SCHEME OF WORK ENGLISH

FORM 4 2022 TERM I

ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/T ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **2** | 1 | EFFECTIVE COMMUNICATION | Distinguishing word classes using stress | By the end of the lesson, the learner should be able to:  Read the poem | discussion | Chalkboard Flash cards | New Horizonsin English Book 4 students book Page 1-2 Teachers guide page 1 |  |
| 2 | EFFECTIVE COMMUNICATION | Distinguishing word classes using stress | By the end of the lesson, the learner should be able to:  Read the poem | discussion | Chalkboard Flash cards | New Horizonsin English Book 4 students book Page 1-2 Teachers guide page 1 |  |
| 3 | STUDY SKILLS | Study of works of literature: Setting in literature | By the end of the lesson, the learner should be able to:  Define setting correctly  Discuss the various forms of setting Describe the setting in a given story | Discussion | Chalkboard | New Horizonsin English Book 4 students book Page 5-7 Teachers guide page 2- 3 |  |
| 4 | STUDY SKILLS | Study of works of literature: Setting in literature | By the end of the lesson, the learner should be able to:  Define setting correctly  Discuss the various forms of setting Describe the setting in a given story | Discussion | Chalkboard | New Horizonsin English Book 4 students book Page 5-7 Teachers guide page 2- 3 |  |
| 5 | READING | Women Critical to Food Security | By the end of the lesson, the learner should be able to:  Appreciate the role of women in production of food  Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | New Horizonsin English Book 4 students book Page 2-5 Teachers guide page 3- 5  English dictionary |  |
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|  | 6 | READING | Women Critical to Food Security | By the end of the lesson, the learner should be able to:  Appreciate the role of women in production of food  Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | New Horizonsin English Book 4 students book Page 2-5 Teachers guide page 3- 5  English dictionary |  |
| 7 | GRAMMAR | Functions of nouns | By the end of the lesson, the learner should be able to:  Define nouns Discuss the functions of nouns correctly  Use nouns to bring out different functions in sentences | Discussing Writing sentences | Dictionary | New Horizons inEnglish Book 4 students book Page 7-9 Teachers guide page 5- 7 |  |
| **3** | 1 | WRITING | Paraphrasing | By the end of the lesson, the learner should be able to:  Define paraphrasing Identify the importance of paraphrasing Paraphrase a given text correctly, neatly and legibly | Writing discussion | Chalkboard | New Horizonsin English Book 4 students book Page 10- 11  Teachers guide page 7- 8 |  |
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|  | 2 | WRITING | Paraphrasing | By the end of the lesson, the learner should be able to:  Define paraphrasing Identify the importance of paraphrasing Paraphrase a given text correctly, neatly and legibly | Writing discussion | Chalkboard | New Horizonsin English Book 4 students book Page 10- 11  Teachers guide page 7- 8 |  |
| 3 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Sample context and essay questions and answers | A DOLL |  |
| 4 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Sample context and essay questions and answers | A DOLL |  |
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|  | 5 | EFFECTIVE COMMUNICATION | Hot seating Labels with vague meanings | By the end of the lesson, the learner should be able to:  Discuss the terms of reference of the scenario presented in the text  Act out and dramatise the roles of the select committee members formed according to the scenario presented in the text  Make a list of the labels around them on clothes, cutlery, medicine, phones and bottles | Discussion Hot seating | Chalkboard Charts | New Horizonsin English Book 4 students book Page 12- 13  Teachers guide page 9- 10 |  |
| 6 | STUDY SKILLS | Study of works of literature: Satire | By the end of the lesson, the learner should be able to:  Define satire  Identify the techniques that help satire to be achieved including juxtaposition, hyperbole, irony and humour  Identify and explain satire in a given text correctly | Discussion | Samples of paragraphs with satire | New Horizons inEnglish Book 4 students book Page 17 Teachers guide page 10-11 |  |
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|  | 7 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussing Writing sentences | Sample context and essay questions and answers | A DOLL |  |
| **4** | 1 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussing Writing sentences | Sample context and essay questions and answers | A DOLL |  |
| 2 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussing Writing sentences | Sample context and essay questions and answers | A DOLL |  |
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|  | 4 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussing Writing sentences | Sample context and essay questions and answers | A DOLL |  |
| 5 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Chalkboard Sample context and essay questions and answers | A DOLL |  |
| 6 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Chalkboard Sample context and essay questions and answers | A DOLL |  |
| 7 | EFFECTIVE COMMUNICATION | Word stress in English | By the end of the lesson, the learner should be able to:  Define word stress correctly  Place stress on the correct syllables in words | discussion | Chalkboard | New Horizonsin English Book 4 students book Page 27- 28  Teachers guide page 17 |  |
| **5** | MID TERM EXAMS AND BREAK | | | | | | | |

