

# MARINA INTERNATIONAL SCHOOL

## ENGLISH SCHEME OF WORK

### FORM 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	WRITING	Vocabulary Choice: spelling strategies (words ending in -sion/tion) Punctuation (Simple punctuations): comma, full stop, capital letters, semi-colon, and colon. Suggested Activity: Learners write an essay of 100 – 150 words in the third person on a character's entrance into a room/building believing no one has seen him.
1.2	LITERATURE: POETRY Reference: Developing Poetry Skills.	-Revision of Poetic Devices -Understanding themes, language, and structure. -Characterisation in Narrative poems -Images and Symbolism.
1.3	LITERATURE: (PROSE) Features of Prose	-Narrative techniques (1st person omniscient, 1st person limited, 3rd person omniscient, 3rd person limited) -Characterisation (explicit & implicit methods) -Style and language -Subject matter/plot -Setting/theme -Antagonist/Protagonist -Sequence in story telling
2.1	WRITING (continued) Basic Skills of Writing	Punctuation (Use of apostrophe) -Variation of Sentence types • Simple sentence (Structure/use) • Compound sentence (structure/use) • Complex sentence (structure/use) • Compound complex sentence

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2.2	LITERATURE: PROSE Reference: The Stolen Party (Liliana Heker)	<p>Writer's narrative techniques (use of dialogue, 3rd person, etc)</p> <p>-Examination of writer's portrayal of characters</p> <p>-CHARACTERIZATION</p> <p>-Thematic Focus (Themes of poverty, social divide, etc)</p> <p>-Suggested Activity: Checkpoint Styled comprehension Questions. Questions on Characterization.</p>
2.3	LITERATURE: POETRY A case of Murder (Vernon Scannell)	<p>Character</p> <p>-Images</p> <p>-Symbolism</p> <p>-Examining the structure of the poem</p> <p>-Creating atmosphere/building tension</p>
3.1	COMPREHENSION. -Focus on Articles -What is an article? -Differences between articles and other forms of writing. -Examining an article. -Travel writing, Page 2	<p>Article: a piece of writing included with others in a newspaper, magazine, or other publications.</p> <ul style="list-style-type: none"> <li>• Features of newspaper articles</li> <li>• Examining a newspaper article.</li> <li>• Responding to questions drawn on articles</li> <li>• Understanding explicit and implicit meaning of details in articles</li> <li>• Contextual synonyms</li> </ul>
3.2	LITERATURE: PROSE Stolen Party by Liliana Heker (continuation)	<p>-Deducing attitude towards a similar subject matter.</p> <p>-Characterization: Focus on the main character/aspects of strengths and flaws.</p> <p>-Attention to descriptive details</p> <p>-Identifying themes and discussions on themes</p> <p>-Cambridge structured questions (Paper 2)</p>
3.3	LITERATURE: POETRY "The Lake" Roger McGough	<p>-Poet's awareness of language and its intended impact on the readers.</p> <p>-Focus on poetry ingredients (patterned language, images, words with associations, rhythm, different types of rhyme, symbolism, meaning beneath the surface.</p> <p>-Exploring narrative/time structure (past, present and future)</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	WRITING -Phrases and Clauses (Embedded and fronted) -Writing Reports	Phrase: a group of words that does not contain a finite verb Clause: a group of words that contains a finite verb. -Meaning and proper use of embedded phrases and clauses. -Meaning and proper use of fronted phrases and clauses. -Features of reports -Kinds of reports -Writing a report
4.2	LITERATURE: POETRY Gelert, Llewelyn's Dog (W. R. Spencer)	<ul style="list-style-type: none"> <li>• Features of Narrative Poetry.</li> <li>• Narrative Structure</li> <li>• Language Dating</li> <li>• Verse form in Narrative poetry</li> <li>• Free Verse in Narrative Poetry</li> <li>• Plot and Character in Narrative Poetry</li> <li>• Writing Narrative Poetry.</li> </ul>
4.3	LITERATURE: PROSE 'How Table Mountain Got Its Cloth'	<ul style="list-style-type: none"> <li>• Focus on Writer's use of language</li> <li>• Narrative viewpoint</li> <li>• Use of language and presentational appeal</li> <li>• Thematic attention</li> <li>• Audience and Purpose</li> <li>• Responding to Checkpoint Styled Questions</li> </ul>
5.1	COMPREHENSION -Structural Synonyms -Identifying Figures of Speech -Reading/Understanding "Extract 3: Page 7 Checkpoint English 3	Comprehension: a synonym for understanding.  -Revision of Previous lessons on basic figures of speech (simile, metaphor, alliteration, personification, irony, euphemism, etc) -Identifying figures of speech used in the passage -Responding to assigned questions to key words used in the passage.
