

P.4 ENGLISH LESSON NOTES FOR TERM I

COMPOSITION & COMPREHENSION

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB –TOPIC: DESCRIBING PEOPLE & *OBJECTS*

CONTENT: VOCABULARY

ASPECT: COMPOSITION

Spelling bee

1. cleverer
2. cleverest
3. heavier
4. heaviest
5. shorter
6. shortest
7. fatter
8. fattest
9. shyer
10. shyest

Vocabulary

- | | | | |
|---------------|--------------|------------|------------|
| ▪ black | ▪ kind | ▪ light | ▪ handsome |
| ▪ short | ▪ beautiful | ▪ circular | ▪ colour |
| ▪ hard | ▪ heavy | ▪ good | ▪ round |
| ▪ rude | ▪ triangular | ▪ tall | ▪ oval |
| ▪ rectangular | ▪ bad | ▪ polite | ▪ dirty |
| ▪ clever | ▪ unkind | ▪ clean | ▪ cruel |
| ▪ brown | ▪ shy | ▪ thin | ▪ pretty |
| ▪ smart | ▪ calm | ▪ long | |
| ▪ rough | ▪ ugly | ▪ smooth | |

Make correct sentences using these words to show that you understand their meaning.

Examples

- a) Thin – This slice of bread is thin

- b) Smart – Amina is a very smart girl.
- c) Rectangular – We have a rectangular table at home.
- d) *Tr .Jesca has a smooth skin.*
- e) *Nagenda is a polite boy.*
- f) *avocado has an oval shape.*

Make correct sentences to show that you know the difference in meaning

1. short

sort

2. tough

rough

3. polite

pilot

plate

4. Give opposites of these words

- 1. big
- 2. dirty
- 3. weak
- 4. rough
- 5. kind
- 6. heavy
- 7. beautiful
- 8. smart
- 9. polite
- 10. proud

Use the word given in the brackets to complete the following sentences

- 1. He has bought a _____ table .(circle)
- 2. Tom is _____ than my brother.(ugly)
- 3. Her handwriting is _____ than mine. (good)
- 4. He bought a _____ book (rectangle)
- 5. I am the _____ woman in that school. (tall)
- 6. Of the twins, Babirye is the _____. (shy)
- 7. Hellen is the _____ of the two girls. (clever)

8. Of the three boys, Okello is the _____(handsome)

Date	Class	Subject	No. of pupils	Time
		Composition		

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING PEOPLE & *OBJECTS*

CONTENT: STRUCTURES

ASPECT:

Spelling bee

1. handsome
2. beautiful
3. ugly
4. smart
5. shabby
6. smarter
7. shabbier
8. smartest
9. shabbiest
10. long ruler
11. short ruler

Using: Someareand others are

Examples

1. big and small oranges
Some oranges are big and others are small.
2. Smooth and rough walls.
Some walls are smooth and others are rough
3. Long and short rulers.
Some rulers are long and others are short.
4. *Polite and impolite pupils.*
Some pupils are polite and others are impolite.

Exercise

Make correct sentences using the above structure

1. strong and weak men.
2. wide and narrow roads
3. shabby and smart boys
4. tall and short girls
5. rectangular and square boxes
6. young and old women
7. beautiful and ugly birds
8. big and small cars
9. kind and cruel teachers
10. lazy and hardworking workers

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		9:20 – 10:30

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING OBJECTS & PEOPLE

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. rough
2. smooth
3. calm
4. polite
5. impolite
6. kind
7. unkind
8. hardworking
9. lazy
10. strong
11. weak

Using: Bothandare

Examples

1. Tamale is short. Musumba is short.
Both Tamale and Musumba are short
2. Otim is kind. Ochen is kind.
Both Otim and Ochen are kind.
3. Musa is tall. Isma is tall.
Both Musa and Isma are tall.
4. Opio is bright. Opeta is bright.
Both Opio and Opeta are bright.

Exercise

Join these sentences using: Bothandare"

1. The classroom is dirty. The kitchen is dirty.
2. Anguyo is strong. Anek is strong.
3. Ngobi is clever. Stella is clever.
4. Lutalo is shabby. Lukiya is Shabby.
5. English is easy. Mathematics is easy.
6. Annet is beautiful. Akusa is beautiful.
7. Your teacher is smart. My teacher is smart.
8. Mummy is kind. Daddy is kind.
9. Patricia is a hardworking as Shatal.
10. Gerge is as proud as Victor.

Join these sentences usingboth

1. Jane is kind. Jane is hardworking.
2. Alice is beautiful. Alice is smart.
3. English is very easy. English is very interesting
4. Tom is ugly. Tom is cruel.
5. Our teacher is kind. She is police.
6. Our mother is hard. She is also mean.
7. She is light skinned. She is beautiful

8. Dinah is shabby. Dinah is disorganized.

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		9:20 – 10:30

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING OBJECTS & PEOPLE

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. has eaten
2. has seen
3. has driven
4. has chosen
5. has hidden
6. has spoken
7. has written
8. has dug
9. has gone
10. has broken

Using:than

Examples

1. Atuhairwe is tall. Muhanguzi is taller.
Muhanguzi is taller than Atuhairwe.
2. Our house is big. Your house is bigger.
Your house is bigger than ours.
Your mother is more beautiful than mine.
3. Arivuki is fat. Burungu is fatter.
Burungu is fatter than Arivuki
4. My mother is beautiful
Your mother is very beautiful
5. Her handwriting is good
My handwriting is very good
My handwriting is better than hers.
6. Rose is fatter. Anna is very fat.
Rose is fatter than Anna.

7. This table is big. That table is very big.
8. Okello's ruler is long. Akello's is not very long.

Exercise

Join these sentences usingthan

1. Segawa is tall. Kate is taller.
2. Ogwang is fast. Bwayo is faster.
3. I am young. Your sister is younger.
4. A bottle is smooth. A mirror is smoother.
5. Peter is not as rich as Isooba.
6. Herbert is not so wise as Ronald.
7. My brother is old. I am older.
8. My father is old. My grandfather is older.
9. Stephen is not as young as Abuo.

Fill in the blank spaces with the correct form of the words.

10. Mwambu is ___ than Kato. (neat)
11. Stella is ___ than Amina. (*beautiful*)
12. A bed sheet is ___ than a blanket. (thin)
13. This exercise is ___ than that exercise. (simple)
14. *Mr. Ouma is _____ than Mr. Wagaba. (shy)*

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		9:20 – 10:30

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING OBJECTS & PEOPLE

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. grew
2. drove
3. bought
4. paid
5. brought
6. rode

7. broke
8. wrote
9. spoke
10. came

Using:is the

Examples

1. Nakamya is the **biggest** girl in the class. (big)
2. Samanya is the **weakest** boy in the school. (weak)
3. Amooti's mattress is the **thickest** in the dormitory. (thick)
4. Pande is the **smartest** of the three boys. (smart)
5. Lukose is the **younger** of the two girls. (young)
6. *Of the three girls, Adiyee is the **tallest**.*
7. *Mariam is the **cleverest** of the five girls.*
8. *Jane is the _____ of the three girls. (beautiful)*
9. *Tom has the _____ handwriting of the two boys. (bad)*
10. *Okello is the _____ of the two brothers. (old)*

Exercise

Use the correct form of the word in brackets to complete the sentences.

1. Okoth is the ___ boy in the school. (small)
2. Kamara is the ___ man in the village. (fat)
3. This road is the ___ in the country. (wide)
4. A lion is the ___ animal in the game park. (strong)
5. An elephant is the ___ animal in the zoo. (big)
6. A Mercedes Benz is the ___ car of the three. (new)
7. Mukula is the ___ man of the two. (old)
8. Sandra is the ___ girl in the class. (short)
9. Mary is the _____ woman in the whole village (shabby)
10. Our class teacher is the _____ man in our school. (handsome)

LESSON

Composition writing

Write a short story about your best friend. Mention his / her names, age, place, the favourite food and why he/she is your best friend.

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		9:20 – 10:30

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING PEOPLE

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. met
2. slept
3. kept
4. knelt
5. lost
6. found
7. won
8. said
9. paid
10. bought

Using: Istheof the?

Examples

1. Is Aketch the **tallest** of the three girls? (tall)
2. Is James the **strongest** of the three boys? (strong)
3. Is Hellen the **cleverer** of the two women? (clever)
4. Is Wambuzi the **smallest** of all the three boys? (small)

Exercise

Use the correct form of the word in brackets to complete the sentences.

1. Is Peter the ___ of all the men? (smart)
2. Is Margret the ___ of the women in the village. (strong)
3. Is Oundo the ___ of the two men? (old)
4. Is science the ___ of the all subjects? (hard)
5. Is Job the ___ of the two boys? (young)
6. Is Jinja Road the ___ of all the roads in the country? (wide)

7. Is Matama the ____ of the two girls? (weak)
8. Is Muhammad Ali the ____ of all boxers. (great)
9. Is he the ____ of all the boys?(fat)
10. Is she the _____ of the three girls? (beautiful)

Date	Class	Subject	No. of pupils	Time
	P.4	Comprehension		8:00 - 9:20

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING PEOPLE

CONTENT: PASSAGE

ASPECT: COMPREHENSION

Spelling bee

1. mopping
2. mopped
3. stopping
4. stopped
5. preferring
6. preferred
7. drumming
8. drummed
9. trimming
10. trimmed

The Strong Man

Once upon a time, there was a village called Bugembe. This village had the strongest men and women in the whole country. Some men were strong because they were wise. Every child knew that Bugembe was full of strong men and women. “Nobody can fight us!” said Mbiire, a man from Bugembe.

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Questions:

1. What are the two villages in the story?
2. What kind of men and women lived in Bugembe village?

3. What kind of animals did Chief Kitonto keep?
4. How old was Rugaaju?
5. To which village did Rugaaju go?
6. What is the title of the story?
7. Did the chief cut down the tree?
8. Why were the men of Bugembe strong?

Date	Class	Subject	No. of pupils	Time
	P.4	Comprehension		8:00 – 9:20

TOPIC: DESCRIBING PEOPLE AND OBJECTS

SUB – TOPIC: DESCRIBING OBJECTS

CONTENT: DIALOGUE

ASPECT: COMPREHENSION

Spelling bee

1. has swum
2. has drunk
3. has sung
4. has sunk
5. has rung
6. has begun
7. has learnt
8. has spoilt
9. has ridden
10. has written

A dialogue between Ahabwe and Nyanjura

Ahabwe: Hello Nyanjura. Where did you go over the weekend/?

Nyanjura: We visited Lake Mburo national Game Park. I went with my elder brother and younger sister. We paid only one thousand shillings at the gate. The gatekeeper was a very old man. He was older than my grandfather.

Ahabwe: What did you see in the national park?

Questions

1. Who was the first to speak?
2. How many people are taking part in the dialogue?
3. What is the tallest animal in the national park according to the dialogue?

