

P4 ENGLISH ABRIDGED CURRICULUM 2021

You are welcome to the Abridged English Syllabus. The syllabus has been abridged to help you to cover all the content as you prepare learners to join Primary Five. The P4 class for this year missed almost all the Primary Three content due to the COVID-19 pandemic. Using the guidance after the introduction of each topic, endeavour to introduce each lesson using the related Primary Three work to enhance mastery of the concept to be taught.

During the teaching/learning process, you need to employ methods of teaching such as demonstration, discovery, role-play, discovery, 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 Four, you should guide your learners in revising what they were taught in the previous classes. This, however, does not mean you have to give them a lot of pen and paper examinations but devise other better strategies of revising the previous work with them.

TERM 1

TOPIC 1: ANIMALS IN OUR SUB-COUNTY / DIVISION

Overview:

This topic has been picked from theme 11 in the P.3 syllabus and it will help the learner to understand and appreciate the usefulness of animals and how to care for them. The learner will acquire knowledge of the different types of animals in their area.

Guidance on revision of the previous content

Use two of the given periods to teach the Vocabulary and Structures below from P3 -Theme 1 : Our Environment

Vocabulary

river, well, spring, sand, soil, hill, stone(s), water, flowers, tree, plant(s), leaf, jump.

Prepositions: over, on, in, under, near, jump, stand on, come in, sit on, jump in. into.

Structures

What is this/that?

This/that is a.....

What colour is the ... (flower, leaf, soil)?

The ... (flower) is ... (red).

This/that.....is....

What are you / she/ he/ they doing?

I / he/ she / they / is / are / am / jumping (into, over, in, on) ... (river, stone).

We ...

Where is / are ...? • The ... (tree) is ...

The ... (hill).

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> -uses vocabulary related to animals in their Sub-county/Division in sentences. - reads and writes letters and words related to animals in their Sub county/Division. 	<p>Vocabulary</p> <p>goat, sheep, cow, pig, rabbit, dog, chicken, house, feed, disease, treat, immunise, kraal, hutch, sty</p> <p>Structures</p> <ul style="list-style-type: none"> • What do you do everyday? - Everyday I ... (feed, treat) ... (cow, goat) • What does he / she do? - He / she ... (feeds, treats) ... (cows, goats) • Where is ... (cow, rabbit)? - It is in the ... (kraal, hutch) <p>Listening and Speaking</p>	<ul style="list-style-type: none"> -playing spelling games -completing sentences. -drawing pictures - matching objects - reading short stories - reciting rhymes - acting dialogues - writing/braille simple stories -telling and retelling stories - completing guided compositions

	<ul style="list-style-type: none"> • Telling / re-telling stories. • Asking and answering comprehension questions. <p>Reading / Tactile</p> <ul style="list-style-type: none"> • Reading sentences • Reading a simple story. <p>Writing / Brailing</p> <ul style="list-style-type: none"> • Writing sentences • Writing a simple story 	
--	--	--

Suggested Activities for Assessment

- Reading and writing sentences from a substitution table
- Reading a story and answering comprehension questions
- Writing a simple story
- Telling / retelling a story

TOPIC 2: SERVICES AS A BUSINESS IN OUR SUB-COUNTY / DIVISION

Overview: This topic is Theme 12 in the P.3 syllabus and it is intended to enable learners to get to know the names of people who offer services in their Sub-county or Division in English. They should also be able to use these names for effective communication.

Guidance on revision of the previous content

Use two of the given periods to teach the Vocabulary and Structures below from P3

-Theme 9 : Livelihood in our Sub-county / Division

Vocabulary

Bricks, fish, dance, drum, weave, sew, cook, crop, beer, trade, pot, grow, crop, brew, hotel, wood, carpenter, sorghum, millet.

