**ENGLISH SCHEMES OF WORK FORM 3**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| 1 | **Opening and Revision** | | | | | | | |
| 2 | 1 | LISTENING AND SPEAKING | Features of aetiological narratives | By the end of the lesson, the learner should be able to:   Role-play in etiological narratives Identify features of etiological narratives | speaking | Chalkboard | Secondary English Book 3 students book Page 71-73 Teachers guide page 68-69 |  |
| 2 | STUDY SKILLS | Recognize tone and attitude | By the end of the lesson, the learner should be able to:   Recognize and describe tone and attitude in a piece of writing | Reciting | Chalkboard | Secondary English Book 3 students book Page 73-74 Teachers guide page 70-71 |  |
| 3 | READING | Comprehension A slip not a Fall | By the end of the lesson, the learner should be able to:   Appreciate the value of education. Answer questions on the passage correctly. Learn and use new vocabulary. | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 74-76 Teachers guide page 72-73 |  |
| 4 | GRAMMAR | Participles | By the end of the lesson, the learner should be able to:   Recognize participles Distinguish between verbal and adjectival participles Use participles | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 76-80 Teachers guide page 74-76 |  |
| 5 | GRAMMAR | Participles | By the end of the lesson, the learner should be able to:   Recognize participles Distinguish between verbal and adjectival participles Use participles | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 76-80 Teachers guide page 74-76 |  |
| 6 | WRITING | Messages of condolences | By the end of the lesson, the learner should be able to:   Write neatly and legibly Appreciate the need to empathize with others. Write messages of condolences | Writing  Discussion | Chalkboard Sample condolence messages | Secondary English Book 3 students book Page80-81 Teachers guide page76-77 |  |
| 7 | WRITING | Messages of condolences | By the end of the lesson, the learner should be able to:   Write neatly and legibly Appreciate the need to empathize with others. Write messages of condolences | Writing  Discussion | Chalkboard Sample condolence messages | Secondary English Book 3 students book Page80-81 Teachers guide page76-77 |  |
| 8 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 3 | 1 | LISTENING AND SPEAKING | Giving and receiving instructions | By the end of the lesson, the learner should be able to:   Explain good features of instructions Give effective instructions | Writing Discussion Reading | Chalkboard | Secondary English Book 3 students book Page 82-83 Teachers guide page 79 |  |
| 2 | LISTENING AND SPEAKING | Giving and receiving instructions | By the end of the lesson, the learner should be able to:   Explain good features of instructions Give effective instructions | Writing Discussion Reading | Chalkboard | Secondary English Book 3 students book Page 82-83 Teachers guide page 79 |  |
| 3 | STUDY SKILLS | Distinguish facts from opinions | By the end of the lesson, the learner should be able to:   Develop a critical attitude as they read or listen. Distinguish between a fact and an opinion | Writing Discussion Reading | Chalkboard | Secondary English Book 3 students book Page 83-84 Teachers guide pag81-82 |  |
| 4 | READING | Comprehension The Great Revelation | By the end of the lesson, the learner should be able to:   Appreciate the need to pay attention to our spiritual needs. Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 84-86 Teachers guide page 82-83 |  |
| 5 | READING | Comprehension The Great Revelation | By the end of the lesson, the learner should be able to:   Appreciate the need to pay attention to our spiritual needs. Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 84-86 Teachers guide page 82-83 |  |
| 6 | GRAMMAR | Quantifiers: few, a few, little and a little. | By the end of the lesson, the learner should be able to:   Use the quantifiers few, a few, little and a little. | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page86-88 Teachers guide page 84-85 |  |
| 7 | GRAMMAR | Quantifiers: few, a few, little and a little. | By the end of the lesson, the learner should be able to:   Use the quantifiers few, a few, little and a little. | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page86-88 Teachers guide page 84-85 |  |
| 8 | WRITING | Imaginative compositions | By the end of the lesson, the learner should be able to:   Write neatly and legibly Identify the features of an imaginative composition Demonstrate the ability to create suspense in a story | Writing  Discussion | chalkboard | Secondary English Book 3 students book Page 88-89 Teachers guide page 86-87 |  |
| 4 | 1 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 2 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 3 | LISTENING AND SPEAKING | Debating | By the end of the lesson, the learner should be able to:   Appreciate the importance of developing debating skills Participate in a debate and observe the conventions of debating | discussion | Chalkboard Picture on students book 3 | Secondary English Book 3 students book Page 91-92 Teachers guide page 89 |  |
| 4 | STUDY SKILLS | Reading aloud: interpretive reading | By the end of the lesson, the learner should be able to:   Explain the meaning of interpretative reading Practice reading poems and passages interpretively | Reading | Chalkboard Written speeches | Secondary English Book 3 students book Page 93-95 Teachers guide page 92 |  |
| 5 | READING | Comprehension Global Warming | By the end of the lesson, the learner should be able to:   Read the passage silently Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 96-98 Teachers guide page 94-96 |  |
