



# **ACCELERATED EDUCATION PROGRAMME FOR UGANDA**

## ENGLISH LANGUAGE

### **SYLLABUS FOR Level 2 and 3**





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Supported by





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*Cover Photo: Landing site on Lake Albert, Uganda*

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Uganda has made important strides in promoting children's rights over the past 20 years. In order to fully understand the lives of children in the country today and the issues that continue to hamper the achievement of their full potential, it is important to take a systematic look at the situation of children and specifically the disadvantaged (refugees and out of school children).

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Currently, according to the UNESCO Institute for Statistics, there are approximately 263 million children and youth out of school globally. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risk to their protection as a result. Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education such as *"Accelerated Education"*.

Uganda has a big number of children and youth out of school. The most affected are; displaced children (internally and externally), combatants as well as girls and children with disabilities who usually find it difficult to access and complete their education. The enactment of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls have access to, and complete, free, equitable, and quality Primary education by 2030.

Over-age learners who enrol in formal education systems are found to be much more likely to drop out early because of; poor instructional strategies and methodologies, and stigmatization. Children who do not start school at the correct age would likely remain out of school, and those who enter when they are already over aged face multiple challenges including sharing classrooms and studying with much younger children (thus inferiority complex).

The accelerated education curriculum provides an opportunity for these over-aged out-of-school children to access education, catch up and transition back into the formal system, secondary education, vocational training and livelihoods.



Hon. Janet Museveni Kataaha  
**MINISTER OF EDUCATION AND SPORTS**

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Grace Baguma

**DIRECTOR,  
NATIONAL CURRICULUM DEVELOPMENT CENTRE**



## **Rationale**

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Accelerated Education Programme (AEP) emphasises speeding up a curriculum, and allowing students to complete a certified, equivalent level of education in a shortened timeframe. This requires increased and more effective time on task, an emphasis on literacy and numeracy with a socio-emotional learning component and oftentimes, removal of non-core subjects. Programmes also often demonstrate flexibility to meet the unique needs of the learners they aim to serve – both in relation to timetabling and location of instruction. The intention of this flexibility is to enable students to study in a way and at a level appropriate to their ability, age and circumstance.

The AEP targets the over-aged learners who, in one way or another, were disadvantaged and dropped out of the normal Primary school cycle. The AEP intends to help learners of age group 10-18 years to catch up and accomplish the Primary level in a shorter time of three instead of seven years. It is structured in levels i.e. Level 1 (P1-P3) which is equivalent of the Thematic Section in Primary school. Level 2 combines P4 and P5 and Level 3 combines P6 and P7. Each level merges the curricula content in relevant classes which is to be completed in one year.

On completion of an AEP, the learners should be able to either reintegrate into the formal schooling system, or enter into skills-based technical and vocational education, or to enter directly into the workforce, but with core literacy and numeracy skills in place. There are varied structures of an AEP, and they vary in their pace of acceleration, the age range they target, and the approach to teaching and learning that they employ.

This AEP is a review of the curriculum for various non-formal education programmes which Uganda has been implementing since 2011 to address educational barriers of different communities.

## **Scope and Sequence**

Each topic of this curriculum is comprised of: overview; learning outcome(s); subject competences; language competences; content; suggested teaching/ learning activities; life skills indicators and values; suggested competences for assessment and hints for the teacher.

## The National Aims of Education

This programme is designed to address the National Aims of Education and the Aims and Objectives of Primary Curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims of education are:

- i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- iii) 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.
- iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- v) 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
- vi) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

## Objectives of Primary Education in Uganda

- i) To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English;
- ii) To develop and maintain sound mental and physical health;
- iii) To instil the value of living and working cooperatively with other people and caring for others in the community;
- iv) To develop cultural, moral and spiritual values of life;
- v) To inculcate an understanding of and appreciation for, the protection and utilization of the natural environment using scientific and technological knowledge;
- vi) 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;
- vii) To develop pre-requisite for continuing education and development;

- viii) To develop adequate practical skills for making a living;
- ix) To develop appreciation for the dignity of work and for making a living by one's honest effort;
- x) To develop the ability to use the problem-solving approach in various life situations;
- xi) To develop discipline and good manners.

## Definition of Terms

**Learning outcome** is a broad behavioural change or ability demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process.

**Competence** is what one is able to do as a result of learning or what the learner understands, knows and is able to do.

**Assessment** - according to Huba & Freed, assessment is the processes of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

**Life skills** are the abilities for adaptive and positive behaviour that enable learners to deal effectively with the demands and challenges of everyday life.

**Values** are the desired standards of behaviour acceptable in a given society.

**Life skill indicators** are the observable abilities shown in a learner.

**Methodology** is an executable process or procedure with a specific task that someone can use to deliver content according to the work plan.

**Technique** is the final skilful execution of a given point which can be used to get a productive outcome.

**Strategy** is a mental model in our understanding and an end in mind that enables us to deliver lessons systematically in class.

**Approach** is a set of or combination of different methods.

**Instructional strategies** are the techniques the teacher uses to help learners become independent and focused.

**Instructional material** is any resource the teacher uses to teach learners.

**Tools** are items or implements used for a specific purpose, to perform different tasks.

**Special Educational Need** is an educational provision designed to address the needs of learners with barriers to learning

**Special Needs Education** is a program that addresses barriers to learning

**Special Education** is an educational provision for learners with special educational needs.

**Inclusive education** is a term which wholesomely provides for optimum participation of all learners. Inclusion does suggest all other exposures.

AEP	Accelerated Education Program
MOES	Ministry of Education & Sports
NCDC	National Curriculum Development Centre
NRC	Norwegian Refugee Council
SEN	Special Educational Needs
SNE	Special Needs Education

## List of Contributors for AEP Curriculum Review

### Reviewers

Onen Negriz  
Grace K. Baguma  
Sheilla Annette Siima Baitwabusa  
Kemizano Rosert  
Jeruth Tinka Ngonzi  
Bernadette Nambi Karuhanga  
Robert Pax Inziku  
John Patrick Tukei  
Joy Kabanganja  
Willy Kasirye E. Ssekagya  
Angela Akech Oboth  
Hafisa Kabaganja  
Daneil Kiiza Ssendagire  
Yorokamu Byamukama  
Moureen Nampeera  
Patrick Nakwatse  
Deborah Magera  
Emmanuel Otim

### Secretarial

Namuyaga Florence

### Editors

Sarah Mirembe Kyankya  
Hannah Halimah Nambusi  
Sebastian Jalameso

### Designer

Dickson Amanyanya

## AEP Level 2 Timetable

DAY	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-1.00	1.00-2.00	2.10-2.50	2.50-3.30	3.30-4.30
MON	ENG	MATH	SST	BREAK	SCI	RE	MATHS	LUNCH	ENG	SCI	
TUE	MATH	ENG	ENG		SST	SCI	RE		MATHS	CAPE <sub>1</sub>	
WED	MATH	SST	ENG		MATH	SCI	ENG		SCI	RE	
THU	SST	MATH	CAPE <sub>2</sub>		MATH	ENG	ENG		SCIE	SCIE	
FRI	ENG	ENG	MATH		MATH	SST	SST		CAPE <sub>3</sub>		

## Weekly Period Analysis

English	10
Mathematics	10
Science	7
Social Studies	6
Religious Education	3
CAPE 1	1
CAPE 2	1
CAPE 3	2
<b>Total</b>	<b>40 Periods</b>

## Background to the English Language Curriculum

This English language syllabus condenses the content from the formal Primary School English language syllabus of P4 and P5 for Level 2, then P6 and P7 for Level 3. It caters for the development of the four language skills which are listening, speaking, reading and writing as started in Level 1.

## Rationale

English is the most widely used language in the world. Its importance cannot be overemphasised based on the fact that with the current trend of globalisation, it clearly stands out as the language that we must provide to our learners for international communication. In addition, English is Uganda's official language and the medium of instruction from Upper Primary to higher learning institutions. It is also a vital aspect of education for learners during and after school. This subject provides learners with basic skills and knowledge for continued learning, to make informed decisions, to positively participate in society and to achieve personal goals.

## Organisation of the Syllabus

This syllabus has been organised around 17 topics for Level 2 and 12 topics for Level 3 which are distributed in three terms respectively. Each topic, which is a theme in our day-to-day lives, has been allocated a specific number of periods basing on the amount of content, competences to be developed and the suggested instructional activities. The content for each topic has been presented to cater for the four language skills which are listening, speaking, reading and writing. Content, which is basically vocabulary and structures, should be presented in a way that it is evenly distributed throughout the week. This is to say, a teacher should present at least five vocabulary items and not more than one structure per lesson.

Basing on the study time, the intensity of the content and the needs of the learners, English has been allocated 10 periods a week and each period takes 40 minutes. It is estimated that each term will have at least 11 weeks of school thus an estimated total of 110 classroom periods in a term being distributed according to the amount of vocabulary, structures and activities in the topic.

## General Learning Outcomes

The learner:

- i) acquires the ability to effectively use the four basic language skills of listening, speaking, reading and writing.
- ii) develops adequate competence to use English confidently both in oral and written forms.
- iii) develops ability to use English language in a variety of situations.



## Methodology and Strategies

Learners in the AEP, unlike their counterparts in the formal programme, are likely to have less time to interact with their teachers. This, therefore, calls for the use of a variety of active learning methods and materials to enhance the learners' active participation during the short time they are at school. Like those of the formal curriculum, these learners are also expected to complete Level 3 with adequate vocabulary and structures that can enable them write English legibly and intelligibly. This means that the teacher should avail learners with many opportunities for writing. He/she should also engage learners in oral work for the development of speaking and oral communication skills. Furthermore, reading skills are vital for further learning and getting general information; the teacher should therefore give learners opportunities to read a variety of reading texts.

Hence, there is need to use techniques such as oral practice, demonstration, discovery, role-play, research, group work, peer learning, remedial approaches, repetition, follow-up strategies, self-study, project and dramatization. Key strategies for the multi-grade learners include individualised educational programme and task analysis.

Many instructional strategies have been suggested in here; however, there are two most common ones which need the teacher's attention: Listen-Say-Use (LSU) and Direct, Situational or Substitution (DSS).

There are suggested teaching and learning activities designed to cater for the development of English literacy, which bases on the literacy skills of **reception** (listening and reading) and **expression** (speaking and writing). Therefore, plenty of practice of vocabulary and structures in various situations is recommended for the learners.

## Instructional Materials, Tools and Equipment

Language learners learn best when they are actively engaged in the teaching and learning situation. It is therefore suggested that the instructional materials that are common in their environment should be adapted for use. The teacher is encouraged to use real objects, story books, pictures, newspaper cut-outs and models. For enhancement of the integrated approach, the teacher should use materials from other subjects when teaching English. Where applicable, learners should access the dictionary, more especially at Level 3.

## Assessment

Like in the formal curriculum, continuous assessment is strongly recommended. This will enable the teacher to track individual learners' progress in the development of the desired competences and hence achievement of the desired outcomes. It should be carried out basing on the suggested competences during and after the teaching and learning process. On the other hand, summative assessment is carried out at the end of each topic, end of the term and at the end of the year. In both circumstances, the teacher should always keep records of the learners' performance. The teacher should endeavour to assess the following areas of learning: knowledge, understanding, social skills, performance skills, attitudes and values development.

## Teaching/Learning Aids (Instructional Materials - IMs)

The teacher is expected to use a variety of instructional materials such as existing textbooks, real objects, models, reference books, maps, charts, globes, flash cards, radios, televisions and other audio-visual aids to teach the content. Above all, the teacher is encouraged to use the environment in the development of teaching/learning materials.

## Special Learning Needs

Remember that we have learners in classes with various barriers to learning and development. The teacher should take keen interest in identifying every learner that behaves differently; keep records, and, where possible, call for personnel who are trained in special needs education for functional assessment and proper guidance on how to manage those learners. The teacher can as well utilise the strategies below to provide necessary assistance during the teaching and learning process:

- i) Signs/finger spells for the deaf
- ii) Braille for the blind
- iii) Large print for those with low vision
- iv) Tactile for the blind and the deaf-blind
- v) Total communication for the deaf
- vi) Use of real objects
- vii) Use of variety of colours

## General Guidance to the Teacher

- i) During the teaching and learning process, a variety of IMs and learner-centred methods should be used so that the learning process will be lively and interesting.

- ii) Apart from the given life skills with their indicators and values, apply a lot of creativity by utilising any other relevant idea that may enable you make the lesson successful.
- iii) Make use of the locally available materials in the environment as much as possible to make the teaching and learning environment friendly.
- iv) Help learners to use a variety of senses through observation, discovery and tactile, thus making the teaching and learning more meaningful.
- v) Make the teaching process more interactive and inclusive by integrating different subjects as a means of developing the target concepts.
- vi) Study and understand the learning styles of your learners in order to plan for each individual learner. Aim at an individual learner not a class.
- vii) Interpretation of the curriculum key areas should be focused on teaching and learning, that is the; content, activities, methodology, environment, time and assessment.
- viii) No subject is minor; therefore, give equal opportunity for the learners to acquire and practise various skills by learning Creative and Performing Arts (CAPEs). This will avail learners with an opportunity to apply language in context, for example when using songs, drama, art and games in the teaching/learning of English.
- ix) Use Religious Education lessons to solve psycho-social problems like trauma, torture, hatred, loss of dear ones and others which are common in the community.
- x) Remember to use life skills that will enable learners to develop important values like resolving conflicts, forgiveness, love and acceptance.
- xi) Endeavour to teach all the topics adequately.



## Topic Outline

Topic		Periods
<b>TERM 1</b>		
1	Describing People and Objects	18
2	Giving Directions	14
3	What I Like and How I Feel	17
4	Behaviour	16
5	Shopping	14
6	Music Dance and Drama	12
<b>TERM 2</b>		
7	Keeping a Diary	22
8	Games and Sports	18
9	Democracy	17
10	Vehicle Repair and Maintenance	21
11	Print and Media	16
<b>TERM 3</b>		
12.	Travelling	12
13.	Letter Writing	13
14.	Communication	19
15.	Culture	15
16.	Peace and Security	13
17.	Banking	14

Duration: 18 Periods

## Overview

This topic will enable learners to develop vocabulary and structures necessary for describing people and objects. It builds on vocabulary and structures which were acquired in Level 1. Learners will be able to give vivid descriptions of self, other people and objects both orally and in written form.

