

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

PRESCRIBED TEXTBOOKS:

- English Language- A fun learning experience Grade 9 [MIE]
- Essential English Usage & Grammar Book 3 [J.B Alter]
- Model Essays in English Form 3 (2016- 1st Revised Ed.) [Modern College]
- English for High-Flyers NCE [RSS Publishers]
- The English Grammar Handbook (Revised Edition) [Blake, M]

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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SUCCESS DEPENDS ON THE PROPER USE OF TIME

FIRST TERM [13/01/2025 - 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 in English: pg 21- Write a story entitled ‘An unexpected visitor’. To make a critical comment on model essays to be given in class</p>	<p>Write a story entitled ‘An unexpected visitor’. [Narrative]</p> <p><i>Please refer to Writing a Story [2016], Materials for Narrative Writing [2016], Describing Personal Experiences [2016] and to the model essays in MEE3.</i></p>	<p>An unpleasant incident during recess. [Narrative]</p>	<p>https://www.cambridge.org/elt/blog/wp-content/uploads/2018/02/cambridge-story-competition-lesson-plan.pdf</p> <p>https://literacyideas.com/narrative-writing/</p> <p>https://youtu.be/Pf7ywwfCJUo</p>

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FIRST TERM [13/01/2025 - 11/04/2025]

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 in English: pg 17- Describe a shopping center at two different times of the year.</p>	<p>Describe a shopping centre in your locality [Descriptive]</p> <p><i>Please refer to Writing a Story [2016], Materials for Narrative Writing [2016], Describing Personal Experiences [2016] and to the model essays in MEE3.</i></p>	<p>Describe the surroundings and your emotions at a time when you felt very lonely. [Descriptive]</p>	<p>https://www.grammarcheck.net/how-to-write-a-descriptive-essay/</p> <p>C:\Users\REVISED - Plan of Work 7-13\New folder\gp\New folder (2)\Descriptive Writing - YouTubehttps://www.youtube.com/watch?v=vZXn0TbJrlwDescriptive Writing Techniques & Examples What is Descriptive Writing? - Video & Lesson</p>

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				Transcript Study.com
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FIRST TERM [13/01/2025 - 11/04/2025]

Topic: Composition (Argumentative)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
Writing <i>Students should be able to:</i> <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. write argumentative essays which are well-developed, logical, even complex, in argument 	[Model Essays in English: pg 64- 'Television has too great an influence on life today.' What are your views?	<p>The advantages and disadvantages of television. [Argumentative]</p> <p><i>Please refer to How do you present a complex viewpoint? [2016], Pg 41-47 and to the model essays in MEE3.</i></p>	<p>Video games have only a negative impact on young people. Do you agree? [Argumentative]</p>	<p>https://youtu.be/VZKUeEBryOk</p> <p>https://www.masterclass.com/articles/how-to-write-a-good-argumentative-essay</p>

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FIRST TERM [13/01/2025 - 11/04/2025]

Topic: Directed Writing

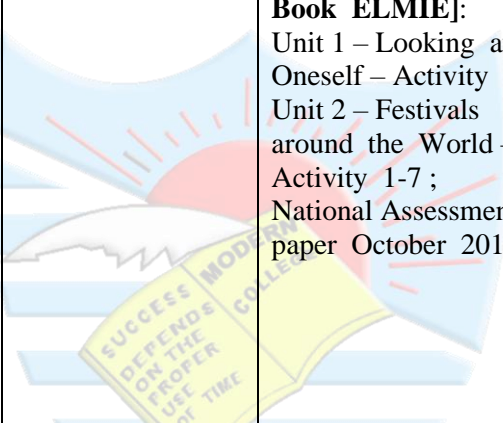
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence 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>Report: You were in the school bus when a fight suddenly started. The rector wants you to write a report of what you witnessed.</p> <p>Write your account in about 50-75 words.</p> <p>You must include the following:</p> <ul style="list-style-type: none"> • When was it and where were you playing? • What happened before the flight? • What was the cause of the fight? • What did you do? • Who was to blame? 	<p>Speech: You are a very successful athlete in your country. Your college has invited you to address the students during the morning assemble.</p> <p>Write your speech in about 50-75 words.</p> <p>You must include the following:</p> <ul style="list-style-type: none"> • Introduce yourself • the sports that you practise • your major achievements in sports • your plan for the future • the importance of practising sports. <p>Cover all three points above in detail. You should make your speech interesting and informative</p>	<p>https://www.youtube.com/watch?v=uO5_yBPSWr4</p>

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FIRST TERM [13/01/2025 - 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 – Looking after Oneself – Activity 1 -7; Unit 2 – Festivals around the World – Activity 1-7 ; National Assessment paper October 2016.</p>		<p>How To Answer Comprehension Passages [2022] - FlashLearners</p>

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FIRST TERM [13/01/2025 - 11/04/2025]

