

Plan of Work ENGLISH LANGUAGE

Grade 7

For examination in 2024



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PRESCRIBED TEXTBOOKS:

- The English Grammar Handbook (Revised Edition 2013) [Code: EGH]
- Vocabulary Building 1 [Code: VB1]
- Essential English Usage & Grammar Book 1 [Code: EEUG1]
- Model Essays in English – Form 1 2016 (1st Revised Edition) [Code: MEE1]
- English Pack {4 documents on Creative Writing ; 3 Oral Tasks}
- ELA MIE G7

*Students are **STRONGLY** advised to look for these reference books and to make judicious use of them.*

IMPORTANT NOTES:

- As far as COMPOSITION WRITING is concerned, there are three types of essays that we are concerned with at S.C level :
 1. **Argumentative** essays that require you to put forward a point of view and to justify your reasons for holding it.
 2. **Descriptive** essays that may ask you to write about a place or to describe a person or an event.
 3. **Narrative** essays that require you to write a story and may either provide you with a sentence on which to base your writing or ask you to write a story based on a particular situation.

Please note that at this institution NARRATIVE AND DESCRIPTIVE essays are taught as from Form I (Grade 7). ARGUMENTATIVE essays are explained as from Form III (Grade 9).

- As far as DIRECTED WRITING is concerned, it can be classified into the following 5 categories:
 1. **Account** (a formal report written to be read by someone in authority [the Principal of a school or the Police] in which you provide information about something which you have witnessed or in which you have assembled facts and details to support a particular proposition);
 2. **Article** (either in a newspaper or magazine) gives an account of an event or an episode ;
 3. **Formal letter** (for example, you may be required to write a letter to a magazine or newspaper, to a company or organisation asking for information or complaining about something);
 4. **Informal letter** (for example, you may be required to write a letter to a friend or acquaintance asking for their support in a venture you are undertaking or apologising for something which happened);
 5. **Speech** (considered to be a formal form of spoken address and is likely to be aimed at a large audience).
- Please note that at this institution students have to learn how to write FORMAL and INFORMAL letters as from Form I. Students are taught to write an ACCOUNT as from Form III. SPEECH WRITING and ARTICLE WRITING are discussed as from Form IV.

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Websites and Videos

This plan of work includes website links providing direct access to internet resources. Modern College is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website of the site's owners(or their products/services).

The website pages referenced in this plan of work were selected when the plan of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.



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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Composition (Narrative)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; use a varied range of vocabulary and sentence structures; write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); display originality and creativity. use thorough details to describe the events and characters in the narrative maintain and sustain the interest of the readers throughout the essay. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Write a story entitled ‘The angry farmer’</p> <p><i>Please refer to Documents A (Writing a Story 2015) & B (Materials for Narrative Writing 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Write a story entitled ‘The bully’.</p>	<ol style="list-style-type: none"> https://youtu.be/42YMAItyoQg https://youtu.be/Gl6xqC93RQ https://youtu.be/pHdzv1NfZRM?si=VXxedoagfZ6VGqgN

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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Composition (Narrative)


Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; use a varied range of vocabulary and sentence structures; write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); display originality and creativity. use thorough details to describe the events and characters in the narrative maintain and sustain the interest of the readers throughout the essay. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Write a story entitled ‘A robbery’.</p> <p><i>Please refer to Documents A (Writing a Story 2015) & B (Materials for Narrative Writing 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Write a story entitled ‘An unfair punishment’.</p>	<ol style="list-style-type: none"> https://youtu.be/rq7thj1BLJ8?si=waSmqrOBvuFL8NIF https://youtu.be/pHdzv1NfZRM?si=B_zEBQTK90xA0C6g

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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Composition (Narrative)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use thorough details to describe the events and characters in the narrative 7. maintain and sustain the interest of the readers throughout the essay. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p> 	<p>Write a story entitled ‘Shoplifting’.</p> <p><i>Please refer to Documents A (Writing a Story 2015) & B (Materials for Narrative Writing 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Write a story entitled ‘The good hearted thief’.</p>	<p>1. https://youtu.be/AxTys2C4t68?si=WJfjONLjyOBXPz9H</p> <p>2. https://youtu.be/akwRzjNahzQ?si=mS-wIAGtoTX4t8-H</p>

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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Directed Writing

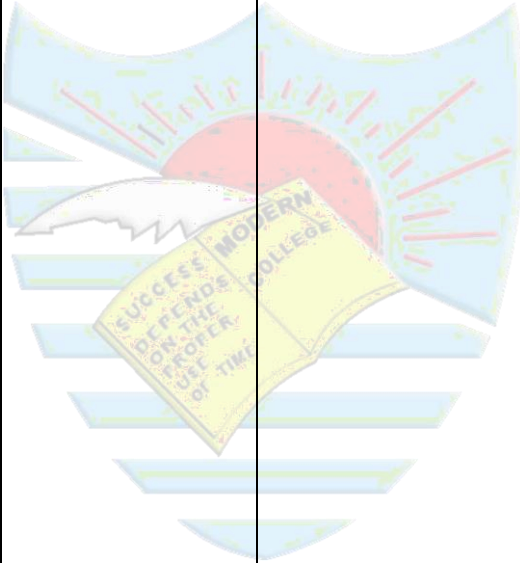
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. display originality and creativity. 5. have good understanding of purpose, situation and audience 6. use Tone and register which is entirely appropriate 7. use format entirely appropriate to the task 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Informal Letter: Write a letter to a friend inviting him/her to spend the holidays at your place. Use the following materials to write your letter:</p> <ul style="list-style-type: none"> • the place where you live • some exciting features to enjoy in your area • the various activities you are planning when your friend comes <p>Cover all three points above in detail, making sure your friend will be convinced to spend his holidays at your place. Start as follows: ‘Dear ...’ and remember to provide a suitable ending.</p>	<p>Informal Letter: You have received a letter from a friend who has left your class to go to another school and wishes to hear news and information about:</p> <ul style="list-style-type: none"> • a friend in the class and a favourite teacher • recent sport results • unusual, difficult or comic happenings. <p>Cover all three points above in detail. You should make your letter friendly and informative. Start as follows: ‘Dear ...’ and remember to provide a suitable ending. [adapted from Nov 1998]</p>	<p>1. https://youtu.be/uO5_yBPSWr4?si=PIS9SHW7tu4BwqHc</p> <p>2. https://youtu.be/PgwmAUJx248?si=NJpbQxPW_6KwH9D2</p>

