



JOY DOMINION ACADEMY, MUSITA-MAYUGE DISTRICT

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TEACHER'S SCHEME OF WORK 2023

Teacher: Mr. Oturu Mike Vien **Subject:** English Language **Term:** One **Class:** S.1 **Year:** 2023 **No. Of Students**

WEEK	PERIOD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	LEARNING ACTIVITIES	METHODS	TEACHING/ LEARNING AIDS	REFERENCE	REMARKS
1	1/3	PERSONAL • Personal life and family	The learner narrates experiences, reads and responds to stories about personal and family life.	By the end of the lesson, the learner should be able to communicate opinions and information about family life.	Learners will, in pairs: • Talk about themselves and family using the present simple tense. • Discuss the responsibilities of the different members of their families using the present simple tense.	• Group work • Pair work • Plenary	Family Photos	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL • Personal life and family	The learner narrates experiences, reads and responds to stories about personal and family life.	By the end of the lesson, the learner should be able to communicate opinions and information about family life	Learners will, in their respective groups: • Discuss how family members work together to resolve conflicts in their families. They should do so using the PRESENT SIMPLE TENSE	• Group work • Plenary • Discussion	Pictorials (Family Conflicts)	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL • Personal life and family	The learner narrates experiences, reads and responds to stories about personal and family life.	The learner should be able to construct, illustrate and interpret pictorial representations of families (Family Tree)	Learners will, individually; • Research their family tree going back to their great grandparents by talking to members their families & using online resources. • They then construct and complete a family tree using a template OR smart art in a word processor.	• Group work • Plenary • Discussion	• Computers (internet) • Sample family trees	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

2	1/3	PERSONAL <ul style="list-style-type: none"> Personal life and family 	The learner narrates experiences, reads and responds to stories about personal and family life.	<ul style="list-style-type: none"> The learner should be able to competently use the correct form of the verb “to be” in the present tense. Use all forms of personal pronouns in conversations and writings. 	<ul style="list-style-type: none"> Learners will describe family members using correct pronouns and abstract nouns. They will also construct sentences using the verb “to be” in the present simple tense. 	<ul style="list-style-type: none"> Group work Plenary Discussion 	The tense chart. Personal pronouns chart.	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL <ul style="list-style-type: none"> Personal life and family 	The learner narrates experiences, reads and responds to stories about personal and family life.	By the end of the lesson, the learner should be able to use all the identified vocabulary in sentences of their own (oral and written) (EXCERPT FROM “DAKAR CHILDHOOD”).	Learners will, individually: <ul style="list-style-type: none"> Silently read the excerpt provided while identifying difficult words. In groups: construct both oral and written sentences using the words identified. 	<ul style="list-style-type: none"> Silent reading Group work Plenary 	Excerpts of the story	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL <ul style="list-style-type: none"> Personal life and family 	The learner narrates experiences, reads and responds to stories about personal and family life.	Learners should write brief notes about what they have read from the story provided. They should include: <ul style="list-style-type: none"> Who the author is What their home looked like And what they liked about their home. 	Learners will, individually: <ul style="list-style-type: none"> Silently read the excerpt provided while identifying the aspects to be included in the summary. Write a coherent product using appropriate language structures and descriptions of the aforementioned points. 	<ul style="list-style-type: none"> Silent reading Group work Plenary 	Excerpts of the story	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PERSONAL <ul style="list-style-type: none"> Personal life and family 	The learner narrates experiences, reads and responds to stories about personal and family life.	<ul style="list-style-type: none"> Learners should read the story provided then discuss the 	Learners will, individually: <ul style="list-style-type: none"> Silently read the story provided while identifying answers to 	<ul style="list-style-type: none"> Silent reading Group work 	Excerpts of the story	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK	

