NDEJJE SENIOR SECONDARY SCHOOL

ENGLISH LANGUAGE SCHEME OF WORK

SENIOR FOUR

TERM I 2024

TEACHER’S NAME:……………………………………………………CODE:……….STREAM:…………….. NO.OF STUDENTS: ………….

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| **Week** | | **Period** | **Theme** | | **Topic** | | **Competency** | | **Sub-topic** | | **Learning outcome** | | **Teaching /learning resource** | **Methodology** | | References | | Reflection | |
| 1 | | 2 | PERSONAL | | Childhood Memories | | The learner recalls, narrates and writes about their childhood memories using habitual past tense + ing forms of words. | | Habitual past + used to + ing forms | | Choose an important incident in their childhood and write a narrative using the habitual past + ing forms of words | | Table  Audio- visual | Brainstorming  Group work  Individual Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |  | |
| 1 | | 2 | PERSONAL | | Childhood Memories | | The Learner recalls ,narrates and writes about their childhood memories using habitual past tense + ing form of words | | Using adjectives | | The learner uses adjectives to construct sentences and shares experiences about childhood using adjectives | | Audio visual  Charts | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |  | |
| ACTIVITY OF INTEGRATION | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | | | PERSONAL | | SCHOOL CLUBS | | The learner names clubs in the school and how they can be formed, their importance objectives, roles and writes about their specific purposes. | | Transitive and Intransitive verbs | | Differentiate between transitive and intransitive verbs and give examples on each. Use them to construct sentences about school clubs | | | Audio visual  Charts | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 2 | 2 | | | PERSONAL | | SCHOOL CLUBS | | The learner names clubs in the school and how they can be formed, their importance, objectives, roles and writes about their specific purposes | | Persuasive Writing | | Learners write a formal letter persuading the school administration to fund a club to travel abroad for benchmarking | | | Sample written essays | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 2 | 2 | | | PERSONAL | | SCHOOL CLUBS | | The learner names clubs in the school and how they can be formed, their importance, objectives, roles and writes about their specific purposes | | Minute Writing | | Learners conduct meetings for different school clubs and write minutes | | | Sample minutes | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 3 | 2 | | | PERSONAL | | SCHOOL CLUBS | | The learner names clubs in the school and how they can be formed, their importance, objectives, roles and writes about their specific purpose | | Summary Writing | | Learners listen to others discuss school clubs and summarise these discussions.  They also read and summarise texts about school clubs | | | passages | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 4 | 2 | | | PERSONAL | | INTEGRITY | | The Learner identifies behavior that demonstrates honesty and integrity and appreciates the qualities for self | | The Conditional Clauses ( 1, 2& 3) | | Understand conditionals  Share experiences about integrity using Conditionals  Write sentences in the conditional sentences related to the topic. | | | Tables  Charts  Audio visual | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 4 | 2 | | | PERSONAL | | INTEGRITY | | The Learner identifies behavior that demonstrates honesty and integrity and appreciates the qualities for self | | Writing a Dialogue | | Define a dialogue  Identify the characteristics of a dialogue  Understand and compose dialogues related to integrity | | | Sample dialogues | | Class discussion  Group work  Role play | | Teacher’s notes    Text books  Syllabus book  Internet | |
| ACTIVITY OF INEGRATION | | | | | | | | | | | | | | | | | | | |
| 4 | 2 | | | EDUCATIONAL | | IDENTITY CRISIS | | Learner develops self esteem, and appreciates positively who he/ she is , based on cultural background and personal  qualities and celebrates the personal uniqueness and that of others | | Possessives and Determiners | | Define possessives and determiners  Give examples for each and use possessive to write sentences about identity crisis. | | | Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 5 | 2 | | | EDUCATIONAL | | IDENTITY CRISIS | | Learner develops self esteem, and appreciates positively who he/ she is , based on cultural background and personal qualities and celebrates the personal uniqueness and that of others | | Punctuation Marks | | Use punctuation marks to quote other people’s views on identity crisis  Identify how punctuation marks are used in both formal and informal contexts on Identity crisis.  Use quotation marks to write sentences related to identity crisis | | | Passages | | Class discussion  Group work | | Teacher’s notes    Text books  Syllabus book  Internet    Dictionary | |
| 5 | 2 | | | EDUCATIONAL | | IDENTITY CRISIS | | Learner develops self esteem, and appreciates positively who he/ she is , based on cultural background and personal qualities and celebrates the personal uniqueness and that of others | | Informal Letters | | Learners identify the features of an Informal letter  They write letters to imaginary friends abroad about issues of bullying and body shaming that have cropped up in their school and how the school administration is handling this vice. | | | Sample letters  Visual aids | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| ACTIVITY OF INTEGRATION | | | | | | | | | | | | | | | | | | | |
