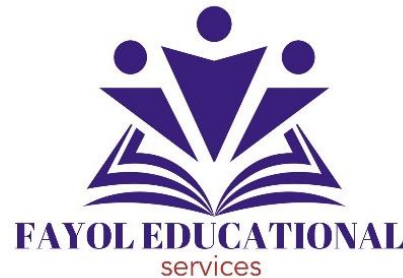


FAYOL



# FAYOL EDUCATIONAL SERVICES

ANNUAL & TERMLY SCHEME OF LEARNING

2024/2025 ACADEMIC YEAR – **TERM I**

ENGLISH LANGUAGE B7-B9

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## B7 ENGLISH LANGUAGE - ANNUAL SCHEME OF LEARNING

| WEEKS | FIRST SEMESTER                  | SECOND TERM                     | THIRD TERM                        |
|-------|---------------------------------|---------------------------------|-----------------------------------|
| 1     | Noun                            | Conjunctions                    | Passive sentences                 |
|       | Conversation/Everyday Discourse | Conversation/Everyday Discourse | Conversation/Everyday Discourse   |
|       | Comprehension                   | Summarizing                     | Letter Writing                    |
|       | Use Of Cohesive Devices         | Letter Writing                  | Introduction To Literature        |
| 2     | Noun                            | Conjunctions                    | Passive sentences                 |
|       | Conversation/Everyday Discourse | Listening Comprehension         | Conversation/Everyday Discourse   |
|       | Comprehension                   | Comprehension                   | Building And Presenting Knowledge |
|       | Paragraph development           | Letter Writing                  | Literature                        |
| 3     | Pronouns                        | Prepositions                    | Reported speech                   |
|       | Listening Comprehension         | Listening Comprehension         | Short vowel                       |
|       | Summarizing                     | Comprehension                   | Summarizing                       |
|       | Narrative Writing               | Academic Writing                | Literature                        |
| 4     | Pronouns                        | Prepositions                    | Reported speech                   |



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|   |                                 |                                 |                                   |
|---|---------------------------------|---------------------------------|-----------------------------------|
|   | Conversation/Everyday Discourse | Diphthongs                      | Long vowel                        |
|   | Comprehension                   | Summarizing                     | Building And Presenting Knowledge |
|   | Narrative Writing               | Academic Writing                | Literature                        |
| 5 | Adjectives                      | Determiners                     | Question Tags                     |
|   | Conversation/Everyday Discourse | Conversation/Everyday Discourse | Conversation/Everyday Discourse   |
|   | Comprehension                   | Comprehension                   | Comprehension                     |
|   | Descriptive Writing             | Writing Notice/Posters          | Literature                        |
| 6 | Adjectives                      | Determiners                     | Punctuations (Question Mark)      |
|   | Listening Comprehension         | Conversation/Everyday Discourse | Conversation/Everyday Discourse   |
|   | Summarizing                     | Comprehension                   | Summarizing                       |
|   | Descriptive Writing             | Literature                      | Literature                        |
| 7 | Verbs                           | Sentences                       | Punctuations (Exclamation mark)   |
|   | Conversation/Everyday Discourse | Conversation/Everyday Discourse | Listening Comprehension           |
|   | Comprehension                   | Comprehension                   | Comprehension                     |
|   | Creative Writing                | Letter Writing                  | Literature                        |
| 8 | Verbs                           | Compound sentences              | Punctuations (full stop)          |
|   | Conversation/Everyday Discourse | Conversation/Everyday Discourse | Listening Comprehension           |
|   | Comprehension                   | Comprehension                   | Building And Presenting Knowledge |



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|    |                                 |                                 |                                 |
|----|---------------------------------|---------------------------------|---------------------------------|
|    | Creative Writing                | Letter Writing                  | Literature                      |
| 9  | Verbs                           | Clauses                         | Vocabulary                      |
|    | Short vowel                     | Listening Comprehension         | Diphthongs                      |
|    | Summarizing                     | Summarizing                     | Summarizing                     |
|    | Expository Writing              | Letter Writing                  | Literature                      |
| 10 | Adverbs                         | Clauses                         | Vocabulary                      |
|    | Long vowel                      | Conversation/Everyday Discourse | Conversation/Everyday Discourse |
|    | Comprehension                   | Comprehension                   | Creating Dialogues              |
|    | Expository Writing              | Narrative Writing               | Literature                      |
| 11 | Adverbs                         | Conditional sentences           | Use of proverbs                 |
|    | Conversation/Everyday Discourse | Conversation/Everyday Discourse | Conversation/Everyday Discourse |
|    | Comprehension                   | Comprehension                   | Creating Dialogues              |
|    | Letter Writing                  | Article Writing                 | Literature                      |
| 12 |                                 | Conditional sentences           |                                 |
|    |                                 | Listening Comprehension         |                                 |
|    |                                 | Summarizing                     |                                 |
|    |                                 | Article Writing                 |                                 |