3				<p>questions with a partner (pairs).</p> <ul style="list-style-type: none"> They will then share their answers in a group. 	<p>the questions.</p> <ul style="list-style-type: none"> Compose a story similar to the one they have read about, then present it in written for the teacher to assess. 	<ul style="list-style-type: none"> Plenary 		NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	The learner should be able to identify the different sources of information	<p>The teacher will ask learners to brainstorm the different sources of information:</p> <ul style="list-style-type: none"> Different types of books Broad cast media Recorded media The internet. <p>Read an excerpt provided about the different sources of information and discuss the questions provided in groups.</p>	<ul style="list-style-type: none"> Silent reading Group work Discussion 	Excerpts of the article	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	The learner should be able to find the different sources of information in a library.	<p>The teacher will visit the school library together with the learners and:</p> <ul style="list-style-type: none"> Explain how books are arranged in the library Locate the different sources of information Later ask learners to create the rules of using a library in groups. 	<ul style="list-style-type: none"> Silent reading Group work Discussion Illustration 	The Library materials	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	<p>The learner should be able to write a one-paragraph summary about:</p> <ul style="list-style-type: none"> What a library is. And what they expect to find in it. 	Learners will read the extract provided while making notes on what to be included in the summary that they will write later.	<ul style="list-style-type: none"> Silent reading Group work Discussion 	Extracts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets	<p>The learner should be able to:</p> <ul style="list-style-type: none"> Answer the 	Learners will read the extract provided while making notes to be included	<ul style="list-style-type: none"> Silent reading Group work Discussion 	Extracts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK	

			oral and recorded materials and reads including use of information from different sources for variety of purposes.	<p>questions provided after the passage.</p> <ul style="list-style-type: none"> Use the new words learnt from the passage in written and spoken sentences of their own. 	in the answers for the questions provided after the passage. They will discuss the answers and share with the whole class in the plenary.			NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	The learner should be able to make comparisons using the COMPARATIVE and the SUPERLATIVE forms of adjectives.	Teacher will conduct a lesson on adjectives and explain how to use them in making comparisons. Learners will later do a written exercise on their own. They will exchange their books and discuss the answers to the questions.	<ul style="list-style-type: none"> Explanation Illustration Discussion Pair work 	The comparative /superlative formation chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
4	1/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	The learner should be able to provide answers to the passage they have read on the subjects: <i>"The use of the media to find information"</i>	<p>Learners will read the extract provided while making notes to be included in the answers for the questions provided after the passage. They will discuss the answers and share with the whole class in the plenary.</p> <ul style="list-style-type: none"> Discuss the different types of private and public media and consequences that accrue when mishandled. Create rules for responsible use of various sources of information. 	<ul style="list-style-type: none"> Silent reading Discussion Illustration 	The excerpts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Finding Information 	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from	The learner should be able to: <ul style="list-style-type: none"> conduct a survey use a variety of question forms 	<p>Learners will take a research on how to conduct a survey:</p> <ul style="list-style-type: none"> Types of questions to use <p>A few learners will be selected to conduct a survey on a selected topic.</p>	<ul style="list-style-type: none"> Research 	Sample survey forms	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

5	3/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none">Finding Information	The learner finds the information they need, carries out surveys, interprets oral and recorded materials and reads including use of information from different sources for variety of purposes.	The learner should be able to: <ul style="list-style-type: none">Pronounce sounds of combined vowels.Pronounce hard and soft sounds.Pronounce diphthongs.	The teacher will read the sounds and the words which use that sound to the learners first, so that they can get the correct pronunciation. He will then ask learners to pronounce them correctly in pairs, using the dictionary as a guide. <ul style="list-style-type: none">Learners will write three sentences using words which have the sounds studied and read them in front of the class.	<ul style="list-style-type: none">Loud readingRecitationPair workDiscussion	The pronunciation chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PERSONAL/ PUBLIC <ul style="list-style-type: none">Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to identify the food that is grown in the different areas of Uganda and why certain regions grow particular food.	Learners will list at least: <ul style="list-style-type: none">Five different types of food produced in the place or region that they come from.Discuss with other learners food grown in different areas of Uganda and why they think certain regions grow a particular food.	Discussion Group work	The food production map. (Uganda)	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL/ PUBLIC <ul style="list-style-type: none">Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to: <ul style="list-style-type: none">Interpret recipes/article s/passages about food and nutrition.Sequence actions/eventsGive clear instructions	Learners will: <ul style="list-style-type: none">Research on how food is grown and prepared in Uganda.Find interesting recipes and create a flow chart showing the usual process of food preparation	Discussion Reading Group work	Sample recipes	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL/ PUBLIC	The learner discusses the types of food grown in different	The learner should be able to use Many and	Learners will: <ul style="list-style-type: none">Write a simple recipe for a favorite dish using	Explanation Illustration	Sample recipes	ENG. LANGUAGE & LIT. IN ENG	

