FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……2… LESSON: ……..1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Listening Comprehension and Note Taking

SUB-TOPIC: Dilemma Narratives

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Listen to dilemma narratives told by classmates and answer questions on them.

(b) Discuss the features of dilemma narratives read.

T/L RESOURCES:

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Creates a situation in which one is caught between two difficult choices, one which they must make. Asks students the choice they will go for. (b) Tells them that they will be listening to narratives involving dilemma.	(a) Makes a choice and explains why they would do it. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Asks learners to narrate the first narrative. 2. Uses the narrative to explain the features of the dilemma narratives. 3. Allows the narrator to ask questions on the narrative. 4. Asks learners to narrate another narrative. Asks them to identify the features of dilemma narratives evident.	1. Narrates the narrative. Listens to the narrative. 2. Listens and takes notes. Seeks clarification. 3. Discusses the questions on it. 4. Identifies the features of dilemma narratives evident.
CONCLUSION 4 minutes	a) Asks them to explain the features of dilemma narratives. b) Writes the exercise on the chalkboard.	a) Explains the features of dilemma narratives. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

LISTENING AND SPEAKING

Listening Comprehension and Note Taking

Dilemma Narratives

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……2…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Mwalimu, We Come to Learn

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 86-88

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Talks about the issue raised in the passage without letting them know they are about to read a passage. b) Asks students question concerning the issue. c) Tells the students the passage they are about to read and asks them to open their course books.	a) Listens and seeks clarification. b) Answers the questions asked. c) Opens their books.
DEVELOPMENT 33 minutes	1) Asks students to read the paragraphs in turns. 2) Asks students to retell the passage in their own words. 3) Asks students some questions on the passage. 4) Identifies some new words and asks students to give their meanings and use in each in their own words.	1) Reads the paragraphs. 2) Retells the passage. 3) Answers the questions. 4) Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	a) Asks students to discuss the lessons they learn from the passage. b) Gives an exercise.	a) Discusses the lessons they learn from the passage. b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING **COMPREHENSION** **Mwalimu, We Come to Learn**	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……2…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Break and Call

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with break and call.

(b) Use phrasal verbs beginning with break and call in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	a) Reads the sentence. b) Explains the meaning of the phrasal verb. c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. b) Gives an exercise.	a) Explains the meaning of the phrasal verbs and use them in sentences. b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Break and Call	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……2……..LESSON: ……5……..

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Maria Nyabera

OBJECTIVE: By the end of the lesson, the learner should be able to:

a) Discuss the character traits of Maria Nyabera as brought in the text.

b) Explain the roles played by Nyabera in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Asks students to freely talk about Nyabera. b) Tells students that they will be learning the character traits of Nyabera.	a) Gives details about Nyabera. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of Nyabera from the read sections. 3. Asks them to discuss in groups other traits of Nyabera. 4. Allows the groups to present their projects. 5. Explains roles played by Nyabera in the novel.	1. Reads the sections. 2. Explains the traits of Nyabera from the read sections. 3. Discusses other traits of Nyabera. 4. Presents their project. 5. Listens and takes notes.
CONCLUSION 4 minutes	a) Asks students to suggest reasons it would be necessary for the people to emulate the traits of Nyabera. b) Gives an assignment.	a) Suggests reasons it would be necessary for the people to emulate the traits of Nyabera. b) Writes the assignment.

CHALKBOARD LAYOUT

Date	ENGLISH	FORM 3
	READING	
	The River and the Source	
	Characterization: Maria Nyabera	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……2……..LESSON: ……..6……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Elizabeth Awiti

OBJECTIVE: By the end of the lesson, the learner should be able to:

a) Discuss the character traits of Elizabeth as brought in the text.

b) Explain the roles played by Elizabeth in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students to freely talk about Elizabeth. (b) Tells students that they will be learning the character traits of Elizabeth.	(a) Gives details about Elizabeth. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of Elizabeth from the read sections. 3. Asks them to discuss in groups other traits of Elizabeth. 4. Allows the groups to present their projects. 5. Explains roles played by Elizabeth in the novel.	1. Reads the sections. 2. Explains the traits of Elizabeth from the read sections. 3. Discusses other traits of Elizabeth. 4. Presents their project. 5. Listens and takes notes.
CONCLUSION	(a) Asks students to suggest reasons it would be necessary for the people to emulate the traits of Elizabeth.	(a) Suggests reasons it would be necessary for the people to emulate the traits of Elizabeth.

4 minutes	(b) Gives an assignment.	(b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Characterization: Elizabeth Awiti	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……2……..LESSON: ……7……..

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Vera

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the character traits of Vera as brought in the text.

(b) Explain the roles played by Vera in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Asks students to freely talk about Vera. b) Tells students that they will be learning the character traits of Vera.	a) Gives details about Vera. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Tells the students to read some sections of the novel. 2) Asks the students to explain the traits of Vera from the read sections. 3) Asks them to discuss in groups other traits of Vera.	1) Reads the sections. 2) Explains the traits of Vera from the read sections. 3) Discusses other traits of Vera. 4) Presents their project.

	4) Allows the groups to present their projects. 5) Explains roles played by Vera in the novel.	5) Listens and takes notes.
CONCLUSION 4 minutes	a) Asks students to suggest reasons it would be necessary for the people to emulate the traits of Vera. b) Gives an assignment.	a) Suggests reasons it would be necessary for the people to emulate the traits of Vera. b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH** **READING** **The River and the Source** **Characterization: Vera**	**FORM 3**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….2……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Social Writing

SUB-TOPIC: Notes of Thanks

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the steps in writing a good thank you note.

(b) Follow the steps outlined in writing a thank you note.

T/L RESOURCES: Sample notes of thanks

REFERENCES:

- Advancing in English Book 3 students book Page 109-111
- Teachers Book page 83
- Excelling in English book 3 students book page 69
- New integrated English book 3 students book page 121
- Head start secondary English book 3 students book page 69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES

INTRODUCTION 4 minutes	(a) Asks students what they usually do when one does something great for them. (b) Tells them that they are about to learn how to write the thank you notes.	(a) Mentions among others: • *Thanking them* • *Writing noes of thanks* (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Issues the notes of thanks. 2) Asks students to list the elements of note. 3) Explains the steps in writing the note. 4) Groups the learners. Asks them to a thank-you-note on the topic given. 5) Asks learners to read aloud some of the notes.	1) Reads the note. 2) Lists the elements of note. 3) Listens and takes notes. 4) Write the note. 5) Reads aloud the note.
CONCLUSION 4 minutes	(a) Asks students to outline the steps in writing the note. (b) Gives an exercise.	(a) Outlines the steps. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **WRITING** **Social Writing** **Notes of Thanks**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……3… LESSON: ……1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Listening Comprehension and Note Taking

SUB-TOPIC: Aetiological Narratives

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Listen to dilemma narratives read and answer questions on them.

(b) Discuss the features of dilemma narratives read.

T/L RESOURCES: Narrative to be read

REFERENCES:

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES

INTRODUCTION 4 minutes	a) Asks them a question involving phenomena like why hare has short tail, etc. b) Tells them that they will be listening to aetiological narratives.	a) Explains the phenomenon. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Reads the first narrative. 2) Uses the narrative to explain the features of the aetiological narratives. 3) Groups the students and then reads the narrative a second time. Asks questions on it. 4) Reads another narrative. Asks them to identify the features of aetiological narratives evident.	1) Listens to the narrative. 2) Listens and takes notes. Seeks clarification. 3) Discusses the questions on it. 4) Identifies the features of aetiological narratives evident.
CONCLUSION 4 minutes	(a) Asks them to explain the features of aetiological narratives. (b) Writes the exercise on the chalkboard.	(a) Explains the features of aetiological narratives. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **LISTENING AND SPEAKING** **Listening Comprehension and Note Taking** **Aetiological Narratives**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……3…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: The Negro

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 86-88

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Talks about the issue raised in the passage without letting them know they are about to read a passage. (b) Asks students question concerning the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Listens and seeks clarification. (b) Answers the questions asked. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	1. Asks students to discuss the lessons they learn from the passage. 2. Gives an exercise.	1. Discusses the lessons they learn from the passage. 2. Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	The Negro	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……3……. LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Check and Come

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with check and come.

