MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
SCHEME OF WORK

Name of teacher**: RASHID MUSSA**
Year: **2015**
Class/Stream: **FORM ONE**

Name of School: **SHAMSIYE'**
TERM: **1 - 4**
Subject: **ENGLISH LANGUAGE**

Competence	General Objective	Month	Week	Main Topic	Sub - topic	Periods	Teaching Activities	Learning Activities	T/L Materials	References	Assessment	Remarks
Identify general information on events in si	Listen to and understand various sim	JANUARY	4th to 3rd	1.0 Listening to and understanding various simple English text	1.1 Listening to and understanding simple oral texts on events	12	Providing some guiding questions to students so as to attract their listening	Careful listening and brainstorming some essential vocabulary in a text	sports ,accidents		Students to respond the questions given	

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mple oral/written materials she/he encounters	ple oral texts			s on variety of events and situations	1.2 Listening to and understanding simple texts on situations		Conducting a pronunciation drills to solve students pronunciation problems noted	Paying attention to the pronounced words and noting the correct pronunciation of the terms	texts on graduation,	English Text Book	Students giving answers about simple oral texts on situations	
					1.3 Listening to dictations		Writing the correct version of the text on the board providing students with copies of the text	Students to listen to a dictation as the teacher reads the text then to use it for correcting their works	Using different	Oxford Seconda	To be able to write down what has been read,	

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	Give and respond to directions / requests using simple English sentences	Students should be able to give and respond to the directions given	February	1st	2.0 Giving direction	2.1 Stating direction	6	Giving students a text about giving and asking for directions Using maps to demonstrate how to state directions using the four points of the compass	Practicing the giving and asking for directions to a different places in the school, village Stating the positions of different things using guiding questions given	Maps ,globe, a text about direct	Oxford Second	Students will give directions and ask for directions Students will be assigned to show four points of the compass	

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					ctions	ections				ions	ary English Book 1	
	Use appropriate English pronunciation and intonation in a variety of settings	At the end of this topic student should be able to use a dictionary	February	2nd	3.0 using a dictiona	Using a dictiona	6	Brainstorming on showing how to get meanings of words in a dictionary Providing students with activities for developing the skills of looking up for words in dictionaries to get meanings and spellings	Students brainstorming the ways in which meanings of difficult words are obtained Students practicing the use of dictionaries to obtain meanings and spellings of words	Dictionaries, entry copied from dictio		students to have an ability to use dictionary to obtain meanings and spellings of words

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	Competence	**General Objective**	**Month**	**Week**	**Main Topic**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**References**	**Assessment**	**Remarks**

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	Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary	Able to express oneself appropriately in different situations using simple English structures	February	3rd	4.0 expressing personal and group routine / habits	4.1 Expressing personal routine/habits 4.2 expressing group routine/habits	6 **5**	Showing pictures expressing habits of everyday life activities by talking about his/her daily routine and guiding them to write it Guiding students, using pictures, to write routine of other groups of learners through guided activities	Initiating and practicing by giving an account of their daily routine activities, and writing it With teacher guidance, students to prepare oral and written presentation about other groups of learners daily life activities	Pictures on daily routine/habits Pictures on class or group routine/habits		Students going to be asked to talk about his/her home routine/habits Students can be assigned to talk about class routine/habits	

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	Use simple English to communicate in social interactions and settings	Student should be able to give an expression of an ongoing activity	February	4th	5.0 Expressing ongoing activities	5.1 Talking about ongoing activities	6	Using questions and answers basing on the text to demonstrate ongoing activities, posed in both negative and positive form Guiding them to write short texts on ongoing activities and to read them	In pairs, students to practice by asking and responding questions on ongoing activities Using teacher's guidance students to write short texts on ongoing activities and practice reading them	Written texts and pictures		An ability to express things done by oneself and other creatures / things by students	
	Competence	**General Objective**	**Month**	**Week**	**Main Top**	**Sub-top**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**Reference**	**Assessment**	**Remarks**

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			March					**Midterm Exams are going**	**to be held**			

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				2nd				**Quarter Holiday**						
	Competence	**General Objective**	**Month**	**Week**	**Main Topic**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**References**	**Assessment**	**Remarks**
	Engage in simple conversations and transactions on	Students should	Mar	3rd	6.0 Ex	6.1 Expressing	6	Using pictures and recorded materials, teacher to express his/her likes /dislikes using a meaningful context	To practice expressing in pairs their likes/dislikes To write what they/their friends /their parents likes/dislikes			To be assigned to talk about likes/dislikes	

