



**MADRASAH ALSAGOFF AL-ARABIAH
2016 SCHEME OF WORK**

**SECONDARY ONE ENGLISH LANGUAGE SYLLABUS 1128
SUBJECT TEACHER: MDM SITI NURJANNAH
PREPARED BY: MS NORHIKMAH**

Day	Period
Tuesday	11:10 - 12:40
Wednesday	12:40 - 13:40
Thursday	8:40 - 10:10
Friday	12:10 - 13:10

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
1	4 Jan (10 periods)	<ul style="list-style-type: none"> ❖ Introduction to the Secondary Curriculum and Examination Format ❖ Housekeeping Matters & Target Setting (Books/Worksheets/File & setting up the Learning Journal) ❖ Diagnostic Writing Test ❖ Importance of reading <ul style="list-style-type: none"> ▪ Set 10 minutes for silent reading ▪ Recommend books to be read ▪ Get pupils to share their favourite reads ▪ Recap the different genres of books (e.g., fiction, mystery, adventure, fantasy, and science fiction). ▪ Recommended reads for Sec 1 by NLB ▪ http://www.nlb.gov.sg/Browse/ForTeens/Secondary1.aspx ❖ Listening & Speaking: Introduction to the IPA Sound Chart (L&S: pgs 2 - 6) <ul style="list-style-type: none"> ▪ Antimoon.com website to introduce all the sounds 	
2	11 Jan (10 periods)	<ul style="list-style-type: none"> ❖ Introduction to Narratives <ul style="list-style-type: none"> ▪ Linguistic and schematic structure of narratives ▪ Recognising plot structure ▪ Different types of organisational structures for narratives (chronological, flashback) ❖ Composition – How to write better narratives <ul style="list-style-type: none"> ▪ Impactful dialogues (take note of the paragraphing – 1 person talking in 1 paragraph) ▪ Vivid verbs ▪ Mental thoughts and feelings ▪ Develop characterisation using poetic devices such as similes, personification and metaphors (briefly introduce them these terms without going into the technical aspects – present authentic examples of such use) ● Students introduced to The Story of An Hour by Kate Chopin and discovered an element of short story writing called 'the twist'. ● Students are taught The Narrative Curve (remind, reteach, done at Pri level) and taught where they should include the twist in the story. All elements of narrative were taught with a reminder on excitement levels in the story. ● Students were reminded of Impactful dialogues. Only using it at the most pertinent moment. Only using it sparingly since students are not writing Scripts 	

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		<ul style="list-style-type: none"> ● Group activity: Students find synonyms of assigned emotions . Emotion synonyms are charted on a word cline on butcher paper. ❖ L&S: <ul style="list-style-type: none"> ● Students try to read Jabberwocky by Lewis Carroll and try to inform on the logic and example of their chosen pronunciation. ● Students write their name according to IPA. 	
3	18 Jan (10 periods)	<ul style="list-style-type: none"> ❖ Composition Writing – Plan & write a story (Title: The Bully). <ul style="list-style-type: none"> ● Students introduced to ‘show not tell’ where they have to describe how the protagonist felt during the climax. Students slow the action down and show physiological changes occurring at the time. ● Students come up with their own examples as a group, edited by the class and added to their butcher paper. ● Students also come up with vivid verbs to show how a character walks and talks when feeling certain emotions.added to butcher paper. ● Butcher paper put up in class as reference. ● Draft 1 of ‘the Bully’ completed in class. ● Draft 1 peer edited in class. 	<ul style="list-style-type: none"> ▪ 23 Jan (Maulid)
4	25 Jan (10 periods)	<ul style="list-style-type: none"> ❖ Draft 2 of ‘the Bully’ - Teacher reminds students of elements that must be present in their narrative. <ul style="list-style-type: none"> ● twist ● Show not tell ● vivid verbs ● synonyms ❖ Students will recap <ul style="list-style-type: none"> ● use of dialogue ● head to toe description of main character/antagonist. ❖ Go through the Chapter 1: General Pointers for Improving your EL in Distinction in English Lower Sec Book (DIE) from pgs 1 - 16. Expose the students to the various types of questions. It will be better to make the comparison between the PSLE and secondary papers. ❖ Introduction to Figures of Speech 	<p>5 Jan (Maulid Hol)</p> <p>30 Jan (S1 Briefing)</p>

