



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

ENGLISH SYLLABUS

Primary Four



National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010



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NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2009

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the 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 E-mail admin@ncdc.go.ug or www.ncdc.go.ug .



Connie Kateeba

Director

National Curriculum Development Centre.

FOREWORD

The Curriculum for Primary Four

The Curriculum for Lower Primary (P1-3) which the learner in Primary Four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for Primary Four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four curriculum for its implementation in the on-going reforms in Uganda.



Dr. Y. K. Nsubuga

DIRECTOR OF BASIC EDUCATION

MINISTRY OF EDUCATION AND SPORTS

Background to English Syllabus

English language remains an important subject on the Primary School Curriculum. Children are expected to be fluent and competent in English Language by the end of Primary Education.

From Primary one to three, learners learnt English as a subject, however they did not get the opportunity to use English in other subjects. The P.4 English syllabus provides opportunities for the learners to steadily increase the amount of English used during the year as they prepare for full English medium education from P.5 onwards. The topics identified for use will in this syllabus prepare learners to use the functional language developing the four skills; **listening, speaking, reading and writing**.

Although P.4 is a bi-lingual class, English language as a subject will continue to be conducted in English, as it has been the case from P.1 – P.3.

A learner's prototype and the teacher's guide to the prototype have also been developed to enhance the effective implementation of the syllabus.

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
2. To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
6. To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

Organisation of the English syllabus

The syllabus for P.4 has been arranged in matrix. The scope and sequence has been organized in eight topics. Each topic has sub-topics with subject competences to be developed using suggested learning activities. Each sub-topic has specific content of vocabulary and structures.

Methodolog

The recommended teaching methodology emphasizes active participation and performance of children in their own learning. Since P.4 is a transitional class, learners should be given more time to practice the structures learnt and vocabulary orally. Reading and writing should be enhanced through reading texts and a variety of writing exercises. The teacher is expected to use generic methods like demonstration, role play, creative writing and reporting.

Teaching Procedures

TP1: Presenting vocabulary

Steps to follow when teaching vocabulary

- Step 1* Revise any learnt words and the structure learnt that you will need to use with the new words.
- Step 2* Present the new words using objects/pictures/by demonstrating. Hold up the object/picture and say/sign the word several times.
- Step 3* Learners repeat the word several times as you point to the object, picture, as a class, in pairs/groups or individually and emphasize correct pronunciation and intonation.
- Step 4* Construct sentences using a known structure.
- Step 5* Learners practice constructing sentences using the learnt words in pairs or individually.
- Step 6* Learners write sentences, draw a picture, and play games using the structure and vocabulary learnt.

TP2: Presenting Structures

Steps to follow when teaching structures

- Step 1* Revise relevant previous vocabulary and any related structures(s)
- Step 2* Present the new structure using known vocabulary and illustrate the meaning by miming or in context.
- Step 3* Learners repeat the new structure with emphasis on correct pronunciation and intonation.
- Step 4* Construct sentences using the structure.
- Step 5* Learners practice asking and answering questions in groups or pairs.
- Step 6* Learners describe pictures and write sentences using the structure learnt where appropriate.

TP4 Teaching Through a Dialogue

Steps to follow when using a dialogue

- Step 1* Revise the structure and vocabulary previously learnt. Make sure everyone understands the meaning.
- Step 2* Say the dialogue as learners listen.
- Step 3* Learners repeat after you several times.
- Step 4* Divide the class into two groups, let them say with each group take on one part.
- Step 5* Learners practice in pairs or in chain drill One or two pairs demonstrate.
- Step 6* Let pairs demonstrate to the rest of the class.

TP5: Teaching Through Games

- Step 1* Teach or revise any new words they will need in the game.
- Step 2* Explain how the game will be played. Give clear instructions in English.
- Step 3* Demonstrate the game to the children
- Step 4* Encourage volunteers who may have understood the game to demonstrate to the class.
- Step 5* Children play the game. It can be outside the class.

TP6: Teaching Through Role-play and Acting

Use the same procedures as for dialogue (TP4 above). When learners have developed more vocabulary, you will be able to use a much freer approach to acting/role-playing.

Instructional Materials

The use of instructional materials facilitates learning. Therefore, teachers are encouraged to vary the materials they use ranging from real objects to teacher made materials like flash cards, readers, story books, and a collection of songs, rhymes, poems, games and news paper cuttings.