(b) Use phrasal verbs beginning with check and come in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH** **FORM 3**

GRAMMAR

Phrasal Verbs

Phrasal Verbs Beginning with Check and Come

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: ..... CLASS: ....

DATE: ..... DAY: .....WEEK: .....3..... LESSON: ..... 4.....

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Fall and Fill

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with fall and fill.

(b) Use phrasal verbs beginning with fall and fill in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Fall and Fill	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……3……LESSON: …… 5……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Becky

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the character traits of Becky as brought in the text.

(b) Explain the roles played by Becky in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks students to freely talk about Becky. (b) Tells students that they will be learning the character traits of Becky.	(a) Gives details about Becky. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of Becky from the read sections. 3. Asks them to discuss in groups differences in traits between Vera and Becky. 4. Allows the groups to present their projects. 5. Explains roles played by Becky in the novel.	1. Reads the sections. 2. Explains the traits of Becky from the read sections. 3. Discusses the differences. 4. Presents their project. 5. Listens and takes notes.
CONCLUSION 4 minutes	(a) Asks students to suggest reasons it would be necessary for the people to emulate the traits of Becky. (b) Gives an assignment.	(a) Suggests reasons it would be necessary for the people to emulate the traits of Becky. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING **The River and the Source** **Characterization: Becky**	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……3……LESSON: …… 6……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Wandia

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the character traits of Wandia as brought in the text.

(b) Explain the roles played by Wandia in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Asks students to freely talk about Wandia. b) Tells students that they will be learning the character traits of Wandia.	a) Gives details about Wandia. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Tells the students to read some sections of the novel. 2) Asks the students to explain the traits of Wandia from the read sections. 3) Asks them to discuss in groups other traits of Wandia. 4) Allows the groups to present their projects. 5) Explains roles played by Wandia in the novel.	1) Reads the sections. 2) Explains the traits of Wandia from the read sections. 3) Discusses other traits of Wandia. 4) Presents their project. 5) Listens and takes notes.
CONCLUSION 4 minutes	a) Asks students to suggest reasons it would be necessary for the people to emulate the traits of Wandia. b) Gives an assignment.	a) Suggests reasons it would be necessary for the people to emulate the traits of Wandia. b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Characterization: Wandia	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……3……LESSON: …… 7……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Mark Sigu

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the character traits of Mark as brought in the text.

(b) Explain the roles played by Mark in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks students to freely talk about Sigu. (b) Tells students that they will be learning the character traits of Mark Sigu.	(a) Gives details about Sigu. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of Sigu from the read sections. 3. Asks them to discuss in groups other traits of Sigu. 4. Allows the groups to present their projects. 5. Explains roles played by Sigu in the novel.	1. Reads the sections. 2. Explains the traits of Sigu from the read sections. 3. Discusses other traits of Sigu. 4. Presents their project. 5. Listens and takes notes.
CONCLUSION 4 minutes	(a) Asks students to the traits of Mark Sigu they would emulate. (b) Gives an assignment.	(a) Explains the traits of Mark Sigu they would emulate. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING **The River and the Source**	

Characterization: Mark Sigu

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….3……..LESSON: ……..8……..

SKILL/TOPIC: WRITING/ Social Writing

SUB-TOPIC: Notes of Congratulations

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the steps in writing a good congratulatory note.

(b) Follow the steps outlined in writing a congratulatory note.

T/L RESOURCES: Sample notes of congratulations

REFERENCES:

- New Integrated Eng SB 3 PG 144-145
- Excelling in Eng SB 3 PG 69-71

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks students what they usually do when one passes their end of course exams. (b) Tells them that they are about to learn how to write the congratulatory notes.	(a) Mentions among others: *Congratulating them* *Writing notes of congratulations* (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues the notes of thanks. 2. Asks students to list the elements of the note. 3. Explains the steps in writing the note. 4. Groups the learners. Asks them to a congratulatory note on the topic given. 5. Asks learners to read aloud some of the notes.	1. Reads the note. 2. Lists the elements of note. 3. Listens and takes notes. 4. Write the note. 5. Reads aloud the note.
CONCLUSION 4 minutes	(a) Asks students to outline the steps in writing the note. (b) Gives an exercise.	(a) Outlines the steps. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**
FORM 3	
	WRITING
	Social Writing
	Notes of Congratulations

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……4…… LESSON: ……1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Listening Comprehension and Note Taking

SUB-TOPIC: Aetiological Narratives

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Listen to aetiological narratives told by classmates and answer questions on them.

(b) Discuss the features of aetiological narratives read.

T/L RESOURCES:

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks them a question involving phenomena like why hare has short tail, etc. (b) Tells them that they will be listening to aetiological narratives.	(a) Explains the phenomenon. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Asks students to narrate the first narrative. 2. Uses the narrative to explain the features of the aetiological narratives. 3. Allows the narrator to ask questions on the narrative. 4. Asks another learner to narrate a second narrative. Asks them to identify the features of aetiological	1. Listens to the narrative. 2. Listens and takes notes. Seeks clarification. 3. Discusses the questions on it. 4. Identifies the features of aetiological narratives evident.

	narratives evident.	
CONCLUSION 4 minutes	a) Asks them to explain the features of aetiological narratives. b) Writes the exercise on the chalkboard.	a) Explains the features of aetiological narratives. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

LISTENING AND SPEAKING

Listening Comprehension and Note Taking

Aetiological Narratives

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……4…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Wahome Mutahi: The Passing of a Legend

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES: Head Start Engsb 3 pg 93-96

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Talks about the issue raised in the passage without letting them know they are about to read a passage. (b) Asks students question concerning the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	a) Listens and seeks clarification. b) Answers the questions asked. c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions.

	3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	Wahome Mutahi: The Passing of a Legend	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……4…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Get and Give

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with get and give.

(b) Use phrasal verbs beginning with get and give in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Get and Give	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……4…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Go and Grow

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with go and grow.

(b) Use phrasal verbs beginning with go and grow in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Go and Grow	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……4……LESSON: …… 5……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: OwuorKembo and OtienoKembo

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the character traits of Otieno and Owuor as brought in the text.

(b) Compare and contrast the traits of Otieno and Owuor in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks students to freely talk about Owuor and Otieno Kembo. (b) Tells students that they will be learning the character traits of Owuor Kembo and Otieno Kembo.	(a) Gives details about the two. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of the two from the read sections. 3. Asks them to discuss in groups contrasts between the traits of Owuor and Otieno. 4. Allows the groups to present their projects.	1. Reads the sections. 2. Explains the traits from the read sections. 3. Discusses the contrasts. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students between the two characters who they would emulate. (b) Gives an assignment.	(a) Explains the character they would emulate. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Characterization: OwuorKembo and OtienoKembo	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……4……LESSON: …… 6……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Characterization: Obura Kembo and Aoro Sigu

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the character traits of Obura and Aoro as brought in the text.

(b) Compare Obura's and Aoro's traits in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	a) Asks students to freely talk about Obura and Aoro. b) Tells students that they will be learning the character traits of Obura and Aoro.	a) Gives details about the two. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the traits of the two from the read sections. 3. Asks them to compare the traits of Obura and Aoro. 4. Allows the groups to present their projects.	1. Reads the sections. 2. Explains the traits from the read sections. 3. Discusses the comparisons. 4. Presents their project.
CONCLUSION 4 minutes	a) Asks students between the two characters who they would emulate. b) Gives an assignment.	a) Explains the character they would emulate. b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Characterization: Obura Kembo and Aoro Sigu	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: ..... DAY: ..... WEEK: .....4.....LESSON: ..... 7.....

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Contrast

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Discuss the various incidences of contrast in the text.

(b) Cite the characters and events compared in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) States two situations that contrast. (b) Tells students the style used is contrast.	(a) Gives their own examples. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to explain the contrasts in the sections read. 3. Asks them to discuss in groups the significance of contrasts in the sections. 4. Allows the groups to present their projects.	1. Reads the sections. 2. Explains the contrast in the read sections. 3. Discusses the significance. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to identify contrasts in the novel. (b) Gives an assignment.	(a) Identifies incidences of contrast. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Contrast	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……4……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Social Writing

SUB-TOPIC: Notes of Condolence

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the steps in writing a good condolence note.

