

REPUBLIC OF RWANDA
 ACADEMIC YEAR: 2021/2022
 ENGLISH SCHEME OF WORK
 CLASS: SENIOR TWO

| DATE | UNIT TITLE | LESSON TITLE & EVALUATION | LEARNING OBJECTIVES + KEY UNIT COMPETENCES | TEACHING METHOD+ TECHNIQUES+EVALUATION PROCEDURES | RESOURCES+ REFERENCES | OBSERVATION |
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| 11-15/10 | UNIT 1: HEROES & CITIZENSHIP | Lesson 1: Speaking & Reading text about famous person | -To use language in the context of heroes and citizens like Martin Luther King, NDABAGA... -Identify the use of the past tense | -Reading in Groups -Group work to brainstorm -Jigsaw -Presentation of findings | -History & Citizenship book1 -Oxford Dictionary - Student book (MK English Grammar | |
| | | Lesson 2: Talking about Leadership | -Show willingness and express as desire to take up responsibilities | Reading in Groups -Group work to brainstorm -Jigsaw -Presentation of findings | History & Citizenship book1 -Oxford Dictionary - Student | |

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| | | | in the community -State the vocabularies of citizenship and Leadership | | book (MK English Grammar) | |
| | | Lesson3: Talking about citizenship | Recognize adult's responsibilities -Write about the responsibilities of adult & children | -Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | -Internet History & Citizenship book1 | |
| | | Lesson 4: Responsibilities of a Leader | -To recognize the responsibilities of a leader -Enjoy working in the community & encourage others to do the same | -Presentation of findings -Reading in Groups -Group work to brainstorm -Jigsaw | Internet History & Citizenship book1 | |
| 18-22/10 | | Lesson 5: Language structure | Past simple tense Modal verb Must | Group work to brainstorm Question and answer -Reading | Internet History & Citizenship book1 | |
| | | Lesson 6: Sound and | To use dictionaries & | -Reading -Question and answer method | -Internet -History & | |

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| | | Spelling | thesauruses to extend and develop vocabulary spelling and pronunciation | | Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| | | END UNIT ASSESSMENT | | | | |
| | UNIT 2: LEADERSHIP& DEMOCRACY N. PERIOD: 18 | Lesson 1: Reading a text describing the democratic and electoral process | -To use language learnt in the context of leadership and democracy -Express concern about what people are saying about politics in the community -It is their right to vote for their representatives | -Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 25-29/10 | | Lesson 2 Vocabulary | Democratic processes, Elections , political objectives | Presentation of findings Reading in Groups -Group work to brainstorm | Internet -History& Citizenship book1 | |

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| | | | | -Jigsaw | - Student book (MK English Grammar) -Oxford Dictionary | |
| | | Lesson 3: Describing political objectives | -Recognize how politician set up their objectives -Identify the vocabulary of democratic processes elections and political objectives | -Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| | | Lesson 4: Describing a role of a leader | -To identify the role of a leader -Link those key roles with those of their local leaders | Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 01-05/11 | | Lesson 5: Language | -Passive voice -present simple | Group work to brainstorm | | |

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| | | structure | tense -Using passive voice to talk about political objectives (Equal right, better...) | -Jigsaw -Question and Answer method | | |
| | | | | -Discussion -Question & Answer method | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| | | Lesson: 6 sounds and spelling End unit assessment | Extending and developing vocabulary | Using dictionaries and thesauruses | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 08-12/11 | UNIT 3: THEMEDIA | Lesson 1: Language use | -Use language learnt in the | Presentation of findings | Internet Student book | |

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| | | talking about newspapers and magazines | context of media -Enjoy reading newspapers and magazines | Reading in Groups -Group work to brainstorm -Jigsaw | (MK English Grammar) -Oxford Dictionary -Internet -jeuneAfrique magazines -Imvahonshya Student book (MK English Grammar) -Oxford Dictionary -Internet -jeuneAfrique magazines -Imvahonshya | |
| | | Lesson:2 Reading stories | -Recognize the use of adverbs of frequency through reading stories | Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 15-19/11 | | Lesson 3: talking about | -Enjoy listening to radio or | Presentation of findings | -Student book (MK | |

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| | | radio & TV. Programme | watching TV news in English -Describe habits to TV & radio | Reading in Groups -Group work to brainstorm -Jigsaw | English Grammar) -Internet -jeune Afrique magazines -Imvahonshya -Listening to radio -Watch TV | |
| | | Lesson 4: Role playing a TV/ Radio Broadcast Lesson 5 : language structure End unit assessment | -How role playing is organized -Enjoy reading plays Adverbs of frequency, present perfect tense, future tense with will | Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Student book (MK English Grammar) -Internet -jeune Afrique magazines -Imvahonshya -Listening to radio -Watch TV | |
| 22-26/11 | Unit 4: EDUCATION PERIODS: 18 | Lesson 1: Language use describing language aspirations | -Listen to/read texts about the education of family members -Identify the use of | -Presentation of findings Reading in Groups -Group work to brainstorm | -Student book (MK English Grammar) | |

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| | | | conditional sentences | -Jigsaw | | |
| | | Lesson 2: Educational system in Rwanda | -Listen to/read texts about the education of family members -Identify the use of conditional sentences | -Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| | | Lesson 3: Education of family members& friends | | Read a text about jobs and the qualifications they requires | Presentation of findings Reading in Groups -Group work | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary |
| 29/11-03/12 | | Lesson 4: Talking about qualifications | | -Think wisely and share the qualifications you might need after finishing school | -Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary |

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| | | Lesson 5: Education institutions | -Know vocabularies used by education institutes | Presentation of findings Reading in Groups -Group work | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary |
| | | Lesson6: Language structure | -To know the use of would like to, to+ infinitive -Develop the habit of researching new words read in text End unit assessment | Presentation of findings Reading in Groups -Group work to brainstorm -Jigsaw | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary |
| 06-10/12 | REVISION | | | | |
| 13-17/12 | EXAMS | | | | |
| 20-24/12 | MARKING AND MAKING REPORT FORMS | | | | |

SECOND TERM

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| 10-14/01 | UNIT 5: RWANDA & EAST AFRICA | LESSON 1: Talking about position of Rwanda | Know which countries that are neighbours of Rwanda | Presentation of findings Reading in Groups -Group work | Internet -History & Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 17-21/01 | | LESSON 2: Comparing Rwanda and its neighbours | -Identify the use of comparatives and connectors of contrast and similarities | Presentation of findings Reading in Groups -Group work to brainstorm | Internet -History & Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 24-28/01 | | Lesson3: Describing transports routes | -Present on Rwanda and its neighbours or about | Presentation of findings Reading in Groups -Group work | Internet -History & Citizenship book1 | |

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| | | | international Organizations or international trade | | - Student book (MK English Grammar) -Oxford Dictionary | |
| 31/01-04/02 | | Lesson 4: Describing international organisations | Present on Rwanda and its neighbours or about international Organizations or international | Presentation of findings Reading in Groups -Group work | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| | | Lesson 5 Describing local and international trade | Describe goods sold at a local and international market | Presentation of findings Reading in Groups -Group work | | |
| 07-11/02 | | Lesson 6 Language structure | Using comparatives and connectors of contrast and similarity Sound and spelling | | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford | |

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| | | Lesson 7 Sound and spelling End unit assessment | Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciations. | | Dictionary | |
| 14-18/02 | UNIT 6: The environment | Lesson 1: Talking about natural resources Lesson 2 Talking about the uses of resources | Protection of resources Importance of resources | Field trip | map | |
| | | Lesson 3 Talking about exploiting resources and pollution | In both speech and writing describe the exploitation of resources and the causes of pollution | | | |
| 21-25/02 | | Lesson 4 Talking about protecting resources Lesson 5 | In both speech and writing describe environmental protection. Use: | | Internet -History& Citizenship book1 - Student book (MK | |

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| | | Language structure | -Used for + ing -Avoid +ing -First condition -Determiners of Quantity -Modal verbs | | English Grammar) -Oxford Dictionary | |
| | | Lesson 6 Sounds spelling | Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciations. | | | |
| | | End unit assessment | | | | |
| 28/02 - 04/03 | UNIT 7: COMMUNITY SERVICES | Lesson 1 Describing transport facilities Lesson 2 Describing frequency of transport | In both speech and writing describe how many people use different forms of transport and how frequent it is. | Group discussion | Transport local facilities | |

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| 07-11/03 | | <p>Lesson 3 Talking about road transport problems and comparing forms of transport</p> <p>Lesson 4 Conducting a transport survey</p> | <p>In writing describe roads problems, their solutions and comparing forms of transport.</p> <p>Carry out a survey of local road use and write a report.</p> | | <p>Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary</p> | |
| 14-18/03 | | <p>Lesson 5 Describing local facilities</p> <p>Lesson 6 Language structure</p> | <p>Present a plan of local facilities</p> <p>-Modal verb (should) -Adverbs of frequency -Comparatives and superlatives -Determiners of quantity</p> | | <p>Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary</p> | |
| | End unit assessment | | | | | |
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| 25/03 | | | | | | |
| 28/03 -01/04 | MARKING AND MAKING REPORTS | | | | | |
| THIRD TERM | | | | | | |
| 18- 22/04 | UNITY 8: MEASUREMEN T | <p>Lesson 1 Language use weighing measurement of length , area , volume and capacity.</p> <p>Lesson 2 Measuring people height</p> <p>Lesson 3 Measuring height and width</p> | In both speech and writing measure height, weight length Width, volume , area and describe calculations. | Presentation | <p>Dictionaries Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary</p> | |
| 25- 29/04 | | <p>Lesson 4 Measuring size in shoes and clothes</p> | In both speech and writing measure height, weight length Width, volume , area and | | <p>Internet -History& Citizenship book1 - Student book (MK</p> | |

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| | | <p>Lesson 5 Measuring distances on a map</p> | <p>describe calculations.</p> <p>Listen to a text on measurements or on comparing distances in Rwanda</p> | | <p>English Grammar) -Oxford Dictionary</p> | |
| 02-06/05 | <p>End unit assessment</p> | <p>Lesson 6 Language structure</p> <p>Lesson 7 Sounds and spelling</p> | <p>-Comparatives .How high, long, wide, much etc.</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciations.</p> | | <p>Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary</p> | |
| 09-13/05 | <p>UNIT 9: HEALTH</p> | <p>Lesson 1 Describing illness</p> | <p>Show interest in acquiring and sharing information about infection and prevention Recognize the use of model verbs</p> | <p>Presentation</p> | <p>Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford</p> | |

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| | | | | | Dictionary | |
| | | Lesson 2 Describing symptoms | Find out the symptoms of a patient who suffer from malaria Identify the vocabularies of illness symptoms of HIV and Infection control | In groups discuss common disease | Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary | |
| 16-20/05 | | Lesson 3 Discussing HIV and Malaria Lesson 4 Describing treatment Lesson 5 Describing how to keep healthy | Show interest in acquiring and sharing information about infection and prevention In both speech and writing, talk about treatment of different illnesses. Write an advice brochure about healthy living. | Brainstorming how we get diseases | | |

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| 23-27/05 | | <p>Lesson 6 Talking about preventing infections</p> <p>Lesson 7 Language structure</p> | <p>Read and listen to text about illnesses, symptoms, diseases prevention or healthy living.</p> <p>-Modal verbs : Can ,should -By+ ing -First conditional</p> | | <p>Internet -History& Citizenship book1 - Student book (MK English Grammar) -Oxford Dictionary</p> | |
| | End unit assessment | <p>Lesson 8 Sounds and spelling</p> | <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciations.</p> | | | |
| 30/05-03-06 | UNIT 10: GENDER | <p>Lesson 1 Language use Describing famous women in Rwanda</p> | <p>Be sensitive and vocal about gender</p> | <p>Read a text about famous Rwandan women</p> | <p>Dictionary Internet</p> | |
| 06-10/06 | | <p>Lesson 2 Recounting the</p> | <p>In speech describe</p> | <p>Stories and paying attention to adverbial of time</p> | <p>Dictionary Internet</p> | |

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| | | life story of famous women | traditional gender roles in Rwanda | | | |
| | | Lesson 3 Recounting the life story of famous women | Confidently inform classmate about gender | Read a text about the life of a famous woman Michel Obama | Internet Dictionary | |
| 13-17/06 | | Lesson 4 Describing modern gender roles | Will be able to differ modern to tradition gender | Gender role | Internet Dictionary listening | |
| 20-24/06 | | Lesson 5 Giving opinions about gender role Lesson 6 Language structure | Will be able to recognize the use of past tenses and model verbs -Used to -Allowed to -Could, couldn't -Should , shouldn't -Past simple tense and adverbials of time | Read a text about the life of a famous woman Michel Obama | Internet Dictionary listening | |
| 27/06-01/07 | REVISION | | | | | |
| 04-08/07 | EXAMS | | | | | |

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| 11- 15/07 | MARKING AND REPORTING | | | | | |
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