

SEETA HIGH SCHOOL– SCHEME OF WORK

School: Seeta high school

Name of Teacher: All teachers of English Language

Class: S. 1

Subject: English

Term: two

WEEK	PRD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	METHODOLOGY	REFERENCES	Remarks
	1	• Review of the previous term						
1	2	At the market <ul style="list-style-type: none"> Definition of a market. Values and importance of markets to communities 	<i>The learner</i> listens to recordings, holds conversations, and writes about a visit made to the market and uses the language in advertisements.	Define a market and discuss the different values and importance of a market to their communities (k)	Pictures of markets and market items <ul style="list-style-type: none"> dictionary thesaurus family photographs/documentaries/illustrations of different markets 	<ul style="list-style-type: none"> ✓ Group work will be used to develop communication, cooperation, good listening skills, ✓ Discussion will help in critical thinking skills ✓ Think pair share to develop the art of listening to another one's opinion, critical thinking, (<i>formative assessment enhanced</i>) 	NCDC Learner's book Teachers guide Internet Baroque – English language and literature book 1 pages 55-56	
	3	A visit to a local market –		Visit a local market, listen to discussions between sellers and buyers, identify vocabulary used in the market and discuss their findings with the rest of the class	Video clips about a market Real local market Teacher's guide	Activities is focused on: Discovery Explanatory Analysis and application <ul style="list-style-type: none"> Assessment for learning Targeted questioning Discussions 	NCDC Learner's book pages 45 Baroque – English language and literature book 1 pages 57	

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2	1	Role play – buying and selling at a market	<i>The learner</i> listens to recordings, holds conversations, and writes about a visit made to the market and uses the language in advertisements.	Write a skit - Organize a role play and act in their groups	Video clips of different skits <ul style="list-style-type: none"> • dictionary • thesaurus 	<ul style="list-style-type: none"> • Assessment for learning • Assessment of learning • Assessment as learning • Targeted questioning • Group discussions • Role play 	NCDC Learner's book pages 45 Baroque – English language and literature book 1 pages 57	
	2	Comprehension passage- <i>Asio at the market</i> or <i>At the market</i>		Read, understand and answer the questions about what they have read.			NCDC Learner's book pages 46 Baroque – English language and literature book 1 pages 58	
	3	Comprehension passage- <i>Shopping</i>		Read, understand and answer the questions about what they have read.	Video clips Teachers' collection	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions 	NCDC Learner's book pages 47 Baroque – English language and literature book 1 pages 59	

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3	1	Organizing information <ul style="list-style-type: none"> • Making a shopping list • Quantities and items 	<i>The learner</i> listens to recordings, holds conversations, and writes about a visit made to the market and uses the language in advertisements.	Discuss in their groups and make shopping lists for the items identified Discus and agree among themselves what quantity and item should be preferred	<ul style="list-style-type: none"> • dictionary • thesaurus • Extracts of the passages • Video clips 	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions 	Baroque – English language and literature book 1 pages 59 English in use book one	
	2	Writing – personal experience at the market Informal letters		Use informal language to talk about personal experiences at the market. Write an informal letter following the correct format			NCDC Learner’s book pages 47 Baroque – English language and literature book 1 pages 61 English in use book one	
	3	Vocabulary building- Diction used at the market		Develop, define and explain the meanings of the identified vocabulary used at the market.			NCDC Learner’s book pages 50 Baroque – English language and literature book 1 pages 62 English in use book one	

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4	1	Grammar – forming plural nouns Regular and irregular nouns	<i>The learner</i> listens to recordings, holds conversations, and writes about a visit made to the market and uses the language in advertisements.	Discuss the regular and irregular nouns- form their plurals and write sentences using the two	Video clips Teachers’ collection • dictionary • thesaurus	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Triangulation Group discussions 	Baroque – English language and literature book 1 pages 63 English in use book one	
	2	Punctuation marks – question mark, comma, colon and semi-colon etc		Do research and correctly use the identified punctuation marks	<ul style="list-style-type: none"> dictionary thesaurus 	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Baroque – English language and literature book 1 pages 64-65 English in use book one	
	3	Writing – Advertisements and promotional materials		Write adverts following the right format, content and language.			Learner’s book pages 52	

