**P.5 ABRIDGED CURRICULUM (DEC) 2021**

You are welcome to the Abridged English Syllabus. The syllabus has been abridged to help you cover all the content as you prepare learners to join Primary Six. The P5 class for this year missed almost the Primary Four content due to the COVID-19 pandemic. You should endeavour to cover tenses taught in Primary Four. That content has been merged with that of Primary Five Topic 1, **Vehicle Repair and Maintenance,1A Parts of a Vehicle**

During the teaching/learning process, you need to employ methods of teaching such as demonstration, discovery, role-play, group work and dramatization, among others. These methods will give learners adequate opportunity to practise the vocabulary and the structures they have learnt.

After effectively handling all the topics in Primary Five, you should guide your learners in revising what they were taught in the previous classes. This, however, does not mean that you have to give them a lot of pen and paper examinations but you need to devise other strategies of revising the previous work with them.

**TERM 1**

**TOPIC 1: VEHICLE REPAIR AND MAINTENANCE**

**Overview:**

This topic will enable learners to develop knowledge of the crucial vehicle parts and identify tools required in vehicle repair and maintenance. Through this topic, the learner will also develop appropriate language related to vehicle repair and maintenance.

Previous P4 Grammar content on tenses has been included to enable the learners to cover what they missed.

Before you teach Vocabulary, begin by teaching the tenses that are covered in Primary Four. The content is included under Grammar.

**Sub-topic 1A: Parts of a Vehicle**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - answers oral and written questions about vehicle repair and maintenance.  -narrates/signs stories on vehicle repair and maintenance. - reads/signs texts on vehicle repair and maintenance  - writes/signs texts/stories related to vehicle repair and maintenance. | **Vocabulary**  engine, tyre, steering wheel, windscreen, driving mirror, boot, seatbelt, seats, wiper, headlamp, indicators, spokes, chain, mudguard, carrier, saddle, reflector, brakes, bell, peddle, handlebar  **Language structures**   * …must …   You must repair your vehicle.   * …mustn’t drive …   You mustn’t drive with flat tyres.   * … has …   Ogule has bought new tyres for his car.   * … have …   The bad children have broken the windscreen of Mr. Kasozi’s car.  **Grammar**  Use of the Present Simple tense  Use of Present Continuous tense  Use ofshall and will when expressing the future.  Use of the Present Perfect tense. Use **“**has**”** and **“**have”  Use of “must**”** and **“**mustn’t” | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading/signing stories
* Answering comprehension questions.
* Acting/signing dialogues
* Completing stories/dialogues
* Writing guided and free compositions

**Sub-topic 1B: Equipment Used in Vehicle Repair**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to equipment used in vehicle repair. - reads/ signs texts on equipment used in vehicle repair. - rewrites/signs texts/stories related equipment used in vehicle repair.  - uses appropriate language related to vehicle repair and maintenance. | **Vocabulary** toolbox, pliers, spanner, screwdriver, hammer, file, car jack, saw, grease, oil, sandpaper, tester, wire  **Structures**   * If …   If I want to remove a tyre, I will use a car jack.   * … if …   I will buy a spanner tomorrow if I go to town.   * … in order to …   Kirya used a pair of pliers in order to cut the wire.  **Grammar**  Conditionals (If) | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - asking and answering questions  - playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested activities for assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading texts
* Asking and answering comprehension questions.
* Acting dialogues
* Composing poems/chants
* Completing stories/dialogues
* Writing guided and free compositions

**TOPIC 2: PRINT MEDIA**

**Overview:**

This topic is intended to provide the learner with adequate language to deal with all forms of print media. It will also equip them with adequate knowledge and skills to read newspapers, magazines, pamphlets and brochures.

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - reports stories from the print media.  - reads/ signs texts related to print media. -writes/signs texts/stories on Print media.  - writes articles in the print media. | **Vocabulary**  cartoon, puzzle, story, news, announcement, newspaper, advertisement, magazine, back page, front page, reporter, article, editorial, columnist, editor, journalist, column, crossword, media, brochure, pull-out, newsletter.  **Structures**   * The … which …   The article which appeared in the newspaper last week was sad.   * … an…   The journalist wrote an interesting story about elections.   * … a…   Mpungu is a good columnist.   * … will …   The advertisement on games and sports will be in the newspapers next week.  **Grammar**   * Use of articles: *a*, *the*, *an*. * Relative pronouns. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading/signing stories
* Answering comprehension questions.
* Composing and publishing articles and cartoons
* Completing stories/dialogues
* Writing guided and free compositions

**TOPIC 3: TRAVELLING**

**Overview:**

This topic is intended to make the learner to use the language related to travelling. It will consolidate the knowledge acquired in P.4 under the topic “**Giving Directions**” and the learners will develop vocabulary, structures and skills related to travelling.

