ENGLISH STANDARD FOUR

Developing Vocabulary by Relating Words with Objects in the Environment

Subject: English Language **Class:** Standard Four

Curriculum reference: Tanzania Institute of Education (TIE), English Language Syllabus for Primary Education, Standards III–VI (2023), Standard IV, Table 3. **Main Competence:** 1.0 Demonstrate mastery of basic English language skills. **Specific Competence:** 1.1 Develop vocabulary by relating words with objects in the environment. **Suggested time:** 22 periods.

1. Introduction

Vocabulary refers to the words that a person knows and uses when speaking, listening, reading and writing. Pupils develop vocabulary by seeing, touching, naming, describing and talking about objects in their surroundings.

In this topic, pupils learn words related to objects found in four familiar settings: the home, hospital, market and bus station. They also learn to describe objects and use the words in short, meaningful sentences.

2. Learning Outcomes

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

• Associate words with objects found in different environments.

• Match objects with their correct characteristics.

• Construct short sentences using vocabulary about objects in different settings.

• Use familiar environmental vocabulary in simple oral and written communication.

3. Vocabulary: Objects in Different Environments

A. Objects found at home

A home is a place where people live. We use different objects at home for cooking, sleeping, cleaning and other daily activities.

• Bed – used for sleeping.

• Chair – used for sitting.

• Table – used for placing things or eating.

• Plate – used for serving food.

• Spoon – used for eating or stirring food.

• Cooking pot – used for cooking food.

• Broom – used for sweeping the floor.

• Bucket – used for carrying or keeping water.

• Cup – used for drinking.

• Mattress – used for sleeping on.



B. Objects found in a hospital

A hospital is a place where sick or injured people receive medical care.

• Stethoscope – used by a health worker to listen to the heart and lungs.

• Thermometer – used for measuring body temperature.

• Wheelchair – used to help a person who has difficulty walking.

• Bandage – used for covering or supporting an injured part.

• Medicine – used to treat or prevent illness as prescribed by a health worker.

• Bed – used by patients for resting.

• Gloves – worn by health workers to help maintain hygiene.

• Syringe – used by trained health workers to give injections.



C. Objects found at a market

A market is a place where people buy and sell goods.

• Scale – used for weighing goods.

• Basket – used for carrying goods.

• Cash – money used to pay for goods.

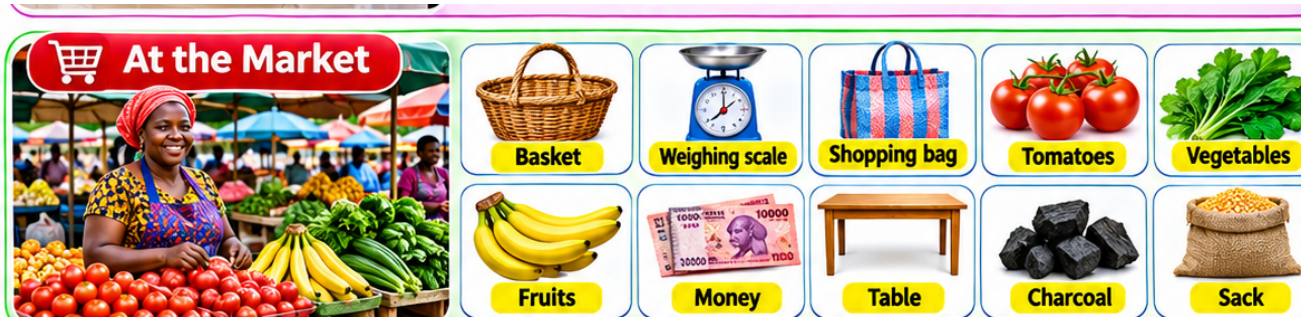
• Vegetables – food items such as spinach, tomatoes and onions.

• Fruits – food items such as bananas, oranges and mangoes.

• Rice – a food item sold in shops or market stalls.

• Charcoal – a fuel sometimes sold at the market.

• Shopping bag – used for carrying purchased goods.



D. Objects found at a bus station

A bus station is a place where buses stop to pick up and drop off passengers.

• Bus – a vehicle used for carrying passengers.

• Ticket – a document that shows a passenger has paid for a journey.

• Bench – a long seat for passengers.

• Suitcase – a bag used for carrying clothes and personal items.

• Timetable – a list showing the times when buses are expected to travel.

• Dustbin – a container for rubbish.

• Bus stop sign – a sign showing where a bus stops.

• Platform – an area where passengers wait or board, depending on the station.



4. Describing Objects and Their Characteristics

Objects can be described by talking about their characteristics. A characteristic is a feature or quality that helps us identify or describe something.

• Colour: red, blue, green, yellow, black, white.

• Size: big, small, large, tiny.

• Shape: round, square, rectangular, oval.

• Weight: heavy, light.

• Material: wooden, plastic, metal, glass, cotton.

• Texture: smooth, rough, soft, hard.

Examples: The bucket is blue. The table is rectangular. The stone is heavy. The cup is made of plastic. The bedsheet is soft.

5. Matching Objects with Their Characteristics

We can match an object with a word that describes it. The description should make sense for the object being discussed.

• Feather – light.

• Stone – hard.

• Mirror – smooth.

• Ball – round.