Assessment

Continuous assessment is emphasized in the syllabus to enable the teacher assess the development of language competences, life skills and values. The syllabus includes assessment competences after every topic which rotate around the four language skills. Assessment in teaching of English language should be carried out during the teaching/learning process. Assess learners individually in both oral and written forms. Records of a learner's performance should be kept to track the progress.

Proposed Period Allocation per Subject

Subject	Periods			
	P4	P5	P6	P7
1. English	7	7	7	7
2. Social Studies	5	5	5	5
3. RE	3	3	3	3
4. Maths	7	7	7	7
5. Integrated Science (with Agriculture)	7	7	7	7
6. Local Language	3	3	3	3
7. Creative Arts & PE (CAPE)	7	6	6	6
Library	1	2	2	2
Total Periods	40	40	40	40

Proposed Sample timetable for P.4

Day											
Mon	Eng	MTC	CAPE	BREAK	SCE		SST	LUNCH BREAK	RE	LIB	GAMES
Tue	MTC	ENG	ENG		SST	MTC	CAPE		SCE		
Wed	SCE	SST	CAPE		MTC	LL	ENG		ENG	LL	
Thur	RE	ENG	SCE		SST	MTC	SCE		CAPE	CAPE	
Fri	MTC		CAPE		ENG	RE	LL		CAPE	SST	

CAPE Creative Performing Arts

SCE Integrated Science with Agriculture

RE Religious Education

LIB Library

ENG English

SST Social Studies

MTC Maths

LL Local Language

SCOPE AND SEQUENCE

TERM I

TOPIC 1: DESCRIBING PEOPLE AND OBJECTS

22 PERIODS

General background

This topic will enable learners to acquire knowledge and develop vocabulary and structures related to describing people and objects. It builds on vocabulary and structures which were acquired in previous classes. Learners will be able to give vivid descriptions of self, other people and objects both orally and in written form. It lays foundation to giving directions, through demonstrations, dialogues, conversations and role-play by practicing language use.

Learning Outcome:

The learner will be able to describe people and objects orally; as well as read and write short descriptive texts.

Life skills and indicators

Effective communication

- Fluency
- Audibility
- Articulation
- Responding to questions.
- Accuracy
- Confidence

Self esteem

- Talking about self and others

Values

- appreciation
- care
- love

Sub-topic 1 A: Describing People

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Describes self-using present tense. • Describes what other people look like using present tense. • Listens and identifies a person from a description. • Compares the appearance of two people in terms of height, weight and looks. • Describes a person's behavior and character. • Asks questions about how someone looks. • Asks questions about how one behaves. • Reads, draws and matches descriptions of people. • Reads a short story about a person's character. • Writes a simple description of someone's looks based on a picture. • Writes a paragraph of at least four sentences describing people 	<p>Vocabulary black, brown , kind, bad, good, polite, kind, short, , tall, smart, beautiful, ugly, thin</p> <p>Grammar Use of the present simple tense.</p> <p>Language Structures Use present simple tense to describe oneself</p> <ul style="list-style-type: none"> • I am a ... girl/boy e.g. (I am a tall girl), (I am a fat boy) • How doeslook like? e.g. how does Birungi look like? ...is ... e.g. Birungi is brown and tall • Both and are e.g., Tamale and Musumba are short. • Some are..... and others are e.g., Some are big and others are small • is than..... e.g. Tamale is shorter than Opondo • is the of the e.g. Apio is the shortest of the three. 	<ul style="list-style-type: none"> • Using appropriate vocabulary and structures in the present tense to describe people. • Listening to short stories and identifying the characters described. • Acting characters describing a simple short story. • Playing games related to descriptions of people e.g. a game of five people, each describing the person nearest to him/ her. • Reading short stories describing people. • Playing a spelling game. • Reading descriptive words, sentences and short texts. • Identifying described people from pictures. • Filling in missing words in descriptive sentences. • Writing descriptive sentences. • Writing dictated words and sentences. • Writing short simple stories.