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories on traveling. - reads/signs texts on traveling.  - describes different means of travelling using the given vocabulary. | **Vocabulary**  further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, by, departure, destination, luggage, passenger, travel, taxi, coach  **Structures**   * … often …   I often travel to town by bus.  **Grammar**  - Adverbs. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading/signing stories.
* Asking and answering comprehension questions.
* Acting/signing dialogues
* Completing stories/dialogues
* Writing guided and free compositions

**TERM 2**

**Topic 4: Letter Writing**

**Overview:**

This topic will enable the learner to develop knowledge and skills of writing personal/ informal letters. It builds on what was handled in the previous topic **Print Media**and it lays a foundation for formal letter writing which is to be handled in P.7.

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: written questions.  - reads/ signs texts on letter writing.  - identifies the components of a personal letter using the given vocabulary.  - writes personal letters using the acceptable grammar rules. | **Vocabulary**  invite, letter, envelope, card, address, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, receiver, writer, friend, reply, classmates, informal letter, personal letter, first name,body, sender, date, affectionately, sincerely, relatives, friends, informal introduction, purpose, reason, inform, ask, thank  **Language Structures**   * Hello …   Hello, my friend.   * … would …   He would come to our party if we invited him.   * Would...?   Would you write a letter to your mother if she was sick?   * … could…   Maria could write a letter inviting Maggy to a birthday party.   * Could …?   Could he reply to that letter immediately?  **Grammar**  - Interjections.  - Punctuation.  - Personal pronouns. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - asking/ answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Asking/ answering comprehension questions.
* Acting dialogues
* Composing poems/chants
* Completing stories/dialogues
* Writing and publishing personal letters

**TOPIC 5: COMMUNICATION**

**Overview:**

This will enable the learner to develop the knowledge and skills of giving and receiving information in order to enable them to interact with others freely. It also consolidates knowledge and skills acquired in the previous topics.

**Sub-topic 5A: The Post Office**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to the Post office. - reads/signs texts on the Post Office  - writes sentences related to the post officein the future tense. | **Vocabulary**  post, stamp, letterbox, directory, package, moneyorder, privatebox, parcel, telegram, mail, aerogram, postoffice, boxrental, letter-slot, registered-letter.  **Structures**   * … either … or …   Sarah will either send a letter or send a telegram.   * … might …   She might receive her parcel this evening.   * … unless …   Your letter will not be posted unless you fix a postage stamp.   * Unless ….   Unless you pay for your box rental, it will be closed.  **Grammar**  - Conjunctions. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - playing spelling games  - completing sentences.  - writing compositions  - re-writing stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Asking and answering comprehension questions.
* Acting/signing dialogues
* Reciting/singing poems/songs/chants
* Completing stories/dialogues
* Writing guided and free compositions

**Sub-topic 5B: The Telephone.**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to the telephone.  - reads/signs texts related to the telephone. - rewrites/brailles texts /stories related the telephone..  - demonstrates ability to communicate using a telephone. | **Vocabulary**  telephone, mobile telephone, tele-face, airtime, landline, fixed line, receiver, handset, network mast, telephone directory, dial, airtime, call, subscriber’s identification module (sim) card, load.  **Structures**  - … enough … to….  She did not have enough airtime to make a call.  - … need to …  You need to fix a landline at home.  - … needn’t …  You needn’t own two telephones. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Answering comprehension questions.
* Acting dialogues
* Composing poems/chants
* Completing stories/dialogues
* Writing guided and free compositions

**Sub-topic 5C: The Internet**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner:  - narrates/signs stories related to the Internet. - reads/ signs texts related to the Internet. -writes/brailles texts/stories related to internet.  - demonstrates ability to communicate using the internet. | **Vocabulary**  e-mail, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explorer, search engine  **Structures**   * … too … to …   The Internet café was too congested to sit in.   * … in order to …   I opened the website in order to access my e-mail.   * … so as …   He logged onto yahoo so as to surf news.  **Grammar**  - Interrogative pronoun (who, what, which). | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading/signing stories.
* Answering comprehension questions.
* Acting/signing dialogues
* Reciting/signing poems/songs/chants
* Completing stories/dialogues
* Writing guided and free compositions

**TERM 3**

**TOPIC 6: CULTURE**

**Overview:**

This topic will build on what was covered in **P. 3 (Theme 9: Culture and Gender in Our Sub-county)**. It will provide learners with an opportunity to learn and appreciate other people’s cultures. It will also enable learners to develop vocabulary and structures related to culture.