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	familiar topics	be able to produce an expression on likes /dislikes	ch		p r e s s i n g l i k e s a n d d i s l i k e s	likes/dislikes							
						6.2 Expressing preferences		Providing students with guiding questions, teacher to express his/her preferences using a meaningful contexts and pictures	With guided questions student to express their preferences and reading dialogues on preferences			Having an ability to express preferences	

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	Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary	Student should be able to describe family relations		4th	7.0 talking about one's family	7.1Expressing family relations 7.2 talking about occupations	6	Using a family tree diagram, describing family relations Guiding students to brainstorm different occupations of their family members	Students to draw their individual family trees and talk about them very appropriately Brainstorming various conditions of people in the school and write and talk about different occupations of their family members			Students ability to express family realtionship orally and in writing An ability of students to talk about different occupations	

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Competence	General Objective	Month	Week	Main Topic	Sub-topic	Periods	Teaching Activities	Learning Activities	T/L Materials	References	Assessment	Remarks

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Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary	Student should be able to describe their family relations	April	1st and 2nd	7.0 talking about one's family	7.3 Talking about ownership or possession 7.4 Describing physical appearance 7.5 Describing characters	1 2	Using pictures, teacher demonstrates what he/she owns or possesses Talking about the appearance of well known people in the school or community Basing on texts and going around the class teacher to encourage students to speak individually and in groups	Each students to talk about his/her possession, what their relatives and parents ow Studying the text individually and in groups and explain the physical appearance of well known people Students to go through texts with descriptions of people's character and each student to talk about his/her character in a group	Appropriate texts	Oxford Secondary English Book One	Students ability to talk about what he/she owns and his family owns Ability to give descriptions of people's physical appearance Descriptions to be given by students on their character

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	Express oneself appropri-ately in different situations		3rd	8.0Expressing opinions and feelings	8.1 Expressing personal opinions	6	Guiding students to give their personal opinions on a chosen subject	With teacher's guidance students debate on a chosen topic/subject Reading a text on either child labour or road safety	A written texts on child labour and road safety		Students ability to clearly express his/her opinions on familiar issues	

Competence	**General Objective**	**Month**	**Week**	**Main Topic**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**References**	**Assessment**	**Remarks**

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		April	4th				Eastern	Holiday				
Express in English orally and in writing, needs feelings and ideas using appropriate vocabulary	Express oneself appropriately in different situations using simple English structures	May	1st	8.0 Expressing opinions and feelings	8.2 Expressing state of health	6	Using a relevant texts to dramatize a certain state of health	Students to play roles of a doctor and a sick student in pairs Writing conversations between a doctor and patient			Students having an ability to state the condition of his /her health	

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			2nd		8.3 Expressing feelings	6	Using pictures, teacher to guide students demonstrating feelings	With the given guidance, students to practice expressing feelings			An ability of students in expressing feelings	
Competence	**General Objective**	**Month**	**Week**	**Main Topic**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**References**	**Assessment**	**Remarks**

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Identify general information on events in simple oral/ written texts he/she encounters	Write simple descriptions in English	May	3rd and 4th	9.0 talking about past events activities	9.1 expressing past activities	6	Guiding students to brainstorm their past activities done in the previous week, months or years Teacher to express his/her activities he/she did in the past	Brainstorming their past activities done in the previous times (week, months or year) Reading a text on past activities, and identifying various words showing past activities in groups	A text on past activities and a substitution table	Oxford Secondary English Book 1	Students to give a clear expression on past events	
					9.2 expressing past	6	In groups, teacher to guide students to discuss/narrate their past events	Students in their respective groups to narrate their past events in class	A text on past events		An ability to express past events	

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					eve nts								
		Jun e & July					TERMINAL EXAMS AND	LONG VACATION					
Competen ce	**General Objective**	**M on th**	**W e e k**	**M ai n T o**	**Su b-t opi c**	**P e ri o d s**	**Teaching Activities**	**Learning Activities**	**T/L Materi als**	**R e f e r e n**	**Assessment**	**R e m a r**	

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Use English to obtain, process , construct and provide subject matter information in spoken and in written form	Express oneself appropriately in different situations using simple English structures		3rd and 4th	10.0 Expressing future plans /activities	10.1 Talking about future plans/ activities	1 2	The teacher to ask guiding questions on activities planned to take place on the following day	Students to practice expressing future plans individually Students in groups to write about future plans using school calendar	Time table, calendar, travelling schedule	Oxford Secondary English Bo	Students an ability to express future plans	