(b) Follow the steps outlined in writing a condolence note.

T/L RESOURCES: Sample notes of condolence

REFERENCES:

- Excelling in Eng SB 3
- Head Start English Bk 3 Pg 69-70
- Advancing in English Book 3 students book Page 128-130
- Teachers Book page 90

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students what they usually do when your friends' relatives die. (b) Tells them that they are about to learn how to write the condolence notes.	(a) Mentions among others: *Writing notes of condolences* (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues the notes of condolences. 2. Asks students to list the elements of the note. 3. Explains the steps in writing the note. 4. Groups the learners. Asks them to a condolence note on the topic given. 5. Asks learners to read aloud some of the notes.	1. Reads the note. 2. Lists the elements of note. 3. Listens and takes notes. 4. Write the note. 5. Reads aloud the note.
CONCLUSION 4 minutes	(a) Asks students to outline the steps in writing the note. (b) Gives an exercise.	(a) Outlines the steps. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **WRITING** **Social Writing** **Notes of Condolence**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……5……. LESSON: ……1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Speeches

SUB-TOPIC: Preparation for Speech

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the ways of preparing for a speech delivery.

(b) Demonstrate the ability to prepare for speech delivery.

T/L RESOURCES:

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks learners if they have ever delivered a speech. (b) Asks them when speeches are usually delivered.	(a) Says whether they have ever delivered a speech. (b) Identifies when speech delivery is necessary.
DEVELOPMENT 32 minutes	1. Asks learners how they prepared to deliver speeches in (a). 2. Explains how one should prepare for speech delivery. 3. Groups the learners. Writes a topic to be delivered. Asks learners how they would prepare for the speech. 4. Asks learners present their projects.	1. States how they prepared. 2. Listens and takes notes. Seeks clarification. 3. Discusses how to prepare for speech delivery. 4. Presents their projects.
CONCLUSION 4 minutes	(a) Asks them to explain the ways of preparing for speech delivery. (b) Writes the exercise on the chalkboard.	(a) Explains the ways. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **LISTENING AND SPEAKING** **Speeches** **Preparation for Speech**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……5…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Meja Gets a Job

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 101-104

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Talks about the issue raised in the passage without letting them know they are about to read a passage. (b) Asks students question concerning the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Listens and seeks clarification. (b) Answers the questions asked. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	Meja Gets a Job	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……5…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Hand and Keep

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with hand and keep.

(b) Use phrasal verbs beginning with hand and keep in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences.	(a) Explains the meaning of the phrasal verbs and use them in sentences.

	(b) Gives an exercise.	(b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Hand and Keep	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……5…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Look and Pass

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with look and pass.

(b) Use phrasal verbs beginning with look and pass in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPME	1. Displays the chart containing phrasal verbs.	1. Reads the phrasal verbs.

NT 30 minutes	2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Look and Pass	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……5……LESSON: …… 5……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Local Dialect

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Identify the various examples of local words and phrases used in the novel.

(b) Explain the significance of this style.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Writes a sentence such as: *I visited his samba.* b) Asks them to identify a word that is not English word. c) Tells students the style used is local dialect.	a) Reads the sentence. b) Identifies "simba". c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the instances of local dialect in the sections read.	1. Reads the sections. 2. Identifies the use of local dialect in the read sections.

	3. Asks them to discuss in groups the significance of local dialect in the sections. 4. Allows the groups to present their projects.	3. Discusses the significance. 4. Presents their project.
CONCLUSION 4 minutes	a) Asks students to identify the instances of local dialect in the novel. b) Gives an assignment.	a) Identifies the instances. b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Local Dialect	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……5……LESSON: …… 6……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Foreshadow

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define foreshadow.

(b) Cite the instances of foreshadow in the novel.

(c) Explain the use of foreshadow in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTI	(a) Asks learners to explain any event that had	(a) Explains the event.

ON 4 minutes	happened before and that had been foretold. (b) Tells students this is foreshadow.	 (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the instances of foreshadow in the sections read. 3. Asks them to discuss in groups the significance of foreshadow in the sections. 4. Allows the groups to present their projects. 5. Asks them to define foreshadow.	1. Reads the sections. 2. Identifies the use of foreshadow in the read sections. 3. Discusses the significance. 4. Presents their project. 5. Defines foreshadow
CONCLUSION 4 minutes	(a) Asks students to identify the instances of foreshadow in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Foreshadow	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……5……LESSON: …… 7……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Flashback

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define flashback.
(b) Cite the instances of flashback in the novel.
(c) Explain the use of flashback in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks learners to explain any event that happened before and that they can recall. (b) Tells students this is flashback.	(a) Recounts the event. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Tells the students to read some sections of the novel. 2) Asks the students to identify the instances of flashbacks in the sections read. 3) Asks them to discuss in groups the significance of flashback in the sections. 4) Allows the groups to present their projects. 5) Asks them to define flashback.	1) Reads the sections. 2) Identifies the use of flashback in the read sections. 3) Discusses the significance. 4) Presents their project. 5) Defines flashback
CONCLUSION 4 minutes	(a) Asks students to identify the instances of flashback in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Flashback	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….5……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Social Writing

SUB-TOPIC: Telegrams

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the elements of a telegram.

(b) Follow the guidelines in writing their own telegram.

T/L RESOURCES: Sample telegram

REFERENCES:

- Head Start English Bk 3 Pg 82-83
- Advancing in English Book 3 students book Page 137-138
- Teachers Book page 93
- Excelling in English book 3 students book page 100
- New integrated English book 3 students book page 333

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students whether they have ever written a telegram. (b) Explains what a telegram is. (c) Tells them that they are about to learn how to write telegrams.	(a) Says whether or not they have written telegrams. (b) Listens and seeks clarification. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues the sample telegram. 2. Asks students to list the elements of the telegram. 3. Groups the learners. Asks them to write a telegram on the topic given. 4. Asks learners to read aloud some of the reminders.	1. Reads the telegram. 2. Lists the elements of telegram. 3. Write the telegram. 4. Reads aloud the reminder.
CONCLUSION 4 minutes	(a) Asks students to outline the features of reminders. (b) Gives an exercise.	(a) Outlines the features. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

WRITING

Social Writing

Telegrams

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……6……. LESSON: ……1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Speeches

SUB-TOPIC: Grabbing and Keeping the Audience Attention

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the techniques of grabbing and keeping the attention of the audience during speech delivery.

(b) Demonstrate the ability to grab and keep the attention of the audience.

T/L RESOURCES:

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. Asks how speakers prepare to deliver a speech. (b) Tells the learners that they will be learning how to grab the attention of the audience.	(a) Explains how a speaker prepares to deliver a speech. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Asks learners how they grabbed and kept the attention of the audience when delivering their speeches. 2. Explains how one should grab and keep the attention of the audience during speech delivery. 3. Groups the learners. Writes a topic to be delivered. Asks learners how they would grab and keep the attention of the audience. 4. Asks learners present their projects.	1. States how they grabbed and kept the attention. 2. Listens and takes notes. Seeks clarification. 3. Discusses. 4. Presents their projects.
CONCLUSION 4 minutes	a) Asks them to explain the ways of grabbing and keeping attention of the audience during speech delivery. b) Writes the exercise on the chalkboard.	a) Explains the ways. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **ENGLISH** **FORM 3** **LISTENING AND SPEAKING** **Speeches** **Grabbing and Keeping the Audience Attention**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: ..... DAY: .....WEEK: .....6..... LESSON: .....2.....

SKILL/TOPIC: LISTENING AND SPEAKING/ Speeches

SUB-TOPIC: Speech Delivery

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the techniques of delivering a speech effectively.

(b) Present a speech following the techniques discussed.

