**SIR APOLLO KAGGWA SCHOOLS**

**P.2 ENGLISH LESSON NOTES (REVISED) TERM I 2016**

**WEEK 1**

**THEME ONE: OUR SCHOOL AND NEIGHBOURHOOD**

Subtheme: Location symbols and benefits of our school.

**MONDAY VOCABULARY**

food, child, broom, medicine, money, on, in, under, water, near, behind, infront of, over, flag, tree, red, yellow, black, white, grey, Orange, blue, green, uniform, black, badge, sign post, (colours should be according to the school uniform)

Activities:

* Pupils will read t he vocabulary.
* Pupils spell the vocabulary
* Pupils construct oral and written sentences.
* Fill in missing letters.
* Arrange letters to form correct words.

**TUESDAY: STRUCTURES (Singular Structures)**

Some structural patterns should be written and others oral, decide which.

* What is this/that?
* This is a/an \_\_\_\_\_\_\_\_\_\_\_\_\_
* That is a/an\_\_\_\_\_\_\_\_\_\_\_\_
* Is this a/an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? is that a/an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Yes, it is.
* No, it is not.
* What colour is this/that? (oral)
* It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEDNESDAY: STRUCTURES (Plural Structures)**

* What are these/those?
* These are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Those are \_\_\_\_\_\_\_\_\_\_\_\_\_
* Are these/those \_\_\_\_\_\_?
* Yes, they are.
* No, they are not.
* How many colours are on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (oral)
* school uniform
* school flag
* National flag
* East African flag

**THURSDAY: PREPOSITIONS OF PLACE**

Prepositions of place are words used to show the place or position of something.

*Examples*:

in , on , over , under , infront of , behind, near , between , along , at, across

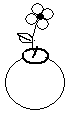
Activities

* Reading the words
* Spelling the words
* Placing objects
* Making sentences
* Drawing pictures depicting the preposition
* Writing words correctly.

Exercise

Write sentences about the given pictures.

a)



b)

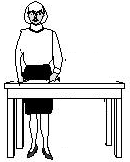


c)

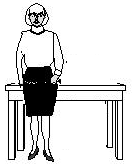
d)

e)

f)



g)



h)

***NB:*** When making sentences using the position/ place prepositions, we talk about the small object , in some cases the mobile.

**FRIDAY: Fill in the gaps with the correct preposition.**

1. The chalkboard is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the classroom.
2. Our school is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the road.
3. The teacher’s home is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the farm.
4. My mother is \_\_\_\_\_\_\_\_\_\_\_\_\_ home.
5. The aeroplane is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the air.
6. The bag is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ my bed.
7. The rat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the hole.
8. The children are \_\_\_\_\_\_\_\_\_\_\_ school.
9. His shirt is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the hanger.
10. The visitors are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the sitting room.

***NB***: In this case avoid writing verbs whatsoever.

References

1. MK Primary English Bk 2 Pg 46-47.
2. Oxford Primary English Bk 2 Pg 22.
3. Junior English Bk 2.

**MONDAY: PREPARATIONS OF VERBS.**

Verb prepositions always come immediately after a given verb.

*Examples*

to, at, over, against, next, along, across, for, into, after, of, from, on, by, about

**Verbs and prepositions**

look - at think - about suffer - from

look - for accused- of listen - to

look - after proud – of announce - over

look - into used - to interested - in

look - up lean - against point - to/at

look - down run - away swim - across

look - away run - after swim - along

look - forward walk - along shout - at

walk - on

Exercise

Fill in the gaps with the suitable preposition.

1. Kato is running \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the ball.
2. He was leaning \_\_\_\_\_\_\_\_\_\_\_\_\_\_the table.
3. We should listen \_\_\_\_\_\_\_\_\_\_\_our teachers.
4. Grace is suffering \_\_\_\_\_\_\_\_\_\_\_ headache.
5. The children are interested \_\_\_\_\_\_\_\_\_\_\_\_ the story.
6. Mark is looking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the chalkboard.
7. Ann was looking \_\_\_\_\_\_\_\_\_\_\_\_\_\_her book in the bag.
8. Is Tom interested \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the story?
9. Did he go to school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_foot?
10. Was it announced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the radio?

