## REPUBLIC OF CAMEROON MINISTRY OF SECONDARY EDUCATION

# REGIONAL DELEGATION FOR SECONDARY EDUCATION DIVISIONAL DELEGATION FOR SECONDARY EDUCATION DEPARTMENT OF ENGLISH

| SCHOOL:              |                                   |             |
|----------------------|-----------------------------------|-------------|
|                      | CDA / DI C ANNUAL COUEME OF MODIV |             |
|                      | CBA / RLS ANNUAL SCHEME OF WORK   |             |
|                      | ANNUAL PROGRESSION SHEET          |             |
|                      | 2019/2020 ACADEMIC YEAR           |             |
|                      | MASTERING ENGLISH                 |             |
|                      | BOOK 4                            |             |
|                      |                                   |             |
| No of periods a week |                                   |             |
| No of modules        | No of hours No of lessons         | Coefficient |
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Download all Mastering English Annual Schemes of work/Annual progression sheets for 2018/2019 school year at www.nmieducation.org

#### **MODULE 1: FAMILY AND SOCIAL LIFE**

| SEQ |                               |                                       | CONTEXTUAL FRAMEWORK   |                               | ESSENTIAL KNOW  | /LEDGE   | ATTITUDES  | ASSESSMENT/PROJECT   | RESOURCES  |  |
|-----|-------------------------------|---------------------------------------|--|-------------------------------|---|--|--|--|--|--|
|     | WEEKS<br><                    | CATEGO<br>RIES OF<br>ACTIONS          | ACTIONS  | SPEECH<br>WORK                | GRAMMAR   | VOCABULARY   |  |  |  |  |
| 1ST | 01<br>02/09<br>TO<br>06/09/19 | Speaking  Reading  I  Writing         | Talking about taking care of family members and friends showing love and the circumstances  Read text: dialogue Helping a family member or friend Introducing Directed Writing page 12                                 | Sound<br>- /Ə/<br>and<br>/iə/ | The simple present and simple past tenses                         | Match words to meaning in context  | Love<br>care<br>assistance<br>responsibility     | Practice Directed writing<br>helping a friend addicted to<br>drugs page 14   | Course book<br>Work book<br>Peers<br>Teacher's guide           |  |
|     | 02<br>09/09<br>TO<br>13/09/19 | Speaking  Reading  Writing            | Listen to a text and answer questions Talking about how we study the strategies or techniques Read text on effective study Write short paragraphs on your study techniques or strategies                               | /iə/ and<br>/iə/              | Modal verbs,<br>uses and tense<br>Necessity<br>Certainty          | Words related to<br>studying<br>effectively<br>Mnemonics<br>Mindset<br>Grapple | Research<br>hand work<br>endurance<br>discipline | Practice page 24   | Course book<br>Work book<br>Dictionary<br>peers                |  |
|     | 03<br>16/09<br>TO<br>20/09/19 | Speaking  Listening  Reading  Writing | A discussion on family life education/moral upbringing  Listen to text on family life education  Read text: skills to promote family life  Directed writing: informal letter   | <br> -<br> -                  | Transitive and intransitive verbs Monotransitive and ditransitive | Meaning of<br>words in context<br>page 32                                      | Respect<br>Love<br>Care<br>Forgiveness           | Project: writing<br>Informal<br>Letter<br>Composition<br>Page 33   | The family home<br>Course book<br>Teacher's guide<br>Work book |  |
|     | 04<br>23/09<br>TO<br>27/09/19 | Reading Writing                       | Read text on composition writing and the writing process Planning an essay and writing proper  |                               | Adverbs of place The topic and thesis sentence                    |  | Accuracy<br>orderliness in<br>writing            | Practice class work page 37  | Course book<br>Work book                                       |  |
|     | 05<br>30/09<br>TO<br>04/10/18 | Speaking Reading Writing              | Talking about juvenile delinquency: cause/consequences Read text on teenage crime Study the co-dependence tree Solutions to problems of juvenile delinquency. Have you been violent before? How did you quit violence? | Tongue<br>twister             | The present<br>perfect and<br>past perfect<br>tenses              | Matching words<br>related to moral,<br>verbal and<br>physical violence         | Prudence<br>Attention<br>Caution<br>Safety       | Assessment Write two Paragraphs of 150 words to suggest solutions to violence Use at least 6 verbs in the present perfect in your write up | Dictionary<br>course book<br>internet<br>work book             |  |
|     | 07/10<br>TO<br>11/10/18       |                                       | INTEGRATION ACTIVITIES   | AND FIRST                     | SEQUENCE EVALUA   | ATION  |  | Summative  |  |  |