Grammar

Adjectives

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none">correctly identify adjectives.distinguish shades of meaning among closely related adjectives.use adjectives correctly to describe nouns and pronouns.create or select vivid adjectives to enhance writing.Use suffixes 'ed' and 'ing' to form adjectives.	<p>(Book EEUG3): pg78 (10.1), pg98(12.1)</p>	<p>(Book EEUG3): pg 80 ex 43; pg 99 – 100 ex 53; pg 101 ex 54.</p> <p>(Book EGH): Read Unit 24 (Adjectives pg 92 – 95); Read Unit 26 (Order of Adjectives pg 100 – 102). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 81 – 82 ex 44; pg 84 – 85 ex 45.</p>	<p>https://youtu.be/LiYxvOvudmc</p> <p>Adjective order The parts of speech Grammar Khan Academy - YouTube</p>

Adverbs

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> develop a definition of the role/function of adverbs. tell which parts of speech they modify identify and use adverbs <i>as</i> modifiers to express degree, and frequency. 	<p>(Book EEUG3): pg88 (11.1, 11.3 a, b, c), pg 90 (11.5)(a,b,c,d,e), pg 93(11.7)</p>	<p>(Book EEUG3): pg 89 – 90 ex 49; pg 92 – 93 ex 50; pg 94 – 95 ex 51; pg 121 – 122 ex 66; pg 172 – 173 ex 93.</p> <p>(Book EGH): Read Unit 27 (Adverbs pg 103 – 106); Unit 28 (Using Adverbs pg 107 – 110) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>		<p>ADVERBS - PARTS OF SPEECH LESSON 5 - BASIC ENGLISH GRAMMAR - WHAT IS AN ADVERB - EXAMPLES, EXERCISES - YOUTUBE</p>

Articles

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Learning Objectives	Examples/Models	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 EEUG3): pg 1,2 (1.1), (1.2)</p>	<p>(Book EEUG3): pg 3 – 4 ex 1, pg 5 – 6 ex 2, pg 6 – 7 ex 3.</p> <p>(Book EGH) : Read Unit 25 (The Articles pg 96 – 99). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 180 – 181 ex 98.</p>	<p>Articles in Grammar: From "A" to "The" With "An" and "Some" Between (thoughtco.com)</p>

Nouns

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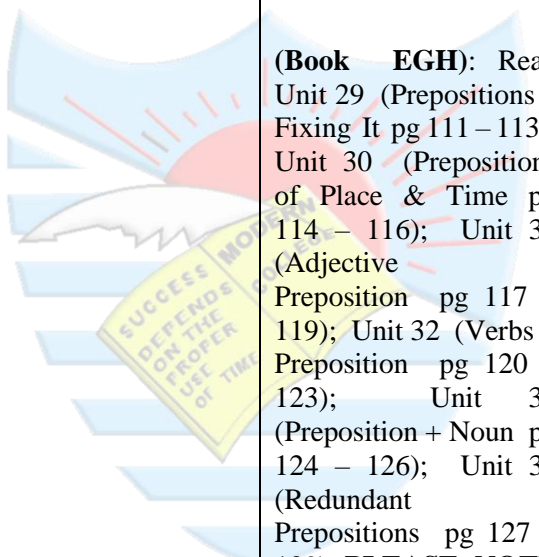
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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> recognise and define a noun. explain Collective noun. know the function of a noun phrase. differentiate between countable and uncountable nouns. place nouns or noun phrases in apposition in a sentence. 	<p>(Book EEUG3): pg 11(2.1), pg12(2.2), pg 13(2.4), pg 14(2.6)</p>	<p>(Book EEUG3): pg 12 – 13 ex 6, pg 14 ex 7, pg 15 ex 8, pg 163 – 164 ex 88.</p> <p>(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 Apposition pg 38 – 39) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 139 - 140 ex 74, 75 (Book EEUG3): pg 32 – 33 ex 17; pg 58 ex 32</p>	<p>What are Nouns? (Grammar Tutorial #1) - YouTube</p> <p>Countable and Uncountable Nouns - English Grammar lesson - YouTube</p>

Prepositions

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define prepositions and explain their usage. identify prepositional phrases. use prepositions to write complete sentences. 	<p>(Book EEUG3): pg 113(14.1), pg 115(14.3), pg 117(14.5)</p> 	<p>(Book EEUG3): pg 115 ex 62, pg 117 ex 63, pg 119 ex 64, pg 119 – 120 ex 65, pg 119 – 120 ex 65.</p> <p>(Book EGH): Read Unit 29 (Prepositions – Fixing It pg 111 – 113); Unit 30 (Prepositions of Place & Time pg 114 – 116); Unit 31 (Adjective + Preposition pg 117 – 119); Unit 32 (Verbs + Preposition pg 120 – 123); Unit 33 (Preposition + Noun pg 124 – 126); Unit 34 (Redundant Prepositions pg 127 – 129) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 145 – 146 ex 78, 79.</p> <p>Book EEUG3): pg 16 – 17 ex 9; pg 204 – 205 ex 110.</p> <p>Book EEUG3): pg 42 ex 22; pg 215 – 216 ex 116; pg 219 ex 117; pg 221 ex 118.</p>	<p>Prepositions with Basic Verbs English Grammar & Speaking Lesson - Bing video</p>

