

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
SCHEME OF WORK

Name of teacher: _____

Year: **2023**

Class/Stream: **FORM THREE**

Name of School: _____

TERM: **1 - 4**

Subject: **ENGLISH LANGUAGE**

| Co mp ete nce | G e n e r a l O b j e c t i v e | M o n t h | | M a i n T o p i c | Sub – topic | P e r i o d s | Teaching Activities | Learning Activities | T/L Mat eria ls | R e f e r e n c e s | A s s e s s m e n t | Re mar ks |
|------------------------|--|-----------------------|--|---|-------------|---------------------------------|---------------------|---------------------|--------------------------|--|--|-----------------|
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|------|----|---|---|--|---|--|---|---|----|-----|--|
| 1.0 | A | J | 1 | 1.1 Listening for a specific information | 1 | - Introduce new vocabulary using texts, songs or games | - Learners to listen and note new vocabularies. | - | O | A | |
| LIST | le | a | . | | 2 | - 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. | - The given task should be done in groups under the supervision of a teacher. | | xf | re | |
| EN | ar | n | 0 | | | | | | o | t | |
| TO , | n | u | l | 1.2 listening for general information | | | | | r | h | |
| AN | e | a | i | | | | | | d | e | |
| ALY | r | r | s | | | | | | S | le | |
| ZE | s | y | t | | | | | | e | ar | |
| TEX | h | | e | | | | - The derived vocabulary has to be applied in regard to the text | | c | n | |
| T | o | | n | | | - Arrange the learners in groups to react on text based on challenges facing Youths in the society. | | | o | e | |
| AN | ul | | n | | | - Lead the learners to acquire the general idea from the text. | - The general theme of the text is to be outlined. | | n | rs | |
| D | d | | g | | | | | | d | a | |
| REL | b | | f | | | | | | ar | bl | |
| ATE | e | | o | | | | | | y | e | |
| THE | a | | r | | | | | | E | t | |
| M | bl | | i | | | | | | n | o | |
| TO | e | | n | | | | | | gl | id | |
| REA | t | | f | | | | | | is | e | |
| LLY | o | | o | | | | | | h | n | |
| SIT | li | | r | | | | | | F | ti | |
| UAT | st | | m | | | | | | o | fy | |
| ION | e | | a | | | | | | r | n | |
| S | ,u | | t | | | | | | m | e | |
| | n | | i | | | | | | T | w | |
| | d | | o | | | | | | h | v | |
| | e | | n | | | | | | re | o | |
| | rs | | f | | | | | | e | c | |
| | ta | | r | | | | | | | a | |
| | n | | o | | | | | | | bul | |
| | d | | m | | | | | | | ar | |
| | a | | d | | | | | | | ie | |
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| | d | | f | | | | | | | fr | |
| | re | | f | | | | | | | o | |

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| | s p o n d t o te xt fr o m di ff e re n t s o u rc e s | | | e r e n t s o u r c e s | | | | | m t h e te xt ? | |
|--|---|--|--|--|--|--|--|--|-----------------------------------|--|

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[illegible]

| C o m p e t e n c e | General Objective | M o n i t o r i n g | W e e k | M a i n T o p i c | Sub – topic | P e r i o d s | Teaching Activities | Learning Activities | T/L Materi als | R e f e r e n c e s | As ses sm en t | Re mar ks |
|--|----------------------|--|------------------|---|----------------|---------------------------------|---------------------|---------------------|----------------------|--|----------------------------|-----------------|
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| Learners should be able to express themselves orally and writing using appropriate language in various settings and situations. | 1 st T W E E K - 2 nd | 2. O U si n g L a n g u a g e C o n t e n t a n d s t y l e i n S p e e a k i n g | Partic ipatin g in Debat es, Dialo gues , Impro mptu speec hes and discu ssions | 12 | <ul style="list-style-type: none"> Interviews and dialogues on current events are to be demonstrated Debates are to be 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. | <ul style="list-style-type: none"> 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. | Differe nt sample s of intervi ews and speech es | O x f o r d S e c o n d a r y E n g l i s h F o r m T h r e e | Are the learner s able to conduc t intervi ews and speak appropriately ? | |
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| Learners be able to read and understand slightly complex texts. | F E B R U A R Y | 3 R D - 4 T H | 3. O R E A D I N G F O R M S T I O N F R O M D I F F E R E N T S O U | 3.1 Readi ng inten sively for comp rehe nsion | 1 2 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. | - V a r i e t i e s o f t e x t s i n v a r i o u s c o n t e x t s . | O x f o r S e c o n d y E n g l i s h F o r m T h r e e | Are the learne rs able to write summ ary on the text select ed? | |
|---|--------------------------------------|---|---|---|--------|--|--|---|--|---|--|