T/L RESOURCES: Speech to read

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Reviews the previous lesson. Asks how speakers how to grab and keep audience attention. b) Tells the learners that they will be learning how to deliver a speech.	a) Explains how to grab and keep audience attention. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Asks learners how they ensured the messages in their speeches were understood. 2. Explains how one should deliver their speech effectively. 3. Groups the learners. Asks learners to deliver the speech discussed in lesson 1. 4. Asks learners to explain the techniques speakers effectively use in delivering the speech.	1. States how they delivered the speech. 2. Listens and takes notes. Seeks clarification. 3. Delivers speech. 4. Explains the techniques.
CONCLUSION 4 minutes	(a) Asks them to explain the techniques used by speakers during speech delivery. (b) Writes the exercise on the chalkboard.	(a) Explains the techniques. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

LISTENING AND SPEAKING

Speeches

Speech Delivery

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……6…… LESSON: ……3……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: A Lesson in Giving and Taking

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 118-121

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	A Lesson in Giving and Taking	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……6…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Put and Make

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with put and make.

(b) Use phrasal verbs beginning with put and make in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to give explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	

Phrasal Verbs Beginning with Put and Make

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……6……LESSON: …… 5……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Allusion

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define allusion.

(b) Cite the instances of allusion in the novel.

(c) Explain the use of allusion in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Writes a sentence such as: *Tonedeff's slays giants,as if my legal name's David*. (b) Asks them to figure out what the sentence is alluding to. (c) Tells students the style used is allusion.	(a) Reads the sentence. (b) Talks about the story of David and Goliath. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Tells the students to read some sections of the novel. 2) Asks the students to identify the instances of allusion in the sections read. 3) Asks them to discuss in groups the significance of allusion 4) Allows the groups to present their projects.	1) Reads the sections. 2) Identifies the use of allusion in the read sections. 3) Discusses the significance. 4) Presents their project.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of allusion in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	

The River and the Source

Language and Style: Allusion

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……6……LESSON: …… 6……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Symbolism

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define symbolism.

(b) Cite the instances of symbolism in the novel.

(c) Explain the use of symbolism in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Chooses a well-known national/cultural/religious object . uses this to explain the concept. (b) Tells students this is symbolism.	(a) Listens and seeks clarification. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Tells the students to read some sections of the novel. 2) Asks the students to identify the instances of symbolism in the sections read. 3) Asks them to discuss in groups the significance of symbolism in the sections. 4) Allows the groups to present their projects. 5) Asks them to define symbolism.	1) Reads the sections. 2) Identifies the instances of symbolism in the read sections. 3) Discusses the significance. 4) Presents their project. 5) Defines symbolism.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of symbolism in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Symbolism	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……6……LESSON: …… 7……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Humour

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define humour.

(b) Cite the instances of humour in the novel.

(c) Explain the use of humour in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Discuss the people, shows, movies, comics, Web sites and videos that make up today's comedic landscape, asking what makes each of them funny, to whom it appeals, what it says about our current times and so on.. (b) Tells students this is humour.	(a) discusses. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the instances of humour in the sections read. 3. Asks them to discuss in groups the significance of humour in the sections.	1. Reads the sections. 2. Identifies the use of humourk in the read sections. 3. Discusses the significance.

	4. Allows the groups to present their projects. 5. Asks them to define humour.	4. Presents their project. 5. Defines humour.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of humour in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Humour	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….6……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Public Writing

SUB-TOPIC: Letters of Application

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the steps in writing an application letter.

(b) Follow the steps outlined in writing an application letter. .

T/L RESOURCES: Sample letter of application

REFERENCES:

- Head Start English Bk 3 Pg 90-91
- Advancing in English Book 3 students book Page 146-150
- Teachers Book page 98
- Excelling in English book 3 students book page 108

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students whether they have ever written a letter of application. (b) Explains what a letter of application is.	(a) Says whether or not they have written application letters.

	(c) Tells them that they are about to learn how to write application letters.	(b) Listens and seeks clarification. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues the sample letter of application. 2. Asks students to list the elements of the letter. 3. Groups the learners. Asks them to write an application letter on the topic given. 4. Asks learners to read aloud some of the letters.	1. Reads the letter. 2. Lists the elements. 3. Write the letter. 4. Reads aloud the letter.
CONCLUSION 4 minutes	(a) Asks students to outline the features of application letters. (b) Gives an exercise.	(a) Outlines the features. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **WRITING** **Public Writing** **Letters of Application**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……7……. LESSON: ……..1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Speeches

SUB-TOPIC: Stage Fright

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the causes of stage fright during speech delivery.

(b) Mention the signs of anxiety.

T/L RESOURCES: Speech to read

REFERENCES:

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. Asks how speakers prepare for speech delivery.	(a) Explains how to prepare. (b) Listens and takes notes.

	(b) Tells the learners that they will be learning causes and signs of anxiety in speech delivery.	
DEVELOPMENT 32 minutes	1. Explains causes of fear. 2. Groups the learners. Asks learners to discuss the signs of anxiety in speakers. 3. Asks learners to present their points. 4. Adds more signs.	1. Listens and seeks clarification. Takes notes. 2. Discusses the signs of fear. 3. Presents their points. 4. Listens and takes notes.
CONCLUSION 4 minutes	a) Asks them to state the causes of anxiety. b) Writes the exercise on the chalkboard.	a) States the causes of anxiety. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **LISTENING AND SPEAKING** **Speeches** **Stage Fright**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……7…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Living in a Cloud

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 125-128

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH** **FORM 3**

READING

COMPREHENSION

Living in a Cloud

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……7…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Phrasal Verbs

SUB-TOPIC: Phrasal Verbs Beginning with Run and Take

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of phrasal verbs beginning with run and take.

(b) Use phrasal verbs beginning with run and take in their own sentences.

T/L RESOURCES: Flashcards with phrasal verbs

Chart showing phrasal verbs

REFERENCES:

Advancing in English Book 3 students book Page 108-109

Teachers Book page 81-82

New integrated English book 3 students book page 218-219

Head start secondary English book 3 students book page 66-69

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence containing phrasal verb on the board. (b) Asks learners to explain the meaning of the phrasal verb. (c) Tells them that they will be learning phrasal verbs.	(a) Reads the sentence. (b) Explains the meaning of the phrasal verb. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing phrasal verbs. 2. Explains more phrasal verbs beginning with the two words. 3. Asks students to use the phrasal verbs learnt in their own sentences. 4. Groups the learners and shows them the flashcards.	1. Reads the phrasal verbs. 2. Listens and takes notes. Seeks clarification. 3. Uses the phrasal verbs in sentences. 4. Adds a word to it and uses the phrasal verb formed in their own sentence.
CONCLUSION 5 minutes	(a) Asks students to explain the meaning of some phrasal verbs and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the phrasal verbs and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrasal Verbs	
	Phrasal Verbs Beginning with Run and Take	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……7…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Verbs

SUB-TOPIC: Idiomatic Expressions

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of various idiomatic expressions given.

(b) Use idiomatic expressions learnt in their own sentences.

T/L RESOURCES: Chart showing idiomatic expressions

Paragraph to read

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes a sentence containing an idiomatic expression on the board. (b) Asks learners to explain the meaning of the expression. (c) Tells them that they will be learning idiomatic expressions.	(a) Reads the sentence. (b) Explains the meaning. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Displays the chart containing idiomatic expressions. 2. Explains more idiomatic expressions. 3. Asks students to give their own examples. 4. Groups the learners and issues the handout with a paragraph.	1. Reads the idioms. 2. Listens and takes notes. Seeks clarification. 3. Gives their own examples. 4. Identifies idiomatic expressions. Uses them in their own sentences.
CONCLUSION 5 minutes	(a) Asks students to explain the meaning of some idiomatic expressions and use them in sentences. (b) Gives an exercise.	(a) Explains the meaning of the idiomatic expressions and use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Verbs	
	Idiomatic Expressions	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: ..... DAY: ..... WEEK: .....7.....LESSON: ..... 5.....

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Irony

OBJECTIVE: By the end of the lesson, the learner should be able to:

a) Define irony.

b) Cite the instances of irony in the novel.

c) Explain the use of irony in the text.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	*(a)* Writes a sentence with irony. (b) Asks them to explain the opposites in the sentence. (c) Tells students the style used is irony.	(a) Reads the sentence. (b) Explains the opposites in the sentence. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the instances of irony in the sections read. 3. Asks them to discuss in groups the significance of irony. 4. Allows the groups to present their projects.	1. Reads the sections. 2. Identifies the use of irony in the read sections. 3. Discusses the significance. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of irony in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Irony	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: .....

TCHR'S NAME: ..... CLASS: .....