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## B7 ENGLISH LANGUAGE - FIRST TERM SCHEME OF LEARNING

| WEEKS        | STRAND              | SUB STRANDS/CS   | INDICATORS  | RESOURCES  |
|--------------|---------------------|--|---|--|
| 1<br>13/9/24 |                     |  |   |  |
| 2<br>20/9/24 | Grammar             | Noun<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.                        | B7.3.1.1.1<br>Demonstrate command and application of nouns in speaking and texts  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations | B7.1.1.1.1.<br>Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue |  |
|              | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading                  | B7.2.1.1.1.<br>Read and understand a range of texts using monitoring and mental visualization strategies to interpret texts                     |  |
|              | Writing Composition | Use Of Cohesive Devices  | B7.4.1.1.1  |  |



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|              |                     |  |   |  |
|--------------|---------------------|--|---|--|
|              |                     | B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing                                 | Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences  |  |
| 3<br>27/9/24 | Grammar             | Noun<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.                        | B7.3.1.1.1<br>Demonstrate command and application of nouns in speaking and texts  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations | B7.1.1.1.1.<br>Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue |  |
|              | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading                  | B7.2.1.1.1.<br>Read and understand a range of texts using monitoring and mental visualization strategies to interpret texts                     |  |
|              | Writing Composition | Paragraph development<br>B7.4.1.2: Create different paragraphs on a given topic                                    | B7.4.1.2.1<br>Organize information in a logical manner  |  |
| 4<br>4/10/24 | Grammar             | Pronouns<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.                    | B7.3.1.1.2<br>Use types of pronouns accurately in speaking and texts  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Oral language       | Listening Comprehension  | B7.1.2.1.1.   |  |



# FAYOL

|  |                     |   |  |  |
|--|---------------------|---|--|--|
|  |                     | B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information  | Listen to level-appropriate text attentively and identify key information  |  |
|  | Reading             | Summarizing<br>B7.2.2.1: Demonstrate an understanding in summarising  | B7.2.2.1.1.<br>Use summarizing to understand key ideas in a range of texts   |  |
|  | Writing Composition | Narrative Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.1<br>Write personal narratives using effective techniques incorporating descriptive details and logical event sequences |  |
|  | Grammar             | Pronouns<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.2<br>Use types of pronouns accurately in speaking and texts   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|  | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations  | B7.1.1.1.2<br>Ask questions that elicit elaboration and respond to others' questions in conversation                             |  |
|  | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading   | B7.2.1.1.2.<br>Use prediction to assess and improve understanding of texts   |  |
|  | Literature          | Narrative Writing   | B7.4.2.1.1   |  |



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|               |                     |   |  |  |
|---------------|---------------------|---|--|--|
|               |                     | B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts                        | Write personal narratives using effective techniques incorporating descriptive details and logical event sequences                         |  |
| 5<br>11/10/24 | Grammar             | Adjectives<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.3<br>Explore accurate use of adjectives in texts  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|               | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations  | B7.1.1.1.2<br>Ask questions that elicit elaboration and respond to others' questions in conversation                                       |  |
|               | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading   | B7.2.1.1.2.<br>Use prediction to assess and improve understanding of texts   |  |
|               | Writing Composition | Descriptive Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.2.<br>Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences |  |
| 6             | Grammar             | Adjectives  | B7.3.1.1.3<br>Explore accurate use of adjectives in texts  | Word cards, sentence cards, letter cards,                              |





# FAYOL

|                   |               |   |  |  |
|-------------------|---------------|---|--|--|
| 18/10/24          |               | B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   |  | handwriting on a manila card   |
|                   | Oral language | Listening Comprehension<br>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information   | B7.1.2.1.1.<br>Listen to level-appropriate text attentively and identify key information   |  |
|                   | Reading       | Summarizing<br>B7.2.2.1: Demonstrate an understanding in summarising  | B7.2.2.1.1.<br>Use summarizing to understand key ideas in a range of texts   |  |
|                   | Literature    | Descriptive Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.2.<br>Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences |  |
| 7<br><br>25/10/24 | Grammar       | Verbs<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.  | B7.3.1.1.4<br>Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives        | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                   | Oral language | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations  | B7.1.1.1.3<br>Use appropriate language orally to describe experiences about oneself and others   |  |