Pronouns

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define pronoun. show an understanding of the different types of pronouns : Personal, Reflexive, Relative and Possessive. use pronouns effectively in writing sentences. 	<p>(Book EEUG3): pg 35(5.1), pg 37(5.3), pg 60(8.1), pg 62(8.3)</p>	<p>(Book EEUG3): pg 36 – 37 ex 18, pg 38 ex 19, pg 61 – 62 ex 33, pg 63 – 64 ex 34.</p> <p>(Book EGH): Read Unit 10 (Pronouns – Avoiding Nouns pg 40 – 43); Unit 36 (Pronouns as cohesive Devices pg 134 – 137). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 41 – 42 ex 21, pg 64 – 65 ex 35, pg 103 ex 56, pg 111 – 112 ex 61.</p> <p>(Book EEUG3): pg 40 – 41 ex 20.</p>	<p>8 Types of Pronouns in English Grammar With Examples 8 Pronouns (basic-english-grammar.com)</p>

Past Perfect and Past Perfect continuous tense

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define the past perfect continuous tense. identify the conditions for past perfect continuous tense. construct grammatically correct sentences. 	<p>(Book EEUG3): pg 158(19.1), pg 161(19.4)</p>	<p>(Book EEUG3): pg 149 – 150 ex 80, pg 151 – 152 ex 81.</p> <p>Book EEUG3): pg 159 – 160 ex 85, 86.</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 EEUG3): pg 153 – 154 ex 82.</p> <p>Book EEUG3): pg 22 – 23 ex 12.</p> <p>(Book EEUG3): pg 162 – 163 ex 87.</p>	<p>https://youtu.be/kao1AG8zIwg?t=23</p>

Present Tense and Present Continuous Tense

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define present tense and present continuous tense. identify the time markers for each tense. construct grammatically correct sentences. 	<p>(Book EEUG3): pg26-27(4.1), pg 28(4.3, 4.4)</p>	<p>(Book EEUG3): pg 27 – 28 ex 14, pg 30 – 31 ex 15.</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 EEUG3): pg 31 – 32 ex 16.</p>	<p>https://youtu.be/AEBRIBtq7q0?t=28</p>

Simple Past Tense and Past continuous tense

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define past tense and past continuous tense identify the time markers for each tense. construct grammatically correct sentences. 	<p>(Book EEUG3): pg 148(18.1), pg 150(18.3)</p>	<p>(Book EEUG3): pg 148 – 149 ex 18-1, pg 150 – 152 ex 80, pg 153 ex 81.</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 EEUG3): pg 22 ex 12, pg 70 ex 9-3, pg 71 ex 38, pg 95 ex 52, pg 160-162 ex 86</p>	<p>https://youtu.be/ XP4le29BAM</p>

Topic : Vocabulary

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Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand contextual meaning. learn new vocabulary words. use them correctly in sentence writing. 		<p>[Book DEV]: Unit 1 (Vivid Verbs) pg 1 – 10 ex 1 (Say), ex 2 (Say), ex 3 (Eat & Drink), ex 4 (Drink), ex 5 (See – Look), ex 6 (Move), ex 7 (Fall), ex 8 (Throw), ex 9 (Break).</p>	.	<p>https://youtu.be/DjKCXBHvMQw?t=24</p>

Topic: Specimen Exams Paper

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> Complete the paper within time limit Show knowledge of topics covered 		<p>Book: (English for High-Flyers): Model Question Paper 1</p>	<p>Book: (English for High-Flyers): Model Question Paper 3</p>	

Topic: Specimen Exams Paper

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Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> a) Complete the paper within time limit b) Show knowledge of topics covered		Book: (English for High-Flyers): Model Question Paper 2	Book: (English for High-Flyers): Model Question Paper 4	



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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 7 (Practical Learning)</p>		<p>https://www.youtube.com/watch?v=jNmwnB3xFr8</p> <p>https://www.aspirehub.com/post/o-level-english-oral-preparation-tips</p> <p>https://www.youtube.com/watch?v=1I9zr_TmVvQ</p>

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Assessment

- Dictation;
- March/April Examinations (1 paper for English Language).

	Duration	Structure of paper
English Language (100 marks)	2:15 hours	Same format as for the Grade 9 National Examination. The paper consists of grammar, vocabulary and literature in English.