DATE: ..... DAY: ..... WEEK: .....7.....LESSON: ..... 6.....

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Vivid Description

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the meaning of vivid description.

(b) Quote the characters that have been vividly described in the novel.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks learners to list strong action words which are more descriptive. For example, instead of using 'walked,' maybe you could use 'crept,' 'tip-toed,' or 'sauntered.'". (b) Tells students that they will be learning vivid description in the novel.	(a) Lists the words. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the instances of vivid description in the sections read. 3. Asks them to discuss in groups the significance of vivid description in the sections. 4. Allows the groups to present their projects. 5. Asks them to define vivid description.	1. Reads the sections. 2. Identifies the instances of vivid description in the read sections. 3. Discusses the significance. 4. Presents their project. 5. Defines vivid description.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of vivid description in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Vivid Description	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……7……LESSON: …… 7……

SKILL/TOPIC: READING/ The River and the Source

SUB-TOPIC: Language and Style: Use of Oral Literature Devices

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Mention the oral literature devices used in the novel.

(b) Explain the use of the devices.

T/L RESOURCES: Novel to be read

REFERENCES: The River and the Source, Guide Books

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks learners to identify the genres of oral literature. (b) Tells students they will learn the use of the genres mentioned in the novel.	(a) Identifies the genres. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read some sections of the novel. 2. Asks the students to identify the oral literature devices used in the sections read. 3. Asks them to discuss in groups the significance of oral literature devices in the sections. 4. Allows the groups to present their projects.	1. Reads the sections. 2. Identifies the use of oral literature devices in the read sections. 3. Discusses the significance. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to identify the instances of oral literature devices in the novel. (b) Gives an assignment.	(a) Identifies the instances. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	The River and the Source	
	Language and Style: Use of Oral Literature Devices	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….7……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Study Writing

SUB-TOPIC: Synopsis

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Outline the elements of a synopsis.

(b) Follow the guidelines given to write synopsis of any set text.

T/L RESOURCES: Synopsis of "The River and the Source"

Chart showing the format of a synopsis

REFERENCES:

- Head Start English Bk 3 Pg 98-99
- Advancing in English Book 3 students book Page 158
- Teachers Book page 102
- Excelling in English book 3 students book page 128
- New integrated English book 3 students book page 87

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students to give summary of the novel The River and the Source. (b) Tells them that they are about to learn how to write synopsis.	(a) Summarises the novel. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues the sample synopsis. 2. Asks students to list the elements of synopsis. 3. Groups the learners. Asks them to come up with an outline of what to include in a synopsis of the River and the Source. 4. Asks individual students to use the outline to write the synopsis.	1. Reads the synopsis. 2. Lists the elements. 3. Writes outline. 4. Writes the synopsis.
CONCLUSION 4 minutes	(a) Asks learners to read aloud some of the synopsis. (b) Gives an exercise.	(a) Reads aloud their synopsis. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **WRITING** **Study Writing** **Synopsis**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……8……. LESSON: ……..1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Speeches

SUB-TOPIC: Dealing With Anxiety

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Suggest the methods of dealing with stage fright.

(b) Demonstrate the ability to deal with stage fright.

T/L RESOURCES: Speech to read

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Reviews the previous lesson. Asks causes of fear. b) Tells the learners that they will be learning how to deal with anxiety.	a) States the causes of anxiety. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1) Explains some methods of dealing with fear. 2) Groups the learners. Asks learners to discuss how to deal with each cause of fear stated by the teacher. 3) Asks learners to present their points. 4) Adds more ways of dealing with fear.	1) Listens and seeks clarification. Takes notes. 2) Suggests how to deal with the cause. 3) Presents their points. 4) Listens and takes notes.
CONCLUSION 4 minutes	a) Asks them to state the methods of dealing with anxiety. b) Writes the exercise on the chalkboard.	a) States the ways of dealing with anxiety. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date	**ENGLISH**
FORM 3	
	LISTENING AND SPEAKING
	Speeches
	Dealing With Anxiety

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……8…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: So where did you get hypertension from?

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 132-134

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Asks questions on the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Answers the questions. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.

CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	So where did you get hypertension from?	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……8…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Adjectives

SUB-TOPIC: Predicative Adjectives

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define predicative adjectives.

(b) Explain the function of predicative adjective.

(c) Use predicative adjectives listed in their own sentences.

T/L RESOURCES: Paragraph to be read

REFERENCES:

Advancing in English Book 3 students book Page 143-146

Teachers Book page 97-98

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION	(a) Writes a sentence with a predicative adjective. (b) Asks learners the position of the adjective.	(a) Reads the sentence. (b) Explains the position.

5 minutes	(c) Tells them that they will be learning predicative adjectives.	(c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Explains what predicative adjectives are. 2. Lists some examples. 3. Groups the learners and issues the handout with a paragraph. 4. Asks learners to give more examples in sentences.	1. Listens and takes notes. Seeks clarification. 2. Use the examples in their own sentences. 3. Reads the paragraph and identifies predicative adjectives. Uses them in their own sentences. 4. Gives more examples in sentences.
CONCLUSION 5 minutes	(a) Asks students to use any predicative adjective learnt in sentences. (b) Gives an exercise.	(a) Use the adjectives in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Adjectives	
	Predicative Adjectives	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……8…… LESSON: …… 4……

SKILL/TOPIC: GRAMMAR/ Adjectives

SUB-TOPIC: Attributive Adjectives

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define attributive adjectives.

(b) Explain the function of attributive adjective.

(c) Use attributive adjectives listed in their own sentences.

T/L RESOURCES: Paragraph to be read

REFERENCES:

Advancing in English Book 3 students book Page 143-146

Teachers Book page 97-98

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence with an attributive adjective. (b) Asks learners the position of the adjective. (c) Tells them that they will be learning attributive adjectives.	(a) Reads the sentence. (b) Explains the position. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Explains what attributive adjectives are. 2. Lists some examples. 3. Groups the learners and issues the handout with a paragraph. 4. Asks learners to give more examples in sentences.	1. Listens and takes notes. Seeks clarification. 2. Use the examples in their own sentences. 3. Reads the paragraph and identifies attributive adjectives. Uses them in their own sentences. 4. Gives more examples in sentences.
CONCLUSION 5 minutes	(a) Asks students to use any attributive adjective learnt in sentences. (b) Gives an exercise.	(a) Use the adjectives in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Adjectives	
	Attributive Adjectives	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……8……LESSON: …… 5……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Imagery: Simile and Metaphors

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of similes and metaphors.

(b) Identify similes and metaphors in the poems read and explain their effectiveness.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 9-11

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	*(a)* Writes a sentence with simile. She is as fast as a gazelle. (b) Asks them to rewrite the sentence without using 'as' or 'like'. (c) Tells students that the first sentence has a simile while the second, a metaphor.	(a) Reads the sentence. (b) Writes: She is a gazelle. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Identifies the first simile. 3. Groups the learners. Asks the students to read the second poem. 4. Explains similes and metaphors. 5. Allows the groups to present their projects.	1. Reads the poem. 2. Identifies the other similes. 3. Identifies metaphors in the poem. 4. Listens and takes notes. 5. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples of similes, and then metaphors. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Imagery: Simile and Metaphors	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……8……LESSON: …… 6……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Imagery: Personification and Hyperbole

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of personification and hyperbole.

(b) Identify personification and hyperbole in the poems read and explain their effectiveness.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 9-13

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	*(a)* Writes a sentence with personification. (b) Asks them what has been given human quality. (c) Tells students that there is use of personification.	(a) Reads the sentence. (b) Identifies what has been given human quality. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Identifies the first use of personification. 3. Asks students to define personification. 4. Groups the learners. Asks the students to read the second poem. Helps them identify the first use of hyperbole. 5. Allows the groups to present their projects.	1. Reads the poem. 2. Identifies the other uses of use of personification. 3. Defines personification. 4. Identifies use of hyperbole in the poem. 5. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples of sentences with hyperbole and personification. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Imagery: Personification and Hyperbole	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: ..... DAY: ..... WEEK: .....8.....LESSON: ..... 7.....

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Imagery: Symbolism

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of symbolism.