Sub-Topic 1.B: Describing Objects

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Describes objects using the present tense. • Compares two or three objects in terms of size, shape, colour, or texture. • Asks and answers questions about different objects. • Identifies objects which are similar or different. • Gives the similarities and differences between objects. • Reads a short description of a given object and draws it. • Writes simple descriptions of objects. 	<p>Vocabulary long, short, smooth, hard, rough, heavy, light, colour, round, rectangular, oval, triangular, square, flat, soft, short, long</p> <p>Grammar</p> <ul style="list-style-type: none"> • Use of the present simple tense to ask questions. Use of comparative and superlatives. • Use of possessive forms <p>Language Structures</p> <ul style="list-style-type: none"> • The is The bag is black Yes, it is/No it is not Yes the bag is black No the bag is brown. • The are • Yes the are .../No the ... are not e.g. Are the stones rough? Yes the stones are rough. Which book is bigger? • The ... is ..than the.... one The red book is bigger than the green one. • Is the the ... of the ...? Is the blue pencil the longest of the three? • Yes, the is the ... of the ... e.g. Yes the blue book is the longest of the three. • No , the ... is not the ... of the ... e.g. No, the red pencil is not the longest of the three. • Is your/his/her/Maria's/book/bag Is your friend's bag beautiful? Yes my friend's bag is beautiful No, my friend's bag is not beautiful • Bogere's is E.g. Bogere's trouser is green Her/his ... is 	<ul style="list-style-type: none"> • Using vocabulary and structure correctly in oral sentences • Spelling descriptive words • Listening to and telling stories about the environment. • Identifying and describing object. • Giving opposites of words. • Reciting and acting conversations • Telling stories describing objects. • Filling simple puzzles which are based on description of objects. • Reading and writing descriptions of objects. • Using appropriate vocabulary and structures in both present and past tense to describe selected objects. • Writing guided composition. • Writing simple texts using descriptive words.

Subject competences	Content	Suggested activities
	<ul style="list-style-type: none"> • e.g. Whose is? Whose dress is this? • e.g. It is • e.g. It is Namukasa's dress. • It is mine/hers /yours/his/Chadiru That is ... That is Chadiru's dress 	

Suggested Assessment Competences

- Identifies descriptive words.
- Describes people and objects in five sentences orally.
- Uses descriptive words in sentences
- Reads a paragraph related to description of people and objects.
- Writes a paragraph related to descriptions of people and objects.

TOPIC 2: GIVING DIRECTIONS

General background

This topic will enable learners acquire knowledge; as well as develop vocabulary and structures related to giving and responding to directions. Illustrations, conversations, demonstrations, role-plays and dialogues should be encouraged to enable learners practice language use.

Learning Outcome:

Learners will use a range of basic grammatical structures and vocabulary accurately to express location and direct people to places, both in oral and written forms.

Life Skills and indicators

Effective communication

- Accuracy
- Verbal expressions
- Non-verbal expressions
- Logical express cons.

Decision making

- Giving instructions

Assertiveness

- Being open
- Responding to questions.

Values

- Honesty
- Concern
- Co-operation
- Sharing
- Independence

Sub–Topic: Directing People to Places

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Talks about appropriate direction of places.• Identifies and describes main features of familiar places.• Directs people to specific places.• Locates different places following directions.• Gives direction to familiar places.	<p>Vocabulary</p> <ul style="list-style-type: none">• far, near, next to, across, in front, behind, round about, sign-post after, before, junction, corner, close to.• Left hand side, right hand side, in front of, down, opposite to, middle, far from, across, close turn. <p>Grammar</p> <p>The use of the present simple tense</p>	<ul style="list-style-type: none">• Role playing giving and following directions (school, home, church).• Telling short simple stories about places and their main features.• Acting dialogues describing places.• Reading maps of familiar places and answering questions.

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Interprets and follows directions to specific places. • Estimates distance to specific places. • Reads and uses words in sentences. • Interprets and draws pictures of familiar places. • Reads texts and simple maps about places. • Writes simple descriptions of familiar places. 	<ul style="list-style-type: none"> • Structures • Describing places in relation to size distance and outstanding features, using present simple tense. The ... is ... • The (school) is (far/near). • The (market) is.... before/after/close...(Kamsomas' house) • It is (near, far from, from, close to) The ... is on the • It is on the (Left/right). • It is on ... (left/right) (church, hospital.) • is near, far from, close to) the school/church) • The (school) is nearer to (the market) than to the (church). • First (walk, go) to and then.... 	<ul style="list-style-type: none"> • Reciting poems about features of different places. • Writing simple texts using appropriate vocabulary and structures that describe places. • Present tense using appropriate vocabulary and structures to direct people. • Tracing routes to specific places or locations(e.g. on a maze) • Writing simple texts directing people to familiar places. • Writing and reciting dialogues /conversations/ poems directing people to familiar places . • Arranging jumbled sentences related to directing people to familiar places. • Writes texts directing others. • Reads and answers questions about directions.