**Sub-topic 6A: Nationality**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: • narrates/signs stories related to nationality.  • reads/signs texts related to nationality. •writes/signs texts/stories related to nationality.  • identifies the various nationalities in the world. | **Vocabulary**  Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese.  **Structures**  - I am a …  I am a Chinese.  - … not a … but …  He is not a Ugandan but a Kenyan.  Egyptians come from Egypt.  - ……. come from…….  Egyptians come from Egypt.  **Grammar**  Adjectives.  Prepositions. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Answering comprehension questions.
* Acting dialogues
* Composing poems/chants
* Completing stories/dialogues
* Writing guided and free compositions

**TOPIC 6: CULTURE**

**Sub-topic 6B: Languages**

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to language.  - reads/ signs texts related to languages. -writes/signs texts/stories related to language.  - uses nouns, the passive voice and conditionals (if) to talk about various languages. | **Vocabulary**  Luganda, Lumasaba, Runyankitura, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, Lingala, Kinyanwanda.  **Structures**  - Sentence transformation  People in England speak English.  English is spoken in England.  - If … would …  If I were a Nigerian, I would be rich.  - … would … if….  Muyobo would speak Spanish if she was from Spain.  - … as …  Kinyarwanda is for Rwandese as Lingala is for Congolese.  **Grammar**   * Nouns. * Passive Voice. * Conditionals (If 2). | -guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Answering comprehension questions.
* Acting dialogues
* Composing poems/chants
* Completing stories/dialogues
* Writing guided and free compositions

**TOPIC 7: PEACE AND SECURITY**

**Overview:**

This topic will enable the learners to develop vocabulary related to Peace and Security. It will also enable them to acquire appropriate language necessary for harmonious living.

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to Peace and Security. - reads/signs texts related to Peace and Security . - rewrites/signs texts/stories related to Peace and Security.  - uses appropriate language related to peace and security. | **Vocabulary**  peace, security, judge, magistrate, report, statement, offense, offend, handcuffs, crime, cell, arrest, court, police station, police post, army, barracks, case, court, witness, defence, gun, arrows  **Structures**  - … so … that …  The village has so many thieves that there is no peace.  - … about …  The witnesses have given their statements about the case.  **Grammar**  Present Perfect tense | -guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Reading/signing stories
* Answering comprehension questions.
* Acting/signing dialogues
* Composing poems/songs/chants
* Completing stories/dialogues
* Writing guided and free compositions

**TOPIC 8: SERVICES (BANKING)**

**Overview:**

This topic will build on what was covered in **P.3. (Theme 7 under Managing Resources)**. It will enable the learner to develop the basic language and skills related to banking for use in real life situations.

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| **Competences** | **Content** | **Suggested teaching and learning activities** |
| The learner: - narrates/signs stories related to banking. - reads/ signs texts related to banking. - demonstrates ability to use appropriate language related to banking situations. | **Vocabulary**  bank, bank manager, account,passbook, bankbook, teller deposit, withdraw, credit, save, safe, balance, bank statement, bounce, cheque, forge, cashier, withdraw, form, deposit form, ATM card, machine, cheque book, savings, account, money  **Structures**  - Neither … nor …  Neither is he a manager nor a cashier at that bank.  - … neither … nor …  Wafula will neither withdraw nor deposit any money today.  - … as soon as …  The cashier gave Akello money as soon as she presented the withdraw form.  - As soon as …  As soon as Apio gave in the account number, the bank manager told him his balance. | - guiding learners to pronounce/sign words.  - constructing sentences using the given structure and vocabulary.  - reading texts (passages/ dialogues/poems/notices)  - reciting /signing poems.  - acting dialogues  - answering questions  - Playing spelling games  - completing sentences.  - writing compositions  - rewriting stories. |

**Suggested Activities for Assessment**

* Constructing both oral and written sentences using the learnt vocabulary and structures.
* Asking and answering comprehension questions.
* Composing poems/songs/chants.
* Writing guided and free composition.