## Learning Outcomes

By the end of this topic, the learner should be able to:

- i) describe people and objects orally.
- ii) read and write short descriptive texts.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes people and objects using the present simple tense.</li> <li>identifies a person/ an object from a given description.</li> <li>reads /tactile, draws and matches descriptions</li> </ul>	<b>Vocabulary</b> colour, black, brown, green, yellow, blue, size, short, tall, long, fat, thin, good, bad, polite, rude, heavy, light, hard, soft, rectangular, shape, oval, square, flat, smart, beautiful, ugly, handsome	<ul style="list-style-type: none"> <li>Using appropriate vocabulary and structures in the present tense to describe people and objects</li> <li>Listening to short stories and identifying characters described</li> <li>Acting a dialogue</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Audibility</li> <li>Articulation</li> <li>Responding to questions</li> <li>Accuracy</li> </ul>
	<b>Grammar</b> <ul style="list-style-type: none"> <li>Present simple tense</li> <li>Comparatives and</li> </ul>		<b>Self esteem</b> <ul style="list-style-type: none"> <li>Confidence</li> <li>Talking about oneself and others</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>of people and objects.</p> <ul style="list-style-type: none"> <li>• asks and answers questions in the present simple tense.</li> <li>• gives opposites of descriptive words.</li> <li>• uses comparative and superlative forms of adjectives to describe people and objects.</li> <li>• writes/ writes in Braille simple sentences and paragraphs describing people and objects.</li> </ul>	<p>superlatives</p> <p><b>Language structures</b></p> <p>a) I am a ... I am a tall girl.</p> <p>b) The ... is ... The bag is black.</p> <p>c) What does ... look like? What does Otim look like? Otim is tall and handsome.</p> <p>d) Both ... and ... are ... Both Amaro and Apio are short.</p> <p>e) Some ... are... and others are ... Some oranges are big and others are small.</p> <p>f) ... is ... than... Akello is shorter than Apio.</p> <p>g) ... is the ... of the ... Laker is the smartest of the three girls.</p>	<p>describing people</p> <ul style="list-style-type: none"> <li>• Reading/ reading by tactile short stories describing people and objects</li> <li>• Drawing/ drawing in Braille different pictures to describe people and objects</li> <li>• Matching pictures with given descriptions</li> <li>• Filling in the missing words</li> <li>• Writing/ writing in Braille dictated words and sentences</li> <li>• Writing/ writing in Braille simple descriptive paragraphs</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Care</li> <li>• Love</li> </ul>

## Suggested Competences for Assessment

The learner:

- i) identifies descriptive words for objects and people.
- ii) describes people and objects orally in at least five sentences.
- iii) reads/ reads by tactile a paragraph describing people and objects and answers questions about it.
- iv) writes/ writes in Braille a paragraph describing people and objects.

## Hints for the Teacher

- i) Emphasise the use of opposites for the descriptive words.
- ii) Guide learners to draw and write/ write in Braille simple descriptions of people and objects in the environment.
- iii) Encourage the learners to use opposites of descriptive words like *tall – short; clean - dirty; and fat - thin*.
- iv) Encourage learners to display and describe pictures of people and objects.
- v) Let learners practise descriptive vocabulary using the structures learnt.
- vi) Let learners read/ read by tactile descriptive texts and answer questions about them.
- vii) You will need pictures of people of varying appearances, learners of different skin complexions, height and weight; objects of varying colour, size and shape; flash cards, work cards, pupils' book textbooks and Braille slates.



Duration: 14 Periods

## Overview

Giving directions is a required skill in our lives. It is important to give directions correctly to enable people we are directing reach their intended destination. This topic will enable learners to acquire knowledge and develop vocabulary and structures related to giving and following directions. Illustrations, conversations, demonstrations, role-plays and dialogues should be used to enable learners practise language.

## Learning Outcome

The learner uses a range of basic grammatical structures and vocabulary accurately to express location and direct people to places in both oral and written forms.

Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• gives directions correctly.</li> <li>• reads/ reads by tactile/signs simple maps of places.</li> <li>• tells/signs short stories about travelling to strange places.</li> <li>• traces routes to specific places.</li> <li>• estimates distances to</li> </ul>	<b>Vocabulary</b> direction, far, near, next to, across, around, in front of, behind, towards, above, before, corner, close to, left-hand, right-hand, down, opposite to, middle, far from, across, turn, sign post, junction, roundabout, maps  <b>Grammar</b> Present simple tense  <b>Language</b>	<ul style="list-style-type: none"> <li>• Role-playing giving and following directions</li> <li>• Reading/ reading by tactile/signing maps of familiar places</li> <li>• Telling/signing short stories about travelling to strange places</li> <li>• Acting dialogues on directions</li> <li>• Estimating distances</li> <li>• Tracing routes</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Verbal expression</li> <li>• Non-verbal expression</li> <li>• Logical expression</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>• Giving instructions</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>• Being open</li> <li>• Responding to questions</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>• Making the best</li> </ul>

and from specific places. • writes/ writes in Braille directions to familiar places. • draws sketches directing people to specific places.	<b>structures</b> a) The ... is ... The school is far from my home. The mosque is near the church. b) First (walk) to ... and then turn ... First walk to church and then turn to the left-hand.	to specific places • Arranging jumbled sentences related to directing people to familiar places • Drawing sketches of maps directing people to their homes	use of available information <b>Values</b> • Honesty • Concern • Co-operation • Sharing • Independence
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## Suggested Competences for Assessment

The learner:

- i) gives clear directions.
- ii) follows directions.
- iii) writes/ writes in Braille texts to direct others.
- iv) reads/reads by tactile/signs and answers questions about direction.
- v) Draws/draws n Braille simple sketch maps of the area.

## Hints for the Teacher

- i) Guide learners to draw and describe routes to their homes and other known places.
- ii) Encourage learners to use the learnt vocabulary as they give directions.
- iii) You will need simple teacher-drawn maps with major landmarks; short stories based on giving directions; work cards with incomplete dialogue on giving directions; a chart showing compass directions, a model of a compass and Braille slates.

Duration: 17 Periods

## Overview

This topic will enable learners to express their likes and feelings as well as appreciate and respect others through a variety of activities. They will also develop listening and speaking skills, while consolidating the use of vocabulary and structures learnt under 'Likes and Dislikes' in Level I.

## Learning Outcome

By the end of this topic, the learner should be able to fluently and accurately express his/her likes and dislikes/ feelings in English.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>expresses feelings in the present simple tense.</li> <li>asks and answers questions about people's likes and feelings.</li> <li>talks/signs about people's likes and feelings.</li> <li>compares people's</li> </ul>	<b>Vocabulary:</b> foods, drinks, fruits, soda, football, playing, singing, dancing, reading, riding, cooking, sewing, desire, enjoy, prefer, sorry, sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy, pity  <b>Grammar</b> Present simple tense  <b>Language structures</b> a) ... like ... I like nice food.	<ul style="list-style-type: none"> <li>Describing personal likes and other people's feelings</li> <li>Acting dialogues and situational games about feelings</li> <li>Role-playing situations expressing likes and feelings</li> <li>Reciting/signing rhymes and poems to express likes and feelings</li> </ul>	<b>Self-esteem</b> <ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>Being open</li> </ul>
			<b>Effective Communication</b> <ul style="list-style-type: none"> <li>Articulation</li> <li>Fluency</li> <li>Accuracy</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>Telling consequences of their</li> </ul>

Competences	Content	Suggested Teaching/Lea rning Activities	Life Skills and Values
<p>preferences.</p> <ul style="list-style-type: none"><li>• writes/ writes in Braille simple expressions about likes and dislikes/feel ings.</li><li>• writes/ writes in Braille simple stories about likes and dislikes/feel ings.</li></ul>	<p>b) ... do not like ... I do not like cold soda.</p> <p>c) ... likes ... Peter likes football very much.</p> <p>d) ... prefer(s) ... to ... Ojok prefers sewing to dancing.</p> <p>e) ... feel(s) ... when ... Ebong feels thirsty when it is hot.</p> <p>f) ... feel(s) ... because ... Lamaro feels sad because she does not have books.</p> <p>g) Does/Do ...? Does Joy feel angry? Yes, she does /No, she doesn't. Do girls feel thirsty? Yes, they do/No, they don't.</p>	<ul style="list-style-type: none"><li>• Reading/ reading by tactile/ signing short stories about likes and dislikes/ feelings</li><li>• Writing/ writing in Braille simple poems to express likes and dislikes/ feelings</li><li>• Writing/ writing in Braille simple texts related to likes and dislikes/ feelings using a substitution table</li></ul>	<p>decisions</p> <ul style="list-style-type: none"><li>• Making choices</li></ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"><li>• Appreciatio n</li><li>• Care</li><li>• Love</li><li>• Co- operation</li><li>• Patience</li></ul>

## Suggested Competences for Assessment

The learner:

- describes personal and other people's likes and feelings.
- reads/ reads in tactile simple short texts about feelings.
- writes/ writes in Braille short texts about likes and feelings.
- writes/ writes in Braille sentences from a substitution table.
- through using play-lets expresses and describes likes and feelings.

## **Tips for the Teacher**

- i) You should use a lot of oral language work including role-plays and dialogues.
- ii) Model correct language use to express likes and feelings.
- iii) Encourage learners to listen to local news and share what they like and how they feel about the news items.
- iv) You will use poems/rhymes expressing likes/feelings, word cards for likes and feelings, pictures/newspaper cut-outs of different foods, drinks and hobbies, substitution table, word-wall and Braille slates.

Duration: 16 Periods

## Overview

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

## Learning Outcome

By the end of this topic, the learner should be able to exhibit good behaviour, express himself /herself appropriately and fluently in both oral and written forms for harmonious living.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies words describing behaviour.</li> <li>expresses gratitude in different situations.</li> <li>asks and answers/signs questions using appropriate words.</li> <li>reads/ reads using tactile/ signs simple</li> </ul>	<b>Vocabulary</b> excuse, thank, please, forgive, lend, borrow, fight, steal, disobey, unkind, careless, hit, damage, burn, abuse, cheat, quarrel, lie, dodge, rude  <b>Grammar</b> Interrogative (present simple tense)  <b>Language structures</b> a) May ... please? May I go home	<ul style="list-style-type: none"> <li>Using the given vocabulary and structures orally to make correct sentences</li> <li>Identifying and using courteous words</li> <li>Listening to and telling/signing stories about people's behaviour</li> <li>Acting dialogues on behaviour</li> <li>Describing pictures showing behaviour</li> </ul>	<b>Non-violent conflict resolution</b> <ul style="list-style-type: none"> <li>Using appropriate language</li> <li>Resolving issues without fighting</li> <li>Using polite language</li> </ul>
			<b>Friendship formation</b> <ul style="list-style-type: none"> <li>Sharing</li> <li>Working in groups</li> </ul>
			<b>Negotiation</b> <ul style="list-style-type: none"> <li>Requesting</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>texts related to the use of polite language.</p> <ul style="list-style-type: none"> <li>• talks/signs about behaviour.</li> <li>• writes/ writes in Braille words, sentences and simple texts on behaviour.</li> </ul>	<p>please? Yes, you may/No, I'm sorry you may not.</p> <p>b) Please, may ...? Please may you lend me a pencil?</p> <p>c) Will you please ...? Will you please forgive me?</p> <p>d) Forgive ... for... Forgive me for stepping on you.</p> <p>e) It is bad to ... It is bad to steal.</p> <p>f) ... must not ... You must not fight.</p> <p>g) ... should not ... Good children should not fight.</p>	<ul style="list-style-type: none"> <li>• Completing puzzles related to behaviour</li> <li>• Reading/ reading in tactile words, sentences and simple texts that indicate people's behaviour</li> <li>• Completing sentences using words related to behaviour</li> <li>• Writing/ writing in Braille short reports about people's behaviour</li> <li>• Talking/signing about characters in the story read</li> </ul>	<ul style="list-style-type: none"> <li>• Apologising</li> <li>• Thanking</li> </ul>
			<p><b>Effective communication</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate body language</li> <li>• Responding appropriately</li> <li>• Articulation</li> </ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Togetherness</li> <li>• Respect</li> <li>• Trustworthiness</li> <li>• Patience</li> </ul>

## Suggested Competences for Assessment

The learner:

- uses polite language in different situations.
- reads/reads by tactile/signs texts related to the use of polite language.
- reads/ reads by tactile/signs texts and answers questions related to behaviour.
- writes/ writes in Braille texts related to behaviour.

## Hints for the Teacher

- i) Guide learners to write short paragraphs about people's behaviour.
- ii) Organise talk shows about people's behaviour.
- iii) Let learners write about their own cultural behaviour.
- iv) Encourage learners to demonstrate use of appropriate language in various situations and cultural backgrounds.
- v) You will use pictures, jig saws, and cut-outs from magazines, newspaper and calendars.



Duration: 14 Periods

## Overview

Shopping is one of the major activities carried out in our daily life. This topic creates opportunity for the learners to acquire the functional language related to shopping. It builds on what was covered in Level I, Topic 'Measurement', and relates with what is handled in Mathematics Level II 'Measures'. The teacher is encouraged to engage learners in practical activities to enable them develop functional language and use social language developed in Topic 4 'Behaviour'.

## Learning Outcome

By the end of this topic, the learner should be able to understand and use a wide range of basic grammatical structures and vocabulary to communicate effectively in shopping situations.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>uses appropriate vocabulary and structures used in shopping.</li> <li>identifies countable and uncountable items used in shopping.</li> <li>reads/ reads by tactile/signs texts with</li> </ul>	<b>Vocabulary</b> item, some, a few, expensive, cheap, kilogramme, bar, litre, metre, packet, cost, price, shopkeeper, seller, customer, buyer, change  <b>Grammar</b> <ul style="list-style-type: none"> <li>Present simple tense</li> <li>Comparatives : "cheaper"</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Playing a shopping game</li> <li>Reading/ reading by tactile/signing simple texts about shopping</li> <li>Identifying countable and uncountable nouns in a given text</li> <li>Telling prices of different items</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Fluency</li> </ul>
			<b>Self esteem</b> <ul style="list-style-type: none"> <li>Self-expression</li> <li>Confidence</li> </ul>
			<b>Friendship formation</b> <ul style="list-style-type: none"> <li>Making choices</li> <li>Use of polite language</li> </ul>
			<b>Negotiation</b> <ul style="list-style-type: none"> <li>Using persuasive language</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>comprehension.</p> <ul style="list-style-type: none"> <li>writes/ writes in Braille short texts about shopping experiences.</li> </ul>	<p>and “more expensive”</p> <ul style="list-style-type: none"> <li>The countable and uncountable nouns</li> </ul> <p><b>Language structures</b></p> <p>a) Do you have any ...? Do you have any sugar? Yes, I have some sugar. No, I don't have any sugar.</p> <p>b) How much is ...? How much is a bottle of soda?</p> <p>c) How many ...? How many litres do you want?</p> <p>d) ... is cheaper than ... A sachet of salt is cheaper than a kilogramme of sugar.</p> <p>e) ... is more expensive</p>	<ul style="list-style-type: none"> <li>Modelling/ drawing/labelling items in a shop</li> <li>Writing a shopping list</li> <li>Writing/writing in Braille texts about shopping</li> </ul>	<ul style="list-style-type: none"> <li>Requesting</li> </ul>
			<p><b>Decision making</b></p> <ul style="list-style-type: none"> <li>Using persuasive language</li> <li>Requesting</li> <li>Telling consequences of their decisions</li> </ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Co-operation</li> <li>Togetherness</li> <li>Respect</li> <li>Trustworthiness</li> <li>Patience</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>than...</p> <p>A bottle of cooking oil is more expensive than a bottle of soda.</p>		

### Suggested Competences for Assessment

The learner:

- i) uses appropriate language related to shopping.
- ii) constructs sentences related to shopping.
- iii) reads/ reads by tactile/signs short texts related to shopping and answers questions about them.
- iv) writes/ writes in Braille sentences related to shopping.