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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Comprehension

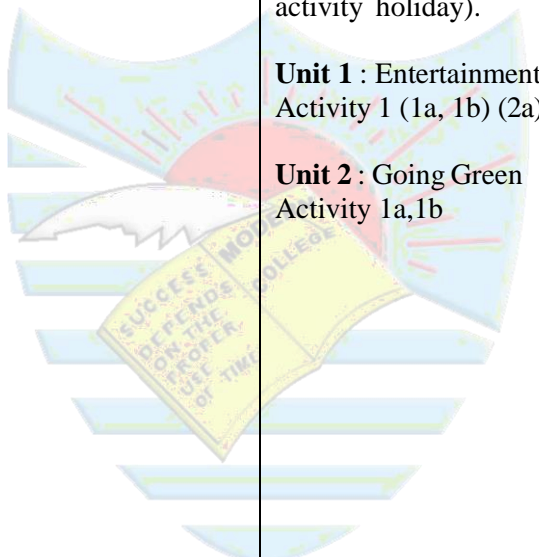
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. respond to texts and retrieve the required information ; 2. understand explicit meanings; 3. identify central themes and ideas; 4. draw inferences; 5. identify characters and follow the sequence of events; 6. provide a personal response to the text; 7. interpret and evaluate the given information ; 8. explain the meaning of words in context . 		<p>[Book ELMIE]: Unit 1 – Esha`s first concert – ex 2b, 2c, 2d, 2e.</p>		<ol style="list-style-type: none"> 1. https://youtu.be/W7BW9gv_OkU?si=g5UMmEiCU5ql0OH- 2. https://youtu.be/po0TJL2TM8?si=5z5YqKqLNJbJLpgk

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FIRST TERM [10/01/2025 – 11/04/2025]

Topic: Oral

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading Aloud <i>Students should be able to:</i></p> <ul style="list-style-type: none"> a) read the passage with near perfect pronunciation and very clear articulation b) read with fluency and good pace c) vary the pitch and tone in order to convey the information, ideas and feelings in a passage <p>Conversation <i>Students should be able to:</i></p> <ul style="list-style-type: none"> a) give and develop intelligent personal responses to the theme b) express and develop ideas clearly, succinctly and naturally, using appropriate vocabulary and structures c) share ideas and opinions with the examiner, introducing new ideas or initiating discussion of relevant issues 		<p>1. [English Pack]: Cambridge Oct/Nov 2012 Test 8 (An activity holiday).</p> <p>Unit 1 : Entertainment Activity 1 (1a, 1b) (2a)</p> <p>Unit 2 : Going Green Activity 1a,1b</p>		<p><u>1.https://youtu.be/KaA_mxga3PQ?si=zERuDj5h9NC7vlro</u></p> <p><u>2. https://youtu.be/ZBhijyBRFMPY?si=4dI-ufiJFsL-e9tg</u></p> <p><u>3. https://youtu.be/hoyhPZDp3dE?si=1tA2Xkr2X25IzZs</u></p>

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FIRST TERM [10/01/2025 – 11/04/2025]

Grammar

Adjectives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none">• correctly identify adjectives.• distinguish shades of meaning among closely related adjectives.• form correct adjectives..• use appropriate adjectives to enhance writing.	Read explanation given in EEUG1 on Page/s Pg.72 (10-1) Pg.74-75 (10-3)	EEUG1: Pg. 73 Ex 50 Pg. 76 ex 51	Pg. Pg. 79 Ex 53 Pg. 77 Ex 52 (Book EGH): Read Unit 24 (Adjectives pg 92 – 95); Read Unit 26 (Order of Adjectives pg 100 – 102). (Book EEUG1): pg 95 – 96 ex 63. (Book ELMIE): pg 90 ex 7b	https://youtu.be/R3KeD06ti6c?si=kPMoRKxeMmDGF03z

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Adverbs

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand role/function of adverbs. tell which parts of speech they modify identify and use adverbs as modifiers to express degree, and frequency 	<p>Read explanation given in EEUG1 on Page/s 84 (11-1) Pg.85-85 (11-3) Pg. 88-89 Pg.94 (12-1)</p>	<p>(Book EEUG1): pg 84 – 85 ex 56; pg 87 ex 57;</p>	<p>(Book EEUG1): pg 91 – 92 ex 61; pg 126 – 127 ex 81. pg 88 – 89 ex 58; pg 89 – 90 ex 59.</p> <p>(Book EGH): Read Unit 27 (Adverbs pg 103 – 106); Unit 28 (Using Adverbs pg 107 – 110).</p>	<p>https://youtu.be/iXtHCBgbks0?si=pn2p8Oo7_R79ZFhg</p>

Articles

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify a definite and indefinite article. choose the proper type of article for a given noun 	<p>Read explanation given in EEUG1 on Page/s 1, 3. 4, 5</p> <p>(Book EGH): Read Unit 25 (The Articles pg 96 – 99). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 2 – 3 ex 1; pg 3 – 4 ex 2</p>	<p>pg 5 – 6 ex 3. Pg. 91-92 Ex 61 Pg. 126-127 Ex 81</p> <p>(Book EEUG1): pg 4 – 5 ex 1; pg 7 – 8 ex 2.</p> <p>(Book ELMIE): pg 119 ex 7a, 7b, 7c</p>	<p>https://youtu.be/r49hrj4cK5U?si=S5Lr1R_ILvNDg07M</p>

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Determinatives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> Identify determinatives. Understand the functions of determinatives. Identify determinatives that stand alone and may qualify nouns. 	Read explanation given in EEUG1 on Page/s 158-159	(Book EEUG1): pg 159 ex102; pg 160 ex 103		