		<ul style="list-style-type: none"> Food 	parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	Much correctly with countable and uncountable nouns.	simple commands and countable and uncountable nouns and ensure that it is easy to follow and includes all the required info about weights, measures and timings.	Reading Group work.		TEXT BOOK NCDC 2020	
6	1/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to pronounce short and long vowel sounds.	Learners will look at the use of /b/, /p/, /d/, /t/, /k/, /g/ sounds; /s/, /ʃ/ <ul style="list-style-type: none"> They will say a pair of sounds with a partner and notice the differences in pronunciation. 	Explanation Illustration Pair work	The pronunciation chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to summarize the digestion process in a tabular form by marching information from table A to that of B.	Learners will: <ul style="list-style-type: none"> Talk about what they learnt about the digestive system in their primary schools and discuss with their partners the different parts of the digestive system and what happens to the food we eat, at each stage. They will then summarize the information in a tabular form. 	Discussion Silent reading	The digestive system chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to use FOR and SINCE correctly in spoken and written sentences of their own.	The teacher will take the learners through information on how the two prepositions can be used. <ul style="list-style-type: none"> Later, learners will be given sentences to complete using the said prepositions. 	Explanation Writing		ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

7	1/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to: • Use adjectives to describe taste. • Use verbs of preference.	Learners will: • Write sentences/fill gaps in sentences to describe the taste of food using appropriate adjectives. • Construct sentences using verbs of preference.	Discussion Explanation	• The adjective /verb charts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to appreciate table manners and etiquette	Learners will: • Participate in role play scenario where a host invites others to eat, offers food and asks guests about their likes and dislikes using verbs of preference. • Discuss what was wrong or right with the table manners.	Role play Discussion	Sample skit	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to coordinate sentences using the coordinating conjunctions studied.	After the discussion, learners will be asked to join the sentences given using the coordinating conjunctions studied.	Discussion Writing	The conjunction chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
8	1/3	PERSONAL/ PUBLIC Food	The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes and appreciates mealtime etiquette.	The learner should be able to state the different parts of a poem and the general structure of a poem.	Learners will study the poem given and identify the parts as the teacher explains. They will then discuss and provide answers to the questions given after the poem.	Discussion Writing	Sample poems	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

9	2/3	ASSESSMENT							
	3/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to identify the value of markets to communities.	<ul style="list-style-type: none"> Learners will list 10 items which come from the market indicating which stalls they prefer and why. They will describe the scene at the market, using adjectives to describe smell, people, sights and facts. Discuss the benefits of markets to their communities and how it can be improved. 	Discussion	Pictures Sample poems	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to: <ul style="list-style-type: none"> Take part in conversations/ role plays about visits to the market. Extract information from conversations 	Learners will: <ul style="list-style-type: none"> Write questions that might be asked at the market before purchasing a variety of items. Use vocabulary related to market scenarios Role play buying and selling at the market using local dialect expressions. 	Role play	Audio records of conversations at the market	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to: <ul style="list-style-type: none"> comprehend stories/ extracts about the topic Organize information 	Learners will: <ul style="list-style-type: none"> Read stories about visits to the markets and notice the similarities or differences between the markets. Create a table of similarities and differences between the two markets. 	Silent reading Loud reading Pair work	Excerpts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to: <ul style="list-style-type: none"> Talk and write about his or her personal experiences. Use vocabulary and tenses 	Learners will: <ul style="list-style-type: none"> Talk about a particular visit to the market, including at least five things that attracted their attention during the visit, using correct plural forms. 	Discussion Writing Reading	Sample informal letters.	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