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SECOND TERM [28/04/2025 - 18/07/2025]

Topic: Composition (Narrative)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing Students should be able to: communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax;</p> <ol style="list-style-type: none"> 1. use a varied range of vocabulary and sentence structures; 2. write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); 3. use stylistic devices to write for effects (e.g. create suspense, humour, irony, etc.); 4. display originality and creativity. 5. use thorough details to describe the events and characters in the narrative 6. maintain and sustain the interest of the readers throughout the essay. 	<p>[Model Essays in English: pg 79-80- Write a story entitled 'A great disappointment'. To make a critical comment on model essays to be given in class</p>	<p>Write a story which includes the sentence, "Suddenly we heard a loud explosion....." [Narrative]</p> <p><i>Please refer to Materials for Narrative Writing [2016], 'A great disappointment' [2016] pg 78-81 and to the model essays in MEE3.</i></p>	<p>Write a story entitled : 'A family outing'[Narrative]</p>	<p>https://www.cambridge.org/elt/blog/wp-content/uploads/2018/02/cambridge-story-competition-lesson-plan.pdf</p> <p>https://literacyideas.com/narrative-writing/</p>

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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 annual Sports Day in your school. [Descriptive]</p> <p><i>Please refer to Describing Personal Experiences [2016] and to 'Describe a shopping centre at two different times of the year.' [2016] pg 13-17 and to the model essays in MEE3</i></p>	<p>Describe a place of interest you have visited. [Descriptive]</p>	<p>https://www.grammarcheck.net/how-to-write-a-descriptive-essay/</p> <p>How to Write a Descriptive Essay - Bing video</p>

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SECOND TERM [28/04/2025 - 18/07/2025]

Topic: Composition (Argumentative)

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. write argumentative essays which are well-developed, logical, even complex, in argument 	<p>[Model Essays in English: pg 39-44- “The computer is more of a menace than a blessing.” What do you think?</p>	<p>‘The computer is more of a menace than a blessing.’ What do you think? [Argumentative]</p> <p><i>Please refer to Document A (Argumentative Compositions 2016) & Document B (Techniques for Writing Argumentative Essays 2016) in the English Pack and to the model essays in MEE3.</i></p>	<p>‘Technology has a great influence on youngsters.’ Discuss. [Argumentative]</p>	<p>https://owlcation.com/academia/How-to-Write-an-Argument-Essay</p> <p>https://www.bibme.org/blog/writing-tips/what-is-an-argumentative-essay/</p>

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SECOND TERM [28/04/2025 - 18/07/2025]

Topic: Directed Writing

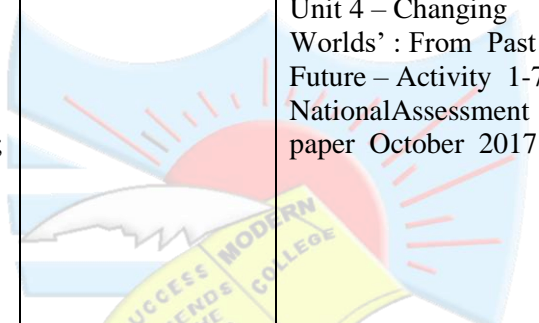
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; 2. use a varied range of vocabulary and sentence 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: You have decided to write to the mayor about the problem of traffic in your locality.</p> <p>Write a formal letter in about 50-75 words.</p> <p>Include the following points in your letter:</p> <ul style="list-style-type: none"> • Where do you live? • Details of the traffic problem (such as names of specific locations, time of the day) • Why is it a problem? • How can it be solved? • Who should be responsible to solve it? <p>Start your letter with :‘Dear Mayor,’ and remember to provide a suitable ending.</p>	<p>Informal letter: Your school has recently organised the flag-raising ceremony on Independence Day. Write a letter to your best-friend, who is abroad, to tell him/her about the event.</p> <p>Write your letter in about 50-75 words.</p> <p>Include the following points in your letter:</p> <ul style="list-style-type: none"> • When was it organised? • Where was the event held? • Who was the guest of honour? • What did he/she tell the students? • What did you like the most? 	<p>https://youtu.be/G0EXT89D4Jk</p>

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SECOND TERM [28/04/2025 - 18/07/2025]

Topic: Comprehension

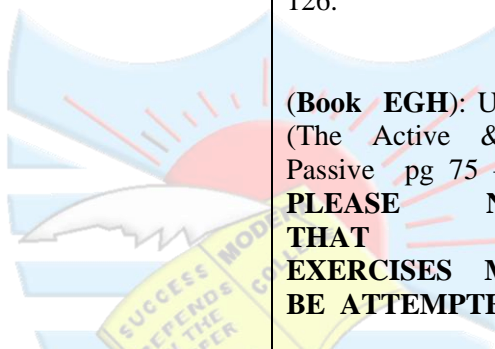
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Reading <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. respond to texts and retrieve the required information ;2. understand explicit meanings;3. identify central themes and ideas;4. draw inferences;5. 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 3 – The World of Work – Activity 1 -7; Unit 4 – Changing Worlds’ : From Past to Future – Activity 1-7 ; NationalAssessment paper October 2017.</p>		<p>https://flashlearners.com/answer-comprehension-passages-exam/</p>

