters* Edit their own written

letters | Sample Businesstransaction letters | Oxford SecondaryEnglish Form Three | Is the learner able to write business transaction letters? |  |
|  |  | **AUG -SEP**SEP. |  |  |  |  | REVISION |
|  |  | OCT. | **1ST – 2ND** |  |  |  | MID TERM EXAM AND BREAK |
|  |  | OCT. | **3RD – 4TH**  |  |  |  | REVISION |
|  |  | NOV- DEC | **1ST- 2ND**  |  |  |  | REGIONAL EXAMINATION |
| **3RD - 4TH**  |  |  |  | ANNUAL LONG VACATION |