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|              |                     |  |   |  |
|--------------|---------------------|--|---|--|
|              | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading  | B7.2.1.1.3.<br>Generate and answer questions to increase understanding and independent reading of fiction texts                     |  |
|              | Writing Composition | Creative Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.3.<br>Create advertisements to persuade a given audience to take decisions on products and services                        |  |
| 8<br>1/11/24 | Grammar             | Verbs<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.4<br>Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations   | B7.1.1.1.3<br>Use appropriate language orally to describe experiences about oneself and others                                      |  |
|              | Reading             | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading  | B7.2.1.1.3.<br>Generate and answer questions to increase understanding and independent reading of fiction texts                     |  |



# FAYOL

|              |                     |  |  |  |
|--------------|---------------------|--|--|--|
|              | Writing Composition | Creative Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts   | B7.4.2.1.3.<br>Create advertisements to persuade a given audience to take decisions on products and services                           |  |
| 9<br>8/11/24 | Grammar             | Verbs<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.4<br>Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives    | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Oral language       | Short vowel<br>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking   | B7.1.3.1.1.<br>Produce pure vowel sounds (short vowels) in context   |  |
|              | Reading             | Summarizing<br>B7.2.2.1: Demonstrate an understanding in summarising   | B7.2.2.1<br>Determine and analyse central and supporting ideas of texts  |  |
|              | Literature          | Expository Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.4<br>Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works) |  |



# FAYOL

|                |               |  |  |  |
|----------------|---------------|--|--|--|
| 10<br>15/11/24 | Grammar       | Adverbs<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.5<br>Use adverbs to modify verbs accurately at the phrase and sentence level  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Oral language | Long vowel<br>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking  | B7.1.3.1.2<br>Produce pure vowel sounds (long vowels) in context   |  |
|                | Reading       | Comprehension<br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading  | B7.2.1.1.4.<br>Use text structure to understand and read texts independently   |  |
|                | Literature    | Expository Writing<br>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts | B7.4.2.1.4<br>Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works) |  |
| 11<br>22/11/24 | Grammar       | Adverbs<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.   | B7.3.1.1.5<br>Use adverbs to modify verbs accurately at the phrase and sentence level  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Oral language | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations   | B7.1.1.1.4<br>Listen to and give accurate directions to familiar places  |  |



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|                |                     |  |   |  |
|----------------|---------------------|--|---|--|
|                | Reading             | Comprehension<br>B7.2.1.2: Read, comprehend and interpret texts  | B7.2.1.2.1.<br>Identify the main text features of a non-literary texts            |  |
|                | Writing Composition | Letter Writing<br>B7.4.2.2: Apply writing skills to specific life situations                                       | B7.4.2. 2.1<br>Compose informal letters on varied topics using appropriate format |  |
| 12<br>29/11/24 | Grammar             | Conjunctions<br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.                | B7.3.1.1.6<br>Use conjunctions accurately to link ideas in everyday discourse     | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Oral language       | Conversation/Everyday Discourse<br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations | B7.1.1.1.4<br>Listen to and give accurate directions to familiar places           |  |
|                | Reading             | Summarizing<br>B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece               | B7.2.2.2.1<br>Determine and analyse central and supporting ideas of texts         |  |
|                | Writing Composition | Letter Writing<br>B7.4.2.2: Apply writing skills to specific life situations                                       | B7.4.2. 2.1<br>Compose informal letters on varied topics using appropriate format |  |
| 13<br>5/12/24  | REVISION            |  |   |  |



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|                |                             |
|----------------|-----------------------------|
| 14<br>13/12/24 | END OF TERM ASSESSMENT      |
| 15<br>20/12/24 | VACATION AND SBA ACTIVITIES |



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## B8 ENGLISH LANGUAGE – ANNUAL SCHEME OF LEARNING

| WEEKS | FIRST SEMESTER          | SECOND TERM             | THIRD TERM                  |
|-------|-------------------------|-------------------------|-----------------------------|
| 1     | Conversation            | Listening Comprehension | Consonant Sounds (Plosives) |
|       | Comprehension           | Comprehension           | Comprehension               |
|       | Plural Forms Of Nouns   | Adverbs                 | Use of colon                |
|       | Use of cohesive devices | Transactional Texts     | Article Writing             |
|       | Literature              | Literature              | Literature                  |
| 2     | Conversation            | Listening Comprehension | Consonant Sounds (Plosives) |
|       | Comprehension           | Comprehension           | Comprehension               |
|       | Plural Forms Of Nouns   | Adverbs                 | Use of colon                |
|       | Use of cohesive devices | Transactional Texts     | Article Writing             |
|       | Literature              | Literature              | Literature                  |
| 3     | Conversation            | Listening Comprehension | Consonant Sounds(Plosives)  |
|       | Comprehension           | Comprehension           | Comprehension               |
|       | Plural Forms Of Nouns   | Adverbs                 | Use of colon                |
|       | Use of cohesive devices | Transactional Texts     | Article Writing             |
|       | Literature              | Literature              | Literature                  |