Nouns

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> Identify nouns Noun formation differentiate between singular and plural nouns	Read explanation given in EEUG1 on Page/s 9, 11, 12, 13	(Book EEUG1): pg 10 – 11 ex 6; pg 12 ex 7; pg 14 ex 8.	EEUG1 Pg. 118 Ex 76 Pg. 182-184 Ex 118 (Book EGH): Read Unit 6 (Nouns: What is a Noun & Its Usage? pg 32 – 35); Read Unit 7 (Noun phrases pg 34 – 35); Read Unit 8 (Countable & Uncountable Nouns pg 36 – 37); Read Unit 9 (Nouns in	https://youtu.be/bhgzbv9R_xk?si=CwNL_IKGYm-0T2s7

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			Apposition pg 38 – 39). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.	
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Possessives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> correctly use possessive apostrophes with singular and plural nouns. 	Read explanation given in EEUG1 Pages 42	(Book EEUG1): pg 43 ex 28; pg 44 ex 29		

Prepositions

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify prepositions and explain their usage differentiate between prepositions and prepositional phrases. Understand the role of prepositional phrases in sentences. 	Read explanation given in EEUG1 Pages 109, 110, 112, 113	<p>(Book EEUG1): pg 111 – 112 ex 72; pg 114 – 115 ex 73; pg 115 – 116 ex 74</p> <p>(Book ELMIE): Pg 18 ex 9a, 9b.</p>	<p>(Book EEUG1): pg 68 – 69 ex 48</p> <p>(Book EEUG1): pg 6 – 7 ex 4; pg 7 – 8 ex 5; pg 200 ex 128.</p>	https://youtu.be/XzkbcWh8s4w?si=Y3M1YcTnP0rsrRwR

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Pronouns

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify pronoun know the different types of pronouns : Personal, Reflexive, Relative and Possessive use pronouns effectively in writing 	<p>Read explanation given in EEUG1 on Pages 33, 35, 37</p>	<p>EEUG1 Pg. (Book EEUG1): pg 34 ex 21; pg 38 ex 23; pg 38 ex 24; pg 57 ex 39. ELMIE pg 58, 69 ex 6b, 7a, 7b</p>	<p>(Book EEUG1): pg 57 – 58 ex 40; pg 59 – 60 ex 41; pg 60 ex 42.</p> <p>Read Unit 10 (Pronouns – Avoiding Nouns pg 40 – 43); Unit 36 (Pronouns as cohesive Devices pg 134 – 137).</p>	<p>https://youtu.be/kml_2wCe_wpU?si=hnRfypNjaFiTFioP</p>

Special Finites

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify special finites and their functions use special finite 'Be' 'Do' and 'Have; in sentence writing. 	<p>Read explanation given in EEUG1 on Pages 120</p>	<p>(Book EEUG1): pg 121 ex 77</p>		

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Verbs - Conditional Tenses

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify structures of the first and second conditionals in English write grammatically correct sentences using conditionals.. 	Read explanation given in EEUG1 on Pages 224	(Book EEUG1): pg 225 ex 144; pg 226 ex 145	(Book EEUG1): pg 229 ex 147	

Future Tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Use 'will' and 'shall' to describe the future identify time expressions determine when to use future tense and the 'going to' form. 	Read explanation given in EEUG1 on Pages 208	(Book EEUG1): pg 208 ex 133; pg 210 ex 134	(Book EEUG1): pg 99 – 100 ex 66.	https://youtu.be/uEj9fX55AI?si=JafFVTlZgswgKy2_N

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Present Tense and Present Continuous Tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> differentiate between Present tense and Present continuous tense identify the time markers for each tense construct grammatically correct sentences. 	<p>Read explanation given in EEUG1 Pages 25 - 28</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 14 (The Simple Present Tense pg 57 – 60); Unit 17 (The Continuous Tenses pg 67 – 68). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 26 – 27 ex 16; pg 28 – 29 ex 17. (Book ELMIE): Pg 10 ex 6a, 6b.</p>		<p>https://youtu.be/uEj9fX5_5AI?si=JafFVTIzgswgKy2N</p>

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Simple Past Tense and Past continuous tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between Simple past and Past continuous identify the time markers for each tense construct grammatically correct sentences. 	<p>Read explanation given in EEUG1 on Pages 142, 144</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 14 (The Simple Past Tense pg 61 – 63);); Unit 17 (The Continuous Tenses pg 67 – 68). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 143 ex 92; pg 145 ex 93; pg 146 ex 94</p>	<p>(Book EEUG1): pg 14 – 15 ex 9 ; pg 15 – 16 ex 10 ; pg 98 – 99 ex 65.</p>	<p>https://youtu.be/1HDvZsAFaG4?si=iWWz09al7zaKYhGd</p>

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Vocabulary

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand contextual meaning of words learn new vocabulary words, use them correctly in sentence 		<p>(Book DEV): (Book VB1): 1 (GOOD: Arriving Home pg 1 – 3); 2 (GOOD: Exhausted by Children pg 4 – 6); 3 (BAD: Not the Best Holiday pg 7 – 9); 4 (BIG: A Compromise is Reached pg 10 – 12); 5 (CLEAR: An Unfinished Essay pg 13 – 15); 6 (GO: Waiting for a Taxi pg 16 – 18); 7 (TAKE: The Dress That Wasn't Missing pg 19 – 21); 8 (GET: Money Recovered pg 22 – 24); 9 (FALL: Kim's Unlucky Day pg 25 – 27); 10 (WELL: An Unwilling Babysitter pg 28 – 30).</p> <p>(Document B: Materials for Narrative Writing 2015): 5.1 SAID; 5.2 WALKED/RAN; 5.3 HAPPY; 5.4 ANGRY.</p>		<ol style="list-style-type: none"> https://youtu.be/L6E7b4mICs?si=j09vTsqsKNZU0lr6 https://youtu.be/53S1KuCuHv0?si=AyRkXUw75eU7zNSc https://youtu.be/Ylb3rQZVoaY?si=vEbq3-KlkCWZtFC

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Assessment

- Dictation; Essay writing , Comprehension

Structure of Paper: This will be in line with the Grade 9 National Examination Paper.