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SECOND TERM [28/04/2025 - 18/07/2025]

Active and Passive Voice

Learning Objectives	Examples/Models	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 sentence.Rewrite the sentence using the "to-infinitive" and the "There is form".	<p>(Book EEUG3): pg 234(28.1), pg236(28.3)</p> 	<p>(Book EEUG3): pg 235 ex 125; pg 237 ex 126.</p> <p>(Book EGH): Unit 19 (The Active & the Passive pg 75 – 76). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 185 – 186 ex 101.</p> <p>Book EEUG3): pg 186 – 187 ex 102</p>	<p>https://www.youtube.com/watch?v=YkkTugesLBg</p>

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Agreement

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> explain the rules for subject-verb agreement. identify and correct errors in subject-verb agreement. construct sentences in which the subject and verb agree. 	<p>(Book EEUG3): pg 19(3.1), pg 20(3.3), pg 105(13.1), pg 107(13.4)</p>	<p>(Book EEUG3): pg 20 – 22 ex 10, 11; pg 105 – 106 ex 58; pg 109 – 110 ex 59.</p> <p>(Book EGH): Unit 2 (Subject Verb Agreement pg 18 – 21). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 49 – 50 ex 27, pg 86 ex 47.</p> <p>Book EEUG3): pg 48 – 49 ex 26; pg 85 ex 46..</p>	<p>https://youtu.be/LfJPA8GwTdk?t=41</p>

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Conjunctions

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define the term conjunction. identify different types of conjunctions. write compound sentences using conjunctions. 	<p>(Book EEUG3): pg51 (7.1, 7.2). pg 53(7.3), pg 55(7.5)</p>	<p>(Book EEUG3): pg 51 – 52 ex 28; pg 54 – 56 ex 29, 30.</p> <p>(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>(Book EEUG3): pg 57 – 58 ex 31; pg 75 – 76 ex 41.</p> <p>(Book EEUG3): pg 76 – 77 ex 42</p>	<p>HTTPS://LEARNENGLISH TEENS.BRITISHCOUNCIL.ORG/GRAMMAR/A1-A2-GRAMMAR/CONJUNCTIONS-OR-SO-BECAUSE-ALTHOUGH#:~:TEXT=WE%20USE%20WORDS%20CALLED%20CONJUNCTIONS,RESULTS%20OR%20GIVE%20UNEXPECTED%20INFORMATION.</p>

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Determinatives

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> define determinatives. know the functions of determinatives. use determinatives with uncountable nouns. 	Book EEUG3): pg 167-168(20.1, 20.2, 20.3)	Book EEUG3): pg 168 – 170 ex 90, 91		https://www.youtube.com/watch?v=6p57dCu3s3M

Direct/Indirect Speech

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <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. convert Requests, Orders and Exclamatory sentences into Indirect Speech and vice -versa. 	(Book EEUG3): pg 198-199 (24.1). pg 201(24.3)	(Book EEUG3): pg 200 – 204 ex 107, 108, 109. (Book EGH): Unit 5 (Direct/Indirect Speech pg 28 – 31). PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.	(Book EEUG3): pg 8 ex 4; pg 129 – 130 ex 70. (Book EEUG3): pg 8 – 9 ex 4; pg 207 – 210 ex 111, 112, 113.	https://youtu.be/z2nV0kMvpAw?t=37

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Punctuation

Learning Objectives	Examples/Models	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. 	(Book EEUG3): pg 103-104 (12.6)	(Book EEUG3): pg 103 – 104 ex 12-6, pg 122 ex 14-9, pg 131 ex 15-8.	<p>(Book EEUG3): pg 24 – 25 ex 3-7; pg 67 ex 8-7.</p> <p>Book EEUG3): pg 17 – 18 ex 2-9; pg 58 – 59 ex 7-9; pg 87 ex 10-9; pg 96 – 97 ex 11-10.</p>	https://youtu.be/WHB-mpbh9z8?t=12

Question Tags

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand the mechanics of question tags use question tags correctly in sentences. 	(Book EEUG3): pg 142-143 (17.1)	(Book EEUG3): pg 144 ex 17-3	(Book EEUG3): pg 238 ex 127; pg 238 – 239 ex 128.	https://www.youtube.com/watch?v=M7LvhUYS0YI

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Present Perfect and present perfect continuous tense

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> define present perfect and present perfect continuous tense. identify the time markers for each tense. construct grammatically correct sentences using present perfect tense and present perfect continuous tense. 	<p>(Book EEUG3): pg 68(9.1), pg 70 (9.3)</p>	<p>(Book EEUG3): pg 69 – 70 ex 37, pg 71 – 72 ex 38.</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 EEUG3): pg 74 – 75 ex 40.</p>	<p>https://youtu.be/rBB8DL_RPMw?t=57</p>