4. Give two examples of animals in the zoo
5. Do you think an ostrich is taller than a giraffe?

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
	<i>P.4</i>	<i>Composition</i>		<i>9:20 – 10: 30</i>

TOPIC:

SUB – TOPIC: *Describing people and objects*

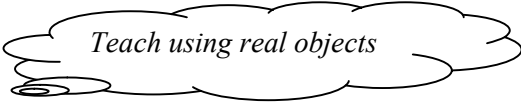
ASPECT: *Structure*

Spelling bee

1. *have written*
2. *has written*
3. *have spoken*
4. *has spoken*
5. *have dug*
6. *has dug*
7. *have gone*
8. *has gone*
9. *have broken*
10. *has broken*

CONTENT: *Using: theis ...than the ...one*

Examples



Teach using real objects

1. *Which book is bigger?*
The red book is bigger than the green book.
2. *Who of the three girls is the lightest?*
Naome is the lightest of the three girls.
3. *Which of those trees is the tallest?*
The mango tree is the tallest of those trees.
4. *Who of the two boys is shorter?*
Ochen is the shorter of the two boys.

Exercise

Use the above structure to construct ten correct sentences

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		9:20 – 10: 30

TOPIC: GIVING DIRECTION

SUB – TOPIC: DIRECTING PEOPLE TO PLACES

CONTENT: VOCABULARY

ASPECT: COMPOSITION

Spelling bee

1. have eaten
2. has eaten
3. have seen
4. has seen
5. have driven
6. has driven
7. have chosen
8. has chosen
9. have hidden
10. has hidden

Vocabulary

far,	near ,	next to,	across ,
in front of,	behind,	roundabout ,	opposite to
signpost ,	after ,	before,	junction,
corner ,	close	beside	middle
left hand side		right hand side	down

Use these words and make correct sentences

Examples

- a) far: My home is far from the school.
- b) about: Kampala is about twenty kilometers from here.
- c) next to: Anyango lives next to a supermarket.

d) *After: You will reach Maganjo after Kawempe.*

Exercise

Fill in the blank space with a suitable word

1. The teacher is standing in front _____ that classroom.
2. The school canteen is next _____ the library.
3. Our home is not far _____ yours.
4. The church is opposite _____ the mosque
5. The head teacher's office is close _____ the kitchen.

Give the plural form of the following

6. signpost
7. roundabout
8. junction
9. corner

Re-write the sentence giving the opposite of the underlined words

10. The hospital is near the church
11. Our classroom was behind the library
12. The boy is standing on the left hand side of the road.
13. The cows are grazing down the hill.

Re-write the following sentences as instructed in the brackets

14. The church is close to the mosque
 - a) (Usenear.....)
 - b) (Use.....next to)
 - c) (Use.....beside.....)
15. The clinic is before the White House. (Use.....after.....)
16. The school gate is not far from the Decade. (Use.....near.....)

Use these words in the sentences to show that you know the difference in their meaning

17. far
18. fur

Write one word for the following underlined group of words

1. The accident occurred at a place where two roads meet.
2. I met him at a place where many roads meet

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		

TOPIC: GIVING DIRECTIONS

SUB – TOPIC: DIRECTING PEOPLE TO PLACES

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. beside
2. besides
3. roundabout
4. junction
5. obedient
6. beautiful
7. disobedient
8. obey
9. disobey
10. untidy
11. tidy

Usingis near, farther, close to thethan

Examples:

1. The school is near the market. The hospital is nearer the market.
The hospital is nearer the market than the school.
2. The clinic is far from the church. The house is farther from the church.
The house is farther from the church than the clinic.
3. The baby is close to the fire. The cat is closer to the fire.
The cat is closer to the fire than the baby.

Exercise

Join the following sentences using.....than.....

1. The signpost is near the school. The gate is nearer the school.
2. The junction is far from the market. The river is farther from the market.
3. The house is close to the butcher's. The shops are closer to the butcher's.
4. The salon is near the compound. The tree is nearer the compound.

5. The conductor is near the driver. The passenger is near the driver.
6. The puppy is closer to the gate. The pussy cat is close to the gate.
7. Our trading centre is far from town. Our village is farther from town.
8. The byre is close to the compound. The tree is closer to the compound.
9. The doll is near the bed. The baby is nearer the bed.
10. The bus stop is close to the bookshop. The pole is closer to the bookshop.

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
	<i>P.4</i>	<i>Comprehension</i>		

Spelling bee

1. *rectangular*
2. *circular*
3. *Triangular*
4. *Spherical*
5. *Wiser*
6. *Wisest*
7. *Nearer*
8. *Fatter*
9. *Cheap*
10. *Expensive*

Using :.....far)

Examples

1. *It is a long way from Kampala to Jinja*
It is not far from Kampala to Jinja.
2. *It is a long way from the sign post to the bank.*
It is not far from the sign post to the bank
3. *It is a long way from Tororo to Kasese*
It is not far from Tororo to Kasese
4. *It is a long way from Mukono to Katosi*
It is not far from Mukono to Katosi

Exercise

Re-write these sentences usingfar.....

1. *It is a long way from the office to the classroom.*
2. *It is a long way from Kampala to Jinja*
3. *It is a long way from the Valley to the hill*
4. *It is a long way from the hospital to the junction.*
5. *It is a long way from the parliament to the stadium.*
6. *It is a long way from the market to the bakery*
7. *It is a long way from the cemetery to the mortuary*
8. *It is a long way from the restaurant to the police station*
9. *It is a long way from the garage to the park*
10. *It is a long way from the airport to the laboratory.*

Date	Class	Subject	No. of pupils	Time
	P.4	Comprehension		

TOPIC: GIVING DIRECTION

SUB – TOPIC: DIRECTING PEOPLE TO PLACES

CONTENT: Passage

ASPECT: COMPREHENSION

Spelling bee

1. near
2. nearer
3. far
4. farther
5. left hand side
6. right hand side pedestrians
7. cutlery
8. carpenter
9. oculist

Byakika visits his grandmother

Byakika is a pupil in primary five at Jinja primary school. One day he decided to pay a visit to his grandmother who lived on the shores of Lake Victoria.

Cont..... **Mk Bk 5 Pg 112 - 113**

Questions

1. Where did Byakika's grandmother live?
2. Why did she write letters to Byakika?
3. How did Byakika know the directions to his grandmother's place?
4. How far is Jinja from Kamuli?
5. Write the title of the passage.
6. Why was Byakika's grandmother very happy?
7. Who is talked about in the passage?
8. In which class does she go?
9. To which school does she go?
10. Where does her grandmother's located?

Date	Class	Subject	No. of pupils	Time
	P.4	Comprehension		

TOPIC: GIVING DIRECTION
SUB – TOPIC: DIRECTING PEOPLE TO PLACES
CONTENT: DIALOGUE
ASPECT: COMPREHENSION

Spelling bee

1. pilot
2. butcher
3. butcher's
4. butchery
5. bursar
6. bursars
7. stationery
8. stationary
9. stationer
10. stationer's

A dialogue between Akello and Nassali

Which place is farther?

Akello: Hello Nassali which part of Uganda do you come from?

Nassali: Oh, I come from Mpigi district. It is in central Uganda.

Akello: Is it far from Kampala city? **(Mk Bk 5 pg 111)**

Questions

1. Who are the people taking part in the dialogue?
2. Which district does Nassali come from?
3. Which direction is Mpigi district from Kampala?
4. How far is it from Kampala to Mpigi?
5. Which other towns are near Kampala?
6. Which part of Uganda does Akello come from?
7. Which direction is Mpigi from Kampala?
8. How many people are involved in the dialogue?
9. Give the plural form of the word “city”
10. Write the opposite of “far”

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: WHAT I LIKE

CONTENT: VOCABULARY

ASPECT: COMPOSITION

Spelling bee

1. mine
2. his
3. yours
4. hers
5. its
6. theirs
7. ours
8. circular
9. rectangular
10. triangular

Vocabulary

- | | | | |
|-----------|-----------|------------|----------|
| ▪ food | ▪ singing | ▪ sewing | ▪ prefer |
| ▪ drinks | ▪ reading | ▪ playing | ▪ soda |
| ▪ fruits | ▪ enjoy | ▪ football | |
| ▪ dancing | ▪ cooking | ▪ riding | |

Make correct sentences using these words

Examples

1. Soda – I enjoy drinking soda.
2. Singing – we love singing for the babies.
3. Food – there is enough food in the saucepan.

EXERCISE

Make correct sentences to show that you know the difference in meaning

- | | | |
|----------------|----------------|----------------|
| 1. <i>sow</i> | 2. <i>cook</i> | 3. <i>sing</i> |
| <i>sew</i> | <i>cock</i> | <i>sign</i> |
| <i>saw</i> | | |
| 4. <i>food</i> | 5. <i>soda</i> | |
| <i>full</i> | <i>soldier</i> | |
| <i>foot</i> | | |
| <i>fool</i> | | |

Complete these sentences correctly

1. My brother __soda every day. (drink)
2. The bride is __ to the tune of the music. (dance)
3. I enjoy __bicycles. (ride)
4. Most children like __story books. (read)
5. He _____ cooking more than reading(like)

Arrange these words in ABC order

1. food, drinks, fruits, games,
2. singing, playing, sewing, riding
3. football, netball, volleyball, baseball

4. riding, cooking, dancing, reading
5. mangoes, oranges, lemons, pineapples

Date	Class	Subject	No. of pupils	Time
	P.4	Composition		

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: WHAT I LIKE

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. himself
2. herself
3. themselves
4. ourselves
5. itself
6. oneself
7. myself
8. yourself
9. its
10. one's

Using: like(s)more than

Examples:

1. Magala likes driving. He likes riding a bicycle more.
Magala likes riding a bicycle more than driving.
2. Anisha likes swimming. She likes skipping more.
Anisha likes skipping more than swimming.
3. Omoding likes singing. He likes dancing more.
Omoding likes dancing more than singing.
4. Nafula likes washing. She likes ironing more.
Nafula likes ironing more than washing.
5. I like matoke more than rice
6. We like eating. We like playing more.

Exercise

1. Our baby likes orange juice. Our baby likes milk more.
2. Mother likes cooking. Mother likes serving more.
3. Karen likes writing. Karen likes sweeping more.
4. Rhoda likes writing. Rhoda likes drawing more.
5. The boy likes walking. The boy likes running more.
6. Father likes fish. Father likes meat more.
7. Faisal likes rice. Faisal likes Irish potatoes more.
8. Mrs. Alupo likes playing a piano. Mrs. Alupo likes playing a guitar more.
9. He likes playing. He likes reading more
10. Mary likes milking. She likes digging more.

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
	<i>P.4</i>	<i>Composition</i>		

Spelling bee

1. nicely
2. wisely
3. hurriedly
4. quickly
5. slowly
6. easily
7. carefully
8. carelessly
9. quietly
10. happily

(Usingprefer.....)

1. *Peter likes riding a bicycle more than driving a car.*
Peter prefers riding a bicycle to driving a car.
2. *Musicians like singing more than dancing*
Musicians prefer singing to dancing.