5.2	LITERATURE: POETRY Bishop Hatto (Robert Southey) - Exploring Narrative Poetry. (Poems that tell stories.)	-Tense form in Narrative Poetry -Clues to determine time -Summarizing a narrative poem -Identifying and commenting on figures of speech in narrative poetry

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5.3	LITERATURE: PROSE 'Mr Sookhoo and the Carol Singers' by Shiva Naipaul	<ul style="list-style-type: none"> <li>-Focus on Characterisation</li> <li>-Narrative technique</li> <li>-More deductions about people and places</li> <li>-Key features about plot, character and setting.</li> <li>-Aspect of Culture (If ANY)</li> <li>-Questions drawn on the story</li> </ul>
6.1	WRITING -Creating an effect by using some key literacy techniques -Characterization and Voice -Context, Purpose and Writing	<ul style="list-style-type: none"> <li>-Developing key literacy techniques like similes, metaphors, personification, alliteration, onomatopoeia, etc</li> <li>-Developing characters and voice in fictional writing</li> <li>-Understanding and implementing context, purpose and audience in writing</li> <li>-Attention to paragraphing and length</li> </ul>
6.2	LITERATURE: PROSE "The Martyr" Ngugi Wa Thiongo - Reading/Explanation	<ul style="list-style-type: none"> <li>-Giving connotative (suggestive of a secondary meaning in addition to the primary meaning) and denotative (showing clearly or indicating) meanings to content.</li> <li>-Interpreting character traits</li> <li>-Responding to Checkpoint styled questions (Paper 2)</li> </ul>
6.3	LITERATURE: POETRY 'Fable' (Jamos Pilinszky)	<ul style="list-style-type: none"> <li>-Structural content and analysis</li> <li>-Deducing the message in a poem and how writers evoke feelings.</li> <li>-How writers use contrasting language</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	<p>SUMMARY -Explicit meaning (stated clearly in detail) - Implicit meaning (suggested but not directly expressed) -Extracting relevant details -Using one's own words Reference: Extract 2, page 5, Checkpoint English 3</p>	<ul style="list-style-type: none"> <li>-Understanding the explicit meaning of words, phrases and sentences used in passages.</li> <li>-Understanding the implicit meaning of word, phrases and other expressions used in passages.</li> <li>-Extracting details relevant to prescribed task</li> <li>-Writing a summary with focus on using one's own words and achieving brevity.</li> <li>-Writing a summary with focus on not distorting the message in the original text.</li> </ul>
7.2	LITERATURE: PROSE 'Naukar' Anya Sitaram	<ul style="list-style-type: none"> <li>-Examining themes and commenting extensively on main themes</li> <li>-Figures of speech and how writers make effective use of them</li> <li>-Checkpoint styled questions drawn on the story</li> </ul>
7.3	LITERATURE: POETRY 'Death of a Naturalist' (Seamus Heaney)	<ul style="list-style-type: none"> <li>-Features of lyrical poems</li> <li>-Developing vocabulary skills (new/unfamiliar words used in the poem)</li> <li>-Appeal to reader's senses (sense of sight, sound, smell, touch, taste)</li> <li>-How poets create contrast commenting on structure, rhythm, tone and mood</li> </ul>
8.1	COMPREHENSION Genre: Adventure -Evidence of adventure -Examine an adventure stories. -Checkpoint English, page 10	<ul style="list-style-type: none"> <li>-Deducing what makes an adventure story</li> <li>-Possibly different attributes demonstrated by different characters.</li> <li>-Contextual Synonyms/Register of adventure in the text</li> <li>-Hints of how an adventure story may develop further</li> <li>-Describing Characters and providing evidence from the story.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
8.2	LITERATURE: POETRY "For a Five Year Old" (Fleur Adcock)	<ul style="list-style-type: none"> <li>-Comprehending the meaning/message in a poem.</li> <li>-How poets' capture scenes with the exactness of pictorial images.</li> <li>-Identifying imagery of nature</li> <li>-Narrative voice in poetry.</li> </ul>
8.3	LITERATURE: PROSE Country Lovers (Nadine Gordimer)	<ul style="list-style-type: none"> <li>-Thematic Focus: Theme of racial divide and infatuation.</li> <li>-Narrative technique and writer's use of language particularly dialect</li> <li>-Characterization: Societal influence on characters.</li> </ul>
9.1	WRITING -Writing a talk	<ul style="list-style-type: none"> <li>-Using words precisely in speech and writing to clarify and extend meaning</li> <li>-Using words to attract their audience</li> <li>-Conventions of standard English and use them consistently in writing</li> <li>-Create specific effect by using a range of features eg. Precise and imaginative use of vocabulary</li> <li>-Using a variety of sentence lengths appropriately.</li> </ul>