(b) Identify symbolism in the poems read and explain their effectiveness.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 9

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the lesson on style and language in The River and the Source. Asks them to define symbolism. (b) Helps them explain, with examples, symbolism. (c) Tells students that they will be learning symbolism in poetry.	(a) Defines symbolism. (b) Listens and seeks clarification. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Identifies the first use of symbolism. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Identifies the other uses. 3. Identifies use of symbolism in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples of sentences with symbolism. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Imagery: Symbolism	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….8……..LESSON: ……..8…….

SKILL/TOPIC: WRITING/ Study Writing

SUB-TOPIC: Reports

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Outline the elements of a report.

(b) Follow the guidelines given to write a report on a given topic.

T/L RESOURCES: Chart showing the format of a report

REFERENCES:

- Head Start English Bk 3 Pg 106-107
- Advancing in English Book 3 students book Page
- Teachers Book page
- New integrated English book 3 students book page 129
- Excelling in English book 3 students book page 118

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students to mention the current trending issues at school that needs investigation. (b) Tells them that they are about to learn how to write reports.	(a) Identifies the issues. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Displays the chart showing the format. 2. Explains the format. 3. Explains the language use. 4. Groups the learners. Asks them to come up with an outline of what to include in a report on the topic given. 5. Asks individual students to use the outline to write the reports.	1. Studies the format. 2. Listens and takes notes. Seeks clarification. 3. Listens and seeks clarification. 4. Writes outline. 5. Writes the report.
CONCLUSION 4 minutes	(a) Asks learners to read aloud some of the reports. (b) Gives an exercise.	(a) Reads aloud their report. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **WRITING** **Study Writing** **Reports**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……10……. LESSON: ……..1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Discussion

SUB-TOPIC: Preparation for Group Discussion

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State preparations that group members should make before group discussions.

(b) Demonstrate the ability to prepare for a group discussion.

T/L RESOURCES: Chart showing the topic of discussion

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. Asks learners how they prepared for speech delivery. (b) Tells the learners that they will be learning how to prepare for a group discussion.	(a) States the preparations. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the learners that there are some ways of preparations made in preparation for group discussion that are similar to those made in readiness for speech delivery. 2. Explains some other ways of preparation. 3. Displays the chart. Groups the learners. Asks learners to discuss how to how they would prepare for a group discussion on the topic. 4. Asks learners to present their points.	1. Identifies the ways of preparing for a group discussion. 2. Listens and takes notes. 3. Discuses preparations to be made. 4. Presents their points.
CONCLUSION 4 minutes	(a) Asks them to state the preparations one should put in place in readiness for a group discussion. (b) Writes the exercise on the chalkboard.	(a) States the preparations. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date	**ENGLISH**

FORM 3

LISTENING AND SPEAKING

Discussion

Preparation for Group Discussion

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……10……. LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Grooming: The Executive Look

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 151-153

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Asks questions on the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Answers the questions. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	ENGLISH	FORM 3
	READING	
	COMPREHENSION	
	Grooming: The Executive Look	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……10…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Adjectives

SUB-TOPIC: Quantifiers

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define quantifiers.

(b) Explain the function of quantifiers.

(c) Use quantifiers listed in their own sentences.

T/L RESOURCES: Paragraph to be read

REFERENCES:

Advancing in English Book 3 students book Page 136-137

Teachers Book page 93

Excelling in English book 3 students 7book page 86

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence with a quantifier. (b) Asks learners to identify from the sentence, an adjective. (c) Tells them that they will be learning quantifiers.	(a) Reads the sentence. (b) Identifies the quantifier. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Explains what a quantifier is. 2. Lists some examples. 3. Groups the learners and issues the handout with a	1. Listens and takes notes. Seeks clarification. 2. Use the examples in their own sentences.

	paragraph. 4. Asks learners to give more examples in sentences.	3. Reads the paragraph and identifies quantifiers. Uses them in their own sentences. 4. Gives more examples in sentences.
CONCLUSION 5 minutes	(a) Asks students to use any quantifier learnt in sentences. (b) Gives an exercise.	(a) Use the quantifier in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Adjectives	
	Quantifiers	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……10……LESSON: …… 4……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Irony

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of ironical situations.

(b) Identify irony in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 14

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the lesson on style and language in The River and the Source. Asks them to define irony. (b) Allows them to give examples from the text. (c) Tells students that they will be learning irony in poetry.	(a) Defines irony. (b) Gives examples. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the irony in the poem. 3. Groups the learners. Asks the students to read the	1. Reads the poem. 2. Listens and takes notes. 3. Explains the irony in the poem.

	second poem. 4. Allows the groups to present their projects.	4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples ironical situations in the current era. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Irony	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……10…… LESSON: …… 5……

SKILL/TOPIC: GRAMMAR/ Adverbs

SUB-TOPIC: Formation of Adverbs

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the rules for forming adverbs from adjectives.

(b) Use the correct form of words listed in their own sentences.

T/L RESOURCES: Paragraph to be read

REFERENCES:

Advancing in English Book 3 students book Page 156-158

Teachers Book page 102

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 5 minutes	(a) Writes a sentence such as: *The car was driven <u>with care</u>.* (b) Asks learners to replace the underlined words with one word. (c) Tells them that they will be learning adverb formation.	(a) Reads the sentence. (b) Says: *The care was driven carefully.* (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Writes adjectives on the board and asks learners to form adverbs from them. 2. Asks learners to explain how some of the adverbs listed were formed. 3. Explains more rules. 4. Groups the learners and issues the handout with a paragraph.	1. Forms adverbs. 2. Explains the rules. 3. Listens and takes notes. Seeks clarification. 4. Reads the paragraph and identifies adverbs . Uses them in their own sentences.
CONCLUSION 5 minutes	(a) Asks students to use any adverb learnt in sentences. (b) Gives an exercise.	(a) Use the adverbs in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Adverbs	
	Formation of Adverbs	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……10……LESSON: …… 6……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Sarcasm

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of sarcastic situations.

(b) Identify sarcasm in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 16-18

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Reviews the lesson on style and language in The River and the Source. Asks them to define sarcasm. (b) Allows them to give examples from the text. (c) Tells students that they will be learning sarcasm in poetry.	(a) Defines sarcasm. (b) Gives examples. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the sarcasm in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains the sarcasm in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples sarcastic situations in the current era. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Sarcasm	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……10……LESSON: …… 7……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Satire

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of satirical situations.

(b) Identify satire in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 14

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the lesson on style and language in The River and the Source. Asks them to define satire. (b) Allows them to give examples from the text. (c) Tells students that they will be learning satire in poetry.	(a) Defines satire. (b) Gives examples. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the satire in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains the satire in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give their own examples satirical situations in the current era. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Satire	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: ..... DAY: ..... WEEK: .....10.....LESSON: .....8.....

SKILL/TOPIC: WRITING/ Study Writing

SUB-TOPIC: Argumentative Essays

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the contents of an argumentative essay.

(b) Follow the guidelines given to write a good argumentative essay.

T/L RESOURCES: Sample argumentative essay

REFERENCES:

- Head Start English Bk 3 Pg 115-116, 123
- Advancing in English Book 3 students book Page 177-178
- Teachers Book page 111
- New integrated English book 3 students book page 163
- Excelling in English book 3 students book page 147

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students to mention the topics that can be debated upon. (b) Tells them that they are about to learn how to write argumentative essays.	(a) Identifies the topics. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues sample essay. 2. Asks learners to identify the elements of argumentative essays. 3. Explains the steps in writing argumentative essays. 4. Groups the learners. Asks them to come up with an outline of what to include in an essay on the topic given. 5. Asks individual students to use the outline to write the essays.	1. Reads the essay. 2. Identifies the elements. 3. Listens and takes notes. Seeks clarification. 4. Writes outline. 5. Writes the essay.
CONCLUSION 4 minutes	(a) Asks learners to read aloud some of the essays. (b) Gives an exercise.	(a) Reads aloud their essay. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

WRITING

Study Writing

Argumentative Essays

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……11……. LESSON: ……..1……

SKILL/TOPIC: LISTENING AND SPEAKING/ Discussion

SUB-TOPIC: Participation in Group Discussion

OBJECTIVE: By the end of the lesson, the learner should be able to:

a) State how members in a group discussion should participate in group discussion to benefit from it.

b) Hold a discussion paying attention to the tips learnt.