3. *I like digging more than cooking*
I prefer digging to cooking
4. *Dinah likes fishing more than attending lessons*
Dinah prefers fishing to attending lessons
5. *Tom liked writing more than reading*
Tom preferred writing to reading

Exercise

1. *The baker likes kneading more than cooking food.*
2. *Florists like growing flowers more than growing beans.*
3. *Mauso liked playing volley ball more than net ball.*
4. *The doctor enjoys injecting people more than counseling them*
5. *The dentist likes treating teeth more than treating eyes.*
6. *The cobbler likes mending shoes more than repairing pots*
7. *The cartoonist likes drawing cartoons more than designing compound*
8. *Birungi lives eating poshow more than rice*
9. *The Head boy likes giving speeches more than reading books*
10. *The carpenter liked making chairs more than coffins.*

Date	Class	Subject	No. of pupils	Time

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: WHAT I LIKE

CONTENT: DIALOGUE

ASPECT: COMPREHENSION

Spelling bee

1. heavily
2. dangerously
3. silently
4. noisily
5. hungrily
6. angrily
7. proudly
8. ably
9. accidentally

10. faithfully
11. cruelly
12. skillfully

A dialogue between Opeto and Opusi

Opeto: Did you attend the school concert yesterday?

Opusi: Yes, but I did not like the Imbalu dance.

Opeto: Really! Why didn't you?

Opusi: I didn't like the way the Bagisu hurt young boys.

Opeto: No, no....they don't hurt the boys. It is an act of bravery. Their dance was interesting.

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Questions

1. Who are taking part in this dialogue?
2. Who did not like the Imbalu dance?
3. Why doesn't Opusi like the Imbalu dance?
4. What makes Opeto like the Imbalu dance?
5. What other dance do you know?
6. What is the title of the dialogue?
7. How many took part in the dialogue?
8. Give the opposite of "like"

Composition writing

- *Write a short story about the animal you like most. Give reasons why you like it. Mention where it stays and how you feel about it.*

Date	Class	Subject	No. of pupils	Time

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: WHAT I LIKE

CONTENT: PASSAGE

ASPECT: COMPREHENSION

Spelling bee

1. reverend
2. doctor

3. honourable
4. road
5. mister
6. mistress
7. headmistress
8. February
9. August
10. Wednesday

A visit to Owino Market

Last Sunday, Mr. Waiswa went to Owino market with his children. Mbidde, Mukasa and Kisakye. He wanted to buy foods like; bananas, yams, cassava, fruits and vegetables and some things for his children to use at school.

Cont.Pg 27 Mk bk 4

Questions

1. What is the title of the story?
2. Where did Mr. Waiswa and his children go?
3. Who are the children in the story?
4. Who liked bananas and disliked yams?
5. Who liked both cassava and bananas?
6. What did all the children like?
7. Who asked for a red bag?
8. Who liked blue pens?
9. When did Mr. Waiswa and his children go?
10. Mention the food he wanted to buy.

Date	Class	Subject	No. of pupils	Time

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: WHAT I LIKE

CONTENT: GUIDED COMPOSITION

ASPECT: COMPOSITION

Spelling bee

Short form

Full form

- | | |
|---------|----------------|
| 1. doz | Dozen |
| 2. Rd | Road |
| 3. Ltd | Limited |
| 4. c/o | Care of |
| 5. Co | Company |
| 6. c.c | Carbon copy |
| 7. St | Street / Saint |
| 8. e.g. | For example |
| 9. etc | And so on |
| 10. i.e | that is |
| 11. NB | Note well |

GUIDED COMPOSITION

Choose the correct words from the box to complete the composition correctly.

Cooking	interesting	sits	dislikes
happy	likes	hardworking	

My sister Mbabazi is a ___girl. She ___helping her mother in the kitchen. She believes girls should know how to cook. Mother is always ___with her. My brother ___sitting in the kitchen. He says there is a lot of smoke. He ___with father in the sitting room. He reads ___stories to my father. He likes reading stories more than ____.

Date	Class	Subject	No. of pupils	Time

TOPIC: FEELINGS AND DESIRES

SUB – TOPIC: HOW I FEEL

CONTENT: VOCABULARY

ASPECT: COMPOSITION

Spelling bee

<u>Short form</u>	<u>Full form</u>
1. can't	cannot
2. shan't	shall not
3. won't	will not
4. I'd	I would / I had
5. Isn't	Is not
6. Aren't	Are not
7. They're	They are
8. We're	We are
9. I've	I have
10. I'm	I am

Vocabulary

sad , angry , thirsty , tired, cold, hot, worried , scared, lazy, sick, ill, unhappy

Use these words to construct sentences to show that you understand their meaning

Examples

- a) thirsty – Dinah, get me some drinking water I am feeling thirsty.
- b) tired – Jona is resting because he is tired.

Arrange these words in ABC order

- 1. thirsty, cold, worried, lazy
- 2. sad, sick, scared, sold
- 3. thirsty, scared, tired, sad
- 4. worried, unhappy, ill, angry

Re-write these sentences and give the opposite of the underlined words.

- 1. Tamale was so unhappy today.
- 2. Lukowe is a very lazy woman.
- 3. The porridge is too cold for the baby to take.
- 4. Mukose is a very kind boy.

Date	Class	Subject	No. of pupils	Time

TOPIC: FEELINGS AND DESIRE

SUB – TOPIC: HOW I FEEL

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. thirsty
2. thirstier
3. thirstiest
4. angrier
5. angriest
6. sadder
7. saddest
8. kinder
9. kindest
10. kindly
11. lazier
12. laziest
13. ill
14. worse
15. worst

Using:feel(s)when.....

Examples:

1. She walks in a thick forest. She feels frightened.
She feels frightened when she walks in a thick forest.
2. Asaba wears a sweater. He feels warm.
Asaba feels warm when he wears a sweater.
3. They are in a swimming pool. They feel happy.
They feel happy when they are in a swimming pool.
4. He feels worried. He is alone at home.
5. He feels comfortable. He is with his mother.

Exercise

Join the sentences using: -feels(s)when

1. I ride up a hill. I feel tired.
2. I swim in a river. I feel happy.
3. We look down a steep slope. We feel frightened.
4. He plays on the plains. He feels happy.
5. Odongo sits in the sun. He feels hot.
6. Adeke stand son the hill top. She feels cold
7. Children climb a mountain. They feel excited.
8. Adoa walks in rain. He feels cold.
9. He feels hungry. He takes long to eat.
10. Diana runs a long distance. She feels thirsty.

Date	Class	Subject	No. of pupils	Time

TOPIC: What is I like and how I feel

SUB – TOPIC: HOW I FEEL

CONTENT: STRUCTURES

ASPECT: COMPOSITION

Spelling bee

1. sit at a desk
2. sit at table
3. sit one chair
4. sit one a bench
5. sit in an annchair
6. arrive at
7. araid of
8. proud of
9. flew over
10. fond of
11. lean against
12. dived into
13. jump through

14. jump over

15. jump into

Using:because

Examples:

1. I have been running. I am tired.
I am tired because I have been running.
2. Buule got a present at school. Buule is happy.
Buule is happy because he got a present at school.
3. The teachers are annoyed. The pupils did not do the work.
The teachers are annoyed because the pupils did not do the work.
4. I am hungry. Mummy has not given me food.
5. Tomera is sad. Diana has taken her book.

Exercise

1. I am angry. Onen lost my pen.
2. My parents are worried. They have no money for my school fees.
3. Nsibirwa is thirsty. Nsibirwa has been playing netball.
4. I am sick. I drank unboiled water.
5. The pupils are attempting an exercise. The pupils are quiet.
6. The child is hungry. The child did not have lunch.
7. I am happy. I was chosen to be the class monitress.
8. Lazarus is weak. Lazarus has been sick.
9. The boys are studying hard. They want to pass their exams.
10. Watoya played the whole day. Watoya is tired.

Date	Class	Subject	No. of pupils	Time

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB – TOPIC: HOW I FEEL

CONTENT: PASSAGES

ASPECT: COMPREHENSION

Spelling bee

1. crooked
2. straight
3. tight
4. loose
5. late
6. early
7. dry
8. wet
9. fat
10. thin

The different twins

Babirye and Nakato are twin sisters. They live together and go to the same school. The two girls are different. Babirye is lazy and doesn't like doing any work. She only likes playing most of the time.

Cont. Pg 28 Mk bk 4

Questions

1. What is the title of the story?
2. What kind of girl is Babirye?
3. What does Babirye like to do most of the time?
4. What does Nakato like to do in her free time?
5. How does Nakato go to school?
6. Write down two things Babirye does not like to do.
7. Mention two things you don't like to do.
8. Who likes doing her class work?
9. Who is the lazy girl mentioned in the passage?
10. Write a suitable title to the above passage

Free composition

Write a letter to your mother telling her that the food you served is not actually enough. Request her to send you at least some sugar, biscuits and bread. Tell her that this will enable you to read books well and pass the examinations

GRAMMAR

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: VERBS AND THEIR TENSE

SUB – TOPIC: VERBS

Spelling bee

Nouns Young ones

- | | |
|----------|----------|
| 1. cat | kitten |
| 2. cow | calf |
| 3. sheep | lamb |
| 4. dog | puppy |
| 5. duck | duckling |
| 6. goose | gosling |
| 7. pig | piglet |
| 8. goat | kid |
| 9. bird | nestling |
| 10. lion | cub |
| 11. owl | owlet |

A verb is a doing word. It tells you what a noun is doing, does, did, has done or will do.

Therefore verbs are action words.

Types of verbs

- a) Regular verbs
- b) Irregular verbs

Regular verbs

These are verbs which have their past and perfect tense formed by adding “-d” , “-ed” or “-t” to the verb.