Structures

- What do you ... (grow) in your garden?
 - I / we / they ... (grow) e.g. beans / maize / peas in my / our / their garden.
 - What ... (crops) do you have in your garden?
 - I / we / they have ... (e.g. beans, peas, groundnuts) in my / our / their garden.
 - I can ... (weave) a mat but I cannot ... (sew) a dress.
 - I / we / they can play a ... (drum) but I / we / they cannot dance.
 - I / we / they can ... (dance) but I / we / they cannot play a ... (drum).
 - Sarah / John can ... (dance) but she / he cannot play a ... (drum).
 - My / his / her / our / their goes to the lake to fish everyday.
 - My / his / her / our / their brother is a ... (trader), he is buying and selling shirts and dresses.
- (use a situational game / play let)

Competences	Content	Suggested teaching and learning activities
-------------	---------	--

<p>The learner:</p> <ul style="list-style-type: none"> -uses vocabulary related to services and business in their Sub-county/Division. - reads and writes letters and words related to services and business in their Sub-county/Division. 	<p>Vocabulary</p> <p>hairdresser, farmer, tailor, driver, conductor, turn boy, farming, fishing, tailoring, hairdressing, barber, gardener, saloon, farm, bus, taxi, singer, waiter, waitress, cook, fishmonger, theft, butcher, butcher's, butchery, buy, sell, treat, shoe-making, steal, repair, teach, customer, transport</p> <p>Structures</p> <ul style="list-style-type: none"> • What does a ... (waiter, farmer, driver) do? • He / she ... (serves, grows, plaits) • Where does ... work? • A ... works in / a ... (restaurant, saloon, bus, taxi) • Who sells / markets ... (clothes, food) • Waiter is to waitress as hair dresser is to barber. • Who ... (sold, treated, bought, stole) ...? • Tom / he / she ... • What did he / she they do ...? <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Telling a story. • Asking and answering comprehension questions • Acting a dialogue <p>Writing / brailing</p> <ul style="list-style-type: none"> • Completing a story • Writing sentences from a substitution table. 	<ul style="list-style-type: none"> -playing spelling games -completing sentences. -drawing pictures - matching words to pictures -reading short stories - reciting/signing rhymes - acting dialogues - writing/brailing simple stories -telling and re-telling stories - completing guided compositions -
--	--	--

Suggested Activities for Assessment

- Reading and writing sentences from a substitution table
- Reading a story and answering comprehension questions
- Writing a simple story
- Completing a guided composition.

TOPIC3: DESCRIBING PEOPLE AND OBJECTS

Overview:

This topic will enable learners to acquire knowledge and develop vocabulary and structures related to describing people and objects. It builds on the vocabulary and structures which were acquired in the previous classes. Learners will be able to give clear descriptions of self, other people and objects.

SUB-TOPIC A:Describing People

Competences	Content	Suggested teaching and learning activities
The learner: <ul style="list-style-type: none">• uses the new items/ vocabulary in sentences• answers oral and written questions• reads/ signs texts related to describing people.• writes/signs texts/stories about describing people.• describes what other people look like in the present tense.• compares the appearance of two people in terms of height, weight and looks.• describes a person's behaviour and character.• describes own-self using in the simple tense.	Vocabulary dark-skinned, chocolate-brown, light-skinned, kind, bad, good, polite, short, tall, smart, beautiful, ugly, thin Grammar Use of the Present Simple tense. Language structures Use the Present Simple tense to describe oneself <ul style="list-style-type: none">• I am a ... girl/boy- I am a tall girl.- I am a fat boy.• How does ... look? .-How does Birungi look?• ... is ...Birungi is chocolate-brown and tall.• Both ... and ... areTamale and Musumba are short.Some are ... and others are ...- Some are big and others are small.• is ... than....- Tamale is shorter than Opondo.• is the of the- Apio is the shortest of the three boys in the group.	<ul style="list-style-type: none">-guiding learners to pronounce/sign words.- constructing sentences using the given structure and vocabulary.- reading text (passage/ dialogues/poems/notices).- reciting /signing poems.- acting dialogues- answering comprehension questions- playing spelling games- completing sentences.- writing/braille compositions- re-writing stories.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using structures to construct sentences
- Answering comprehension questions.
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/brailleing a guided composition

Sub-topic: B. Describing Objects.

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • uses the vocabulary and structures to describe objects. • narrates stories related to describing objects • reads texts related to describing objects. • writes/signs texts/stories related to describing objects. 	<p>Vocabulary long, short, smooth, hard, rough, heavy, light, colour, round, soft, flat, rectangular, oval, triangular, square</p> <p>Grammar Use of the Present Simple tense to ask questions.</p> <ul style="list-style-type: none"> • Use of comparatives and superlatives. • Use of possessive forms <p>Language Structures</p> <ul style="list-style-type: none"> • The..... is - The bag is black. • Is the... • Is the bag white? <p>Yes/No ...is/is not...</p> <ul style="list-style-type: none"> - Yes, the bag is black. - No, the bag is brown. <p>Are the??</p> <p>-Yes, the ... are .../No, the ... are not</p> <p>Are the stones rough? Yes, the stones are rough.</p> <p>Which ... is?</p> <p>Which book is bigger?</p> <p>-The ... is ... than the ... one</p> <p>The red book is bigger than the green one.</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing/signing sentences using the given structure and vocabulary. - reading texts (passages/dialogues/poems/notices). - reciting/signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/brailleing compositions - rewriting stories. - matching objects.