T/L RESOURCES: Chart showing the topic of discussion

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	a) Reviews the previous lesson. Asks learners how they made good use of their voice during speech delivery. b) Tells the learners that they will be learning how to participate in a group discussion.	a) States how to use voice such as: audibility, stress, intonation, etc. b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Describes how to participate in a group discussion. 2. Asks the learners to state the responsibilities of participants during group discussion. . 3. Displays the chart. Groups the learners. Asks learners to discuss the topic. 4. Asks learners to identify mistakes made during their discussions.	1. Listens and takes notes. Seeks clarification. 2. States the responsibilities. 3. Holds discussion. 4. Identifies the mistakes.
CONCLUSION 4 minutes	a) Asks them to state the tips to display in a group discussion. b) Writes the exercise on the chalkboard.	a) States the tips. b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **LISTENING AND SPEAKING** **Discussion**

Participation in Group Discussion

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……11…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: A War to End All Wars

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Engsb 3 pg 159-161

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Asks questions on the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Answers the questions. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	

COMPREHENSION

A War to End All Wars

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……11…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Adverbs

SUB-TOPIC: Functions of Adverbs (Modifiers)

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the functions of adverbs in sentences.

(b) Use the correct form of words listed in their own sentences.

T/L RESOURCES: Paragraph to be read

REFERENCES:

Advancing in English Book 3 students book Page 164-166

Teachers Book page 106-107

Excelling in English book 3 students book page117

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	*(a)* Writes a sentence with an adverb. (b) Asks learners to identify the adverb in the sentence and what it modifies. (c) Tells them that they will be learning adverb functions.	(a) Reads the sentence. *(b) Identifies the adverb.* (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Explains the functions of the adverbs. 2. Groups the learners and asks them to use the adverbs in sentences to show the different functions discussed. 3. Writes adverbs on the board. 4. Groups the learners and issues the handout with a paragraph.	1. Listens and takes notes. 2. Constructs sentences. 3. Use them in sentences. 4. Reads the paragraph and identifies adverbs . Uses them in their own sentences.
CONCLUSION	(a) Asks students to use any adverb learnt in sentences.	(a) Use the adverbs in sentences.

5 minutes	(b) Gives an exercise.	(b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Adverbs	
	Functions of Adverbs (Modifiers)	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……11……LESSON: …… 4……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Suspense

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define suspense.

(b) Identify the use of suspense in the poems read and explain their significance.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 18

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Tells a short story. It should let the learners keep guessing. Doesn't have to come to the end. (b) Asks learners what they expect to happen next. (c) Tells students that they will be learning suspense in poetry.	(a) Listens to the story. (b) Suggests what is to happen next.. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the suspense created in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains the suspense in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to explain the effectiveness of suspense. (b) Gives an assignment.	(a) Explains the effectiveness. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Suspense	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……11…… LESSON: …… 5……

SKILL/TOPIC: GRAMMAR/ Prepositions

SUB-TOPIC: Distinguishing Prepositions from Connectors and Adverb Participles

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define prepositions, connectors and adverb participles.

(b) Use connectors, prepositions and adverb participles given in sentences to bring the distinctions.

T/L RESOURCES: Charts

REFERENCES:

Advancing in English Book 3 students book Page 176-177

Teachers Book page 110-111

Excelling in English book 3 students book page 126

New integrated English book 3 students book page 300

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES

INTRODUCTION 5 minutes	(a) Writes a sentence with a preposition. (b) Asks learners to identify the preposition in the sentence. (c) Tells them that they will be learning how to distinguish Prepositions from Connectors and Adverb Participles.	(a) Reads the sentence. (b) Identifies the preposition. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Writes sentences with prepositions. 2. Explains how to distinguish prepositions from connectors and adverb participles. 3. Displays the chart with sentences. 4. Groups the learners and issues the handout with a paragraph. 5. Asks learners to use the words identified in their own sentences.	1. Reads the sentences. Identifies prepositions. 2. Listens and seeks clarification. 3. Identifies whether the sentence has a preposition, adverb participles or connectors. 4. Identifies prepositions, connectors. 5. Uses the words in sentences.
CONCLUSION 5 minutes	(a) Asks students to use connectors, prepositions and adverb participles learnt in sentences. (b) Gives an exercise.	(a) Use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Prepositions	
	Distinguishing Prepositions from Connectors and Adverb Participles	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……11……LESSON: …… 6……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Allegory

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of allegory.

(b) Identify the use of allegory in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 18-19

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Tells a short allegory. (b) Asks learners what is represented in the allegory. (c) Tells students that they will be learning allegory in poetry.	(a) Listens to the story. (b) Explains what is represented. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the allegory in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains the allegory in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to explain the effectiveness of allegory. (b) Gives an assignment.	(a) Explains the effectiveness. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Allegory	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……11……LESSON: …… 7……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Parallelism

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define parallelism.

(b) Identify the use of parallelism in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 19

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Writes a proverb with parallelism. (b) Explains the balance between the two parts. (c) Tells students that they will be learning parallelism in poetry.	(a) Reads the proverb. (b) Listens and takes notes. Seeks clarification. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the parallelism in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Asks the learners to define parallelism. 5. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains parallelism in the poem. 4. Defines parallelism. 5. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to explain the effectiveness of parallelism. (b) Gives an assignment.	(a) Explains the effectiveness. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Parallelism	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….11……..LESSON: ……..8……..

SKILL/TOPIC: WRITING/ Creative Writing

SUB-TOPIC: Imaginative Compositions

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the use of similes in writing compositions.

(b) Use similes to write their own composition.

T/L RESOURCES: Sample compositions

REFERENCES:

- Excelling in Eng SB 3
- Excelling in English TG pg

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Asks students how they usually write a composition that is imaginative. (b) Tells them that they are about to learn how to write compositions using similes.	(a) States the ideas. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues sample composition. 2. Asks learners to identify the similes used in the composition. 3. Explains the steps in writing compositions using similes. 4. Groups the learners. Asks them to come up with an outline of what to include in a composition on the topic given. 5. Asks individual students to use the outline to write the first two paragraphs of compositions.	1. Reads the composition. 2. Identifies the similes. 3. Listens and takes notes. Seeks clarification. 4. Writes outline. 5. Writes the two paragraphs.
CONCLUSION 4 minutes	(a) Asks learners to read aloud some of the compositions. (b) Gives an exercise.	(a) Reads aloud their compositions. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

WRITING

Creative Writing

Imaginative Compositions

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: .....

TCHR'S NAME: ..... CLASS: .....

DATE: ..... DAY: .....WEEK: .....12..... LESSON: .....1.....

SKILL/TOPIC: LISTENING AND SPEAKING/ Discussion

SUB-TOPIC: Role of the Secretary and Chair

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) State the duty of the chair and the secretary towards ensuring effective discussion.

(b) Hold a discussion paying attention to the roles mentioned.

T/L RESOURCES: Chart showing the roles of the secretary and chairperson during the meeting

REFERENCES:

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson. Asks learners to name the leaders in a group. (b) Tells the learners that they will be learning the roles of these two officials.	(a) Names the chair and the secretary. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Asks learners to state the roles of the secretary as seen in the previous lesson. 2. Using the chart, explains more roles of the secretary. Also explains the roles of the chair. 3. Groups the learners. Asks learners to discuss the topic. 4. Asks learners to identify the roles of the chair and the secretary in the discussions.	1. States the roles. 2. Listens and takes notes. Seeks clarification. 3. Participates in a discussion. 4. Identifies the roles.
CONCLUSION 4 minutes	(a) Asks them to state the roles of the chair and the secretary in group discussion. (b) Writes the exercise on the chalkboard.	(a) States the roles. (b) Writes the exercise in their exercise books.

CHALKBOARD LAYOUT

Date **FORM 3**	**ENGLISH** **LISTENING AND SPEAKING** **Discussion** **Role of the Secretary and Chair**

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: ……WEEK: ……12…… LESSON: ……2……

SKILL/TOPIC: READING/comprehension

SUB-TOPIC: Aku-nna

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Read the passage and respond to questions after it.

(b) Use new words in sentences of their own.