### Hints for the Teacher

- i) Establish a corner in the classroom to put a class shop.
- ii) Organise a visit to a shop/market in the locality and ask learners to write reports on items, prices and behaviour of both shopkeepers and customers.
- iii) Ask learners to write short stories about personal experiences with shopping.
- iv) Encourage the use of quantifiers like much, many, any and some.
- v) Put learners in groups to act skits on shopping scenarios.
- vi) You will use real objects like sample items sold in shops / markets, money: coins and notes, clay/mud models, old newspapers, class shop, Braille slates.

Duration: 12 Periods

## Overview

Music, dance and drama are important social and cultural activities in any society. This topic will equip learners with vocabulary related to music, dance and drama. The teacher should use participatory methods like demonstration, dramatisation and research to teach language used in the topic.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate language related to music, dance and drama.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes music, dance and drama events.</li> <li>sings/signs simple songs.</li> <li>recites poems and rhymes correctly.</li> <li>reads/ reads in tactile simple texts related to music, dance and drama.</li> <li>writes/ writes in</li> </ul>	<b>Vocabulary</b> sing, recite, mime, act, conductor, costume, actor, actress, festival, rhyme, instrument, drama, best, worst, choir, concert  <b>Grammar</b> Future tense “will” and “shall” in positive, negative and interrogative forms  <b>Language structures</b> a) When will ...?	<ul style="list-style-type: none"> <li>Using the given vocabulary and structures to describe music, dance and drama events</li> <li>Reading/ reading in Braille and reciting simple poems and rhymes</li> <li>Singing/signing simple songs in English</li> <li>Using a substitution table to</li> </ul>	<b>Self-esteem</b> <ul style="list-style-type: none"> <li>Appreciating oneself</li> </ul>
			<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Audibility</li> <li>Articulation</li> <li>Accuracy</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>Being open</li> </ul>
			<b>Non-violent conflict resolution</b> <ul style="list-style-type: none"> <li>Listening to and valuing what others say</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
Braille short texts on music, dance and drama.	When will the concert take place? b) The ... will ... The concert will take place on Friday. c) When shall ...? When shall we present the play? d) ... shall ... We shall present the play on Sunday. e) Which ...? Which song will Daudi sing? Which part shall I sing?	construct sentences about music, dance and drama events • Rearranging sentences to make a story about music, dance and drama events	<b>Empathy</b> <ul style="list-style-type: none"> <li>• Volunteering</li> <li>• Standing for one's right</li> <li>• Giving reasons for actions taken</li> </ul>
			<b>Values</b> <ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Appreciation</li> <li>• Endurance</li> <li>• Joy</li> <li>• Patience</li> <li>• Honesty</li> <li>• Love</li> </ul>

## Suggested Competences for Assessment

The learner:

- uses the language related to music, dance and drama events.
- reads/ reads in tactile/signs texts related to music, dance and drama events and answers questions.
- completes texts related to music, dance and drama events using correct vocabulary.
- composes a simple song, a poem or a rhyme in English.

## Hints for the Teacher

- Guide learners to share songs, rhymes and poems from their communities and talk about them in English.
- Encourage learners to compose and teach each other songs/ poems.
- Guide learners to compose and recite simple poems.
- You will use pictures of various dancers and actors, music instruments, costumes and props and Braille materials.

Duration: 22 Periods

## Overview

The learners are already familiar with the present and simple tenses, so this topic will enhance their knowledge of those tenses and provide the vocabulary and structures to use in the future tense. Learners should be encouraged to create and keep their own diaries.

## Learning Outcome

By the end of this topic, the learner should be able to use a wide range of basic grammatical structures and vocabulary appropriately to express meaning related to future events in both oral and written forms.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>writes/ writes in Braille simple texts related to keeping a diary.</li> <li>asks and answers /signs questions on events.</li> <li>plans for events.</li> <li>reads/ reads in tactile/signs</li> </ul>	<b>Vocabulary</b> tomorrow, next (Monday, week, month, year), arrive, morning, break time, afternoon, night, midday, late, early, before, after, evening, lunch time, note, date, calendar, diary, revise, notebook, textbook, continue, bite, hold, eat, swing, read, hide <b>Grammar</b> Future tense “shall” and “will” in positive, negative and interrogative forms <b>Language structures</b>	<ul style="list-style-type: none"> <li>Using vocabulary and structures in the simple future tense correctly</li> <li>Talking/signing about events in the simple future tense</li> <li>Acting dialogues in the simple future tense</li> <li>Reading/ reading in tactile/signing texts in the</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Accuracy</li> <li>Logical flow of ideas</li> <li>Articulation</li> <li>Confidence</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>Giving reasons for decisions taken</li> <li>Telling consequences of decisions</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>short texts in the simple future tense.</p> <ul style="list-style-type: none"> <li>writes/ writes in Braille short texts in the simple future tense.</li> <li>pronounces the words correctly.</li> <li>describes events in the future tense.</li> <li>writes in a diary.</li> </ul>	<p>a) ... will ... Apio will go to school tomorrow.</p> <p>b) ... will not ... Apio will not go to school tomorrow.</p> <p>c) ... shall ... We shall revise our book in the evening.</p> <p>d) shall not ... We shall not go to school next week.</p> <p>e) Shall we ... next (day, week, year)? Shall we go to school next Monday?</p> <p>f) Will ...? Will Odong go to school on Monday?</p>	<p>future tense</p> <ul style="list-style-type: none"> <li>Writing/writing in Braille texts in the simple future tense</li> </ul>	made
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Co-operation</li> <li>Appreciation</li> <li>Patience</li> <li>Honesty</li> <li>Love</li> </ul>

## Suggested Competences for Assessment

The learner:

- talks/signs about events in different tenses.
- reads/ reads in tactile texts related to activities in the simple future tense and answers questions on the texts.
- writes/ writes in Braille and uses a personal diary and study timetable.
- writes/ writes in Braille texts in the future tense.

## Hints for the Teacher

- Teach the use of simple future tense and emphasise the use of 'will' for 2<sup>nd</sup> and 3<sup>rd</sup> person singular (you, he, she, it, John, the cat); second

and 3<sup>rd</sup> person plural (you, they, the cats); and, '**shall**' for 1<sup>st</sup> person singular (I) and 1<sup>st</sup> person plural (we).

- ii) Guide learners to develop personal diaries and present them for discussion.
- iii) You may guide learners to make study timetables.
- iv) You will have to use flash cards, a calendar, a sample diary page, a clock and Braille slates.



Duration: 18 Periods

## Overview

Games and sports are important social activities in our community. This topic is intended to equip learners with vocabulary related to games and sports.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate language related to games and sports activities.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies games and sports played in the community.</li> <li>uses appropriate vocabulary and structures to describe games and sports events.</li> <li>gives and follows instructions in given games and sports events.</li> <li>reads/ reads in tactile/signs simple</li> </ul>	<b>Vocabulary</b> football, netball, volleyball, skip, race, throw, high, long, kick, player, lose, win, happy, clap, game, support, show, ordinal numbers (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ...), fast, quickly, watch, coach, umpire, referee, cheer, fans, sport, commentator  <b>Grammar</b> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Past simple tense</li> </ul> <b>Language structures</b> a) Who was the ...?	<ul style="list-style-type: none"> <li>Using the given vocabulary and structures to make meaningful statements related to games and sports</li> <li>Role-playing different games and sports events</li> <li>Acting simple dialogues on games and sports events</li> <li>Reading/ reading in tactile/signing with comprehension simple stories related to games and sports</li> <li>Writing/ writing in Braille a report on games and</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Fluency</li> </ul>
			<b>Self-esteem</b> <ul style="list-style-type: none"> <li>Appreciating oneself</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>Being open</li> </ul>
			<b>Non-violent conflict resolution</b> <ul style="list-style-type: none"> <li>Listening to and valuing what others say</li> </ul>
			<b>Empathy</b> <ul style="list-style-type: none"> <li>Use of appropriate body language</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
articles on games and sports events. • reads and interprets points on a score board. • writes/ writes in Braille simple articles and reports related to games and sports activities.	Who was the best player? b) ... was the ... Opio was the best player. c) Why was ... the ...? Why was Okello the first in the race? d) ... was the ... because ... Okello was the first because he ran very fast.	sports events • Listening and responding to radio programmes on sports • Writing/ writing in Braille simple articles and reports related to games and sports activities	• Supporting others • Listening to others <b>Values</b> • Co-operation • Appreciation • Endurance • Joy • Patience • Honesty • Love

## Suggested Competences for Assessment

The learner:

- describes games and sports activities at school.
- writes/ writes in Braille texts related to games and sports activities.
- reads/ reads by tactile/signs texts and tables on specific events and answers questions about them.

## Hints for the Teacher

- Use dialogues and guided composition to enable learners to develop oral skills.
- Use the substitution table to develop writing skills.
- Guide learners to hold a talk show to narrate games and sports events.
- You will use real objects like balls, ropes, nets and loops; pictures and models of games and sports equipment; pictures of specific games/sports in progress; sample reports/articles on games and sports events; cut-outs on games and sports from magazines or newspapers and Braille slates.

Duration: 17 Periods

## Overview

This topic will enable learners to develop vocabulary and structures related to democratic activities. The teacher should use demonstration, discussion, dialogue, storytelling, role-play and dramatisation to develop the required competences.

## Learning Outcomes

By the end of this topic, the learner should be able to use appropriate language accurately and fluently when expressing appreciation, making comments, noting main points and answering questions in order to live harmoniously in society.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>pronounces/ pronounces by tactile/signs the words correctly.</li> <li>uses appropriate language to convince others.</li> <li>reads/ reads by tactile and interprets simple election materials.</li> <li>participates in simple dialogues</li> </ul>	<b>Vocabulary</b> democracy, prefect, head boy, head girl, captain, monitor, leader, elect, election, vote, voter, ballot paper, candidate, stand, rig, post, captain, campaign, register  <b>Grammar</b> Relative pronouns "who" and "whom"  <b>Language structures</b> a) ... who ...	<ul style="list-style-type: none"> <li>Narrating election events</li> <li>Writing/ writing in Braille guided compositions related to democracy</li> <li>Role-playing school elections</li> <li>Reading/ reading by tactile/signing and interpreting posters with campaign messages</li> <li>Illustrating election activities</li> <li>Writing/ writing</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Accuracy</li> <li>Articulation</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>Being open</li> </ul>
			<b>Non-violent conflict resolution</b> <ul style="list-style-type: none"> <li>Listening to and valuing what others say</li> </ul>
			<b>Empathy</b> <ul style="list-style-type: none"> <li>Use of appropriate body language</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
related to democracy. • writes/ writes in Braille simple campaign messages.	John is the boy who won the post. b) Whom ...? Whom are we electing as the head prefect? c) Is ... standing for the post of ...? Is Okello standing for the post of head boy?	Braille posters	• Supporting others • Listening to others
			<b>Values</b> • Co-operation • Appreciation • Endurance • Joy • Patience • Honesty • Love

## Suggested Competences for Assessment

The learner:

- shares experiences on electoral processes.
- describes democratic activities at school and in the community.
- writes texts related to democratic practices.
- reads/ reads by tactile/signs texts related to elections and answers questions about them.

## Hints for the Teacher

- You should focus on the development of oral language skills using the vocabulary learnt.
- Guide learners to conduct mock elections and write short reports about the process.
- Ask learners to identify leadership posts in their school and LCs which are filled through elections.
- You will need sample campaign posters/messages/ballot papers; flash cards, flip charts, and posters on election process and Braille slates.

Duration: 21 Periods

## Overview

This topic will enable learners to develop knowledge of basic vehicle parts and identify tools required in vehicle repair and maintenance. It is hoped that through the various suggested teaching and learning activities, the learners will appreciate the need to have well maintained vehicles so as to reduce accidents caused by vehicles in dangerous mechanical conditions.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate vocabulary related to vehicle repair and maintenance.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies different parts of a vehicle.</li> <li>uses appropriate language to describe vehicle repair and maintenance.</li> <li>reads/ reads by tactile/signs texts related to vehicle repair and maintenance.</li> </ul>	<b>Vocabulary</b> vehicle, engine, bonnet, wheel, tyre, valve, tube, rim, steering wheel, windscreen, wiper, driving mirror, boot, seat, seatbelt, headlamp, indicator, saddle, reflector, brakes, bell, peddle, handle bar, mudguard, carrier, chain, toolbox, spanner, screwdriver, pliers, file, car	<ul style="list-style-type: none"> <li>Identifying different types of vehicles</li> <li>Describing different parts of a vehicle</li> <li>Telling/ signing stories about vehicle repair and maintenance</li> <li>Writing/ writing in Braille simple texts about vehicle</li> </ul>	<b>Problem solving</b> <ul style="list-style-type: none"> <li>Making decisions</li> </ul>
			<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Accuracy</li> <li>Articulation</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>Making choices</li> <li>Asking clear questions</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>writes/ writes in Braille simple texts related to vehicle repair and maintenance.</li> <li>uses the given grammar items to talk/sign about vehicle repair and maintenance.</li> <li>models different vehicles.</li> </ul>	<p>jack, saw, grease, oil, sand paper, tester, wire</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present perfect tense “has” and “have”</li> <li>Conditionals “if 1”</li> </ul> <p><b>Language Structures</b></p> <p>a) ... must ... You must wear a seatbelt to be safe.</p> <p>b) ... mustn’t drive ... You mustn’t drive on flat tyres</p> <p>c) ... has ... Ocen has bought a new tyre for his car.</p> <p>d) ... have ... The children have broken the windscreen of Mr Jaromo’s car.</p> <p>e) If ... If I want to remove a tyre, I use a car jack.</p>	<p>repair and maintenance</p> <ul style="list-style-type: none"> <li>Playing spelling games on vehicle parts</li> <li>Drawing and labelling pictures to illustrate parts of a vehicle</li> <li>Acting dialogues on vehicle repair and maintenance</li> <li>Writing/ writing in Braille guided compositions about vehicle repair and maintenance</li> <li>Modelling different vehicles using clay, wood and wires.</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Patience</li> <li>Trust</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	<p>f) ... if ... I will buy a spanner tomorrow if I go to town.</p> <p>g) ... in order to ... Ayaa used a pair of pliers in order to cut the wire.</p> <p>h) In order to ... In order to get the job done well, you may have to use pliers to cut the wire.</p>		

### Suggested Competences for Assessment

The learner:

- i) orally uses/signs vocabulary related to vehicle repair and maintenance.
- ii) reads/reads by tactile texts and answers questions on vehicle repair and maintenance.
- iii) writes/writes in Braille texts about vehicle repair and maintenance.