| 6 | READING | Comprehension Global Warming | By the end of the lesson, the learner should be able to:   Read the passage silently Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 96-98 Teachers guide page 94-96 |  |
| 7 | GRAMMAR | Attributive and predicative use of adjectives | By the end of the lesson, the learner should be able to:   Distinguish between attributive and predicative use of adjectives Use adjectives attributively and predicatively in their own writing | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 98-100 Teachers guide pg 96-98 |  |
| 8 | GRAMMAR | Attributive and predicative use of adjectives | By the end of the lesson, the learner should be able to:   Distinguish between attributive and predicative use of adjectives Use adjectives attributively and predicatively in their own writing | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 98-100 Teachers guide pg 96-98 |  |
| 5 | 1 | WRITING | Telegrams | By the end of the lesson, the learner should be able to:   Write neatly and legibly Identify main features of telegram Compose an effective telegram message | Writing  discussion | Chalkboard | Secondary English Book 3 students book Page 100 Teachers guide page 99-100 |  |
| 2 | WRITING | Telegrams | By the end of the lesson, the learner should be able to:   Write neatly and legibly Identify main features of telegram Compose an effective telegram message | Writing  discussion | Chalkboard | Secondary English Book 3 students book Page 100 Teachers guide page 99-100 |  |
| 3 | POETRY | POETRY | By the end of the lesson, the learner should be able to:  Discuss poetic features in a poem | Writing Discussion Reading |  | Understanding Poetry by Ezekiel Alembi |  |
| 4 | POETRY | POETRY | By the end of the lesson, the learner should be able to:  Discuss poetic features in a poem | Writing Discussion Reading |  | Understanding Poetry by Ezekiel Alembi |  |
| 5 | INSTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the nove | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 6 | INSTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the nove | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 7 | LISTENING AND SPEAKING | Giving directions | By the end of the lesson, the learner should be able to:   Appreciate the importance of clear and correct directions Give clear and correct directions. | Discussion | Chalkboard Sketch map | Secondary English Book 3 students book Page 101 Teachers guide page 101 |  |
| 8 | STUDY SKILLS | Handling context questions | By the end of the lesson, the learner should be able to:   Place an extract in its context Answer context questions correctly | reading | Chalkboard Excerpts from novels | Secondary English Book 3 students book Page 101-103 Teachers guide page 103-105 |  |
| 6 | 1 | READING | Comprehension The grand deception | By the end of the lesson, the learner should be able to:   Read the passage silently Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 104-106 Teachers guide page 105-107 |  |
| 2 | READING | Comprehension The grand deception | By the end of the lesson, the learner should be able to:   Read the passage silently Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 104-106 Teachers guide page 105-107 |  |
| 3 | GRAMMAR | Formation of adverbs | By the end of the lesson, the learner should be able to:   Recognize adverbs Form and use adverbs in sentences | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 106-108 Teachers guide page 108-109 |  |
| 4 | WRITING | Letters of application | By the end of the lesson, the learner should be able to:   Identify features of a good application letter Write a good a[application letter | Writing  discussion | Chalkboard Sample letters | Secondary English Book 3 students book Page108-110 Teachers guide page 109-110 |  |
| 5 | WRITING | Letters of application | By the end of the lesson, the learner should be able to:   Identify features of a good application letter Write a good a[application letter | Writing  discussion | Chalkboard Sample letters | Secondary English Book 3 students book Page108-110 Teachers guide page 109-110 |  |
| 6 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 7 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 8 | LISTENING AND SPEAKING | Non-verbal cues in communication | By the end of the lesson, the learner should be able to:   Appreciate the need to dress properly Recognize aspects of appropriate dressing and grooming and how these are related to communication | Writing Discussion Reading | Chalkboard Newspaper cuttings on grooming | Secondary English Book 3 students book Page 111  Teachers guide page 111 |  |
| 7 | 1 | STUDY SKILLS | Character and characterization in literary works | By the end of the lesson, the learner should be able to:   Identify the different ways in which authors reveal their characters Describe a character correctly | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 111-113 Teachers guide page 112-113 |  |
| 2 | READING | Comprehension Why monkeys live on trees | By the end of the lesson, the learner should be able to:   Identify etiological narratives Describe characters in aetiological narratives Answer questions on the passage correctly. Learn and use new vocabulary | Reading comprehension | Pre-reading activities | Secondary English Book 3 students book Page 114-116 Teachers guide page 114-116 |  |
| 3 | GRAMMAR | Functions of adverbs | By the end of the lesson, the learner should be able to:   Recognize the functions of adverbs Use adverbs correctly | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 117-118 Teachers guide page 116-119 |  |