				related to market scenarios <ul style="list-style-type: none"> Form plurals of nouns. Use punctuation marks appropriately. 	<ul style="list-style-type: none"> Write a letter to a friend about a market visit using the correct vocabulary, punctuation and grammar; and descriptive and emotive language that would make the experience sound interesting. 				
10	1/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to: <ul style="list-style-type: none"> Appreciate advertisements and promotional materials. Use language to persuade. Express personal opinions. 	Learners will: <ul style="list-style-type: none"> Look for advertisements for products or services that are sold at the market, identify the persuasive language used in these adverts and how it is supported by visual elements. In pairs, design their own adverts using persuasive language. Evaluate the other advertisements of other learners against agreed criteria and give their opinions. 	Discussion Pair work	Sample adverts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ PERSONAL <ul style="list-style-type: none"> At the Market 	The learner listens to recordings, holds conversations and writes about a visit made to the market, and uses the language in advertisements.	The learner should be able to: <ul style="list-style-type: none"> Enumerate the advantages and disadvantages of using radio and television adverts. Design a television or radio advertisement and perform it in class. 	The learners will, in groups: <ul style="list-style-type: none"> Design radio or television adverts. Perform the creations in class. 	Discussion Group work	Sample TV and radio adverts.	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ PERSONAL At the Market	The learner listens to recordings, holds conversations and writes about a visit made to the market,	The learner should be able to correctly form the plurals of nouns.	Teacher will make a presentation on nouns and after explaining the rules, he will ask learners to provide the plural forms of	Explanation Illustration	The Plural chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK	

			and uses the language in advertisements.		the nouns given.			NCDC 2020	
11	1/3	ASSESSMENT							
	2/3	PERSONAL/ PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Children at work 	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learner should be able to: <ul style="list-style-type: none"> Identify the kinds of work carried out by children in their community. Compare and contrast work in different settings. 	Learners will: <ul style="list-style-type: none"> Discuss with other learners the types of work they do at home, in school and in the community. 	Discussion Group work	Pictures of different activities	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PERSONAL/ PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Children at work 	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learner should be able to: <ul style="list-style-type: none"> Use vocabulary related to work at the work places 	The learners will Listen and talk about the different types of work done at home, communities, schools and compare them using vocabulary related to these places.	Discussion Group work	Pictures of different activities	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
12	1/3	PERSONAL/ PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Children at work 	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learner should be able to: <ul style="list-style-type: none"> Express opinions in discussions. 	Interact with other learners to give their personal views about child labor. They will write down the dangers of child labor in their exercise books.	Group discussions	Pictures of different forms of child labor	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL/ PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Children at work 	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learner should be able to comprehend extracts, magazine articles about work which children do in different places.	The learners will read the extract titled “A Girl’s Escape” and: <ul style="list-style-type: none"> Answer the questions provided after it. Look up the meaning of the unfamiliar words from a dictionary. 	Silent reading Group work	Pictures of a girl escaping	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

	3/3	PERSONAL/ PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> • Children at work 	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learner should be able to write a summary of the different forms of child labour in the excerpt read.	The learners will read the extract titled “ CHILD LABOUR ” and write a short summary on the different forms of child labor enumerated in the piece.	Discussion Group work	Pictures of different forms of child labor	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
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TEACHER'S SCHEME OF WORK 2023

Teacher: Mr. Oturu Mike Vien **Subject:** English Language **Term:** Two **Class:** S.1 **Year:** 2023 **No. Of Students**

WEEK	PERIOD	THEME/TOPIC	COMPETENCY	LEARNING OUTCOMES	LEARNING ACTIVITIES	METHODS	TEACHING/ LEARNING AIDS	REFERENCE	REMARKS
1	1/3	PERSONAL/ PUBLIC/ EDUCATIONAL • Children at work	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learners should be able to: • Debate a topic arising from their reading. • Use interrogatives to question the views of others in a debate. (wh - questions)	Learners will give their opinions during a debate organized in class on the motion: <i>"It is better for children not to work so that they can concentrate on growing up and preparing for adult life."</i>	Discussion Debate/ plenary		ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PERSONAL/ PUBLIC/ EDUCATIONAL • Children at work	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learners should be able to competently use adverbs of time to describe routines.	The learners will answer questions based on a table showing the hours that family members spend on different kinds of work. • Use the information for constructing sentences using adverbs. • Write sentences explaining how often members of their families do certain activities using adverbs.	Discussion	The adverb chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
		PERSONAL/	The learner discusses						