### Hints for the Teacher

- i) Organise a visit to a nearby vehicle repair workshop and guide learners to make observations as they interact with the personnel in the workshop.
- ii) Encourage learners to write and share simple reports on vehicle repair and maintenance.
- iii) You will use pictures of the different vehicle parts, real vehicle parts, work cards, clay, wires, wood, real vehicles/models, flash cards and Braille slates.

Duration: 16 Periods

## Overview

This topic is intended to provide learners with language related to print media so as to read and understand information in newspapers, magazines, pamphlets and brochures.

## Learning Outcome

By the end of this topic, the learner should be able to read with understanding and write media articles.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>uses the vocabulary appropriately.</li> <li>uses grammar correctly.</li> <li>locates different sections in the print media.</li> <li>reads/ reads by tactile/signs simple media articles.</li> <li>writes/ writes in Braille simple media articles and letters.</li> <li>uses the given grammar items and structures correctly.</li> </ul>	<b>Vocabulary</b> cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, column, front page, reporter, article, editorial, editor, columnist, journalist, crossword, media, brochure, pull-out, newsletter  <b>Grammar</b> <ul style="list-style-type: none"> <li>Articles; “a, an, the”</li> </ul> <b>Language structure</b> a) ... a ....  Ojok is a good	<ul style="list-style-type: none"> <li>Talking/signing about different items in print media</li> <li>Identifying different types of print media</li> <li>Locating different items in print media</li> <li>Spelling words associated with print media</li> <li>Asking and answering questions related to print media</li> <li>Writing/ writing in Braille articles, advertisements and stories</li> <li>Drawing/ drawing in</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Confidence</li> <li>Accuracy</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>Responding to questions appropriately</li> <li>Analysing statements</li> <li>Making the best use of the information available</li> </ul>
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Initiating new ideas</li> <li>Logical reasoning</li> <li>Finding</li> </ul>



Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>distinguishes the different types of print media.</li> </ul>	columnist. b) ... an ... The journalist wrote an interesting story. c) ... the ... That is the article about our school.	Braille cartoons on given topics	different ways of doing things
			<b>Values</b> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Cooperation</li> <li>Sharing</li> <li>Appreciation</li> </ul>

### Suggested Competences for Assessment

The learner:

- reads/ reads by tactile/signs and answers questions on media items.
- writes/writes in Braille a text related to print media.
- writes an article or letter for a medium.
- reads/reads by tactile/signs and reports on two media articles.
- draws a cartoon on a given topic.

### Hints for the Teacher

- Guide learners to write articles for a class magazine.
- Lead learners to read and report about different forms of print media.
- Encourage learners to practise the structures already learnt.
- You will use newspapers, brochures, magazines and other types of print media; cut-outs of media items like articles, cartoons, advertisements, editorials, columns and puzzles; flash cards, scissors, hard box paper, markers, newsprints, masking tape and Braille slates.

Duration: 12 Periods

## Overview

This topic is intended to help learners use language related to travelling. It will enable them to build on knowledge acquired from the topic, 'Giving Directions'.

## Learning Outcome

By the end of this topic, the learner should be able to use a range of vocabulary and appropriate grammatical structures in relation to travelling.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>pronounces/ pronounces using tactile/ signs the given words correctly.</li> <li>describes different means of travel using the given vocabulary.</li> <li>uses appropriate vocabulary and grammar to talk/sign about travelling.</li> <li>reads/ reads by tactile/signs</li> </ul>	<b>Vocabulary</b> travel, further, arrive, reach, leave, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, departure, destination, luggage, passenger, taxi, coach, train, aeroplane  <b>Grammar</b> <ul style="list-style-type: none"> <li>Adverbs of manner, time and place</li> <li>Past continuous tense</li> </ul> <b>Language structures</b> a) ... while... The conductor collected the fare while the taxi was	<ul style="list-style-type: none"> <li>Acting dialogues on travelling</li> <li>Reading/ reading by tactile/signing comprehension texts on travelling</li> <li>Asking and answering questions on travel charts/ schedules</li> <li>Carrying out spelling games</li> <li>Writing/ writing in Braille both guided and</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Articulation</li> <li>Audibility</li> <li>Confidence</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>Being open</li> <li>Expressing one's point of view</li> <li>Standing up for one's right</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>Making choice</li> <li>Telling consequences of their</li> </ul>

simple comprehension texts on travel. • writes/ writes in Braille simple texts on travelling.	moving. b) While .... While we were travelling, one of the children started crying. c) ... as ... The passenger was entering the bus as the conductor carried her luggage. d) As ... As we were reaching our destination, the driver reduced speed.	imaginative compositions on travelling • Writing/ writing in Braille story sequences	choices
			<b>Values</b> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Punctuality</li> <li>• Respect</li> </ul>

## Suggested Competences for Assessment

The learner:

- listens to/signs and makes oral comments/signs about two travel reports.
- observes/attends and writes/signs comments about travel reports.
- talks/signs about three means of travelling.
- reads/reads by tactile/signs texts and answers questions about them.
- writes/ writes in Braille simple texts on travelling.

## Hints for the Teacher

- Provide opportunities for learners to use a lot of spelling and word-building games.
- Guide learners in using the substitution table to practise the use of the past continuous tense.
- Guide learners to act skits on travelling.
- Let learners practise the structures.
- Use pictures of a bus/taxi parks; passengers in a taxi/bus; bus stops/stages; models of all means of transport including those for air, water and land; word and flash cards and word puzzles.

Duration: 13 Periods

## Overview

This topic will enable learners to develop knowledge and skills of writing personal letters. It lays a foundation for formal letter writing which is to be handled in Level 3.

## Learning Outcome

By the end of this topic, the learner should be able to write a variety of personal letters including seasonal greetings and invitations.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies components of a personal/informal letter.</li> <li>constructs sentences using the given structures.</li> <li>writes/ writes in Braille personal letters following acceptable conventional rules.</li> <li>designs simple</li> </ul>	<b>Vocabulary</b> letter, address, envelope, ceremony, yours, affectionately, sincerely, dear, sender, receiver, writer, friends, reply, card, occasion, party, guest, host, hostess <b>Grammar</b> - <b>Interjections</b> e.g. Hullo! Wow! Oh! <b>Punctuation:</b> question mark, comma, full-stop, exclamation marks <b>Personal pronouns :</b> it, he, she, you and we <b>Conditional statements (If 2)</b> <b>Language structures</b>	<ul style="list-style-type: none"> <li>Asking and answering questions on personal letters</li> <li>Pronouncing / signing words</li> <li>Reading/ reading by tactile/signing informal letters</li> <li>Writing/ writing in Braille informal letters</li> <li>Constructing sentences using the given</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Logical presentation of ideas</li> <li>Accuracy</li> <li>Logical reasoning</li> </ul>
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Innovativeness</li> <li>Selecting and evaluating information</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>Making the best use of the information available</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
seasonal cards.	a) ... would ... He would come to our party if invited. b) Would ...? Would you write a letter to your mother if you were sick? c) ... could ... Ageno could write a letter inviting Alego to the birthday party. d) Could...? Could he reply to that letter immediately?	structures • Designing seasonal cards	• Analysing statements
			<b>Values</b> • Love • Appreciation • Friendliness

## Suggested Competences for Assessment

The learner:

- i) reads/ reads by tactile/signs letters and answers questions about them.
- ii) writes/writes in Braille personal letters using appropriate language.
- iii) designs a simple seasonal card.

## Hints for the Teacher

- i) Put more focus on punctuation and spellings.
- ii) Try to use clear and simple instructions to enable learners follow you.
- iii) Guide learners to talk about the structure of a personal letter following the convention rules.
- iv) Encourage learners to practise writing/ writing in Braille replying letters.
- v) Let learners practise the structures as much as possible.
- vi) Use sample letters, pictures of an occasion in progress, invitation cards, envelopes and sample seasonal cards.

Duration: 19 Periods

## Overview

This topic will enable the learners to develop knowledge and skills of giving and receiving information in order to communicate with others effectively. In addition, the topic consolidates knowledge and skills acquired in the previous topics.

## Learning Outcome

By the end of this topic, the learner should be able to use language associated with the post office, telephone and email appropriately.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses the given vocabulary appropriately.</li> <li>• writes/ writes in Braille sentences using future tense and conjunctions appropriately.</li> <li>• reads/ reads by tactile/signs the words with correct pronunciation.</li> <li>• constructs sentences using the given structures.</li> <li>• uses the past simple tense</li> </ul>	<b>Vocabulary</b> post, post office, stamp, letter box, directory, package, parcel, mail, post office box, box rental, letter slot, registered letter, telephone, mobile telephone, airtime, landline, receiver, telephone directory, dial, airtime card, call, subscriber identification module (SIM) card, load, internet, internet café, e-mail, website, delete, save, open, scroll, folder, surf, computer, service fee, virus, Google, Yahoo, search, page, access, sign in, sign out, log, search	<ul style="list-style-type: none"> <li>• Acting dialogues on post office, telephone and Internet</li> <li>• Playing spelling games on post office, telephone and Internet</li> <li>• Reading/ reading by tactile/signing texts related to post office, telephone and Internet</li> <li>• Writing/ writing in Braille guided compositions on post office, telephone and</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Accuracy</li> <li>• Logic</li> <li>• Responding to questions appropriately</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>• Taking decisions</li> <li>• Making best use of the available information</li> </ul>
			<b>Values</b> <ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Appreciation</li> <li>• Friendliness</li> <li>• Care</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>with appropriate conjunctions.</p> <ul style="list-style-type: none"> <li>uses interrogative pronouns in sentences correctly.</li> </ul>	<p>engine</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Tenses (future tense, present simple tense, past simple tense)</li> <li>Conjunctions</li> <li>Interrogative pronouns: who, what, which</li> </ul> <p><b>Language structure</b></p> <p>a) ... either ... or...</p> <p>Sara will either send a letter or an email.</p> <p>b) .... might ...</p> <p>She might receive her parcel this evening.</p> <p>c) ... unless ...</p> <p>Your letter will not be posted unless you fix a postage stamp.</p> <p>d) Unless ...</p> <p>Unless you pay your box rental, it will be closed.</p> <p>e) ... enough ... to ...</p> <p>She did not have enough airtime to make a call.</p> <p>f) ... need to ...</p> <p>You need to fix a landline at home.</p> <p>g) ... needn't ...</p> <p>You needn't own two</p>	<p>Internet.</p> <ul style="list-style-type: none"> <li>Building a word-wall</li> </ul>	

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	telephones. h) ... too ... to ... The internet café was too congested to sit in. i) ... so as ... He logged onto yahoo so as to surf for news.		

## Suggested Competences for Assessment

The learner:

- i) listens and responds to a given expression.
- ii) reads/ reads by tactile/signs a text related to the forms of communication and answers questions about it.
- iii) writes/ writes in Braille a text using language related to communication.

## Hints for the Teacher

- i) Guide learners to act short plays on post office, telephone or Internet.
- ii) Where applicable take learners for a visit to a post office/telephone service provider/ Internet café and encourage them to make short notes on services provided.
- iii) Provide opportunities for learners to make a variety of models which may include phone sets, computers and envelopes.
- iv) You will use a picture of a post office; items used in letter writing like envelopes, foolscaps and stamps; directories, models and pictures of a computer / Internet café / telephone; spelling games, sample airtime card, SIM card and memory card; texts related to the topic, flash disc and ear phones and Braille slates



Duration: 15 Periods

## Overview

This topic will build on what was covered in Level I (Culture and Gender in our Sub County). It will provide learners with an opportunity to learn about and appreciate their and other people's cultures. It will enable them to develop vocabulary and structures related to culture.

## Learning Outcome

By the end of this topic, the learner should be able to identify and appreciate different cultures.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• talks/signs about different nationalities and languages.</li> <li>• pronounces the given words correctly.</li> <li>• constructs sentences using the correct forms of the adjectives.</li> <li>• uses the conjunctions appropriately.</li> <li>• writes/ writes in Braille short texts using the</li> </ul>	<b>Vocabulary</b> Ugandan, Tanzanian, Kenyan, Rwandese, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese, Luo, Ateso, Luganda, Lumasaba, Runyakitara, Kiswahili, French, English, German, Latin, Chinese, Lingala, Kinyarwanda  <b>Grammar</b> <ul style="list-style-type: none"> <li>• Adjectives (of nationalities)</li> <li>• Conjunctions</li> <li>• Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Acting situational games related to nationalities and languages</li> <li>• Asking and answering questions on texts about nationalities and languages</li> <li>• Spelling words related to nationalities and languages correctly</li> </ul>	<b>Self-awareness</b> <ul style="list-style-type: none"> <li>• Self-identification</li> <li>• Taking about one's culture</li> </ul>
			<b>Friendship formation</b> <ul style="list-style-type: none"> <li>• Use of polite language</li> <li>• Working in groups</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>• Being open</li> <li>• Giving reasons for actions taken</li> <li>• Listening to and valuing others</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
given grammar items and structures.	<ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Conditionals “If 2”</li> </ul> <b>Language structure</b> <p>a) I am a ... I am a Chinese.</p> <p>b) ... not a ... but ... He is not a Ugandan <u>but</u> a Kenyan.</p> <p>c) ... come(s)... Egyptians come from Egypt.</p> <p>d) ... because ... She speaks Luganda because she comes from Buganda.</p> <p>e) Changing to the passive voice ... is ... People in Teso speak Ateso. <i>Ateso is spoken in Teso.</i></p> <p>f) If ... would ... If I were in Soroti, I would speak Ateso.</p> <p>g) ... would ... if ... Lanyero would speak Luganda if she lived in Buganda.</p> <p>h) ... as... Opio is from Uganda as Lueth is from South Sudan.</p>		<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Articulation</li> <li>• Audibility</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Love</li> <li>• Love co-operation</li> </ul>

## **Suggested Competences for Assessment**

The learner:

- i) listens/signs and responds to various cultural expressions.
- ii) reads/ reads by tactile/signs and answers questions on various articles about culture.
- iii) writes/ writes in Braille various texts on nationalities and languages.

## **Hints for the Teacher**

- i) Support learners to talk about their cultural norms, values and rituals. Encourage them to appreciate and respect each other's culture by carrying out various cultural activities including greetings and songs.
- ii) Guide learners to write about the different nationalities and languages in the region.
- iii) Organise a cultural day and encourage learners to display their cultural items like dress, artefacts and foods where possible.
- iv) Lead learners to make models related to various cultures.
- v) You will have to use the globe/wall map showing various countries of the world; spelling game, picture of people dressed in their cultural attire; texts related to culture; and Braille slates.

Duration 13: Periods

## Overview

This topic will enable learners to develop vocabulary related to peace and security for harmonious living.

