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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** | | | | | | | | |  | |  | |
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|  |  | | MARCH | 3RD 4TH- | | 4.0 READING LITERAL WORKS | | 4.1 Identifying Form and Content  4.2 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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| 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/ essay  5.2 Writing an Expository composition  5.3 | | | 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 compositions  5.4 Writing argumentative composition  5.5 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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|  |  | 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 Business  transaction letters | Oxford Secondary  English 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 | | | | | |