THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Lower Secondary Curriculum



ENGLISH SYLLABUS

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

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FOREWORD

The development of this curriculum framework was based on a wide range of stakeholder consultations. It therefore offers a broad and balanced education that emphasises knowledge creation, skills development and the nurturing of values and positive attitudes which will allow learners to develop holistically.

The lower Secondary Framework is also aligned to the Vision 2040, the NDP II, the 2030 Sustainable Development goals and the Education Sector Strategic Plan of Uganda (2017-20). It provides the five different elements of the new curriculum which are: Values, Key Learning Outcomes, Generic Skills, Cross-cutting Issues and the Subject menu. It presents the broad aims of secondary education in Uganda and the four key learning outcomes that should be exhibited by each lower secondary graduate which include; self-assured individuals, responsible and patriotic citizens, lifelong learners and positive contributors to society. The framework emphasises competences that are required in the 21st century. It advocates for an inclusive education with a learner centred approach, to allow for lifelong learning.

The framework demonstrates what should be learned, for how long and how it should be assessed. It focuses on the cross-cutting issues, values and generic skills that must be emphasised during the learning teaching process. The values are at the heart of the learning process therefore and should be nurtured among learners and promoted through the selection of appropriate learning activities. Learners are expected to exhibit the value of; Peace and harmony, Integrity and honesty, Patriotism, Positive attitude towards work and Respect for human rights at the end of the learning experience. The learning process further emphasises the cross-cutting issues specifically; Environmental awareness, Health awareness, Diversity and inclusion, Socio-economic challenges, Citizenship and Life skills. Teachers should endeavour to appropriately use the time allocated for each subject to ensure the achievement of the intention of this framework.

As the Minister responsible for the provision of education, I endorse this framework as the official guiding document for the learning and teaching at the Lower Secondary School level throughout the country.

HON. JANET K. MUSEVENI
THE FIRST LADY AND MINISTER FOR EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development of the curriculum and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this Curriculum. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contributions towards shaping this curriculum. Their efforts are invaluable towards having this curriculum implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners and teachers who worked with NCDC specialists and consultants from Cambridge Education and The Curriculum Foundation. Great thanks go to members of English Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

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Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.





GRACE K. BAGUMA IZIO
DIRECTOR

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INTRODUCTION

The UNESCO Education Strategy (2014 – 2021) advocates for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. UNESCO further recommends, societies that are just, inclusive, peaceful and sustainable by 2030. The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems , strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims of secondary education in Uganda as outlined opposite.

The aims of secondary education in Uganda are to:

- Instill and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Provide up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Lay the foundation for further education;
- Enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instill positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
- Develop a positive attitude towards learning as a lifelong process.

BACKGROUND TO THE NEW CURRICULUM

The reform was based on the Education Sector Strategic Plan (ESSP, 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub-objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The reform also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the reforms are based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated and inclusive approach that will develop the ability to apply learning in practical situations.

The ESSP further outlined what the reforms imply:

"This reform will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

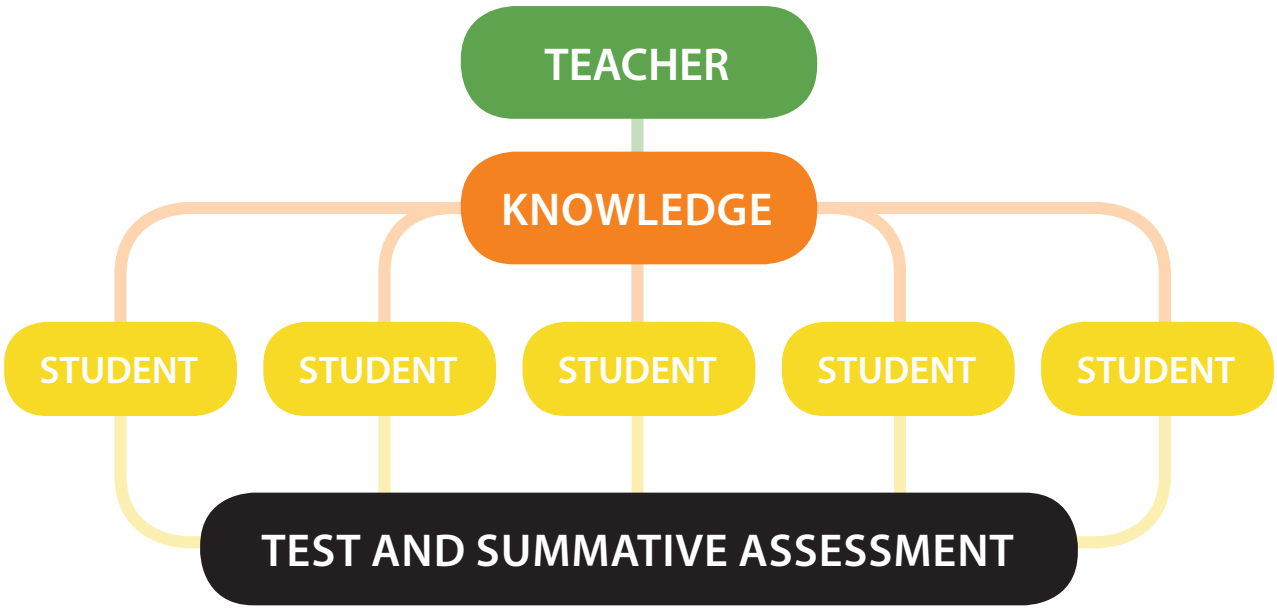
KEY CHANGES

The key change in the new curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

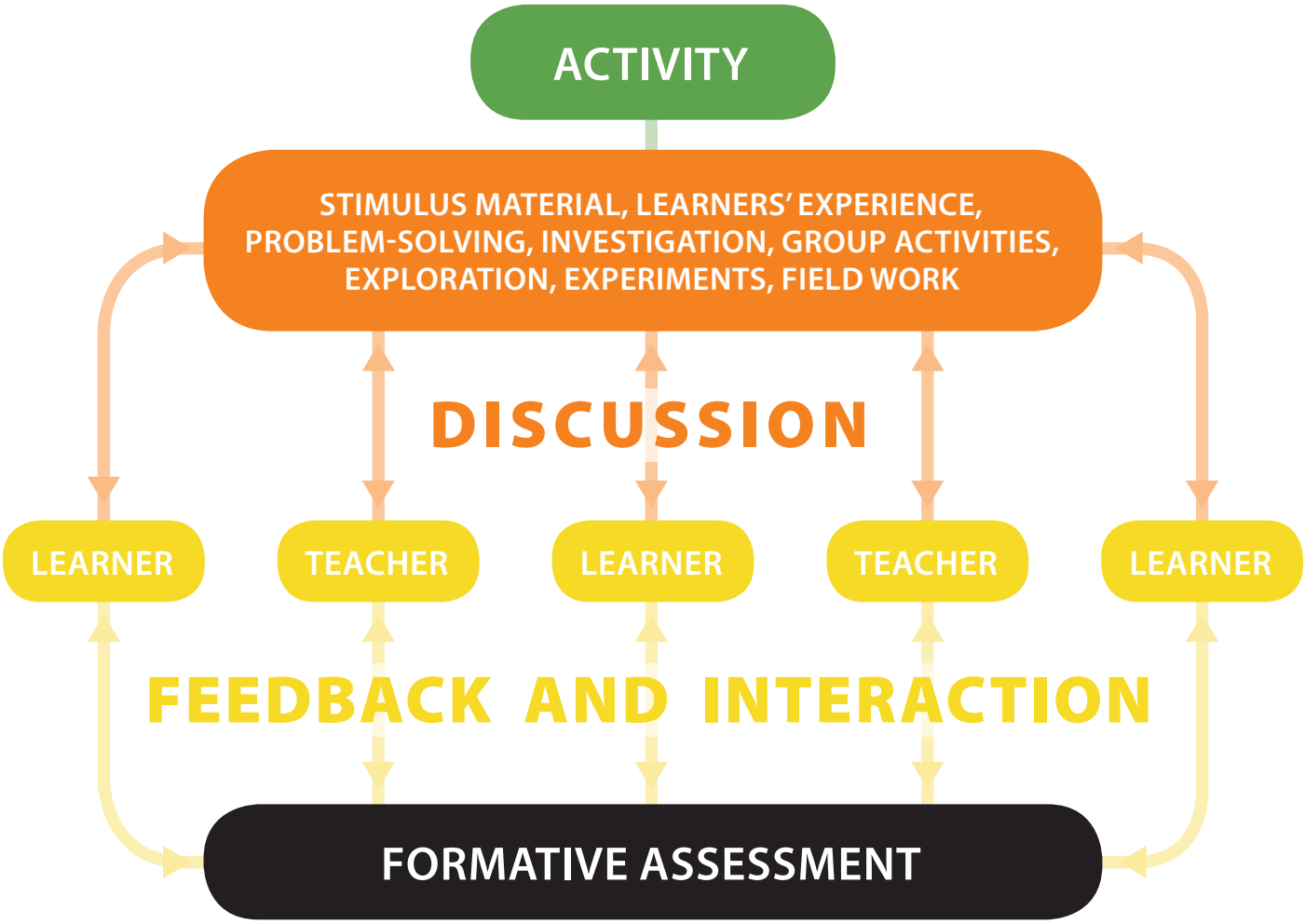
The change can be summarised in the following diagrams.

PREVIOUS KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a unit, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. The new curriculum will cater for this majority as well as those who later go on to University.

NEW COMPETENCE BASED CURRICULUM



In the new competence-based approach, the "student" becomes a "learner". The new Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners' own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two way process of formative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE NEW CURRICULUM

The new curriculum focuses on four "Key Learning Outcomes" of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow development into life-long learners. Besides, there are also cross cutting challenges that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

The new curriculum sets out 'Key Learning Outcomes' that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behaviour and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote the development of indigenous cultures and languages and appreciate diversity, equity and inclusiveness
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

The new curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda.

- Peace and harmony
- Integrity and honesty
- Patriotism
- Positive attitude towards work
- Respect for human rights
- Self-Control

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively.

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain things clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate idea

Co-operation and Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Calculation and ICT

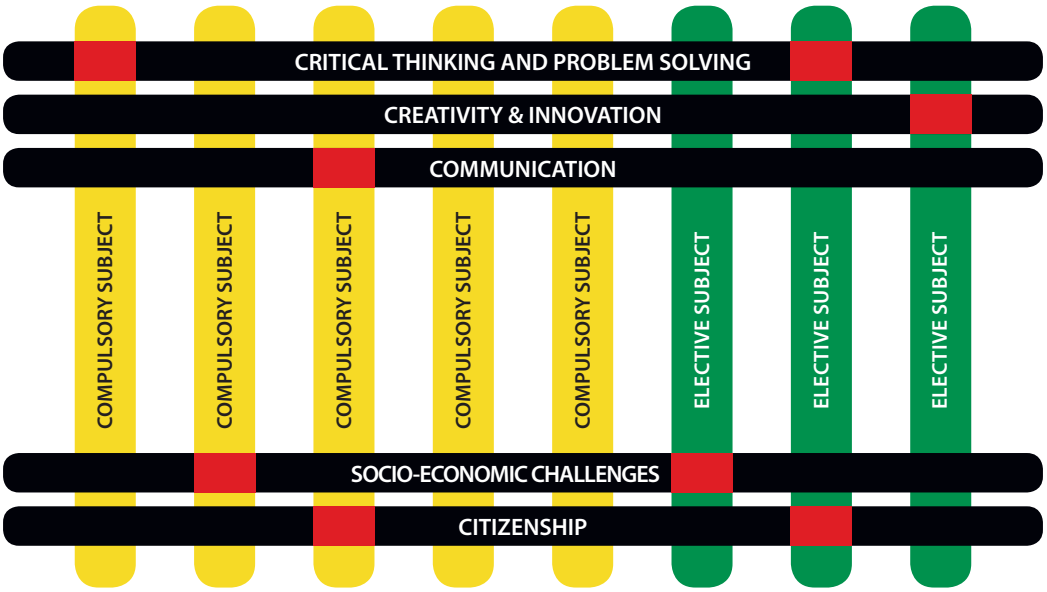
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

GENERIC SKILLS WITHIN ENGLISH

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the Subjects, and these Subjects provide the context for the skill development. English provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a scientific point of view..

The Subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4. Thus the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one Subject. These are the 'Cross-cutting Issues' and they need to be studied across the Subjects. These issues develop learners' understanding of the connections between the Subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Diversity and inclusion
- Socio-economic challenges
- Citizenship

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills. English provides a very good context for considering environmental and health awareness, and to understand the complex and diverse world in which we live..

Part 2: ICT Integration

Under ICT integration, ICT shall be embedded as a learning/teaching tool across all subjects. ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. In other subject syllabi, ICT integration guidelines have been included. ICT integration draft framework is summarised below:

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

ENGLISH WITHIN THE NEW CURRICULUM

English is a compulsory subject from Senior 1 to Senior 4.

Time allocation

ENGLISH	SENIOR 1 & 2	SENIOR 3 & 4
	4 periods a week	5 periods a week

Rationale

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, thoughts, learning and sense of personal identity. Language is a key aspect of culture.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum, and increases opportunities for individuals in all aspects of life, including laying the foundation for lifelong learning and work, and contributing strongly to the development of all human capacities. Language learning contributes to the development of critical and creative thinking. It develops competence in listening and speaking, reading and writing. Learners acquire the personal, interpersonal and team-working skills which are so important in life and in the world of work.

English is an important international language, used widely not only in Anglophone countries but also by millions of speakers of other languages as their common means of communication. In their English lessons, students will build on the skills acquired in their primary school to understand and participate in lengthier, more diverse and complex spoken communication. They will read for information and enjoyment and broaden and deepen their reading habit to include a range of different types of texts, both factual and imaginative. They will also practise different types of writing, both informal and formal and proofread their own written output.

The ability to communicate is fundamental to life and to learning. Facility in speaking, listening, reading and writing enables learners to express themselves creatively and imaginatively and to communicate with others effectively. It enables learners to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction. New technologies have extended the contexts of communication so that learners can speak and listen to others electronically, and can read and write in a wide variety of forms.