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|   |                         |                         |                               |
|---|-------------------------|-------------------------|-------------------------------|
| 4 | Conversation            | Listening Comprehension | Consonant Sounds(Plosives)    |
|   | Comprehension           | Comprehension           | Comprehension                 |
|   | Relative Pronouns       | Prepositions            | Use of semi-colon             |
|   | Use of cohesive devices | Expository Writing      | Dialogues                     |
|   | Literature              | Literature              | Literature                    |
| 5 | Conversation            | Listening Comprehension | Consonant Sounds (Fricatives) |
|   | Comprehension           | Comprehension           | Comprehension                 |
|   | Relative Pronouns       | Prepositions            | Use of semi-colon             |
|   | Use of cohesive devices | Expository Writing      | Dialogues                     |
|   | Literature              | Literature              | Literature                    |
| 6 | Conversation            | Listening Comprehension | Consonant Sounds (Fricatives) |
|   | Comprehension           | Comprehension           | Comprehension                 |
|   | Relative Pronouns       | Prepositions            | Use of semi-colon             |
|   | Use of cohesive devices | Expository Writing      | Dialogues                     |
|   | Literature              | Literature              | Literature                    |
| 7 | Conversation            | Listening Comprehension | Consonant Sounds (Fricatives) |
|   | Comprehension           | Comprehension           | Comprehension                 |
|   | Adjectives              | Reported Speech         | Use of apostrophe             |



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|    |                   |                            |  |
|----|-------------------|----------------------------|--|
|    | Narrative Writing | Formal Letters             | Speech Writing                           |
|    | Literature        | Literature                 | Literature                               |
| 8  | Conversation      | Listening Comprehension    | Consonant Sounds (Fricatives)            |
|    | Comprehension     | Comprehension              | Comprehension                            |
|    | Adjectives        | Reported Speech            | Use of apostrophe                        |
|    | Narrative Writing | Formal Letters             | Speech Writing                           |
|    | Literature        | Literature                 | Literature                               |
| 9  | Conversation      | Listening Comprehension    | Consonant Sounds (nasals and affricates) |
|    | Comprehension     | Comprehension              | Comprehension                            |
|    | Adjectives        | Reported Speech            | Use of apostrophe                        |
|    | Narrative Writing | Formal Letters             | Speech Writing                           |
|    | Literature        | Literature                 | Literature                               |
| 10 | Conversation      | Listening Comprehension    | Consonant Sounds (nasals and affricates) |
|    | Comprehension     | Comprehension              | Comprehension                            |
|    | Verbs             | Question Tags              | Vocabulary                               |
|    | Narrative Writing | Writing brochures & flyers | Interpret Non-Textual Elements           |
|    | Literature        | Literature                 | Literature                               |
| 11 | Conversation      | Listening Comprehension    | Consonant Sounds (nasals and affricates) |



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|    |                   |                            |  |
|----|-------------------|----------------------------|--|
|    | Comprehension     | Comprehension              | Comprehension                            |
|    | Verbs             | Question Tags              | Vocabulary                               |
|    | Narrative Writing | Writing brochures & flyers | Interpret Non-Textual Elements           |
|    | Literature        | Literature                 | Literature                               |
| 12 | Conversation      | Listening Comprehension    | Consonant Sounds (nasals and affricates) |
|    | Comprehension     | Comprehension              | Comprehension                            |
|    | Verbs             | Question Tags              | Vocabulary                               |
|    | Narrative Writing | Writing brochures & flyers | Interpret Non-Textual Elements           |
|    | Literature        | Literature                 | Literature                               |