## Learning Outcome

By the end of this topic, the learner should be able to use vocabulary and structures related to security and peace.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes peace and security situation in their locality.</li> <li>pronounces/signs the given vocabulary correctly.</li> <li>uses the given grammar items and language structures appropriately to talk about peace and security.</li> <li>writes/writes in Braille simple</li> </ul>	<b>Vocabulary</b> peace, security, judge, magistrate, report, statement, offence, offend, handcuffs, crime, cell, prison, arrest, police station, police post, army, barracks, case, court, witness, defence, gun, arrow, bow  <b>Grammar</b> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Past simple tense</li> <li>Present perfect tense</li> </ul> <b>Language structures</b> a) ... so ... that ... The village has so	<ul style="list-style-type: none"> <li>Acting dialogues and conversations</li> <li>Reading/reading by tactile /signing stories related to peace and security</li> <li>Telling and retelling stories related to peace and security</li> <li>Asking and answering questions related to peace and</li> </ul>	<b>Non-violent conflict resolution</b> <ul style="list-style-type: none"> <li>Resolving issues peacefully</li> <li>Using polite language</li> </ul>
			<b>Negotiation</b> <ul style="list-style-type: none"> <li>Accepting defeat</li> <li>Temper control</li> <li>Using persuasive language</li> </ul>
			<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>Apologising</li> <li>Forgiving others</li> <li>Interacting</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
texts using the words learnt.	many thieves that there is no peace.	security	freely
	b) ... and ... The policeman arrested the murderer and took him to court.	<ul style="list-style-type: none"> <li>• Writing/ writing in Braille guided compositions about peace and security</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Fluency</li> <li>• Articulation</li> </ul>
	c) ... has/have ... Okumu has given his statement to the police. The girls have reported the matter to the police. d) ... about ... The witnesses have given their statements about the case.	<ul style="list-style-type: none"> <li>• Drawing scenes related to peace and security</li> <li>• Describing scenes related to peace and security</li> </ul>	<b>Values</b> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Love</li> <li>• Care</li> <li>• Appreciation</li> </ul>

## Suggested Competences for Assessment

The learner:

- listens/attends to stories related to peace and security and answers questions.
- reads/ reads by tactile/signs stories about peace and security and answers questions about them.
- interprets picture sequences related to peace and security.
- writes/draws/ writes in Braille scenes about peace and security.

## Hints for the Teacher

- Let learners suggest solutions to prevailing security concerns.
- Encourage learners to talk about security issues in their locality.

- iii) Guide learners to read and write short stories on peace and security in their locality.
- iv) Play word-building games to support learners to develop spelling competences.
- v) You will use pictures of a police station and a court scene; texts related to peace and security; Level 1 wall charts on keeping peace, and Braille slates.

Duration: 14 Periods

## Overview

This topic builds on what was covered in Level I (Managing Resources). It will enable learners to develop the basic language which will be used in real life banking situations.

## Learning Outcome

By the end of this topic, the learner should be able to apply the vocabulary and structures in real life banking situations.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses the given vocabulary appropriately.</li> <li>• uses given conjunctions appropriately.</li> <li>• constructs sentences using given structures.</li> <li>• uses the various tenses correctly.</li> <li>• reads/ reads by tactile texts on banking and answers comprehension questions.</li> </ul>	<b>Vocabulary</b> bank, banking, bank manager, cashier, teller, supervisor, passbook, deposit, withdraw, credit, save, safe, balance, account, account number, bank statement, bounce, cheque, forge, bank draft, withdraw form, deposit form, Automated Teller Machine (ATM) card, machine, cheque book, savings, money  <b>Grammar</b> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Past simple tense</li> </ul>	<ul style="list-style-type: none"> <li>• Acting dialogues and conversations on banking</li> <li>• Reading and interpreting information related to banking</li> <li>• Writing/ writing in Braille and completing texts related to banking</li> </ul>	<b>Decision making</b> <ul style="list-style-type: none"> <li>• Making choices</li> <li>• Asking questions</li> <li>• Coping with stress</li> </ul>
			<b>Negotiation</b> <ul style="list-style-type: none"> <li>• Being patient</li> <li>• Accepting advice</li> <li>• Requesting</li> <li>• Thanking</li> </ul>
			<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Articulation</li> <li>• Fluency</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>writes/ writes in Braille texts on banking.</li> </ul>	<ul style="list-style-type: none"> <li>Future simple tense</li> <li>Present simple tense</li> </ul> <p><b>Language structure</b></p> <p>a) Neither ... nor Neither is he a manager nor a cashier at that bank.</p> <p>b) ... neither ... nor ... Ojok will neither withdraw nor deposit money today.</p> <p>c) ... as soon as ... The cashier gave Akello money as soon as she presented the withdraw form.</p> <p>d) As soon as ... As soon as Alego presented her account number, the manager told her the balance.</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Patience</li> <li>Endurance</li> <li>Responsibility</li> </ul>

## Suggested Competences for Assessment

The learner:

- writes 10 sentences using vocabulary related to banking.
- reads/ reads by tactile/signs texts related to banking and answers questions about them.
- writes/ writes in Braille a composition related to banking.



## Hints for the Teacher

- i) Guide learners to write figures in words.
- ii) Provide various types of both local and international currencies.
- iii) Guide learners to fill in copies of different banking forms.
- iv) Where applicable, you can take learners to a banking hall and witness what happens.
- v) You will have to use pictures/samples of withdraw forms, deposit form, ATM card, cheque books and currencies; texts related to banking; models of a banking hall and Braille slates.

### Topic Outline for Level 3

Topic	Periods
<b>Term 1</b>	
1. Safety on the Road	28
2. Debating	22
3. Family Relationships	22
4. Occupations	38
<b>Term 2</b>	
5. Hotels	18
6. Using a Dictionary	17
7. School Holidays	18
8. Letter Writing	18
9. Examinations	26
<b>Term 3</b>	
10. Electronic Media	16
11. Rights, Responsibilities and Freedoms	18
12. Environmental Protection	15
13. Ceremonies	18

### AEP Level 3 Timetable

DAY	8.30 - 9.10	9.10 - 9.50	9.50- 10.3 0	10.30- 11.00 BREA K	11.00 - 11.40	11.40 - 12.20	12.20 -1.00	1.00 - 2.00	2.10- 2.50	2.50 - 3.30	3.30 - 4.30
MO N	ENG	MAT H	SST		SCI	RE	MATH S		ENG	SCI	
TUE	MAT H	ENG	ENG		SST	SCI	RE		MATH S	CAPE 1	
WE D	MAT H	SST	ENG		MATH	SCI	ENG		SCI	RE	
THU	SST	MAT H	CAPE <sub>2</sub>		MATH	ENG	ENG		SCIE	SCIE	
FRI	ENG	ENG	MATH		MATH	SST	SST		CAPE <sub>3</sub>		

### Weekly Period Analysis

English	10
Mathematics	10
Science	7
Social Studies	6
Religious Education	3
CAPE 1	1
CAPE 2	1
CAPE 3	2
<b>Total</b>	<b>40 Periods</b>

Duration: 28 Periods

## Overview

Learners use roads every day so they need to have knowledge and skills to enable them use the roads safely. This topic will enable the learners to develop language related to safety on the road. The topic builds on what the learners covered in Level 1, Themes: 'Accidents and Safety' and 'Transport in Our Community'. Teaching this topic effectively can help curtail accidents on the roads.

## Learning Outcome

By the end of this topic, the learner should be able to communicate effectively about safety on the road and practise safe behaviour while on the road.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses language related to safety on the road.</li> <li>• describes how to use the road safely.</li> <li>• interprets the Highway Code.</li> <li>• describes features on the road.</li> <li>• identifies</li> </ul>	<b>Vocabulary</b> zebra crossing, traffic, pedestrian, cyclist, motorist, signal, traffic jam, cross, sign post, heavy, light, rail-crossing, black spot, seat belt, helmet, reflector, road sign, cross, roundabout, junction, accidents, traffic lights, indicator light, side path, first aid, careless, careful, highway code, road humps, headlights  <b>Grammar</b>	<ul style="list-style-type: none"> <li>• Telling/signing stories related to safety on the road</li> <li>• Using vocabulary related to road use.</li> <li>• Talking/signing about causes of accidents on the road</li> <li>• Demonstrating how to keep safe on the</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Accuracy</li> <li>• Logical presentation of ideas</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>• Making choices</li> <li>• Giving and following instructions</li> <li>• Accepting advice</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>causes of road accidents.</p> <ul style="list-style-type: none"> <li>reads/ reads by tactile/signs texts related to road safety and responds appropriately to the comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Use of “must”, “mustn’t”, “should not”</li> <li>Conditional statements ‘unless’</li> <li>Conjunctions “when” and “because”</li> </ul> <p><b>Language structures</b></p> <p>a) ... as soon as ... The boy crossed the road as soon as it was clear.</p> <p>b) ... must ... at ... Drivers must signal at junctions.</p> <p>c) ... mustn’t ... You mustn’t cross the road unless it is clear.</p> <p>d) Unless ... Unless it is clear, you mustn’t cross the road.</p> <p>e) ... should not ... We should not play on the road.</p> <p>f) ... may ... You may get an accident if you do not follow the Highway Code.</p> <p>g) ... when ... Akol crossed the road</p>	<p>road</p> <ul style="list-style-type: none"> <li>Using a language game to practise pronouncing the problematic sounds like /r/ and /c/</li> <li>Reading/ reading by tactile /signing texts and answering questions about safety on the road</li> <li>Writing/ writing by Braille texts related to safety on the road</li> <li>Reciting the Highway Code</li> </ul>	Values
			<ul style="list-style-type: none"> <li>Patience</li> <li>Endurance</li> <li>Responsibility</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>when it was clear.</p> <p>h) When ...</p> <p>When it becomes dark, the drivers should turn on the headlights.</p> <p>i) ... because ...</p> <p>Opio was knocked down by a car because he crossed the road carelessly.</p> <p>j) ... should always ...</p> <p>We should always be aware of the highway code.</p> <p>k) First ... next ... then ...</p> <p>First look right, next look left, then right again before you cross the road.</p>		

## Suggested Competences for Assessment

The learner:

- describes how to use the road safely.
- reads texts and answers comprehension questions on road safety.
- writes/ writes in Braille short stories related to safety on the road
- interprets a story sequence on road safety.

## Hints for the Teacher

- With the use of a checklist, guide learners to conduct a project to find out the state of road safety around the school.
- Guide learners to practise pronouncing words with problematic sounds like /r/ and /l/ using minimal pairs like *road-load*; *cheek-see*.
- Guide learners to discuss the road safety around the school.

- iv) Ask learners to write/ write in Braille guides for road safety around the school.
- v) Guide learners to design road safety messages.
- vi) You will use the Highway Code; roads around the school; a chart showing road signs; pictures associated with road safety; flash cards, letter cards, Braille slates and models of road features.

Duration: 22 Periods

## Overview

Debating helps learners to acquire skills and techniques of conducting and sustaining arguments effectively. This topic provides the learners with the language required to argue out points on different issues logically. The learners will also develop the value of respecting other people's views, especially those which are different from theirs.

## Learning Outcome

By the end of this topic, the learner should be able to argue out issues fluently, confidently and convincingly on any given topic.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses debating language appropriately.</li> <li>• reads/ reads by tactile/signs and comprehends texts related to debate.</li> <li>• interprets given motions.</li> <li>• writes/ writes in Braille arguments based on given motions in a debate.</li> <li>• makes notes</li> </ul>	<b>Vocabulary</b> debate, argument, speaker, motion, opposer, proposer, chairperson, secretary, timekeeper, point of order, point of information, point of inquiry, audience, points, argue, arguments, roles, opinions, conclude, previous, current, valid, invalid, through <b>Grammar</b> <ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• "If 2 conditional"</li> </ul> <b>Language structures</b> a) If ... would ...	<ul style="list-style-type: none"> <li>• Constructing sentences using vocabulary and structures learnt</li> <li>• Listening and responding to arguments in a debate appropriately</li> <li>• Reading/ reading by tactile/ signing and interpreting texts related to debate</li> <li>• Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Fluency</li> <li>• Audibility</li> <li>• Responding to questions</li> <li>• Confidence</li> </ul>
			<b>Self esteem</b> <ul style="list-style-type: none"> <li>• Talking/ signing about self</li> <li>• Expressing likes and dislikes</li> </ul>
			<b>Assertiveness</b> <ul style="list-style-type: none"> <li>• Being open</li> <li>• Listening to and valuing what others</li> </ul>



Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>during a debate.</p> <ul style="list-style-type: none"> <li>• uses appropriate language when reacting to other people's views.</li> </ul>	<p>If I were the Chairperson, I would send Opio out of the room for misbehaving.</p> <p>b) Even though ... Even though the proposers had good points, they lost the motion.</p> <p>c) ... although ... She argued her points although people did not accept them.</p> <p>d) Though ... Though the motion was good, we did not get many points.</p> <p>e) ... though ... The opposition side lost the motion though they had good points.</p>	<p>motions</p> <ul style="list-style-type: none"> <li>• Writing/ writing in Braille notes during a debate</li> <li>• Formulating motions for debate</li> <li>• Taking notes during a debate</li> <li>• Actively participating in a debate</li> </ul>	<p>say</p> <ul style="list-style-type: none"> <li>• Expressing one's point of view</li> <li>• Standing up for one's right</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Respect</li> <li>• Co-operation</li> </ul>

## Suggested Competences for Assessment

The learner:

- listens and responds to arguments using appropriate language.
- interprets a given motion accurately.
- writes/ writes in Braille an argument on a given motion.
- reads/ reads by tactile a text related to debate and answers questions about it.

## Hints for the Teacher

- Encourage learners to actively participate in class debates.

- ii) Encourage learners to read and interpret texts involving the direct and indirect speech.
- iii) Guide learners to take on various roles in debate sessions.
- iv) Where possible, you can take learners to observe a council session.
- v) You will use texts related to debating; pictures showing debate sessions in parliament and local councils and Braille slates.

Duration: 22 Periods

## Overview

This topic builds on what was covered in Level I 'People in Our Community'. At this level, the topic will equip learners with the language required to describe family relationships.

## Learning Outcome

By the end of this topic, the learner will be able to use appropriate language to talk about family relations.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes family relationships appropriately.</li> <li>uses the given grammar items and language structures appropriately.</li> <li>reads and responds to texts related to family relationships.</li> <li>interprets family trees.</li> <li>writes/signs texts on family relationships.</li> <li>write own</li> </ul>	<b>Vocabulary</b> grandparent, stepmother, stepfather, stepbrother, stepsister, aunt, mother-in-law, father-in-law, brother-in-law, sister-in-law, uncle, cousin, nephew, niece, half-brother, half-sister, twins, triplets, quadruplets, young, old, elder, eldest, marry, give birth to, rape, incest, tribe, defile  <b>Grammar</b> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbs: "just" and "already"</li> <li>Adjectives: comparative and</li> </ul>	<ul style="list-style-type: none"> <li>Talking about relationships in their families</li> <li>Explaining relationships existing among the different people</li> <li>Asking and answering questions related to family relationships</li> <li>Acting out dialogues on family relationships</li> <li>Writing/ writing in Braille</li> </ul>	<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Self-identification</li> <li>Talking/ signing about one's family</li> </ul>
			<b>Interpersonal relationships</b> <ul style="list-style-type: none"> <li>Interacting with others freely</li> <li>Forgiving others</li> </ul>
			<b>Effective communication</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Responding to questions</li> <li>Fluency</li> <li>Articulation</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
family tree.	superlative forms <b>Language structures</b> a) ... would rather ... than ... I would rather have twins than triplets. b) ... too ... to ... Your niece is too young to get married. c) ... such ... that ... My cousin is such a beautiful girl that every man would wish to marry her. d) ... just ... My aunt has just given birth to triplets. e) ... is ... but ... is ... Ajok is my niece but her brother is my nephew.	guided and free compositions on family relationships. • Writing/brail ing and reciting poems on family relationships. • Completing crossword puzzles on family relationships	<b>Values</b> • Appreciation • Care • Love

## Suggested Competences for Assessment

The learner:

- names three of his/her family relationships.
- reads/ reads in tactile stories and passages on family relationships and answers oral and written questions about them.
- draws/ draws in Braille and explains a family tree.
- writes/ writes in Braille compositions on their family relationships.
- Dramatises short plays related to family relationships.