Suggested Assessment Competences

- Gives direction appropriately
- Follows directions appropriately.
- Writes texts directing others.
- Reads and answers questions about directions.

TOPIC 3. WHAT I LIKE AND HOW I FEEL

General background

This topic will enable the learners develop listening and speaking skills, while strengthening the vocabulary and structures learnt under **Likes and Dislikes** in P.3. The topic will enable the learners express their likes and feelings,, appreciate and respect others, through a variety of activities.

Learning Outcome:

Learners will fluently and accurately express their likes and feelings in English.

Life skills and indicators

Self esteem

- Expressing likes and dislikes
- Assertiveness
- Being open

Effective communication

- Articulation

Decision making

- Telling consequences of their decisions

Making choices

Values

- Appreciation.
- Care
- Love
- Co-operation
- Patience

Sub-Topic 3A: What I like

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Expresses likes using simple present tense. Compares different people's likes. Gives reasons for people's specific likes. Reads short simple expressions about likes. Writes simple expressions about likes 	<p>Vocabulary foods drinks, fruits dancing, singing, reading, cooking, sawing, playing, football, riding, desires, enjoy, prefer soda.</p> <p>Language Structures</p> <ul style="list-style-type: none"> I like ... I do not like ... He/she/they like(s)... prefer to Do you prefer.....to...? Yes, I prefer <u>fish</u> to <u>meat</u>. No, I prefer beans to meat enjoys He/she/enjoys..... I/they enjoy... 	<ul style="list-style-type: none"> Taking turns to express likes. Acting a dialogue about likes. Role playing situations expressing likes Reading simple short texts and answering questions about likes. Reciting poems. Reading words, and short texts about likes. Writing simple texts related to desires

Sub-Topic 3B: How I Feel

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Expresses his/her feelings in present simple tense. Asks and answers questions about people's feelings. Identifies people's feelings. Responds appropriately to people's feelings. Writes simple texts about personal and other people's feelings. Expresses people's feelings. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy. <p>Grammar</p> <ul style="list-style-type: none"> Use present simple forms to express feelings. <p>Language Structures</p> <ul style="list-style-type: none"> feels I/they feel(happy, cold) He/she feels (sad, sick) when I/they feel (happy) when I am/they are (at home). ... because ... I am/he/she/they are because 	<ul style="list-style-type: none"> Describing personal and other people's feelings using present simple tense. Acting situational games on people's feelings. Writing and reciting poems about feelings. Reading short simple stories about people's feelings Writing simple letters related to feelings.

Suggested assessment competences

- Describes personal and other people's likes.
- Express our likes.
- Reads simple short texts about feelings and likes.
- Writes a short text about feelings and likes.

TERM II

TOPIC 4: BEHAVIOUR

General background

This topic will enable learners to develop and use appropriate vocabulary and structures when interacting with others. The vocabulary and structures learnt under **What I like and How I feel** will enhance the development of social behavior. It lays the foundation for **Shopping** which is the next topic. The use of role-plays, demonstrations, situational games and other methods that call for interaction and help in the development of appropriate social language.

Learning Outcome: Learners will be able to exhibit good behavior, express themselves accurately and fluently in oral and written forms, for them to live in harmony with others.

Life skills and indicators

Non violent conflict resolution

- Using appropriate language.
- Resolving issues without fighting

Friendship formation

- Using, polite language
- Sharing
- Working in groups

Negotiation

- Use of appropriate body language
- Requesting
- Apologizing
- Thanking
- Responding appropriately

Effective communication

- Articulation

Values

- Cooperation
- Togetherness
- Respect
- Honesty
- Trustworthiness
- Patience

SUB TOPIC 4.A: GOOD BEHAVIOUR

9 LESSONS

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Greets people around her/him using appropriate language.• Expresses gratitude according to different situations.• Uses courteous words appropriately.	<p>Vocabulary excuse, thank, sorry, forgive, lend, borrow, please.</p> <p>Grammar Present simple tense</p> <p>Language Structures and their responses</p> <ul style="list-style-type: none">• May I ... (have/take/use) ... please?	<ul style="list-style-type: none">• Using the given vocabulary and structure orally to make correct sentences.• Acting dialogues and plays in different situations using the given vocabulary and structures.• Identifying courteous words and using them.