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## B8 ENGLISH LANGUAGE – FIRST TERM SCHEME OF LEARNING

| WEEKS        | STRAND          | SUB STRANDS             | INDICATORS  | RESOURCES  |
|--------------|-----------------|-------------------------|---|--|
| 1<br>13/9/24 | <b>REVISION</b> |                         |   |  |
| 2<br>20/9/24 | Oral language   | Conversation            | B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Reading         | Comprehension           | B8.2.1.1.1. Use Monitoring and mental visualization to engage and understand non-fictional texts  |  |
|              | Grammar         | Plural Forms Of Nouns   | B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences   |  |
|              | Writing         | Use of cohesive devices | B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures) |  |
|              | Literature      | Characters In Texts     | B8.5.1.1.1. Analyze the types of characters in texts  |  |



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|              |               |                         |   |  |
|--------------|---------------|-------------------------|---|--|
| 3<br>27/9/24 | Oral language | Conversation            | B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Reading       | Comprehension           | B8.2.1.1.1. Use Monitoring and mental visualization to engage and understand non-fictional texts  |  |
|              | Grammar       | Plural Forms Of Nouns   | B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences   |  |
|              | Writing       | Use of cohesive devices | B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures) |  |
|              | Literature    | Characters In Texts     | B8.5.1.1.1. Analyze the types of characters in texts  |  |
| 4<br>4/10/24 | Oral language | Conversation            | B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|              | Reading       | Comprehension           | B8.2.1.1.1. Use Monitoring and mental visualization to engage and understand non-fictional texts  |  |
|              | Grammar       | Plural Forms Of Nouns   | B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences   |  |
|              | Writing       | Use of cohesive devices | B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g.,   |  |



# FAYOL

|               |               |                         |   |  |
|---------------|---------------|-------------------------|---|--|
|               |               |                         | connectors, pronouns, repetition of vocabulary or grammatical structures)   |  |
|               | Literature    | Types Of Poems          | B8.5.1.1.2. Examine the features of different types of poems  |  |
| 5<br>11/10/24 | Oral language | Conversation            | B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion | Word cards, sentence cards, letter cards, handwriting on a manila card |
|               | Reading       | Comprehension           | B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts  |  |
|               | Grammar       | Relative Pronouns       | B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing                                   |  |
|               | Writing       | Use of cohesive devices | B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs                                      |  |
|               | Literature    | Types Of Poems          | B8.5.1.1.2. Examine the features of different types of poems  |  |
| 6<br>18/10/24 | Oral language | Conversation            | B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion | Word cards, sentence cards, letter cards, handwriting on a manila card |
|               | Reading       | Comprehension           | B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts  |  |
|               | Grammar       | Relative Pronouns       | B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing                                   |  |



# FAYOL

|               |               |                         |   |  |
|---------------|---------------|-------------------------|---|--|
|               | Writing       | Use of cohesive devices | B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs                    |  |
|               | Literature    | Drama                   | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama            |  |
| 7<br>25/10/24 | Oral language | Conversation            | B8.1.1.1.3. Use appropriate language orally to describe familiar places and events  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|               | Reading       | Comprehension           | B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts                              |  |
|               | Grammar       | Relative Pronouns       | B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing                 |  |
|               | Writing       | Use of cohesive devices | B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs                    |  |
|               | Literature    | Drama                   | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama            |  |
| 8<br>1/11/24  | Oral language | Conversation            | B8.1.1.1.3. Use appropriate language orally to describe familiar places and events  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|               | Reading       | Comprehension           | B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts |  |
|               | Grammar       | Adjectives              | B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse   |  |



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|                |               |                   |   |  |
|----------------|---------------|-------------------|---|--|
|                | Writing       | Narrative Writing | B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences. |  |
|                | Literature    | Literary Devices  | B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts  |  |
| 9<br>8/11/24   | Oral language | Conversation      | B8.1.1.1.3. Use appropriate language orally to describe familiar places and events  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Reading       | Comprehension     | B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts |  |
|                | Grammar       | Adjectives        | B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse   |  |
|                | Writing       | Narrative Writing | B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences. |  |
|                | Literature    | Literary Devices  | B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts  |  |
| 10<br>15/11/24 | Oral language | Conversation      | B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations                                     | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Reading       | Comprehension     | B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts |  |
|                | Grammar       | Adjectives        | B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse   |  |