	3/3	PUBLIC/ EDUCATIONAL • Children at work	the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	The learners should be able to write a letter to a friend, detailing what they love doing and the reasons for their choice.	The learners will be reminded of the structure of an informal letter. They will then write letters that will be presented for evaluation.	<ul style="list-style-type: none"> • Explanation • Discussion 	Informal letter chart Sample informal letters	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
2	1/3	PERSONAL/ PUBLIC/ EDUCATIONAL • Children at work	The learner discusses the types of work found in different areas and settings and different work experiences and engages in a debate on the motion related to child labor.	Learners should be able to enumerate the differences between poems and stories. <ul style="list-style-type: none"> • Compare different poems, showing the similarities and differences 	The learners will study the poems given, compare them to some shorts excerpts and show how different they are. <ul style="list-style-type: none"> • They should also show the differences and the similarities between the two poems presented for study. 	Discussion Group work	Poems	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	ASSESSMENT							
	3/3	PUBLIC • Environment and Pollution	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	Learners should be able to appreciate different environments.	Learners will first give a definition of what an environment is. <ul style="list-style-type: none"> • Learners will write down the types of environments, and the causes of environmental pollution. 	Discussion Reading	The extracts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
3	1/3	PUBLIC • Environment and Pollution	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learner should be able to recognize the types of pollution.	<ul style="list-style-type: none"> • Learners will, in groups, talk about the different types of pollution that affect the environment. • They will also conduct research to find other types of pollution not already mentioned and produce a comprehensive class list. 	Discussion Group work	Pictures on different types of pollution	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC • Environment and Pollution	The learner carries out research and talks about the environment and pollution, and suggests ways of	The learner should be able to comprehend recorded articles/short talks on the	View or listen to recorded talks on environmental pollution. Learners, upon listening to the message, will write a	Discussion Group work	Voice scripts Video clips	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

			reducing pollution.	topic.	summary of the main message in one of the talks.				
	3/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learner should be able to carry out research on the environment and pollution.	In groups, learners will find extracts, articles, stories about the environment and pollution in order to explain the causes and the effects of pollution, whether possible; gather opinion from classmates and the community.	Discussion Group work	Articles and publication	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
4	1/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learner should be able to use adjectives and adverbs to describe the causes and effects of pollution.	Each learner will choose one type of pollution and write an essay, with graphics, on its causes and effects, using a word processor. <ul style="list-style-type: none"> They should vividly describe the chosen type of pollution using adjectives and adverbs to highlight its dangers to the environment. The essay should include their own opinion and those of others recorded during their research. 	Discussion Group work	Articles and publication	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learners should be able to Express their opinions clearly on public issues. <ul style="list-style-type: none"> Suggest solutions to problems 	The learners should discuss in pairs what should be done in order to stop the pollution of the air, the water and the soil.	Pair work Plenary	Articles and publication	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learners should be able to use perfect modals to suggest solutions to problems of pollution.	Learners will be introduced to a lesson on perfect modal. They will then be asked to paraphrase the sentences given correctly using the modals studied.	Discussion Group work		ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the	The learners should be able to use vocabulary	Learners will study anti-pollution poster campaigns and find pictures of		Anti - pollution Posters	ENG. LANGUAGE & LIT. IN ENG	

5			environment and pollution, and suggests ways of reducing pollution.	related to pollution.	pollution to use for their own posters. <ul style="list-style-type: none"> Use these pictures to create posters that advocate for a change in habits/practices that lead to these kinds of pollution. Use vocabulary related to the environment and pollution in their posters and use persuasive language to motivate readers to change their behavior. 			TEXT BOOK NCDC 2020	
	2/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learners should be able to identify and enumerate the different elements of literature in the environmental excerpts studied.	LITERATURE Learners will asked to make brief notes on <ul style="list-style-type: none"> Characters The plot 	Reading Discussion	Abridged stories	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC <ul style="list-style-type: none"> Environment and Pollution 	The learner carries out research and talks about the environment and pollution, and suggests ways of reducing pollution.	The learners should be able to identify the main differences between poems written by Africans and those written by Europeans. <ul style="list-style-type: none"> Discuss the main ideas or themes. The way in which the poems are written 	Learners will read and compare the two poems from the two worlds and state their thematic, structural and linguistic differences.	Reading Discussion	Poems	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PUBLIC Environment and Pollution	ASSESSMENT						
	2/3	PUBLIC/	The learner listens to	The learners	Learners will be asked to	Group work	Discussion		