T/L RESOURCES: Picture on the students' book/ Dictionaries

REFERENCES:

Head Start Eng sb 3 pg 139-142

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Shows them the picture on the book. (b) Asks questions on the issue. (c) Tells the students the passage they are about to read and asks them to open their course books.	(a) Studies the picture. Identifies what is likely to be the topic of discussion. (b) Answers the questions. (c) Opens their books.
DEVELOPMENT 33 minutes	1. Asks students to read the paragraphs in turns. 2. Asks students to retell the passage in their own words. 3. Asks students some questions on the passage. 4. Identifies some new words and asks students to give their meanings and use in each in their own words.	1. Reads the paragraphs. 2. Retells the passage. 3. Answers the questions. 4. Gives the meanings of the words and use them in sentences of their own.
CONCLUSION 3 minutes	(a) Asks students to discuss the lessons they learn from the passage. (b) Gives an exercise.	(a) Discusses the lessons they learn from the passage. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	COMPREHENSION	
	Aku-nna	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……12…… LESSON: …… 3……

SKILL/TOPIC: GRAMMAR/ Conjunctions

SUB-TOPIC: Correlative Conjunctions

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the uses of various correlative conjunctions.

(b) Use correlative conjunctions learnt in sentences of their own.

T/L RESOURCES: Chart showing correlative conjunctions

REFERENCES:

Advancing in English Book 3 students book Page 195-199

Teachers Book page 122

New integrated English book 3 students book page 136

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 5 minutes	(a) Writes a pair of sentences. (b) Asks learners to join the two using a conjunction. (c) Tells them that they will be learning correlative conjunctions.	(a) Reads the pair of sentences. (b) Uses a correlative conjunction to join the sentences. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Writes more pairs of sentences. 2. Explains the uses of various correlative conjunctions. 3. Displays the chart with the correlative conjunctions. 4. Groups the learners and issues the handout with a paragraph. 5. Asks learners to use the words identified in their own sentences.	1. Joins each pair. 2. Listens and seeks clarification. 3. Uses the conjunctions in their own sentences 4. Identifies correlative conjunctions. 5. Uses the words in sentences.
CONCLUSION 5 minutes	(a) Asks students to use correlative conjunctions learnt in sentences. (b) Gives an exercise.	(a) Use them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**

GRAMMAR

Conjunctions

Correlative Conjunctions

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……12……LESSON: …… 4……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Allusion

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define allusion.

(b) Identify the use of allusion in the poems read and explain them.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 19-20

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson on styles in The River and the Source. Asks the learners to define allusion. (b) Asks them to cite an example from the text. (c) Tells students that they will be learning allusion in poetry.	(a) Defines allusion. (b) Gives an example. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the allusion in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Asks the learners to define allusion. 5. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains allusion in the poem. 4. Defines allusion. 5. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to explain the effectiveness of allusion. (b) Gives an assignment.	(a) Explains the effectiveness. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	ENGLISH	FORM 3
	READING	
	Poetry	
	Style: Allusion	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: …… ……

DATE: …… DAY: ……WEEK: ……12…… LESSON: …… 5……

SKILL/TOPIC: GRAMMAR/ Phrases

SUB-TOPIC: Prepositional Phrases

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define prepositional phrase.

(b) Explain the components of prepositional phrases.

(c) Use prepositional phrases in sentences of their own.

T/L RESOURCES: Chart showing prepositional phrases

REFERENCES:

Advancing in English Book 3 students book Page 216-218

Teachers Book page 132-133

Excelling in English book 3 students book page 145-147

New integrated English book 3 students book page 217-220

Head start secondary English book 3 students book page 59 & 66

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES

INTRODUCTION 5 minutes	(a) Writes a sentence with a prepositional phrase. (b) Asks learners to identify the preposition. (c) Tells them that they will be learning prepositional phrases.	(a) Reads the sentence. (b) Identifies the preposition. (c) Listens and takes notes.
DEVELOPMENT 30 minutes	1. Writes more sentences. 2. Explains the components of prepositional phrases. 3. Displays the chart with the phrases. 4. Groups the learners and issues the handout with a paragraph. 5. Asks learners to use the words identified in their own sentences.	1. Identifies prepositional phrases. 2. Listens and seeks clarification. 3. Identifies their components. 4. Identifies prepositional phrases. 5. Uses the words in sentences.
CONCLUSION 5 minutes	(a) Asks students to use prepositional phrases learnt in sentences. (b) Gives an exercise.	(a) Uses them in sentences. (b) Writes the exercise.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	GRAMMAR	
	Phrases	
	Prepositional Phrases	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……12……LESSON: …… 6……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Contrast

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Give examples of contrast.

(b) Identify the use of contrast in the poems read and explain their effectiveness.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 20

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Reviews the previous lesson on styles in The River and the Source. Asks the learners to define contrast.	(a) Defines contrast. (b) Gives an example.

	(b) Asks them to cite an example from the text. (c) Tells students that they will be learning contrast in poetry.	(c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the contrasts in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains contrasts in the poem. 4. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to give examples of contrasts. (b) Gives an assignment.	(a) Gives examples. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Contrast	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: ……12……LESSON: …… 7……

SKILL/TOPIC: READING/ Poetry

SUB-TOPIC: Style: Apostrophe

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Define and give examples of apostrophe.

(b) Identify apostrophes in the poems read and explain their effectiveness.

T/L RESOURCES: Poems to be read

REFERENCES: Poetry Simplified pg 20-21

PART/TIME	TEACHER'S ACTIVITES	LEARNER'S ACTIVITIES
INTRODUCTION 4 minutes	(a) Reads/recites/sings a dirge from the River and the Source. (b) Explains the apostrophe in the dirge. (c) Tells students that they will be learning apostrophe in poetry.	(a) Listens to the dirge. (b) Listens and seeks clarification. (c) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Tells the students to read the first poem. 2. Explains the apostrophe in the poem. 3. Groups the learners. Asks the students to read the second poem. 4. Asks learners to define apostrophe. 5. Allows the groups to present their projects.	1. Reads the poem. 2. Listens and takes notes. 3. Explains apostrophe in the poem. 4. Defines apostrophe. 5. Presents their project.
CONCLUSION 4 minutes	(a) Asks students to explain the effectiveness of apostrophe. (b) Gives an assignment.	(a) Explains the effectiveness. (b) Writes the assignment.

CHALKBOARD LAYOUT

Date	**ENGLISH**	**FORM 3**
	READING	
	Poetry	
	Style: Apostrophe	

COMMENTS:

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FORM THREE LESSON PLAN TERM 2, 2018

SCHOOL: ……

TCHR'S NAME: …… CLASS: ……

DATE: …… DAY: …… WEEK: …….12……..LESSON: ……..8……..

SKILL/TOPIC: WRITING/ Creative Writing

SUB-TOPIC: Imaginative Compositions

OBJECTIVE: By the end of the lesson, the learner should be able to:

(a) Explain the use of dialogue in compositions.

(b) Use dialogues as a style in writing their composition.

T/L RESOURCES: Sample compositions

REFERENCES:

- Excelling in Eng SB 3
- Excelling in English TG pg

PART/TIME	**TEACHER'S ACTIVITES**	**LEARNER'S ACTIVITIES**
INTRODUCTION 4 minutes	(a) Asks students how they usually write a composition that is imaginative. (b) Tells them that they are about to learn how to write compositions using dialogues.	(a) States the ideas. (b) Listens and takes notes.
DEVELOPMENT 32 minutes	1. Issues sample composition. 2. Asks learners to identify the dialogues used in the composition. 3. Explains the steps in writing compositions using dialogues. 4. Groups the learners. Asks them to come up with an outline of what to include in a composition on the topic given. 5. Asks individual students to use the outline to write the first two paragraphs of compositions.	1. Reads the composition. 2. Identifies the dialogues. 3. Listens and takes notes. Seeks clarification. 4. Writes outline. 5. Writes the two paragraphs.
CONCLUSION 4 minutes	(c) Asks learners to read aloud some of the compositions. (d) Gives an exercise.	(c) Reads aloud their compositions. (d) Writes the exercise.

CHALKBOARD LAYOUT

Date **ENGLISH**
FORM 3

WRITING

Creative Writing

Imaginative Compositions

COMMENTS:

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