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		(Similes/Metaphors/Personification) <ul style="list-style-type: none"> ▪ Complete DIE:pgs 28-32 	
5	1 Feb (10 periods)	<ul style="list-style-type: none"> ❖ Introduction to visual texts (DIE:pgs 79 – 80) <ul style="list-style-type: none"> ▪ Hook the pupils by showing a series of visual texts (e.g. advertisements). Elicit responses from pupils by asking the following questions <ul style="list-style-type: none"> ▪ <i>What type of visual text is it?</i> ▪ <i>Who are the target audience?</i> ▪ <i>What is the purpose?</i> ▪ <i>How does the designer try to achieve the purpose?</i> ▪ <i>How do the pictures/illustrations complement the text?</i> ▪ <i>What is the effect of the visuals on the reader?</i> ▪ Complete DIE:pgs 81 – 84 and discuss the answers in class. ▪ Complete pgs 5 - 6 (Exam Practice) ❖ Narrative Comprehension (Guided) <ul style="list-style-type: none"> ▪ Do annotations for the questions ▪ Guide students on close reading of the text 	6 Feb (Sat) - Haflah Celebrations
6	8 Feb (7 periods)	<ul style="list-style-type: none"> ❖ Introduction to Situational Writing (Informal Email) <ul style="list-style-type: none"> ▪ Introduce the general structure of SW ▪ Go through the SW rubrics so they are clear of the expectations and each pupil should have a copy of the rubrics ▪ Plan by identifying the purpose, audience and context (which determine register and tone) and by setting goals for assigned writing ▪ Stimulate imagination, generate and/or gather ideas appropriate to the writing and representing tasks ▪ Refer to Alsagoff SW Toolkit <ul style="list-style-type: none"> ● Format of an informal email ● Annotation skills in analysing the question ● Inculcate the habit of planning their answers ❖ Individual writing – Write an email to your friend about your experience 	8 - 9 Feb (Mon - Tues) - CNY
7	15 Feb (10 periods)	<ul style="list-style-type: none"> ❖ Non-narrative Comprehension w/o summary (guided) <ul style="list-style-type: none"> ▪ Do annotations for the questions ▪ Guide students on close reading of the text ▪ Go through the questions and explain the variety of questions that can be asked in a non-narrative text ▪ pgs 10 - 13 of Exam Practice ❖ Listening Comprehension Exercise - pgs 14 - 16 of Exam Practice ❖ Comprehension - Use Your Own Words Question (DIE:pgs 50 - 53) 	

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8	22 Feb (10 periods)	<ul style="list-style-type: none"> ❖ Corrections & Review for SW ❖ SW Test (Editing & Informal Email) - 1 hour 10 minutes ❖ Visual Text and Comprehension (individual practice - 1 hour) ❖ Listening & Speaking <ul style="list-style-type: none"> ▪ Long & Short Vowels (Part 1 & Part 2) ❖ Corrections & Review - Comprehension, Editing & Visual Texts ❖ Oral Communication <ul style="list-style-type: none"> ▪ Reading Aloud & Spoken Interaction (National Heritage) ▪ pgs 36 - 37 of Exam Practice ▪ Group Project Presentation on National Heritage - Term 2 ▪ http://www.nhb.gov.sg/institutions/heritage-conservation-centre/overview 	CA1 Topical (RK)
9	29 Feb (10 periods)	<ul style="list-style-type: none"> ❖ Corrections & Review - Situational Writing <ul style="list-style-type: none"> ▪ Teach the pupils the format of an informal letter ▪ Highlight that the tone and register remains the same as an informal email - only the format is different ❖ Composition - Introduction to Personal Recount <ul style="list-style-type: none"> ▪ Features of the text-type ▪ Highlight the difference between narratives and personal recounts ▪ Provide sample questions of personal recount <ul style="list-style-type: none"> o <i>Write about an occasion when you were punished for something you had not done</i> o <i>Write about an occasion when you had to lie to someone</i> ▪ In groups, brainstorm ideas for one of the topics before doing the planning. ▪ Write the personal recount as a group and share it with the class. ▪ Tcr to provide feedback. 	CA1 Arabic & ML
10	7 Mar (10 periods)	<ul style="list-style-type: none"> ❖ Term 1 Assessment ❖ Group Project Research ❖ Exam LC Practice 1 ❖ Housekeeping Matters (EL File Submission) 	CA1 EMS
1	21 Mar (10 periods)	<ul style="list-style-type: none"> ❖ Presentation of Group Project Work ❖ Grammar Focus - Use of Connectives & Combining Simple Sentences ❖ Comprehension - Introduction to Summary Writing 	
2	28 Mar (10 periods)	<ul style="list-style-type: none"> ❖ Exam LC Practice 2 ❖ Full Paper 1 Test (Editing, Continuous Writing & Situational Writing) 	

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		<ul style="list-style-type: none"> ❖ Corrections & Review for Summary Exercises ❖ Comprehension - Introduction to Summary Writing <ul style="list-style-type: none"> ▪ DIE: pgs 50 - 59 	
3	4 Apr (10 periods)	<ul style="list-style-type: none"> ❖ Complete LC Practice - until Practice 4 of Exam Practice ❖ Complete Editing - until Practice 4 of Exam Practice 	
4	11 Apr	<ul style="list-style-type: none"> ❖ Complete the Visual Texts Exercises from pgs 85 - 90 ❖ Mock Paper DIE - pgs 210 - 219 	
5	18 Apr	❖ Revision for SA1	
6	25 Apr	❖ Revision for SA1	
7	2 May	❖ SA1 for Paper 1 & Oral	<ul style="list-style-type: none"> ■ 2 May (Monday) Labour Day Hol ■ 3 - 6 May (SA1 P1 & Oral)
8	9 May	❖ Revision for SA1	■ 10 - 13 May (Health Screening)
9	16 May	❖ SA1 for Paper 2 & LC	<ul style="list-style-type: none"> ■ SA1 for P2 ■ 20 May (Friday) Marking day
10	23 May	-	■ 23 May (Monday) - Marking Day