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**KASHAKA GIRLS’ SEC SCH.**

**P.O. Box 1058, MBARARA**

**TEACHER’S S.3 SCHEME OF WORK FOR TERM THREE 2023**

**Subject:** English Language Term: THREE Class: S.3 **Year:** 2023 No. Of Students

**Teacher:** Mr. TWINONOMUJUNI ANTONY AND TR NAMANYA AGNES.

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| WEEK  1 | **2** | * **Childhood memories** | The learner watches a film or documentary about the experience of growing up | The learner should be able to communicate a memorable experience from their childhood. | The teacher will ask learners to brainstorm   * Opinions on childhood memories. | * Silent reading * Group work * Discussion | Excerpts of the article | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK.** |  |
| **-do-** | **Childhood memories** | The learner analyses the differences between each genre and lists new phrases and verbslearnrd. | The learner should be able to read extracts about childhood from memoir, a biography and autography. | The teacher will observe learners’ ability to analyze the similarities and differences between other people’s childhood and their own using the grammar for this topic. | * Silent reading * Group work * Discussion * Illustration | The Library materials | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK.** |  |
| 2 | **2** | * **Childhood memories** | The learner discusses the similarities and differences between the film account and written extracts and their own experience, illustrating their points by sharing their own memories. | The learner should be able to use correctly the habitual past; used to…/would…. | The teacher will assess learners’ ability to communicate a scene or character vividly from notes drafted and discussed in advance, using descriptive language effects . | * Silent reading * Group work * Discussion | Extracts | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK** |  |
| **-do-** | * Childhood memories | 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:   * Answer the questions provided after the passage. * Use the new words learnt from the passage in written and spoken sentences of their own. | 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. | * Silent reading * Group work * Discussion | Extracts | **ENG. LANGUAGE &**  **VISION**  **LIT. IN ENG TEXT BOOK** |  |
| 3 |  | * **BEGINNIN-G** | **OF TERM THREE** | **EXAMS** |  |  |  |  |  |
| 4 | **2** | * **Childhood memories** | The learners choose an important incident in their childhood and make detailed notes on everything they can remember about it. | The learner should be able to use –ing forms. | Teacher will assess learner’s use of emotive and descriptive vocabulary, and whether they improved their piece through discussion. | * Explanation * Illustration * Discussion * Pair work | The comparative /superlative formation chart | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK** |  |
|  | **-do-** | * **Childhood memories** | The learner uses their notes, describes the incident to a partner and vice versa. | The learner should be able to;  Comment and ask questions about their partner’s account, then update their notes to include anything useful that has been suggested. | The teacher will check learner’s correct and creative use of similes and metaphors and their ability to engage their audience verbally using notes. | * Silent reading * Discussion * Illustration | The excerpts | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK** |  |
| 5 | **2** | * **Childhood memories.** | 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:   * conduct a survey * use a variety of question forms | Learners will take a research on how to conduct a survey:   * Types of questions to use   A few learners will be selected to conduct a survey on a selected topic. | * Research | Sample survey forms | VISION  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK** |  |
| **-do=** | * **Childhood memories.** | The learner drafts an autobiographical piece of 1000 words from notes created about childhood incident. | The learner should be able to:   * Apply newly acquired phrases and verbs to their writing. |  | * Loud reading * Recitation * Pair work * Discussion | The pronunciation chart | **VISION**  **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK** |  |
| 2 | **1/3** | * **Childhood memories.** | 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:   * 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**   * 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:   * Interpret recipes/articles/passages about food and nutrition. * Sequence actions/events * Give clear instructions | Learners will:   * 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**   * 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 **Many** and **Much** correctly with countable and uncountable nouns. | Learners will:   * Write a simple recipe for a favorite dish using 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. | Explanation  Illustration  Reading  Group work. | Sample recipes | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  |
| 3 | **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/, /∫/   * 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:   * 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.   * Later, learners will be given sentences to complete using the said prepositions. | Explanation  Writing |  | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  |
| **4** | **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** |  |
| **5** | **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** |  |
| **2/3** | ASSESSMENT | | | | | | | |
| **3/3** | **PUBLIC/**  **PERSONAL**   * 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. | * 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** |  |
| 6 | **1/3** | **PUBLIC/**  **PERSONAL**   * 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:   * Take part in conversations/ role plays about visits to the market. * Extract information from conversations | Learners will:   * 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**   * 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:   * comprehend stories/   extracts about the topic   * Organize information | Learners will:   * 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**   * 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:   * Talk and write about his or her personal experiences. * Use vocabulary and tenses related to market scenarios * Form plurals of nouns. * Use punctuation marks appropriately. | Learners will:   * Talk about a particular visit to the market, including at least five things that attracted their attention during the visit, using correct plural forms. * 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. | Discussion  Writing  Reading | Sample informal letters. | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  |
| 7 | **1/3** | **PUBLIC/**  **PERSONAL**   * 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:   * Appreciate advertisements and promotional materials. * Use language to persuade. * Express personal opinions. | Learners will:   * 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**   * 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:   * 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:   * 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, and uses the language in advertisements. | 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 the nouns given. | Explanation  Illustration | The Plural chart | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  |
| 8 | **1/3** | **ASSESSMENT** | | | | | | | |
| **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 learner should be able to:   * Identify the kinds of work carried out by children in their community. * Compare and contrast work in different settings. | Learners will:   * 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**   * 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:   * 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** |  |
| 9 | **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 learner should be able to:   * 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**   * 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:   * 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**   * 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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| **WEEK** | **PERIOD** | **THEME/TOPIC** | **COMPETENCY** | **LEARNING OUTCOMES** | **LEARNING ACTIVITIES** | **METHODS** | **TEACHING/**  **LEARNING AIDS** | **REFERENCE** | **REMARKS** | |
| **10** | **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:  “*It is better for children not to work so that they can concentrate on growing up and preparing for adult life.”* | 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** |  | |
| **3/3** | **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 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. | * Explanation * Discussion | Informal letter chart  Sample informal letters | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  | |
| **11** | **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.   * 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.   * 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.   * 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** |  | |
| **12** | **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. | * 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 reducing pollution. | The learner should be able to comprehend recorded articles/short talks on the topic. | View or listen to recorded talks on environmental pollution.  Learners, upon listening to the message, will write a summary of the main message in one of the talks. | Discussion  Group work | Voice scripts  Video clips | **ENG. LANGUAGE & LIT. IN ENG TEXT BOOK**  **NCDC 2020** |  | |
| **3/3** | **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 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** |  | |