Teaching and Learning: English

The thrust of the new syllabuses is experiential and towards deeper understanding. The thrust in English is away from an emphasis on grammar and towards an emphasis on the acquisition of the four key practical skills of:

- Speaking
- Listening
- Reading
- Writing

The new syllabuses provide learners with a wide range of contexts in which to develop these four skills and these contexts are designed to engage the interest of the learner and to provide opportunities to build work-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible The generic skills have been integrated throughout the curriculum and can only acquired through active approaches.

The role of the teacher is to build on learners' existing knowledge and experience, but to extend that by posing problems to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- Be responsible for their own learning
- Think for themselves and form their own ideas and opinions
- Become critical thinkers, ready to face new challenges and situations for themselves

THE ENGLISH SYLLABUS

Programme Planner

SENIOR 1	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Personal life and family	16
	Finding information	18
	Food	14
Term 2	At the market	16
	Children at Work	16
	Environment and Pollution	16
Term 3	Urban and rural life	17
	Travel	21
	Experience of secondary school	10
	Total	**144**

SENIOR 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Modern Communication Technology	24
	Celebrations	12
	Parents and Children	12
Term 2	Anti-corruption	16
	Human rights, gender and responsibilities	15
	Tourism, Maps and Giving Directions	17
Term 3	Tourism (continued)	16
	Leisure	17
	Appearance and grooming	15
	Total	**144**

SENIOR 3	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Childhood memories	22
	School clubs	22
	Integrity	16
Term 2	Identity crisis	18
	Relationships and emotions	25
	Patriotism	15
Term 3	Patriotism (continued)	15
	Further Education	25
	Banking and money	20
	Total	**178**

SENIOR 4	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Leadership	20
	The media	20
	Culture	15
Term 2	Culture (continued)	15
	Choosing a career	30
	Applying for a job	30
Term 3	Globalisation	25
	Total	**155**

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES The learner should be able to:	**SUGGESTED LEARNING ACTIVITIES**	**SAMPLE ASSESSMENT ACTIVITIES**
The knowledge, understanding or skills expected top be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR ENGLISH

SENIOR 1: TERM 1

TOPIC 1: PERSONAL LIFE AND FAMILY — 16 PERIODS

Competency: Learners should be able to narrate experiences and read and respond to stories about personal and family life.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. communicate information and opinions about families and family life (k)	**Ask learners to:** • describe themselves • in pairs, talk about themselves and family using the present simple tense • discuss the responsibilities of the different members of their families • listen and respond encouragingly to other learners' accounts of their personal and family lives • in small groups, share interesting details of how their families work together to avoid conflicts	• Observe learners' communication skills as they talk about themselves and their family to evaluate how creatively they engage their audience. • In written and oral communication, check their correct use of the verb 'to be', personal pronouns and abstract nouns. • Observe how learners listen and respond to others to assess their understanding, respect and appreciation of lives that are different from their own. • Note the skill with which a family tree is produced using ICT and how learners have applied themselves to the task of researching their family history.
b. interpret and construct graphical/pictorial representations of families (k, s) c. express likes and dislikes (k)	• research their family tree going back to their great grandparents by talking to family members and using online sources (where possible) • using a template/smart art in a word processor, complete a personal family tree from their great grandparents to the present, including names and occupations where known	
	• talk about the members of their own family, using the family tree and anecdotes to illustrate his/her talk • orally express their own likes and dislikes and those of family members with reasons	
d. use abstract nouns (s) e. use correct forms of the verb 'to be' in the present tense (k) f. use all forms of personal pronouns in conversations and writing (k)	• write 10 sentences that summarise the key things they think ought to be conveyed about their family • use the correct forms of the verb 'to be', correct personal pronouns and abstract nouns (e.g. to describe a family member's ideas or ideals) in their writing.	

ICT support for this topic

The learner can:

- use recorded audio/video messages/scenes to guide them on the correct use of language
- use the internet for family research, or a digital camera to take pictures of their family, to use in their family tree.

SENIOR 1: TERM 1

TOPIC 2: FINDING INFORMATION — 18 PERIODS

Competency: Learners should be able to find the information they need, carry out surveys, interpret oral and recorded materials and read and use information from different sources for a variety of purposes.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. identify different sources of information (k) b. find sources of information in a library (k)	**Ask learners to:** • brainstorm different sources of information: different types of books, broadcast media, recorded media, the internet, etc. • discuss the uses and scope of different types and sources of information: reference books, magazines, newspapers, newsletters, periodicals, journals, encyclopedias, etc.	• Observe learners discuss different sources of information and note their participation. • Note learners' ability to find various sources of information in the library using the cataloguing knowledge they gained from the librarian. • Ask learners challenging questions during their discussion on the correct use of information and note their critical thinking. Check their written introduction to their rules reflects their discussion. • When summarising an audio or written passage, check learners have covered all the main points, communicated their ideas clearly and thought about the topic critically themselves. • Check learners' notes on language employed in reference materials covers a variety of types/styles. • When writing their survey, check that it uses the question forms required and that these questions get to the heart of the topic. • When conducting their survey, listen to learners' pronunciation of vowels and consonants. • In the written results of their survey, note learners' use of statistics and graphic representation using ICT, and their use of comparatives and superlatives.
	• visit the school library and listen to a talk by the librarian explaining how books are catalogued/arranged and take notes. • interpret graphic information, abbreviations and number systems used in libraries • locate and familiarise themselves with the sources of information available in the library, e.g. dictionaries, encyclopaedias, maps and charts, the internet, computer databases, newspapers, magazines, etc. • locate particular sources of information by their identifying numbers, titles or web addresses	
c. use media correctly and responsibly to find information (k)	• in a group, discuss different types of public and private information and the consequences if information is mishandled • in pairs, create rules for the responsible use of various sources of information and explain why each rule is in everyone's best interests • in pairs, write an introduction for these rules that summarises the need for responsible recording/reporting and confidentiality	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d. extract and present information from recorded material (s)	• listen to recorded or spoken passages and take notes on the important points • compare points with another learner and add or delete points as necessary • summarise the passage to the class, adding their own views and insights on the topic at the end	
e. summarise printed materials (s)	• read a given passage and make a note of the main points • compare points with another learner and add or delete points as necessary • summarise the passage to the class, adding their own views and insights on the topic at the end	
f. appreciate the different language used in reference materials (u)	• research how information is presented in different reference materials with regards to the language, format, abbreviations, etc. used and note these variations	
g. conduct a survey (k) h. use a variety of question forms (s) i. pronounce soft and hard consonants (s) j. pronounce sounds of combined vowels (s) k. use comparatives and superlatives (k)	• research how to conduct a survey on a topic • when writing the survey, use the following question forms: yes/no questions, question tags and 'wh' questions • use open-ended questions to get opinions and feelings from the respondents • conduct a short survey with a few learners on a given topic, during which care is taken to: (a) pronounce hard and soft sounds of consonants, e.g. /s/ʃ/ʒ/j/ts/dz/ as in: jeer, chop, church, challenge, sheep, chew, chip, ship, cheap, joke, shoe, jeep, etc. (b) pronounce the sounds of diphthongs, e.g. ea/ai/au/ou as in: hear, hair, caught, cough, etc. • present the results of the survey in a written report that includes numbers and graphics, using comparatives and superlatives to highlight differences in opinions given in the survey.	

ICT support for this topic

The learner can:

- use electronic library databases to search for book records
- use the internet to obtain information about various sources of information
- use a word processor to prepare their survey results.

SENIOR 1: TERM 1

TOPIC 3: FOOD — 14 PERIODS

Competency: Learners should be able to discuss the types of food grown in the different parts of the country and how they can be prepared for eating. They should be able to express their personal likes and dislikes and appreciate mealtime etiquette.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. identify the food that is grown in the different areas of Uganda (k) b. interpret recipes/articles/passages about food and nutrition (u)	**Ask learners to:** • list at least five different types of food produced in the place/region they come from • discuss with other learners, food grown in different areas of Uganda and why they think certain regions grow particular food • listen and respond to other learners when they talk about different types of food	• Observe learners' conversation about what is grown in Uganda and where, to assess their background knowledge and communication skills. • Check that learners' research on food production follows on from the discussion. • Examine learners' flowchart of food preparation to check their level of understanding and whether the basic steps have been summarised in a clear manner. • Observe whether learners listen closely to the cooking instructions of other learners. • In written work and oral conversation, check for the correct use of the grammar required for this topic. In their comedy sketch, look for creativity and innovation in their presentation of the wrong way to behave. • Observe learners' communication, co-operation and imaginative skills in role-plays.
	• research how food is grown and prepared in Uganda and try to find answers to questions raised in the previous discussion • find interesting recipes and create a flowchart showing the usual process of food preparation: peel/cut, heat oil, add ingredients in a particular order, etc.	
c. sequence actions/events (k)	• describe orally how to prepare/cook two types of food that they enjoy the most, taking care to put the steps in the correct order • follow the accounts of other learners and ask them appropriate questions	
d. give instructions clearly (k) e. use 'some'/'any' countable and non-countable nouns (k)	• write a simple recipe for a favourite dish using commands (in the second person) and countable and non-countable nouns, ensuring that it is easy to follow and includes all the required information about weights, measures and timings	
f. use adjectives to describe taste (k)	• write sentences/fill gaps in sentences to describe the taste of food using adjectives, such as delicious, sweet and bitter • use adjectives to support statements about the food they like and dislike	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g. identify and appreciate table manners and etiquette (k) h. use verbs of preference (k) i. pronounce short and long vowel sounds (s)	• role play a scenario where a host invites others to eat, offers food and asks guests' about their likes and dislikes; everyone using verbs of preference • discuss what was right or wrong with the table manners and etiquette in the role-plays and why • conduct new role-plays as hosts and guests at a dinner party and notice any changes in the use of manners and etiquette as a result of the discussion, e.g. changes relating to asking, accepting and refusing politely and use of utensils; continue to use verbs of preference and pay attention to the pronunciation of short and long vowel sounds • write and perform a comedy sketch about a guest at a posh dinner party who has no manners at all.	
ICT support for this topic The learner can: • use the internet to obtain information about recipes • use a word processor to prepare activities and assignments as necessary.		

SENIOR 1: TERM 2

TOPIC 4: AT THE MARKET — 16 PERIODS

Competency: Learners should be able to listen to recordings, hold conversations and write about a visit they made to the market. They should be able to use the language in advertisements.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. identify the value of markets to communities (k)	**Ask learners to:** • list at least 10 items that come from a market, indicating which stalls/sellers they prefer and why • share and compare their lists with others in a group • describe the scene in their local market using descriptive writing to capture the sights, smells and people; include facts about its opening hours, what goods are seasonal, new things, things that can't be found anymore • discuss the benefits of the market to their community and how it could be improved	• During spoken activities and role-play, observe learners' co-operation and communication skills and their imaginative recreation of market situations using appropriate vocabulary and terminology. • In written work, look for good use of descriptive and persuasive language, in addition to correct grammar: tenses, plural forms and punctuation. • Observe learners' responses to stories, extracts and conversations about markets and note their ability to compare and analyse similarities and differences, grasp main points and summarise a conversation.
b. take part in conversations/role-plays about visits to the market (s) c. extract information from conversations (s)	• write five questions that might be asked at a market before purchasing a variety of items. Use vocabulary related to market scenarios, e.g. purchase, rate, a head of…, a kilo, a bunch of…, I would like…, How much is…? How much does… cost? • listen to people's public conversations in a market, note the gist and specific details of their conversation; write a summary or share a summary with the class • role play buying and selling at a market using local dialect expressions	
d. comprehend stories/extracts about the topic (u) e. organise information (s)	• read stories or extracts about market activities and visits to markets or supermarkets, and note the similarities and differences between these markets and the one(s) they visit • using a word processor, create a table to organise these similarities and differences for easy comparison to the market they usually visit	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. talk and write about his/her personal experience (s) g. use vocabulary and tenses related to market scenarios (k) h. form plurals of nouns (k) i. use punctuation marks appropriately (k)	• talk about a particular visit to a market, including at least five things that attracted their attention during the visit; use the 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	
j. appreciate advertisements and promotional materials (u) k. use language to persuade (s) l. express personal opinions (s)	• find advertisements for products or services that are sold at a market; identify the persuasive language used in these advertisements and how it is supported by visual elements • in pairs, design their own advertisements using persuasive language • evaluate the advertisements of other learners against agreed criteria and give opinions	
m. promote a book they have read (k, s)	• read some sample book advertisements and identify the main features • in groups, create an advertisement for a class novel that could be displayed in a bookstore, using the persuasive language of advertising to encourage the age group for the book to purchase and read it. Make sure the genre of the book is clear and that there is a brief but intriguing summary of the plot.	

ICT support for this topic

The learner can:

- use a word processor to prepare activities where necessary
- use publishing software to design advertisements.

SENIOR 1: TERM 2

TOPIC 5: CHILDREN AT WORK — 16 PERIODS

Competency: Learners should be able to discuss the types of work found in different areas and settings and their work experiences. They should engage in a debate on a motion related to child labour.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. identify the kinds of work carried out by children in their community (k) b. use vocabulary related to work and the workplace (k) c. compare and contrast work in different settings (s) d. express opinions in discussions (s)	**Ask learners to:** • ask questions and discuss with other learners the type of work they do at home, in school and in the community • listen and talk about different types of work done in homes/communities/ schools and compare them using vocabulary related to these different workplaces • interact with other learners to give their personal views on the topic, e.g. whether children should work at all, or the type of work he/she would like to do to make money	• Observe learners' communication skills when they exchange information and give opinions on the work children do in various settings. • Note learners' understanding of reading material and their ability to identify different writing styles used for different purposes and effects. • During a debate, look for well-reasoned and articulate points, with use of supporting evidence from their reading and discussion. • In the short essay, look for good comprehension of reading material and clarity of expression. In the sentences on work done by family members, check the correct use of adverbs of time.
e. comprehend extracts/stories/magazine articles about work which children do in different places (u)	• read extracts/stories/magazine articles about work that children do in different places • answer questions about their reading and compare and contrast the different facts and styles of writing used • write a short essay about the most interesting things learned about children who work and why it is important to know about them	
f. debate a topic arising from their reading (s) g. use 'wh' interrogatives to question the views of others in a debate	• give their opinions during a debate, e.g. on whether children should work or not and protection of the rights of working children • give reasons why children should or should not work	
h. use adverbs of time (k)	• answer questions based on a table showing the hours that family members spend on different kinds of work in the home and use the information to construct sentences orally using adverbs of time, e.g. often, always, usually, every day/week, once in a while • write sentences stating how often members of their family do certain activities using adverbs of time, e.g. always, usually, every day/week, once in a while.	