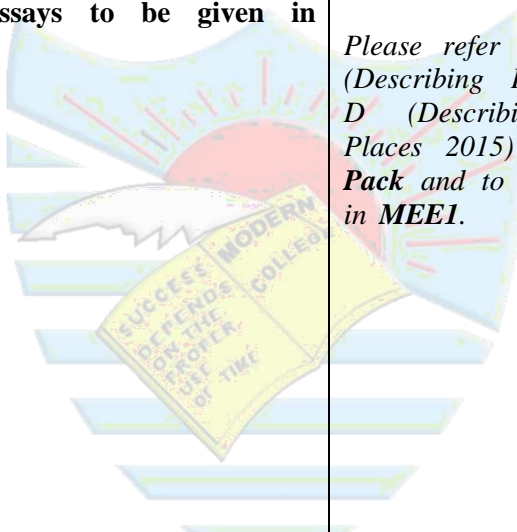
	Duration	Structure of paper
English language	2 hr 15 mins	10 questions covering : <ul style="list-style-type: none">• Grammar• Vocabulary• Directed Writing• One Comprehension• One Essay• Literature

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Composition (Descriptive)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use sensory skills to compose a descriptive essay. 7. paint a vivid picture of people, places, or events in the minds of the readers. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p> 	<p>Describe ‘My father or my mother.’.</p> <p><i>Please refer to Documents C (Describing People 2015) & D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Describe your dream house.</p>	<ol style="list-style-type: none"> 1. https://youtu.be/Jq9juAScEdg?si=BL6AU9IPDP3CSDuZ 2. https://youtu.be/rdldHdDMXDA?si=fm8qQe2D39xwZ0vH

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Composition (Descriptive)


Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing Students should be able to:</p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use sensory skills to compose a descriptive essay. 7. paint a vivid picture of people, places, or events in the minds of the readers. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Describe the most untidy place you know.</p> <p><i>Please refer to Documents C (Describing People 2015) & D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>‘Self-portrait’. Describe yourself. In your description you should try to capture what makes you unique.</p>	<ol style="list-style-type: none"> 1. https://youtu.be/Xlga6wpPbo0?si=sajFs4iKV e Bp2hc

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Composition (Descriptive)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing Students should be able to:</p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use sensory skills to compose a descriptive essay. 7. paint a vivid picture of people, places, or events in the minds of the readers. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p> 	<p>Describe ‘My neighbours’</p> <p><i>Please refer to Documents C (Describing People 2015) & D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Descriptive Essay ‘My new car.’</p>	<ol style="list-style-type: none"> 1. https://youtu.be/uE2oLy_nvEM?si=6Z8NOEtpPqM7i7uQ 2. https://youtu.be/7bdRclpN1jU?si=v-08l3VFL74HrBtx

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Directed Writing

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. display originality and creativity. 5. have good understanding of purpose, situation and audience 6. use Tone and register which is entirely appropriate 7. use format entirely appropriate to the task 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Formal Letter: Write a letter to your Rector to explain your 3-day absence from school. Make use of the following points.</p> <ul style="list-style-type: none"> • the main reason for your absence • the fact that you regret missing school • apologise for any inconvenience caused <p>Cover all three points above in detail, bearing in mind that this is a formal letter and the tone should be serious. Start as follows: ‘Dear Sir....’ and remember to provide a suitable ending.</p>	<p>Formal Letter: A television company would like to make a programme about your school. The producer wants to film teachers and students at work, not the buildings and grounds. Your Rector has asked you to suggest the people and activities to be covered and to explain in detail why you think they should be included. Write your response in the form of a letter to the Rector. [June 1996]</p> <p>ELMIE pg.32 activity 3b Pg. 62 Ex. 7c</p>	<p>https://youtu.be/UBO-ibV8LM?si=5YXOdMR4H0dKwrX</p> <p>https://youtu.be/w9ddKTChI78?si=0zhXgGL9qDmjz</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Directed Writing

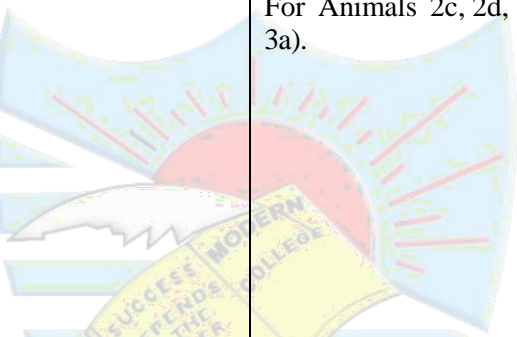
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. display originality and creativity. 5. have good understanding of purpose, situation and audience 6. use Tone and register which is entirely appropriate 7. use format entirely appropriate to the task 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Informal Letter: A cyclone has recently struck Mauritius. Write a letter to a friend staying abroad to describe the havoc caused by this natural calamity. Make use of the following materials in writing your letter:</p> <ul style="list-style-type: none"> • when cyclone struck • damage caused • how you felt at that moment <p>Cover all three points above in detail, making sure that you are able to convey your feelings and emotions clearly about the cyclone. Start as follows: ‘Dear....’ and remember to provide a suitable ending.</p>		<p>https://youtu.be/nwMl97hDTJk?si=ODcli7isb_VWLNEV</p>

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Comprehension

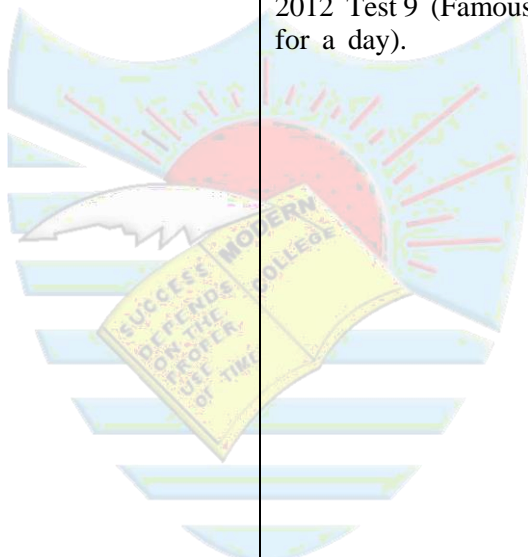
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. respond to texts and retrieve the required information ;2. understand explicit meanings;3. identify central themes and ideas;4. draw inferences;5. identify characters and follow the sequence of events;6. provide a personal response to the text;7. interpret and evaluate the given information ;8. explain the meaning of words in context .		<p>[Book ELMIE]: Unit 2 (Going Green 2c, 2d, 3a); Unit 3 (Caring For Animals 2c, 2d, 3a).</p>	<p>[Book ELMIE]: Unit 4 (Log on 2d, 2e).</p>	<p>https://www.youtube.com/watch?v=NqpbTN3diUc</p>