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5	1	Using persuasive language-writing a persuasive speech	<i>The learner</i> finds information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for a variety of purposes.	Understand persuasive techniques related to selling a product or service Listen to persuasive speeches, identify what makes it persuasive and write a persuasive speech	<ul style="list-style-type: none"> • dictionary • thesaurus • copies a newsletter, newspaper, atlas, encyclopaedia and others sources of information. 	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions 	NCDC Learner's book pages 52 Baroque – English language and literature book 1 pages 67	
	2	Writing - Expressing personal opinions		Express personal opinions			English in use book one – page Baroque – English language and literature book 1 pages 67-68	
	3	Writing-writing a book report		Promote a book they have read by writing a book report/review	Selected novels or plays Teachers' collection Extracts of passages	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions 	Baroque – English language and literature book 1 pages 68-69	

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6	1	Activity of integration – writing a persuasive letter to the area member of parliament	<i>The learner</i> finds discuss the types of work found in different areas and settings and different work experiences as well as engage in a debate on a motion related to child labour	Correctly interpret and do the given activity of integration	<ul style="list-style-type: none"> • Sample letters • Catalogues • Newspapers • internet • Extracts of passages 	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions 	NCDC Learner's book pages 55 Baroque – English language and literature book 1 pages 70	
	2	CHILDREN AT WORK Types of work carried out by children in the community, children's rights		Discuss and Identify the kinds of work carried out by children in the community			English in use book one – page NCDC Learner's book pages 56 Baroque – English language and literature book 1 pages 76-77	
	3	CHILDREN AT WORK Vocabulary related to work and work place		Apply the vocabulary related to work and work place.	Video clips Teachers' collection	<ul style="list-style-type: none"> • Assessment for learning • Targeted questioning • Group discussions • Targeted questioning 	English in use book one – page Baroque – English language and literature book 1 pages 77	

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7	1	CHILDREN AT WORK <i>Comprehension – a girl's escape</i> <i>The importance of work</i>	<i>The learner</i> The learner finds discuss the types of work found in different areas and settings and different work experiences as well as engage in a debate on a motion related to child labour	Know the comparative form, how it is used to compare two things, while the superlative used to compare more than two things.	Photos from internet Short video clips Extracts of short passages	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	English in use book one – page NCDC Learner's book pages 60 Baroque – English language and literature book 1 pages 79	
	2	Comprehension "Child labour"		Comprehend extracts about work which children do in different places			NCDC Learner's book pages 62 Baroque – English language and literature book 1 pages 81	
	3	CHILDREN AT WORK Expressing opinions - Debate (children's work versus children's works)		Debate a topic arising from their readings	Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions Role play Triangulation 	NCDC Learner's book pages 62 Baroque – English language and literature book 1 pages 82	

WEEK	PRD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	METHODOLOGY	REFERENCES	Remarks
8	1	CHILDREN AT WORK Comprehension – summary writing	<i>The learner The learner</i> finds discuss the types of work found in different areas and settings and different work experiences as well as engage in a debate on a motion related to child labour	Comprehend extracts, stories about work and answer questions about them	Photos from internet Short video clips Extracts of short passages	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	NCDC Learner's book pages 62 Baroque – English language and literature book 1 pages 82	
	2	CHILDREN AT WORK Grammar- interrogative s- (WH) question words		Use the WH question words to question the views of others in debate			English in use book one – page NCDC Learner's book pages 63 Baroque – English language and literature book 1 pages 84	
	3	CHILDREN AT WORK Grammar- Adverbs of time-		Use adverbs of time correctly	<ul style="list-style-type: none"> dictionary thesaurus texts in form of poems/plays/prose 	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	NCDC Learner's book pages 64 Baroque – English language and literature book 1 pages 84-86	

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9	1	CHILDREN AT WORK Activity of integration – either from NCDC learner's book or from Baroque.	<i>The learner</i> Carries out research and talks about the environment and pollution, and suggests ways of reducing pollution	Read, comprehend and answer questions about the passage. Identify the sounds mentioned in selected words	dictionary • thesaurus • texts in form of poems/plays/prose	• Assessment for learning • Targeted questioning • Group discussions	NCDC Learner's book pages 64 Baroque – English language and literature book 1 pages 86-87	
	2	Chapter six ENVIRONMENT AND POLLUTION Introduction to – definition, pollution Appreciating different environment		Understand different environments, distinguish types of pollution	Video clips of pollution, Pictures of different environments		English in use book one – page NCDC Learner's book pages 70-71 Baroque – English language and literature book 1 pages 92-93	
	3	Recognizing types of pollution		Discuss and comprehend types of pollution	Video clips Teachers' collection	• Assessment for learning • Targeted questioning • Group discussions		