<ul style="list-style-type: none"> • Asks and answers questions about good behaviour. • Reads simple texts related to the use of polite language. • Writes words sentences and short simple texts using polite language. 	<ul style="list-style-type: none"> • Yes, you may ... • No, I am sorry you may not... • (take/have/use Please lend me/her/him/them/Peter • Here it is /they are • Will you please... (lend give, help, go).....? • No, I am sorry .../No we are sorry... • May / I borrow ... please? • Yes, you may... <ul style="list-style-type: none"> • No, I am sorry... (I am using, it/ I don't have one). • Do you have any ? <ul style="list-style-type: none"> - Yes, I have some... - No, I don't have any... • Can (I/they/she/he/Kato /Nambozo) <ul style="list-style-type: none"> • ...please? - Yes, you/they/she/he/Kato/Nambozo can <ul style="list-style-type: none"> • - No, I am sorry ... can't • Would you like please? • Yes, I would ... thank you. No thank-you. • Forgive me for ... (breaking your pencil) <ul style="list-style-type: none"> - It is fine. - Don't worry. • Please forgive (him/her /them Mary) for... • - Its fine. 	<ul style="list-style-type: none"> • Asking and answering questions Completing a puzzle related to good behavior. • Reading dialogues and conversations using polite language in different situations. • Practising reading words, sentences, simple texts that have polite language. • Practicing writing words, sentences, simple texts using polite language. • Completing sentences using words related. • to polite language.
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Sub–Topic 4. B Bad Behaviour

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies words that describe bad behavior. Describes bad behaviour. Explains the effects of bad behaviour. Reads words, sentences and simple texts about bad behaviour. Writes words, sentences and short stories about bad behaviour. Comments on behaviour of different people. Compare people of good and lead behavior. 	<p>Vocabulary rude, fight, steal, disobey, unkind, , careless, hit, damage, burn, abuse cheat, quarrel, lie, dodge</p> <p>Grammar Use of, must and should.</p> <p>Language Structures</p> <ul style="list-style-type: none"> It is bad to ...(tell lies, come late). You must not He/she/they must not ...(tell lies, come late to school.) You/he/she/they should not ...(tell lies). We/he/she should not (steal, lie) because .. .(it is bad). 	<ul style="list-style-type: none"> Listening to short simple stories and identifying words describing bad behaviour. Practicing using vocabulary and structure describing bad behavior. Asking and answering questions. Talking about pictures and real life situations. Reporting bad behaviour. Acting situations of reporting. Reading words, sentences and text. Practicing writing words, sentences, short texts using vocabulary and structures Writing guided compositions. Writing sentences on pictures.

Suggested Assessment Competences

- Uses polite language in different situations.
- Reads words and sentences related to polite language
- Reads texts related to behavior.
- Writes texts related to behaviour.

TOPIC 5: SHOPPING

General background

Shopping is one of the major activities carried out in our daily life. This topic creates an opportunity for the learners to acquire the functional language related to shopping. It builds on what was covered in P.3 under **Measurement** and relates with what is handled in Maths in P.4. The teacher is encouraged to engage learners in practical activities to enable them develop functional language and use social language developed in topic 4 under Good behavior

Learning Outcome: Learners will be able to use a wide range of basic grammatical structures and vocabulary in order to communicate effectively in shopping situations.

Life skills and indicators

Effective communication

- - Accuracy

Self esteem

- Self expression

Self awareness

- Making choice

Friendship formation

- Use of polite language

Negotiation

- Using persuasive language
- Requesting

Decision making

- Telling consequences of their decision

SUB-TOPIC 5.A: BUYING AND SELLING

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different items in a shop. Uses appropriate vocabulary and structures during shopping. Identifies categories of items (countable and uncountable). Identifies units used in shopping. Reads sentences and texts related to shopping. Reads price lists of different items in a shop. Writes simple text related to shopping. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Some, a few, cheap, expensive, kilogramme, a bar, a litre, metre, packet, cost, price, item. <p>Grammar</p> <ul style="list-style-type: none"> Present simple tense. Use of “much” and “many” (teach them in the negative) Use of “many” e.g. Musa did not sell many books Use of “much” e.g. Father did not give me much money for shopping. Use of “some” and “any” <p>Language Structures</p> <ul style="list-style-type: none"> e.g. I have some sugar I don't have any sugar much much ? How much is ... (water, salt)/ are the ...(books, pens)? How much is water? How much are the books? <ul style="list-style-type: none"> - ... is../are shillings. - The cloth is 1000 shillings a metre. - Oil is 2000 shillings a bottle - ...(cloth, oil, bottle of....) is/are.....(cheaper/more expensive)than (salt, a bar of soap). <ul style="list-style-type: none"> - e.g. a bottle of oil is more expensive than a bottle of soda. - A packet of salt is cheaper than a kilo of sugar. some May I have some ...(salt/sugar) please? <ul style="list-style-type: none"> - Yes, you may, here it is - Here is some ..(salt/sugar/water). - No, I am sorry I don't have any/...(books/salt). - is (buying/selling) 	<ul style="list-style-type: none"> Asking and answering questions about buying and selling items. Playing a shopping game. Reading simple text about shopping. Reading prices of different items and answering questions Modeling or drawing and labeling items in a shop. Writing texts Making a shopping list.