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SECOND TERM [28/04/2025 – 18/07/2025]

Topic: Oral

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading Aloud <i>Students should be able to:</i></p> <ul style="list-style-type: none"> a) read the passage with near perfect pronunciation and very clear articulation b) read with fluency and good pace c) vary the pitch and tone in order to convey the information, ideas and feelings in a passage <p>Conversation <i>Students should be able to:</i></p> <ul style="list-style-type: none"> a) give and develop intelligent personal responses to the theme b) express and develop ideas clearly, succinctly and naturally, using appropriate vocabulary and structures c) share ideas and opinions with the examiner, introducing new ideas or initiating discussion of relevant issues 		<p>[English Pack]: Cambridge Oct/Nov 2012 Test 9 (Famous for a day).</p>		<p>1. https://youtu.be/P8Xm0U2U6SY?si=jQ29apgrISO7ddmH</p> <p>2. https://youtu.be/FfhZFRvmaVY?si=D3QJWIYe48we3hPo</p>

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Grammar

SECOND TERM [28/04/2025 – 18/07/2025]

Active and Passive Voice

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none">Differentiate between active and passive voice;Identify the voice of the verb in each sentenceWrite the passive voice with or without the agent.	Read explanation given in EEUG1 on Pages 217	(Book EEUG1): pg 218 ex 139; pg 219 – 220 ex 140; pg 220 ex 141.	(Book EGH): Unit 19 (The Active & the Passive voices pg 75 – 76). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.	1. https://youtu.be/W1IRU6zx9g?si=AHhAOSkcR4eMIJB 2. https://youtu.be/ZEB4IFWWQG4?si=emqLgWojieFvzbJ

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Agreement

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> explain the rules governing subject-verb agreement identify and correct errors in subject-verb agreement construct sentences in which the subject and verb agree. 	<p>Read explanation given in EEUG1 on Pages 18 - 19</p>	<p>(Book EEUG1): pg 19 – 20 ex 11; pg 20 – 21 ex 12; pg 155 – 156 ex 100; pg 221 ex 142; pg 222 ex 143 (Book ELMIE): pg 115 ex 6a (i), (ii); 6b, 6d</p>	<p>(Book EEUG1): pg 21 ex 13; pg 81 – 82 ex 55; pg 156 – 157 ex 101. (Book EGH): Unit 2 (Subject Verb Agreement pg 18 – 21). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>1. https://youtu.be/Kl6jX40WM3w?si=Vf2paSHLoZLy6qbW 2. https://youtu.be/LfJPA8GwTdk?si=O8ELumpDPsWw2bLR</p>

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Conjunctions

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define the term '<i>conjunction</i>'; identify different types of <i>conjunctions</i>; write compound sentences using conjunctions. 	<p>Read explanation given in EEUG1 on Pages 48, 50</p>	<p>(Book EEUG1): pg 48 – 49 ex 33; pg 51 – 52 ex 35; pg 190 – 191 ex 122.</p>	<p>(Book EEUG1): pg 49 – 50 ex 34; pg 191 ex 123. (Book EGH): Unit 37 (Conjunctions pg 138 – 140); Unit 38 (Discourse Markers pg 141 – 143) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>https://youtu.be/zLeu0FQ9WAA?si=FBHV8ISb0EpMUbPT</p>

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Direct/Indirect Speech

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between direct and indirect speech list the rules for converting direct speech to indirect speech and indirect speech to direct speech Use appropriate punctuation marks in Direct Speech Understand the transformation that takes place when converting direct speech into indirect speech 	Read explanation given in EEUG1 on Page/s 185 , 187	<p>(Book EEUG1): pg 186 ex 119; pg 189 ex 120; pg 189 ex 121; pg 221 ex 142; pg 222 ex 143.</p> <p>(Book EGH): Unit 5 (Direct/Indirect Speech pg 28 – 31). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 39 – 40 ex 26 ; pg 135 ex 87 ; pg 194 – 195 ex 125 ; pg 196 – 197 ex 126.</p>	<p>1. https://youtu.be/3TsBj2Z6aGo?si=vK5g-27IUoWallICA</p> <p>2. https://youtu.be/ZGdt9apUpqg?si=L7L9Wk1HjIGcwnJb</p>

Pronouns

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify pronoun know the different types of pronouns : Personal, Reflexive, Relative and Possessive use pronouns effectively in writing 		ELMIE pg 58, 69 ex 6b, 7a, 7b	<p>(Book EEUG1): pg 34 ex 122; pg 92 – 93 ex 62.</p> <p>(Book ELMIE): pg 59 ex 6a, 6b</p>	<p>https://youtu.be/4khSnzr24uw?si=ZeQAWfJ8mXFvHznu</p>

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Punctuation

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand the mechanics of punctuation use punctuation marks correctly 		<p>(Book EEUG1): pg 17 ex 2-9; pg 40 ex 5-10; pg 171 ex 21-8.</p> <p>ELMIE pg41 activity 9a,9b, 9c</p>	<p>(Book EEUG1): pg 157 ex 19-8; pg 119 ex 4-8; pg 82 – 83 ex 10-11.</p>	<p>https://youtu.be/RPL8ijj1X2A?si=X51kNhhQ68W6ipAi</p>

Simple Past Tense and Past continuous tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between Simple past and Past continuous identify the time markers for each tense construct grammatically correct sentences. 			<p>(Book EEUG1): pg 14 – 15 ex 9 ; pg 15 – 16 ex 10 ; pg 98 – 99 ex 65.</p>	<p>https://youtu.be/1HDvZsAFaAg4?si=iWWz09al7zaKYhGd</p>