SENIOR 1: TERM 2

TOPIC 6: ENVIRONMENT AND POLLUTION — 16 PERIODS

Competency: Learners should be able to carry out research and talk about the environment and pollution, and suggest ways of reducing pollution.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. appreciate different environments (u)	**Ask learners to:** • write down at least three types of environments in which they operate, e.g. social, physical and cultural • define what is meant by the term 'natural environment'	• During discussion, observe learners' ability to share and learn information and co-operate to produce group results. • When conducting research, note learners' ability to find, understand and summarise relevant information. • In learners' essays, look for the correct use of vocabulary and grammar required in this topic and for well-formulated opinions supported by facts from their research. • Assess posters for their persuasive use of images and language to encourage a change in the behaviour of the reader.
b. recognise types of pollution (u)	• in groups, talk about the different types of pollution that affect the environment • conduct research to find other types of pollution not already mentioned and produce a comprehensive class list	
c. comprehend recorded articles/short talks on the topic (u) d. carry out research (k) e. use adjectives and adverbs to describe the causes and effects of pollution (k) f. express their opinions clearly on public issues (s) g. suggest solutions to problems (s) h. use modals (k)	• listen to/view recorded talks on environmental pollution • write a summary of the main messages in one of these talks • in groups, find extracts/articles/stories about the environment and pollution in order to explain the causes and effects of pollution; using a recorder or other device, where possible, gather opinions from classmates and community members on environmental issues as part of this research • discuss this research to clarify the group's understanding • each choose one type of pollution and write an essay, with graphics, on its causes and effects, using a word processor • vividly describe the chosen type of pollution using adjectives and adverbs to highlight its danger to the environment; the essay should include their own opinions and those of others recorded during their research on the topic • present their essays to the class, then form groups to discuss solutions to the environmental pollution problems, using set phrases, e.g. In my opinion, In my view, On the other hand, In conclusion, and modal verbs, e.g. I think we should…/ ought to…/ought not to…	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
i. use vocabulary related to pollution (k)	• study anti-pollution poster campaigns and find pictures of pollution to use for their own posters • use these pictures to create posters that encourage others to change the 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 behaviour.	
ICT support for this topic The learner can: • use the internet to research different types of pollution • use a recording device to capture opinions about pollution • use a word processor to prepare activities and assignments when required.		

SENIOR 1: TERM 3

TOPIC 7: URBAN AND RURAL LIFE — 17 PERIODS

Competency: Learners should be able to listen to and read factual texts for information to support their arguments in discussions/ debates. They should be able to write creatively on the topic of urban and rural life.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. state advantages and disadvantages of urban and rural life (s)	**Ask learners to:** • in groups, draw a table to list the advantages and disadvantages of urban life and rural life • share these tables and comment on the statements of other groups	• Observe learners' critical thinking as they list and discuss the advantages and disadvantages of rural and urban life. Assess their listening and communication skills as they retell other learners' stories. • Note learners' understanding of written accounts of moving and their creativity in imagining other scenarios. • During the debate, observe learners' ability to think and respond critically to the arguments from both sides of the issue. In writing, assess their ability to use words and phrases that strengthen their arguments. • Check learners' appropriate use of the vocabulary and grammar required for each activity and listen for correct pronunciation.
b. take part in conversations/role-plays about visits to the market (s)	• in pairs, share experiences of people in their community who have moved from one setting to another • retell another learner's account to someone else in the class using their own words	
c. appreciate written accounts of young people's experiences of success in different settings (u) d. use regular and irregular verbs (k) e. pronounce consonant sounds that are often confused (s)	• silently read a variety of accounts of young people that have moved from a city to the country, or vice versa • find and read aloud words with difficult consonants that are found in these accounts • list the factors that led to the success or otherwise of these people, using regular and irregular verbs and check the spelling of words with problematic consonants • in pairs, read the sentences to each other to practise the pronunciation of consonants • discuss different scenarios about what could happen to someone who moves from one setting to the other, based on what they have already read or discussed	
f. conduct a debate on a motion related to rural/urban life (k, s) g. use adverbs of time, manner and frequency (k) h. use the appropriate vocabulary and tenses (k)	• decide on a debate motion related to urban and rural life • take on roles of first, second and third proposition and opposition speakers and chairperson; make contributions from each side; reply on both sides and vote • use adverbs, vocabulary and tenses correctly as this, together with the strength of their side's argument, will be used to decide who wins	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
i. defend his/her views in writing (s) j. use sentence connectors and conjunctions (k) k. use comparatives and superlatives (k) l. use the conditional (k)	• after the debate, choose points not raised or well-defended in their opinion and write sentences that argue these points persuasively • use comparatives to explain/justify results or opinions, e.g. better than…, instead of…, rather than...; connectives, e.g. while, not only… but also; and the conditional: If… then... • use superlatives to convince readers of these points	
m. express the future in different verb forms (k, s)	• write at length for other learners to read about their future plans for moving to another setting (urban or rural) or staying where they are; use imagination and descriptive language to convey why this is their desired option • in this piece of writing, practise moving from the present tense for life as it is now, to the future tense for expressing their future plans • create a class book/wall display of these pieces, including illustrations.	
ICT support for this topic The learner can: • use recorded audio/video messages/scenes to guide them on the correct use of language • use a word processor to prepare activities and assignments when required.		

SENIOR 1: TERM 3

TOPIC 8: TRAVEL — 21 PERIODS

Competency: Learners should be able to read and listen to information about travel and tourism. They should be able to carry out simulation exercises and role-plays related to travel.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. make suggestions about journeys and means of transport (s) b. use appropriate vocabulary and language to describe travel experiences (k) c. use adverbs and adjectives related to the topic appropriately (k)	**Ask learners to:** • in a group, list means of transport and talk about their suitability for different journeys • in role-plays, act out one journey within Uganda and another abroad; make it obvious in speech and actions what modes of transport are being used and use specific vocabulary for these modes • refer to the distances and timings of the journeys; use adjectives and adverbs to describe distance, length of journeys, any difficulties, etc. in both oral and written work	• In role-plays, observe learners' creativity, innovation and communication skills. Note how well they give instructions using the correct vocabulary and grammar covered in the topic. Check their pronunciation of consonants and past tense endings. • In listening activities, note learners' understanding and ability to identify the details requested. • In reading activities, assess their ability to scan and select the desired information, understand symbols and abbreviations and act on written instructions. • In written exercises, check their use of formal/polite and informal language for letters, greetings cards and reservations.
d. comprehend travel instructions given orally and in writing (u) e. use real and unreal conditional (k)	• listen to and read a variety of instructions given to travellers and test each other's understanding of them • role play giving instructions to travellers who don't understand at first, need more explanation and want to change their travel arrangements; offer alternative travel advice using conditionals • write down instructions to give to other learners, who then role play the correct actions	
f. understand specific details in broadcast information related to travel (u)	• listen for specific travel details that you have been told to note down in recorded travel announcements, e.g. flight numbers, destinations, departure times and gate numbers, making sure to get the correct information; discuss anything not understood about how to act on this information • listen to and answer questions on a talk about means of transport: air/road/water/rail	
g. get information while travelling from other travellers and officials (s) h. use action verbs related to giving directions (k) i. pronounce consonant sounds that are often confused (s)	• ask for and respond to travel information/ directions in role-plays, using polite language and action verbs • construct sentences asking politely for directions and help/assistance using action verbs • read these sentences aloud to practise the pronunciation of words with difficult consonants, e.g. b/p, g/k, r/l, f/v	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
j. scan texts for information (s)	• scan texts (guidebooks or websites) for the most useful information when deciding whether or not to visit a particular destination • scan for information about how and when this destination can be visited, e.g. modes of transport that can be used, departure and arrival times and contact telephone numbers	
k. understand symbols and abbreviations in texts (u)	• read and explain symbols and abbreviations given in travel guides/ brochures, directories and maps	
l. fill in application forms (u)	• read information and instructions on an application form (for travel insurance, car hire, etc.) and check their understanding with other learners • fill in the application form correctly	
m. make reservations using different media and for different purposes (k) n. pronounce past tense endings (s)	• in role-plays, make telephone reservations orally at a travel agency or hotel reception; pronounce past tense endings: …d/…t/…id • write email messages to make reservations • in role-plays, arrive at a hotel and confirm the reservation made by telephone or email	
o. identify the language of different greetings cards (k, u) p. use conjunctions (k)	• read a variety of greetings cards and establish the gist of their messages; identify the type of language that is being used: formal/informal, humorous, slang, puns, etc. • write a humorous, informal greetings card to a friend wishing them a good holiday/ journey; use conjunctions correctly	
q. know the format of a formal letter (k) r. know the conventions of formal writing (k) s. use polite language (s)	• read sample formal letters and note the main features • create a template for a formal letter • write a formal letter asking for information or making a travel booking, using the appropriate polite language • read the letters written by other learners and suggest improvements.	

ICT support for this topic

The learner can:

- use recorded audio/video messages/scenes to guide them on the correct use of language
- use a word processor to prepare activities and assignments when required.

SENIOR 1: TERM 3

TOPIC 9: EXPERIENCE OF SECONDARY SCHOOL — 10 PERIODS

Competency: Learners should be able to talk about their personal experiences of primary education and the first year of secondary school to prepare a new student for the changes they will encounter.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. identify spoken and written information, instructions and rules about a new school (u) b. use possessive and reflexive pronouns c. use the simple past tense	**Ask learners to:** • listen to information, instructions and rules about a new school and list the main points • read and answer questions about school rules, showing an understanding of why they are important • write about their personal experiences in primary school using the simple past tense, possessive and reflexive pronouns, and descriptive language to enable the reader to imagine sights, smells, sounds and feelings	• In listening activities, assess learners' understanding, not only of the facts, but of the tone and feeling of others' experiences as they listen. Look for their active encouragement of other speakers. • When communicating with others, observe learners' effectiveness in communicating their school experiences using comparisons and superlatives, and their critical thinking when putting forward comparisons between different types of schools. • In role-plays, assess learners' ability to clearly communicate key information about the school as a guide. • In written work about learners' school experiences, check for the use of the grammar required but also for emotive and descriptive language.
d. guide a visitor around a school and give relevant information (s)	• perform role-plays as guides for school visitors/new students, explaining the rules, acceptable behaviour, timetables, locations and activities and answer questions	
e. compare and contrast schools (k, s) f. use the comparative and superlative forms (k)	• discuss the similarities/differences and advantages/disadvantages between day and boarding schools, single sex/mixed schools, single shift/double shift schools • use expressions of comparison and superlatives to give convincing opinions for and against certain types of schools, school regulations, etc.	
g. appreciate oral accounts of the experiences of other learners in a new school (u)	• talk about their experiences in the school during the first year and listen to others' accounts • identify and note important information from the story/account they listened to • respond encouragingly to others as they talk • request further information/details and encourage the speaker to continue • try to recapture the tone and feeling of the original story when retelling the account to another learner.	

SENIOR 2: TERM 1

TOPIC 1: MODERN COMMUNICATION TECHNOLOGY — 24 PERIODS

Competency: Learners should be able to communicate using telephones and other electronic methods of communication and describe their own experiences of modern technology.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know modern methods of communication and their use (k) b. compare and contrast communication methods (s) c. use adjectives and modifiers (k)	**Ask learners to:** • in groups, share their knowledge of communication methods and devices, e.g. Skype and mobile phones • talk about examples of modern technology around them, e.g. computers, laptops, tablets and smartphones • create a class list of communication methods and devices	• Observe learners' ability to share their knowledge and opinions about communication technology, as well as describe the operation of devices. Note their critical thinking when debating the pros and cons and evaluate role-plays. • In written activities, check for the correct use of the grammar for this topic and assess learners' ability to identify and employ the different language styles and forms used in SMS, email, and telephone communications for different purposes. • Note learners' ability to learn and use communications vocabulary. • When skimming manuals and brochures, assess learners' ability to find the required information, summarise it and employ it to use a device.
	• explain the similarities and differences between the function of landlines, mobile phones, smartphones, etc. • describe the different types and uses of telephones, tablets and computers for communication purposes • write the advantages and disadvantages of the internet to learners, using adjectives and modifiers • in groups, discuss the advantages and disadvantages of online communication, such as chat rooms, texting, Facebook and Instagram	
d. describe their experience of using various forms of communication (s) e. use the 'wh' questions (k) f. use auxiliary/helping verbs (k)	• in groups, carry out a survey of learners' experience of communication devices, using the 'wh' questions • show the results of the survey graphically and numerically • explain orally how to perform activities, such as sending email messages, downloading ringtones/music, using auxiliary/helping verbs	
g. know the pros and cons of modern communication (k)	• discuss the advantages and disadvantages of having/not having a telephone, television, computers, DVD player • list the pros and cons of modern technology • respond to the views expressed in other learners' lists of pros and cons, articulating their own opinions	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h. apply the etiquette of using this technology (k) i. use negatives (k) j. understand the language registers used in different telephone communications (u) k. use interrogative clauses (k)	• draw up a list of rules for telephone use with a focus on the 'dos' and 'don'ts' • give reasons for agreeing or disagreeing with the rules of other learners, using negatives where necessary	
	• write and perform a dialogue/role-play about making a telephone call in different registers, e.g. calling a friend, phoning a business to place an order, a telephone interview for a job, using formal or informal language appropriate to the situation and interrogative clauses • listen to each other's dialogues and comment on the language used	
l. know the language forms used in SMS messages/emails (k)	• read examples of SMS messages and emails and identify the language styles used • write messages to be sent from telephones and computers using the appropriate language/register on a variety of topics and to a range of recipients • read another learners' email or SMS message and comment on the forms used, such as abbreviations, slang and colloquial language	
m. understand features/functions/ applications on gadgets (u) n. understand instructions in manuals and brochures (u)	• skim through manuals and brochures for information about a device, e.g. to compare devices before deciding which one to purchase • read specific information in order to explain one feature, one function and one application of a device using appropriate technical vocabulary • execute a function on a supplied device correctly based on instructions in the manual	
o. understand terminologies related to communication (u) p. use vocabulary related to communication technology (k)	• research a particular aspect of communication technology • summarise their findings using the specialist vocabulary learned during their research, e.g. mast, signal, network, cable and bandwidth • write or talk about a communication device they would like to own, explaining their choice using specialist vocabulary related to the device	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
q. distinguish between: 'used to…' (habitual past tense) and 'I am used to…' (plus the present participle of the verb) (k)	• write sentences about outdated forms of communication using the habitual past tense • in groups, write sentences about their regular use of favourite communication methods starting with: [learner's name] is 'used to…' [plus present participle, e.g. X is used to looking at their phone as soon as they wake up.].	
ICT support for this topic The learner can: • use the internet to obtain information about communication methods • use communication devices to practise the use of their functions based on their manuals • use a word processor to prepare activities and assignments when required.		