**TUESDAY: FORMING PLURALS OF NOUNS BY ADDING “s”.**

1. We add “s” on nouns that end with consonant sound which are not s, ch, sh, x.
2. We add “s” on nouns that end with vowel sound “a” and “e”
3. *Examples*: (Nouns that end with consonants)

bag

ball

bed

bell

pencil

rubber

broom

school

book

seed

basin

chart

thing

blank

cupboard

flask

desk

cup

pen

paper

1. **Nouns that end with vowels**

table

umbrella

apple

panga

bale

shamba

tree

riddle

nana

handle

paddle

sickle

Activities

* Reading the given work.
* Spelling the words.
* Giving more words in the same category.
* Drawing pictures

**Exercises**

1. Write the plurals of the given words

broom -

pencil -

doll -

umbrella -

stool -

chair -

tree -

nana -

1. Use the words in brackets in the correct form.
2. Janat has two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (rubber)
3. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_ in our classroom. (table)
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are in the shelves. (book)
5. The teacher made many \_\_\_\_\_\_\_\_\_\_\_\_\_for our class. (chart)
6. The children bought many \_\_\_\_\_\_\_\_\_\_\_\_at school on a rainy day. (umbrella)
7. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the forest. (tree)

**WEDNESDAY: FORMING PLURALS OF NOUNS BY ADDING “es”**

We add “es” when the nouns end with sh, ch, s, x or o

*Examples*

brush

bush

rash

ditch

tomato

bus

glass

class

watch

torch

echo

box

fox

bench

branch

church

dish

dress

cross

match

mango

potato

Activities

* Spell the plurals of the nouns given.
* Give the plurals of some nouns.
* Draw singular and plural expressions.
* Giving nouns in the same category.

Exercises

1. Write the plurals of the se words.
3. box -
4. bus -
5. dress -
6. bush -
7. match -
8. fox -
9. tomato -
10. potato -
11. mango -
12. Fill in the gaps with the plural of the words in the brackets.
13. Allan uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to clean t he carpet. (brush)
14. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were too heavy for him to lift. (box)
15. The children carried the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the main hall. (bench)
16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_lay their eggs on stagnant water. (mosquito)
17. Some \_\_\_\_\_\_\_\_\_\_\_\_\_are not bright at night. (torch)
18. We saw three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the streets. (bus)
19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are wild animals. (fox)
20. Her two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were stolen. (dress)
21. Suzan ate many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yesterday. (mango)
22. Running water made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the road. (ditch)

**THURSDAY : COMPOSITION EXERCISES ABOUT SCHOOL SYMBOLS. (**teacher composes relevant compositions)

Activities

* Reading
* Filling in the guided composition.
* Composing short stories about school symbols

**FRIDAY: COMPREHENSION EXERCISE**

(Teacher to choose among the following)

* dialogue
* short story
* rhyme

Activities

* Reciting the rhyme
* Acting a dialogue
* Reading the story
* Drawing t he most interesting part of the;
* story
* rhyme
* dialogue

Reference:

* Teacher Resource Bk English Bk 2.
* Word Perfect Spelling Bk 2 Pg 17.
* Oxford Primary English Bk 2 Pgs 29/25
* Read and write English Standard 2 Pg 2
* Junior English Bk 1 Pg 21.

**WEEK 3**

**SUB THEME: BENEFITS OF THE NEIGHBOURHOOD FROM SCHOOL.**

**MONDAY: VOCABULARY**

ball , hall , near , in , on , cupboard , books , compound , field , ruler , piece of chalk

Activities

* Pupils read the vocabulary
* Spell the vocabulary
* Construct oral sentences using the vocabulary.
* Filling in the missing letters.
* Arranging letters to make correct words.
* Making small words from the big words.