9.2	LITERATURE: POETRY "Full Moon and Little Frieda"	<ul style="list-style-type: none"> <li>-Commenting on themes of excitement and fascination</li> <li>-Imagery (visual, auditory, etc)</li> <li>-Audience Appeal.</li> </ul>
9.3	LITERATURE: PROSE Country Lovers (Nadine Gordimer)	<ul style="list-style-type: none"> <li>-Checkpoint Styled Questions drawn on the story.</li> </ul>
10.1	READING/COMPREHENSION Writing to Inform Page 27, Checkpoint English	<ul style="list-style-type: none"> <li>Tone: the general character or attitude of a piece of writing.</li> <li>Tone (Neutrality and Objectivity)</li> <li>-Writing purely to provide information</li> <li>-Structural synonyms</li> <li>-Examining a text for specific details</li> <li>-Summarizing a text in shorter paragraphs</li> <li>-Identifying words writers use to achieve purposes</li> </ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
10.2	LITERATURE: PROSE "The Bamboo Blind" (Seema Jena) - Thematic Focus	<ul style="list-style-type: none"> <li>-Focus on themes of culture and betrayal</li> <li>-Effective use of humour</li> <li>-Comments on similarities and differences between people and places</li> <li>-Impressions of characters</li> </ul>
10.3	LITERATURE: LITERARY DEVICES/TERMS -Epilogue - Metaphor -Oxymoron -Hyperbole -Setting -Rhetorical Questions -Irony -Personification -Onomatopoeia -Plot	<ul style="list-style-type: none"> <li>• Definition , illustrations and examples</li> <li>• Identification of devices/terms in passages</li> <li>• Writing one's own examples of each device/term examined.</li> </ul>
11.1	WRITING Argumentative Essay • Planning • Writing the arguments	<ul style="list-style-type: none"> <li>• Task on writing a speech on why there should be more leisure facilities in the school.</li> <li>• Writing persuasive essays</li> <li>• Developing ideas to suit a specific audience, and purpose</li> <li>• Developing a consistent viewpoint by drawing on a range of evidence, opinions, information and purposes</li> <li>• Drawing on knowledge of a variety of sentence structures including complex sentences and applying it to their own writing</li> </ul>
11.2	LITERATURE: POETRY 'Elegy' (Chidiok Tichborne)	<ul style="list-style-type: none"> <li>-What is an elegy? Elegy is a song to mourn the dead</li> <li>-Images poet employs in expressing his views</li> <li>-Structure and contrasting images</li> <li>-Figures of Speech: Focus on paradox</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.3	LITERATURE: PROSE 'Everyday use' (Alice Walker) • Diction (Choice of words) • Themes ( main ideas) • Conflict (cause for disharmony) • Resolution (how the conflict is resolved) • Characterization (already defined)	<ul style="list-style-type: none"> <li>-Narrative techniques</li> <li>-Comments on writer's choice of word (diction)</li> <li>-Themes of cultural heritage</li> <li>-Causes of Conflict</li> <li>-Comments on strong and weak characters</li> </ul> <p>TASK: Write an account of how a tense family situation develops because of a misunderstanding between members of different generations</p>
12.1	READING/COMPREHENSION -Narrative Writing -Extract 1: America Checkpoint Workbook page 1	<ul style="list-style-type: none"> <li>-Using one's own words in responding to assigned questions.</li> <li>-Give an account of one's experience.</li> <li>-Commenting on language and tone</li> <li>-Deducing writer's attitude and feelings</li> <li>-Identifying features/aspects</li> </ul>
12.2	LITERATURE: POETRY 'The Smells of Chrysanthemums' (Elizabeth Jennings)	<ul style="list-style-type: none"> <li>-Imagery: Sense of smell</li> <li>-Exploring poet's depiction of olfactory imagery in the poem</li> <li>-Exploring how olfactory imagery gives the poem a lyrical tone.</li> <li>-Dilating on how smell evokes memories and feelings.</li> </ul>
12.3	LITERATURE: LITERARY DEVICES & TERMS -Theme, Subject Matter -Satire -Mood/tone - Protagonist/Antagonist -Hero/Heroine -Pun -Repetition -Rhyme Scheme -Soliloquy -Climax -Anti-Climax -Diction -Tragedy/Tragic hero -Comedy -Sarcasm	<ul style="list-style-type: none"> <li>• Definition, illustrations and explanation</li> <li>• Examples of literacy terms and devices</li> <li>• Writing one's own examples of each device/terms examined</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
13.1	WRITING TO PERSUADE (Persuasive Writing)	<p>-Attributes/features of persuasive writing using persuasive words and expressions.</p> <p>-Using facts/opinions to achieve purpose.</p> <p>TASK: You are the head of an organization campaigning for ethical treatment of animals. Write an article to persuade readers that keeping animals in zoos is wrong.</p>
