

**St. Joseph's College**  
**S2 English Reading – Scheme of Work 2024-2025**

LESSONS	TEXTS TO BE COVERED	FOCUS	ASSIGNMENT	ASSESSMENT
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**First Term**

Teacher-taught Reading	1. <i>An Inspector Calls</i>	<ul style="list-style-type: none"> <li>- Plot</li> <li>- Themes</li> <li>- Elements of a play</li> </ul>	<ul style="list-style-type: none"> <li>- In-class spoken response</li> <li>- Worksheets addressing the target items               <ul style="list-style-type: none"> <li>• 2 for <i>Inspector</i></li> <li>• 2 for <i>Defence</i></li> </ul> </li> </ul>	<b>Half-Yearly Exam (40 marks)</b>
	2. <i>The Case for the Defence</i>	<ul style="list-style-type: none"> <li>- Plot</li> <li>- Themes</li> </ul>		
Self-taught Reading	<b>Prescribed readers</b> - <i>Ten Short Stories by Roald Dahl</i>	<ul style="list-style-type: none"> <li>- Reading interest &amp; habit</li> <li>- Reading as self-directed language learning</li> </ul>	2 <i>iRead</i> log entries (2 stories from the reader)	<b>2 marks</b>
	<b>Students' own summer book reports</b>	<ul style="list-style-type: none"> <li>- Ideas &amp; Organisation</li> <li>- Pronunciation &amp; Delivery</li> <li>- Vocabulary &amp; Language</li> </ul>	Book Presentation	<b>5 marks</b>
			Continuous Assessment	<b>3 marks</b>

**Second Term**

Teacher-taught Reading	1. <i>A Midsummer Night's Dream</i> (excerpt) 2. <i>A Tale of Two Cities</i>	<ul style="list-style-type: none"> <li>- Plot</li> <li>- Character analysis</li> <li>- Themes</li> </ul>	<ul style="list-style-type: none"> <li>- In-class spoken response</li> <li>- Worksheets addressing the target items               <ul style="list-style-type: none"> <li>• 3 for <i>Midsummer</i></li> <li>• 6 for <i>A Tale</i></li> </ul> </li> </ul>	<b>Final Exam (40 marks)</b>
Self-taught Reading	<b>Prescribed readers</b> - <i>A Thousand Beginnings and Endings by Ellen Oh</i>	<ul style="list-style-type: none"> <li>- Reading interest &amp; habit</li> <li>- Reading as self-directed language learning</li> </ul>	2 <i>iRead</i> log entries (2 stories from the reader)	<b>2 marks</b>
	<b>One of the prescribed readers</b>	<ul style="list-style-type: none"> <li>- Ideas &amp; Organisation</li> <li>- Pronunciation &amp; Delivery</li> <li>- Vocabulary &amp; Language</li> </ul>	Book Presentation	<b>5 marks</b>
			Continuous Assessment	<b>3 marks</b>

## Notes:

### 1. Lesson Arrangement

- Among the two lessons per week, one should be spent on teacher-taught reading, and the other on self-taught reading.
- During teacher-taught lessons, the teacher should guide students to understand the assigned books/texts through lectures, discussions, and supplementary materials. The texts used in teacher-taught lessons will be covered in the exam.
- During self-taught lessons, the teacher should arrange for students to read the assigned books (NOT the ones for teacher-taught lessons), quietly and at their own pace. One story will be selected from each assigned reader for in-class discussion. The texts used in self-taught lessons will NOT be covered in the exam.

### 2. Presentation Arrangement

- Students need to give a **two-minute oral book reports** in each term. The presentations account for 5 marks in the examinations.
  - First Term : Presentation on a book from the students' summer book reports
  - Second Term : Presentation on the books assigned for self-taught lessons in the First or Second Term
- Students should be asked to present during self-taught lessons. The teacher may decide on the detailed arrangement or routine for presentation.
- **Students may NOT use cue cards** during the presentation. PowerPoint slides are not allowed.
- Students should be informed of the assessment and schedule at the beginning of the term. Those who fail to present on the assigned dates without acceptable justification should be awarded 0 marks for that presentation.