Exercises

1. Write the words correctly.
2. ablet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. airch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. sked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. ifeld \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. ilarrby\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. lalh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. cklah \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. lerur \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Write any three sentences using these words.
11. compound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. chalkboard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Piece of chalk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Make small words from these
15. blackboard \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. cupboard \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. chair \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. compound \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TUESDAY: FORMING PLURALS OF NOUNS BY DROPPING “y” AND ADDING “ies”**

We drop “y” only when the noun is ending with another consonant before “y” like: by , cy , dy , fly , fry , gy , ky , ly , ry , py , my , ny , sy , ty , zy , etc

*Examples*

baby - babies

fly - \_\_\_\_\_\_\_\_\_\_\_\_

puppy- \_\_\_\_\_\_\_\_\_\_\_\_

family - \_\_\_\_\_\_\_\_\_\_\_\_

city - \_\_\_\_\_\_\_\_\_\_\_\_

fairy - \_\_\_\_\_\_\_\_\_\_\_\_

ferry - \_\_\_\_\_\_\_\_\_\_\_\_

lorry - \_\_\_\_\_\_\_\_\_\_\_\_

bunny - \_\_\_\_\_\_\_\_\_\_\_\_

story - \_\_\_\_\_\_\_\_\_\_\_\_

lady - \_\_\_\_\_\_\_\_\_\_\_\_

library- \_\_\_\_\_\_\_\_\_\_\_\_

pony - \_\_\_\_\_\_\_\_\_\_\_\_

army - \_\_\_\_\_\_\_\_\_\_\_\_

body - \_\_\_\_\_\_\_\_\_\_\_\_

fry - \_\_\_\_\_\_\_\_\_\_\_\_

Activities

* Reading words and their plurals.
* Spelling the plurals of words.
* Giving more words in the category.
* Drawing single and plural pictures.

Exercises

1. Write the plurals of these words.
2. fly
3. lorry
4. puppy
5. baby
6. story
7. city
8. library
9. lady
10. Fill in the gaps with plurals of the words given in the brackets.
11. David likes to read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about birds. (story)
12. The nurse treated many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the hospital. (baby)
13. Many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_came from the rubbish pit. (fly)
14. Those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are very smart. (lady)
15. The two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_sank in the lake. (ferry)
16. We ate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at Rhoda’s birthday party. (berry)
17. Kampala and Nairobi are big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(city)
18. \_\_\_\_\_\_\_\_\_\_\_\_\_\_feed on milk. (puppy)
19. The two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_had a terrible accident. (lorry)
20. Paul and Tom come from different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (family)

***References***:

* Read and Write English Standard 2 Pg 28.
* Word perfect Spelling Bk 2 Pg 34
* English Aid Bk 3 Pg 57.

**WEDNESDAY: FORMING PLURALS OF NOUNS THAT END WITH “y” LIKE.**

ay , ey , oy , uy

*Examples*

key

bay

turkey

boy

tray

donkey

monkey

guy

toy

Activities

* Reading the words
* Giving the plurals of the nouns
* Giving similar words.

Exercises

Fill in the gaps with the plurals of the words given in brackets.

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for the classrooms are lost. (key)
2. All schools must have \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (sickbay)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_are very big birds. (turkey)
4. Those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are very stupid. (boy)
5. There are very old \_\_\_\_\_\_\_\_\_\_\_\_\_in that hotel. (tray)
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_do not run very fast. (donkey)
7. The babies lost their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (toy)
8. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ate all the corn in the garden. monkey)

**THURSDAY: NOUNS WHOSE PLURALS ACQUIRE “ves”**

Nouns get to end with “ves” when they end with “f” or “fe” in the singular form.

knife

wife

thief

loaf

hoof

life

wolf

shelf

self

leaf

Activities

* Reading the words
* Giving the plurals
* Giving similar words and different words.

***NB***: In words like chief, cliff, staff, roof, etc. We do not add “ves” we add “s” on their plural forms.

Exercise

Fill in the gaps with the plural of the words given in brackets.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are dangerous weapons. (knife)
2. Tom has four \_\_\_\_\_\_\_\_\_\_\_\_\_. (wife)
3. Te two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were shot dead. (thief)
4. I ate two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of bread last week. (loaf)
5. A cow has four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hoof)
6. The red-cross people are there to save \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (life)
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are wild animals. (wolf)
8. The book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are broken. (shelf)
9. The tree lost all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (leaf)

**FRIDAY:**

**SUB-THEME: Causes of problems between school and the neighbourhood**.

Vocabulary

gun away uniform police policeman

policewoman thief land fight steal black

green brown yellow red white blue

Activities

* Reading the vocabulary
* Spelling the vocabulary
* Making sentences about the words.
* Filling in the missing letters.