SENIOR 2: TERM 1

TOPIC 2: CELEBRATIONS — 12 PERIODS

Competency: Learners should be able to talk and write about the different types of celebrations and write plans, invitations and accounts.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know different celebrations (k)	**Ask learners to:** • in groups, identify different types of celebrations, e.g. weddings, birthdays and graduations • explain the purposes of the named celebrations and when they usually take place	• In discussions, assess the merit of learners' contributions as they share information about celebrations, work co-operatively to assign celebration job roles or complete a flowchart, and explain their work to the class. • Assess learners' work on posters based on whether they have clearly communicated the essential facts. • Assess learners' work on invitations based on whether they have used the correct formal or informal language. • When writing and delivering celebration speeches, note learners' correct use of language, tone and tense to match the occasion. • In learners' written accounts of a celebration, look for creativity, drama and/or humour in how the story is told, as well as the correct use of grammar.
b. plan celebrations and understand the plans of other people (k, s) c. use polite language to express preference (s) d. use future present simple tense (k)	• listen to a group of people planning an unidentified celebration to determine what kind of occasion it is by their use of key words • talk about/watch video clips on what is done during preparations for big celebrations • in pairs, complete a flowchart showing the usual stages of preparation for a big celebration • in groups, plan a chosen celebration and assign roles to each group member using polite language to express preference; divide the responsibilities and ensure that everything is completed on time • explain to the class the division of tasks for the celebration using the future tense	
e. know the informal and formal language and register used in invitations (k) f. use the passive voice of verbs (s)	• after studying relevant materials, write and design publicity for a celebration in poster form, and write and design personal informal and/or formal invitations using the passive voice • display posters and invitations for the class to comment on	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g. understand the speeches made at celebrations (u, s) h. use the present participle (k) i. use appropriate intonation (s) j. distinguish between the use of past simple and present perfect tenses (k)	• listen to audio speeches for different occasions and identify any special language, intonation or register used for the particular occasion • write and practise delivering speeches for celebrations using appropriate language, intonation and register, e.g. formal greetings to guests, proposing toasts, thanking hosts, reflecting on the life or career of someone being honoured • use the past simple to describe actions at specific times in the past, and present perfect for actions at unspecified times	
k. understand written extracts about different types of celebrations (u) l. use possessive adjectives, adverbs and pronouns correctly (k, s)	• read and evaluate the stories written by other learners and share the best ones with the whole class • write an account of a celebration describing who is involved, what the day means to them, all the preparations and what happened on the day. In this account, identify any items used in the celebration and state to whom they belong/who uses them in the course of the celebration, using the correct form of the possessive pronoun and/or adjective.	

ICT support for this topic

The learner can:

- use recorded audio/video scenes to guide them on the correct use of language and to provide examples of speeches and celebration planning
- use a word processor and publishing software to prepare posters and invitations.

SENIOR 2: TERM 1

TOPIC 3: PARENTS AND CHILDREN — 12 PERIODS

Competency: Learners understand parent-child relationships and discuss how to relate with their parents. They learn the language and body language of apology.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. form opinions based on oral and written information (u) b. use emotive words/words of preference (k)	**Ask learners to:** • listen to audio and video stories and read extracts about parent-child relationships; form opinions on them, e.g. the responsibilities of children at home and the parental expectations of their children, and share their opinions with the class • in groups, discuss the responsibilities of both boys and girls at home and in the community; use words of preference to indicate the desired situation for parents or children • write discussion questions on the responsibilities of parents and children using words that are emotive in this context, such as duty, love, respect, fairness, equality and sharing • in groups, choose one of these questions to discuss and then individually write a summary of the discussion	• In discussions, observe learners' ability to form and express opinions. In debates, note learners' critical thinking on a topic and their problem-solving skills when suggesting ways of resolving parent-child conflicts. • In learners' survey reports, look for their ICT and calculation skills in the presentation of results. • When writing in a particular format, check their work uses the correct language conventions. • In role-plays featuring apologies, looks for learners' imagination and creativity, and use of the correct tone of voice and body language. • In written exercises involving parental advice and reported speech, note their correct use of the punctuation and grammar required.
c. survey the opinions of others (s) d. use the passive voice (k)	• develop and word process questionnaires to survey the opinions of classmates on what makes good parent-child relations; use the passive voice in formulating questions • present the data in writing and graphically, showing the relative sizes of sub-groups that share particular opinions	
e. take part in debates (s) f. use the active voice (k)	• debate on how to resolve conflicts between parents and adolescent children; each side to express opinions, using the active voice, that demonstrate sensitivity and problem-solving skills	
g. understand a variety of textual formats (u) h. write in a specific format (s)	• read and discuss articles/stories/poems about parent-child relations • discuss the differences in language and effect achieved by various types of writing • choose a text and write a response in the same format as the author of the chosen text; include their own personal views on the subject	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
i. use appropriate language and non-verbal communication for apologies (k, s) j. use the imperative voice and shades of tones of adjectives (k) k. use appropriate polite language (k)	• listen to conversations where a child is apologising, state what the child is apologising for and how the apology is accepted by the parent • note and discuss the tone of voice used and express how the participants are feeling • discuss how the imperative voice and the tone of adjectives can shape how an apology is given and received • in role-plays, practise apologising and accepting apologies using the associated body language • perform the role-plays for group/class evaluation; use the appropriate polite language and register	
l. use result clauses (k) m. use conditional phrases (k) n. use modals (k)	• write examples of a parent giving advice to a child on his/her behavior in various situations • use result clauses: so as to, in order to, so that; conditional phrases: would/would like, should/should not; and modals: have to/don't have to, must/must not	
o. record reported speech (k, s) p. use relative/interrogative pronouns (k)	• report in writing what was said in recorded conversations/role-plays using reported speech and the correct use of commas and quotation marks • comment on what was said using relative/interrogative pronouns, e.g. who, whom, which.	

ICT support for this topic

The learner can:

- use a spreadsheet to record data from a survey
- use the internet to source stories/poems/articles about parent-child relations.

SENIOR 2: TERM 2

TOPIC 4: ANTI-CORRUPTION — 16 PERIODS

Competency: Learners should be able to identify different types of corruption and talk about its dangers.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know different forms of corruption (k) b. use the appropriate vocabulary related to corruption (k)	**Ask learners to:** • in groups, brainstorm ideas on what corruption is and make a list of its causes and effects • listen to a video/audio/audio-visual presentation on corruption • amend their group's list after the presentation, add any new vocabulary that has been learned and share their new list with the class • to write their own opinions on the topic using the new vocabulary	• In discussions on corruption, observe learners' ability to think critically, incorporate new learning into their opinions, and use new vocabulary and the grammar required for this topic in their speech. • When devising a survey, look for learners' ability to devise relevant and stimulating questions. • In their work on manifestos, assess learners' ability to identify the similarities in the examples they have found and their innovation in translating these common elements into a template. • In their formal report, assess learners' use of the correct language and format, their creativity in devising a corruption allegation and the evidence supporting it, and their critical thinking when weighing up this evidence in their conclusion.
c. form personal opinions based on media accounts (u, s) d. use connective clauses (k) e. use interrogative clauses (k)	• read newspaper stories or magazine/ website articles on corruption, e.g. about a person who was imprisoned because of being found guilty of corruption/ embezzlement of public funds • react/respond to these media articles and state their own views in a class discussion using connective clauses • question the opinions of other learners using interrogative clauses and differ with their views politely, as necessary	
f. carry out an attitudinal survey (s) g. use modal verbs (k) h. use direct and indirect speech (k)	• seek opinions through a survey on how corruption can be eradicated in the community and the country • in the questions devised for the survey, use modal verbs to help elicit a response • in groups, discuss the outcome of the survey using direct and indirect speech to report particular opinions of those surveyed • reflecting on the survey and discussion, produce a piece of writing that suggests the best ways of eradicating corruption	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
i. appreciate a manifest (u) j. use the future tense (will, shall) (k) k. construct and use a template (s)	• read examples of manifestos written by political parties/candidates for office in school/the local community/the nation • make a list of the political issues covered (education, health, taxes, etc.) and the promises made, that are common in the manifesto examples found • note the use of the future tense for what the candidate/party will do if elected • create a template with topic headings and sub-headings that could be used to create a new manifesto • imagine being a candidate for a chosen public office and write a manifesto using this template; ensure that an anti-corruption pledge is included in it	
l. write a formal report (k, s, u)	• read a formal report on the alleged corrupt practices of a politician • using the example as a model, write a formal report about a fictional school officer that is accused of corruption in their role; include three pieces of documentary evidence and the reported words of several witnesses • in the conclusion, weigh up all the evidence and state how strongly it points to guilt or innocence.	

ICT support for this topic

The learner can:

- use recorded audio/video reports/scenes/pictures to guide class discussions on corruption
- use a word processor to prepare activities and assignments when required.

SENIOR 2: TERM 2

TOPIC 5: HUMAN RIGHTS, GENDER AND RESPONSIBILITIES — 15 PERIODS

Competency: Learners should be able to talk and write about human rights and gender, listen to speeches and debate related topics.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand a lecture delivered orally or a recorded speech (u)	**Ask learners to:** • respond to speeches: oral, recorded, guest speakers, e.g. a guest speaker on human rights and/or gender issues, by asking questions for clarification and/or raising discussion points	• During discussion and debate on sensitive issues, observe learners' ability to contribute using appropriate vocabulary and understanding. Note the clarity with which they express personal opinion and the understanding they demonstrate of the rights of people different from them. Assess their critical thinking on emotional and complex issues. • In role-plays, assess their creativity and problem-solving skills as they act out solutions to human rights and gender issues. • In learners' various written products: posters, articles, stories, etc., check that they use the correct language and format for each, assess their creativity and check their use of the grammar required for this activity.
b. know the rights of different groups of people (k)	• conduct research into what are considered universal human rights using reference books/websites and note key points • identify human rights that are frequently abused • list the rights of boys and girls that are normally abused • read and discuss texts about the roles, rights and responsibilities of various people, including national documents and international texts such as the UN Declaration of Human Rights, the Convention on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination Against Women • in groups, create a table of human rights, civil rights, employment rights, etc. and match them to different groups of people, e.g. teachers, parents and children, minority groups • read/listen to/view media accounts of human rights abuses and retell them in summaries	
c. understand opinions on human rights and gender (u) d. use opinion words and the active voice (k)	• in group discussions, express personal opinions on the rights and responsibilities of girls, boys and children, giving personal views sensitively and without offending others, and using opinion words and the active voice • use role-plays and/or group discussion to suggest and share solutions to various human rights and gender issues	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
e. debate/discuss formally sensitive/ contentious topics (s) f. know gender sensitive language/ vocabulary (k, u) g. use the 3rd person pronoun	• identify gender sensitive terminology and vocabulary in texts and explain the thinking behind it • formally debate/discuss topics on human rights/gender inequality, applying gender sensitive language and vocabulary learned, and using 3rd person pronouns	
h. understand formats used in different media (u) i. use past perfect and past simple tenses (s) j. use modals in different tenses (k, s) k. use simple present, present perfect and present continuous tenses (k, s) l. use indirect speech (s)	• write about the rights and responsibilities of different groups in different media: posters, short essays, stories, poems and newspaper articles, using the correct format for each • when reporting on an incident involving a human rights violation, sequence events using past perfect and past simple tenses • apply knowledge of modal tenses to their writing in the different media, e.g. must…, ought not to…, should not have…/ought to have… • talk about changes in attitudes/legislation, etc. that result in a fairer society using the present tense correctly • restate, in indirect speech, opinions stated in direct speech in selected media articles.	

ICT support for this topic

The learner can:

- use recorded audio/video documentaries/interviews/lectures/films/pictures to guide class discussions on human rights
- use a word processor to prepare activities and assignments when required.