| 4 | WRITING | Writing reports | By the end of the lesson, the learner should be able to:   Write a report Appreciate the importance of writing reports Explain the different parts of a report | Writing  Discussion | Chalkboard Sample report | Secondary English Book 3 students book Page118-119 Teachers guide page 119-120 |  |
| 5 | WRITING | Writing reports | By the end of the lesson, the learner should be able to:   Write a report Appreciate the importance of writing reports Explain the different parts of a report | Writing  Discussion | Chalkboard Sample report | Secondary English Book 3 students book Page118-119 Teachers guide page 119-120 |  |
| 6 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 7 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 8 | LISTENING AND SPEAKING | Hot-seating | By the end of the lesson, the learner should be able to:   -Define hot-seating and set up hot-seating sessions -individually impersonate a main character in a play, a novel or short story Prepare to field questions about their character and role | Speaking Discussion | chalkboard | Secondary English Book 3 students book Page 120-121  Teachers guide page 121-122 |  |
| 8 | **Mid Term Exams and Break** | | | | | | | |
| 9 | 1 | STUDY SKILLS | How to read the short story | By the end of the lesson, the learner should be able to:  analyze and appreciate : The plot of a short story The characters in a short story The style of a short story The point of view of a short story The themes and experience of a short story | Writing Discussion Reading | Chalkboard  A chart | Secondary English Book 3 students book Page 122-124  Teachers guide page 122-123 |  |
| 2 | STUDY SKILLS | How to read the short story | By the end of the lesson, the learner should be able to:  analyze and appreciate : The plot of a short story The characters in a short story The style of a short story The point of view of a short story The themes and experience of a short story | Writing Discussion Reading | Chalkboard  A chart | Secondary English Book 3 students book Page 122-124  Teachers guide page 122-123 |  |
| 3 | READING | Comprehension A precious Gift | By the end of the lesson, the learner should be able to:   Read the passage silently Appreciate the need not to discriminate against HIV infected people Appreciate the need to empathize with HIV infected people Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension Class discussion Teacher explanation Questions and answers | Pre-reading activities  Posters with HIV/AIDS information | Secondary English Book 3 students book Page 125  Teachers guide page 123-125 |  |
| 4 | GRAMMAR | Differences among prepositions, conjunctions and adverb participles | By the end of the lesson, the learner should be able to:   Correctly distinguish among prepositions, conjunctions and adverb participles Use prepositions, conjunctions and adverb participles correctly. | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 126-128 Teachers guide page 125-128 |  |
| 5 | GRAMMAR | Differences among prepositions, conjunctions and adverb participles | By the end of the lesson, the learner should be able to:   Correctly distinguish among prepositions, conjunctions and adverb participles Use prepositions, conjunctions and adverb participles correctly. | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 126-128 Teachers guide page 125-128 |  |
| 6 | WRITING | Synopsis of a short story | By the end of the lesson, the learner should be able to:   Define synopsis Write a synopsis of a short story Write neatly and legibly | Writing  discussion | Chalkboard | Secondary English Book 3 students book Page 128-130 Teachers guide page 128-129 |  |
| 7 | WRITING | Synopsis of a short story | By the end of the lesson, the learner should be able to:   Define synopsis Write a synopsis of a short story Write neatly and legibly | Writing  discussion | Chalkboard | Secondary English Book 3 students book Page 128-130 Teachers guide page 128-129 |  |
| 8 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 10 | 1 | LISTENING AND SPEAKING | How to speak in public | By the end of the lesson, the learner should be able to:   Develop strategies in managing stage fright Stand before an audience Face an audience Use gestures appropriately Deliver an effective public speech | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 131-132 Teachers guide page 130-132 |  |
| 2 | LISTENING AND SPEAKING | How to speak in public | By the end of the lesson, the learner should be able to:   Develop strategies in managing stage fright Stand before an audience Face an audience Use gestures appropriately Deliver an effective public speech | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 131-132 Teachers guide page 130-132 |  |
| 3 | STUDY SKILLS | How to participate in group discussions | By the end of the lesson, the learner should be able to:   Organize themselves for a group discussion Prepare for group discussions Participate in group discussions | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 132-134 Teachers guide page 132-133 |  |
| 4 | STUDY SKILLS | How to participate in group discussions | By the end of the lesson, the learner should be able to:   Organize themselves for a group discussion Prepare for group discussions Participate in group discussions | Writing Discussion Reading | chalkboard | Secondary English Book 3 students book Page 132-134 Teachers guide page 132-133 |  |