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Infinitives

Learning Objectives	Examples/Models	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 grammatically correct sentences. 	<p>(Book EEUG3): pg 189-190(23.1)</p>	<p>(Book EEUG3): pg 191 – 192 ex 103, 104.</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)</p> <p>PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.</p>	<p>(Book EEUG3): pg 194 – 195 ex 105.</p> <p>(Book EEUG3): pg 232 – 233 ex 124.</p>	<p>https://youtu.be/zPzjJHKyNwc?t=54</p>

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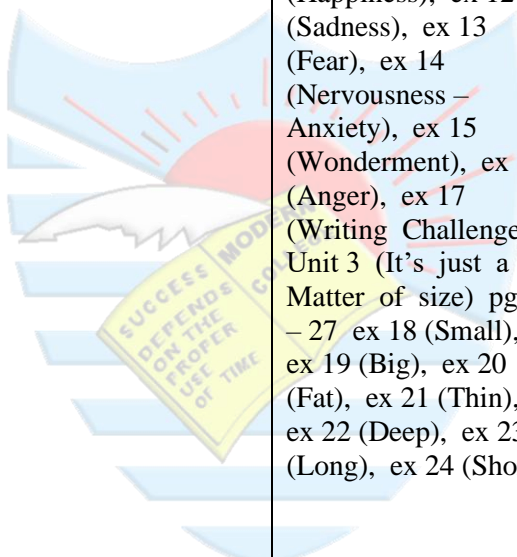
Participles

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> identify participles in sentences. differentiate between present, past and perfect participles. write grammatically correct sentences using participles. 	<p>(Book EEUG3): pg 174(21.1), pg 177(21.4)</p>	<p>(Book EEUG3): pg 175 ex 94; pg 178 – 179 ex 96.</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 EEUG3): pg 179 – 180 ex 97.</p>	<p>https://youtu.be/ckHCrFedJ78?t=48</p>

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Topic : Vocabulary

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand contextual meaning. learn new vocabulary words. use them correctly in sentence writing. 		<p>[Book DEV]: Unit 2 (The day I can no longer feel ...) pg 12 – 19 ex 11 (Happiness), ex 12 (Sadness), ex 13 (Fear), ex 14 (Nervousness – Anxiety), ex 15 (Wonderment), ex 16 (Anger), ex 17 (Writing Challenge); Unit 3 (It's just a Matter of size) pg 20 – 27 ex 18 (Small), ex 19 (Big), ex 20 (Fat), ex 21 (Thin), ex 22 (Deep), ex 23 (Long), ex 24 (Short).</p>	.	<p>https://youtu.be/DjKCXBHvMQw?t=24</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Topic: Specimen Exams Paper

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> c) Complete the paper within time limit d) Show knowledge of topics covered		Book: (English for High-Flyers): Model Question Paper 5	Book: (English for High-Flyers): Model Question Paper 7	

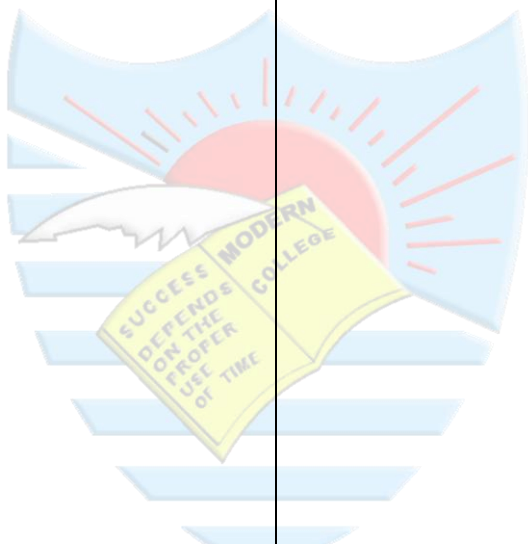
Topic: Specimen Exams Paper

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> e) Complete the paper within time limit f) Show knowledge of topics covered		Book: (English for High-Flyers): Model Question Paper 6	Book: (English for High-Flyers): Model Question Paper 8	

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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 1 (Career Choices).</p>		<p>https://www.youtube.com/watch?v=1I9zr_TmVvQ</p> <p>https://www.aspirehub.com/post/o-level-english-oral-preparation-tips</p>

1. Assessment

- Dictation;
- July Examinations (1 paper for English Language) - same structure as in the first term.