13.2	LITERATURE: POETRY Responding to a poem Reference: 'Bishop Hatto' Discussion Topic: How appropriate is Bishop Hatto's punishment for his sins?	<ul style="list-style-type: none"> <li>• Agreeing to poet's opinion/views in a poem</li> <li>• Disagreeing with poet's opinion in a poem</li> <li>• Composing a poem in response to a poet's ideas</li> </ul>
13.3	LITERATURE: PROSE 'The All-American Slurp' (Lensey Namioko)	<p>-Writing a diary entry</p> <p>-Comparing cultures</p> <p>-Characterization: Challenges encountered by characters</p>
14.1	SUMMARY -Reading for comprehension	<p>-Skimming and scanning passages for information.</p> <p>-Identification of relevant portions</p> <p>-Adopting one's own words in expressing writer's ideas</p> <p>-Focus on the required length.</p>
14.2	LITERATURE: LITERARY DEVICES/TERMS -Act/Scene - Suspense -Symbolism -Prose/Poetry/Drama -Paradox - Elegy -Fiction/Non-fiction -Parable -Alliteration -Aside	<p>-Definitions ,illustrations and Explanations</p> <p>-Examples of literacy terms and devices</p> <p>-Questions on terms and devices</p>

# ENGLISH SCHEME OF WORK

## FORM 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	-Informal Letters	<p>Informal letter: a letter written to friends and relatives'</p> <ul style="list-style-type: none"><li>• Features of informal letter.</li><li>• Hints that suggest a letter writing task require informal features.</li><li>• Task: Write a letter reminding a relative of a promise made to you if you are successful at executing a particular task</li></ul>
1.2	POETRY: 'Being in love' and 'Stop all the clocks, cut off the telephone' (Roger McGough / W. H. Auden)	<ul style="list-style-type: none"><li>• Comparing texts, bringing out their similarities and differences</li><li>• Identifying 'coined words' and the effect they create</li><li>• Responding personally to the poems.</li><li>• Images employed to show feelings</li><li>• Writing commentaries about poems.</li></ul>
1.3	PROSE: 'The All-American Slurp' (Lensey Namioko)	<ul style="list-style-type: none"><li>• Characterization (the creation or construction of a fictional character.) : Comparing Characters Features of Culture</li><li>• Thematic Focus: themes of culture, adaptation, etc</li></ul>
2.1	READING/COMPREHENSION Autobiography Extract 2, Page 6 Checkpoint English Workbook 3	<ul style="list-style-type: none"><li>• Structural synonyms</li><li>• Deducing writer's feelings and attitude towards subject matter.</li><li>• Answering passage-based questions</li><li>• Interpreting key expressions in passages</li></ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
2.2	POETRY: 'Rabbit in mixer survives' (Prose/poetry)	<ul style="list-style-type: none"> <li>• Comparing two different texts on the same subject matter.</li> <li>• Emotions evoked in the article (prose)</li> <li>• Structure and Content (Poetry)</li> <li>• Features of articles evident in the newspaper article.</li> <li>• Characterization, rhythm and rhyme.</li> </ul>
2.3	PROSE: 'The Empty Amulet' (Paul Bowles)	<ul style="list-style-type: none"> <li>• Discussion on roles of men and women in the play</li> <li>• Impressions about Characters</li> <li>• Use of irony in the story</li> </ul>
3.1	SUMMARY Checkpoint English 3 Pages 19 – 21	<ul style="list-style-type: none"> <li>• Providing a 250 word summary of whole text</li> <li>• Identifying words/phrases used by the writer to express his own ideas</li> <li>• Summarizing writer's own ideas in 150 words</li> </ul>
3.2	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 1	<ul style="list-style-type: none"> <li>• Definition of Drama</li> <li>• Elements of Drama</li> <li>• Role play</li> <li>• Explanation and discussion</li> </ul>
3.3	LITERATURE: PROSE The Empty Amulet (Paul Bowles)	<ul style="list-style-type: none"> <li>• Checkpoint styled (Paper 2) Questions</li> <li>• Language Features: The writer's description of events, and characters.</li> </ul>
4.1	CHECKPOINT ASSESSMENT: Paper 1, Non-Fiction 2018	<ul style="list-style-type: none"> <li>• Passage based question</li> <li>• Explanation of phrases used in the text</li> <li>• Structural meanings of words used in the passage</li> <li>• Purpose of the text</li> <li>• Figures of speech</li> <li>• Completing a fact file</li> <li>• Summarizing</li> </ul>
4.2	READING/COMPREHENSION Autobiography Page 34 Checkpoint English Coursebook.	<ul style="list-style-type: none"> <li>• Interpreting phrases</li> <li>• Responding to passage-based questions</li> <li>• Writing summaries</li> <li>• Identifying facts and separating facts from opinions</li> </ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
4.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 1 (continued)	<ul style="list-style-type: none"> <li>• Summary of Act 1 Scenes 1 and 2</li> <li>• Shakespearean language</li> <li>• Reading/Explanation of Scene 3</li> <li>• Themes (ambition and desire)</li> </ul>