Structures

Some structures to be carried out in oral form and others in written form.

* Show me a/the…………………
* This/That is …………………………….
* What do you/don’t you like?
* I like ………………………..
* I don’t like …………………………..
* What are they doing?
* They are ………………………….
* What colour is ………………….?
* It is .........................................
* What is she/he wearing?
* She/he is ……………………………………

Exercises

1. Fill in the missing letters.
2. th\_\_ef
3. un\_\_fo\_\_m
4. pol\_\_ceman
5. f\_g\_\_t
6. st\_\_al
7. a\_\_my
8. Answer these riddles correctly.

Who am I?

1. You wear me when coming to school.
2. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. I keep law and order.
4. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. We keep peace and security in our country.
6. We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. I take people’s things without their knowledge.
8. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 4**

**MONDAY: NOUNS WITHOUT PLURALS**

There are two types of such nouns;

1. uncountable nouns
2. No plural nouns

***NB***: Uncountable nouns are inseparable items like liquids, solids and gases, etc.

We use only “is”, “was” and “has” to talk about them.

water food beer oxygen

petrol rice blood carbondioxide

oil ice meat hydrogen

soda milk mutton grass

paraffin butter pork acid etc

No plural nouns can be counted, but they do not change in plural e.g

cattle sheep deer chicken

people fish furniture bread, etc

Activities

* Reading the words correctly
* Spelling the words.
* Giving the plural forms.

Exercises

1. Give the plurals of these words.
2. sheep
3. deer
4. water
5. fish
6. sugar
7. ink
8. Give the plural of the underlined words.
9. Please, give me some water. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. I don’t eat fish. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Her hair is long and black. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. The people sang nice songs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Blood is red but water is colourless. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. A deer runs fast. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. The child saw a sheep in the field. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***NB***: In the above case we can use plural expressions even if the nouns do not change. e.g

is - are

was - were

has - have

this - these

that - those

This is because the nouns can be counted.

1. Rewrite the sentences in plural form.
2. A sheep is a humble animal.
3. The fish is swimming very fast.
4. A deer has many horns.
5. The cattle is grazing.
6. That chicken is very big.

**TUESDAY PLURALS OF IRREGULAR NOUNS**

Irregular nouns have plurals which are completely different from their original state.

tooth - teeth

foot - Feet

man - men

woman - women

person - people

mouse - mice

goose - geese

louse - lice

child - children

ox - oxen

policeman - policemen

policewoman policewomen

Activities

* Reading the nouns
* Spelling the plural forms
* Giving words in the same category.

Exercises

Give the plural of the underlined words.

1. My tooth is paining. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. That man is the best runner. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Where is the policeman? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The goose does not fly high. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The mouse is under the chair. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Did she hurt her foot? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. The child is going to school. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. The girl has a louse in her hair. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. That ox is very fast. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Is the policewoman pregnant? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THEME TWO: OUR HOME AND COMMUNITY**

SUB THEME: **RELATIONSHIPS AMONG FAMILY MEMBERS.**

**WEDNESDAY: VOCABULARY**

grandmother , grandfather , aunt , sister, brother , niece, cousin , nephew

Structures

* Show me your
* This is my…………………………
* She/he is my ……………………
* These are my …………………………..
* Those are my ……………………..
* They are our/my/ their …………………….
* How many……………………………have you got?
* I have ……………………………………………..

Exercises

* Reading the words
* Spelling the words.
* Forming small words from the big ones.
* Constructing oral sentences.
* Answering questions using the structures orally.

Exercises

1. Fill in the missing letters.
2. br\_\_th\_\_r
3. un\_\_le
4. sist\_\_r
5. moth\_\_r
6. d\_\_ught\_\_r
7. a\_\_nt
8. Arrange the letters to form correct words.
9. anut
10. ons
11. thfaer
12. phewne
13. encie
14. scouin
15. Make sentences using these words.
16. grandfather: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. daughter : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. grandmother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. Form small words from the big ones.
20. mother \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
21. grandfather \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
22. Match the gender opposites correctly.