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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 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 in English pg 79- Write a story entitles ‘A great disappointment.’</p> <p>To make a critical comment on model essays to be given in class</p>	<p>Write a story entitled ‘A great disappointment’. [Narrative]</p> <p><i>Please refer to the documents on essay writing and the model essays in MEE3.</i></p>	<p>Write a story about someone who refused to listen to the good advice of his or her teacher. [Narrative]</p>	<p>https://www.cambridge.org/elt/blog/wp-content/uploads/2018/02/cambridge-story-competition-lesson-plan.pdf</p> <p>https://literacyideas.com/narrative-writing/</p> <p>https://www.youtube.com/watch?v=98SsUs0mQyA</p>

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THIRD TERM [11/08/2025 - 31/10/2025]

Topic: Composition (Descriptive)

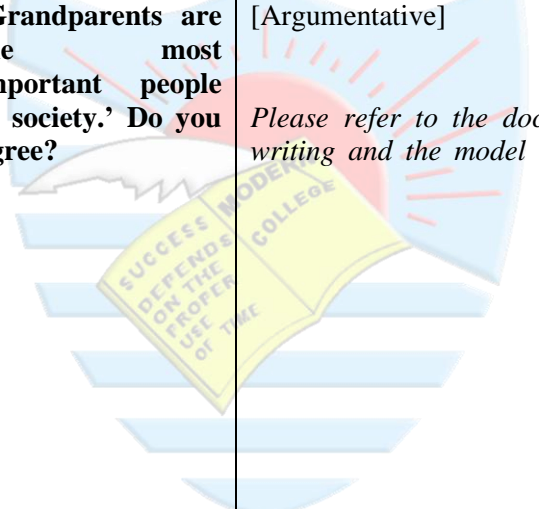
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none">1. communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax;2. use a varied range of vocabulary and sentence 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 in English- pg 74- Describe some of the people that you can often see on a bus (or in a car) during a rush hour.</p>	<p>Describe some of the people that you can often see on a bus (or in a car) during a rush hour. [Descriptive]</p> <p><i>Please refer to the documents on essay writing and the model essays in MEE3.</i></p>	<p>Describe the surroundings and your emotions at a time when you felt very lonely. [Descriptive]</p>	<p>https://www.grammarcheck.net/how-to-write-a-descriptive-essay/</p> <p>https://www.youtube.com/watch?v=DQpIGMI-A</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

THIRD TERM [11/08/2025 - 31/10/2025]

Topic: Composition (Argumentative)

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. write argumentative essays which are well-developed, logical, even complex, in argument 	<p>[Model Essays in English- pg 70- ‘Grandparents are the most important people in society.’ Do you agree?</p> 	<p>‘Grandparents are the most important people in society. Do you agree?’ [Argumentative]</p> <p><i>Please refer to the documents on essay writing and the model essays in MEE3.</i></p>	<p>Is school uniform a good thing? [Argumentative]</p>	<p>https://owlcation.com/academia/How-to-Write-an-Argument-Essay https://www.bme.org/blog/writing-tips/what-is-an-argumentative-essay/</p>

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THIRD TERM [11/08/2025 - 31/10/2025]

Topic: Directed Writing

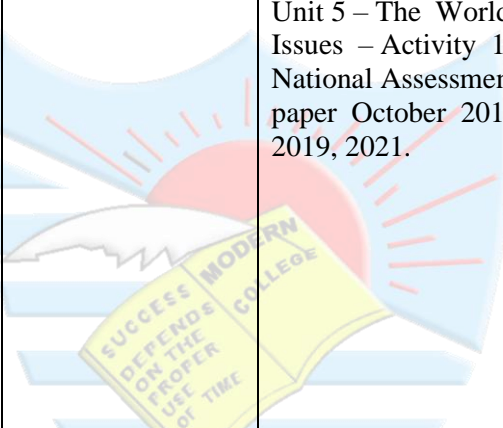
Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Writing <i>Students should be able to:</i></p> <ol style="list-style-type: none"> communicate and demonstrate adequate control of spelling, punctuation, grammar and syntax; use a varied range of vocabulary and sentence structures; write for different purposes and different audiences (e.g. to inform, to describe, to entertain, etc.); display originality and creativity. have good understanding of purpose, situation and audience use Tone and register which is entirely appropriate 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>Account: As the class captain of your class, you decide to meet the Rector to report a case of indiscipline in your class. Before going, you prepare an account of the incident for the Rector.</p> <p>Write about 50-75 words on the following:</p> <ul style="list-style-type: none"> When did it happen? Who was/were involved? What happened exactly? What was the consequence of this act of indiscipline? How can the Rector help? 	<p>Formal letter: You have been absent from school for one whole week due to severe illness. Write a letter to inform your Form Tutor of your absence.</p> <p>Write about 50-75 words based on the following:</p> <ul style="list-style-type: none"> When were you absent? What happened to you? What did the doctor say? Where were you? How do you intend to catch up with the lessons? 	<p>https://www.scribd.com/presentation/512385496/Account-Writing</p> <p>https://www.youtube.com/watch?v=11D6xQ2ecR4</p>

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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
Reading <i>Students should be able to:</i> <ol style="list-style-type: none"> respond to texts and retrieve the required information ; understand explicit meanings; identify central themes and ideas; draw inferences; identify characters and follow the sequence of events; provide a personal response to the text; interpret and evaluate the given information ; explain the meaning of words in context . 		Unit 5 – The World Issues – Activity 1 -7; National Assessment paper October 2018 , 2019, 2021.		https://youtu.be/W7BW9gvOkU