	-Is the ... the ... of the...? Is the blue pencil the longest of the three? Yes, the ... is the ... of the.... Yes, the blue pencil is the longest of the three. No , the ... is not the ... of the ... No, the red pencil is not the longest of the three. -Is your/his/her/Maria's ... book/bag ...? -Is our friend's bag beautiful? Yes, my friend's bag is beautiful. No, my friend's bag is not beautiful. Bogere's is Bogere's trouser is green. Her/his ... is ...	
--	--	--

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using the given structures to construct sentences
- Answering comprehension questions.
- Completing stories/dialogues
- Writing guided compositions
- Matching objects according to size/length or colour.

TOPIC 4: GIVING DIRECTIONS

Sub-topic: Directing People to Places

Overview:

This topic brings real-life experience of how we ask for or give directions. The learner will be able to acquire related vocabulary and structures to enable them touse appropriate language when giving directions.

Competences	Content	Suggested teaching and learning activities
The learner: -talks/signs about appropriate directions of places.	Vocabulary far, near, next to, across, in front, behind, roundabout, signpost, after, before, junction, corner, close to, left-hand side, right-hand side, in front of, down, opposite to, middle, far from, turn	-guiding learners to pronounce/sign words. - constructing/signing sentences using the given structures and vocabulary.

<ul style="list-style-type: none"> - identifies and describes main features of familiar places. - directs people to specific places. -locates different places following directions. - interprets and follows directions to specific places. - estimates distance to specific places. - reads texts and simple maps of given places. -writes simple descriptions of familiar places 	Structures <ul style="list-style-type: none"> -The ... is ... <p>The school is near.</p> <p>The market is before Kafeero's house.</p> <ul style="list-style-type: none"> -The ... is on the <p>The Mosque is on the left of the Church.</p> <p>It is on the</p> <p>It is on the right of the hospital.</p> <p>... isthan...</p> <p>The school is nearer to the market than to the church.</p> <p>First ...then...</p> <ul style="list-style-type: none"> -First walk to the left and then turn right. 	<ul style="list-style-type: none"> - reading texts (passages/ dialogues/poems/notices). - reciting /signing poems. - acting dialogues -answering comprehension questions - playing spelling games - completing sentences. - writing/braille compositions - re-writing stories.
--	--	--

Suggested Activities for Assessment

- Reads/signs texts and simple maps about places.
- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Answering comprehension questions.
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/braille guided compositions

TERM 2

Topic 3: WHAT I LIKE AND HOW I FEEL

Overview: This topic will enable the learner to develop listening and speaking skills, while strengthening the vocabulary and structures learnt under **Likes and Dislikes** in P 3. It will also enable learners to express their likes and feelings. Use real-life examples to teach vocabulary and other language aspects.

Sub-topic: A What I Like

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • narrates/signs stories related to their likes. • reads/ signs texts related to what their likes. • writes/signs texts/stories related to what they like. 	<p>Vocabulary</p> <p>foods, drinks, fruits, dancing, singing, reading, cooking, sawing, playing, football, riding, desires, enjoy, prefer, soda</p> <p>Language Structures</p> <p>-I like ...</p> <p>-I do not like</p> <p>-..... prefer to</p> <p>Do you prefer fish to meat?</p> <p>Yes, I prefer fish to meat.</p> <p>No, I prefer beans to meat.</p> <p>-... enjoy...</p> <p>I enjoy playing volleyball.</p>	<p>-guiding learners to pronounce/sign words.</p> <p>- constructing sentences using the given vocabulary and structures.</p> <p>- reading texts (passages/ dialogues/poems/notices).</p> <p>- reciting /signing poems.</p> <p>- acting/signing dialogues</p> <p>- answering comprehension questions</p> <p>- playing spelling games</p> <p>- completing sentences.</p> <p>- writing/braille compositions</p> <p>- rewriting stories.</p>