5.1	WRITING TO PERSUADE (Article Writing)	<ul style="list-style-type: none"> <li>• Features of Writing</li> <li>• Paragraphing – Use of transitional words/Phrases</li> <li>• Use of connectives</li> </ul>
5.2	CHECKPOINT ASSESSMENT -Summary - Writing an article for a school magazine	<ul style="list-style-type: none"> <li>• Features of a summary (REPEAT LESSON)</li> <li>• Writing an article about the importance of a school related activity</li> <li>• ACTIVITY: Write an article for your school magazine about the importance of school trips and visits (TIPS GIVEN)</li> </ul>
5.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 1 (continued)	<ul style="list-style-type: none"> <li>• Reading and Explanation (continued)</li> <li>• Thematic Focus</li> <li>• Characterization</li> <li>• Summary of the lesson</li> <li>• Sample test/exam question.</li> </ul>
6.1	READING/COMPREHENSION Writing to Persuade Extract 1, Page 31 Extract 2, Page 32 Checkpoint English Pages	<ul style="list-style-type: none"> <li>• Listing of information contained in the passages</li> <li>• Vocabulary Development</li> <li>• How content and language aim at persuading audience</li> <li>• Extract 2: Writer's attempt at discouraging the audience</li> <li>• Phrases used to describe places and how effective they are.</li> </ul>
6.2	SUMMARY Reference: Pages 34/45 Checkpoint English Coursework	<ul style="list-style-type: none"> <li>• Writing a 2 part summary of the passage Length: 150</li> </ul>
6.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 2	<p>Plot: the main events of a play, novel, film or similar work.</p> <ul style="list-style-type: none"> <li>• Plot development</li> <li>• Themes of pride and conspiracy</li> <li>• Character sketch of Lady Macbeth</li> <li>• Sample context</li> <li>• Question and Answers.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	WRITING (Argumentative Essay) Checkpoint English Coursework, Page 42	<ul style="list-style-type: none"> <li>• Definition of argumentative essay</li> <li>• Features of argumentative essays</li> <li>• Developing points FOR or AGAINST the motion</li> <li>• Using language to convince</li> </ul> <p>TASK: There is a proposal to build a new sports and leisure centre. Write the words of a speech you would deliver to persuade the inhabitant to support your position on the matter</p>
7.2	COMPREHENSION: "The Lake of Innisfree"	<ul style="list-style-type: none"> <li>• Comments on imagery used in the poem</li> <li>• How the poet creates atmosphere of the island and sights and sound.</li> <li>• The poem's rhythm, the use of rhyme and onomatopoeia</li> </ul>
7.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 2 (continued)	<ul style="list-style-type: none"> <li>• Text Exploration: Reading /Analysis</li> <li>• Relating with Characters. Whether or not readers appreciate them for their deed and actions.</li> <li>• Identifying more themes and discussing them.</li> <li>• Short answer questions on Macbeth (SAQ's)</li> </ul>
8.1	CHECKPOINT ASSESSMENT "Tigers: Overview" Pages 43/44 Checkpoint English Coursework	<ul style="list-style-type: none"> <li>• Checkpoint Styled Questions (Paper 1)</li> <li>• Writing Task: Write the speech of a talk you will deliver during at a campaign for the protection of the tiger in which you try to convince your audience that the tiger is really endangered.</li> </ul>
8.2	LITERATURE (Narrative Poems) 'SNAKE' (Page 55) Checkpoint English Coursework	<ul style="list-style-type: none"> <li>• Discussion on how poets use language to paint pictures in readers' mind</li> <li>• Quoting from a text to support a position</li> <li>• How poets use language to comment on attitude and behaviour</li> <li>• Describing thoughts and feelings</li> </ul>
8.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 2 (continued)	<ul style="list-style-type: none"> <li>• Text Exploration</li> <li>• Impression characters create of themselves</li> <li>• Empathic Writing</li> </ul> <p>Assuming you are one of the King's sons, write your thoughts and feeling as you are forced to flee following the death of your father</p>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
9.1	WRITING -Narratives	<p>A narrative is a story.</p> <ul style="list-style-type: none"> <li>• Features of narratives</li> <li>• Narrative techniques</li> <li>• Use of figurative language in Narratives</li> <li>• Plot, themes in narratives</li> </ul>
9.2	GRAMMAR -Punctuation	<ul style="list-style-type: none"> <li>• The full stop</li> <li>• The comma</li> <li>• The apostrophe</li> <li>• Semi colon and Colon</li> <li>• Exclamation mark</li> <li>• Question mark</li> <li>• Quotation mark</li> </ul>
