



HILLVIEW COLLEGE  
SCHEME OF WORK

**SUBJECT:** English B **FORM:** Four (4) **TEACHER:** FAH  
**TERM:** THREE (III) **YEAR:** 2020

TOPIC	UNIT	OBJECTIVES	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT	NOTES/ COMMENTS
1. West Indies USA	<b>Poetry: <u>World of Poetry</u></b>	<ol style="list-style-type: none"><li>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</li><li>2. Identify the tone, mood, register and code and appreciate their appropriateness.</li><li>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</li><li>4. Detecting and assessing the apt use of literary devices with respect to thematic construct</li></ol>	<ol style="list-style-type: none"><li>1. Reading and listening</li><li>2. Oral discussion</li><li>3. Written responses to questions</li></ol>		
2. It is the Constant Image of your Face		<ol style="list-style-type: none"><li>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</li><li>2. Identify the tone, mood, register and code and appreciate their appropriateness.</li><li>3. Understanding the connotative meaning behind certain words in order to establish thematic construct.</li><li>4. Detecting and assessing the apt use of literary devices with respect to thematic construct</li></ol>	<ol style="list-style-type: none"><li>1. Reading and listening</li><li>2. Oral discussion</li><li>3. Written responses to questions</li></ol>		

TOPIC	UNIT	OBJECTIVES	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT	NOTES/ COMMENTS
3. Orchids		<ol style="list-style-type: none"> <li>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</li> <li>2. Identify the tone, mood, register and code and appreciate their appropriateness.</li> <li>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</li> <li>4. Detecting and assessing the apt use of literary devices with respect to thematic construct</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading and listening</li> <li>2. Oral discussion</li> <li>3. Written responses to questions</li> </ol>		
4. Godø's Grandeur		<ol style="list-style-type: none"> <li>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</li> <li>2. Identify the tone, mood, register and code and appreciate their appropriateness.</li> <li>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</li> <li>4. Detecting and assessing the apt use of literary devices with respect to thematic construct</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading and listening</li> <li>2. Oral discussion</li> <li>3. Written responses to questions</li> </ol>		

<p>1. The Tempest - Act III</p>	<p><b>Drama: <u>William Shakespeare's The Tempest</u></b></p>	<ol style="list-style-type: none"> <li>1. Identify setting and context in order to visualize the situation</li> <li>2. Students should then learn to appreciate how these aspects influence the action</li> <li>3. Recognize implicit themes</li> <li>4. Understand character choice and characterization</li> <li>5. Establish conflict</li> <li>6. Detecting and understanding the apt use of literary devices</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing elements of rising action</li> <li>2. Applying these elements to the study of Act 2</li> <li>3. Discuss the development of certain characters</li> </ol>		
<p>1. The Two Grandmothers</p>		<ol style="list-style-type: none"> <li>1. Identify setting and context and how it affects the actions in the story</li> <li>2. Identify and evaluate character and characterization</li> <li>3. Identify and understand implicit themes</li> <li>4. Detecting and understanding the apt use of literary devices</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral discussions</li> <li>2. Role play</li> <li>3. Written responses to questions</li> </ol>		
<p>2. To Da-Duh in Memorium</p>		<ol style="list-style-type: none"> <li>1. Identify setting and context and how it affects the actions in the story</li> <li>2. Identify and evaluate character and characterization</li> <li>3. Identify and understand implicit themes</li> <li>4. Detecting and understanding the apt use of literary devices</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral discussions</li> <li>2. Role play</li> <li>3. Written responses to questions</li> </ol>		
		<ol style="list-style-type: none"> <li>1. Identify setting and context and</li> </ol>			

<p>3. Mom Luby and the Social Worker</p>		<p>how it affects the actions in the story</p> <ol style="list-style-type: none"><li>2. Identify and evaluate character and characterization</li><li>3. Identify and understand implicit themes</li><li>4. Detecting and understanding the apt use of literary devices</li></ol>	<ol style="list-style-type: none"><li>1. Oral discussions</li><li>2. Role play</li><li>3. Written responses to questions</li></ol>		
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Respectfully submitted,

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Firishta Ali Hosein