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Identify general information on events in simple oral/written texts he/she encounters	Read intensively text s in English for comprehension	August	1st and 2nd	1 1.0 Reading a variety of texts	11.1 Intensive reading	1 2	Using texts on a variety of issues, such as causes of environmental degradation, terms of child labour, ways of eliminating drug abuse, bad effects of inequality, teacher to introduce new vocabulary in meaningful context	With a copy of text, students to read the text silently, and respond to set questions individually or groups/ in pairs	A variety of texts on environmental degradation , child labour and drug abuse	ok 1	Students to be able to respond questions on a text read

Competence	**General Objective**	**Month**	**Week**	**Main Top**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**Reference**	**Assessment**	**Remarks**

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Identify general information on events in simple oral/written texts he/she encou	Interpret different literary works	August	3rd and 4th 2nd and 3rd 4th	12.0 Interpreting literary wor	12.1 Interpreting simple stories	6	Guiding students to use title and illustrations to predict what a book will be about; and organizing students in groups to discuss on characters and message	Using title and illustrations, students to predict the book content and students to write a brief book report	Simple readers	Oxford Secondary English Boo	An ability of interpreting simple stories Students to have an ability to answer questions on poems read	

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nte rs				k s	12. 2 Int erp reti ng po em s	6	Reading a poem loudly to guide students on how to read poems Using question and answers to guide students to discuss the message of the poem	Individually, student to read the poem Responding to the questions to discuss message of the poem	S el e ct e d p o e m s	k 1		
Compe tence	**Gener al Objec tive**	**M o n t h**	**W e e k**	**Mai n Topi c**	**Sub-to pic**	**P e r i o d s**	**Teaching Activities**	**Learning Activities**	**T/L Materi als**	**R e f e r e n c e s**	**Assessment**	**R e m a r k s**

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Identify general information on events in simple oral/written texts he/she encounters	Analyse different information from various media	September	1st	13.0 Analysing nformation from the media	13.1 Analysing information from the media	6	Guiding students to point out facts from newspapers, TV, and brochures	Students practicing to point out facts from newspapers, TV and radio brochures	TV, radio, newspaper s, in brochures	Oxford Secondary English Book 1	An ability to identify facts from the media	
					13.2 Analysing non factual information from the media		Teacher to assign students to find out/point out facts from newspapers, TV, brochures orally and in writing	Studying on assigned texts with factual and non factual information from media	TV, radio, newspapers		Students to identify non-factual information from media	

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Use simple English to communicate in social interactions and settings	Express oneself appropriately in different situations using simpl En simplE Eng.		2nd	14.0 writing personal letters	14.1 writing friendly letters	6	Guiding students to study the formal and personal letters using model letters	Practicing to write meaningful letters to different members of their family and friends	Models of personal letters		Students ability to write friendly letters

Competence	**General Objective**	**Month**	**Week**	**Main Topic**	**Sub-topic**	**Periods**	**Teaching Activities**	**Learning Activities**	**T/L Materials**	**References**	**Assessment**

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Engage in simple conversations and transactions on familiar topics	Write simple descriptions in English		3rd and 4th	15.0 Taking notes	15.1 writing notes from oral texts	12	Reading simple oral texts to the students	Students to take notes from simple texts from simple texts read and discuss in groups and discuss and correct any mistakes noted	Various simple oral texts	Oxford Secondary English Book 1	An ability of students to take down some important notes from oral texts read
					15.2 writing notes from written texts		Assigning students to read selected written texts	Students to answer questions based on the text read, and discuss in groups, and write notes from the texts read	various simple written texts		Ability to write down important notes from simple written texts

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Use English to obtain, process, construct and provide subject matter information in spoken and writing form	Students should be a very well knowledgeable on how to write a variety of texts	October	1st	16.0 writing various types of texts	16.1 Filling in forms 16.2 writing things in a diary	6	Showing students any of official forms and directing them on how to fill in the forms Passing around the class to see if they are correctly filled in by students	Students to fill in forms independently In pairs students to discuss the filled in forms	Bank forms, immigration forms, hospital forms, school adm. forms		Students to fill in the forms

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Use English to obtain, process, construct and provide subject matter information in spoken and writing form	Students should be a very well knowledgeable on how to write a variety of texts	October	2nd	16.0 writing aari	16.2 Writing thing	6	The teacher to show the students a sample of the diary Guiding students to brainstorm on the uses of diaries	Students to keep/write diaries for a given period Brainstorming on the uses of diary and to write their personal diaries	Diary calendar	Oxford Secondary Engl	An ability of students to write things / notes in a diary	

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			3rd and 4th				Midterm test and	Quarter holiday				

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		Nov.					Revisions					
		Dec.					Annual exams and	Long vacation				