Examples

Verb	Continuous tense	Past tense	Perfect tense (has, have, had)
move	moving	moved	moved
arrive	arriving	arrived	arrived
change	changing	changed	changed
dance	dancing	danced	danced
like	liking	liked	liked
use	using	used	used
escape	escaping	escaped	escaped
care	caring	cared	cared
live	living	lived	lived
behave	behaving	behaved	behaved
walk	walking	walked	walked
talk	talking	talked	talked
look	looking	looked	looked
open	opening	opened	opened
allow	allowing	allowed	allowed
cook	cooking	cooked	cooked
pick	picking	picked	picked
dye	dyeing	dyed	dyed
die	dying	died	died
tie	tying	tied	tied
lie	lying	lied (lay)	lied(lain)
brush	brushing	_____	_____
fetch	fetching	_____	_____
ask	asking	_____	_____
open	opening	_____	_____
push	pushing	_____	_____
wash	washing	_____	_____
end	ending	_____	_____
fail	failing	_____	_____
answer	answering	_____	_____
play	playing	_____	_____
delay	delaying	delaying	delayed
hang	hanging	hanged	hanged e.t.c

Activity

Use the words given in the brackets to complete the sentences

1. The president has _____ (arrive)
2. She is _____ (dance)
3. The woman is _____ her hair (fetch)
4. Daddy _____ for us. (care)
5. He has _____ the dress. (change)
6. I am _____ water (fetch)
7. He _____ of malaria (die)
8. We _____ the door. (open)
9. He _____ to his mother. (lie)
10. The boys are _____ coffee. (pick)

Spelling bee

Nouns

Sound

- | | |
|-------------|----------|
| 1. monkey | chatters |
| 2. hyena | laughs |
| 3. cow | moos |
| 4. elephant | trumpets |
| 5. pig | grunts |
| 6. sheep | bleats |
| 7. cat | mews |
| 8. snake | hisses |
| 9. lion | roars |
| 10. owl | hoots |
| 11. bull | bellows |
| 12. apes | gibbers |
| 13. rabbits | squeals |
| 14. deer | bells |

Verbs that end with a consonant preceded by a vowel, we double the last consonant

Verb	Continuous tense	Past tense	Perfect tense (has, have, had)
<i>stop</i>	<i>stopping</i>	<i>stopped</i>	<i>stopped</i>
<i>mop</i>	<i>mopping</i>	<i>mopped</i>	<i>mopped</i>
<i>clap</i>	<i>clapping</i>	<i>clapped</i>	<i>clapped</i>
<i>admit</i>	<i>admitting</i>	<i>admitted</i>	<i>admitted</i>
<i>tap</i>	<i>tapping</i>	<i>tapped</i>	<i>tapped</i>
<i>slap</i>	<i>slapping</i>	<i>slapped</i>	<i>slapped</i>
<i>prefer</i>	<i>preferring</i>	<i>preferred</i>	<i>preferred</i>
<i>refer</i>	<i>referring</i>	<i>referred</i>	<i>referred</i>
<i>hop</i>	<i>hopping</i>	<i>hopped</i>	<i>hopped</i>
<i>wet</i>	<i>Wetting</i>	<i>wetted (wet)</i>	<i>Wetted (wet)</i>
<i>map</i>	<i>mapping</i>	<i>mapped</i>	<i>mapped</i>
<i>drum</i>	<i>drumming</i>	<i>drummed</i>	<i>drummed</i>
<i>trim</i>	<i>trimming</i>	<i>trimmed</i>	<i>trimmed</i>
<i>drop</i>	<i>dropping</i>	<i>dropped</i>	<i>dropped</i>
<i>drag</i>	<i>dragging</i>	<i>dragged</i>	<i>dragged</i>
<i>drip</i>	<i>dripping</i>	<i>dripped</i>	<i>dripped</i>
<i>fit</i>	<i>fitting</i>	<i>fitted (fi)</i>	<i>fitted (fi)</i>
<i>spot</i>	<i>spotting</i>	<i>spotted</i>	<i>spotted</i>
<i>trap</i>	<i>trapping</i>	<i>trapped</i>	<i>trapped</i>
<i>slot</i>	<i>slotting</i>	<i>slotted</i>	<i>slotted</i>
<i>flop</i>	<i>flopping</i>	<i>flopped</i>	<i>flopped</i>
<i>trip</i>	<i>tripping</i>	<i>tripped</i>	<i>tripped</i>
<i>slop</i>	<i>slopping</i>	<i>slopped</i>	<i>slopped</i>
<i>thin</i>	<i>thinning</i>	<i>thinned</i>	<i>thinned</i>
<i>skip</i>	<i>skipping</i>	<i>skipped</i>	<i>skipped</i>
<i>wed</i>	<i>wedding</i>	<i>wedded</i>	<i>wedded</i>
<i>label</i>	<i>labelling</i>	<i>labelled</i>	<i>labelled</i>
<i>rig</i>	<i>rigging</i>	<i>rigged</i>	<i>rigged</i>
<i>step</i>	<i>stepping</i>	<i>stepped</i>	<i>stepped</i>

Exercise

Use the words below to make correct sentences

1. hanged
2. mopped
3. dyed
4. died
5. walked
6. tied
7. lied
8. lay
9. failed
10. cooked

Topic : Verbs and their teaches

Sub topic : Regular verbs

Spelling bee

Nouns	Meat
1. sheep	mutton
2. cow	beef
3. pig	pork
4. calf	veal
5. heifer	veal
6. bullock	veal
7. lamb	lamb
8. hen	chicken
9. rabbit	rabbit
10. turkey	turkey

Verbs that end with “y” preceded by a consonant, change “y” to “I” and ed is added

Verb	Continuous tense	Past tense	Perfect tense (has, have, had)
<i>cry</i>	<i>crying</i>	<i>cried</i>	<i>cried</i>
<i>marry</i>	<i>marrying</i>	<i>married</i>	<i>married</i>
<i>carry</i>	<i>carrying</i>	<i>carried</i>	<i>carried</i>
<i>hurry</i>	<i>hurrying</i>	<i>hurried</i>	<i>hurried</i>
<i>copy</i>	<i>copying</i>	<i>copied</i>	<i>copied</i>
<i>study</i>	<i>studying</i>	<i>studied</i>	<i>studied</i>
<i>spy</i>	<i>spying</i>	<i>spied</i>	<i>spied</i>
<i>fry</i>	<i>frying</i>	<i>fried</i>	<i>fried</i>

<i>bury</i>	<i>burying</i>	<i>buried</i>	<i>buried</i>
<i>dry</i>	<i>drying</i>	<i>dried</i>	<i>dried</i>
<i>apply</i>	<i>applying</i>	<i>applied</i>	<i>applied</i>
<i>dirty</i>	<i>dirtying</i>	<i>dirtied</i>	<i>dirtied</i>
<i>deny</i>	<i>denying</i>	<i>denied</i>	<i>denied</i>
<i>rely</i>	<i>relying</i>	<i>relied</i>	<i>relied</i>
<i>reply</i>	<i>replying</i>	<i>replied</i>	<i>replied</i>
<i>multiply</i>	<i>multiplying</i>	<i>multiplied</i>	<i>multiplied</i>
<i>beautify</i>	<i>beatifying</i>	<i>beatified</i>	<i>beatified</i>
<i>prophesy</i>	<i>prophesying</i>	<i>prophesied</i>	<i>prophesied</i>
<i>comply</i>	<i>complying</i>	<i>complied</i>	<i>complied</i>
<i>supply</i>	<i>supplying</i>	<i>supplied</i>	<i>supplied</i>
<i>shy</i>	<i>shying</i>	<i>shied</i>	<i>shied</i>
<i>identify</i>	<i>identifying</i>	<i>identified</i>	<i>identified</i>
<i>photocopy</i>	<i>photocopying</i>	<i>photocopied</i>	<i>photocopied</i>
<i>occupy</i>	<i>occupying</i>	<i>occupied</i>	<i>occupied</i>
<i>try</i>		<i>tried</i>	<i>tried</i>
<i>defy</i>		<i>defied</i>	<i>defied</i>

Regular verbs that add letter “t”

learn	learnt	learnt
spoil	spoilt	spoilt
mean	meant	meant
dream	dreamt	dreamt
burn	burnt	burnt
leap	leapt	leapt
deal	dealt	dealt
lean	leant (leaned)	leant (leaned)

Exercise

Use the verbs in brackets correctly

1. He ___ his best to do that work. (try)
2. The baby is ___ for milk. (cry)
3. The porter ___ a wheelbarrow yesterday. (push)
4. Joseph and Mary ___ at Rubaga Primary School. (study)
5. The children are ___ for the head teacher. (clap)
6. I am ___ my food for lunch. (cook)

7. Mutesi __her shoes yesterday. (brush)
8. The gatekeeper has __the gate for the guest. (open)
9. The farmer had __good banana plants. (plant)
10. He __that Jesus rose again on the Easter day. (believe)
11. The children have _____ the T.V.
12. The thief was properly _____ with by the police (deal)

Date	Class	Subject	No. of pupils	Time
		Grammar		9:20 – 10:00

TOPIC: VERBS

SUB – TOPIC: IRREGULAR VERBS

Spelling bee

Nouns

1. dog
2. pig
3. bird
4. lion
5. horse
6. rabbit
7. cow
8. pigeon
9. termite

Home

- kennel
- sty
- nest
- den
- stable
- hutch
- kraal / byre/ cowshed
- cage
- anthill

Irregular Verbs

These are verbs whose past and perfect tense have no uniform order.

Categories of irregular verbs

1. *Irregular verbs that change vowel “i” to “a” for past tense and “u” for past participle respectively.*

Examples

(has/ have/ had)

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
<i>swim</i>	<i>swam</i>	<i>swum</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>springs</i>	<i>sprang</i>	<i>sprung</i>

<i>shrink</i>	<i>shrank</i>	<i>shrunk</i>
<i>sink</i>	<i>sank</i>	<i>sunk</i>
<i>begin</i>	<i>began</i>	<i>begun</i>
<i>stink</i>	<i>stank</i>	<i>stunk</i>

2. Irregular verbs that change vowel “i” to “u” to form past tense and past participle

<i>Present</i>	<i>Past</i>	<i>Past participle (has/ have/had)</i>
<i>dig</i>	<i>dug</i>	<i>dug</i>
<i>sting</i>	<i>stung</i>	<i>stung</i>
<i>wring</i>	<i>wrung</i>	<i>wrung</i>
<i>stick</i>	<i>stuck</i>	<i>stuck</i>
<i>cling</i>	<i>clung</i>	<i>clung</i>
<i>sling</i>	<i>slung</i>	<i>slung</i>
<i>swing</i>	<i>swung</i>	<i>swung</i>
<i>string</i>	<i>strung</i>	<i>strung</i>
<i>fling</i>	<i>flung</i>	<i>flung</i>

Exception

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
<i>strike</i>	<i>struck</i>	<i>struck</i>
<i>spin</i>	<i>spun</i>	<i>spun</i>

Spelling bee

Singular	Plural
1. tooth	teeth
2. goose	geese
3. foot	feet
4. mouse	mice
5. louse	lice
6. mousetrap	mousetraps
7. oasis	cases
8. radius	radii
9. policeman	policemen
10. syllabus	syllabi

Irregular verbs that simply change completely

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
<i>think</i>	<i>thought</i>	<i>thought</i>
<i>seek</i>	<i>sought</i>	<i>sought</i>
<i>hung</i>	<i>hung</i>	<i>hung</i>
<i>hang</i>	<i>hanged</i>	<i>hanged</i>
<i>lay</i>	<i>laid</i>	<i>laid</i>
<i>flow</i>	<i>flowed</i>	<i>flowed</i>
<i>lie</i>	<i>lied</i>	<i>lied</i>
<i>lie</i>	<i>lay</i>	<i>lay</i>
<i>bleed</i>	<i>bled</i>	<i>bled</i>
<i>feed</i>	<i>fed</i>	<i>fed</i>
<i>win</i>	<i>won</i>	<i>won</i>
<i>shine</i>	<i>shone</i>	<i>shone</i>
<i>breed</i>	<i>bred</i>	<i>bred</i>
<i>speed</i>	<i>sped</i>	<i>sped</i>
<i>forget</i>	<i>forgot</i>	<i>forgot</i>
<i>get</i>	<i>got</i>	<i>got</i>
<i>hear</i>	<i>heard</i>	<i>heard</i>
<i>hold</i>	<i>held</i>	<i>held</i>
<i>shoot</i>	<i>shot</i>	<i>shot</i>
<i>find</i>	<i>fought</i>	<i>fought</i>
<i>bind</i>	<i>bound</i>	<i>bound</i>
<i>grind</i>	<i>ground</i>	<i>ground</i>
<i>fight</i>	<i>fought</i>	<i>fought</i>
<i>buy</i>	<i>bought</i>	<i>bought</i>
<i>grind</i>	<i>ground</i>	<i>ground</i>
<i>find</i>	<i>found</i>	<i>found</i>
<i>buy</i>	<i>bought</i>	<i>bought</i>
<i>seek</i>	<i>sought</i>	<i>sought</i>
<i>think</i>	<i>thought</i>	<i>thought</i>
<i>catch</i>	<i>caught</i>	<i>caught</i>
<i>teach</i>	<i>taught</i>	<i>taught</i>