## Hints for the Teacher

- Guide learners to draw and explain their family trees.

- ii) Focus on comparative and superlative forms of adjectives that have already been introduced. As you teach family relationships, you should refer to the relatives by titles like uncle, niece.
- iii) This topic enables learners to develop daily living skills that are crucial in day-to-day life activities. So, you should endeavour to actively engage all learners.
- iv) Use sample family trees; texts describing relationships; learners' own family/ photographs; pictures of family relations and Braille slates.

Duration: 38 Periods

## Overview

At this Level, learners need to be acquainted with the world of work. This topic enables them to acquire the appropriate vocabulary so as to be able to appreciate different occupations. The topic focuses on language related to common occupations like carpentry, tailoring, baking and keeping animals. In addition, the teacher is encouraged to discuss professions like teaching, medicine and law as this will inspire learners to choose appropriate careers in future.

## Learning Outcome

By the end of this topic, the learner should be able to respectfully use language related to various occupations.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies tools and equipment used in different occupations.</li> <li>describes the processes of making different items in different occupations.</li> <li>uses the given vocabulary, grammar and language structures appropriately.</li> <li>reads/ reads</li> </ul>	<b>Vocabulary</b> <b><u>Carpentry</u></b> saw, plane, carpenter, drill, hammer, nails, wood glue, tools, furniture, polish, timber, vanish, fix, saw-dust <b><u>Tailoring</u></b> tailor, garments, bobbin, materials, tape measure, stitch, texture, cloth, needle, design, seam, sew, mend, weave, hem, button hole, thread, tailoring, scissors, sewing machine, zip, patch, thimble, knit,	<ul style="list-style-type: none"> <li>Talking/signing about different occupations in their community</li> <li>Constructing meaningful sentences using the given vocabulary, grammar items and language structures</li> <li>Naming and describing tools/equipm</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Audibility</li> <li>Fluency</li> <li>Confidence</li> <li>Articulation</li> </ul>
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Initiating new ideas</li> <li>Responding to questions appropriately</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>by tactile/signs texts related to different occupations.</p> <ul style="list-style-type: none"> <li>writes/ writes in Braille texts related to different occupations.</li> <li>interprets instructions in different occupations.</li> </ul>	<p>seamstress</p> <p><b>Baking</b></p> <p>oven, butter, baking tin, cookie, cutter, icing sugar, food colour, yeast, bake, turn off, slice, bun, cake, biscuit, taste, mix, loaf, pinch, tier, bakery, sprinkle, knead, roll out, sieve, baker, wedding cake, dough, baking flour, pinch of salt margarine, ingredient, recipe, flavour, mixer</p> <p><b>Keeping animals</b></p> <p>dock, pet, animal sounds, misery, comfort, discomfort, welfare, anxious, anxiety, cruelty, stray, sorrow, cruel, body signs, torture, dip, slaughter, veterinary, tether, mistreatment</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Passive voice</li> <li>Conjunctions</li> <li>Adverbs</li> <li>Perfect tense</li> <li>Formation of nouns</li> <li>Adjectives</li> <li>Nouns</li> </ul> <p><b>Language structures</b></p>	<p>ent used in different occupations</p> <ul style="list-style-type: none"> <li>Arranging jumbled sentences to make a meaningful story</li> <li>Acting out dialogues on different occupations</li> <li>Writing/ writing in Braille and reciting poems on different occupations</li> <li>Role-playing the use of different tools and equipment for specified activities</li> <li>Carrying out spelling exercises on learnt vocabulary</li> <li>Writing/ writing in Braille creative advertisemen</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Selecting and evaluating information</li> <li>Giving reasons for actions taken</li> </ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Love</li> <li>Respect</li> <li>Sympathy</li> <li>Empathy</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>a) What is/are ... used for? What is a needle used for?</p> <p>b) ... used for ... The saw is used for cutting wood.</p> <p>c) ... besides ... The carpenter has made a chair besides a table.</p> <p>d) Besides ... Besides being a carpenter, he is a teacher.</p> <p>e) ... prefer(s) ... to ... Alego prefers sewing to knitting.</p> <p>f) ... immediately ... Okeny patched his pair of shorts immediately it got torn.</p> <p>g) Immediately ... Immediately I took my piece of cloth to the tailor, she started sewing it.</p> <p>h) ... but still ... He wore a thimble on his thumb but still cut his finger.</p> <p>i) Neither ... nor ... Neither Ojok nor</p>	<p>ts to market products from different occupations</p> <ul style="list-style-type: none"> <li>• Writing/ writing in Braille guided and free compositions on different occupations</li> <li>• Identifying different animal sounds</li> <li>• Changing sentences from the active to the passive voice</li> </ul>	



Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	<p>Okullo eats biscuits.</p> <p>j) ... neither ... nor ...</p> <p>Ojok bakes neither cakes nor cookies.</p> <p>k) ... need not ...</p> <p>We need not be cruel to animals because they are our friends.</p>		

### Suggested Competences for Assessment

The learner:

- i) describes the different occupations using the vocabulary and structures learnt.
- ii) reads/ reads by tactile/signs and answers questions about texts related to different occupations.
- iii) writes/ writes in Braille texts related to different occupations.

### Hints for the Teacher

- i) Where possible, take learners for a visit to a bakery, a farm, a tailoring or a carpentry workshop.
- ii) You can invite a resource person to talk to learners and show some of the equipment and tools.
- iii) Ask learners to write reports on various occupations observed.
- iv) Guide learners to debate the importance of various occupations.
- v) This topic provides a great opportunity for learners to develop pre-vocational and livelihood skills and so, you should teach the vocabulary in real life experiences.
- vi) You should give learners clear instruction on the do's and don'ts of the given occupations using the structures; **'Be careful when ...' and 'First ... next ... then ...'**
- vii) Use pictures showing activities in different occupations; real objects/tools for different occupations; pictures of tools and equipment used in carpentry, baking, tailoring and animal rearing and Braille slates.

Duration: 18 Periods

## Overview

This topic is meant to enable learners acquire language related to services common in their community. The topic provides learners with the opportunity to develop language related to both hotels and restaurants.

## Learning Outcome

By the end of this topic, the learner should be able to use language related to hotels and restaurants appropriately.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses language appropriate to hotel services.</li> <li>• reads and interprets menus and texts related to hotels.</li> <li>• writes/ writes in Braille simple menus.</li> <li>• uses given vocabulary, grammar items and language</li> </ul>	<b>Vocabulary</b> <b>People</b> waiter, waitress, chef, customer <b>Places</b> hotel, restaurant, guest house, inn, counter, reception, sauna, gym, lounge, conference room, shower, balcony, washrooms, restrooms, pub, dining room, swimming pool, bar <b>Food</b> meal, breakfast, lunch, supper,	<ul style="list-style-type: none"> <li>• Constructing meaningful sentences using vocabulary and structures learnt</li> <li>• Acting out dialogues on hotels</li> <li>• Writing/ writing in Braille hotel advertisements</li> <li>• Writing/ writing in Braille menus suitable to their localities</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Audibility</li> <li>• Fluency</li> <li>• Confidence</li> <li>• Articulation</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Selecting/ evaluating information</li> <li>• Taking decisions</li> <li>• Making best use of information</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
structures appropriately.	dinner, dessert, soup, snack, beverage, sauce, salad, pudding, jelly, fruit, buffet <b>Activities</b> check-in, check out, serve, order, booking <b>Items</b> menu, receipt, bill, cutlery, serviette, fan, napkin, air conditioner, tooth-pick, table mat <b>Etiquette</b> table manners <b>Grammar</b> <ul style="list-style-type: none"> <li>• Formation of adjectives</li> <li>• Direct and indirect speech</li> </ul> <b>Language structures</b> <p>a) May ... please            “May I have the menu please,” Musa requested.</p> <p>b) ... may ...            Opo Lacen primary school may hold their end of year party in the hotel conference room.</p> <p>c) No sooner had ... than ...</p>	<ul style="list-style-type: none"> <li>• Writing/ signing guided compositions on hotels/ restaurants</li> <li>• Role-playing a hotel situation</li> </ul>	<b>Negotiation</b> <ul style="list-style-type: none"> <li>• Requesting</li> <li>• Thanking</li> <li>• Using persuasive language</li> </ul>
			<b>Interpersonal relationships</b> <ul style="list-style-type: none"> <li>• Temper control</li> <li>• Apologising</li> <li>• Using appropriate language</li> </ul>
			<b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Love</li> <li>• Respect</li> <li>• Sympathy</li> <li>• Empathy</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>No sooner had the boss paid for his breakfast than the driver arrived.</p> <p>d) Could you ... please?</p> <p>Could you bring me the bill, please?</p>		

## Suggested Competences for Assessment

The learner:

- i) uses appropriate hotel language in oral and written texts.
- ii) reads/ signs/ reads by tactile and responds to texts related to hotel services.
- iii) writes/ writes in Braille texts related to hotel services.

## Hints for the Teacher

- i) Guide learners to hold mock interviews on hotel services.
- ii) Where applicable, you should take learners for a tour of an eating place/hotel/ restaurant or invite a resource person to talk about hotel services.
- iii) You need to point out the difference between a restaurant, hotel and eating place.
- iv) You will use real objects / pictures related to hotel activities; hotels / restaurants in the locality; samples of menus, receipts, bills and Braille slates.

Duration: 17 Periods

## Overview

A dictionary and as a thesaurus, are vital references in the teaching and learning of English language. In this topic, learners will learn how to use a dictionary and a thesaurus correctly.

## Learning Outcome

By the end of this topic, the learner should be able to use a dictionary and a thesaurus as reference books with ease.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses a dictionary to look up the meaning of words.</li> <li>• uses a thesaurus to find alternative words.</li> <li>• uses the given vocabulary, grammar items and language structures appropriately.</li> </ul>	<b>Vocabulary:</b> alphabet, dictionary, meaning, pronunciation, spelling, abbreviation, acronym, sound, label, foreign, arrange, stress, look up, refer, check, reference, index, guide word, synonym <b>Grammar</b> <ul style="list-style-type: none"> <li>• Question tags</li> <li>• Adjectives (superlatives)</li> <li>• Opposites</li> </ul> <b>Language structures</b>	<ul style="list-style-type: none"> <li>• Finding meanings of words in a dictionary</li> <li>• Finding alternative words in a thesaurus</li> <li>• Using vocabulary and structures learned</li> <li>• Arranging given words alphabetically</li> <li>• Reading aloud words with</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Audibility</li> <li>• Confidence</li> <li>• Articulation</li> <li>• Pronunciation</li> </ul>
			<b>Problem solving</b> <ul style="list-style-type: none"> <li>• Taking a decision</li> <li>• Making a choice</li> <li>• Evaluating facts</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>reads texts related to dictionary and responds to tasks.</li> <li>writes creative texts related to dictionary.</li> </ul>	<p>a) ... before/after ... The word “peach” comes before the word “people” in the dictionary.</p> <p>The word “people” comes after the word “peach” in the dictionary.</p> <p>b) Not only ... but also ... Not only does the dictionary give the meanings of words but also their pronunciation.</p> <p>c) ... not only, but also ... The dictionary does not only give meanings of words but also their pronunciation.</p> <p>d) Whenever ... Whenever you find difficult words, refer to the dictionary.</p> <p>e) ... whenever ... Refer to the dictionary whenever you find difficult words.</p> <p>f) ... as ... as ... A dictionary is as important as a pen.</p>	<p>similar sounds</p> <ul style="list-style-type: none"> <li>Writing guided/free compositions about the use of a dictionary and a thesaurus</li> <li>Identifying words with opposite meaning</li> <li>Identifying words with similar meanings</li> <li>Playing spelling games</li> </ul>	<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Finding alternative solutions</li> </ul>
			<b>Values</b> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Time management</li> <li>Sharing</li> <li>Patience</li> </ul>

## **Suggested Competences for Assessment**

The learner:

- i) arranges words in alphabetical order.
- ii) finds words with similar meanings.
- iii) gives words with opposite meanings.
- iv) looks up meaning of words from dictionaries
- v) attempts oral and written comprehension questions from related texts.

## **Hints for the Teacher**

- i) Support learners to develop personal dictionaries by writing down new words learnt with their meanings.
- ii) Ensure that learners have dictionaries and, if possible, thesauruses.
- iii) Let the learners work together to develop a word wall.
- iv) Encourage them to attach meaning to words on the word wall.
- v) When teaching this topic, you should encourage learners to always refer to the dictionary and thesaurus where you can access them. You need to make good use of a glossary as well.
- vi) You will use dictionaries, thesauruses, texts related to the use of a dictionary and a thesaurus, word cards, Braille slates and glossaries.

Duration: 18 Periods

## Overview

During school holidays, children meet and interact with different people and carry out various activities. This topic will equip learners with the language they need to communicate and interact with others effectively.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate language to communicate effectively in different situations.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes plans made for holidays.</li> <li>uses appropriate language to describe activities carried out in holidays.</li> <li>narrates stories related to holiday events.</li> <li>writes/ writes in Braille texts related to holiday events.</li> </ul>	<b>Vocabulary</b> holidays, travel, plan, break off, prepare for, pick, remedial classes, end, vacation, pen-pal, up-country, town, urban, rural, commence, board, birthday, programme, study, farm, tour, camp, visit, begin, show, concert, cook, revise, housework, trip, interesting, exciting, report, chore, routine, bash <b>Grammar</b> <ul style="list-style-type: none"> <li>Participles</li> <li>Active and passive voice</li> </ul>	<ul style="list-style-type: none"> <li>Using given vocabulary, grammar items and structures appropriately to talk about holiday events</li> <li>Asking and answering questions on holidays</li> <li>Listening/ attending to and responding to tasks on texts about holidays</li> <li>Reading stories and articles on holidays</li> <li>Spelling given words correctly</li> <li>Writing/ writing in Braille and reciting</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Fluency</li> <li>Accuracy</li> <li>Confidence</li> </ul>
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Logical presentation</li> <li>Logical reasoning</li> <li>Initiating new ideas</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>Making best use of information one has</li> <li>Analysing statements</li> </ul>



Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>reads/ reads by tactile /signs texts and responds to tasks on school holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Tag questions</li> <li>If<sub>3</sub> conditional</li> </ul> <p><b>Language structure</b></p> <p>a) ... going to ... (near future)</p> <p>I am going to visit my friend next holiday.</p> <p>b) If ... had ... would have ...</p> <p>If I had gone to town last holiday, I would have seen my uncle.</p>	<p>poems on holiday activities</p> <ul style="list-style-type: none"> <li>Acting out dialogues</li> <li>Writing plans of spending the holidays</li> <li>Completing puzzles and riddles related to holiday activities</li> <li>Writing and telling stories on holidays activities</li> <li>Formulating tag questions on holiday activities</li> <li>Changing statements to the reported speech</li> </ul>	<p><b>Interpersonal relationships</b></p> <ul style="list-style-type: none"> <li>Forgiving others</li> <li>Interacting with others</li> </ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Time management</li> <li>Sharing</li> <li>Patience</li> </ul>

## Suggested Competences for Assessment

The learner:

- describes activities carried out during the holidays.
- reads/ reads by tactile/signs and responds to texts on holiday activities.
- writes/ writes in Braille texts on extracts related to holidays.
- writes/ writes in Braille stories/poems/songs about holiday events.