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10	1	Compression passage – pollution in Uganda or dangers of pollution	<i>The learner</i> Carries out research and talks about the environment and pollution, and suggests ways of reducing pollution	Comprehend recorded passages, articles, extracts about the topic	dictionary • thesaurus • Passage extracts	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	English in use book one – page NCDC Learner's book pages 71 Baroque – English language and literature book 1 pages 94-95	
	2	Writing – carrying out research- summarizing the causes and effects of pollution		Read, comprehend and correctly answer questions about the passage.				
	3	Grammar- using adjectives and adverbs to describe pollution		Use adjectives and adverbs to describe the causes and effects of pollution	Video clips Teachers' collection dictionary • thesaurus • extracts of passages	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	English in use book one – page Baroque – English language and literature book 1 pages 97	

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11	1	Food Grammar – adjectives	<i>The learner</i> Carries out research and talks about the environment and pollution, and suggests ways of reducing pollution	Use the identified adjectives in sentences correctly	dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 41	
	2	Combined writing and grammar - Words of preference-like, dislike, prefer, etc		Write sentences using verbs of preference like; 'hate', 'can't stand', and 'prefer'.			Baroque – English language and literature book 1 pages 97	
	3	Creative writing Writing personal opinions - causes and effects of pollution		Express opinions clearly on public issues	dictionary • thesaurus Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Baroque – English language and literature book 1 pages 99	

WEEK	PRD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	METHODOLOGY	REFERENCES	Remarks
12	1	Debate- preventing pollution Vocabulary related to pollution	The learner Carries out research and talks about the environment and pollution, and suggests ways of reducing pollution	Express opinions clearly on public issues in a debate Use the vocabulary related to pollution	dictionary • thesaurus Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Baroque – English language and literature book 1 pages 100 and page 102	
	2	Grammar- modal verbs		Correctly use modal verbs in relation to pollution			English in use book one – page 78 Baroque – English language and literature book 1 pages 101	
	3	ACTIVITY OF INTEGRATION Writing a poster or write a letter to a friend		Respond to the activity task as per the covered topic	Pictures of pollution, Video clips	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	English in use book one – page 82 Baroque – English language and literature book 1 pages 104	

MUKONO CAMPUS AND A'LEVEL CAMPUS DID NOT DO THE THEME OF FOOD. THEY CAN USE THE FOLLOWING SCHEME

WEEK	PRD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	METHODOLOGY	REFERENCES	Remarks
	1	Food Comprehension Our School Sports Day	<i>The learner</i> finds information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for a variety of purposes.	Read, comprehend and answer questions about the passage. Identify the sounds mentioned in selected words	dictionary • thesaurus • copies of recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 36	
	2	Food Differences between cash and food crops Consonant sounds /k/, /g/		Identify and describe the differences between cash and food crops Identify and correctly pronounce the identified consonant sounds			English in use book one – page Learner's book pages 36	We should change this lesson to another activity of recipe making
	3	Making a recipe Consonant sounds /s/, /ʃ/		Write a list of some of the dishes or products which can be made with the foods they know	Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 37	

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	1	Grammar – words of quantity The use of much and many	<i>The learner</i> finds information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for a variety of purposes.	Use the identified quantity words in sentences correctly	dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 38	
	2	Comprehension The digestion system		Read, comprehend and correctly answer questions about the passage.			English in use book one – page Learner's book pages 41	
	3	Grammar- prepositions of time The use of 'since' and 'for'		Use the identified prepositions of time in sentences correctly	Video clips Teachers' collection dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages	

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	1	Food Grammar – adjectives	<i>The learner</i> finds information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for a variety of purposes.	Use the identified adjectives in sentences correctly	dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 41	
	2	Combined writing and grammar - Words of preference-like, dislike, prefer, etc		Write sentences using verbs of preference like; 'hate', 'can't stand', and 'prefer'.			English in use book one – page Learner's book pages 43	
	3	Creative writing Writing and acting out a dialogue		Read, comprehend and correctly answer oral questions about the dialogue. Write their own dialogue about the same theme	dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 44	

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	1	Grammar - Correlative conjunctions The use of 'neither... nor'	<i>The learner</i> finds information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for a variety of purposes.	Use the identified adjectives in sentences correctly	dictionary • thesaurus • copies of a recipes, pictures of eating places • texts in form of poems/plays/prose	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 44	
	2	Oral literature Poem - Food!		Read, comprehend and correctly answer questions about the poem.			English in use book one – page Learner's book pages 45	
	3	ACTIVITY OF INTEGRATION		Write a letter inviting a best friend, using adjectives and verbs of preference to describe what they plan to do so as to make it a memorable function	Video clips Teachers' collection	<ul style="list-style-type: none"> Assessment for learning Targeted questioning Group discussions 	Learner's book pages 46	