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • E.g. Tina is buying some salt • E.g. Tina will buy some sugar. • any • Is there any salt please? • Do you have any milk? • Tina will not buy any sugar. • Tina is not buying any salt. 	<ul style="list-style-type: none"> •

Suggested assessment competences

- Uses appropriate language in shopping situations
- Constructs sentences related to shopping.
- Reads short simple texts on shopping.
- Writes sentences to related shopping.

TOPIC 6: TIME

General background

This topic will enable learners to develop skills of talking about events using the correct form of verbs.

Having handled the past simple tense in P.3, this topic will consolidate what was learnt and introduce the other forms of the past tense. It will also prepare learners for the next topic which, talks about the future. The teacher should use learners' real life experiences, dialogues and other active methods to develop the required competences.

Learning Outcome: Learners will be able to use appropriate vocabulary and structures to express themselves meaningfully in a wide range of situations using the past simple and past continuous tense form.

Life Skills and indicators:

Effective communication

- Verbal expression
- Accuracy
- Logical/sequencing of ideas.
- Confidence

Coping with stress

- narrating past experiences

Interpersonal relationship

- interacting freely with others

Empathy

- using appropriate language

Creative thinking

- Responding to questions

Values

- responsibility
- togetherness
- co-operation
- love

Sub-topic 6.A Past Simple Tense

14 Lessons

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Asks and answers questions on past events. Reports on past events. Reads simple texts in the past tense Writes short simple texts in past tense. Describes events in the past tense 	<p>Vocabulary Morning, break time, afternoon, night, yesterday, midday, late, early, before, after, evening, lunch time, spent.</p> <p>Grammar</p> <ul style="list-style-type: none"> The use of 'before' and 'after' <p>Language Structures</p> <ul style="list-style-type: none"> do before/after? - e.g. What did you do after lunch? ... because ... e.g. He mended my dress because it was torn. 	<ul style="list-style-type: none"> Using vocabulary and structures in the past simple tense correctly. Narrating events in the past simple tense. Saving past simple tense of given verbs. Acting conversations in the past simple tense. Reading text in the past simple tense. Writing text in real and imaginary events.

Sub – Topic: 6.B Past continuous tense

9 Lessons

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Asks and answers questions on past events using the past continuous tense. Describes events in the past continuous tense. Reports events using the past continuous tense. Reads simple texts in the past continuous tense. Writes short simple texts in the past continuous tense. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Continue, bite, off, while, hold, eat, swing, read, hide. <p>Grammar</p> <ul style="list-style-type: none"> Use of “while” and “when” <p>Language Structures</p> <ul style="list-style-type: none"> Whilewhile e.g. I saw a woman driving a tractor while I was cutting a tree - While I was cutting a tree I saw a woman driving a tractor. When.... ... when e.g. When I was reading the lights went off. The lights went off when I was reading. as - e.g. As I was coming to school, I met the Local Council Chairperson. 	<ul style="list-style-type: none"> Acting dialogue/ conversation using past continuous tense. Re-ordering events to form stories in past continuous tense Reading stories, words and sentences written in the past continuous tense. Reading and writing sentences from substitution table. Telling stories in past continuous tense. Writing short texts in the past continuous tense.

Suggested assessment competences

- Expresses self-using the past simple and the past continuous tense form.
- Narrates and reports past events appropriately
- Reads texts in past simple and past continuous tenses
- Writes statements to make short stories in simple and past continuous tenses.

TERM III

TOPIC 7: EXPRESSION OF THE FUTURE

General background

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 on democratic issues in the next topic. Use of role-plays, demonstrations and dialogues will help in developing the required competences.

Learning Outcome

Learners will be able to use a range of vocabulary and grammatical structures appropriately to express meaning related to future events, in oral and written forms.