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Present Perfect and present perfect continuous tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between present perfect and present perfect continuous identify the time markers for each tense construct grammatically correct sentences 	<p>Read explanation given in EEUG1 on Page/s 63, 64</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 16 (The Perfect Tenses pg 64 – 66); Unit 17 (The Continuous Tenses pg 69) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 23 – 24 ex 15; pg 29 – 30 ex 18; pg 64 – 65 ex 45; pg 67 – 68 ex 47 .</p> <p>(Book ELMIE): pg 69 ex 9a, 9b</p>		<p>https://youtu.be/XGw2-p2WuJk?si=oXiS7XVx0rMQIs_m6</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Past Perfect and Past Perfect continuous tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between past perfect and Past perfect continuous identify the time markers for each tense construct grammatically correct sentences. 	<p>Read explanation given in EEUG1 on Page/s 150, 151</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 16 (The Perfect Tenses pg 64 – 66); Unit 17 (The Continuous Tenses pg 69) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 151 ex 97; pg 152 – 153 ex 98; pg 154 ex 99.</p>		<p>https://youtu.be/Jjj5-KnpdIQ?si=q52PCo0eXt-CSSLZ</p>

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Gerunds

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify gerunds and understand their functions. Use gerunds as subjects and objects in sentences. 	<p>Read explanation given in EEUG1 on Page/s 172</p>	<p>pg 173-173 ex 111 ; ex 112</p>	<p>pg 202 – 203 ex 113.</p>	<p>https://youtu.be/ZWhtHcKaNNg?si=KwUxhVtpXuC2GUI3</p>

Infinitives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify infinitives in sentences differentiate between 'to infinitives' and 'bare infinitives' write sentences that include infinitive phrases 	<p>Read explanation given in EEUG1 on Page/s 178 -179</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 179 – 180 ex 115; pg 181 ex 116; pg 181 – 182 ex 111.</p>	<p>(Book EEUG1): pg 215 – 216 ex 138 .</p>	<p>https://youtu.be/xd3YUo0rgZg?si=RCek2MpgXKRfke_n</p>

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Participles				
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish present and past participles use participles as adjectives 	<p>Read explanation given in EEUG1 on Page/s 164 -166</p> <p>(Book EGH): Read Unit 23 (Using Participles pg 89 – 91). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 165 ex 106; pg 165 – 166 ex 107; pg 167 – 168 ex 109.</p>	<p>pg 194 – 195 ex 108.</p>	<p>https://youtu.be/eWvkSp16VFY?si=flE2Ma4AjL9Pbbr</p>

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Vocabulary

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand contextual meaning of words learn new vocabulary words, use them correctly in sentence 		<p>(Book VB1): 11 (LOW: A Hungry Patient pg 31 – 33); 12 (RUN: A Journey to Work pg 34 – 36); 13 (MAKE: A Dinner Party Is Planned pg 37 – 39); 14 (WORK: Avoiding the Factory pg 40 – 42); 15 (FINE: Tea in the Garden pg 43 – 45); 16 (OPEN: Looking for Work pg 46 – 48); 17 (RISE: An Encounter with an Old Friend pg 49 – 51); 18 (FREE: A Day Out pg 52 – 54); 19 (BEAR: Going Home for Christmas pg 55 – 57); 20 (FIX: Ron's Busy Day pg 58 – 60); 21 (TOUCH: A Happy Ending pg 61 – 63).</p> <p>(Document D: Describing Scenes & Places 2015): Exercise 1; Exercise 2; Exercise 3; Exercise 4; Exercise 5 ; Exercise 6.</p>	.	<p>https://youtu.be/Vo6YnNh8dQk?si=IleWFcPzIFxGJUms</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Assessment

- Dictation; Comprehension and Essay Writing
- July Examinations

Structure of Paper: This will be in line with the Grade 9 National Examination Paper.

	Duration	Structure of paper
English language	2 hr 15 mins	10 questions covering : <ul style="list-style-type: none">• Grammar• Vocabulary• Directed Writing• One Comprehension• One Essay• Literature

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Composition (Descriptive)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use sensory skills to compose a descriptive essay. 7. paint a vivid picture of people, places, or events in the minds of the readers. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Describe a walk in the rain. Remember you are creating an atmosphere and not just what happens during the walk.</p> <p><i>Please refer to Document D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Describe a moment when you were involved in a special event. You should describe the atmosphere and emotions of the time.</p>	<p>https://youtu.be/uswWsM0rbgM?si=WahRDuS8U3zAIZs</p> <p>https://youtu.be/nHC4nY2VFQI?si=WhRpdvZt_xblTcro</p>

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Composition (Descriptive)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax;2. use a varied range of vocabulary and sentence structures;3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.);4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.);5. display originality and creativity.6. use sensory skills to compose a descriptive essay.7. paint a vivid picture of people, places, or events in the minds of the readers.	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Describe your first day at your new secondary school.</p> <p><i>Please refer to Document D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Describe the scene and atmosphere when you went out for a morning walk in your neighbourhood.</p>	<p>https://youtu.be/qFdOgUznwo?si=SS1RB1UreQr74Jy7</p> <p>https://youtu.be/vZXn0TbJrlw?si=pN9VXiD4xunKAj2m</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Composition (Narrative)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 5. display originality and creativity. 6. use sensory skills to compose a descriptive essay. 7. paint a vivid picture of people, places, or events in the minds of the readers. 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Write a story based on : ‘The lost ring.’</p> <p><i>Please refer to Document D (Describing Scenes & Places 2015) in the English Pack and to the model essays in MEE1.</i></p>	<p>Write a story based on ‘An interview that went wrong.’</p>	<p>https://youtu.be/M5sAhNbvFgc?si=V45_NaQIOYSCVChP</p> <p>https://youtu.be/OgNVUZvB9Ow?si=0-7_cX_NNgsS90mX</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Directed Writing