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using the given structures to construct sentences
- Answering comprehension questions.
- Completing/braille stories/dialogues
- Writing/braille guided and free compositions

Sub-topic: B. How I Feel

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> -reads/ signs texts related to how they feel. - rewrites/signs texts/stories related to how I feel. -expresses personal feelings using appropriate language. 	<p>Vocabulary</p> <p>sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy</p> <p>Language Structures</p> <ul style="list-style-type: none"> • feel..... <p>I feel happy to day.</p> <ul style="list-style-type: none"> • when <p>I feel sick when I wake up very early.</p> <ul style="list-style-type: none"> • ... because ... 	<p>-guiding learners to pronounce/sign words.</p> <p>- constructing sentences using the given vocabulary and structures.</p> <p>- reading text (passage/ dialogues/poems/notice).</p> <p>- reciting /signing poems.</p> <p>- acting dialogues</p> <p>- answering comprehension questions</p> <p>- playing spelling games</p> <p>- completing sentences.</p> <p>- writing/braille compositions</p>

	I am unhappy because my book is missing.	- rewriting stories.
--	--	----------------------

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Reading/signing stories and answering comprehension questions.
- Writing/braille texts to express how they feel.
- Composing poems/songs/chants

Topic 4: BEHAVIOUR

Overview:

The topic brings you knowledge of behaviour (good and bad behaviour). The learner will learn vocabulary connected to good and bad behaviours which they can easily use to effectively communicate.

Sub-topic A: Good Behaviour

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • answers oral and written questions about good behaviour. • narrates/signs stories related to good behaviour. • describes what good behaviour should be. <p>uses appropriate language to greet people around her/him</p> <p>uses courteous words and polite language appropriately.</p>	<p>Vocabulary excuse, thank, sorry, forgive, lend, borrow, please, courtesy</p> <p>Grammar Present Simple tense</p> <p>Language structures</p> <ul style="list-style-type: none"> - May I ...? <p>May I use your pen please? Yes, you may. No, I am sorry you may not.</p> <ul style="list-style-type: none"> - Please ... <p>Please lend her your textbook. Here it is.</p> <ul style="list-style-type: none"> - Will you please...? <p>Will you please help with some sugar? No, I am sorry I have no sugar left.</p> <ul style="list-style-type: none"> - May I borrow please? <p>May I borrow your jacket, please? Yes, you may. No, I am sorry I am using it.</p> <ul style="list-style-type: none"> - Do you have any ... ? <p>Do you have any piece of paper? Yes, I have some</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing/signing sentences using the given vocabulary and structures. - reading texts (passages dialogues/poems/notices). - reciting /signing poems. - acting dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/braille compositions - re-writing stories.

	No, I don't have any.	
--	-----------------------	--

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Reading/signing texts.
- Answering comprehension questions.
- Using polite language
- Acting/signing dialogues
- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing/brailleing guided and free compositions

Sub-topic B: Bad Behaviour

Competences	Content	Suggested teaching and learning activities
The learner: <ul style="list-style-type: none"> • narrates/signs stories related to bad behaviour. • reads/ signs texts related to bad behaviour. • describes why bad behaviour should be avoided. 	Vocabulary rude, fight, steal, disobey, unkind, careless, hit, damage, burn, abuse, cheat, quarrel, lie, dodge Grammar Use of, 'must' and 'should.' Language Structures <ul style="list-style-type: none"> - It is bad to ... It is bad to tell lies. - You must not You must not come late to school. - ...should not ... They should not tell lies. 	- guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary. - reading texts (passages/ dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/brailleing compositions - rewriting stories.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Reading/signing stories and answering comprehension questions
- Expressing how they feel
- Completing stories/dialogues
- Writing guided and free compositions

Topic 5: SHOPPING (Buying and Selling)

Overview: This topic brings the experience of shopping as one of the major activities carried out in our daily life. The learner will acquire the language related to shopping which they can easily use in their day-to-day life. It builds on what was covered in P.3 under measurements and relates with what is handled in Primary 4 Mathematics.