6		EDUCATIONAL <ul style="list-style-type: none"> Urban and Rural Life 	and reads factual texts for information to support their arguments in discussions/debates and write creatively on the topic of urban and rural life.	should be able to state the advantages & disadvantages of urban and rural life.	tabulate information on the advantages and disadvantages of urban life and rural life. Share the tables and comment on the findings of other groups.	Discussion	Group work	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Urban and Rural Life 	The learner listens to and reads factual texts for information to support their arguments in discussions/debates and write creatively on the topic of urban and rural life.	The learners should be able to take part in conversations, debates, role plays about visits urban life visa vi village life.	Learners will discuss in groups regarding their preference - urban or village. Later, they will participate in a debate on the motion: "Urban life is better than village life"	Plenary Discussion	Plenary	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
7	1/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Urban and Rural Life 	The learner listens to and reads factual texts for information to support their arguments in discussions/debates and write creatively on the topic of urban and rural life.	The learners should be able to correctly use shall and will in sentences of their own. Express the future in different verb forms	Learners will be introduced to the different forms of the future simple tense. They will then do some written exercise to practice the use of the tense.	Explanation Illustration Role play	The future tense chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Urban and Rural Life 	The learner listens to and reads factual texts for information to support their arguments in discussions/debates and write creatively on the topic of urban and rural life.	The learners should be able to appreciate accounts of young people's experiences in different settings.	In pairs, the learners will; read the poem titled: "Life in our Village". <ul style="list-style-type: none"> After, they will note down the difference between a poem and a story and share with another pair. Finally, they will compose a poem of their own 	Discussion Pair work	Poems Stories	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL <ul style="list-style-type: none"> Urban and Rural Life 	The learner listens to and reads factual texts for information to support their arguments in discussions/debates and write creatively on the topic of urban and rural life.	Learners should be able to use conditionals for wishes, plans, intentions and regrets.	Learners will be introduced to the use of conditionals to express wishes and regrets, as well as plans.	Explanation Discussion	The Conditional tense chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

8	1/3	PUBLIC • Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to make suggestions about journeys and means of transport.	They will discuss in groups the different means of transport and their suitability for use.	Discussion	Pictorials of different means of transport	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC • Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to individually respond to comprehension questions given at the end of the reading of the passage.	Listening - Learners will listen attentively as teacher reads an account of a travel experience.	Loud reading	The extract	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC • Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to use appropriate vocabulary and language to describe travel experiences.	In role plays, learners will act out one journey within Uganda and abroad; make it obvious in speech and actions what modes of transport are being used and use specific vocabulary for these modes.	Role play Discussion	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
9	1/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to use adjectives and adverbs related to the topic appropriately.	Learners will be treated to a vocabulary lesson on adverbs and adjectives to describe distance, length of journey; any difficulties... etc. in both oral and written work.	Discussion Group work		ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	The learners should be able to comprehend travel instructions given orally and in writing.	Learners will read travel instructions, an account of a travel, excursion and discuss the comprehension questions in groups.	Discussion Reading	Excerpts and extracts	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

	3/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	The learners should be able to use real and unreal conditionals in giving instructions.	Learners will act in role plays, giving instructions to travellers who don't understand at first, need more explanations and want to change their travel arrangements; offer alternative travel advice using conditionals. <ul style="list-style-type: none"> Write down a set of instructions for travellers. 	Role play Discussion Group work	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
10	1/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to understand specific details in broadcast information related to travel.	Learners will listen to recorded travel announcements like flight numbers, destinations, departure times and gate numbers. They will then answer questions related to the pieces.	Discussions Group work	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to get information from other travellers and other officials while travelling. <ul style="list-style-type: none"> Use action verbs related to giving instructions and directions. 	In role plays, they will ask for and respond to travel information using action verbs and polite language.	Role play Group work	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to pronounce consonant sounds that are often confused.	Learners will be introduced to word sounds that are easily confused: /k/, /u/, /b/, /p/, /r/, /l/ They will then generate sentences using the word pairs.	Discussion Group work	The word chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	1/3	PUBLIC Travel	The learner reads and listens to information about travel and	Learners should be able to write a formal letter	The teacher will guide learners on how to write an imaginary formal letter,	Group work Discussion	Sample letters	ENG. LANGUAGE & LIT. IN ENG	