<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>breast feed</i>	<i>breastfed</i>	<i>breastfed</i>
<i>leave</i>	<i>left</i>	<i>left</i>
<i>light</i>	<i>lit</i>	<i>lit</i>
<i>make</i>	<i>made</i>	<i>made</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>lead</i>	<i>led</i>	<i>led</i>
<i>slide</i>	<i>slid</i>	<i>slid</i>
<i>stood</i>	<i>stood</i>	<i>stood</i>
<i>understand</i>	<i>understood</i>	<i>understood</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>
<i>say</i>	<i>said</i>	<i>said</i>
<i>pay</i>	<i>paid</i>	<i>paid</i>

Spelling bee

Singular	Plural
1. radio	radios
2. piano	pianos
3. disco	discos
4. studio	studios
5. dynamo	dynamos
6. video	videos
7. photo	photos
8. igloo	igloos
9. baboo	baboos
10. roof	roofs

Irregular verbs that simply change completely

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
<i>has</i>	<i>had</i>	<i>had</i>
<i>have</i>	<i>had</i>	<i>had</i>
<i>tear</i>	<i>tore</i>	<i>torn</i>
<i>bear</i>	<i>born</i>	<i>born</i>
<i>beat</i>	<i>beat</i>	<i>beaten</i>
<i>know</i>	<i>knew</i>	<i>known</i>
<i>blow</i>	<i>blew</i>	<i>blown</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>see</i>	<i>saw</i>	<i>seen</i>

<i>shake</i>	<i>shook</i>	<i>shaken</i>
<i>lie</i>	<i>lay</i>	<i>lain</i>
<i>throw</i>	<i>threw</i>	<i>thrown</i>
<i>forbid</i>	<i>forbade</i>	<i>forbidden</i>
<i>freeze</i>	<i>froze</i>	<i>frozen</i>
<i>become</i>	<i>became</i>	<i>become</i>
<i>rise</i>	<i>rose</i>	<i>risen</i>
<i>fly</i>	<i>flew</i>	<i>flown</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>
<i>shake</i>	<i>shook</i>	<i>shaken</i>
<i>choose</i>	<i>chose</i>	<i>chosen</i>
<i>wake</i>	<i>woke</i>	<i>woken</i>
<i>arise</i>	<i>arose</i>	<i>arisen</i>
<i>hide</i>	<i>hid</i>	<i>hidden</i>
<i>write</i>	<i>wrote</i>	<i>written</i>
<i>swell</i>	<i>swelled</i>	<i>swollen / swelled</i>
<i>ride</i>	<i>rode</i>	<i>ridden</i>
<i>sow</i>	<i>sowed</i>	<i>sown</i>
<i>show</i>	<i>showed</i>	<i>shown</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>
<i>strive</i>	<i>strve</i>	<i>striven</i>
<i>be</i>	<i>was/were</i>	<i>been</i>
<i>is</i>	<i>was</i>	<i>been</i>
<i>am</i>	<i>was</i>	<i>been</i>
<i>are</i>	<i>were</i>	<i>been</i>
<i>begin</i>	<i>began</i>	<i>begun</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>sew</i>	<i>sewed</i>	<i>sewn</i>
<i>know</i>	<i>knew</i>	<i>known</i>
<i>draw</i>	<i>drew</i>	<i>drawn</i>
<i>grow</i>	<i>grew</i>	<i>grown</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>break</i>	<i>broke</i>	<i>broken</i>
<i>come</i>	<i>came</i>	<i>come</i>

<i>run</i>	<i>ran</i>	<i>run</i>
<i>awake</i>	<i>awoke</i>	<i>awoken</i>

Activity

Use the correct form for the word given in the brackets

1. He _____ a very nice picture. (draw)
2. He has _____ my school fees.(pay)
3. The girl has _____ the desk (break)
4. Tom _____ the thief (see)
5. The mad woman _____ a stone at me. (throw)
6. He _____ me yesterday (beat)
7. Our teacher told us to _____ the compound(sweep)
8. The old woman _____ bitterly when she lost her son.(weep)
9. The bad boy _____ under the table (hide)
10. He _____ on the bed and rested.(lie)

Use the correct form of the words given in the brackets to complete these sentences

1. He _____ the baby's milk. (drink)
2. Our hen has _____ eggs. (lay)
3. The thieves were _____ dead by the police. (shoot)
4. Her mother _____ hands with the president (shake)
5. Tom _____ the baby yesterday.(feed)
6. Jesca has _____ my uniform. |(tear)
7. He _____ a nice song last week(sing)
8. He _____ his clothes on the line (hang)
9. We have _____ the exams (begin)
10. Teddy _____ me yesterday.(beat)

Activity

Re-write the following sentences changing the verb to past participle

1. Diana wrote a letter
2. He spoke wrong English
3. We began exams yesterday

4. I am eating food
5. He chose a nice dress
6. Tom knew the answer
7. The children fought in class
8. The thief was hanged
9. John saw the thief
10. Our hen laid many eggs.

Spelling bee

<u>Singular</u>	<u>Plural</u>
1. leaf	leaves
2. knife	knives
3. shelf	shelves
4. thief	thieves
5. calf	calves
6. key	keys
7. donkey	donkeys
8. chimney	chimneys
9. chef	chefs
10. turkey	turkeys

3. *Irregular verbs with double vowels “ee” drop one “e” and we add “t” after the last consonant to form their past and past participle tenses*

<i>Present</i>	<i>Past</i>	<i>Past participle</i>
<i>sleep</i>	<i>slept</i>	<i>slept</i>
<i>keep</i>	<i>kept</i>	<i>kept</i>
<i>sweep</i>	<i>swept</i>	<i>swept</i>
<i>weep</i>	<i>wept</i>	<i>wept</i>
<i>kneel</i>	<i>knelt</i>	<i>knelt</i>
<i>creep</i>	<i>crept</i>	<i>crept</i>
<i>feel</i>	<i>felt</i>	<i>felt</i>

Remove the last letter and add “t”

<i>bend</i>	<i>bent</i>	<i>bent</i>
<i>lend</i>	<i>lent</i>	<i>lent</i>
<i>send</i>	<i>sent</i>	<i>sent</i>

<i>spell</i>	<i>spelt</i>	<i>spelt</i>
<i>spend</i>	<i>spent</i>	<i>spent</i>
<i>build</i>	<i>built</i>	<i>built</i>
<i>smell</i>	<i>smelt</i>	<i>smelt</i>
<i>spill</i>	<i>spilt</i>	<i>spilt</i>
<i>dwelt</i>	<i>dwelt</i>	<i>dwelt</i>

Verbs that don't change at all

<i>put</i>	<i>put</i>	<i>put</i>
<i>cut</i>	<i>cut</i>	<i>cut</i>
<i>read</i>	<i>read</i>	<i>read</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>
<i>burst</i>	<i>burst</i>	<i>burst</i>
<i>broadcast</i>	<i>broadcast</i>	<i>broadcast</i>
<i>cast</i>	<i>cast</i>	<i>cast</i>
<i>telecast</i>	<i>telecast</i>	<i>telecast</i>
<i>cost</i>	<i>cost</i>	<i>cost</i>
<i>hurt</i>	<i>hurt</i>	<i>hurt</i>
<i>bet</i>	<i>bet</i>	<i>bet</i>
<i>slit</i>	<i>slit</i>	<i>slit</i>
<i>shut</i>	<i>shut</i>	<i>shut</i>
<i>let</i>	<i>let</i>	<i>let</i>
<i>split</i>	<i>split</i>	<i>split</i>
<i>set</i>	<i>set</i>	<i>set</i>
<i>wet</i>	<i>wet</i>	<i>wet</i>

Some irregular verbs form their past and past participle adding “t”

Examples

dream	dreamt	dreamt
deal	dealt	dealt
learn	learnt	learnt
mean	meant	meant
I	learnt	leant

Exercise 2

Give the opposites of the following

1. give _____
2. open _____
3. buy _____
4. start _____
5. begin _____
6. come _____
7. laugh _____
8. agree _____
9. rise _____
10. win _____
11. increase _____
12. like _____
13. love _____
14. admit _____
15. accept _____
16. lead _____
17. cleaned _____
18. punish _____
19. borrow _____
20. send _____
21. arrive _____
22. teach _____
23. walk _____
24. stand _____
25. sink _____
26. awake _____
27. dry _____
28. pass _____
29. praise _____
30. tie _____

Formation of verbs

words	verbs
strong	strengthen
wide	widen
long	lengthen
beauty	beautify
broad	broaden
sweet	sweeten
tough	toughen

Exercise

Use the verbs in the brackets correctly.

1. The driver __ the van in a high speed. (drive)
2. The class monitor has __ books to the teacher. (take)
3. They are __ in the river. (swim)
4. He __ his shirt last Saturday. (tear)
5. The teacher __ those who did not complete the work. (beat)
6. The bird has __ into its nest. (fly)
7. Mulefu is __ down the big tree. (cut)
8. I nearly __ myself with a hammer. (hit)

Date	Class	Subject	No. of pupils	Time
		ENGLISH		9:20 – 10:30

TOPIC: TENSES

SUB – TOPIC: PRESENT SIMPLE TENSE

Spelling bee

<u>Singular</u>	<u>Plural</u>
1. watch	watches
2. fly	flies
3. donkey	donkeys
4. potato	potatoes
5. buffalo	buffaloes
6. tomato	tomatoes
7. hero	heroes
8. echo	echoes
9. volcano	volcanoes

10. cargo cargoes

A tense is the changing of a verb according to time of action. We have three types of tenses namely:-

- i) Present tense
- ii) Past tense
- iii) Future tense

PRESENT TENSE

Present simple tense

This tense is used when referring to actions which happen everyday, weekly, monthly, yearly etc.

The verbs used depend on the nouns or pronouns used in the sentences as a subject.

He }
She } "s" "es" "ies" is added to the verb
It } e.g.

1. Tony goes to school daily.
2. Mustafah cries every morning
3. The dog barks every night.

We }
You } verbs don't take "s" "es" "ies"
I }
They } e.g.