## Hints for the Teacher

- You should encourage learners to use their experiences in relation to school holidays.
- Encourage learners to develop holiday activity plans. You may display some of them for a gallery walk.
- You will use texts related to school holidays; Braille slates and pictures of children engaged in holiday activities.

Duration: 18 Periods

## Overview

Letter writing is an important functional use of language which is a skill required in life. This topic will equip learners with the skills of writing formal letters. It builds on what was done in Level 2 'Letter Writing'.

## Learning Outcome

By the end of this topic, the learner should be able to write formal letters using appropriate language and format.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies the main parts of a formal letter.</li> <li>states/signs the differences between formal and informal letters.</li> <li>writes/ writes in Braille a formal letter.</li> <li>explains the purpose of</li> </ul>	<b>Vocabulary</b> first name, informal, formal, letter, occasion, party, date, sincerely, friend, classmate, introduction, body, reply, purpose, reason, ask, thank, surname, maiden name, edit, sign, conclusion, salutation, faithfully, signature, advertisement, application, vacancy, post, person present (PP), draft, carbon copy (CC), Ms, Hon., Dr, Rev., Miss, Sister, sir, madam, professor, dear, form  <b>Grammar</b>	<ul style="list-style-type: none"> <li>Using vocabulary, grammar items and structures appropriately</li> <li>Answering comprehension questions about formal letters</li> <li>Writing/ writing in Braille formal letters</li> <li>Acting dialogues on writing formal</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Articulation</li> <li>Accuracy</li> <li>Logical presentation of ideas</li> <li>Logical reasoning</li> </ul>
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Initiating actions</li> <li>Finding different ways of doing things</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
writing a formal letter. • uses the given vocabulary, grammar items and structures appropriately.	• Present continuous tense • Formation of adverbs • Abbreviations and contractions <b>Language structures</b> a) ... is likely to ... Anna is likely to write to me. b) ... hardly ... There are hardly any forms left. c) Barely ... Barely thirty per cent of the people applied for the position advertised. d) ... barely ... The letter was barely legible.	letters	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>• Selecting and evaluating information</li> <li>• Making the best of information available</li> <li>• Analysing statements</li> <li>• Taking decisions</li> </ul>
			<b>Self-esteem</b> <ul style="list-style-type: none"> <li>• Talking about self</li> <li>• Friendliness</li> </ul>
			<b>Values</b> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Respect</li> </ul>

## Suggested Competences for Assessment

The learner:

- i) reads/ reads in tactile and responds to texts on formal letters.
- ii) writes/ writes in Braille informal letters correctly.
- iii) answers comprehension questions about formal letters.

## Hints for the Teacher

- i) Give much practice on formal letter writing.
- ii) Use real examples of both formal and informal letters.
- iii) Guide learners on appropriate language related to writing formal letters.
- iv) Use sample formal letters, official forms and Braille slates.

Duration: 26 Periods

## Overview

At Level 3, learners are preparing for the first national examination where they will be required to respond to a specific set of instructions. This topic is intended to equip learners with the language used during examinations.

## Learning Outcome

By the end of this topic, the learner should be able to understand language related to examinations.

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>uses language appropriate to examinations.</li> <li>reads/ reads by tactile/signs and responds to texts related to examinations.</li> <li>writes/ writes in Braille texts related to examinations.</li> <li>reads/ reads by</li> </ul>	<b>Vocabulary</b> examination, timetable, instructions, index number, candidate, candidate's name, school name, time allowed, examiner, examination room, answers, examination centre, briefing, questions, registration, revision, pass mark, invigilator, supervisor, ink, marking, results, grade, aggregate, accurate, per-cent, cheat, malpractice,	<ul style="list-style-type: none"> <li>Using vocabulary, grammar items and structures appropriately</li> <li>Asking and answering questions related to preparations for examinations</li> <li>Reading/ reading by tactile/signing and interpreting examination-related</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Audibility</li> <li>Accuracy</li> <li>Logical flow of ideas</li> <li>Confidence</li> <li>Fluency</li> </ul>
			<b>Problem solving</b> <ul style="list-style-type: none"> <li>Making choices</li> <li>Evaluating facts</li> <li>Taking decisions</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
tactile/signs and follows oral and written/ Braille examination instructions.	<p>score, duration, leakage, work, pass, disqualify, fail, pass-slip, success, certificate, division</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Possessive forms of nouns and possessive pronouns</li> </ul> <p><b>Language structures</b></p> <p>a) ... or else ... You must revise your notes or else you will fail the examinations.</p> <p>b) ... look forward to ... We look forward to sitting our final examinations.</p> <p>c) In spite of ... In spite of being sick, he passed his examinations.</p> <p>d) ... in spite of ... He passed his examinations in spite of being sick.</p> <p>e) Despite ... Despite the fact that he started late, Ocen finished his examinations.</p>	<p>materials</p> <ul style="list-style-type: none"> <li>• Writing/ writing in Braille compositions on preparations for examinations</li> <li>• Role-playing examinations situations</li> <li>• Completing word puzzles on examinations</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• Selecting and evaluating information</li> <li>• Responding to questions</li> <li>• Making the best of information available</li> <li>• Analysing information</li> <li>• Giving reasons for actions taken</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Responsibility</li> <li>• Endurance</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>f) ... despite ...</p> <p>Ocen finished his examinations on time despite the fact that he was late.</p> <p>g) Whereas ...</p> <p>Whereas Ojok failed, other students passed their examinations.</p> <p>h) ... could ...</p> <p>Cheating could lead to the closure of the examination centre.</p>		

## Suggested Competences for Assessment

The learner:

- i) Responds by speaking/signing to oral instructions.
- ii) answers comprehension questions on examination-related texts.
- iii) writes/ writes in Braille various texts on examinations.

## Hints for the Teacher

- i) Guide learners to read and respond to examination related materials.
- ii) Hold talk-shows on examination preparation and management.
- iii) You are advised to call on learners' experiences in regard to examinations.
- iv) Guide learners effectively about preparing for examinations.
- v) Use examinations regulations; samples of past examination papers; sample registration forms; sample examinations results and pass-slips; texts about examination; any other requirements for examinations; Braille slates and samples of examination instructions.

Duration: 16 Periods

## Overview

With advancement of technology, learners need to be equipped with language related to electronic media. The topic will help learners appreciate electronic media as a means to access information easily. Electronic media include radio, television and the Internet. The topic builds on what was covered in Level 2 under the topic 'Print Media'.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate language related to electronic media.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> <li>• uses vocabulary related to electronic media appropriately.</li> <li>• reads/ reads by tactile/signs and interprets information about the electronic media.</li> </ul>	<p><b>Vocabulary</b></p> <p>programme, music, announcements, knob, volume, channel, speakers, aerial, guide, presenter, studio, advertisement, news, gospel, pop, talk shows, entertainment, broadcast, tune, line up, forecast, station, eject, on, off, CD player, tape recorder, disc, DVD, video, press, record,</p>	<ul style="list-style-type: none"> <li>• Using given vocabulary, grammar items and structures</li> <li>• Listening to and interpreting texts on electronic media</li> <li>• Summarising information from electronic media</li> <li>• Role-playing and</li> </ul>	<p><b>Coping with emotions</b></p> <ul style="list-style-type: none"> <li>• Recognising emotions</li> <li>• Identifying other people's emotions</li> <li>• Being sensitive about other people's feelings</li> <li>• Recognising causes of different emotions</li> <li>• Making critical</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>writes/ writes in Braille texts about the electronic media.</li> <li>uses grammar items and structures appropriately.</li> </ul>	<p>connect, extension cable, volume, compact, amplifier, programme line up</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>If 1 and if 2 conditionals</li> <li>Reported speech</li> </ul> <p><b>Language structures</b></p> <p>a) If + present simple + shall/will +verb</p> <p>If you tune in to any station at 5pm, you will be listening to soccer news.</p> <p>b) ... and so ...</p> <p>Lacambel is a good presenter and so is Amito.</p> <p>c) I like ...</p> <p>I like listening to gospel music.</p> <p>d) ... I don't like ...</p> <p>I do not like the new programme on our TV station.</p> <p>e) If + past simple + would/could + verb</p> <p>If I had a lot of money, I would</p>	<p>dramatising scenes involving electronic media</p> <ul style="list-style-type: none"> <li>Reading/ reading by tactile/signing and interpreting texts on electronic media</li> <li>Writing/ writing in Braille and acting out dialogues on electronic media</li> <li>Writing/ writing in Braille guided compositions on electronic media</li> </ul>	decisions for different emotions
			<b>Creative thinking</b> <ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Initiating new ideas</li> <li>Finding different ways of doing things</li> </ul>
			<b>Critical thinking</b> <ul style="list-style-type: none"> <li>Selecting and evaluating information</li> <li>Making best use of information available</li> <li>Analysing statements</li> </ul>
			<b>Effective communication</b> <ul style="list-style-type: none"> <li>Responding to questions appropriately</li> <li>Articulation</li> <li>Confidence</li> <li>Logical flow of ideas</li> </ul>



Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>record all the gospel music on several DVDs.</p> <p>f) ... needn't ...</p> <p>You needn't have turned off the DVD player because I was watching a nice film.</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Sharing</li> <li>• Independence</li> </ul>

## Suggested Competences for Assessment

The learner:

- i) answers questions related to radio and television programmes.
- ii) listens and responds to various radio and television programmes.
- iii) studies different radio and television programmes and answers questions about them.

## Hints for the Teacher

- i) Encourage learners to act/role-play TV/radio presenters.
- ii) Organise debates on different electronic media devices.
- iii) Allow learners to discuss the usefulness of different electronic media devices.
- iv) You should try as much as possible to use learners' experiences in relation to the electronic media.
- v) Revise tenses before teaching the conditional phrases.
- vi) Where applicable, you will need to organise a visit to a nearest radio/TV station.
- vii) You will have to use real objects/pictures of different electronic media items like radio, telephone and television; texts rated to electronic media; nearest radio/TV stations and Braille slates.

Duration: 18 Periods

## Overview

Child abuse is rampant in our communities. It is important that the learner is made aware of his/her rights and responsibilities in order to live harmoniously with others. This topic is intended to equip the learners with language related to children's rights and responsibilities. It builds on what was covered in Level I, Topic: Child Protection. Animal freedom has also been included so as to enable the learners develop awareness of the need to protect animals.

## Learning Outcome

By the end of this topic, the learner should be able to use language related to rights, responsibilities and freedoms appropriately.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>• uses given vocabulary, grammar items and structures appropriately in sentences.</li> <li>• talks/signs about rights, responsibilities and freedoms.</li> <li>• responds to tasks on texts related to rights responsibilities and freedoms.</li> </ul>	<b>Vocabulary</b> <u><b>Rights/freedoms (human and animals)</b></u> freedom, rights, shelter, education, care, clothing, medication, life, help, protection, peace, grow, needs, natural, food, love, health, clean, environment <u><b>Responsibilities</b></u> properly, work, attend, homework, clean, tidy, obedient, respect, refuse, report,	<ul style="list-style-type: none"> <li>• Using given vocabulary, grammar items and structures appropriately</li> <li>• Talking/signing about rights and responsibilities</li> <li>• Responding to tasks about texts related to rights and responsibilities</li> <li>• Writing/writing in</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>• Articulation</li> <li>• Confidence</li> <li>• Fluency</li> </ul>
			<b>Decision making</b> <ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Making choices</li> <li>• Refusal</li> <li>• Asking questions</li> <li>• Telling consequences of their decisions</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>• writes/ writes in Braille and recites/signs poems on rights, responsibilities and freedoms.</li> <li>• writes/ writes in Braille texts on animal freedom.</li> <li>• writes/ writes in Braille texts related to children's rights and responsibilities.</li> </ul>	<p>responsible, convict, imprisonment, innocent, protect, responsibilities, secure, sanctuary</p> <p><b>Abuses</b></p> <p>forced, abuse, mistreatment, early marriage sugar daddy, child labour, sugar mummy, dropout, abortion, bad touches, capture, poach, captivity, discomfort, injury, thirst, hunger, hindrance, distress, frighten, poacher</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Future continuous tense</li> <li>• Formation of nouns from verbs</li> <li>• Abbreviations and acronyms</li> <li>• Past perfect tense</li> </ul> <p><b>Language structures</b></p> <p>a) ... more interested in ... than ...</p> <p>Girls are more interested in cooking than playing.</p> <p>b) ... ought to ...</p>	<p>Braille and reciting signing poems on rights and responsibilities</p> <ul style="list-style-type: none"> <li>• Role-playing rights and responsibilities</li> <li>• Conducting debates on rights, responsibilities and freedoms</li> <li>• Completing word puzzles on rights and responsibilities related issues</li> </ul>	<p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>• Being open</li> <li>• Listening and valuing what others say</li> <li>• Expressing one's point of view</li> <li>• Volunteering</li> <li>• Standing up for one's rights</li> </ul>
			<p><b>Self esteem</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Self-appreciation</li> <li>• Talking about one's self</li> </ul>
			<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Self-identification</li> <li>• Caring for self</li> <li>• Knowing one's position and responsibility</li> </ul>
			<p><b>Friendship formation</b></p> <ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Playing well with others</li> <li>• Using polite language</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>All children ought to go to school.</p> <p>c) ... in order to ... You should always move in groups in order to avoid being abused.</p> <p>d) ... either ... or ... You either provide food to your children or risk being imprisoned.</p> <p>e) ... likely to ... Making wrong friends is likely to affect your studies.</p> <p>f) Much as ... Much as a cow is an animal, it also needs protection.</p> <p>g) ... need not have ... Opobo need not have tethered his goat in the parking area.</p> <p>h) Whereas ... Whereas people want their rights, they do not respect animal freedoms.</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Appreciation</li> <li>• Responsibility</li> <li>• Endurance</li> <li>• Patience</li> <li>• Trustworthiness</li> <li>• Honesty</li> <li>• Privacy</li> <li>• Independence</li> <li>• Sympathy</li> <li>• Co-operation</li> <li>• Responsibility</li> </ul>

## Suggested Competences for Assessment

The learner:

- reads/ reads by tactile signs and answers questions on various texts on children's rights and responsibilities.