| 5 | READING | Comprehension Ozone | By the end of the lesson, the learner should be able to:   Appreciate the danger posed by the depletion of the ozone layer Read the passage silently Answer questions on the passage correctly. Infer meaning of the new words used | Reading Pre-reading activities |  | Secondary English Book 3 students book Page 134-136 Teachers guide page 134-135 |  |
| 6 | GRAMMAR | Correlative conjunctions | By the end of the lesson, the learner should be able to:   Recognize correlative conjunctions Use correlative conjunctions correctly | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 136-138 Teachers guide page 135-137 |  |
| 7 | WRITING | Speech | By the end of the lesson, the learner should be able to:   Develop an outline for a speech Choose an appropriate way of introducing a speech Do an appropriate build-up of a speech Choose an appropriate way of concluding a speech Write neatly and legibly | Writing  discussion | Chalkboard sample | Secondary English Book 3 students book Page 138-139 Teachers guide page 137-138 |  |
| 8 | WRITING | Speech | By the end of the lesson, the learner should be able to:   Develop an outline for a speech Choose an appropriate way of introducing a speech Do an appropriate build-up of a speech Choose an appropriate way of concluding a speech Write neatly and legibly | Writing  discussion | Chalkboard sample | Secondary English Book 3 students book Page 138-139 Teachers guide page 137-138 |  |
| 11 | 1 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel. | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 2 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the novel  Discuss the character traits, themes and style in the novel Write notes based on the novel | Reading set text Discussing the background of the novel. | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 3 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the play Discuss the character traits, themes and style in the play Write notes based on the play | Reading set text Discussing the background of the play | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 4 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the play Discuss the character traits, themes and style in the play Write notes based on the play | Reading set text Discussing the background of the play | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 5 | LISTENING AND SPEAKING | Discussion based on a dilemma story | By the end of the lesson, the learner should be able to:   develop awareness of discussion etiquette Participate in a discussion effective | discussion | chalkboard | Secondary English Book 3 students book Page 140 Teachers guide page 139 |  |
| 6 | WRITING | Argumentative essays | By the end of the lesson, the learner should be able to:   Appreciate the importance of supporting one | Writing  Discussion | Chalkboard sample | Secondary English Book 3 students book Page 147 Teachers guide page |  |
| 7 | WRITING | Argumentative essays | By the end of the lesson, the learner should be able to:   Appreciate the importance of supporting one | Writing  Discussion | Chalkboard sample | Secondary English Book 3 students book Page 147 Teachers guide page |  |
| 8 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the play Discuss the character traits, themes and style in the play | Reading set text Discussing the background of the play | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 12 | 1 | LISTENING AND SPEAKING | Role playing | By the end of the lesson, the learner should be able to:   Role play an interview Play an interviewer | discussion | chalkboard | Secondary English Book 3 students book Page 148-149 Teachers guide page 148-149 |  |
| 2 | LISTENING AND SPEAKING | Role playing | By the end of the lesson, the learner should be able to:   Role play an interview Play an interviewer | discussion | chalkboard | Secondary English Book 3 students book Page 148-149 Teachers guide page 148-149 |  |
| 3 | READING | Comprehension Diet in HIV/AIDS Management | By the end of the lesson, the learner should be able to:   Appreciate the importance of diet in HIV/AIDs management Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension Teacher explanation Discussions | Pre-reading activities | Secondary English Book 3 students book Page 150-152 Teachers guide page 151-152 |  |
| 4 | WRITING | Notification of Meetings | By the end of the lesson, the learner should be able to:   Appreciate the importance of sending our notices of meetings Write a notice for a meeting Write neatly and legibly | Writing  Discussion | Chalkboard Sample | Secondary English Book 3 students book Page 154-155 Teachers guide page 155 |  |
| 5 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the play | Reading set text Discussing the background of the play | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 6 | INTENSIVE READING | THE SAMARITAN by john lara | By the end of the lesson, the learner should be able to:   Read the text Discuss he background of the play | Reading set text Discussing the background of the play | Sample context and essay questions and answers | THE SAMARITAN by john lara |  |
| 7 | GRAMMAR | Conditional clauses | By the end of the lesson, the learner should be able to:   Recognize conditional clauses. Use conditional clauses correctly | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 161-163  Teachers guide page 161-163 |  |
| 7-8 | GRAMMAR | Conditional clauses | By the end of the lesson, the learner should be able to:   Recognize conditional clauses. Use conditional clauses correctly | Discussing  Writing sentences | Dictionary | Secondary English Book 3 students book Page 161-163  Teachers guide page 161-163 |  |
| 13-14 | **End Term Exams and closing** | | | | | | | |