1. The boys play football every evening.
2. I wash my uniform daily.
3. Mukose and I mop this house every morning.

Examples

Verbs adding "s"

Verbs	Present simple
buy	buys
bring	brings
walk	walks

cook	cooks
eat	eats
drink	drinks
talk	talks
take	takes
pay	pays

Verbs adding “es)

Verbs	Present simple
go	goes
do	does
fetch	fetches
watch	watches
catch	washes
wash	brushes
brush	matches
match	

Vebs dropping “y” and adding “ies”

Verbs	Present simple
carry	carries
cry	cries
dry	dries
fly	flies
spy	spies
supply	supplies
comply	complies
marry	marries
bury	buries

Exercise

Use the verbs in the brackets correctly.

1. The baby ___ everyday. (cry)
2. I ___ my homework from home every day. (do)
3. He ___ a school bag every day. (carry)
4. My mother ___ water from the well daily. (fetch)
5. She ___ her shoes every morning. (brush)
6. Joyce ___ on the bed every day. (lie)
7. They ___ for the head teacher every day. (clap)
8. The class monitor ___ to the staffroom every time. (go)
9. The children ___ their books in the desk every day. (keep)
10. Our teacher ___ English well every day. (speak)
11. I ___ lessons every Mondays. (do)
12. The drivers ___ cars every day. (drive)

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
		Grammar		11:00 – 12:20

Change these sentences to negative and interrogative

Examples

1. *The fortress is strong*
 - a. *The fortress is not strong*
 - b. *Is the fortress strong?*
2. *Our teacher of English speaks English*

Our teacher of English does not speak English

Does our teacher of English speak English

Exercise

Change these sentences to negative and interrogative

1. *They clap hands every day*
2. *There is something on the table*
3. *There is some chalk in that drawer*
4. *The conductor collects fare every day*
5. *It shines every day*

Change these sentences to passive voice

Examples

1. *Birds eat insects every day*
Insects are eaten by birds every day
2. *Joy drinks water every day*
Water is drunk by Joy every evening

Exercise

1. *Peter plays foot ball every day*
2. *The doctor injects patients every day*
3. *The carpenter smoothes the furniture daily*
4. *Peter speaks English at school*
5. *Children kneel on the mat every Friday*

Date	Class	Subject	No. of pupils	Time
		Grammar		11:00 – 12:20

TOPIC:

TENSES

SUB – TOPIC:

PRESENT CONTINUOUS TENSE

Spelling bee

1. cutting
2. digging
3. sitting
4. putting
5. slapping
6. clapping
7. lying
8. dirtying
9. keeping
10. crying

This tense is used to show actions which are taking place now and even those that are to take place in future.

- a) Singular nouns and pronouns use “is” as the helping verb (She, He, It) use “is” + the main verb ending in “-ing”

Examples

1. The boy **is sitting** on the chair.
2. The cow **is eating** grass.
3. The baby **is crying** for milk.
4. Jane **is cooking** food.
5. The cat is **lying** under the table.

- b) Plural nouns and pronouns use “are” as the helping verb.
(We, They, You) use “are” + the main verb ending in “-ing”

Examples

1. The girls **are skipping** with a nice rope.
 2. Betty and I **are mopping** the house.
 3. You **are shouting** for the baby.
- c) Pronoun “I” uses “am” + the main verb ending in “-ing”

Example: I am going to school

I am weaving a basket now.

Exercise

Use the verb in the brackets correctly

1. She is ___ the work now. (begin)
2. The boys are ___ in the river. (swim)
3. My sister is ___ the cup on the table now. (put)
4. The casualty is ___ terribly. (bleed)
5. All the parents are ___ school fees in the bank now. (pay)
6. I am ___ my crops. (weed)
7. The teacher is ___ the stubborn boys. (punish)
8. The passengers are ___ for Entebbe air port now. (leave)
9. I am ___ him coming out of his office now. (see)
10. The P.4 class is ___ a basket. (weave)

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
		Grammar		11:00 – 12:20

Spelling bee

1. *maintenance*
2. *explanation*
3. *repetition*
4. *pronunciation*
5. *admission*
6. *submission*
7. *permission*
8. *advertisement*
9. *attendance*
10. *abstinence*

Negative (interrogative)

Change these sentences in negative and interrogative

Examples

1. ***The teacher is teaching English***
 - a. ***The teacher is not teaching English (Neg)***
 - b. ***Is the teacher teaching English? (Interrogative)***
2. ***The driver is repairing his lorry***
 - a. ***The driver is not repairing his lorry. (Neg)***
 - b. ***Is the driver repairing his lorry? (Interrogative)***

Exercise

1. ***He is planting coffee bushes near his house***
2. ***The passengers are travelling to Entebbe***
3. ***The cobbler is mending my shoes***
4. ***The tinker is repairing the broken pots***
5. ***Jane is thinking about the answers.***

Active, passive and question tag

Examples

1. ***The conductor is collecting the fare***

- a. *The fare is being collected by the conductor,(passive)*
- b. *The conductor is collecting the fare, isn't he?*
2. *The mourners are carrying the coffin*
 - a. *The coffin is being carried by the mourners.*
 - b. *The mourners are carrying the coffin , aren't they?*

Exercise

1. *The school bursar is writing a receipt*
2. *The head boy is wringing the shirt*
3. *The house maid is weaving the mat.*
4. *The carpenter is smoothing the furniture*
5. *The spectators are blowing the horns*
6. *The mechanic is repairing the vehicle*
7. *The conductor is riding a bicycle*

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: TENSES

SUB – TOPIC: PRESENT PERFECT TENSE

Spelling bee

- | | |
|--------------------|----------------------|
| 1. not guilty | innocent |
| 2. not hardworking | lazy |
| 3. not weak | strong |
| 4. not strong | weak |
| 5. not tidy | untidy |
| 6. not ugly | handsome / beautiful |
| 7. not straight | crooked |
| 8. not crooked | straight |
| 9. not polite | impolite |
| 10. not impolite | polite |
| 11. not hot | cold |
| 12. not cold | hot |
| 13. not heavy | light |
| 14. not light | heavy |

This tense deals with actions or events which have just taken place. The helping verbs used here are “has” and “have”

She }
 He } use “has + a verb in the perfect tense”
 It } e.g.

1. The baby has eaten an apple
2. The car has knocked a girl.
3. Tom has drunk the juice already.
4. He has begun the work
5. She has written the work.

You
 They
 I
 We

} use "have" + a verb in the perfect tense
 } e.g.

1. The girls have fetched enough water
2. Micheal and I have eaten all the food.
3. I have gone to the market.
4. They have repaired the car.
5. We have seen the mechanic

Exercise

Use the verb in the brackets correctly

1. She has __ some seeds in the garden already. (sow)
2. We have __ the teacher just now. (see)
3. Mr. Wakori has __ the snake now. (beat)
4. She has __ herself already. (hang)
5. He has __ his shirt. (tear)
6. I have __ over the fence. (jump)
7. The animals have __ the thunder. (hear)
8. The head teacher has __ the stubborn boys. (punish)
9. The cows have __ all the potato vines. (eat)
10. The cat has __ mummy's glass. (break)

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
		Grammar		11:00 – 12:20

Negative interrogative

Spelling bee

1. *kindness*
2. *laziness*
3. *happiness*
4. *cleanliness*
5. *shabbiness*
6. *weakness*
7. *politeness*
8. *business*
9. *smartness*
10. *heaviness*

Examples

1. *We have seen a snake*
 - a. *We have not seen a snake*
 - b. *Have we seen any snake?*
2. *Mr. Wambwa has rung the bell*
 - a. *Mr. Wambwa has not rung the bell*
 - b. *Has Mr. Wambwa rung the bell?*
3. *The choir has sung a nice song*
A nice song has been sung by the choir
The choir has sung a nice song, hasn't it?

Exercise

1. *They have stolen some computers*
2. *The bees have stung the thieves*
3. *The head teacher has expelled the stubborn boys*
4. *I have knelt on the mat*
5. *The farmer has sown some seeds*

Active and passive voice and question tag

Examples

1. *The cat has drunk the milk.*
 - a. *The milk has been drunk by the cat (passive)*
 - b. *The cat has drunk the milk, hasn't he?*
2. *The mad man has torn the shirt already.*

- a. *The shirt has been torn by the mad man already*
- b. *The mad man has torn the shirt already, hasn't he?*

Exercise

1. *The librarian has bound the book*
2. *The barber has dyed the hair*
3. *Mr. Jagwe has hung the shirt*
4. *The doctor has shaken the medicine well*
5. *The dentist has worn a nice shirt*

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: TENSES

SUB – TOPIC: PAST TENSE

Spelling bee

1. richness
2. quietness
3. sickness
4. illness
5. bigness
6. presence
7. absence
8. distance
9. silence
10. patience

PAST TENSE

Past simple tense

This tense is used when talking about an action which is not related to the present.

We usually use it when telling stories.

No helping verb is used.

A helping verb is include is, was, has, had, etc.

Examples

1. The baby cried for milk.

2. I saw Mary picking your doll.
3. They took the food to the patient.
4. Sarah hung her dress on the line last night.
5. He sang a nice song
6. Tom bought new spanners
7. He drank my water

Exercise

Use the verbs in the brackets to complete the sentences correctly using past tense.

1. He ___ his shirt last Saturday. (tear)
2. The girls ___ along the high street. (walk)
3. This coat ___ ten thousand shillings. (cost)
4. The men ___ good English yesterday. (speak)
5. The whole class ___ up to greet the visitor. (stand)
6. The teacher ___ those who didn't complete the homework. (beat)
7. The boys ___ the mango tree yesterday. (climb)
8. I ___ in class because I was sick. (sleep)
9. Jonathan and I ___ cards yesterday evening. (play)
10. They ___ red colours only. (choose)

<i>Date</i>	<i>Class</i>	<i>Subject</i>	<i>No. of pupils</i>	<i>Time</i>
		Grammar		11:00 – 12:20

Negative / interrogative

Spelling bee

1. *election*
2. *electorates*
3. *pronunciation*
4. *choice*
5. *departure*
6. *arrival*
7. *mixture*
8. *warmth*
9. *width*

10. enmity

Examples

- 1. The bird flew over our house yesterday*
 - a. The bird did not fly over our house yesterday (neg)*
 - b. Did the bird fly over our house yesterday? (intro)*
- 2. The cat hid under the cupboard yesterday*
 - a. The cat did not hide under the cupboard yesterday*
 - b. Did the cat hide under the cupboard yesterday?*

Exercise

- 1. Our class teacher stuck the picture in our books*
- 2. The prostitute threw the baby in the latrine yesterday*
- 3. The baby broke the class yesterday*
- 4. We drank some sodas yesterday*
- 5. Mr. Ssekamwa swam in the well last week*
- 6. It was a long way from Kampala to Jinja*

Passive and active voice / question tags

Examples

- 1. The farmers sowed the seeds last week*
 - a. The seeds were sown by the farmers last week (passive)*
 - b. The farmers sowed the seeds last week, didn't they?*
- 2. The timekeeper rang the bell*
 - a. The bell was rung by the time keeper*
 - b. The time keeper rung the bell, didn't he?*

Exercise

- 1. The baker read the recipe yesterday*
- 2. The librarian bound our books last term.*

3. *Musomesadrew a nice picture last week.*
4. *Our head girl whistled last night.*
5. *Jame rode the bicycle yesterday.*

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: TENSES

SUB – TOPIC: PAST CONTINUOUS TENSE

Spelling bee

1. potter
2. pottery
3. speech
4. failure
5. success
6. arrival
7. swimming
8. lying
9. dying
10. dyeing

Past Continuous tense

This tense is used when talking about an action which was going on in the past.