- ii) writes/ writes in Braille texts on children's rights and responsibilities.
- iii) pronounces/signs given vocabulary appropriately.
- iv) constructs sentences using vocabulary, grammar items and structures on children's rights, responsibilities and animal freedom.

### **Hints for the Teacher**

- i) Encourage learners to report incidences of violation of children's rights and animal freedoms in the community.
- ii) You should guide learners to know their rights and responsibilities using the vocabulary learnt.
- iii) You should endeavour to get adequate information about rights, freedoms and responsibilities for effective teaching of vocabulary and structures.
- iv) Use texts on children's and animal rights; pictures of child and animal mistreatment; Braille slates and The Children's Statute.

Duration: 15 Periods

## Overview

In this era where environmental degradation is rampant, the learners need to be informed of the need to protect the environment. This topic is intended to provide learners with the language related to protection of the environment. It builds on what was covered in Level 1 and Level 2 Integrated Science in the theme “Our Environment” and in Social Studies.

## Learning Outcome

By the end of this topic, the learner should be able to discuss environment related issues using appropriate language.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>identifies activities that affect the environment.</li> <li>explains the importance of protecting the environment.</li> <li>reads/ reads by tactile/signs and interprets information on environment protection.</li> <li>writes/</li> </ul>	<b>Vocabulary</b> pollution, garbage, refuse ( <i>noun</i> ), erosion, drought, floods, storm, source, raw material, habitat, flora, fauna, manure, drainage, conserve, conservation, smoking, burning, over grazing, terrace, crop rotation, mulch, dump, pollute, reserve, degrade, dustbin, dispose, incinerator, waste basket  <b>Grammar</b> <ul style="list-style-type: none"> <li>Abstract nouns</li> <li>If 1 and If 3 conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Using given vocabulary, grammar items and structures appropriately</li> <li>Talking/ signing about the importance of environment protection</li> <li>Acting out dialogues on the importance of environment protection</li> <li>Reading/</li> </ul>	<b>Decision making</b> <ul style="list-style-type: none"> <li>Acceptance</li> <li>Making choices</li> <li>Refusal</li> <li>Asking questions</li> <li>Telling consequences of their decisions</li> </ul>
			<b>Problem solving</b> <ul style="list-style-type: none"> <li>Identifying different strategies</li> <li>Logical</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>writes in Braille texts related to environment protection.</p> <ul style="list-style-type: none"> <li>uses the given vocabulary, grammar items and structures appropriately.</li> </ul>	<p><b>Language structures</b></p> <p>a) We must ... to ... We must protect our environment to have rain.</p> <p>b) ... so ... Our well was polluted so we did not have clean water.</p> <p>c) Since ... Since forests have been destroyed, we shall have no rain.</p> <p>d) ... since ... We shall have no rain since forests have been destroyed.</p> <p>e) If we don't ... If we don't build terraces, the soil will be eroded.</p> <p>f) If ... If we had not cut down all the trees, we would have had more rain.</p> <p>g) ... as well as ... Bush burning as well as overgrazing cause environmental degradation.</p> <p>h) ... had to ... We had to build terraces in order to protect our soil from losing fertility.</p>	<p>reading in tactile/ writing/ reciting poems on environment protection</p> <ul style="list-style-type: none"> <li>Reading/ reading in tactile/ signing with comprehension texts on environment protection</li> <li>Completing puzzles and other spelling exercises on environment protection.</li> <li>Conducting debates and quizzes on environment protection.</li> </ul>	reasoning
			<p><b>Creative thinking</b></p> <ul style="list-style-type: none"> <li>Initiating new ideas</li> <li>Innovativeness</li> <li>Finding different ways of doing things</li> </ul>
			<p><b>Effective communication</b></p> <ul style="list-style-type: none"> <li>Articulation</li> <li>Logical flow of ideas</li> <li>Audibility</li> </ul>
			<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Appreciation</li> <li>Love</li> <li>Care</li> </ul>

## **Suggested Competences for Assessment**

The learner:

- i) makes oral statements/signs about environmental degradation and conservation.
- ii) lists practices that threaten environment protection.
- iii) reads/ reads by tactile/signs texts about the importance of environmental protection.
- iv) writes/ writes in Braille articles aimed at environmental protection awareness.

## **Hints for the Teacher**

- i) Guide learners to sing songs about environmental protection.
- ii) You will need to guide and encourage learners to write/ write in Braille about measures being taken by members of the community to protect the environment.
- iii) You should encourage learners to write/ write in Braille and display messages about environmental protection.
- iv) Learners may be taken out for field visits to study the good and bad practices on environmental protection.
- v) You will have to use the environment around your school; pictures showing activities in the environment; texts related to environment protection and Braille slates.



Duration: 18 Periods

## Overview

Ceremonies are elements of culture which promote social identity and therefore, the learners need to appreciate their varied cultures. This topic builds on what was covered in Level 2, under the Topic 'Culture' and will enable learners to develop and use appropriate language related to some cultural ceremonies.

## Learning Outcome

By the end of this topic, the learner should be able to use appropriate language associated with different cultural ceremonies.

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> <li>describes specific ceremonies.</li> <li>listens and responds to given extracts about ceremonies.</li> <li>uses language appropriate to specific ceremonies.</li> <li>reads/ reads by touch/signs and responds to texts on various ceremonies.</li> </ul>	<b>Vocabulary</b> marriage, religious, cultural, state, baptism, confirmation, introduction, wedding, engagement, function, couple, spouse, bride, bridegroom, maid, matron, best man, fiancé, ring, bouquet, certificate, saloon, gown, brides maid, marry, bridal, refreshments, bride price, dowry burial, funeral rites, widow, widower, pay respect, orphan, mourner, a will, condolences, coffin, bark cloth, funeral	<ul style="list-style-type: none"> <li>Using given vocabulary, grammar items and structures to communicate</li> <li>Listening to/observing and telling/signing stories about different ceremonies</li> <li>Spelling words associated with ceremonies</li> <li>Reading/ reading by</li> </ul>	<b>Effective communication</b> <ul style="list-style-type: none"> <li>Articulation</li> <li>Confidence</li> <li>Fluency</li> </ul>
			<b>Interpersonal relationships</b> <ul style="list-style-type: none"> <li>Interacting freely with others</li> <li>Forgiving others</li> </ul>
			<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Self-identification</li> <li>Caring for self</li> <li>Talking about one's culture</li> </ul>

Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> <li>writes/ writes in Braille simple texts on the different ceremonies attended.</li> </ul>	<p>services, mourn, shroud, state funeral, heir, heiress, ancestral grounds, cremate, grave</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Relatives pronouns (who, where, which)</li> <li>Past perfect tense</li> <li>Future perfect tense</li> <li>Emphatic pronouns (myself, himself, ourselves)</li> <li>Adjectives of quantity (a few, many, much, more)</li> </ul> <p><b>Language structures</b></p> <p>a) ... who ... The woman who was the bride is my aunt.</p> <p>b) Neither... nor ... Neither my aunt nor my uncle attended the burial.</p> <p>c) Both ... and .... Both the President and the Prime Minister attended the wedding.</p> <p>d) ... prefer(s) ... Most couples prefer religious marriages to state marriages.</p> <p>e) Despite the fact that</p>	<p>tactile/signing and responding to texts on different ceremonies</p> <ul style="list-style-type: none"> <li>Writing/ writing in Braille and acting plays on different ceremonies</li> <li>Writing/ writing in Braille stories on real and imagined ceremonies</li> <li>Writing/ writing in Braille and acting conversations on different ceremonies</li> <li>Writing/ writing in Braille and singing songs about different ceremonies</li> <li>Writing/ writing in Braille guided compositions on specific</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>Coping with emotions</li> <li>Assertiveness</li> <li>Values</li> <li>Respect</li> <li>Empathy</li> <li>Co-operation</li> </ul>

Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<p>...</p> <p>Despite the fact that Opoka was a rich man, he was buried in two shrouds only.</p> <p>f) ... often ...</p> <p>I often dream about my dead relatives.</p> <p>g) ... a few ....</p> <p>He was asked to read a few condolence messages.</p>	<p>ceremonies.</p> <ul style="list-style-type: none"> <li>• Writing/ writing in Braille sentences with emphatic pronouns</li> </ul>	

### Suggested Competences for Assessment

The learner:

- i) writes/ writes in Braille specific reports on cultural ceremonies attended.
- ii) reads/ reads by tactile and attempts comprehension questions related to ceremonies.
- iii) draws picture sequences related to different ceremonies witnessed.

### Hints for the Teacher

- i) You should encourage learners to share experiences. However, there is need to take extra care especially with burial ceremonies as this may bring sad memories.
- ii) You will have to use pictures showing different types of ceremonies; texts related to ceremonies; real ceremonies in the community; video clips on ceremonies and Braille slates.

## Appendix 1: Sample Scheme of Work

Name of School:

### ENGLISH LANGUAGE SCHEME OF WORK FOR LEVEL 3 TERM 1 2018

Wk	Pd	Topic/Sub-Topic	Skills	Aspect	Content	Competences	Methods	T/L Activities	T/L Aids	Life Skills indicators and Values	SNE Tips	Ref	Remarks
1 23 <sup>rd</sup> to 27 <sup>th</sup> July 2018	1	<u>OCCUPATIONS</u> <u>/Carpentry</u>	Listening Speaking Reading Writing	Vocabulary	wood, saw, saw- dust, bench, plank	The learner: - pronounces /signs the words correctly. - spells the words correctly. - uses the words accurately. - writes/ writes in Braille correct sentences using the given words	Demonstration LSU Pair work Observation Group work Signing Task analysis	Pronouncing/ signing words Spelling words Using words Writing/ writing in Braille sentences	Piece of wood, two saws, saw dust, a plank Flash cards chalkboard	Fluency, articulation Sharing objects, Working together, Appreciating Giving uses of tools	<ul style="list-style-type: none"> <li>• Signs/ Finger spells (deaf)</li> <li>• Braille (blind)</li> <li>• Large print (low vision)</li> <li>• Tactile/ Touch (blind and deaf/ blind)</li> <li>• Total communi- cation for deaf</li> <li>• Use real</li> </ul>	AEP curriculum Level 3 English page 57 Spotlight Primary English Book 6 page 34	

Wk	Pd	Topic/Sub-Topic	Skills	Aspect	Content	Competences	Methods	T/L Activities	T/L Aids	Life Skills indicators and Values	SNE Tips	Ref	Remarks
											objects		
	2			Structure	... used for .. Example: The saw is used for cutting wood.	The learner: - practises the structure correctly. - makes correct oral sentences using the structure. - writes sentences correctly.	Demonstration Observation Pair work Group work Role-play Task analysis	Saying the structure Making oral sentences Writing sentences	The real hammer, saw, wood, plank and saw dust chalkboard	Sharing materials Working together Keeping time		AEP curriculum Level 3 page 59 Spotlight Primary English Book 6 page 106	

## Appendix 2: Sample Lesson Plan

Date	Time	Class	Number of Learners	Subject
26 <sup>th</sup> July 2018	9:10 – 10:00	Level 3	Female: 45 Male: 37 Total 82	English

**Topic** : Occupations

**Sub-topic** : Carpentry

**Skills** : Listening, Speaking, Reading and Writing

**Aspect :** Structure

**Content** : ... is used for ...

**Competences:** The learner:

- i) practises the structure accurately.
- ii) changes sentences from active to passive voice.
- iii) writes correct sentences using the structure.

**Methods:** demonstration, observation, LSU, pair work, group work, task analysis

**Indicators of Life Skills:** accuracy, fluency, sharing materials, working together

**Values:** Appreciation, respect, co-operation, keeping time

**Special Needs Education (SNE) Tips:** sings/finger spells; use of large print

**Instructional Materials:** saw-dust, two types of saws, a piece of wood, a plank, a hammer

**Reference:** AEP Curriculum Level 3 English page 57 and Spotlight Primary English Book 6 page 34.

**Lesson Procedure**

<b>Time</b>	<b>Stage</b>	<b>Teacher's Activities</b>	<b>Learner's Activities</b>
10 Mins	Presentation Stage	<ul style="list-style-type: none"> <li>- Introduces the lesson by asking learners to name the tools and materials used by carpenters.</li> <li>- Leads learners to realise that the tools mentioned are used for various activities.</li> <li>- Shows learners the tools and asks them to say what we use them for.</li> <li>- Introduces the structure by showing up tools one by one. For example; A hammer is used for fixing nails.</li> </ul>	<ul style="list-style-type: none"> <li>- Names the different types of tools and materials used by the carpenter like; saw, glue, hammer, plane.</li> <li>- Tells what we use each tool for. For example, we use a hammer to fix nails.</li> <li>- Listens to the teacher and responds appropriately. For example, a hammer is used for fixing nails.</li> </ul>
20 Mins	Practice Stage	<ul style="list-style-type: none"> <li>- Asks learners to work in groups and in pairs to make sentences using the structure.</li> <li>- Guides learners to change sentences from active to passive voice.</li> </ul> <p><b>For example:</b></p> <p>We use a plane to smoothen wood.</p> <p>A plane is used for smoothening wood.</p> <ul style="list-style-type: none"> <li>- Goes around guiding pairs and groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Works with others to use the structure in sentences.</li> <li>- Works in pairs to change given sentences from active to passive voice.</li> </ul>
9 Mins	Production Stage	<ul style="list-style-type: none"> <li>- Asks learners to write sentences changing them from active to</li> </ul>	<ul style="list-style-type: none"> <li>- Writes sentences changing from the active to the passive</li> </ul>

Time	Stage	Teacher's Activities	Learner's Activities
		passive voice. - Moves around guiding individual learners with challenges.	voice. - Hands in the book for marking.
<b>Note:</b> You may need to provide separate activities for learners with special educational needs who are profoundly challenged, in case you identify one in your class.			

### Self Evaluation

Strengths:

Challenges:

Way Forward:



1. Cambridge Dictionary (2010). Cambridge University Press.
2. Haydn R. (2004). Junior English Revised, Nairobi. Evans Brothers.
3. Kalinda, C. and Bright JA (1994). Junior English Composition and Grammar. Nairobi. Longman.
4. NCDC (2009). Primary Four English Syllabus. Kyambogo. NCDC
5. NCDC (2010). Primary 5 Curriculum Set One: English, Integrated Science, Mathematics, Social Studies, Religious Education. Kyambogo. NCDC
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7. NCDC (2012). Primary 7 Curriculum Set One: English, Integrated Science, Mathematics, Social Studies, Religious Education. Kyambogo. NCDC
8. NCDC (2013). Longman Uganda Primary English Course. Book 5
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National Curriculum  
Development Centre ,  
P.O. Box 7002,  
Kampala.  
[www.ncdc.go.ug](http://www.ncdc.go.ug)