**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 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 | AN ARTIST OF THE FLOATING WORLD |  |
| 2 | INTENSIVE READING | AN ARTIST OF THE FLOATING WORLD | 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 | AN ARTIST OF THE FLOATING WORLD |  |
| 3 | INTENSIVE READING | AN ARTIST OF THE FLOATING WORLD | 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 | AN ARTIST OF THE FLOATING WORLD |  |
| 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 speech Identify the words and expressions that are helpful and socially acceptable in speech Describe the features of a good oral report Practice making oral reports | Discussion Role play | Chalkboard Class discussion | New Horizons in English Book 4 students book Page 75-76 Teachers 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 devices Define onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusion Identify the defined stylistic devices in given texts | Discussion | Chalkboard Class discussion | New Horizonsin English Book 4 students book Page 81-83 Teachers 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 devices Define onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusion Identify the defined stylistic devices in given texts | Discussion | Chalkboard Class discussion | New Horizonsin English Book 4 students book Page 81-83 Teachers guide page 40-41 |  |
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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 request Write letters of inquiry and request correctly Write neatly and legibly | Writing  discussion | Chalkboard | New Horizons inEnglish Book 4 students book Page 85-87 Teachers 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 request Write letters of inquiry and request correctly Write neatly and legibly | Writing  discussion | Chalkboard | New Horizons inEnglish Book 4 students book Page 85-87 Teachers 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 88 Teachers guide page 47 |  |
| 2 | 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 88 Teachers guide page 47 |  |
| 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 skill Identify the essential features of interpretive reading Apply 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 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 | AN ARTIST OF THE FLOATING WORLD |  |
| 5 | INTENSIVE READING | AN ARTIST OF THE FLOATING WORLD | 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 | 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 communication State the features of a fax  Write neatly and legibly | Writing  discussion | Chalkboard | New Horizons in English Book 4 students book Page 56-62 Teachers 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 class Use the appropriate tone to bring out the attitude in the various situations in the skit | Discussion Role play | chalkboard | New Horizons in English Book 4 students book Page 100 Teachers 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 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 | 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 adjectives Use coordinating, subordinating and correlative conjunctions correctly | Discussing  Writing sentences | Dictionary | New Horizons in English Book 4 students book Page 107-110 Teachers 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 review Write a review correctly Write neatly and legibly | Writing  discussion | Chalkboard | New Horizons in English Book 4 students book Page 110-112 Teachers 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 texts Discussing 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 114-116 Teachers guide page 65-67 English 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 adverbs Use adverbs in various positions in sentences correctly | Discussing  Writing sentences | Dictionary | New Horizons English Book 4 students book Page 118-121 Teachers 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 texts Discussing 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 adverbs Form adverbs form given words using the typically endings discussed | Discussing  Writing sentences | Dictionary | New Horizons in English Book 4 students book Page 129-130 Teachers 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 121-122 Teachers 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 texts Discussing 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 questionnaire Write a good question using the guidelines given by the teacher | Writing | Chalkboard Sample questionnaires | New Horizons in English Book 4 students book Page 130-132 Teachers guide |  |
| 2 | WRITING | Questionnaires | By the end of the lesson, the learner should be able to:   Define a questionnaire Write a good question using the guidelines given by the teacher | Writing | Chalkboard Sample questionnaires | New Horizons in English Book 4 students book Page 130-132 Teachers 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 drugs Answer questions on the passage correctly. Acquire and use new vocabulary | Reading comprehension | Pre-reading activities | New Horizons in English Book 4 students book Page 136-139 Teachers guide  English dictionary |  |
| 2 | GRAMMAR | Functions of prepositions | By the end of the lesson, the learner should be able to:   Define prepositions Identify the functions of prepositions in given sentences Make sentences with prepositions that serve different functions | Discussing  Writing sentences | Dictionary | New Horizons in English Book 4 students book Page 142-146 Teachers guide |  |
| 3 | INTENSIVE READING | AN ARTIST OF THE FLOATING WORLD | By the end of the lesson, the learner should be able to:   Read the text Discuss the background of the play | Reading set texts Discussing 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 texts Discussing the issues raised | Sample context and essay questions and answers | AN ARTIST OF THE FLOATING WORLD |  |
| 13-14 | **End Term Exams and closing** | | | | | | | |