Male Female

father aunt

brother daughter

uncle grandmother

son mother

grandfather sister

**THURSDAY: PERSONAL PRONOUNS**

Personal pronouns are words that stand for nouns/names.

*Examples*

I , we , they , you , he , she , it

Personal pronouns are grouped into singular and plural expressions

* Singular pronouns: I , she , he , it
* Plural pronouns: we , they

***NB***: “Yes” is both singular and plural depending on whether one person or group of people being talked about.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **First person** | **Second person** | **Third person** |
| **Singular** | i | you | he, she, it |
| **Plural** | we | you | they |
| **Both** |  | you |  |

Activities

* Identifying pronouns
* Making sentences using pronouns
* Forming possessive pronouns

Exercises

1. Match A and B correctly.

**A B**

I the dog

We Jane

they Peter

He I and Sarah

She Tom and Annet

it

1. **Rewrite the sentences by using the pronouns of the underlined words.**
2. Peter is a good boy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I and Suzan are clever children

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Elizabeth is a beautiful girl.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A cat is a wise animal.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. John and Fatuma are friends.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FRIDAY: POSSESSIVE PRONOUNS**

* Possessive pronouns are the words used to show ownership/belonging.
* Possessive pronouns are got from personal pronouns.

Examples

my , mine , me , our , ours , us , your , you , yours , their , theirs , them , his , him , her , hers , its

Activities

* Reading the pronouns
* Grouping the possessiveness
* making oral and written sentences.
* Matching to “has” and “have”.

Exercises

1. Match the pronouns to “has” and “have”

I

She

We has

he

they have

it

you

1. Complete the table correctly.

Personal pronouns possessive pronouns

I my - mine - me

we - \_\_\_\_\_\_\_\_\_\_\_ - ours - us

they - their - theirs - \_\_\_\_\_\_\_\_\_\_

you - your - \_\_\_\_\_\_\_\_\_\_\_\_ - you

he - \_\_\_\_\_\_\_\_\_\_\_ - his - him

she - her - her - \_\_\_\_\_\_\_\_\_\_

it - its - \_\_\_\_\_\_\_\_\_\_\_\_ - it

1. Use all the pronouns following the given example.

1. a) I have a car. a) \_\_\_\_\_\_\_\_\_\_\_\_\_ a) \_\_\_\_\_\_\_\_\_\_\_\_

b) It is my car. b) \_\_\_\_\_\_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) The car is mine. c) \_\_\_\_\_\_\_\_\_\_\_\_\_ c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) It belongs to me. d) \_\_\_\_\_\_\_\_\_\_\_\_\_ d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 5**

**MONDAY : FILL IN THE GAPS WITH CORRECT PRONOUNS.**

1. We are hungry. Please give \_\_\_\_\_\_\_\_\_some food.
2. He is thirsty, let’s give \_\_\_\_\_\_\_\_\_\_\_\_some water.
3. The girls are noisy. Tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_to keep quiet.
4. The boys are late. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have missed the bus.
5. The cat is under the tree. \_\_\_\_\_\_\_\_\_\_\_\_\_\_is resting.
6. You are my friend. I have known \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for many years.
7. The queen has much money. \_\_\_\_\_\_\_\_\_\_is happy.
8. The frog jumped into the soup. \_\_\_\_\_\_\_\_\_\_\_\_\_is dead.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very bad. Your teacher beat you.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is playful. His shirt is torn.

*References*:

* Basic Primary English Bk 2, Pg 3.
* Junior English Bk 3 Pg 21.

**TUESDAY: PUNCTUATION MARKS**

Punctuation marks are symbols used to write English in the correct form They a re ;

* capital letters
* full stops
* question marks
* commas
* apostrophe, etc

**CAPITAL LETTERS AND FULL STOPS.**

* Capital letters are upper case letters like;

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

They must be used to show;

1. The beginning of sentences.
2. Names of people
3. names of places
4. names of vehicles
5. Days of the week
6. Months of the year
7. Titles, etc

* Full stops are put at the end of telling sentences. It is a dot.