• Wooden chair – made of wood.

• Large suitcase – big.

6. Constructing Short Sentences

A sentence is a group of words that expresses a complete idea. A simple sentence about an object can name the object and give information about it.

• This is a chair.

• The chair is made of wood.

• The nurse uses a thermometer.

• A scale is used for weighing tomatoes.

• The passenger has a bus ticket.

• The bucket is full of water.

• The mango is yellow and ripe.

• Passengers are waiting at the bus station.

7. Suggested Teaching and Learning Methods

• **Direct or explicit instruction:** introduce new words using real objects, pictures and clear explanations.

• **Repetition and multiple exposure:** let pupils hear, say, read and use new words several times in different activities.

• **Vocabulary 7-up game:** guide pupils to identify or match vocabulary with the correct objects in a simple classroom game.

• **Word wall:** display new words on the classroom wall and ask pupils to use them in oral and written sentences.

• **Pair and group work:** let pupils name objects, describe them and make sentences together.

8. Classroom Activities

Activity 1: Naming objects

A teacher to display real objects or pictures from the home, hospital, market and bus station, pronounce their names and guide pupils to repeat them.

Pupils to observe the objects, name them and say where each object is commonly found.

Activity 2: Matching objects and characteristics

A teacher to prepare word cards showing objects and characteristics, then guide pupils to match the correct pairs.

Pupils to match each object with a suitable characteristic and explain their choices.

Activity 3: Making sentences

A teacher to write selected vocabulary on the word wall and model how to use the words in short sentences.

Pupils to choose words from the word wall and construct short sentences orally and in writing.

9. Exercises

Exercise A: Choose the correct answer

• Which object is used for sweeping the floor? (a) Broom (b) Plate (c) Bed

• Which object measures body temperature? (a) Basket (b) Thermometer (c) Ticket

• Where do people buy and sell goods? (a) Hospital (b) Market (c) Bedroom

• Which object is used for weighing goods? (a) Scale (b) Spoon (c) Wheelchair

• Where do passengers wait for buses? (a) Kitchen (b) Bus station (c) Wardrobe

Exercise B: Match the objects with their uses

Column A: 1. Stethoscope 2. Chair 3. Scale 4. Ticket 5. Broom

Column B: A. Used for sitting B. Used for sweeping C. Used for listening to the heart and lungs D. Shows payment for a journey E. Used for weighing goods

Exercise C: Fill in the blanks

• We sleep on a _____.

• A _____ is used for measuring body temperature.

• People buy vegetables at the _____.

• A _____ is used for carrying goods.

• A passenger needs a bus _____ for a journey.

Exercise D: Describe the objects

Use suitable words to describe these objects: a ball, a stone, a plastic cup and a wooden table. You may describe their colour, size, shape, weight, material or texture.

Exercise E: Construct sentences

Construct one short sentence using each of the following words: hospital, basket, bus, thermometer and chair.

10. Answer Guide

Exercise A: 1. (a) Broom; 2. (b) Thermometer; 3. (b) Market; 4. (a) Scale; 5. (b) Bus station.

Exercise B: 1–C; 2–A; 3–E; 4–D; 5–B.

Exercise C: 1. bed; 2. thermometer; 3. market; 4. basket; 5. ticket.

Exercise D: Answers may vary. Examples: A ball is round. A stone is hard and heavy. A plastic cup is smooth. A wooden table is hard.

Exercise E: Answers may vary. Examples: The patient is at the hospital. I put mangoes in the basket. The bus is at the station. The nurse uses a thermometer. The pupil is sitting on a chair.

11. Assessment Criteria

A pupil should be assessed on the ability to:

• Associate words with objects found in different contexts.

• Match objects with their respective characteristics.

• Construct short sentences using vocabulary referring to objects found in different settings.

12. Support for Slow Learners

• Begin with a few familiar objects and introduce new words gradually.

• Use real objects, pictures, gestures and demonstrations to make meaning clear.

• Pronounce each word slowly and allow pupils to repeat it several times.

• Pair pupils who need support with patient and helpful classmates.

• Provide matching exercises with fewer options before moving to more challenging tasks.

• Give extra time and encourage pupils to make simple oral sentences before writing.

13. Teaching and Learning Resources

• Real objects from the home, hospital, market and bus station.

• Picture cards and word cards.

• Word lists and classroom word wall.

• Charts showing objects and their characteristics.

• Audio or audiovisual materials containing environmental vocabulary.

• Exercise books, chalkboard or whiteboard and markers.

14. Teacher’s Curriculum Checklist

• Pupils associate words with objects found in different contexts.

• Pupils match objects with their respective characteristics.

• Pupils construct short sentences using vocabulary about objects in different settings.

• Direct instruction, repetition, the Vocabulary 7-up game and word walls are used where appropriate.

• Assessment is conducted throughout the learning process.

• Pupils who need additional support receive suitable assistance.

• Real objects, word lists, charts and audio/audiovisual resources are used where available.

Curriculum note: The learning activities, suggested methods, assessment criteria, resources and allocation of 22 periods are guided by the TIE 2023 English Language Syllabus, Standard IV, Specific Competence 1.1. The vocabulary examples, classroom tasks and exercises in these notes are supplementary teaching materials prepared to help teachers implement the syllabus.