Life skills and indicators

- Effective communication
 - Fluency
 - Accuracy
 - Logical flow of ideas
 - Articulation
 - Confidence
- Decision making
 - Giving reasons
 - Telling consequences of decision

Values

- Patience
- Cooperation
- Appreciation

Sub-topic 7.A: Expression of the future

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Talks about future events • Explains what will happen • Responds to questions appropriately. • Narrates events related to future happenings. • Read plans written by their peers. • Writes personal plans. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • tomorrow, next Monday next week, next month, next year, shall not, will not, arrive, <p>Grammar:</p> <ul style="list-style-type: none"> • Use shall and will when expressing the future. • NB. I/we are used with shall • You/she/he/they used with will. • Use of 'will not' <p>Language Structures</p> <ul style="list-style-type: none"> • I/we shall ... You/she/he/they will ... • ... will.... • E.g. Alice will go to school tomorrow. • ... shall ... • E.g. I shall eat a mango tomorrow • ... shall not ... • We shall not go to school next Monday. Shall we tomorrow/next week? • Yes, we shall No, we shall not ... • ... will not • E.g. Masaba will not come for the meeting tomorrow. • Will ...? • E.g. Will Masaba/he/she tomorrow? Yes, /she/Masaba will..... • No, he/she will not..... 	<ul style="list-style-type: none"> • Using the vocabulary and structures in meaningful statements. • Acting dialogues /conservations related to future events • Asking and answering questions in the future tense. • Talking about events related to the future events. • Reading simple texts describing future events • Reading plans of other learners. • Writing sentences and short texts in the future tense. • Formulating sentences from substitution tables. • Writing guided composition. • Writing personal plans.

Sub-topic 7.B: Keeping a diary

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Talks about activities in a diary • Reads events in a diary • Records events in a diary • Keeps a personal diary 	<p>Vocabulary diary, read, note, date, day, month, year, calendar time</p> <p>Language Structures</p> <ul style="list-style-type: none"> • will on • e.g. Miriam will visit her grandmother on 25th August. Revise then, where and what time. Will ... ? • No... will ... Yes ... will • e.g. Will Apio go to the market on Monday? - No, she will not - No, she will go to the market on Sunday Yes she will go to the market on Monday Yes, • she will. 	<ul style="list-style-type: none"> • Using vocabulary and structures related to keeping a diary. • Acting dialogues related to keeping a diary. • Reading and interpreting information in a diary. • Recording events in a personal diary. • Keeping a class diary.

Sub-topic 7.C: Using study time

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains activities done during study time. • Reads a study timetable • Writes a personal study timetable. • Uses the study time effectively • Follows a study time table. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • borrow, lend, library, revise, note(s), notebook. textbook. <p>Grammar</p> <ul style="list-style-type: none"> • Use of “usually”, “sometimes” • Language structures. • “usually”..... • e.g. The teacher usually lends us books to read at home • ... “sometimes”..... • e.g. I sometimes write down notes after reading a textbook. 	<ul style="list-style-type: none"> • Using given vocabulary and structures correctly to construct sentences. • Studying and answering questions about a study time table. • Formulating sentences using a study timetable. • Telling activities done during study time. • Reading and interpreting a study time table. • Writing compositions about study time. • Writing and acting conversations about study time.

Suggested Assessment Competences

- Talks about future events
- Reads texts related to future activities and study time
- Writes personal diary and study timetable.
- Writes texts in the future tense.
- Uses a personal diary and study time table.

TOPIC 8: DEMOCRACY

General background

This topic will enable learners to develop vocabulary and structures related to democratic activities. This will enable learners to express themselves using appropriate language in different situations. The teacher should use demonstrations, discussions, dialogues and story telling to develop the required competences.

Learning Outcome Learners will be able to use appropriate language to express themselves accurately and fluently when expressing appreciation, making comments, noting main points and answering questions in order to live harmoniously in society.

Life skills and indicators.

Self esteem

- Appreciating oneself.