#### **Module 2: The World of Business**

| SEQ |                               | CO                                 | NTEXTUAL FRAMEWORK   |                                     | ESSENTIA   | AL KNOWLEGE  | ATTITUDES   | ASSESSMENT/PROJECT  | RESOURCES   |
|-----|-------------------------------|------------------------------------|--|-------------------------------------|--|--|---|---|---|
|     | WEEKS                         | CATEGORIES                         | ACTIONS  | SPEECH                              | GRAMMAR  | VOCABULARY   |   |   |   |
|     |                               | OF ACTIONS                         |  | WORK                                |  |  |   |   |   |
| 2nd | 07<br>14/10<br>TO<br>18/10/19 | Speaking                           | Talking about work and study, the relationship between them Picture talk and effective study techniques  |                                     | Preposition of   | Dictionary use: meaning of<br>words in context<br>Synonym II                           | Research<br>Discipline                                  | Assessment written Introducing Narrative  | The course book<br>Work book                            |
|     |                               | Listening                          | Listen to text   |                                     | time   | Swot   | Assiduity   | Essays  | Teacher's guide   |
|     |                               | Reading<br>Writing                 | Read passage on effective study  Narrative Essays: definition and introduction   |                                     |  | Mug up<br>industry   | Hard work   | Project: write 450-500<br>words page 63   | dictionary  |
|     | 08<br>21/10<br>TO<br>25/10/19 | Speaking Reading Listening Writing | Talking about business, the market Read dialogue on a market scene Listen to a text on starting and running a business Write dialogue                                      | Sounds<br>/e/ and<br>/eƏ/<br>review | The sentence Declarative Interrogative Imperative Exclamative          | Words associated with business, trade or commerce                                      | Entrepreneurship<br>Industry<br>Courage<br>Taking risks | Write dialogue<br>between a bugger and<br>seller  | Course book<br>Work book<br>A market<br>Teacher's guide |
|     | 09<br>28/10<br>TO<br>01/11/19 | Reading Writing                    | Read text about e.commerce Read dialogue on ways to improve a business A telephone conversation  |                                     | Plural forms<br>Regular plural   | Words related to e.commerce  | Same as above industry                                  | Outhining the advantages and disadvantages of online shopping                             | Course book<br>Work book<br>shops<br>markets            |
|     | 10<br>04/11<br>TO<br>08/11/19 | Speaking Reading Writing           | Talking about the role of numbers time, figures in business Read text on tracking numbers, statistics to improve business and life/health Directed writing: a talk, layout |                                     | Sentences<br>structure<br>Simple, complex<br>and compound<br>sentences | Words related to numbers Amounts Stats Words related to numbers Amount Stats           | Accuracy<br>precision                                   | Yhe lay out of a talk   | The course book<br>Work book<br>Family<br>community     |
|     | 11<br>11/11<br>TO<br>15/11/19 | Speaking Reading Writing           | A discussion on farming health farming techniques Read texts on farming practices page 83 A talk, the writing process, writing   | le                                  | The continuous<br>tense<br>Prepositions of<br>place                    | Words related to farming<br>Pasturage<br>Ranching<br>Animal husbandry and<br>livestock | Love, passion for agriculture                           | Read a sample of a talk<br>and write/emulate<br>Practice: descriptive<br>essay<br>page 94 | The course book The work book internet                  |
|     | 12<br>18/11 TO<br>22/11       |                                    | descriptive essay  Integration   | n Activities                        | and 2 <sup>nd</sup> Sequence   | <br>Evaluation   |   | Summative   |   |

#### MODULE 3: ENVIRONMENTAL HEALTH AND WELL-BEING

| Į |                               | CON                   | TEXUAL FRAMEWORK  |                       |   |  | ATTITUDES ASSESSMENT/PF                |   | RESSOURCES                                       |
|---|-------------------------------|-----------------------|---|-----------------------|---|--|--|---|--|
|   | WEEKS                         | CATEGORIES OF ACTIONS | ACTIONS   | SPEECH<br>WORK        | GRAMMAR   | VOCABULARY   |  | OJECT   |  |
|   | 13<br>25/11<br>TO<br>29/11/19 | Speaking              | Talking about issues on the environment, relationship between environment and health                      |                       |   |  |  |   |  |
|   |                               | Reading               | Read text: my actors, my environment, my health   |                       | Compound nouns Compound words The present perfect | Collocations word stress and meaning Matching words related to | Awareness protection care preservation | Tips on selecting relevant materials project page 109 | Course book Work book Dictionary The environment |
|   |                               | Listening             | Listen to a radio report on the environment   |                       | continuous  | the environment  |  |   | Teacher's guide                                  |
|   |                               | Writing               | Directed writing tips   | 1                     |   |  |  |   |  |
|   | 14<br>02/12<br>TO<br>06/12/19 | Speaking              | A discussion about food,<br>Nutritive value and health  |                       |   | Homophones   |  |   | Dictionary                                       |
|   |                               | Reading               | Read text: You are what you Eat   | Sound /℧/<br>and /℧Ə/ | The past continuous tense                         | Homographs<br>Homonyms   | Food safety<br>prudence                | Project/research page 120                             | Course book<br>The work book<br>The home         |
|   |                               | Writing               | Write a list of dos and don'ts on eating habits   |                       |   | Differences between them                                       |  |   | The home   |
|   | 15<br>09/12<br>TO<br>13/12/19 | Speaking              | Discussion on sexually transmissible disease and health; in general, modes of transmission and prevention | tle                   | Question tags page 184                            | Euphemisms   | Awareness                              | Use the simple<br>future tense to<br>show how you     |  |
|   |                               | Listening             | Listen to text the goals of sexuality education   |                       | The simple future  Direct and reported            | Sex<br>Naked<br>Taboo words                                    | Prevention<br>Caution<br>Prudence      | intend to protect<br>yourself from<br>STI'S/SIDS in   | Course book<br>Work book                         |
|   |                               | Writing               | Write about STI's prevention and AIDS control in 150 words  |                       | speech (review)                                   |  |  | future. Project<br>P. 129                             |  |
|   | 16<br>16/12<br>TO 20/12/19    |                       |   | Integra               | ation and Remediation                             | on Activities  |  | _   | Course book Work book dictionary and others      |
|   | 21/12<br>TO<br>05/01/20       |                       |   |                       |   | FIRST TERM<br>MAS BREAK  |  |   | •  |

#### **MODULE 4: CITIZENSHIP**

| SEQ |                               | CO                                    | NTEXTUAL FRAMEWORK  |                            | ESSENTIAL KNOWLE                             | GE  | ATTITUDES   | ASSESSMENT/   | RESOURCES                              |
|-----|-------------------------------|---------------------------------------|---|----------------------------|--|---|---|---|--|
|     | WEEKS                         | CATEGORIES<br>OF ACTIONS              | ACTIONS   | SPEECH WORK                | GRAMMAR                                      | VOCABULARY                                |   | PROJECT   |  |
| 3rd | 17<br>06/01<br>TO<br>10/01/20 | Speaking  Listening  Writing  Reading | Talking about the benefits and challenges of living in a multicultural society Picture talk Listen to a text Cameroon's National Heritage The layout of articles  Poem: "Cameroon, my Heritage" | The sounds /æ/ and<br>/a℧/ | Punctuation the colon (:) the semi colon (;) | Word star and identifying parts of speech | Patriotism<br>love<br>acceptance<br>living together | Practice on the<br>layout of articles and<br>write: The<br>indomitable<br>lionesses, a national<br>heritage<br>Reading:<br>page 145 | Course book<br>Work book<br>dictionary |
|     | 18<br>13/01 <b>to 17</b>      | /01/20                                |   | INTEGRATION ACTIVI         | TIES AND 3 <sup>RD</sup> SEQUE               | NCE EVALUATION SUN                        | 1MATIVE   |   |  |

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| SEQ |                               | CONTEXTUAL FRAMEWORK     |   |                         | ESSENTIAL KNOWLE                | GE  | ATTITUDES  | ASSESSMENT/P  | RESOURCES  |  |
|-----|-------------------------------|--------------------------|---|-------------------------|---------------------------------|---|--|---|--|--|
|     | WEEKS                         | CATEGORIES<br>OF ACTIONS | ACTIONS   | SPEECH WORK             | GRAMMAR                         | VOCABULARY  |  | ROJECT  |  |  |
| 4th | 19<br>20/01<br>TO<br>24/01/20 | Speaking                 | Talking about traditional outfit as part of our cultural heritage and proper dressing |                         | Adjectives                      | Words loyalty   | Patriotism<br>Loyalty , roots<br>recognition<br>identity |   |  |  |
|     |                               | Reading                  | Read text on the Bamenda<br>man's outfit  |                         |                                 | outfit Regalia Insignia of royalty                                      |  | An article page<br>142 practice   | The course book<br>The work book<br>The community            |  |
|     |                               | Writing                  | Directed writing: "The<br>Bamenda dress"<br>page 138                                  |                         |                                 |   |  |   |  |  |
|     | 20<br>27/01<br>TO             | Speaking                 | A discussion on professions and professional ethics                                   |                         | Subject verbs<br>agreement      | Words related to professions and  | Integrity<br>Credibility<br>Honesty                      | Group work give a talk or write an article on the ethics of the teaching profession | The course book<br>The work book<br>The community<br>Parents |  |
|     | 31/01/20                      | Reading  Writing         | Read text on ethics  The ethics of the teaching profession                            |                         | compound<br>subjects            | ethics<br>Match words to<br>meaning page<br>158                         |  |   |  |  |
|     | 21<br>03/02<br>TO             | Speaking                 | Talking about associations and group ethnics  |                         | More on subject verb agreement  |   | Living together<br>Tolerance<br>Acceptance               | Group work<br>Project: writing<br>minutes<br>Page 160                               | The course book<br>The work book<br>The community<br>Parents |  |
|     | 07/02/20                      | Writing                  | Informal minutes  | 0+10                    | singular and<br>plural subjects | 001   |  |   |  |  |
|     | 22<br>10/02<br>TO<br>14/02/19 |                          | 1110  | Ger                     | •                               | l<br>k, narrative essay, mi<br>ve essay and Others<br>ration Activities |  |   |  |  |
|     | 23<br>17/02<br>TO<br>21/02/20 |                          |   | 4 <sup>TH</sup> SEQUENC | E EVALUATION                    |   |  | Summative   | Summative  |  |
|     | 24<br>24/02<br>TO<br>28/02/20 |                          | Correction o  | of the 4th Sequence     | e Evaluation and remediation    |   |  | Course book<br>Work book<br>peers   |  |  |

#### **Module 5: Media Communication Science and Technology**

|                               | СО                       | NTEXTUAL FRAMEWORK  |                             | ESSENTIAL KNOWLE                           | GE   | ATTITUDES                            | ASSESSMENT/PROJECT   | RESOURCES   |
|-------------------------------|--------------------------|---|-----------------------------|--|--|--------------------------------------|--|---|
| WEEKS                         | CATEGORIES<br>OF ACTIONS | ACTIONS   | SPEECH WORK                 | GRAMMAR                                    | VOCABULARY                                     | ]                                    |  |   |
| 25<br>02/03<br>TO<br>06/03/19 | Speaking                 | A discussion on road<br>safety measures and<br>road signs.<br>Picture talk                              |                             | Comparatives and                           | Words related to road safety                   | Awareness<br>Sensitization           |  |   |
| 00,03,13                      | Listening                | Listen to a passage on<br>Road safety   |                             | superlative<br>adjectives                  | Meaning of words in context                    | Safety<br>Prudence                   | Layout and writing of<br>formal minutes<br>Page 173                    | Course book<br>Internet<br>Community<br>Work book                 |
|                               | Writing                  | Formal Minutes  |                             |  |  |                                      |  |   |
| 26<br>09/03<br>TO<br>13/03/20 | Speaking                 | Talking about the role of the media in learning/studies Picture talk                                    |                             | Question tags II<br>negative<br>statements | Antonyms                                       | Research<br>Diversity<br>Credibility | Diversity role of media gadgets  | The internet<br>course book<br>work book<br>the home<br>community |
| , ,                           | Listening                | Listen to a text on the impact of cell phones   | The sounds<br>/ጋ:/ and /ጋI/ |  |  |                                      |  |   |
|                               | Reading                  | Read text on media gadgets  |                             | statements                                 |  | Reliability                          |  |   |
|                               | Writing                  | Directed writing Articles   |                             |  |  |                                      |  |   |
| 27<br>16/03<br>TO<br>20/03/20 | Speaking                 | A discussion on trades<br>and professions in the<br>domain of science and<br>technology<br>Picture talk | etle                        | The Gerund                                 | Words related technology science               | Adaptability<br>embracing            | Formative<br>Project   | The course book<br>Work book                                      |
|                               | Reading                  | Read a passage on means of carry money  |                             |  | and trades                                     | change and innovation                | Write an expository essay  | Write an expositor essay  |
|                               | Writing                  | Expository Essay  |                             |  |  |                                      |  |   |
| 28<br>23/03<br>TO<br>27/03/20 | Listening                | Listen to a passage on accessing global emerging technologies   |                             | Prepositional phrases                      | Words related to<br>computer technology<br>Ram |                                      | Write a dialogue on how technology enhances performance in professions | The teacher's guide<br>Course book<br>Work book                   |
| 27/03/20                      | Writing                  | Write a dialogue  |                             |  | Boot<br>Wan<br>Modem                           |                                      | in professions   | dictionary  |

| SEQ |                | СО          | NTEXTUAL FRAMEWORK                  |                 | ESSENTIAL KNOWLEGE ATTITUDES |                  |            | ASSESSMENT/PROJECT   | RESOURCES   |
|-----|----------------|-------------|-------------------------------------|-----------------|------------------------------|------------------|------------|----------------------|-------------|
|     | WEEKS          | CATEGORIES  | ACTIONS                             | SPEECH WORK     | GRAMMAR                      | VOCABULARY       |            |                      |             |
|     |                | OF ACTIONS  |                                     |                 |                              |                  |            |                      |             |
| 5th | 29             | Speaking    | Talking about new and               |                 |                              |                  |            |                      |             |
|     | 13/04          |             | major scientific                    |                 |                              |                  |            |                      |             |
|     | TO<br>17/04/20 |             | discoveries                         |                 | Subject verb                 |                  |            |                      |             |
|     | 17/04/20       | Reading     | Read text on recent                 |                 | agreement II e.g             | Words related to |            | Contrast old and new | Internet    |
|     |                |             | discoveries or                      |                 | The couple                   | medical science  | Research   | changes in medical   | Course book |
|     |                |             | innovations in medical              |                 | is/are                       | technology       | creativity | technology           | Work book   |
|     |                |             | science                             |                 | Bread and butter             |                  |            |                      |             |
|     |                | Writing     | Listing                             |                 | are/is                       |                  |            |                      |             |
|     |                |             |                                     |                 |                              |                  |            |                      |             |
|     |                |             |                                     |                 |                              |                  |            |                      |             |
|     | 30             |             |                                     |                 |                              |                  |            |                      |             |
|     | 20/04          | INTECDATION | ACTIVITIES AND 5 <sup>TH</sup> SEQU | ENCE EVALUATION |                              |                  |            |                      |             |
|     | TO             | INTEGRATION | ACTIVITIES AND 5 SEQU               | ENCE EVALUATION |                              |                  |            | Sumn                 | native      |
|     | 24/04/20       |             |                                     |                 |                              |                  |            |                      |             |

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| Q  |  | CON  | TEXTUAL FRAMEWORK                                     |                               | ESSENTIAL KNOWLE   | GE   | ATTITUDES                                | ASSESSMENT/PROJECT                                      | RESOURCES       |  |
|----|--|--|---|-------------------------------|--|--|--|---|-----------------|--|
| th | WEEKS                                    | CATEGORI<br>ES OF<br>ACTION                    | ACTIONS   | SPEECH WORK                   | GRAMMAR  | VOCABULARY                                 |  |   |                 |  |
|    | 27/04 cardiovascular disease TO 01/05/20 | Listen to a text on CVD cardiovascular disease |   | Review of the present perfect | Matcing words related to the medical                         | Research                                   | Project group work                       | Course book<br>Work book                                |                 |  |
|    |  | Writing  | Directed writing (report) Formate and writing process |                               | tense  | field lesion implant<br>biopsy             | prudence safety                          | Page 225  | internet        |  |
|    | 32<br>04/05                              | Reading Read passage on Ebola conditionals     |   |                               | Words related to   | Prudence<br>Safety                         | The role of unted<br>Nations agencies in | The course book   |                 |  |
|    | TO 08/05/20                              |  | epidemics   | Awareness<br>Sensitization    | disease prevention (<br>write an article)                    | Work book                                  |  |   |                 |  |
| _  | 33                                       | Reading  | Read text on appropriate study tips                   |                               | The conditional<br>type 3<br>Review the simple<br>past tense | Words related to the passage on study tips | Research<br>diligence                    | Role play: te course or picture A market scene page 244 | The course book |  |
|    | 11/05<br>TO<br>15/05/20                  | Writing  | Picture composition (practice)                        |                               |  |  |  |   |                 |  |
|    | 34<br>18/05                              | Speaking                                       |   |                               |  |  |  |   |                 |  |
|    | TO<br>22/05/20                           | Writing  | INTEGI  | RATION ACTIVITIES             | REVISION AND 6 <sup>TH</sup> SEQUENCE EVALUATION             |  |  | SUMMATIVE   |                 |  |
|    | 35<br>25/05                              | Speaking                                       | mc  | Otlo                          |  | UENCE EVALUATION AND                       |  |   |                 |  |
|    | TO<br>29/05/20                           | Writing  | 1116  | COF                           | RECTION OF 61" SEQ   | UENCÉ EVALUATION AND                       | REM                                      | EDIATION  |                 |  |
|    |  | Speaking                                       |   |                               |  | REMEDIATION and CLOS                       | ING                                      |   |                 |  |
|    |  | Writing  |   |                               |  | REIVIEDIATION and CLOS                     | ING                                      |   |                 |  |