9.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 3	<p>Plot: the main events of a play, novel, film devised and presented by the writer as an interrelated sequence.</p> <ul style="list-style-type: none"> <li>• Plot Development</li> <li>• Characterization: Focus on the character of Duncan</li> <li>• Themes of conspiracy and murder</li> <li>• Relating with characters</li> <li>• Why/Why not a character is admirable?</li> </ul>
10.1	Revision of Checkpoint English Examination 2021 Paper 1	<ul style="list-style-type: none"> <li>• Achieving Comprehension</li> <li>• Implicit and explicit meanings</li> <li>• Replacing Words</li> <li>• Providing explanations</li> <li>• Writing</li> </ul>
10.2	WRITING Writing a Biography. Checkpoint English Workbook 3, Page 21	<p>Biography: the life history of a person written by someone else.</p> <ul style="list-style-type: none"> <li>• Features of biographies</li> </ul> <p>TASK: Write about the life and actions of a person who you admire and explain why?</p>
10.3	LITERATURE: DRAMA W. Shakespeare: MACBETH Act 3 (continued)	<ul style="list-style-type: none"> <li>• Text Exploration/Analysis</li> <li>• Characterization: Focus on the character of Macbeth</li> <li>• Themes of power and remorse</li> <li>• Short answer sample questions (SAQ's)</li> <li>• Long answer sample questions (LAQ's)</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.1	Revision of Checkpoint Questions 2021 Paper 2	<ul style="list-style-type: none"> <li>• Focus on Comprehension</li> <li>• Comprehending implicit and explicit meanings</li> <li>• Writing</li> <li>• Explanation/interpretation of Phrases</li> </ul>
11.2	Active and Passive Verbs Checkpoint English Workbook 1 Page 11 Examining a Biography Checkpoint English Workbook 2, Page 17 (R. L. Stevenson)	<ul style="list-style-type: none"> <li>• Use of active and passive verbs</li> <li>• Changing one form to another</li> <li>• Providing details</li> <li>• Providing explanation</li> <li>• Deriving answers implicitly</li> <li>• Using one's own words</li> </ul>
11.3	<ul style="list-style-type: none"> <li>• Use of active and passive verbs</li> <li>• Changing one form to another</li> <li>• Providing details</li> <li>• Providing explanation</li> <li>• Deriving answers implicitly</li> <li>• Using one's own words</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exploration</li> <li>• Characterization (Lady Macbeth and Malcolm)</li> <li>• Theme of power struggle</li> </ul>

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## FORM 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	COMPREHENSION/SUMMARY 'Why Advertisers target children' Checkpoint English, Page 67 Coursebook.	<p>Summarizing: giving a brief statement of the main points of (something)</p> <p>Comprehension, a synonym for understanding written or verbal messages.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole text summaries in prescribed number of words (150)</li> <li><input type="checkbox"/> Using own words</li> <li><input type="checkbox"/> Developing vocabulary</li> <li><input type="checkbox"/> Providing explanations</li> <li><input type="checkbox"/> Responding to passage-based questions</li> </ul>
1.2	WRITING Writing an article. Article about a favourite hobby/past-time.	<p>Article: A piece of writing included with others in a newspaper, magazine, or other publication.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Details to include</li> <li><input type="checkbox"/> Structuring articles</li> <li><input type="checkbox"/> Features of Articles (repeat lesson)</li> <li><input type="checkbox"/> Format and language.</li> </ul>
1.3	LITERATURE: PROSE Extract from the story "The Empty Amulet"	<p>Prose: a written or spoken language in its ordinary form</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checkpoint Styled (Paper 1) Questions.</li> </ul>
2.1	READING/COMPREHENSION. Newspaper/ magazine adverts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class Activity: All members of the class bring to the lesson a newspaper and each member identifies what they find particularly effective about it. The group then discusses whether it achieves its effects more through providing information or through its entertainment value.</li> </ul>
2.2	COMPREHENSION Checkpoint Past Paper 1(2019)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Test of reading comprehension skills.</li> <li><input type="checkbox"/> Responding adequately to assigned questions.</li> <li><input type="checkbox"/> Test of word replacement.</li> </ul>

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2.3	WRITING Checkpoint (Paper 1) Writing Task	<p>Writing: The activity of composing texts, often for publication.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate interpretation of writing task.</li> <li><input type="checkbox"/> Audience awareness.</li> </ul> <p>Tense control</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarity, concision, and precision</li> </ul>