SENIOR 2: TERM 2/3

TOPIC 6: TOURISM, MAPS AND GIVING DIRECTIONS — 33 PERIODS

Competency: Learners should be able to give and follow directions to a given tourist site; research, read and talk about a visit; and understand the importance of tourism.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand brochures, guidebooks and other publicity materials and information in digital format about tourism (u) b. use descriptive words (k) c. use compound words (k)	**Ask learners to:** • read and analyse local and national tourist websites, guidebooks for travellers/ walkers and advertisements for holidays • make a note of the types of information provided to tourists for different types of holidays: general sightseeing, sun and sand, specialist interests (wine, architecture, music, art, history), sport, walking/hiking, etc. • describe an ideal holiday and the special information required to choose it, using descriptive and compound words	• When reading and researching tourist websites, assess learners' ability to find relevant and specific information, interpret map symbols and identify the language used for directions. • In role-plays, note learners' creativity and problem-solving skills as they give and follow directions and overcome differences between their planned and actual trip. • In learners' tourist publicity products, look for creativity, accurate use of facts, ability to describe and use of the grammar for this topic. • Assess learners' problem-solving skills as they plan a trip and try to foresee what could go wrong.
d. understand texts, keys and scale on maps and other materials related to tourism (u)	• interpret the maps and plans in tourist materials to calculate distances and identify natural features, such as forests, lakes, rivers and waterfalls, as well as historical, cultural and leisure activity sites • role play being a travel agent and helping tourists decide where to go on holiday by describing the location and hotel facilities and giving other relevant information at their request	
e. understand the language for giving directions (u) f. use action words (k) g. use appropriate prepositions (k)	• from tourist guidebooks, identify the language used for giving directions • in role-plays, give and follow verbal directions as a visitor and as a resident of a tourist location • write and display real directions to actual tourist sites using action words and prepositions	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h. use language to promote tourism/a tourist site (k, s) i. use adjectives (k) j. use prepositions (k)	• choose a region or specific place of interest to tourists anywhere in the world and write publicity materials (leaflets, posters, advertisements) that include captioned photos of notable natural and man-made features • produce a poster/leaflet to encourage foreign visitors to visit Uganda, or to encourage Ugandans to visit places of natural/historic interest in their own country • use colourful adjectives to enhance the desirability of visiting these locations and the correct prepositions	
k. plan a visit (s) l. use relative clauses (k) m. use the present and future tenses (k) n. use prepositions (k)	• plan a visit to a nearby tourist site by gathering all the information necessary to ensure the trip proceeds smoothly; investigate mode of travel, costs and timings for the journey there and back, accommodation, food, opening times for places of interest, entry fees and other costs • write up the steps that should be taken to prepare for the trip and the things to remember while on the trip, using the present and future tenses • visit the site or role-play a visit with other learners who will introduce some unexpected circumstances • write a short essay to compare and contrast how the trip should have gone with what actually, including the use of relative clauses • use prepositions in the essay to describe position and directions, e.g. across the river, over, behind and ahead of.	

ICT support for this topic

The learner can:

- use the internet as a source of key information needed by tourists
- use an online Geographical Information System (GIS) to locate tourist attraction sites, their distance and directions to these sites.

SENIOR 2: TERM 3

TOPIC 7: LEISURE — 17 PERIODS

Competency: Learners should be able to read and talk about leisure and discuss how to use their free time profitably.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the importance of leisure (u) b. use 'wh' questions (k) c. use personal pronouns (k) d. use prepositions and adverbs of time (k)	**Ask learners to:** • in groups, discuss the importance of leisure time • talk about how they spend leisure time • ask and answer questions from other learners about how they spend their leisure time using personal pronouns, stating likes/dislikes, asking 'wh' questions to clarify details, open-ended questions to seek opinion • use prepositions and adverbs of time when asking and answering questions	• Assess learners' use of the language and grammar for this topic in both their verbal and written products. • In group or paired discussion, observe learners' communication skills, and how they co-operate with others by listening carefully and responding respectfully and politely. • After reading, note learners' overall comprehension, ability to find specific facts and the accuracy of any summary report, either verbal or written. • In written work, assess learners' creativity and use of the language skills for this topic (giving instructions vs. giving advice). • In role-plays, note the creativity of learners' dialogue while at the same time employing the required grammar. • In timed speeches, assess learners' skills in calculating how long their speech will take and making any adjustments so it fits within a time limit.
e. understand articles/extracts about leisure pursuits (u) f. pronounce sounds l/r (s)	• read information about leisure activities for the gist and specific detail; find activities that are new to them • list 10 different ways of spending leisure time, including activities that are new to them • compare and contrast hobbies using their own criteria • in small groups, discuss the merits of different leisure activities • report verbally on their reading and discussion to the class • write an article for the media about how they spend leisure time profitably without getting involved in risky/anti-social behaviour and read it to the class • listen and respond to another learner's article • when reporting or speaking to the class, ensure they pronounce the consonants 'l' and 'r' correctly; politely correct other learners if they mispronounce them	
g. know the general principles of summary writing (k)	• verbally summarise an article read by another learner in the previous activity; allow the author to advise whether any important points are missed • write a summary, ensuring to add all the key points, using summary guidelines supplied by the teacher	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h. know the difference between instruction and advice (k) i. know the language for giving advice (k)	• in groups and with teacher guidance, discuss the differences between giving someone an instruction and giving them advice • role play giving instructions and advice about leisure activities and make notes on the key words and phrases used for each • write notes/letters/emails offering advice to friends about how to spend their spare time • read and respond in writing to a friend's advice	
j. keep to a time limit in speaking (s)	• plan and practise a speech on the good and bad aspects of a particular leisure activity so that it can be completed within a given time limit; add or subtract points to achieve the time limit • give the speech to the class or a group, stopping strictly at the end of the time limit • class/group to ask 'wh' questions and open-ended questions to clarify details • summarise in writing what they heard from other learners	
k. use phrases that express obligation and permission (k, s) l. use possessive and reflexive pronouns (k) m. use noun-phrase modifiers (k) n. respond to negative questions/ statements politely (s)	• as a class, brainstorm phrases of obligation and permission, and review possessive and reflexive pronouns, noun-phrase modifiers and how to respond to negative questions/statements politely • in pairs, conduct role-plays concerning a child asking a parent for permission to go out with a friend that employs as many of the above language and grammar points as possible; when the parent refuses on the basis that the child has schoolwork to do, role-play to explore phrases of obligation/permission and how to respond to negative questions/ statements politely • observe each of the role-plays, note the language/grammar employed and decide which pair produced the best dialogue with the greatest use of the required language and grammar.	

ICT support for this topic

The learner can:

- use a word processor to prepare activities and assignments
- use the internet to research leisure activities
- use on online translator/dictionary, audio or audio-visual recordings to develop vocabulary and pronunciation.

SENIOR 2: TERM 3

TOPIC 8: APPEARANCE AND GROOMING — 15 PERIODS

Competency: Learners should be able to give and follow directions to a given tourist site; research, read and talk about a visit; and understand the importance of tourism.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. describe clothing/styles of dress (k, s) b. use adjectives, compound words and comparatives (k)	**Ask learners to:** • read descriptions of outfits shown in advertisements/catalogues/fashion magazines, etc. and note the specialist vocabulary used • for given fashion photos without text, write detailed descriptions of the clothes and their style using the vocabulary learned, plus adjectives, compound words and comparatives	• In learners' written work describing fashions, and other learners' grooming and dress sense, assess their ability to write descriptively, use the grammar and language required, the correct register and specialist fashion/grooming vocabulary. • In discussions, note learners' understanding and analysis of their reading, and their ability to communicate facts and opinions clearly. • In learners' written work to and from an advice column, assess their creativity in the portrayal of the problem, response to the problem and use of different registers. • When describing and sharing descriptions and criticisms of another learners' grooming and dress sense, assess learners' descriptive ability, sense of co-operation in a sensitive exercise and the tactfulness of their observations.
c. understand anecdotes/articles/extracts on grooming (u) d. use the appropriate vocabulary related to grooming (k) e. use adverbs of degree (k)	• read articles/extracts/anecdotes on grooming and note the specialist vocabulary used • in groups, give opinions based on what they have read, e.g. what constitutes sensible/decent/bad grooming/dressing and how it helps attract/repel people around them, using specialist vocabulary learned and adverbs of degree	
f. use correct verb forms and language registers for various writing purposes (k) g. know the casual register in speech (k) h. use descriptive language (k)	• read advice columns in newspapers or online and note style and content • write a fictional letter to an advice column about a friend or family member with bad grooming habits using casual, descriptive language • write a more formal reply as the columnist about the benefits of good grooming and how to help someone improve their habits • use the correct verb forms in their writing	
i. understand recorded/media presentations (u)	• listen to or watch a recorded media presentation about appearance and grooming • analyse and evaluate the content and issues arising from the presentation • discuss how the presentation has or hasn't changed ideas and attitudes towards grooming and dressing appropriately, giving reasons why	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
j. appreciate their own and their friend's appearance (u) k. criticise other people's mode of dress tactfully/sensitively (k) l. use prepositions in verbal and adjectival expressions (k) m. use appropriate adjectives and adjectival phrases (k)	• in pairs, learners describe both each other's appearance and their own, mentioning what they consider to be good, and what could be improved, about their own and their partner's grooming and dress sense • in all descriptions, include adjectives and adjectival phrases, and prepositions in verbal and adjectival expressions, such as: dressed in, dressed up, wear out, put on, take off, etc. • ensure that any criticism is tactful, sensitive, polite and constructive • swap their description with their partner and respond politely to each other's descriptions and criticism.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use audio, video or audio-visual recordings for learners to assess • use the internet to find fashion articles and advice columns.		

SENIOR 3: TERM 1

TOPIC 1: CHILDHOOD MEMORIES — 22 PERIODS

Competency: Learners should be able to recall, narrate and write about their childhood memories using habitual past tense and link words.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. communicate a memorable experience from their childhood (s) b. use correctly the habitual past: used to…/ would… (k) c. use -ing forms (k)	**Ask learners to:** • watch a film or documentary about the experience of growing up (if possible) • read extracts about childhood from a memoir, a biography and an autobiography; analyse the differences between each genre and list new phrases and verbs learned • discuss the similarities and differences between the film account and/or written extracts and their own experiences, illustrating their points by sharing their own memories using the habitual past tense and '–ing' forms • choose an important incident in their childhood and make detailed notes on everything they can remember about it, including the setting, people involved, emotions felt, how it affected their five senses and the aftermath of the incident • using their notes, describe the incident to a partner and vice versa • comment and ask questions about their partner's account, then update their notes to include anything useful that has been suggested	• After watching a film or reading extracts about childhood, observe learners' ability to analyse the similarities and differences between other people's childhood and their own using the grammar for this topic. • Assess learners' ability to communicate a scene or character vividly from notes drafted and discussed in advance, using descriptive language effects. • In their autobiographical piece, assess learners' use of emotive and descriptive vocabulary, and whether they improved their piece through discussion and editing. • In their verbal portrait of a teacher, check learners' correct and creative use of similes and metaphors, and their ability to engage their audience verbally using notes.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d. apply newly acquired phrases and verbs to their writing (k)	• draft an autobiographical piece of 1000 words (approximately 4 pages) from the notes created above about the chosen childhood incident, using newly acquired verbs and phrases from their reading, and descriptive and emotive words to engage the reader and make the scene come alive for them • ensure their story has a strong beginning, middle and end • submit their draft to a classmate for verbal comments and make a note of any improvements they suggest • produce a final draft, incorporating suggested changes and ensuring the correct use of grammar, spelling and punctuation • read their account to the class, answer questions about it and lead any discussion that follows on issues raised	
e. know the adjectives and other expressions used to describe a former teacher (k) f. use similes and metaphors to describe people (k, s)	• look up the definition of a simile and a metaphor, and write practise sentences using these language effects in the description of childhood places, people and events • read and discuss several accounts of a child's first day at school and identify all the adjectives, similes and metaphors used • plan to create a vivid verbal picture of a favourite teacher by writing notes about their appearance, personality and behaviour, which includes similes, metaphors and adjectives • share memories of this teacher with the class, using all the language effects planned for in order to entertain and engage classmates • as a class, decide which was the most memorable portrayal of a former teacher and why, on the basis of the language used.	
ICT support for this topic The learner can use a word processor to prepare activities and assignments.		

SENIOR 3: TERM 1

TOPIC 2: SCHOOL CLUBS — 22 PERIODS

Competency: Learners should be able to name the clubs that can be formed in schools and discuss their importance, objectives and different roles. They should be able to write about specific purposes in the business operation of clubs.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand information about different clubs and make notes (u)	**Ask learners to:** • listen to what a school resource person says in a presentation about different clubs and note down the main points • discuss which clubs sound appealing and why • list the different clubs in their school, noting how they operate and who joins them • list clubs not available and why they are desirable • write down what activities new clubs would offer, how often they would meet and their rules	• Check the notes learners' make after listening to a presentation from a visitor for comprehension and specific detail. • Assess learners' imagination and use of persuasive language as they prepare and deliver points to encourage another student to join a club. Note how they change their 'pitch' after receiving feedback. • In formal letter writing, check for the correct use of polite business-like language. • When creating a fictional agenda and minutes for a club, check learners' use of the correct format and language for these documents, and their use of imagination. • In group poster design work, observe their co-operation and communication skills, use of the grammar for this task and ability to write persuasively in the context of publicity materials.
b. know the importance of school clubs (k) c. persuade others (s) d. use transitive and intransitive verbs (k)	• each prepare as many written points as possible in order to persuade another student to join a particular club; use transitive and intransitive verbs in their writing • deliver points in a persuasive manner to another learner to join this club and answer any questions; the other learner to respond by indicating whether or not they would like to join and give reasons • revise their points to make them more persuasive and make another appeal to a different learner; assess whether they are more enthusiastic about joining or whether the revised appeal is also unsuccessful and explain why	
e. write a formal request (k, s)	• discuss the different kinds of language spoken in different situations, giving examples of when informal language, like slang and jargon, is used and when more formal language is necessary • review how to write a formal business letter • write a formal letter to a school official in charge of finance or clubs requesting funds to support new or additional club activities	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. understand documents related to club meetings (agenda, attendance, minutes, resolutions, etc.) (u)	• secure examples of club documents (which include an agenda, attendance list, minutes of the meeting, resolutions) and discuss their different formats and use of language • imagine a reason for an important meeting of a particular club (e.g. to elect a new president, discuss rule-breaking or misbehaving) • write an agenda for this meeting, then imagine what was discussed and write up fictional minutes	
g. form and use comparative and superlative forms of adjectives, e.g. to promote/ advertise their club (k, s) h. know some common idioms (k) i. use preference structures (k) j. use descriptive adjectives (k)	• in groups, design posters to encourage students to join existing and new clubs • in the poster headlines, use some common idioms related to the club's activity to attract attention; for instance, if it was a sports club, idioms such as 'have a ball,' be a 'front runner' or 'the ball is in your court' might be appropriate • in the posters' general description of the club (bullet points), use descriptive adjectives and superlatives to enhance the perceived appeal of the club • evaluate the posters of other groups constructively using comparative forms, e.g. '…better than…'; and preference structures, e.g. 'would rather'.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use publishing software to design advertisements.		