(I, She, He, It) use “**was**”

Examples

1. I was **going** to town yesterday.
2. Alice was **mopping** the house at that time.
3. Ojok was **clapping** for the visitor.
4. As Kato was **washing** (was) the plates, her brother was **dirtying** them. (dirty)

Exercise

Use the verbs in the brackets to complete the sentences correctly.

1. We were ___ for the visitor yesterday. (dance)
2. The baby was ___ by the time its mother came back. (cry)
3. Caesar was ___ a bicycle when I met him. (ride)

4. Peter and Paul were ___ cards the whole day. (play)
5. The pupils were ___ their examinations. (do)
6. The girls were ___ the veranda yesterday. (mop)
7. The children were ___ the compound yesterday. (slash)
8. Pauline was ___ a basket. (weave)
9. The casualty was ___ seriously. (bleed)
10. The bees were ___ the workers. (sting)

Past continuous tense with while, when and as

Examples

1. I was going to school. I met my mother
 While I was going to school, I met my mother
 When I was going to school, I met my mother
 As I was going to school, I met my mother
2. I met my mother while I was going to school
 I met my mother when I was going to school
 I met my mother as I was going to school

Activity

Re-write the following sentences using:.....while, as and when

1. Jane was reading. Betty was writing.
2. Mummy was digging. Daddy was slashing.
3. Tom was cooking. Tinah was washing plates.
4. The teacher was teaching. The children were making noise.
5. I was cooking. She was ironing
6. Mary was washing. Daisy was playing

NB: When you begin with those words, a comma is needed after the first sentence.

When you use them in the middle, a comma is not needed.

Usinggoing toin the future simple tense

1. I shall go to school. I am going to go to school
2. Tom will eat matoke. Tom is going to eat matoke

3. They will pay fees in time. They are going to pay fees in time

Activity

Re-write using.....going to.....

1. We shall eat fish.
2. Our teacher will teach us.
3. Tom will plant crops
4. She will buy a book
5. He will get a new uniform
6. Nakato will beat me
7. You will get lost
8. Aidah will be promoted.

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: TENSES

SUB – TOPIC: FUTURE SIMPLE TENSE

Spelling bee

1. weaving
2. deceiving
3. shaking
4. dyeing
5. dying
6. dirtying
7. believing
8. dancing
9. fetching
10. carrying

Future Simple Tense

This tense is used when thinking of or imagining an action or event that will happen at some future time.

He }
She } Use "will"
It } e.g. 1. He will meet Jona tomorrow.
They } 2. The girls will collect firewood in the evening.
You } 3. You will go to Nairobi next week.

We } Use "shall"
I } e.g. 1. I shall mop the house tomorrow morning.
2. We shall carry the bags to the markets

Exercise

Complete these sentences with the correct verb tense

1. Joan ___ us next Sunday. (visit)
2. I ___ do my homework after supper. (do)
3. The teacher ___ harder next term. (work)
4. The chairman and I ___ the village meeting. (attend)
5. The boy ___ the blackboard after the lesson. (clean)
6. We ___ the concert next Saturday. (enjoy)
7. The bus ___ at exactly 7:30 am (leave)
8. Mother ___ care of our uncle's wife. (take)

Date	Class	Subject	No. of pupils	Time
		Grammar		11:00 – 12:20

Spelling bee

1. dog
2. bitch
3. king
4. queen
5. prince
6. princess

7. waiter
8. waitress
9. conductor
10. conductress
11. nephew
12. niece
13. uncle
14. aunt

Negative / interrogative

Examples

1. *We shall grind the millet tomorrow*
 - a. *We shall not grind the milled tomorrow (negative)*
 - b. *Shall we grind the milk tomorrow (interrogative)*
2. *The candidates will pay school fees next week*
 - a. *The candidates will not pay school fees next week (negative)*
 - b. *Will the candidates pay school fees next week. (interrogative)*

Exercise

1. *It will shine brightly tomorrow*
2. *The judge will sentence him to life in prisonment*
3. *The baby will splint the milk in the evening*
4. *The journalist will envelop the letter*
5. *Nelson Mandela fought for people's right.*

Active and passive voice

Examples

1. *Aisha will forgive me*
 - a. *I will be forgiven by Aisha (passive)*
 - b. *Aisha will forgive me, won't she?*
2. *The tailor will sew my shirt*
 - a. *My shirt will be sown by the tailor*
 - b. *The tailor will sew my shirt, won't he?*

Exercise

1. *The cashier will receive the money*

2. *The florist will spray the flowers*
3. *The bee will sting the night dancers*
4. *The nipper will drink the milk*
5. *Our class teacher will mark our books*
6. *We shall repair the chimneys.*

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

SUB – TOPIC: ADJECTIVES

Spelling bee

1. myself
2. herself
3. himself
4. yourself
5. ourselves
6. oneself
7. themselves
8. mine
9. its
10. theirs

An adjective is a word that describes a noun. It tells us more about nouns

Read these sentences

A

- 1a. That is a flower
- 2a. I have a pen
- 3a. It is a tree.

B

- 1b. That is a nice flower
- 2b. I have a blue pen.
- 3b. It is a big tree.

Note:

The words ‘nice’, **blue** and **big** are describing a flower, pen and tree. Therefore we call them adjectives.

Underline the adjectives

1. Napoleon was a **strong** man.

2. The teacher gave us little work.
3. Our mother told us an interesting story.
4. He has a rectangular table
5. Tom is a very old man.
6. She is very humble

Exercise

Underline the adjectives

1. Alice was putting on a red dress.
2. That is a useful tin.
3. Mummy bought for me small books.
4. Education is a good thing.
5. My aunt takes much sugar.
6. Sinning is a bad thing.
7. Aisha is a beautiful girl.
8. I enjoy looking at bright colour.

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

SUB – TOPIC: COMPARISON OF ADJECTIVES

Spelling bee

1. furniture
2. fruits
3. carpenter
4. cobbler
5. barber
6. pilot
7. choir
8. congregation
9. audience
10. mechanic

Comparison of adjectives

The adjectives are comprised of three degrees. These are

1. Positive degree
2. Comparative degree
3. Superlative degree

Forms of adjectives

A: We have the adjectives we add – er or –est without any changes.

Examples

Positive	Comparative	Superlative
small	smaller	smallest
bright	brighter	brightest
tall	taller	tallest
short	shorter	shortest
long	longer	longest
smooth	smoother	smoothest
narrow	narrower	narrowest
thick	thicker	thickest
hard	harder	hardest
soft	softer	softest
quick	quicker	quickest
near	nearer	nearest
old	older	oldest
dear	dearer	dearest
clever	cleverer	cleverest
weak	weaker	weakest
strong	stronger	strongest
slow	slower	slowest
poor	poorer	poorest
deep	deeper	deepest
sweet	sweeter	sweetest
shallow	shallower	shallowest
rich	richer	richest
strict	stricter	strictest

black	blacker	blackest
neat	neater	neatest
bitter	bitterer	bittest
low	lower	lowest
quick	quicker	quickest
blunt	blunter	bluntest
sharp	sharper	sharpest
fast	faster	fastest
loud	louder	loudest
rough	rougher	roughest
tough	tougher	toughest
kind	kinder	kindest
calm	calmer	calmest
cheap	cheaper	cheapest
young	younger	youngest
new	newer	newest
clean	cleaner	cleanest
green	greener	greenest
high	higher	highest
light	lighter	lightest
dark	darker	darkest
dull	duller	dullest
stubborn	stubborner	stubbornest

Activity

Use the correct form of the word given in the brackets to complete the following sentences

1. He is the _____ boy in our class.(small)
2. Mary is _____ that Jane.(tall)
3. Her face is _____ than mine (smooth)
4. He is _____ than his sister.(clever)
5. He got the _____ marks in our class.(low)
6. This is the _____ lake in Uganda (deep)

7. This is the ____ surface I have even seen.(rough)
8. Our home is ____ to school than yours.(near)
9. He is the _____child in this school (old)
10. A pineapple is _____ than a mango (sweet)

B: If the adjective ends with “e” this letter is dropped when adding – er or – est

Examples

Positive	Comparative	Superlative
large	larger	largest
brave	braver	bravest
wide	wider	widest
wise	wiser	wisest
safe	safer	safest
rude	ruder	rudest
simple	simpler	simplest
white	whiter	whitest
idle	idler	idlest
humble	humbler	humblest
stale	staler	stalest
polite	politer	politest
nice	nicer	nicest
fine	finer	finest
safe	safer	safest
fierce	fiercer	fiercest
huge	huger	hugest
noble	nobler	noblest
loose	looser	loosest
course	courser	coursest
late	later	latest
ripe	riper	ripest
blue	bluer	bluest

Exercise

Complete the table correctly

Positive	Comparative	Superlative
kind	_____	kindest
_____	cheaper	cheapest
few	fewer	_____
deep	_____	deepest
_____	braver	bravest
cold	colder	_____
light	_____	lightest
_____	larger	largest

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

SUB – TOPIC: COMPARISON OF ADJECTIVES

Spelling bee

1. ugly
2. beautiful
3. dead
4. alive
5. easy
6. difficult
7. true
8. falls
9. rich
10. poor
11. proud

12. humble

C: When an adjective ends with “y”, this letter is changed to “i” before adding – er or – est.

Examples

Positive	Comparative	Superlative
heavy	heavier	heaviest
lazy	lazier	laziest
happy	happier	happiest
lucky	luckier	luckiest
noisy	noisier	noisiest
ugly	uglier	ugliest
easy	easier	easiest
pretty	prettier	prettiest
early	earlier	earliest
dirty	dirtier	dirtiest
dry	drier	driest
healthy	healthier	healthiest
tiny	tinier	tiniest
empty	emptier	emptiest
sunny	sunnier	sunniest
busy	busier	busiest
early	earlier	earliest
jolly	jollier	jolliest
hungry	hungrier	hungriest
funny	funnier	funniest
friendly	friendlier	friendliest
clumsy	clumsier	clumsiest
ready	readier	readiest
dusty	dustier	dustiest
muddy	muddier	muddiest
hilly	hillier	hilliest

tasty	tastier	tastiest
guilty	guiltier	guiltiest
naughty	naughtier	naughtiest
sketchy	sketchier	sketchiest
fishy	fishier	fishiest

Activity

Use the correct form of the word given in the brackets to complete these sentences

1. A monkey is the _____ animal I have ever seen (ugly)
2. She is _____ than I am (happy)
3. January is the _____ month of the year (hot)
4. Thin is _____ as tall is to tallest .(thin)
5. We have the _____ compound in the whole village (large)
6. He is the _____ woman (lazy)
7. Tom is _____ than a bee. (busy)
8. The _____ tree in our compound fell down. (big)

D: In some adjectives, the last letter is doubled before adding “-er” or “-est”

Examples

Positive	Comparative	Superlative
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest
wet	wetter	wettest
thin	thinner	thinnest
red	redder	reddest

Exercise

Complete the table correctly

Positive	Comparative	Superlative
_____	happier	happiest
rude	ruder	_____
dry	_____	driest
_____	safer	safest
heavy	heavier	_____

proud _____ sweet fat _____	_____ bigger sweeter _____ faster	proudest biggest _____ fattest fastest		
Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

SUB – TOPIC: FORM OF ADJECTIVES

Spelling bee

1. absent
2. present
3. smart
4. shabby
5. comfortable
6. uncomfortable
7. inside
8. outside
9. wide
10. narrow
11. shallow
12. deep
13. light
14. heavy
15. careful
16. careless

- a. Regular adjectives
- b. Irregular adjectives

Irregular adjectives

Some adjectives are irregular and it is these which cause trouble.