11			tourism, carries out simulation exercises and role-plays related to travel.	to book for space or hotel room in case they are to travel.	format and specifics....formal language!			TEXT BOOK NCDC 2020	
	2/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to design greeting cards to a family or as friend, letting them to know about how they are faring at the place of travel.	Teacher will share and discuss with learners what the contents of greeting cards are. Learners will then engage in designing greeting cards based on imaginary situations.	Group work Discussion	Sample greeting cards	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/1	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to use the real and unreal conditional tenses.	Learners will brainstorm conditions and talk about them. In groups, they will construct sentences describing both real and unreal conditions.	Group work Discussion	The conditional tense chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to use conjunctions.	Learners will be exposed to common conjunctions. "and", "but", "or" <ul style="list-style-type: none"> Both....and Either.....or Whetheror Enough.....to... So....that... Neither.....nor They will then generate sentences based on what has been learnt the second type of conjunctions.	Discussion Group work	The conjunctions chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC Travel	The learner reads and listens to information about travel and tourism, carries out simulation exercises and role-plays related to travel.	Learners should be able to fill in application forms	In groups, learners will read and discuss information presented in an application form for travel, insurance or car hire. They will then fill it in the said groups.	Discussion Group work	Sample application forms	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
12									
13	1/3	PUBLIC/ EDUCATIONAL • The experience of secondary	The learner talks about personal experiences of primary education and	Learners should be able to use the past simple tense.	Learners will talk about their first experience on enrolling at a school as a Senior One learner. They	Pair work	Sample skits	ENG. LANGUAGE & LIT. IN ENG	

		school	the first year of secondary school as a new student.		then share in pairs what their fears and expectations were.			TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL The experience of secondary school	The learner talks about personal experiences of primary education and the first year of secondary school as a new student.	The learner should be able to guide a visitor around school and give relevant information.	Learners will perform role-play as guides for school visitors/new students explaining the rules acceptable behavior, time tables, locations and activities. They should use appropriate language and action words for giving directions and instructions.	Group work Role play	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL The experience of secondary school	The learner talks about personal experiences of primary education and the first year of secondary school as a new student.	Learners should be able to compare and contrast primary and secondary schools using the comparative and the superlative forms.	In groups, they will discuss in groups, taking note of the similarities and differences between the two schools. They will then discuss the advantages and disadvantages of both day and boarding schools.	Discussion Plenary	Sample skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
14	1/3	PUBLIC/ EDUCATIONAL The experience of secondary school	The learner talks about personal experiences of primary education and the first year of secondary school as a new student.	The learner should be able to appreciate oral accounts of the experiences of other learners in a new school.	Learners will listen to information, instructions and rules about a new school and list the main points.	Listening	Audio skits	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	2/3	PUBLIC/ EDUCATIONAL The experience of secondary school	The learner talks about personal experiences of primary education and the first year of secondary school as a new student.	Learners should be able to use reflexive and possessive pronouns when making narrations about their experiences.	Learners will read sentences bearing reflexive pronouns. Teacher then explains everything. They will then fill in the gaps of the given sentences with reflexive pronouns.	Listening Group work	The Reflexive Pronoun chart	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	
	3/3	PUBLIC/ EDUCATIONAL The experience of secondary school	The learner talks about personal experiences of primary education and the first year of secondary school as a	Learners should be able to appreciate messages from poetry, including the structural,	In groups, learners will read and discuss the poem given, (First Day at School), focusing on the rhythm and the message in the poem.	Discussion Group work	Poems	ENG. LANGUAGE & LIT. IN ENG TEXT BOOK NCDC 2020	

			new student.	diction and poetic devices.	They will then discuss the questions given after the poem in groups and present answers in the plenary.				
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