SENIOR 3: TERM 2

TOPIC 3: INTEGRITY — 16 PERIODS

Competency: Learners should be able to identify behaviour that demonstrates honesty and integrity and appreciate these qualities in themselves and others.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand recorded speeches related to honesty and integrity in personal and public life (u)	**Ask learners to:** • listen to recorded speeches about honesty and integrity and make notes • in groups, discuss the key indicators of honesty and integrity in different settings: home, school, community and government	• Assess learners' ability to understand speeches and written extracts, discuss what they've heard and read with accuracy and insight, and think critically about it verbally and in writing. • In role-play, observe learners' co-operation in formulating the overall idea, participation and use of imagination in their role. • In their formal essay, note learners' ability to formulate clear opinions and provide evidence from their reading and research. • In creative writing, assess learners' use of imagination and their language skills when addressing the topic. Check the required pronunciation and tenses in their performances.
b. appreciate the importance of honesty in the home (u) c. summarise opinions (s)	• discuss honesty and dishonesty in the home, citing examples from their own experience • in groups, imagine a situation where someone might be tempted to lie – to get a friend/sibling out of trouble or to get oneself out of trouble – and act out the consequences if they lied and also if they didn't; the class to comment on the realism of the role-plays and whether they agree with the consequences portrayed • debate how honest teenagers should be with their parents and if lying is ever justified • summarise the opinions given in the discussion in writing and add their own conclusion	
d. know examples of honesty/ dishonesty in public life (k) e. understand and appropriately respond to various extracts/texts about honesty/ dishonesty and integrity (u)	• in groups, read and respond to various extracts from newspaper articles and other media about the honesty, dishonesty and integrity of public figures • individually evaluate these examples of honest and dishonest people in public life by listing the causes and effects of their actions • in groups, discuss/compare and contrast the behaviour of the people in the examples • write notes based on the reading and discussion about what usually leads people to be dishonest and what can keep people on an honest path • write a formal essay of 250–300 words on a chosen aspect of this topic, citing examples from their reading, discussion and own research	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. write poems, songs and compositions on integrity and use drama to convey what integrity means (s) g. know the 'silent' letters in the pronunciation of English words (k) h. know the past conditional tense of verbs (k)	• read examples of poems, songs and stories on the theme of honesty/ dishonesty/integrity to gain inspiration for their own piece of writing/performance • decide what message to convey about this topic and in what form –using personal experience, a fictional scenario or the lives of public figures living or dead • write the message in their chosen form and read or perform it for the class • when reading or performing, pronounce words containing silent letters correctly: 'h' as in honesty, hour, eight; 't' as in listen; 'g' as in sigh; and 'b' as in doubt • apply the past perfect conditional tense to scenarios to express how the outcome could have been different, e.g. if someone had not taken that money, they would not have gone to prison.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use publishing software to design advertisements.		

SENIOR 3: TERM 2

TOPIC 4: IDENTITY CRISIS — 18 PERIODS

Competency: The aim is to boost learners' self-esteem, so that they are able to appreciate positively who they are based on their cultural background and personal qualities. They should be able to celebrate the uniqueness of themselves and others.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand why people have failed to fit into a community/group (u) b. use possessives as modifiers/determiners (k)	**Ask learners to:** • read short accounts, and/or watch films or documentaries about people who do not fit into their family/community and compare them in writing using possessives as modifiers/determiners • in groups, discuss reasons for the alienation these people feel	• Observe learners' ability to understand the experiences of others, and to empathise with their situations. • Note learners' capacity to think critically about their own strengths, weaknesses, likes and dislikes. Observe their clarity of communication with others and tactfulness with sensitive matters. • In role-play, look for learners' creativity and innovation when responding to strong views without being offensive. Assess their understanding of the role of non-verbal means of communicating. • In formal and informal writing, check for the correct use of the grammar and punctuation for this topic and the use of the appropriate language forms.
c. know things they like/do not like about themselves, and their culture, community, country and/or background (k) d. use phrases/structures in comparing and contrasting situations (s)	• list four things they like and four things they dislike about themselves • discuss four things they like and four things they dislike about their culture/community/background/country • in groups, share ideas about things they like and dislike about themselves and their culture/community/background • discuss the similarities and differences between experiences and feelings in the group, using language phrases and structures that aid comparison	
e. appreciate both the good and the bad things happening in their life (u)	• having read and listened to the experiences of others, write a paragraph appreciating and evaluating their own life experiences • list the strengths and weaknesses they have as individuals and ideas that they have for improving themselves • in groups, discuss how they can minimise their weaknesses and maximise their strengths	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. know how to avoid giving offence in responding to others' views (k) g. identify non-verbal communication features used by different people in different situations (s)	• in groups, role play a situation where one person is making strong statements about sensitive cultural issues; take turns being the person with contentious opinions; others in the group to role play listening and responding with their own contrasting views without being offensive • in these role-plays, observe each other's non-verbal communication • discuss the non-verbal communication used by participants in the role-plays; how body language and facial expressions were used to convey meaning and attitude	
h. know how to write formal poems/ compositions that praise (k, s) i. use punctuation correctly: quotation marks, apostrophes and hyphens (k) j. give information to others clearly in informal writing (s) k. identify formal and informal language in texts (k)	• write a formal poem or essay that praises someone – a friend, family or celebrity – for their personality and achievements; use formal language and ensure that quotation marks, apostrophes and hyphens are used correctly • write an informal letter to a friend reminding them about the good things in their culture and encouraging them not to leave the country • share formal and informal writing with other learners and let them comment on its originality and clarity of expression.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use the internet to search for information.		

SENIOR 3: TERM 2

TOPIC 5: RELATIONSHIPS AND EMOTIONS — 25 PERIODS

Competency: Learners should be able to describe their relationships with different people and understand/learn language to express their emotions.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know different types of relationships within the family (u) b. use possessives (k) c. express emotions (k)	**Ask learners to:** • in pairs, describe the relationships between family members going back to grandparents and beyond (if possible), using possessives, while their partner draws a family tree based on the information they hear and then swap roles • in pairs, talk about personal relationships within the family, expressing feelings about them using emotive verbs and adjectives	• Observe the quality and sensitivity of learners' communication as they talk about family and other relationships and their ability to express emotions. • Note learners' critical thinking and problem-solving skills as they discuss what can go wrong with relationships and how to resolve this. • Assess learners' understanding of texts on this topic and their ability to describe, compare and summarise what they have read. • In role-plays, observe learners' critical thinking and problem-solving skills on relationships, noting if it is based on their reading and discussion. • In debate, observe how learners' draw on personal experience to make their points and their ability to summarise and draw conclusions from the exercise.
d. know and appreciate different types of relationships and emotions (k) e. know the consequences of some relationships, such as between members of the opposite gender (k)	• in groups, discuss other relationships which they are familiar with • make a list of all the relationships they can think of, e.g. stepchildren and parents, boyfriend and girlfriend, friends, enemies, teachers and students, animals and humans, etc. • discuss how factors, such as culture, gender, age and religion, can affect relationships • reflect on where relationships with the opposite gender and between friends can go wrong and why, and what can be done to put things right	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. understand a variety of texts on the topic to form/reinforce personal opinions (u) g. use the relative pronoun, 'whose' (k) h. use adverbs (k)	• listen to/read stories and articles about both strained and smooth relationships, e.g. between a mother and daughter or boyfriend and girlfriend, and compare and contrast the reasons why these relationships did or did not work in a short essay • when comparing relationships, identify which person is referred to using the relative pronoun 'whose', e.g. The person/[name], whose… • read extracts about people's relationships and feelings (e.g. from newspaper or magazine advice columns or published letters between famous people) and describe each relationship in their own words, including any advice they would give to improve the relationship • when giving advice, use adverbs to explain how behaviour could be modified, e.g. Speak quietly/privately to…, Approach the topic gently… • write a letter to a friend or newspaper expressing their personal feelings about a relationship	
i. use first/real conditional: If…, future tense (k) j. use phrasal verbs (k) k. use result clauses in their speaking and writing (k)	• role-play relationship problem-solving; one learner presents a relationship problem and the other gives helpful advice in the role of a friend of counsellor • use conditional sentences in role-play, e.g. If you take a particular course of action, the situation will improve; and phrasal verbs to give instructions, e.g. calm down, don't shout, act kindly, discuss things • after role-play, write about their suggested advice in the role of friend or counsellor, showing how it was based on evidence gathered from texts, and using results clauses, e.g. I gave this advice in order to/so that…	
l. express opinions based on personal experience (s) m. write notes from discussion (s)	• debate a relationship issue/topic making it clear that opinions are based on personal experience • summarise, in note form, the main points made on both sides of the debate and compose their own written conclusion.	
ICT support for this topic The learner can use a word processor to prepare activities and assignments.		

SENIOR 3: TERM 2/3

TOPIC 6: PATRIOTISM — 30 PERIODS

Competency: Learners should be able to define the concept of patriotism; identify, talk and read about tenets of patriotism; appreciate their country and discuss how it can be developed/improved.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know vocabulary related to patriotism (k)	**Ask learners to:** • read government, political and other websites that express patriotic views • define unknown words and generate a list of patriotic vocabulary from this reading • construct sentences using this vocabulary expressing their own patriotic feelings	• Observe learners' ability to find new words about patriotism and use them correctly while expressing their own views. • Assess learners' knowledge of patriotic symbols and what they refer to, and their creativity in using words and symbols to make a patriotic logo. • In written work, look for moving expressions of patriotic feelings, sound reasoning, creative and persuasive language and use of the grammar required for this topic. • In discussions after reading, listen for correct references and quotations from learners' reading and their critical appreciation of similarities and differences in patriotic expression between other countries and their own.
b. understand patriotic symbols (u)	• explain the official symbols of their region and the nation • discuss and list unofficial symbols that bring out their patriotic feelings (e.g. in the arts, media, sport) • design a new logo for a national team/ government organisation/charity that employs patriotic words and symbols that relate to Uganda's history and/or future	
c. express patriotic feelings (s)	• write a newspaper or magazine article and a poem and design a billboard poster with patriotic messages o the article could report on the victories of national athletes, expressing pride in a new building or reporting on the rising standard of education o the poem could be about the nation's proud history or its promising future, the beauty of its natural environment or scientific or cultural achievements o the billboard poster could be part of a campaign urging citizens to work together against crime/litter/ discrimination for the good of the nation	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d. understand stories/passages/articles/ poems about patriotism (u) e. use language related to patriotism (k) f. use adverbs of degree (k)	• listen intelligently and respond to passages/articles/ stories/ poems/audio materials about patriotism from Uganda and other countries • comment and ask questions about what they have heard using vocabulary learned • in groups, discuss the similarities and differences between Ugandan patriotism and that of other countries, using adverbs of degree for comparison	
g. know what people should do to demonstrate patriotism (k) h. use regular and irregular adjectives, gradable and upgradable adjectives, noun phrases and noun-phrase modifiers (k)	• look at photos that show a variety of types of patriotic and unpatriotic behaviour • discuss which expressions of patriotism are best and which are less positive or acceptable • describe incidents from the news/ parents/personal experience of unpatriotic behaviour; discuss how the behaviour could have been changed to make a more positive statement • research and write about a patriotic cause they would like to be involved in, explaining the cause, why it attracts them and what activities they would participate in to promote it; use adjectives and noun-phrase modifiers for this activity.	

ICT support for this topic

The learner can:

- use a word processor to prepare activities and assignments
- use the internet to research government and other patriotic organisations, and symbols of patriotism.

SENIOR 3: TERM 3

TOPIC 7: FURTHER EDUCATION — 25 PERIODS

Competency: Learners should be able to talk about the benefits of continuing their studies to higher levels of education, how to qualify for admission to courses in higher and further educational establishments and the entry-level requirements of different types of jobs.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know the different types of higher education institutions available in the country (k)	**Ask learners to:** • read information from advertisements, websites and prospectuses about further/higher education and identify the types of higher education in Uganda • list five further/higher education institutions and what they have to offer • choose one institution of particular interest and explain in writing why they might attend it, including what courses it offers and what facilities it has • share their writing with other learners to learn more about educational institutions in Uganda	• Observe learners' aptitude for identifying types of institutions, choosing one that interests them and writing sound reasons for wanting to attend it. • Note learners' critical thinking when identifying and countering statements of gender bias. Assess their ability to analyse a personal experience of bias, think of its causes and describe its effects. • In role-plays, observe learners' innovative use of dialogue to explore parental advice and how children respond to it. • Assess correct use of language for formal and informal writing, and use of the grammar for this topic.
b. understand gender bias/stereotyped attitudes in choices of what to study (u) c. use conditional clauses (k) d. use clauses of purpose (k) e. understand opinions on gender bias in higher education, e.g. choice of course of study (u) f. use opinion words with the present and past simple tenses (k) g. use the past participial tense (k) h. use declarative statements (k)	• discuss and create a list of gender-biased statements to share with the class, e.g. boys should become doctors, engineers or lawyers, and girls should study nursing, teaching or secretarial work • in groups, provide counterarguments for these statements using conditional clauses, and clauses of purpose, to share with the rest of the class • listen to speeches/recorded messages that contain opinions about further education, note the main points and evaluate them for gender bias • discuss personal experiences of gender bias in terms of jobs in the home, courses to study, future careers, rights and privileges, expected behaviour, etc. • write about one of these experiences using the past tense and the past participle tense; give opinions in declarative statements as to why the relevant person in the story had this bias and how it felt to be treated this way	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
i. appreciate the role that parents can play in helping their children make decisions about further/higher education (u)	• in groups, discuss times when they liked/ disliked advice that parents have given them about their future education; with regards to the advice they disliked, discuss why they did not feel it was good advice and what motivates parents to give this advice • role play a situation where a parent gives a mixture of good and bad advice, and the child responds respectfully with their own point of view; continue acting out the conversation until both parent and child understand each other's way of thinking, even though they might not still agree • based on role-plays observed, write a paragraph about the best advice a parent could give a child about their education	
j. write convincingly in informal language (s)	• write an informal letter to a friend giving an opinion about their choice of a course of study, with reasons	
l. use get/got forms, get + phrasal verbs (k)	• use get/got and phrasal verbs in their role-plays and writing, e.g. Get yourself a good job, I have got to enrol for this course, I have got to understand…, I have got to sign up/write to.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use the internet to search for information.		