Assertiveness

- Being open
- Listening to and valuing what others say
- Volunteering
- Standing for one's right
- Giving reasons for actions taken.
- Peer resistance
- Defending one's decisions

Non – violent conflict resolution

- Negotiating
- Accepting defeat
- Use of appropriate body language

Empathy

- Supporting others
- Listening to others

Values

- Co-operation
- Appreciation
- Endurance
- Patience
- Honesty
- Love
- Joy

SUB-TOPIC 8.1: GAMES AND SPORTS

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies games and sports played• Uses appropriate vocabulary and structures when describing games and sports.• Gives and follows simple instructions in a given game and sport• Sustains simple conversations• Reads simple articles on sports and games• Reads and interprets points	<p>Vocabulary</p> <p>run, jump, play, football, netball, skip, race, throw high, long, kick, player, lose, win, happy. clap, shout, game, support, slow, ordinal numbers, fast, quickly</p> <p>volleyball, watch, coach, umpire, referee.</p> <p>Grammar</p> <ul style="list-style-type: none">• Use of adjectives <p>Language Structures</p> <ul style="list-style-type: none">• What will do?• e.g. what will Akello do?• ... will ...	<ul style="list-style-type: none">• Using vocabulary and structures to construct meaningful statements.• Role playing different games and sports events.• Conducting simple conversations on games and sports.• Listening to and answering questions about radio sports programmes.• Reading stories related to sports• Reading simple articles and adverts on games and sports.• Reading and interpreting information on a score board.• Writing guided compositions.• Writing simple instructions

<ul style="list-style-type: none"> on a score board. Writes simple descriptions on a given game or sport. 	<ul style="list-style-type: none"> Akello will play football. Who was the (first, second)? was the 	<ul style="list-style-type: none"> Writing simple articles on games and sports. Writing descriptions of selected games and sports.
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Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> Writes simple articles related to games and sports. 	<ul style="list-style-type: none"> E..g. who was the first? E.g. Opendu was the first Why was the E.g. why was Delia the last? was the because..... E.g. Delia was the last because she was slowwant(s) to when I want to play volley ball when I join Primary Five 	<ul style="list-style-type: none"> Rearranging sentences related to sports and games events in a logical flow.

SUB – TOPIC 8.2: MUSIC, DANCE AND DRAMA

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Describes a given music festival. Acts in a given play. Spells selected words correctly. Composes simple songs using vocabulary learnt Reads simple texts related to music events Reads short poems or plays. Writes simple short texts 	<p>Vocabulary: sing, recite, conductor, costume, actor, actress, festival, rhyme, instruments, drama, best, worst, choir, concert,</p> <p>Grammar.</p> <ul style="list-style-type: none"> The use of superlatives <p>Language Structures</p> <ul style="list-style-type: none"> when e.g. She sang the best song Which will E.g. which song will Daudi sing? 	<ul style="list-style-type: none"> Using vocabulary and structures to describe given music events Reading short texts related to music, dance and drama. Writing guided compositions on given events. Reading and reciting simple poems and rhymes. Writing short texts related to music, dance and drama.

SUB-TOPIC 8.3: ELECTIONS

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Uses appropriate language in convincing others. • Conducts simple dialogues • Narrates simple stories • Responds to instructions • Reads simple texts. • Reads and interprets simple posters related to elections • Reads simple data related to elections • Illustrates election activities • Writes campaign messages 	<p>Vocabulary</p> <ul style="list-style-type: none"> • prefect, vote, voter, ballot paper, head girl, head boy, elect, monitor, candidate, election, stand, leader, rig, post, captain., campaign. <p>Grammar</p> <ul style="list-style-type: none"> • The use relative pronouns who and whom. <p>Language Structures</p> <ul style="list-style-type: none"> • who <p>E.g. John is the boy who won the post of head boy.</p> <ul style="list-style-type: none"> •/are electing as the <p>E.g. We are electing Nambawa as the head-girl.</p> <ul style="list-style-type: none"> • ...will on/in • They will elect Mariko on Monday. Whom ... • Whom are we electing as the food prefect? Is standing for the post of <p>E.g. Is Akiiki standing for the post of class monitor Yes Akiiki is standing for the post of class monitor No, Akiiki is not standing for the post of class monitor</p>	<ul style="list-style-type: none"> • Using appropriate vocabulary and structures accurately. • Asking and answering questions • Role playing electing school prefects. • Conducting conversations • Narrating simple stories about elections. • Reading short simple texts related to elections. • Reading and interpreting posters with campaign messages • Writing guided composition. • Reading and interpreting data related to elections. • Illustrating election activities. • Drawing posters. • Writing guided compositions • Writing simple campaign messages • Writing short and simple conversations or dialogues.

Suggested assessment competences

- Participates in democratic activities at school level.
- Writes text related to democratic practices
- Reads simple texts on democratic practices.



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