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| | | | | | S O U R C E S | | | | | | | | |
| | | | M A R C H | 1 S T - 2 N D | | MID TERM TEST AND BREAK | | | | | | | |
| C o m p e t e n c e | G e n e r a l O b j e c t i v e | M o n t h | W e e k | M a i n T o p i c | Sub - topic | P e r i o d s | Teaching Activities | Learning Activities | T/L Mat eria ls | Re fer en ces | A ss e s s m e n t | Re m ar ks | |

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| | | | 3 R D 4 T H - | 4 . O R E A D I N G L I T E R A L W O R K S | 4.1 Identifying Form and Content 4.2 Identifying the main features of different genres 4.3 Context and style | 1 2 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | Liter ary wor ks | Ox for d Se co nd ary En glis h For m Th ree | Are the lear ner s abl e to cat ego rize vari ous lite ral text s cor rec tly? | |
|--|--|--|---------------------------------|--|--|--------|--|---|---------------------------|---|--|--|

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| Co mp ete nce | Ge ner al Ob jec tiv e | M o n t h | W e e k | M a i n T o p i c | Sub - topic | P e r i o d s | Teaching Activities | Learning Activities | T/L Mate rials | Re fer en ces | Assess ment | R e m a r k s |
|------------------------|--|-----------------------|------------------|---|-------------|---------------------------------|---------------------|---------------------|----------------------|------------------------|----------------|---------------------------------|
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| Use appropriate language conventions in expression. | Use appropriate language conventions in expression. | | 1st - 4th | 5. Writing a narrative composition/ essay | 48 | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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 For Term 1, News papers, Journals, Magazines | - | Arerethel e ar n g u | |
|---|---|--|-----------|---|----|--|--|--|---|---|----------------------|--|

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| | | | | x t a n d s t y l e . | | | | | | | a g e i n w r i t i n g m a i n p o i n t s i n a c o m p o s i t i o n ? | |
|--|--|--|--|---|--|--|--|--|--|--|---|--|

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| | | M A Y | 1 S T - 4 T H | | 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 | Samp les of creati ve writi ngs | Ox for d Se co nd ary En glis h For m Th ree , | Are the learners able to practice creative writing? | |
| Com pete nce | G e n e r a l O bj e ct iv e | M o n t h | W e e k | Mai n Topi c | Sub - topi c | P e r i o d s | Teaching Activities | Learning Activities | T/L Mat eria ls | Re fer en ces | As ses sm en t | R e m a r k s |

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| | | J U N E - M I D J U L Y | | | | | | TERMINAL EXAMS AND LONG VACATION |
|--|--|--|--|--|--|--|--|---|

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| Use English language to construct ideas and provide subject matter information in written form | Learn to write letters to the editor. | J U L Y | 3 r d | 6.0 WRITING LETTERS TO THE EDITOR | Writing letters to the editor | 6 | <ul style="list-style-type: none"> - 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 read in their own time | <ul style="list-style-type: none"> - Learners to read sample letters. - Learners to choose a topic on which to write a letter to the editor. | | | | | |
|--|---------------------------------------|----------------------------|----------------------|-----------------------------------|-------------------------------|---|--|--|--|--|--|--|--|

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|------------------------|--------------------------------------|---|------------------|-----------------------|---|---------------------------------|---|--|--|---|--|---------------------------------|
| | | J U L Y | 4 T H | | 6.2 Writ ing Busi ness Tran sac tion lett ers. | 6 | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Learners to ; - choose a topic to write on - Learners to draft their Letters - Edit their own written letters | Sampl e Busin ess transa ction letters | Oxford Secon dary Englis h Form Three | Is the learner able to write business transaction letters? | |
| | | A U G - S E P S E P . | | | | | REVISION | | | | | |

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| | | O C T . | 1 S T - 2 N D | | | | MID TERM EXAM AND BREAK |
| | | O C T . | 3 R D - 4 T H | | | | REVISION |
| | | N O V - D E C | 1 S T - 2 N D | | | | REGIONAL EXAMINATION |
| | | | 3 R D - 4 T H | | | | ANNUAL LONG VACATION |