Examples

Positive	Comparative	Superlative
good (well)	better	best
bad (ill)	worse	worst

many	more	most
much	more	most
little	less	least
far	further (farther)	furthest (farthest)

Regular adjectives

These adjectives take more and most before them.

These are:

Examples

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
careful	more careful	most careful
comfortable	more comfortable	most comfortable
wonderful	more wonderful	most wonderful
famous	more famous	most famous
important	more important	most important
polite	more polite	most polite
active	more active	most active
useful	more useful	most useful
expensive	more expensive	_____
handsome	_____	_____
hardworking	_____	_____
courageous	_____	_____
interesting	_____	_____
difficult	_____	_____
poisonous	_____	_____
energetic	_____	_____
industrious	_____	_____
knowledgeable	_____	_____
grateful	_____	_____
talkative	_____	_____

Activity

Use the correct form of the word given in the brackets

1. I am the _____ girl in our class (thin)
2. My handwriting is _____ than yours .(good)
3. The cook gave me the _____ ideas (us)
4. That girl is the _____ in our class(careless)
5. This story is the _____ in this paper. (interest)
6. Their home is _____ than ours.(far)
7. Tom is the _____ of the two boys. (lazy)

Exercise

Complete the table correctly

Positive	Comparative	Superlative
short	_____	shortest
tall	taller	_____
_____	happier	happiest
good	_____	best
hot	hotter	_____
_____	braver	bravest
beautiful	_____	most beautiful
heavy	heavier	_____
_____	worse	worst
wide	_____	widest

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

SUB – TOPIC: OPPOSITES OF ADJECTIVES

Spelling bee

1. wooden
2. golden
3. woolen
4. metallic
5. ninth

6. twelfth
7. fifth
8. once
9. twice
10. thrice
11. thirty
12. thirtieth
13. forty
14. fortieth

Opposites of adjectives

Examples

Adjective	Opposite
ugly	beautiful / handsome
easy	difficult
soft	hard
dry	wet
hot	cold
warm	cool
dead	alive
busy	idle
sweet	sour/ bitter
bright	dull
true	false
quick	slow
near	far
rich	poor
proud	humble
loud	soft
kind	unkind/ cruel
better	worse
quiet	noisy
old	new/ young
long	short

clever	stupid
first	last
fat	thin
many	few
weak	strong
open	close
lazy	hardworking (industrious)
happy	sad/ unhappy
absent	present
top	bottom
cheap	expensive (dear)
empty	full
high	low
rough	smooth / <i>calm</i>
smart	shabby
comfortable	uncomfortable
first	last
guilty	innocent
permanent	temporary
tight	loose
straight	crooked
inside	outside
late	early
modern	ancient
possible	impossible
legal	illegal
literate	illiterate
wide	narrow
clean	dirty
polite	rude (impolite)
deep	shallow
sharp	blunt
black	white
wise	foolish

many	few
little	much
rich	poor
high	low
above	below
before	after
strong	weak
quick	slow
selfish	generous
legible	illegible
light	heavy (dark) e.t.c
asleep	awake
up	down
useful	useless
careful	careless
hopeful	hopeless
helpful	helpless
merciful	merciless
grateful	ungrateful
simple	hard
tall	short
skilful	unskillful
fresh	stale
ripe	unripe
safe	unsafe (dangerous) e.t.c.
disciplined	undisciplined

Give the opposites of these words

1. bright
2. near
3. top
4. rough
5. empty
6. smooth
7. smart

8. expensive
9. late
10. early

Exercise

Re-write these sentences giving the opposites of the underlined words.

1. Our skins are rough.
2. The head boy was so smart today.
3. My uncle is a thin man.
4. Some children come with very many books.
5. I was so unhappy when Jackson was beaten.
6. Ndagire is older than Nvanungi.
7. The story he told us was false.
8. The P.4 class is so noisy today.
9. We crossed the river when it was very rough.
10. Stealing is an illegal act

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

**SUB – TOPIC: APPLICATION OF DEGREES OF COMPARISON OF ADJECTIVES
IN SENTENCES**

Spelling bee

1. butcher
2. doctor
3. barber
4. teacher
5. bursar
6. lying
7. crying
8. cutting
9. broke
10. has broken

Positive degree

Using:asas

In positive degree, we use “as – as” to illustrate the equality of the nouns being compared.

Examples

- a) Johnson is tall. Joseph is tall.
Johnson is as tall as Joseph.
- b) George is brown. John is brown.
Georg is as brown as John.

Exercise

Join these sentences usingasas

1. Bwayo is weak. Lutaaya is weak.
2. Sarah is clever. Tendo is clever.
3. Kiseka is handsome. Ronald is handsome.
4. Grace is bright. Melody is bright.
5. Musa is strong. Elly is strong.
6. Kiondo is lazy. Ojulu is lazy.
7. Charity is thin. is thin.
8. Kalebo is fat. Vivian is fat.

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: ADJECTIVES

**SUB – TOPIC: APPLICATION OF DEGREES OF COMPARISON OF ADJECTIVES
IN SENTENCES**

Spelling bee

1. fat
2. fatter
3. fattest
4. good
5. better
6. best
7. bad
8. worse
9. worst

10. prettier
11. prettiest
12. pretty

Comparative degree (...than.....)

This degree is used when comparing two things which are different.

Examples:

- a) Rose is fat. Mary is fatter.
Mary is fatter than Rose.
- b) A lion is rough. A leopard is rougher.
A leopard is rougher than a lion.

Exercise

Join these sentences usingthan

1. English is easy. Maths is easier.
2. Tom is old. John is older.
3. My sister is heavy. My cousin is heavier.
4. I am tall. Nakiggwa is taller.
5. Joseph is a lazy pupil. Tomusange is a lazier pupil.
6. Rose is thin. Janet is thinner.
7. Nankinga is hardworking. I am more hardworking.
8. Alvin is bright. Joel is brighter.

Date	Class	Subject	No. of pupils	Time
		Grammar		

TOPIC: Adjectives

SUB – TOPIC: Application of degrees of comparison of adjectives in sentences

Spelling bee

1. first
2. second
3. third
4. fourth
5. unkind

6. cruel
7. January
8. uncle
9. aunt
10. cobbler
11. butcher
12. barber
13. fishmonger
14. kitten
15. mister

Positive degree

Using :not asas.....

This structure is used to give difference in the degree of comparison

Examples

1. Mary is tall. Cathy is taller
Mary is not as tall as Cathy
2. Diana is more beautiful. Dina is beautiful.
Dina is not as beautiful as Diana.
3. Tracy is ugly. Tonny is very ugly
Tracy is not as ugly as Tonny.
4. Betty is hard working. Tronah is very hardworking.
Betty is not as hardworking as Trinah.

Exercise

Join the following sentences usingnot as.....as.....)

1. I am short. Mary is shorter.
2. Tom is greedy. Treasure is very greedy
3. Pauline is fat. Dorothy is fatter
4. Mary is brown . Rose is browner
5. Her mother is very beautiful. My mother is beautiful
6. Their home is far. Our home is very far
7. This table is high. That table is higher

8. She is organized. He is more organized.

Date	Class	Subject	No. of pupils	Time
		Grammar		

Spelling bee

1. warmth
2. length
3. height
4. width
5. heavy
6. heavier
7. thieves
8. quickly
9. oxen
10. mouse
11. mice
12. daily
13. shabbier
14. interesting
15. mouse trap

Adjectives are mostly formed from nouns

They are formed in different ways

Add “ous”

Word	Adjective
anxiety	anxious
poison	poisonous
danger	dangerous
mountain	mountainous
courage	courageous
religion	religious
victory	victorious
caution	cautious
advantage	advantageous

miracle	miraculous
mystery	mysterious
luxury	luxurious
fame	famous
rebel	rebellious

Add “ful” to form the adjective

Word	Adjective
mercy	merciful
skill	skilful
joy	joyful
peace	peaceful
hope	hopeful
colour	colourful
beauty	beautiful
fruit	fruitful
thank	thankful
faith	faithful
success	successful
harm	harmful
use	useful
help	helpful
care	careful
sorrow	sorrowful
wonder	wonderful

Activity

Use the correct form of the word given in the brackets

1. We have many _____ leaders(religion)
2. A lion is a very _____ animal. (danger)
3. He is very _____. (mercy)
4. John is very _____. (skill)
5. Uganda is a very _____ (peace)
6. A pen is a _____ object (use)
7. That work is _____ (wonder)

8. My mother is very _____ (beauty)

Date	Class	Subject	No. of pupils	Time
		Grammar		

Spelling bee

1. carefully
2. revision
3. libraries
4. cleverer
5. eg-for example
6. i.e. that is
7. mutton
8. Reverend
9. puppy
10. puppies

Add “Y” to form the adjective

Word	Adjective
fault	faulty
juice	juicy
rain	rainy
fruit	fruity
cloud	cloudy
dirt	dirty
guilt	guilty
milk	milky
salt	salty
sun	sunny
sand	sandy
wind	windy
silk	silky
wealth	wealthy
health	healthy

Add” able” “ible” to form the adjectives

Word	Adjective
knowledge	knowledgeable
enjoy	enjoyable
misery	miserable
response	responsible
value	valuable
comfort	comfortable
sense	sensible

Add “sh” to form the adjective

Word	Adjective
girl	girlish
woman	womanish
fool	foolish
blue	bluish
child	childish
man	manish

Add “less” to form adjectives

Word	Adjective
care	careless
job	jobless
colour	colourless
care	careless
harm	harmless
help	helpless
hope	hopeless

Activity

Use the correct form of the word given in the brackets

1. This pineapple is _____ (juice)
2. Her shirt is very _____ (dirty)
3. Tom is a very _____ boy.(care)
4. He is a _____ boy (response)

5. Our teacher is so _____ (child)
6. The weather is _____ (sun)
7. It is _____ now. (rain)
8. That girl is very _____ (hope)