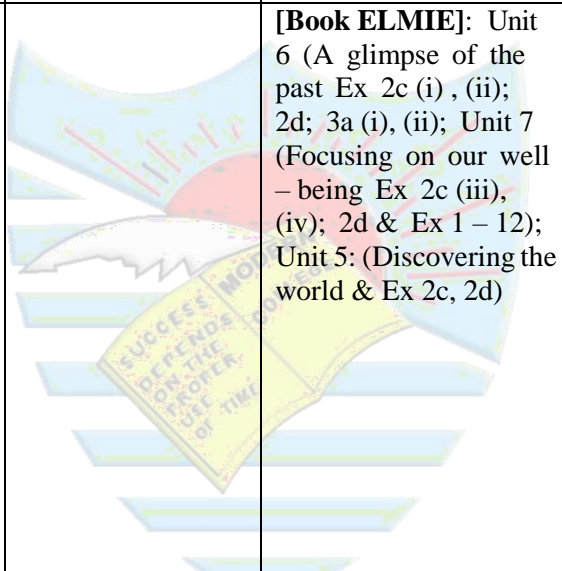
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence structures; 3. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 4. display originality and creativity. 5. have good understanding of purpose, situation and audience 6. use Tone and register which is entirely appropriate 7. use format entirely appropriate to the task 	<p>[Model Essays Bank]: To make a critical comment on model essays to be given in class</p>	<p>Formal Letter: Recently a main water pipe burst in your locality. Write a letter of complaint to the Director of CWA to tell him/her about the inconvenience all of you are facing. Use the following materials to write the letter.</p> <ul style="list-style-type: none"> • since when the water pipe has burst • the problem of accumulated water and poor supply • your appeal for the situation be resolved. <p>Cover all three points above in detail. You should make your letter polite and persuasive. Start your letter with : ‘Dear Sir or Madam’ and remember to provide a suitable ending.</p>	<p>Informal Letter: You recently watched an award-winning film which you greatly appreciated. You decide to write a letter to your friend to tell him/her about how the film was fabulous. Write your letter. You must include the following:</p> <ul style="list-style-type: none"> • which film it was and why you wanted to watch it • what you found interesting or amazing about the film • what you learnt from that film. <p>Cover all three points above in detail. You should make sure your letter expresses your feelings clearly. You should begin with : ‘Dear ...’ and end your letter appropriately.</p>	<p>https://youtu.be/UBO-ibV8LM?si=HhgfqgE8oxtmwTp9</p> <p>https://youtu.be/uO5yBPSWr4?s=sCieT55uOZDXDL4Z</p>

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Comprehension


Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. respond to texts and retrieve the required information ;2. understand explicit meanings;3. identify central themes and ideas;4. draw inferences;5. identify characters and follow the sequence of events;6. provide a personal response to the text;7. interpret and evaluate the given information ;8. explain the meaning of words in context .		<p>[Book ELMIE]: Unit 6 (A glimpse of the past Ex 2c (i) , (ii); 2d; 3a (i), (ii); Unit 7 (Focusing on our well – being Ex 2c (iii), (iv); 2d & Ex 1 – 12); Unit 5: (Discovering the world & Ex 2c, 2d)</p>		<p>https://www.youtube.com/watch?v=NgpbTN3diUc</p> <p>https://youtu.be/Kt5lGTfKq8?si=wWYSZb3J5Yox7ios</p>

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 – 31/10/2025]

Topic: Oral

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading Aloud <i>Students should be able to:</i></p> <ul style="list-style-type: none"> a) read the passage with near perfect pronunciation and very clear articulation b) read with fluency and good pace c) vary the pitch and tone in order to convey the information, ideas and feelings in a passage <p>Conversation <i>Students should be able to:</i></p> <ul style="list-style-type: none"> d) give and develop intelligent personal responses to the theme e) express and develop ideas clearly, succinctly and naturally, using appropriate vocabulary and structures f) share ideas and opinions with the examiner, introducing new ideas or initiating discussion of relevant issues 		<p>[English Pack]: Cambridge Oct/Nov 2012 Test 18 (A new hobby).</p> <p>Unit 5- Activity 1 – 1(a)</p>		<p>https://youtu.be/KaA_mxga3PQ?si=zERuDJ5h9NC7vIro</p> <p>https://youtu.be/ZBhijyBRFMPY?si=4dl-ufiJFsL-e9tg</p> <p>https://youtu.be/hoyhPZDp3dE?si=1tA2XkR2X25IzZs</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Grammar

THIRD TERM [11/08/2025 – 31/10/2025]

Adjectives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none">correctly identify adjectives.distinguish shades of meaning among closely related adjectives.form correct adjectives..use appropriate adjectives to enhance writing.		EL MIE pg.89 Ex 7a, 7b, 7c		https://youtu.be/R3KeD06ti6c?si=kPMoRKxeMmDGF03z

Adverbs

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none">understand role/function of adverbs.tell which parts of speech they modifyidentify and use adverbs as modifiers to express degree, and frequency		EL MIE pg143 ex 7a, 7b	(Book EEUG1): pg 147 – 148 ex 95; pg 148 – 99 ex 96. (Book ELMIE): pg 114 ex 7b, pg 168 ex 7b, 7c	https://youtu.be/drbcKE1Pcs?si=JK3nfZMf9HJGKPaM

MODERN COLLEGE

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Agreement

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> explain the rules governing subject-verb agreement identify and correct errors in subject-verb agreement construct sentences in which the subject and verb agree. 			<p>(Book EEUG1): pg 105 – 106 ex 69</p>	<p>https://youtu.be/tySLFboxzyM?si=WDYdJ_u7Juv_WYMf</p>

Articles

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify a definite and indefinite article. choose the proper type of article for a given noun 			<p>(Book EEUG1): pg 46 – 47 ex 32.</p>	<p>https://youtu.be/E_o6jKrZsg8?si=GJqpT2vzSKmlzzH7</p>

Conjunctions

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define the term '<i>conjunction</i>'; identify different types of <i>conjunctions</i>; write compound sentences using conjunctions. 			<p>(Book EEUG1): pg 52 ex 36.</p> <p>(Book ELMIE): pg 149 ex 10a</p>	<p>https://youtu.be/JJ4n0jr8qX8?si=JogTpninQrKZu62O</p>