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|                |               |                   |   |  |
|----------------|---------------|-------------------|---|--|
|                | Writing       | Narrative Writing | B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences. |  |
|                | Literature    | The Cockcrow      | B8.5.1.1.5. Analyse the sequence of events in film/media, narratives and play scripts (drama)                                   |  |
| 11<br>22/11/24 | Oral language | Conversation      | B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations                                     | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Reading       | Comprehension     | B8.2.1.2.1. Identify the main text features of non-fiction texts  |  |
|                | Grammar       | Verbs             | B8.3.1.1.4. Use verb forms correctly when talking about future events   |  |
|                | Writing       | Narrative Writing | B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events                |  |
|                | Literature    | The Cockcrow      | B8.5.1.1.5. Analyze the sequence of events in film/media, narratives and play scripts (drama)                                   |  |
| 12<br>29/11/24 | Oral language | Conversation      | B8.1.1.1.5. Demonstrate appropriate turn taking for effective oral communication  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Reading       | Comprehension     | B8.2.1.2.1. Identify the main text features of non-fiction texts  |  |
|                | Grammar       | Verbs             | B8.3.1.1.4. Use verb forms correctly when talking about future events   |  |



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|                |                             |                   |  |  |
|----------------|-----------------------------|-------------------|--|--|
|                | Writing                     | Narrative Writing | B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events |  |
|                | Literature                  | The Cockcrow      | B8.5.1.1.5. Analyze the sequence of events in film/media, narratives and play scripts (drama)                    |  |
| 13<br>5/12/24  | Oral language               | Conversation      | B8.1.1.1.5. Demonstrate appropriate turn taking for effective oral communication                                 | Word cards, sentence cards, letter cards, handwriting on a manila card |
|                | Reading                     | Comprehension     | B8.2.1.2.1. Identify the main text features of non-fiction texts   |  |
|                | Grammar                     | Verbs             | B8.3.1.1.4. Use verb forms correctly when talking about future events  |  |
|                | Writing                     | Narrative Writing | B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events |  |
|                | Literature                  | The Cockcrow      | B8.5.1.1.5. Analyze the sequence of events in film/media, narratives and play scripts (drama)                    |  |
| 14<br>13/12/24 | END OF TERM ASSESSMENT      |                   |  |  |
| 15<br>20/12/24 | VACATION AND SBA ACTIVITIES |                   |  |  |



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## SUBJECT: ENGLISH LANGUAGE (LITERATURE)

| WEEKS | TOPICS                   | REFERENCE / TLM                     |
|-------|--------------------------|-------------------------------------|
| 1     | Revision                 | Last semester examination questions |
| 2     | Desert Rivers            | The Cockcrow Page 15                |
| 3     | Desert Rivers            | The Cockcrow Page 15                |
| 4     | The Dilemma of a Ghost   | The Cockcrow Page 98                |
| 5     | The Dilemma of a Ghost   | The Cockcrow Page 98                |
| 6     | The Dilemma of a Ghost   | The Cockcrow Page 99                |
| 7     | A Wreath Of Tears        | The Cockcrow Page 99                |
| 7     | A Wreath Of Tears        | The Cockcrow Page 99                |
| 8     | A Wreath Of Tears        | The Cockcrow Page 99                |
| 9     | Sosu and the Bukari Boys | The Cockcrow Page 149               |
| 10    | Sosu and the Bukari Boys | The Cockcrow Page 149               |
| 11    | Home Sweet Home          | The Cockcrow Page 172               |
| 12    | Home Sweet Home          | The Cockcrow Page 172               |



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## B9 ENGLISH LANGUAGE – ANNUAL SCHEME OF LEARNING

| WEEKS | FIRST SEMESTER             | SECOND TERM              | THIRD TERM      |
|-------|----------------------------|--------------------------|-----------------|
| 1     | Conversation               | Listening Comprehension  | English Sounds  |
|       | Comprehension              | Summarizing              | Comprehension   |
|       | Use of dash                | Use of brackets          | Vocabulary      |
|       | Coordinating Conjunctions  | Informative Writing      | Article Writing |
|       | Literature                 | Literature               | Literature      |
| 2     | Conversation               | Listening Comprehension  | English Sounds  |
|       | Comprehension              | Summarizing              | Comprehension   |
|       | Use of dash                | Use of brackets          | Vocabulary      |
|       | Coordinating Conjunctions  | Informative Writing      | Article Writing |
|       | Literature                 | Literature               | Literature      |
| 3     | Conversation               | Listening Comprehension  | English Sounds  |
|       | Summarizing                | Comprehension            | Summarizing     |
|       | Noun                       | Phrasal Verbs            | Sentences       |
|       | Subordinating Conjunctions | Writing Business letters | Speech Writing  |



