 PETTA COMMUNITY S.S

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**SCHEME OF WORK**

NAME OF TEACHER: **OKETCH PETER JOHN** CLASS: **SENIOR TWO** SUBJECT: **ENGLISH LANGUAGE** TERM: **ONE** YEAR: **2024** THEME: **PUBLIC** TOPIC: **ENVIRONMENT AND POLLUTION.**

Competency: The learner carries out research and talks about environment and pollution, and suggests ways of reducing pollution.

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| **Week: 1** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
|  | REVISION OF S.1 EOT3 2023 ASSESSMENT |  |  |  |  |

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| **Week: 1** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Appreciate different forms of environment.(u,v) | Understand:-  The three types of environment in which they operate.  Value:-  To appreciate the environment they live in. | * Text books. * Internet * Photograps. | Ability to state the different kinds of environment. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 1** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Recognize types of pollution (u) | Understand:-  The different types of pollution that affects the environment .  Conduct research to find other types of pollution. | * Text books. * Internet * News paper article on environment. | Ability to state the different type of pollution. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 1** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Comprehend recorded articles/Short talks on topic.(u,gs) | Understand:-  The message from the given article .  Generic skill:-  Sort and analyse information. | * Passage on pollution. * Photographs. | Ability to interprete the message and analyse the information. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 2** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use adjectives and adverbs to describe the causes and effect of pollution(k) | Knowledge of:-  Using adjectives and adverbs to vividly describe the chosen types of pollution. | * Examples of adjectives and adverbs . * Newspaper article on environment. | Ability to use adjectives and adverbs to describe environment. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 2** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Express their opinion clearly on public issues.(s,gs) | Skill:-  Talk confidently and explain opinions clearly. | * Text books. * Internet * Article on environment and pollution. | Ability to form views on different opinion concerning environment and pollution. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 2** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Suggest solutions to problems of pollution on environment.(s,gs). | Skill of:-  Study anti-pollution poster campaigns and find pictures of pollution.  Create posters that encourage others to change habits.  Generic skill of:-  Identify problems and ways forward | * Pictures * Posters * Text book. | Ability to design a poster on environment and pollution. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 3** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use models(k) | Knowledge of: -  Different modal verbs. | * Text books. * Internet * A chart | Ability to use the modal verbs correctly. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 3** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use vocabulary related to pollution(k) | Knowledge of:-  Different vocabularies on environment and pollution. | * Text books. * Dictionary | Ability to use vocabulary related to environment correctly. | NCDC syllabus book.  Vision LS English and literature bk1. |  |

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| **Week: 3** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
|  |  | ACTIVITY OF INTERGRATION 1 |  |  |  |

NAME OF TEACHER: **OKETCH PETER JOHN** CLASS: **SENIOR TWO** SUBJECT: **ENGLISH LANGUAGE** TERM: **ONE**

YEAR: **2024** THEME: **PUBLIC /EDUCATIONAL** TOPIC**: URBAN AND RURAL LIFE.**

Competency: The learner listens to and reads factual texts for information to support their arguments in discussions/debate and write creatively on the topic of urban and rural life.

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| **Week: 4** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| State the advantages and disadvantages of urban and rural life(s/v) | Skill/value: -  Observe critical thinking as they list and discuss advantages and disadvantages of urban and rural life . | * Text books. * Pictures on urban and rural lifestyle. | Ability to tell the advantages and disadvantages of urban and rural life. | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| a)take part in conversation role plays about visit to the market.(s/v) | Skill/value:-  Share experiences about their visits to the market. | Text book | Ability to share experiences about their visits to the market. | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| **Week: 4** | | | **Period: 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Appreciate written accounts of young people’s experiences of success in different setting.(u,gs,v) | **Understanding of:-**  Young people’s different setting.  **Generic skill:-**  Talk confidently and explain ideas/opinions clearly. | Passage  Text book. | Ability to respond appropriately to the passage | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| **Week 4** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use regular and irregular verbs.(k)  b)conduct a debate on rural and urban life. | Knowledge of :-  Use of regular and irregular verbs.  Observe learner ability to tell different life styles. | Table showing the tenses on simple and past.  Motion on debate. | Ability to use regular and irregular verbs correctly.  Ability to present well balanced argument. | NCDC syllabus book.  Vision LS English and literature bk1 |  |
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| **Week 5** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use adverbs of manner.(k) | Knowledge of:-  Adverbs of manner e.g time, frequency. | Table  Dialogue. | Ability to use different adverbs of manner. | NCDC syllabus book.  Vision LS English and literature bk1 |  |
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| **Week 5** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use appropriate vocabulary and tenses(K) | Knowledge of :-  Use of different tenses and appropriate vocabulary. | Dictionary  Text book | Ability to identify and use vocabulary appropriately. | NCDC syllabus book.  Vision LS English and literature bk1 |  |
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| **Week 5** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Defend one’s view in writing.(gs,s)  b)use sentence connectors and conjunctions.(k) | **Generic skill:-**  Write and present coherently.  K**nowledge of:-**  The use of correlatives.  e.g not..only….but also. | Debate  Word game.  Text book | Ability to articulate one’s opinion.  Ability to use sentence connectors and conjunctions correctly. | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| **Week 6** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| use comparatives and superlatives.(k) | Knowledge of:-  Use of comparatives to explain results or opinions/compare two things.  Use of superlatives to compare more than two things. | Text book  Table. | Ability to use comparatives and superlatives appropriately. | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| **Week 6** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Use the conditional  -if 1  -if 2  -if 3  (k) | Knowledge of:-  The use of conditionals:  If…then  -use conditional expressions e.g unless,provided,as long as. | Text book  workbook | Ability to use :-  -conditionals expressions e.g if 1,if2,if 3.  - | NCDC syllabus book.  Vision LS English and literature bk1 |  |

ACTIVITY OF INTERGRATION 2

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| **Week 6** | | | **Period 2** | | |
| LEARNING OUTCOME  **The learner should be able to:** | **LEARNING OUTCOME FOCUS** | **TEACHING AND LEARNING AIDS** | **EVIDENCE OF ACHIEVEMENT** | **REFERENCES** | **REMARKS** |
| Express the future in different verb forms.(k,s) | Knowledge of:-  Use of the present tense for life as it is now.  -to the future tense for expressing future plans. | Text book  Workbook  Table | Ability to:-  Express the future in different verb forms.  Will/shall  To be  - | NCDC syllabus book.  Vision LS English and literature bk1 |  |

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| Week: 11 | | | Period:6 | | |
| LEARNING OUTCOME  **The learner should be able to:** | LEARNING OUTCOME FOCUS | TEACHING AND LEARNING AIDS | EVIDENCE OF ACHIEVEMENT | REFERENCES | REMARKS |
| (j)understand the process of the formation  of lymph and its flow around the body (k,  u)  (k) appreciate the function of the lymphatic  system in maintaining a healthy body (u) | * The process of lymph formation * (k,u) (j) * How lymph flows around the body (k,u) (j) * Functions of the lymphatic   system in maintaining a healthy body (u) (k) |  |  |  |  |