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Determinatives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify determinatives. Understand the functions of determinatives. Identify determinatives that stand alone and may qualify nouns. 			<p>(Book EEUG1): pg 230 ex 148.</p>	<p>https://youtu.be/pcYrmHrtLR?si=l2f9mvxVUed-ZjzR</p>

Direct/Indirect Speech

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> distinguish between direct and indirect speech list the rules for converting direct speech to indirect speech and indirect speech to direct speech Use appropriate punctuation marks in Direct Speech Understand the transformation that takes place when converting direct speech into indirect speech 			<p>(Book EEUG1): pg 39 ex 25; pg 193 – 194 ex 124.</p>	<p>https://youtu.be/cW3pdeTYFZc?si=JpBWMihOW6O8kRWS</p>

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Nouns

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify nouns Noun formation differentiate between singular and plural nouns 			<p>(Book EEUG1): pg 104 – 105 ex 68</p>	<p>https://youtu.be/gQsZr8yrsno?si=NeQ2jV9s83I51xdY</p>

Possessives

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> correctly use possessive apostrophes with singular and plural nouns. 	<p>Read explanation given in EEUG1 on Page/s 41</p>	<p>(Book EEUG1): pg 41 – 42 ex 27; pg 43 – 44 ex 28.</p>	<p>(Book EEUG1): pg 44 – 45 ex 29; pg 45 ex 30.</p>	<p>https://youtu.be/EXJLYYameBY?si=w49AczaJhjH5lagC</p>

Prepositions

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify prepositions and explain their usage differentiate between prepositions and prepositional phrases. Understand the role of prepositional phrases in sentences. 			<p>(Book EEUG1): pg 70 – 71 ex 49; pg 168 – 169 ex 109.</p>	<p>https://youtu.be/oV5xwP5E9qU?si=1G2s2Z8GPZzkpYiQ</p>

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Pronouns

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify pronoun know the different types of pronouns : Personal, Reflexive, Relative and Possessive use pronouns effectively in writing 			<p>(Book EEUG1): pg 106 ex 70; pg 107 ex 71</p>	<p>https://youtu.be/nkiKPhleQ5E?si=P2tOmZMsKHT oc8y</p>

Punctuation

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand the mechanics of punctuation use punctuation marks correctly 			<p>(Book EEUG1): pg 47 ex 6-9; pg 108 ex 13-8.</p>	<p>https://youtu.be/gfYq2ng9s4E?si=7qx DYgV0DnQQC0f</p>

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Special Finites

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none">identify special finites and their functionsuse special finite 'Be' 'Do' and 'Have' in sentence writing.	Read explanation given in EEUG1 on Page/s 129 , 130	(Book EEUG1): pg 121 ex 67; pg 122 – 123 ex 78; pg 124 ex 79; pg 125 – 126 ex 80; pg 134 – 135 ex 86.		https://youtu.be/D0kXWp2Pf-U?si=AL t1Kwk52BFDXy1

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Verbs - Conditional Tenses

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify structures of the first and second conditionals in English write grammatically correct sentences using conditionals.. 	<p>Read explanation given in EEUG1 on Page/s 224, 226</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 20 (The Modals Auxiliaries pg 77 – 80); Unit 21 (More on Modals pg 81 – 84); Unit 22 (verbs in Conditional Sentences pg 85 – 88). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 226 – 227 ex 145; pg 228 – 229 ex 146.</p> 		<p>https://youtu.be/4H3-2smRJJY?si=yZJfLcgwIXVq3r</p>

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Future Tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Use 'will' and 'shall' to describe the future identify time expressions determine when to use future tense and the 'going to' form. 	<p>Read explanation given in EEUG1 on Page/s 208, 209</p> <p>(Book EGH): Read Unit 11 (What is a Verb? pg 44 – 46); Unit 12 (Verb Forms pg 47 – 50); Unit 13 (The Tense System Overview pg 51 – 56); Unit 18 (Expressing the Future pg 71 – 74) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG1): pg 140 – 141 ex 91; pg 208 – 209 ex 133; pg 210 ex 134.</p> 	<p>(Book EEUG1): pg 238– 239 ex 153.</p>	<p>https://youtu.be/VDGJEjAmU4?si=uJ9RZ2jPD1v7PNdB</p>

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Present Tense and Present Continuous Tense

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> differentiate between Present tense and Present continuous tense identify the time markers for each tense construct grammatically correct sentences. 			<p>(Book EEUG1): pg 53 – 54 ex 37; pg 54 ex 38.</p>	<p>https://youtu.be/TVVn9MddtmM?si=hBI624sYZSP2T5NZ</p>

Gerunds

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> Identify gerunds and understand their functions. Use gerunds as subjects and objects in sentences. 	<p>Read explanation given in EEUG1 on Page/s 172</p>	<p>(Book EEUG1): pg 172 – 173 ex 111; pg 173 – 174 ex 112.</p>		<p>https://youtu.be/qPXP4FSXwXA?si=gLwpja-4krNI-hc0</p>

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Vocabulary

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none">• understand contextual meaning of words• learn new vocabulary words,• use them correctly in sentence		(Book VB1): 22 (SOFT: An Unusual Farmhouse pg 64 – 66); 23 (HOT: A Cancelled Dinner pg 67 – 69); 24 (FAIR: The Village Fête pg 70 – 72); 25 (NICE: A Country Theatre pg 73 – 75); pg 77 Review Exercise 1; . pg 78 Review Exercise 2; pg 79 Review Exercise 3; pg 80 Review Exercise 4; pg 81 Review Exercise 5; pg 82 Review Exercise 6; pg 83 Review Exercise 7; pg 84 Review Exercise 8.	.	https://youtu.be/gxXCYbgnHgA?si=2n2slkWZdAgt2bh2

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Assessment

- Dictation; Comprehension and Essay Writing

October Examinations

Structure of Paper: This will be in line with the Grade 9 National Examination Paper.

	Duration	Structure of paper
English language	2 hr 15 mins	10 questions covering : <ul style="list-style-type: none">• Grammar• Vocabulary• Directed Writing• One Comprehension• One Essay• Literature