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|   |                            |                          |                                 |
|---|----------------------------|--------------------------|---------------------------------|
|   | Literature                 | Literature               | Literature                      |
| 4 | Conversation               | Listening Comprehension  | English Sounds                  |
|   | Comprehension              | Comprehension            | Comprehension                   |
|   | Noun                       | Phrasal Verbs            | Sentences                       |
|   | Subordinating Conjunctions | Writing Business letters | Speech Writing                  |
|   | Literature                 | Literature               | Literature                      |
| 5 | Conversation               | Listening Comprehension  | English Sounds                  |
|   | Comprehension              | Summarizing              | Comprehension                   |
|   | Use of hyphen              | Phrasal Verbs            | Sentences                       |
|   | Descriptive Writing        | Minutes Writing          | Research Writing                |
|   | Literature                 | Literature               | Literature                      |
| 6 | Conversation               | Listening Comprehension  | English Sounds                  |
|   | Summarizing                | Summarizing              | Comprehension                   |
|   | Use of hyphen              | Conditional Sentences    | Active and Passive sentences    |
|   | Descriptive Writing        | Report Writing           | Building & Presenting Knowledge |
|   | Literature                 | Literature               | Literature                      |
| 7 | Conversation               | Listening Comprehension  | English Sounds                  |
|   | Summarizing                | Comprehension            | Summarizing                     |



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|    |                       |                          |                                 |
|----|-----------------------|--------------------------|---------------------------------|
|    | Adjectives            | Conditional Sentences    | Active and Passive sentences    |
|    | Narrative Writing     | Report Writing           | Building & Presenting Knowledge |
|    | Literature            | Literature               | Literature                      |
| 8  | Conversation          | Listening Comprehension  | English Sounds                  |
|    | Comprehension         | Comprehension            | Summarizing                     |
|    | Adjectives            | Conditional Sentences    | Reported Speech                 |
|    | Narrative Writing     | Writing flyers           | Building & Presenting Knowledge |
|    | Literature            | Literature               | Literature                      |
| 9  | Conversation          | Listening Comprehension  | English Sounds                  |
|    | Comprehension         | Summarizing              | Comprehension                   |
|    | Adjectives            | Clauses                  | Reported Speech                 |
|    | Argumentative Writing | Poster Writing           | Building & Presenting Knowledge |
|    | Literature            | Literature               | Literature                      |
| 10 | Conversation          | Listening Comprehension  | English Sounds                  |
|    | Summarizing           | Comprehension            | Comprehension                   |
|    | Adjectives            | Clauses                  | Reported Speech                 |
|    | Argumentative Writing | Invitation cards writing | Building & Presenting Knowledge |
|    | Literature            | Literature               | Literature                      |



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## B9 ENGLISH LANGUAGE – FIRST TERM SCHEME OF LEARNING

| WEEKS    | STRAND          | SUB STRANDS/CS  | INDICATORS   | RESOURCES  |
|----------|-----------------|---|--|--|
| <b>1</b> | <b>REVISION</b> |   |  |  |
| <b>2</b> | Oral language   | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations             | B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue | Word cards, sentence cards, letter cards, handwriting on a manila card |
|          | Reading         | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.              | B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding  |  |
|          | Grammar         | Use of Dash<br>B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication                 | B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context  |  |
|          | Writing         | Coordinating Conjunctions<br>B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing | B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices,             |  |



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|   |               |  |  |  |
|---|---------------|--|--|--|
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                        |  |
| 3 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations                | B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.                 | B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding  |  |
|   | Grammar       | Use of Dash<br>B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication                    | B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context  |  |
|   | Writing       | Subordinating Conjunctions<br>B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing   | B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices,             |  |
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                        |  |



# FAYOL

|   |               |  |   |  |
|---|---------------|--|---|--|
| 4 | Oral language | <p>Conversation</p> <p>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations</p>   | B9.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion  | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | <p>Summarizing</p> <p>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary</p> | B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary  |  |
|   | Grammar       | <p>Noun</p> <p>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.</p>  | B9.3.1.1.1. Use noun phrases accurately in context  |  |
|   | Writing       | <p>Paragraphs</p> <p>B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing</p>  | B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples) |  |
|   | Literature    | <p>Literature</p> <p>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                                   |  |
| 5 | Oral language | <p>Conversation</p> <p>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations</p>   | B9.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion  | Word cards, sentence cards, letter cards,                              |





# FAYOL

|   |               |  |  |  |
|---|---------------|--|--|--|
|   | Reading       | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.                 | B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) | handwriting on a manila card   |
|   | Grammar       | Noun<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.                 | B9.3.1.1.1. Use noun phrases accurately in context   |  |
|   | Writing       | Paragraphs<br>B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing                   | B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies   |  |
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)  |  |
| 6 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations                | B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion   | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.                 | B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types   |  |
|   | Grammar       | Use of hyphen  | B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context  |  |