SENIOR 3: TERM 3

TOPIC 8: BANKING/MONEY — 20 PERIODS

Competency: Learners should acquire the language used in managing money and banking and be able to handle different situations related to money and banking.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand information and vocabulary related to banking/money (u) b. understand and use abbreviations/ acronyms used in banking (u) c. interpret/explain specific vocabulary/ terminology related to the topic (k)	**Ask learners to:** • listen to/read appropriate financial texts and websites for definitions and specific information, e.g. what is an interest rate, an investment, a mortgage? What are the benefits of saving money in a bank? • in addition to new words learned, investigate the common abbreviations and acronyms used in banking and make a class glossary of money and banking terms • research a chosen question about banking and money and present their findings to the class in their own words, giving definitions of any specialist vocabulary	• In learning the vocabulary and practices of banking and money, observe learners as they co-operate when building a glossary and how they communicate new concepts clearly. • In listening exercises, note how learners' pick up main points and can get the gist of oral accounts without understanding every detail. • Assess learners' use of non-verbal communication in role-plays. • Assess learners' problem-solving skills when working out how to fill in complicated bank forms and their critical thinking when comparing old and new financial methods. • In written work, look for the correct use of formal and informal language for the set activities and their application of punctuation marks and tenses as required.
d. appreciate experiences related to banking/money (u) e. understand dialogues related to money and banking (u)	• listen to and identify the main points from oral accounts and dialogues about experiences with banking and money; ask a banking/financial expert to visit the class, if possible • try to summarise what was being said, indicating anything that wasn't understood and describe the motivations and emotions of the speakers	
f. use non-verbal features while communicating in dialogues (s)	• carry out role-plays based on common situations in a bank using non-verbal communication; observers to give their interpretation of the non-verbal features of the role-plays to compare to the participants' intended meanings	
g. understand the gist of extracts, articles, etc. related to banking and money (u)	• summarise the main points of fairly technical articles on banking/money without understanding every aspect of the articles • give their overall understanding of simple graphs/charts, when they are included	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h. appreciate traditional and modern, informal and formal methods, used in different communities for banking and money (k) i. construct oral and written sentences using structures for comparing/ contrasting (k) j. use the active and passive voice (k, u)	• listen to accounts and/or read extracts about traditional ways of saving and borrowing money in the local community or workplace, and about new models, such as credit unions and microcredit organisations • make a table to compare the different methods • using the table produced, write sentences using language structures for comparing and contrasting • use the active and passive voice to talk about how things were done in the past versus the present	
k. fill in the correct information in forms related to the topic (s) l. appreciate the different types of sentences used in documents (u)	• fill in typical bank forms, e.g. to open an account, to withdraw or deposit money, to request a loan • Note the different types of sentences used in these forms, e.g. use of the imperative in instructions	
m. write a formal letter (k) n. write an article for a school magazine informing/advising friends (k, s) o. apply punctuation: quotation marks, apostrophes, hyphens, dashes, etc. (k)	• write a formal letter to a bank manager requesting a loan for a new business or a mortgage for a new house • write an informal, humorous article for a school magazine advising schoolmates on how to manage their money, e.g. how to open bank accounts, how to save up for something expensive, how to agree a loan of money to a friend • read each other's letters and articles and check for the correct use of punctuation marks	
p. use the future tense: will, shall, going to, etc. (k)	• write about how they will save and spend money in the future and for what purposes, using different forms of the future tense.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments • use recorded audio/video messages for learners to interpret.		

SENIOR 4: TERM 1

TOPIC 1: LEADERSHIP — 20 PERIODS

Competency: Learners should be able to participate freely in discussions about leadership in different settings.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand recorded speeches by leaders at different levels (u) b. know different leadership styles (k) c. use adjectives, adverbs and comparatives (k) d. appreciate good leadership (u) e. use modal verbs (k)	**Ask learners to:** • compare the styles of leadership demonstrated in the speeches and actions of leaders as reported in media accounts • write about which leaders they found most inspiring and why, using adjectives, adverbs and comparatives • in groups, discuss the qualities of a good leader using modal verbs, e.g. a good leader should/must… • create a class list of the agreed best leadership qualities	• Observe learners' ability to use their critical thinking about styles of leadership from the evidence given to determine the best qualities of a leader. • In their presentation of the life and career of a particular leader, assess learners' understanding of the texts they have read, and their ability to communicate the key facts and their own insights. • Assess learners' use of ICT in creating an accurate flowchart of the stages of a school election campaign. • In drafting and editing of speeches, look for learners' use of the grammar required for this activity, ability to use feedback to improve their work, use of persuasive language and ability to deliver a dynamic campaign speech. • In the writing and design of campaign materials, look for learners' creativity in the use of ICT and language employed for impact and persuasion.
f. understand texts/stories about present or past political leaders (u)	• read texts/stories/articles about past and present political leaders for gist/specific detail/ evidence to support opinions • choose a particular leader for further research and demonstrate their understanding of that leader's life, values and career in an oral presentation to the class, using notes	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g. know the procedures of a leadership campaign (k) h. use phrasal verbs (k) i. present himself/herself as a candidate for leadership (k, s) j. know how to write a formal speech and how to read it (u) k. understand the placement of adjectives in sentences (u) l. know the order of adjectives when there is more than one adjective in a sentence (k) m. use intensifiers with adjectives (k)	• create a flowchart showing the stages of a mock campaign at school level: appoint election committee, candidate applications, manifestos, publicity, speeches, voting, etc. • stage a mock campaign for head prefect or other school office following the steps in the flowchart • in groups, assist candidates create a template for an election speech based on the typical elements of speeches listened to • draft speeches that inform the electorate about the character, experience and policies of the candidate and what they intend to do to improve various aspects of school life; use phrasal verbs, e.g. hand out, hand in, speak out, speak up, speak of/about • when describing a candidate, use adjectives in the correct places in sentences • practise and deliver speeches, then revise after feedback from the class • write and design campaign posters and other campaign materials, using intensifiers for emphasis, and list adjectives in the correct order, e.g. I will make a dynamic young leader. • listen to the candidates deliver final speeches, which will be followed by voting and election of the winner.	

ICT support for this topic

The learner can:

- use a word processor/publishing software to prepare activities and assignments
- use the internet to research leaders.

SENIOR 4: TERM 1

TOPIC 2: THE MEDIA — 20 PERIODS

Competency: Learners should be able to listen to broadcast news, talks and discussions, and read printed media to extract information. They should be able to write materials for different media.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know different media forms (k)	**Ask learners to:** • list all the different types of media the class can think of • discuss the order in which these media were introduced over time and how they have changed people's lives	• Observe learners' discussions and how well they are able to think critically about how fairly news stories are presented and how they communicate their own opinions in reaction to discussions in the media. • In role-plays, note learners' creativity and innovation in their role and how it shows their understanding of the medium they are working in. • Note learners' ability to identify the similarities and differences in the presentation of a similar news story in a variety of different media. • In written articles, check learners' use of the appropriate language and layout for each different type of media and their use of the required grammar for the activity. • In their research activity, look for relevance and breadth of information, communicated clearly and chronologically.
b. understand recorded news bulletins (u) c. respond appropriately to news items, showing awareness of potential biases (u, s)	• listen to a recorded news bulletin/news video clips and note how the stories were presented: language used, who was interviewed, what was included or excluded • discuss whether or not the stories were presented fairly; whether both sides of the issue were presented or whether there was bias in the reporting • discuss the reasons why news may be reported with bias	
d. understand spoken information and points of view in broadcast conversations (u)	• follow input from callers in a radio talk show/a recording of such a show and note down all the points of view expressed • discuss the points made in the show, how fairly the presenter treated the callers, and which callers made the best arguments and why • select a news topic and role play a phone-in radio talk show where callers have been invited to express their views on the topic; take turns as radio show host and callers • discuss the responsibilities of the radio show host afterwards; is it only to entertain or to ensure a range of opinions are aired?	
e. understand a recorded television discussion (u)	• summarise the points made in a TV talk show and respond to them with their own views • discuss how a TV discussion differs from a phone-in radio programme in style, content and impact	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f. understand texts/presentations in different types of media (u)	• find examples of how a similar topic is covered in newspapers, on the radio, television and the internet • discuss the similarities and differences in the language used and presentation of this topic in the different media, and suggest reasons why this is necessary	
g. know how to write for different media (k) h. use adverbs e.g. carefully, generally, seldom, humbly (k) i. use intensifiers in speech and writing (k) j. apply the correct forms of tenses of irregular verbs in speech and writing (k)	• draft articles about the influence of the media on adolescents, and other topics already known to learners, for different print and broadcast media using what has been learned about the language and format for each • improve written drafts by adding suitable adverbs; using intensifiers with adjectives/ adverbs, e.g. very soothing, extremely slowly; and using the correct tenses in reporting current, future and past events • using ICT, present the final, improved articles in the layout they would appear in a newspaper, magazine, website, etc.	
k. know traditional/historical forms of news transmission (i.e. not radio/ newspapers/ television) (k) l. know traditional and historical types of entertainment practised in families and local communities (k) m. use adverbial phrases, e.g. with caution, in the morning (k)	• research, identify and present information about the historical promulgation of news before the advent of electronic media and newspapers • compare findings and discuss the advantages and disadvantages of these forms of spreading news • describe and evaluate a traditional/ historical form of family/community entertainment that might still be in practice and present/demonstrate it to other learners • use adverbial phrases when describing this entertainment and when it is usually performed.	
ICT support for this topic The learner can: • use presentation software to prepare class presentations for discussion • use recorded audio/video news bulletins for class discussion • use word processing and publishing software to format news articles for different media.		

SENIOR 4: TERMS 1/2

TOPIC 3: CULTURE — 30 PERIODS

Competency: Learners should be able to identify and appreciate their own culture and compare it with other cultures.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand recorded texts about cultures in other countries (u) b. understand extracts on the topic from various sources and identify differences and similarities (u)	**Ask learners to:** • listen to recordings/watch video clips/ read extracts about different cultures and make notes of the salient points, including similarities and differences within their own culture • discuss cultural practices that seem strange and try to understand the origins and meaning of them for the people concerned by conducting some research	• Observe learners' discussions about their own culture, and others, and note their ability to communicate respectfully and listen attentively. • In their essay, assess learners' critical thinking in their evaluation and comparison of cultures. • In debate, note learners' ability to communicate well-conceived arguments based on both opinion and evidence. • In learners' written work, in a variety of styles, note their use of the correct registers and language for each purpose and their attention to the grammar required.
c. know the tenets of familiar cultures (k) d. use opinion words (k) e. use appropriate vocabulary (k)	• express the main cultural beliefs of their own culture and compare them to another culture that is familiar • listen and respond to others as they talk about their culture by commenting and asking questions for further detail or clarification • express views without causing offence, using appropriately respectful vocabulary, and opinion words such as I think/I believe…	
f. understand and appreciate other people's cultures (u) g. use comparatives (k)	• write an essay that evaluates, compares and contrasts their own culture with a very different culture and write observations, comments and opinions using comparatives • end the essay by discussing the cultural practices of both cultures that should be preserved and why they are valuable for future generations	
h. appreciate values embedded in good cultural practices that should be preserved (u) i. use reasoned arguments as in debates (s)	• discuss rituals/rites of passage that are carried out in a familiar culture, giving reasons why they should or should not continue to be practised in the same way • debate a cultural practice that some consider to be outdated or is being challenged as unacceptable/dangerous for the people involved, using reasoned and respectful arguments and language	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY

j. understand the register used in emails/ letters to pen friends/Facebook/a blog (u)
k. know how to write letters and messages in casual register to their contemporaries (k)
l. write informatively and interestingly about facts for tourists (s)
m. use direct and indirect speech (k)
n. know how to use present and past participle forms (k)
o. know how to use …ing forms (k)
	• write in a variety of styles, and about a variety of topics, concerning cultural events:
	  • write an article for a newspaper about a cultural event they have participated in, answering the who, what, when, where, why and how questions in the appropriate register for the publication
	  • write a note/email congratulating someone who has completed a rite of passage, such as a special birthday or graduation from secondary school, using a casual register
	  • write in consultative register about a respected traditional practice in a familiar culture for a tourist information leaflet
	  • summarise extracts from speeches/ recordings made on official cultural occasions using direct and reported speech
	• in these writing exercises, practise forming and using participles, positioning them at the beginning, middle or end of sentences
	• in these writing exercises, differentiate between '…ing' forms:
	  • as adjectives (gerundives), e.g. Her dancing partner swung her around and around.
	  • as nouns (gerunds), e.g. My school friends and I enjoy dancing traditional dances and singing traditional songs.
	  • after verbs, e.g. The musicians carried on drumming until late.	

ICT support for this topic

The learner can:

- use a word processor to prepare activities and assignments when required
- use recorded audio/video clips for class discussion
- use the internet as necessary for research purposes.

SENIOR 4: TERM 2

TOPIC 4: CHOOSING A CAREER — 30 PERIODS

Competency: Learners should be able to participate freely in discussions about leadership in different settings.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. use different types of questions to elicit information (k)	**Ask learners to:** • write a list of different types of questions that will be used to gather career information from family and community members, e.g. Why did they decide on their particular career? How did they achieve their present level in that career? What obstacles did they encounter in setting up their own business? How do you become a doctor/teacher/police offer/etc.? • summarise the most interesting things learned from this questionnaire to the class.	• Assess learners' ability to extract career information from others by asking clear questions. • Look at the results of learners' research into possible careers to see if they have collected a comprehensive list of the requirements for each one. Note their use of the correct grammar in communicating why these careers appeal to them. • Observe the contributions and co-operation of individuals in a group when creating a professional business plan. Assess learners' problem-solving skills, and ability to calculate, as they decide how best to fill in bank loan application forms. • Note learners' critical thinking in the evaluation of the pros and cons of their preferred careers. • In CVs, check for its applicability to the target industry and use of formal and persuasive language.

b. understand requirements for specific careers (u)
c. get information about possible career opportunities (s)
d. use the future simple tense (k)
e. use adjectives (k)
f. use adverbs of degree (k)
	Ask learners to:
	• listen to a talk or recording, or watch a video, by a careers guidance teacher/ counsellor about career choices and make a note of the most useful information
	• in groups, discuss the advice given and the career choices available locally; listen and respond to others' views about the different careers they would like to pursue
	• read about five possible careers and write down why these appeal using the future simple tense, adjectives and adverbs of degree
	• research the prerequisites for these careers by:
	  • reading brochures for information about training courses
	  • securing information from academic institutions, local business firms, etc.
	  • reading job advertisements in the newspaper, on the internet or on public notice boards to find out the requirements
	• list these requirements and any contact details gathered next to the relevant career possibility	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g. make a business plan (k) h. prepare evidence for a bank manager to support a request for a loan to start a business (k) i. organise documents into files (k)	• read advice and instructions about how to write a simple business plan and extract the main requirements • in groups, agree a type, location and size of business that the group would like to write a fictional business plan for; divide up the writing of the required sections among the group • compile the different sections into one business plan, adjusting each section as necessary to make a cohesive plan • present the plans to the class for observations and opinions; groups to edit the business plan after feedback • in the same groups, research the supporting documents necessary to convince a bank manager to authorise a loan for this new business • in pairs or individually, complete the necessary applications • in their groups, gather all the relevant information and applications related to the new business and organise it into physical or digital files that are labelled logically so that others can find information easily	
n. write CVs (k)	• research various styles and types of CV, in particular, one that would suit your top choice of career and its industry • write a CV for a job in this industry, using formal language, vocabulary and knowledge specific to the industry, including persuasive language techniques.	