3.1	Elements of Writing List of writing techniques.	<p>Basic aim of writing is to effect good communication and avoid vagueness and ambiguity.</p> <p>Understanding the following concepts:</p> <ol style="list-style-type: none"> <li>1.Organisation</li> <li>2.Diction/point of view</li> <li>3.Spelling, grammar, and punctuation</li> <li>4. Clarity, unity, and coherence.</li> <li>5. Character development</li> <li>6.Plot development</li> <li>7.Setting</li> <li>8. Themes</li> <li>9. Concision and precision.</li> </ol>
3.2	READING/COMPREHENSION. Cambridge Checkpoint Examination, English Paper 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Figures of Speech (words or phrases used in a non-literal sense for rhetorical or vivid effect.)</li> <li><input type="checkbox"/> Writer’s narrative techniques.</li> <li><input type="checkbox"/> Using quotations</li> <li><input type="checkbox"/> Word replacement</li> <li><input type="checkbox"/> Suggestions about descriptions.</li> <li><input type="checkbox"/> Narrator’s opinions.</li> <li><input type="checkbox"/> Point of view,</li> <li><input type="checkbox"/> Etc</li> </ul>
3.3	WRITING. Cambridge Checkpoint Examination, English, Paper 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continuing the story in the passage.</li> <li><input type="checkbox"/> Identifying genre.</li> <li><input type="checkbox"/> Precise vocabulary</li> <li><input type="checkbox"/> Characterization</li> <li><input type="checkbox"/> Narrative viewpoint</li> <li><input type="checkbox"/> Mature Vocabulary</li> </ul>
4.1	KEY WRITING SKILLS Conventions of Speeches. CONVENTION: a way in which something is usually done.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key conventions of different forms of speeches.</li> <li><input type="checkbox"/> Audience awareness. (Inclusive pronouns: we, I,) and rhetorical devices.</li> <li><input type="checkbox"/> Use of emotive language and powerful imagery.</li> </ul>

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4.2	LITERATURE: DRAMA 'Macbeth (W. Shakespeare) Act 3 (continued)	<input type="checkbox"/> Reading/Explanation <input type="checkbox"/> Discussion/Analysis. <input type="checkbox"/> Themes <input type="checkbox"/> Characterization <input type="checkbox"/> Appreciating Shakespeare's Style.
4.3	LITERATURE: POETRY Concepts in Poetry	<input type="checkbox"/> Types of poems (Elegy, Eulogy, Sonnet, Ode, Panegyric, etc.) <input type="checkbox"/> Language, Mood, Tone, etc.
5.1	KEY TECHNICAL SKILLS. Sentence types (functions, varieties) Sentence for effect Audience (formality, informality)	Use of range of sentences for effects and impact. <input type="checkbox"/> Sentence types and varieties. <input type="checkbox"/> Formal and informal language <input type="checkbox"/> Use of formal and informal conventions and structures.
5.2	LITERATURE: DRAMA W. SHAKESPEARE: MACBETH Act 3 (continued)	<input type="checkbox"/> Reading, Explanation, and Analysis. <input type="checkbox"/> Literary Devices. <input type="checkbox"/> Dramatic Techniques <input type="checkbox"/> Themes <input type="checkbox"/> Characterization. (More deductions about characters)
5.3	LITERATURE: POETRY 'The Forsaken Wife ' (Elizabeth Thomas)	<input type="checkbox"/> Background to the poem <input type="checkbox"/> Thematic Focus (themes of rejection, dejection, sorrow, abandonment etc.) <input type="checkbox"/> Structural Analysis. <input type="checkbox"/> Mood, tone, language.
6.1	Paragraph Cohesion Writing Task: 'My Worst Ever Holiday'	<input type="checkbox"/> Understand how to use paragraphs. <input type="checkbox"/> Range of linking connectives to organize ideas. <input type="checkbox"/> Using topic sentences.
6.2	CREATIVE WRITING	<input type="checkbox"/> Attributes of creative writing. <input type="checkbox"/> Writing a narrative essay 'A Life in the Day of a Marina Student'
6.3	LITERATURE: POETRY 'The Forsaken Wife' (Elizabeth Thomas)	<input type="checkbox"/> Explanation, Analysis, <input type="checkbox"/> Answering questions in Poetry <input type="checkbox"/> Sample IGCSE questions in Poetry (Reference: The Forsaken Wife)

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7.1	NOTE TAKING/SUMMARY	<input type="checkbox"/> Understanding summary questions <input type="checkbox"/> Listing of points related to the task. <input type="checkbox"/> Writing the summary using the points on the list. <input type="checkbox"/> Using continuous writing format for summary exercises. <input type="checkbox"/> Learning to use one's own words as far as possible.