# FAYOL

|   |               |   |   |  |
|---|---------------|---|---|--|
|   |               | B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication  |   |  |
|   | Writing       | Descriptive Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts                   | B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.                      |  |
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama) |  |
| 7 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   | B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues       | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | Summarizing<br>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary | B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary                              |  |
|   | Grammar       | Use of hyphen<br>B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication   | B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context                                     |  |



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|   |               |   |   |  |
|---|---------------|---|---|--|
|   | Writing       | Descriptive Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts                   | B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.  |  |
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                     |  |
| 8 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   | B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues                           | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | Summarizing<br>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary | B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary  |  |
|   | Grammar       | Adjectives<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.  | B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing |  |
|   | Writing       | Narrative Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative,   | B9.4.2.1.2: Use different narrative techniques to manipulate time in a story. Compose narrative essays showing the following:             |  |



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|   |               |   |   |  |
|---|---------------|---|---|--|
|   |               | informational and persuasive, argumentative texts   |   |  |
|   | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning                                      | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                     |  |
| 9 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   | B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues                           | Word cards, sentence cards, letter cards, handwriting on a manila card |
|   | Reading       | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.  | B9.2.1.1.4. Expand various ideas and perspectives in texts  |  |
|   | Grammar       | Adjectives<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.  | B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing |  |
|   | Writing       | Narrative Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts | B9.4.2.1.2: Use different narrative techniques to manipulate time in a story. Compose narrative essays showing the following:             |  |
|   | Literature    | Literature  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                     |  |



# FAYOL

|    |               |   |   |  |
|----|---------------|---|---|--|
|    |               | B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  |   |  |
| 10 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   | B9.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)                                      | Word cards, sentence cards, letter cards, handwriting on a manila card |
|    | Reading       | Comprehension<br>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.  | B9.2.1.2.1 Read given text, within a specific time, for specific information  |  |
|    | Grammar       | Adjectives<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.  | B9.3.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing |  |
|    | Writing       | Argumentative Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts | B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position                             |  |
|    | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                   |  |
| 11 | Oral language | Conversation  | B9.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)                                      | Word cards, sentence cards, letter cards,                              |



# FAYOL

|    |               |   |   |                              |
|----|---------------|---|---|------------------------------|
|    |               | B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   |   | handwriting on a manila card |
|    | Reading       | Summarizing<br>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary | B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary  |                              |
|    | Grammar       | Adjectives<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.  | B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing |                              |
|    | Writing       | Argumentative Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts                 | B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position                               |                              |
|    | Literature    | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                     |                              |
| 12 | Oral language | Conversation<br>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations   | B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)                                      |                              |



# FAYOL

|           |                                    |   |   |
|-----------|------------------------------------|---|---|
|           | Reading                            | Summarizing<br>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary | B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary  |
|           | Grammar                            | Adjectives<br>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.  | B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing |
|           | Writing                            | Argumentative Writing<br>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts                 | B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position                               |
|           | Literature                         | Literature<br>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning  | B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)                     |
| <b>13</b> | <b>REVISION</b>                    |   |   |
| <b>14</b> | <b>END OF TERM ASSESSMENT</b>      |   |   |
| <b>15</b> | <b>VACATION AND SBA ACTIVITIES</b> |   |   |



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## SUBJECT: ENGLISH LANGUAGE (LITERATURE)

| WEEKS | TOPICS                   | REFERENCE / TLM                     |
|-------|--------------------------|-------------------------------------|
| 1     | Revision                 | Last semester examination questions |
| 2     | Desert Rivers            | The Cockcrow Page 15                |
| 3     | Desert Rivers            | The Cockcrow Page 15                |
| 4     | The Dilemma of a Ghost   | The Cockcrow Page 98                |
| 5     | The Dilemma of a Ghost   | The Cockcrow Page 98                |
| 6     | The Dilemma of a Ghost   | The Cockcrow Page 99                |
| 7     | A Wreath Of Tears        | The Cockcrow Page 99                |
| 8     | A Wreath Of Tears        | The Cockcrow Page 99                |
| 9     | Sosu and the Bukari Boys | The Cockcrow Page 149               |
| 10    | Sosu and the Bukari Boys | The Cockcrow Page 149               |
| 11    | Home Sweet Home          | The Cockcrow Page 172               |
| 12    | Home Sweet Home          | The Cockcrow Page 172               |



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