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates ability to use appropriate language when carrying out shopping • reads/signs texts related to shopping. • rewrites/signs texts/stories related to shopping. 	<p>Vocabulary some, a few, cheap, expensive, a bar kilogramme, a litre, metre, packet, cost, price, item</p> <p>Grammar The Present Simple tense</p> <ul style="list-style-type: none"> - Use of “<i>much</i>” and “<i>many</i>” (teach them in the negative) - Use of “<i>some</i>” and “<i>any</i>” <p>Language structures</p> <ul style="list-style-type: none"> - ... some ... <p>We bought some sugar yesterday.</p> <ul style="list-style-type: none"> - ...any... <p>I don't have any sugar.</p> <ul style="list-style-type: none"> - ...much ...? <p>How much is a bottle of water? How much are the books?</p> <ul style="list-style-type: none"> - ... is/are shillings. <p>The cloth is 1000 shillings a metre. Pens are 2000 shillings a dozen.</p> <ul style="list-style-type: none"> - is/are.....(cheaper/more expensive) than... <p>Salt is cheaper than sugar. A bottle of oil is more expensive than a bottle of water.</p> <ul style="list-style-type: none"> - ... is (buying/selling) ... <p>Tina is buying some salt from her uncle's shop.</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary. - reading texts (passages/dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/braille compositions - rewriting stories.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Answering comprehension questions.
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/braille guided and free compositions

Topic 6: TIME

Overview:

This topic will enable learners to develop skills of talking about events using the correct form of verbs. It will consolidate the Past Simple tense which was handled in P.3 and introduce the other forms of the past tense. It will also prepare learners for the next topic, which talks about the future.

Sub-topic A: Past Simple tense

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • answers oral and written questions on past events. • narrates/signs stories in the past simple tense. • writes/signs texts/stories related to past simple tense. 	<p>Vocabulary morning, breaktime, night, afternoon, yesterday, midday, late, early, before, after, evening, lunch time, spent.</p> <p>Grammar Adverbs of time (before and after)</p> <p>Language Structures</p> <ul style="list-style-type: none"> - ... do before/after? <p>What did you do after lunch?</p> <ul style="list-style-type: none"> - ... because <p>He mended my dress because it was torn.</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary. - reading texts (passages/dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing/signing sentences. - writing/braille compositions - rewriting stories.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Answering comprehension questions.
- Completing stories/dialogues
- Writing/braille guided compositions

Sub-topic B: Past Continuous tense

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • answers oral and written questions in the past continuous tense. • narrates/signs stories in the past continuous tense. • writes/signs texts in the past continuous tense. 	<p>Vocabulary continue, bite off, while, hold, eat, swing, read, hide.</p> <p>Language Structures</p> <ul style="list-style-type: none"> - ...while <p>I saw a woman driving a tractor while I was cutting a tree.</p> <ul style="list-style-type: none"> - While <p>While I was cutting a tree, I saw a woman driving a tractor.</p> <ul style="list-style-type: none"> - When.... <p>When I was reading, the lights went off.</p> <ul style="list-style-type: none"> - ... when 	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary. - reading texts (passages/dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues -answering comprehension questions - playing spelling games - completing sentences.

	The lights went off when I was reading. - As As I was coming to school, I met the Local Council Chairperson.	- writing/braille compositions - re-writing stories.
--	---	---

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Answering comprehension questions.
- Completing stories/dialogues
- Writing/Brailling guided and free compositions

TERM 3

TOPIC 7:EXPRESSION OF THE FUTURE

Overview:

The learners are already familiar with the Present and Past Simple tense. This topic will enhance their knowledge of tenses and provide the vocabulary and structures to use in the future tense. It will also lay a foundation for discussion of democratic issues in the next topic.

Competences	Content	Suggested teaching and learning activities
The learner: - reads/ signs texts in the future. - writes/signs texts/stories related to expression of the future. - recites/signs dialogues related to expression of the future. - follows a study time. - completes guided compositions.	Vocabulary tomorrow, next Monday, next week, next month, next year, shall not, will not Grammar The future tense Language Structures - ... shall I shall eat a mango tomorrow. - ... will Alice will go to school tomorrow. - ... shall not We shall not go to school next Monday. - Shall ... Shall we visit the park next week? Yes, we shall. No, we shall not - ... will not Masaba will not come for the meeting tomorrow.	-guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary. - reading texts (passages/ dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues - answering comprehension questions - spelling/finger spelling words - completing sentences. - writing/braille compositions - re-writing stories.