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| **6** | 1 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:  Summarize the given passage in not more than ninety words | Discussion Summarizing | Chalkboards Wall charts with short poems | New Horizonsin English Book 4 students book Page 31 Teachers guide page 18 Demystifying poetry |  |
| 2 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:  Summarize the given passage in not more than ninety words | Discussion Summarizing | Chalkboards Wall charts with short poems | New Horizonsin English Book 4 students book Page 31 Teachers guide page 18 Demystifying poetry |  |
| 3 | READING | Comprehension Medicinal value of the Lemon | By the end of the lesson, the learner should be able to:  Appreciate the importance of the lemon  Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | New Horizonsin English Book 4 students book Page 29- 31  Teachers guide page 19-20  English dictionary |  |
| 4 | READING | Comprehension Medicinal value of the Lemon | By the end of the lesson, the learner should be able to:  Appreciate the importance of the lemon  Answer questions on the passage correctly. Infer meaning of the new words used | Reading comprehension | Pre-reading activities | New Horizonsin English Book 4 students book Page 29- 31  Teachers guide page 19-20  English dictionary |  |
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|  | 5 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Chalkboard Sample context and essay questions and answers | A DOLL |  |
| 6 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Discussion | Chalkboard Sample context and essay questions and answers | A DOLL |  |
| 7 | WRITING | Punctuation in Titles of Publications, Quotations and Headings | By the end of the lesson, the learner should be able to:  Correctly punctuate titles of full-length publications Correctly punctuate titles of parts of publications Incorporate short quotations within the text of their work  Set off long quotations | Writing discussion | Chalkboard  Sample publications | New Horizonsin English Book 4 students book Page 23- 26  Teachers guide page 22-23 |  |
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| **7** | 1 | EFFECTIVE COMMUNICATION | Word stress in English Sentence stress | By the end of the lesson, the learner should be able to:  Identify the stress in homographs depending on how they are used in sentences  Describe sentence stress  Identify the stressed words in sentences given correctly | Discussion Pronunciation | Chalkboard | New Horizonsin English Book 4 students book Page 45- 46, 46-47  Teachers guide page 24-25 |  |
| 2 | EFFECTIVE COMMUNICATION | Word stress in English Sentence stress | By the end of the lesson, the learner should be able to:  Identify the stress in homographs depending on how they are used in sentences  Describe sentence stress  Identify the stressed words in sentences given correctly | Discussion Pronunciation | Chalkboard | New Horizonsin English Book 4 students book Page 45- 46, 46-47  Teachers guide page 24-25 |  |
| 3 | STUDY SKILLS | ROLE PLAY | By the end of the lesson, the learner should be able to:  Appreciate the importance of good health  Engage in role-play to elaborate on the topics given on health concerns | Discussion Role play | Chalkboard | New Horizonsin English Book 4 students book Page 46- 47  Teachers guide page 25-26 |  |
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|  | 4 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading aloud Discussions | Sample context and essay questions and answers | A DOLL |  |
| 5 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading aloud Discussions | Sample context and essay questions and answers | A DOLL |  |
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| **8** | 1 | WRITING | Recipe | By the end of the lesson, the learner should be able to:  Explain what a recipe is  Give clear instructions on how to prepare a particular meal  Write neatly and legibly | Writing discussion | Chalkboard Sample recipe | New Horizonsin English Book 4 students book Page 39- 44  Teachers guide page 30-31 |  |
| 2 | WRITING | Recipe | By the end of the lesson, the learner should be able to:  Explain what a recipe is  Give clear instructions on how to prepare a particular meal  Write neatly and legibly | Writing discussion | Chalkboard Sample recipe | New Horizonsin English Book 4 students book Page 39- 44  Teachers guide page 30-31 |  |
| 3 | WRITING | Recipe | By the end of the lesson, the learner should be able to:  Explain what a recipe is  Give clear instructions on how to prepare a particular meal  Write neatly and legibly | Writing discussion | Chalkboard Sample recipe | New Horizonsin English Book 4 students book Page 39- 44  Teachers guide page 30-31 |  |
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|  | 4 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Chalkboard Sample context and essay questions and answers | A DOLL |  |
| 5 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Chalkboard Sample context and essay questions and answers | A DOLL |  |
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| **9** | 1 | GRAMMAR | Gerunds | By the end of the lesson, the learner should be able to:  Define gerunds Identify gerunds in sentences  Use gerunds correctly in sentences | Discussing Writing sentences | Dictionary | New Horizonsin English Book 4 students book Page 71- 73  Teachers guide page 35-37 |  |
| 2 | WRITING | Social writing: Instructions to friends and relatives | By the end of the lesson, the learner should be able to:  Appreciate the need to acquire instructions- writing skills  Write instructions to friends and relatives correctly  Write neatly and legibly | Writing discussion | Chalkboard | New Horizonsin English Book 4 students book Page 73- 74  Teachers guide page 37-38 |  |
| 3 | WRITING | Social writing: Instructions to friends and relatives | By the end of the lesson, the learner should be able to:  Appreciate the need to acquire instructions- writing skills  Write instructions to friends and relatives correctly  Write neatly and legibly | Writing discussion | Chalkboard | New Horizonsin English Book 4 students book Page 73- 74  Teachers guide page 37-38 |  |
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|  | 4 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Sample context and essay questions and answers | A DOLL |  |
| 5 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Sample context and essay questions and answers | A DOLL |  |
| 6 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Sample context and essay questions and answers | A DOLL |  |
| 6-7 | INTENSIVE READING | A DOLL | By the end of the lesson, the learner should be able to:  Read the text Discuss the  background of the play Discuss character traits themes and styles in the play | Reading set texts Discussing the issues raised | Sample context and essay questions and answers | A DOLL |  |
| **10** | END OF TERM EXAMS | | | | | | | |