ICT support for this topic

The learner can:

- use a word processor to prepare activities and assignments when required
- use recorded audio/video career guidance advice
- use the internet for research into business plans, bank loans and CV writing.

SENIOR 4: TERM 2

TOPIC 5: APPLYING FOR A JOB — 30 PERIODS

Competency: Learners should be able to understand job requirements in advertisements, write a letter to apply for a job and know how to present themselves in a job interview.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand job requirements from newspaper adverts, posters, etc. (u) b. use standard/conventional formats to write advertisements and abbreviations (k)	**Ask learners to:** • find job advertisements for preferred careers online and in other media • list the job requirements of the advertised jobs • mark the requirements they can personally fulfil • note and discuss special expressions, acronyms and abbreviations used in advertisements to save space and find out what they mean • write an advertisement for a job that interests them using standard formats, expressions and abbreviations.	• Assess learners' understanding of job advertisements: the job requirements and any special language employed. • Check learners' ability to draft job application letters in order to answer the requirements of a recruitment advertisement, using the correct format and language. • Observe learners' contributions to discussions about how to dress and act in a job interview, and their ability to evaluate recorded and role-play job interviews based on agreed criteria. • In role-plays, assess learners' problem-solving abilities as they answer difficult interview questions and how they apply what they know makes a good interview.
c. apply for a job using a CV and letter of application (k) d. know the elements of a formal/business letter (u) e. fill in forms/questionnaires to apply for jobs (k)	**To practise applying for a job, ask learners to:** • based on a chosen recruitment advertisement, write down the information that should be included in a letter of application • amend the CV produced in the previous topic as necessary to include the specific information required/requested • find examples of job application letters and note the use of formal language, the different sections and their sequence, and the greetings and endings used • draft a letter of application for this job • find a job application form for a preferred job and follow the instructions correctly to fill it in	
f. evaluate documents to select candidates for jobs (k)	• in groups, read the application letters of the other members in the role of an employer • discuss the strengths and weaknesses of the letters in the group sensitively and constructively • edit their own letter using feedback from the group	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g. present themselves well for job interviews, e.g. how they dress, body language (k)	• as a class, discuss how best to dress for an interview and agree a list of criteria • discuss what types of body language create the best impression in interviews	
h. know how interviewees' performances are evaluated during interviews (k) i. present themselves verbally in a job interview (k) j. ask for clarification/repetition politely in an interview (k)	• listen to/watch recorded examples of interviews and decide if the candidate should get the job based on the credibility of their responses to questions • create a set of criteria for good interview performance, including the best way of asking for repetition or clarification of interview questions • in role-plays, respond to the questions made by an interview panel and ask for repetition or clarification of questions politely and confidently • make a note of other learners' comments and suggestions on the performance.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments when required • use the internet for online job searches and research.		

SENIOR 4: TERM 3

TOPIC 6: GLOBALISATION — 25 PERIODS

Competency: Learners should be able to understand and appreciate the concept of globalisation. They should be able to express their opinions on texts of various kinds.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the definition of the term 'globalisation' through research and discussion (u) b. understand oral and written texts on globalisation (u)	**Ask learners to:** • watch or listen to a documentary about globalisation • in groups, discuss the concept to agree its definition, evaluate events in its history and recognise its effects on consumers, trade and economies; research questions left unanswered and report back to the class on their findings • respond to texts written about globalisation and give reasons why they agree/disagree with the standpoint of the writer	• Listen to learners' contributions to discussions about globalisation to assess their understanding of what they have heard and read, and to note their critical thinking on the topic. • Check for learners' co-operation in contributing to group research results. • In assessing the affects of globalisation on other countries and their own, note learners' understanding of the economic factors and their empathy for other people's situations. • In learners' research reports, look for sound research, a solid introduction, body and strong conclusion, with a logical progression of ideas supported by evidence.
c. know where common imports come from (k)	• in groups, agree the country's main imports: cars, computers, wheat, palm oil, pharmaceuticals, salt, cement, etc.; divide these imports among the group to research what countries they come from • listen to information about global markets in relation to Uganda's imports and exports, and discuss the country's economic strengths and weaknesses in the world economy	
d. understand texts about life/industrial conditions and practices in Uganda, and in other countries (u)	• respond to texts about how industrial/economic conditions and practices in Uganda affect ordinary lives, giving their views on the topic in relation to information given by the writers • read and discuss articles about economic conditions elsewhere in the world and how it affects the lives of people in those countries; discuss these conditions and compare them to the lives of the learners • suggest ways of improving any unsatisfactory conditions in Uganda in light of what has been learned about the country's economic position in the world and globalisation trends.	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
e. write a research report (k, s) f. understand transitive, intransitive and reflexive verb use (k)	**Ask learners to research a topic related to globalisation and its affects on the population of another country:** • choose a topic that has been encountered in previous reading, or a new one, making sure that there is enough information available on it • gather information and make notes on the main points • decide on a point of view on the topic that can be proved with evidence • introduce the topic in an opening paragraph and alert the reader to the main points that will be raised to help them follow the report • in the body of the report, present your points in the order described, ensuring that they lead to a strong conclusion; quote experts to support your points • in your conclusion, review the points made and show how they led to your point of view on the topic • identify any transitive, intransitive and reflexive verbs in your report to show you understand their use.	
ICT support for this topic The learner can: • use a word processor to prepare activities and assignments when required • use the internet for research about globalisation.		

ASSESSING ENGLISH

This section should be considered alongside the Assessment Guidelines.

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The "Learning Outcomes" in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k,u,s & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information
Understanding	Putting knowledge into a framework of meaning – the development of a 'concept'.
Skill	The ability to perform a physical or mental act or operation

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example a piece of writing, a picture or diagram. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Examinations

There will no longer be examinations or tests set at the end of every year. Instead, there will be a summing up of on-going teacher assessments made in the context of learning.

The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

Formative Assessment

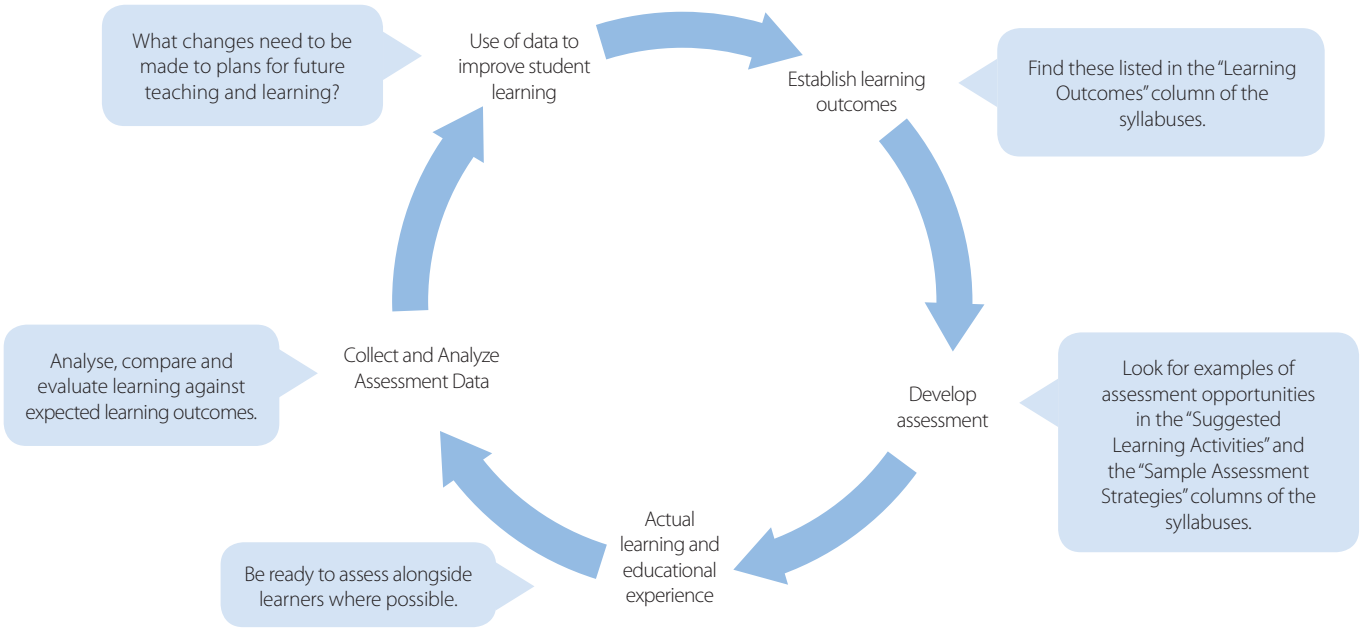
If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.
It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes has been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE.

ASSESSING ENGLISH

How do we find the opportunity to make formative assessments?

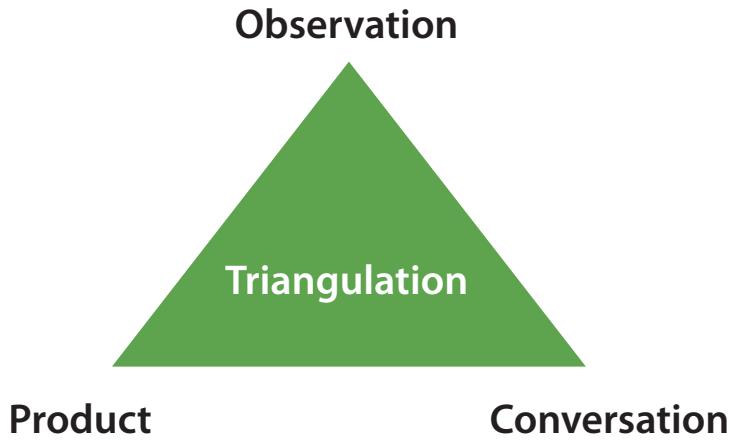
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus units. These set out the learning that is expected and give 'Sample Assessment Activities", and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is give immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each Sub-Strand is made up of a number of Learning Outcomes. Therefore teachers need to consider all the Learning Outcomes when making an overall judgement about the Sub-Strand as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the Sib-Strand as a whole to be achieved. This will vary with the Learning Area and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

ASSESSING ENGLISH

There is no need to set a test to find this out.

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the unit's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category for different subjects and units. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

	English									
	T1	**T2**	**T3**	**T4**	**T5**	**T6**	**T7**	**T8**	**T9**	**T10**
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

Glossary of Key Terms

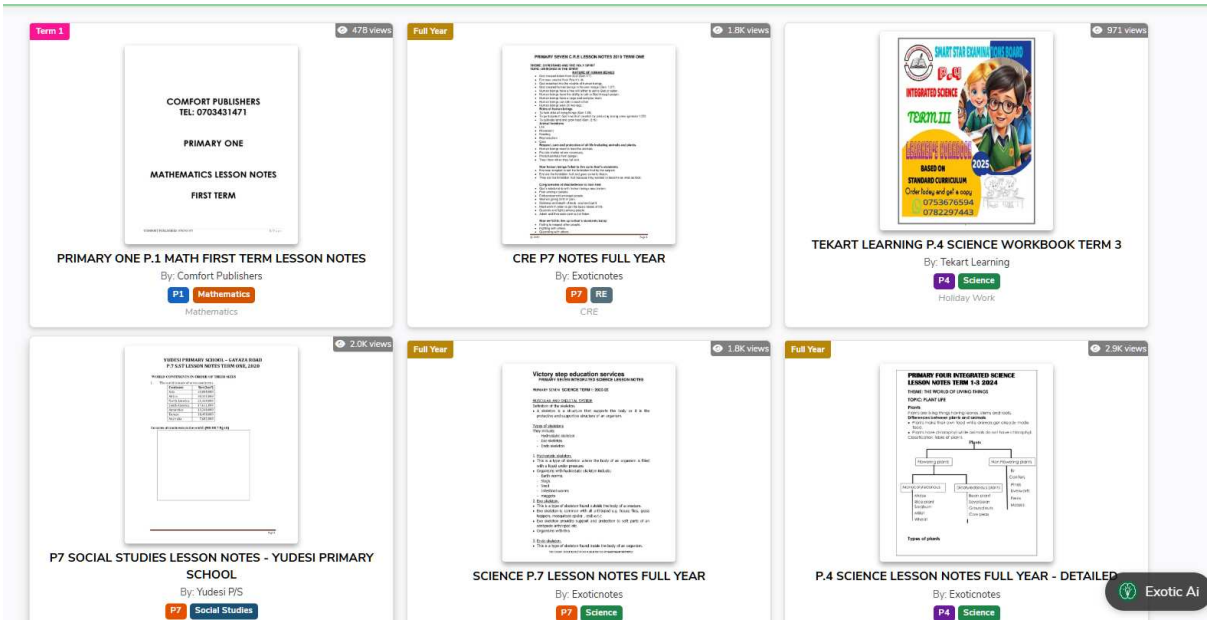
TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, under-stand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
Sample Assessment Activity	An activity which gives a learner the opportunity to show the ex-tent to which s/he has achieved the Learning Outcomes. This is usually pat of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.

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DEVELOPMENT CENTRE

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