7.2	LITERATURE: POETRY POEM: ' After' Philip B. Marston	<input type="checkbox"/> Exploration and analysis. <input type="checkbox"/> Poetic techniques and their effectiveness. <input type="checkbox"/> Focus on themes. <input type="checkbox"/> Structure, mood, and tone. <input type="checkbox"/> Thematic Focus <input type="checkbox"/> Commentary on language.
7.3	LITERATURE: Concepts in Prose	<p>Concept: a name or label that regards an abstraction as if it had concrete or material existence.</p> <input type="checkbox"/> Characterization, Theme <input type="checkbox"/> Novelette, Anecdote, Short Story, Novel <input type="checkbox"/> Plot, Conflict <input type="checkbox"/> Antagonist, Protagonist <input type="checkbox"/> Tragic flaw, Tragic hero <input type="checkbox"/> Style, Language <input type="checkbox"/> First Person, Omniscient <input type="checkbox"/> First Person, Limited <input type="checkbox"/> Third Person, Omniscient <input type="checkbox"/> Third person, Limited
8.1	WRITING (Writing Narratives)	<input type="checkbox"/> Structure and detail. <input type="checkbox"/> Writing a strong opening <input type="checkbox"/> Planning and Writing <input type="checkbox"/> Tense control <input type="checkbox"/> Vocabulary
8.2	LITERATURE: POETRY 'A Leave Taking' (Algernon .C .Swinburne)	<input type="checkbox"/> Discussing literary devices and effectiveness in the poem. <input type="checkbox"/> Focus on themes <input type="checkbox"/> Specimen Examination Questions.
8.3	LITERATURE: DRAMA Concepts in Drama	<input type="checkbox"/> Characterization, Theme <input type="checkbox"/> Setting, mood and tone <input type="checkbox"/> Flashback, Foreshadowing, Suspense, Soliloquy, Aside, Mime, Allegory, Satire, etc.

WEEK	TOPIC	TOPIC DETAILS
9.1	COMPREHENSION AND WRITER'S EFFECT.	<p>Writer's Effect: The effect on the reader created by the author's words. This effect could be to stimulate our senses or to convey a scene, idea, or emotion.</p> <p>To select the relevant or appropriate words, phrases, or language features.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To comment, explain or analyze the effect of the choices using one's own words.</li> <li><input type="checkbox"/> Write clearly and look for connections between the writer's words and related ideas.</li> </ul>
9.2	LITERATURE: POETRY 'A Leave Taking' (Algernon . b. Swinburne)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading, Explanation, Discussion and Analysis.</li> <li><input type="checkbox"/> Poet's use of literary devices and its effectiveness.</li> <li><input type="checkbox"/> How to respond to likely examination questions.</li> </ul>
9.3	LITERATURE: POETRY Elements of Poetry	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme/Rhyme Scheme</li> <li><input type="checkbox"/> Imagery</li> <li><input type="checkbox"/> Types of Poetry <ul style="list-style-type: none"> <li>A) Epic</li> <li>B) Sonnet</li> <li>C) Lyric</li> <li>D) Elegy</li> <li>E) Dirge</li> <li>F) Ballad</li> <li>G) Ode</li> <li>H) Dramatic Monologue.</li> </ul> </li> </ul> <p>Definitions, illustrations etc (to be done in class)</p>
10.1	WRITER'S EFFECT	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding open questions.</li> <li><input type="checkbox"/> Understanding closed question</li> <li><input type="checkbox"/> Selecting words and phrases</li> <li><input type="checkbox"/> Identifying the words used for effect and comments on the effect they create</li> </ul>
10.2	LITERATURE: POETRY 'I Find No Peace' (Sir Thomas Wyatt)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading, Explanation, Discussion and Analysis.</li> <li><input type="checkbox"/> Thematic Focus</li> <li><input type="checkbox"/> Literary devices and their effectiveness.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
10.3	INTRODUCTION TO IGCSE. (Directed Writing)	<input type="checkbox"/> Likely Examination Question <input type="checkbox"/> Understanding the scope of the IGCSE English syllabus.  <input type="checkbox"/> Understanding 'Directed Writing'  <input type="checkbox"/> Identifying relevant points  <input type="checkbox"/> Evaluation  <input type="checkbox"/> Using precise vocabulary
11.1	REVISION	REVISION
11.2	REVISION	REVISION
11.3	REVISION	REVISION