Suggested Activities for Assessment

- Reading/signing stories and answering comprehension questions
- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/Braille guided and free compositions

Topic 8: DEMOCRACY

Overview:

This topic introduces the learner to vocabulary related to democratic activities. It will enable them to express themselves using appropriate language in different situations.

Sub-topic A: Games and Sports

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • narrates/signs stories related to games and sports. • reads/ signs texts related to games and sports. • writes/signs texts/stories related to Games and sports. 	<p>Vocabulary run, jump, play, football, netball, skip, race, throw high, long, kick, player, lose, win, happy. clap, shout, game, support, slow, ordinal numbers, fast, quickly volleyball, watch, coach, umpire, referee</p> <p>Grammar Use of adjectives</p> <p>Language Structures</p> <ul style="list-style-type: none"> - What will ... do? <p>What will Akello do?</p> <ul style="list-style-type: none"> - ... will ... <p>Akello will play football.</p> <ul style="list-style-type: none"> - Who was the ? - was the <p>Who was the first?</p> <p>Opendu was the first.</p> <ul style="list-style-type: none"> - Why was the ...? <p>Why was Delia the last?</p> <ul style="list-style-type: none"> - was the because..... <p>Delia was the last because she was slow.</p> <ul style="list-style-type: none"> -want(s) to when <p>I want to play volleyball when I join Primary Five.</p>	<ul style="list-style-type: none"> -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 comprehension 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.

- Using given structures to construct sentences
- Reading/signing texts and answering comprehension questions.
- Completing stories/dialogues
- Writing/braille guided compositions

Sub-topic B: Music, Dance & Drama

Competences	Content	Suggested teaching and learning
<p>The learner:</p> <ul style="list-style-type: none"> • narrates/signs stories related to Music, Dance and Drama. • reads/ signs texts related to Music, Dance and Drama. • writes/signs texts/stories related to Music, Dance and Drama. 	<p>Vocabulary sing, recite, conductor, actor, costume, actress, festival, best, rhyme, instruments, drama, worst, choir, concert</p> <p>Grammar The use of superlatives</p> <p>Language Structures - Which will Which song will Daudi sing?</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words. - constructing/signing sentences using the given structure and vocabulary. - reading texts (passages/ dialogues/poems/notices). - reciting/signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/braille compositions - rewriting stories.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using given structures to construct sentences
- Reading/signing stories and answering comprehension questions.
- Completing/braille stories/dialogues
- Writing/braille campaign messages.
- Writing guided compositions.

Sub-topic C: Elections.

Competences	Content	Suggested teaching and learning activities
<p>The learner:</p> <ul style="list-style-type: none"> • narrates/signs 	<p>Vocabulary</p>	<ul style="list-style-type: none"> -guiding learners to pronounce/sign words.

<p>stories related to elections.</p> <ul style="list-style-type: none"> • reads/ signs texts related to elections. • writes/signs texts related to elections. <p>-uses appropriate language in convincing others.</p> <p>- recites simple dialogues.</p> <p>- reads and interprets simple posters related to elections.</p> <p>- illustrates election activities.</p> <p>- writes/brailles campaign messages.</p>	<p>prefect, vote, voter, ballot paper, head girl, head boy, elect, monitor, candidate, election, stand, leader, rig, post, captain, campaign.</p> <p>Grammar</p> <p>The use of relative pronouns who and whom.</p> <p>Language structures</p> <p>- who</p> <p>John is the boy who won the post of head boy.</p> <p>-/are electing as the</p> <p>We are electing Nambawa as the head-girl.</p> <p>- ...will on/in</p> <p>They will elect Mariko on ----Monday.</p> <p>- Whom ...</p> <p>Whom are we electing as the food prefect?</p> <p>- Is standing for the post of</p> <p>Is Akiiki standing for the post of class monitor?</p> <p>Yes, Akiiki is standing for the post of class monitor.</p> <p>No, Akiiki is not standing for the post of class monitor.</p>	<ul style="list-style-type: none"> - constructing sentences using the given structure and vocabulary. - reading texts (passages/ dialogues/poems/notices). - reciting /signing poems. - acting/signing dialogues - answering comprehension questions - playing spelling games - completing sentences. - writing/brailing compositions - re-writing stories.
---	---	--

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary.
- Using structures to construct sentences
- Reading/signing texts and answering comprehension questions.
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions