**ENGLISH SCHEMES OF WORK FORM 4**

**TERM 2**

|  |  |  |  |  |  |  |  |  |
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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REM** |
| 1 | **Opening and Revision** |
| 2 | 1 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the playDiscuss character traits themes and styles in the play  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers | AN ARTIST OF THE FLOATING WORLD |  |
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| 4 | EFFECTIVE COMMUNICATION  | -Acceptable speech habits, tone and interruption -Making oral reports: police statements  | By the end of the lesson, the learner should be able to: Identify acceptable manners in speechIdentify the words and expressions that are helpful and socially acceptable in speechDescribe the features of a good oral reportPractice making oral reports  | DiscussionRole play  | ChalkboardClass discussion  | New Horizons in English Book 4 students book Page 75-76Teachers guide page 39-40  |  |
| 5 | STUDY SKILLS  | Study of works of literature: Some stylistic devices in literary works  | By the end of the lesson, the learner should be able to: Define stylistic devicesDefine onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusionIdentify the defined stylistic devices in given texts  | Discussion  | ChalkboardClass discussion  | New Horizonsin English Book 4 students book Page 81-83Teachers guide page 40-41 |  |
| 6 | STUDY SKILLS  | Study of works of literature: Some stylistic devices in literary works  | By the end of the lesson, the learner should be able to: Define stylistic devicesDefine onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusionIdentify the defined stylistic devices in given texts  | Discussion  | ChalkboardClass discussion  | New Horizonsin English Book 4 students book Page 81-83Teachers guide page 40-41 |  |
| 7 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the playDiscuss character traits themes and styles in the play  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers | AN ARTIST OF THE FLOATING WORLD  |  |
| 8 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the playDiscuss character traits themes and styles in the play  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers | AN ARTIST OF THE FLOATING WORLD  |  |
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| 4 | WRITING  | Public writing: Letters of Inquiry  | By the end of the lesson, the learner should be able to: Define letters of inquiry and requestWrite letters of inquiry and request correctlyWrite neatly and legibly | Writing discussion  | Chalkboard  | New Horizons inEnglish Book 4 students book Page 85-87Teachers guide page 45-46  |  |
| 5 | WRITING  | Public writing: Letters of Inquiry  | By the end of the lesson, the learner should be able to: Define letters of inquiry and requestWrite letters of inquiry and request correctlyWrite neatly and legibly | Writing discussion  | Chalkboard  | New Horizons inEnglish Book 4 students book Page 85-87Teachers guide page 45-46  |  |
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| 4 | 1 | EFFECTIVE COMMUNICATION  | Word stress  | By the end of the lesson, the learner should be able to: Identify the words from a list given whose meaning and word class would change depending on stress placement  | Discussion | Chalkboard  | New Horizonsin English Book 4 students book Page 88Teachers guide page 47  |  |
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| 3 | STUDY SKILLS  | Interpretive reading as a study skill  | By the end of the lesson, the learner should be able to: Appreciate the significance of interpretative reading as a study skillIdentify the essential features of interpretive readingApply interpretive reading skills  | Discussion  | Chalkboard  | New Horizons inEnglish Book 4 students book Teachers guide page 48-49 |  |
| 4 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the playDiscuss character traits themes and styles in the play | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers | AN ARTIST OF THE FLOATING WORLD  |  |
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| 5 | WRITING  | Faxes  | By the end of the lesson, the learner should be able to: Appreciate the usefulness of faxes in communicationState the features of a fax Write neatly and legibly  | Writing discussion  | Chalkboard  | New Horizons in English Book 4 students book Page 56-62Teachers guide page 53-54  |  |
| 6 | EFFECTIVE COMMUNICATION  | DRAMATISATION: Use of tone to reveal attitude  | By the end of the lesson, the learner should be able to: Present a brief skit in classUse the appropriate tone to bring out the attitude in the various situations in the skit | DiscussionRole play  | chalkboard  | New Horizons in English Book 4 students book Page 100Teachers guide page 55-56  |  |
| 7 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the playDiscuss character traits themes and styles in the play  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
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| 8 | GRAMMAR  | Functions of adjectives in sentences  | By the end of the lesson, the learner should be able to: Distinguish among functions of different kinds of adjectivesUse coordinating, subordinating and correlative conjunctions correctly  | DiscussingWriting sentences  | Dictionary  | New Horizons in English Book 4 students book Page 107-110Teachers guide page 59-61  |  |
| 7 | 1 | WRITING  | Reviews  | By the end of the lesson, the learner should be able to: Describe the essential parts of a reviewWrite a review correctlyWrite neatly and legibly  | Writing discussion  | Chalkboard  | New Horizons in English Book 4 students book Page 110-112Teachers guide page 61-62  |  |
| 2 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Analyze the setting, characters, roles, themes, style and language use in the set text  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
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| 8 | **Mid Term Exams and Break** |
| 9 | 1 | READING  | Comprehension Using the Internet as an advertising medium  | By the end of the lesson, the learner should be able to: Appreciate the importance of the internet in people  | Reading comprehension | Pre-reading activities  | New Horizons English Book 4 students book Page 114-116Teachers guide page 65-67English dictionary  |  |
| 2 | READING  | Comprehension Using the Internet as an advertising medium  | By the end of the lesson, the learner should be able to: Appreciate the importance of the internet in people  | Reading comprehension | Pre-reading activities  | New Horizons English Book 4 students book Page 114-116Teachers guide page 65-67English dictionary  |  |
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| 4 | GRAMMAR  | Position of adverbs in sentences  | By the end of the lesson, the learner should be able to: Define adverbsUse adverbs in various positions in sentences correctly  | DiscussingWriting sentences  | Dictionary  | New Horizons English Book 4 students book Page 118-121Teachers guide page67-68  |  |
| 5 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Analyze the setting, characters, roles, themes, style and language use in the set text  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
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| 10 | 1 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the play | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
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| 6 | GRAMMAR  | Adverbs- typical endings  | By the end of the lesson, the learner should be able to: Identify the various typical endings of adverbsForm adverbs form given words using the typically endings discussed  | DiscussingWriting sentences  | Dictionary  | New Horizons in English Book 4 students book Page 129-130Teachers guide  |  |
| 7 | WRITING  | Expository writing  | By the end of the lesson, the learner should be able to: Write a good expository composition following the guidelines and the sample given  | Writing discussion  | Chalkboard  | New Horizons in English Book 4 students book Page 121-122Teachers guide  |  |
| 8 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Analyze the setting, characters, roles, themes, style and language use in the set text | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
| 11 | 1 | WRITING  | Questionnaires  | By the end of the lesson, the learner should be able to: Define a questionnaireWrite a good question using the guidelines given by the teacher  | Writing  | ChalkboardSample questionnaires  | New Horizons in English Book 4 students book Page 130-132Teachers guide  |  |
| 2 | WRITING  | Questionnaires  | By the end of the lesson, the learner should be able to: Define a questionnaireWrite a good question using the guidelines given by the teacher  | Writing  | ChalkboardSample questionnaires  | New Horizons in English Book 4 students book Page 130-132Teachers guide  |  |
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| 12 | 1 | READING COMPREHENSION  | Addicted to Love  | By the end of the lesson, the learner should be able to: Appreciate the dangers of addiction to drugsAnswer questions on the passage correctly.Acquire and use new vocabulary  | Reading comprehension | Pre-reading activities  | New Horizons in English Book 4 students book Page 136-139Teachers guide English dictionary  |  |
| 2 | GRAMMAR  | Functions of prepositions  | By the end of the lesson, the learner should be able to: Define prepositionsIdentify the functions of prepositions in given sentencesMake sentences with prepositions that serve different functions  | DiscussingWriting sentences  | Dictionary  | New Horizons in English Book 4 students book Page 142-146Teachers guide  |  |
| 3 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Read the textDiscuss the background of the play | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
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| 6-8 | INTENSIVE READING  | AN ARTIST OF THE FLOATING WORLD  | By the end of the lesson, the learner should be able to: Analyze the setting, characters, roles, themes, style and language use in the set text  | Reading set textsDiscussing the issues raised  | Sample context and essay questions and answers  | AN ARTIST OF THE FLOATING WORLD  |  |
| 13-14 | **End Term Exams and closing** |