THIRD TERM [11/08/2025 - 31/10/2025]

Possessives

Learning Objectives	Examples/Models	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> recognise and define a possessive differentiate between a possessive adjective and a possessive pronoun 	(Book EEUG3): pg 44(6.1), pg 45(6.2)	(Book EEUG3): pg 45-46 ex 23, 24.	(Book EEUG3): pg 47 – 48 ex 25; pg 102 ex 55.	https://youtu.be/2M4EDrD3aBQ?t=41

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<ul style="list-style-type: none"> construct grammatically correct sentences. 				https://youtu.be/obgsPU76rLE?t=197
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Special Finites

Learning Objectives	Examples/Models	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 finites in sentence writing. 	<p>(Book EEUG3): pg 123-124(15.1), pg 126(15.5)</p>	<p>(Book EEUG3): pg 123 – 124 ex 67; pg 125 – 126 ex 68; pg 128 – 129 ex 69; pg 210 – 212 ex 114, 115</p>	<p>(Book EEUG3): pg 133 ex 71; pg 135 – 136 ex 72; pg 138 ex 73; pg 155 – 156 ex 84.</p>	<p>https://youtu.be/SaBH_huiJSM?t=22</p>

Verbs - Conditional Tenses

Learning Objectives	Examples/Models	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 conditional in English. write grammatically correct sentences using conditionals. 	<p>(Book EEUG3): 241(29.1), pg 243(29.3), pg 244(29.5)</p>	<p>(Book EEUG3): pg 242 – 246 ex 129, 130, 131.</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</p>	<p>(Book EEUG3): pg 246 ex 132.</p>	<p>https://youtu.be/AMXP5JfWwvI?t=304</p>

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		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		
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Future Tense

Learning Objectives	Examples/Models	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. 	<p>(Book EEUG3): Pg 224 (27.1), pg 226(27.3), pg 228(27.5), pg 230(27.7)</p>	<p>(Book EEUG3): pg 225 – 227 ex 120, 121; pg 229 – 231 ex 122, 123.</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);</p>		<p>https://youtu.be/Rv3HALcJGVc?t=178</p>

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

		Unit 18 (Expressing the Future pg 71 – 74) PLEASE NOTE THAT ALL EXERCISES MUST BE ATTEMPTED.		
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Gerunds

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> define gerund and understand its functions. Use gerunds as subjects and objects in sentences. 	Book EEUG3): pg 183(22.1)	(Book EEUG3): pg 184 – 185 ex 99, 100		https://youtu.be/9fPwK6xvwxI?t=56

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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Topic : Vocabulary

Learning Objectives	Examples/Models	Classwork &Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> understand contextual meaning. learn new vocabulary words. use them correctly in sentence writing. 		<p>[Book DEV]: Unit 5 (The Good, the Bad & the Ugly) pg 34 – 40 ex 29 (The Good), ex 30 (Obedient), ex 31 (The Bad), ex 32 (Cruel), ex 33 (Cunning), ex 34 (Ugly), ex 35 (Hated), ex 36 (Unsociable), ex 37 (Untidy).</p>	.	<p>https://youtu.be/DjKCXBHvMQw?t=24</p>

Topic: Specimen Exams Paper

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> Complete the paper within time limit Show knowledge of topics covered 		<p>Book: (English for High-Flyers): Model Question Paper 9</p>	<p>Book: (English for High-Flyers): Model Question Paper 11</p>	<p>https://www.youtube.com/watch?v=BsLC5eIjcag</p>

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Topic: Specimen Exams Paper

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Students should be able to:</i> <ul style="list-style-type: none"> a) Complete the paper within time limit b) Show knowledge of topics covered 		Book: (English for High-Flyers): Model Question Paper 10	Book: (English for High-Flyers): Model Question Paper 12	https://www.youtube.com/watch?v=yZyo-P6wwSE

Topic: Oral

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<i>Reading Aloud</i> <i>Students should be able to:</i> <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 <i>Conversation</i> <i>Students should be able to:</i> <ul style="list-style-type: none"> g) give and develop intelligent personal responses to the theme h) express and develop ideas clearly, succinctly and naturally, using appropriate vocabulary and structures 		[English Pack]: Cambridge Oct/Nov 2012 Test 11 (Keeping up with technology).		https://www.youtube.com/watch?v=jNmwnB3xFr8 https://www.youtube.com/watch?v=UCN2cF9XIJk

MODERN COLLEGE

SUCCESS DEPENDS ON THE PROPER USE OF TIME

i) share ideas and opinions with the examiner, introducing new ideas or initiating discussion of relevant issues				
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Specimen Papers

At least two sets of National Assessment Past Examination Papers will be made available by your English teacher. These papers will be discussed in class and students are expected to work them for correction & feedback.

Assessment

- October Examinations (1 paper for English Language).

	Duration	Structure of paper
English Language	2 hours 15 mins	Paper to be set by MES