| 5 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | Using Adverbs | | In groups learners discuss family relationships/school relationships.i.e how they related with friends at school, etc  Understand the different types of relationships and emotions  Express their emotions using Adverbs | | | Tables  Charts  Audio visual | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 6 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | Relative Pronouns | | Know what pronouns are, and the different types.  Use relative pronouns, whose/ whom in relation to relationships and emotions | | | Tables  Charts  Audio visual | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 6 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | General Principles of Summary | | Verbally summarise an article read by another learner; to allow the class advise whether any important points have been left out.  Write a summary ensuring to add all key points using summary guidelines given by the teacher | | | Passages | | Class discussion  Group work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 6 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | Understanding texts/articles/ stories about emotions and relationships | | The learner reads information about emotions and relationships for gist and detail; identifies new vocabulary and also answers questions about the extract | | | Tables  Charts  Audio visual | | Class discussion  Group work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 7 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | Using Result Clauses | | Understands what result clauses are  Gives examples  Constructs sentences on the topic using result clauses | | | Tables  Charts  Audio visual | | Class discussion  Group work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 7 | 2 | | | PERSONAL/PUBLIC | | RELATIONSHIPS AND EMOTIONS | | The learner describes relationships with different people and understands/ learns language to express their emotions | | Phrasal Verbs | | Learners understand what Phrasal verbs are  Give examples of phrasal verbs  In groups list phrasal adverbs and then use them to construct sentences on the topic | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| ACTIVITY OF INTEGRATION | | | | | | | | | | | | | | | | | | | |
| 7 | 2 | | | PUBLIC | | PATRIOTISM | | The Learner defines the concept of patriotism, identifies, talks and reads about tenets of patriotism; appreciate their country and discusses how it can be developed/ improved | | Writing an Article | | Understands the general principles of an Article  Writes an article on patriotism | | | Sample articles  Newspaper | | Class discussion  Group work  Class Discussion | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 8 | 2 | | | PUBLIC | | PATRIOTISM | | The Learner defines the concept of patriotism, identifies, talks and reads about tenets of patriotism; appreciate their country and discusses how it can be developed/ improved | | Noun Phrase and Noun Phrase Modifiers | | Brain storm the meaning of noun phrase modifiers  Give examples  Construct sentences on the topic using the noun phrase modifiers identified | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 8 | 2 | | | PUBLIC | | PATRIOTISM | | The Learner defines the concept of patriotism, identifies, talks and reads about tenets of patriotism; appreciate their country and discusses how it can be developed/ improved | | Clauses of Purpose | | Define Clauses of Purpose  Give examples of clauses of purpose  Construct sentences using clauses of purpose to express patriotic feelings | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| ACTIVITY OF INTEGRATION | | | | | | | | | | | | | | | | | | | | | |
| 8 | 2 | | | EDUCATIONAL | | FURTHER EDUCATION | | The learner talks about the benefits of continuing their studies to higher levels of education, how to qualify for admission to courses in higher institutions and further educational establishments and the entry-level requirements of different types of jobsS | | Tenses- The Continuous and Future tenses | | Identify the different types of tenses  Read extracts about Further Education, clearly identifying the different tenses used in the extract. | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 9 | 2 | | | EDUCATIONAL | | FURTHER EDUCATION | | The learner talks about the benefits of continuing their studies to higher levels of education, how to qualify for admission to courses in higher institutions and further educational establishments and the entry-level requirements of different types of jobs | | Letter of complaint | | Review how to write formal letters and a learner writes a letter of complaint  Learners understand the importance of polite language | | | Sample letters | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 9 | 2 | | | EDUCATIONAL | | FURTHER EDUCATION | | The learner talks about the benefits of continuing their studies to higher levels of education, how to qualify for admission to courses in higher institutions and further educational establishments and the entry-level requirements of different types of jobs | | Punctuation marks | | Learners discus the different punctuation marks and use them in their write ups | | | Passages  Dictionary | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 9 | 2 | | | PUBLIC | | MONEY AND BANKING | | The learner acquires the language used in managing money and banking and handles different situations related to money and banking | | Comprehension | | Understand vocabulary related to money and banking  Appreciate experiences related to money and banking | | | Passages  Articles | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 10 | 2 | | | PUBLIC | | MONEY AND BANKING | | The learner acquires the language used in managing money and banking and handles different situations related to money and banking | | Active and passive voice | | Understand active and passive voice and construct sentences on money and banking | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| 10 | 2 | | | PUBLIC | | MONEY AND BANKING | | The learner acquires the language used in managing money and banking and handles different situations related to money and banking | | Future tense | | Write about how they will save and spend money in the future and for what purposes using different forms of the future tense | | | Tables  Charts  Audio visual | | Class discussion  Group work  Individual work | | Teacher’s notes    Text books  Syllabus book  Internet | |
| ACTIVITY OF INTEGRATION | | | | | | | | | | | | | | | | | | | |

**HOD’s REMARKS**: ………………………………………………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**DOS’ COMMENTS**: …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

**HEAD TEACHER’S COMMENTS**: ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….