Examples

1. It is a lovely dress.
2. My mother’s friend is Sarah.
3. Joy went to Jinja.

Activities

* Reading words and sentences.
* Identifying proper nouns
* Punctuating given sentences.

Exercises

1. Write out words which should start with capita; letters.

train peter flower kampala table sarah snake benz pot doctor broom Monday January

1. Punctuate these sentences
2. I have two brothers
3. he must work very hard
4. joan has lost mark’s pencil
5. we went to gulu last monday
6. aunt carol is a nurse
7. we go for swimming on tuesday
8. January is the first month of the year
9. kapere has a blue benz

References

* Junior English Bk 3 Pg 23
* Junior English Bk 2 Pg 22
* Standard 2 English Page 11-12
* Basic English Bk 2 Pg 52.

**WEDNESDAY: WRITE IN SHORT FORM**

* When writing days of the week and months of the year in short forms, w write the first three letters and put a dot.
* For Thursday and September we write the first four letters. Thur./Sept.
* Titles that end with “r” we write the first letter and the last letter and put a dot.

Activities

* Reading the words.
* Writing in short form

Exercises

1. Write in short

Monday - \_\_\_\_\_\_\_\_\_

Tuesday - \_\_\_\_\_\_\_\_\_

Wednesday - \_\_\_\_\_\_\_\_

Thursday- \_\_\_\_\_\_\_\_\_\_\_

Friday - \_\_\_\_\_\_\_\_\_\_

Saturday - \_\_\_\_\_\_\_\_\_

Sunday - \_\_\_\_\_\_\_\_\_\_

January - \_\_\_\_\_\_\_\_\_\_

February - \_\_\_\_\_\_\_\_\_\_\_

August - \_\_\_\_\_\_\_\_\_

September - \_\_\_\_\_\_\_\_\_\_

October - \_\_\_\_\_\_\_\_\_\_\_

November - \_\_\_\_\_\_\_\_\_\_

December - \_\_\_\_\_\_\_\_\_\_\_

1. Write titles in short

Mister - \_\_\_\_\_\_\_\_\_

Teacher- \_\_\_\_\_\_\_\_\_\_

father - \_\_\_\_\_\_\_\_

Doctor - \_\_\_\_\_\_\_\_\_

Sister - \_\_\_\_\_\_\_\_\_

Junior - \_\_\_\_\_\_\_\_\_\_

**THURSDAY: *QUESTION MARKS***

* Question marks are also called interrogation marks. They are used in asking questions, and they come at the end.
* The questioning words are:

what

where

will

is

shall

why

when

do

was

has

which

who

did

were

have

how

whom

can

are

had, etc

*Examples*

1. Why are you late?
2. Will you be here tomorrow?
3. Is he going to school?
4. What is your name?

Activities

* Reading asking words.
* Forming questions and answering them.
* Punctuating sentences

Exercises

1. Write any five sentences of your own.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Punctuate these sentences

a) When will the doctor come

b) which book are you reading

c) How old is Deborah

d) Who is your father.

e) What is your name

f) Is the hedmaster in the office

g) Am I your brother

h) Are the children playing

i) Did you come late

j) Was it raining when you left

**FRIDAY:**

**SUB-THEME:** Roles of different people in a community

Vocabulary

doctor , nurse , teacher , policeman , policewoman

carpenter , patient , show maker , shop keeper , driver , dentist , oculist , barber , cobbler , farmer , butcher , fisherman , fishmonger , inside , near , in , on, etc

***NB****:* (Include work places and their tools)

Structures

Show me a/the ………………..

* This/That is a .(nurse, teacher, etc)

Where is the…………………….?

* The ……………………is……………………the……………..

What does a …………………………….do?

* A …………………… treats/builds/ mends/ sells/ teaches, etc

Activities

* Reading the vocabulary
* Spelling the vocabulary
* Constructing sentences using the vocabulary
* Answering structural questions correctly.
* Filling in missing letters.
* Matching the people with roles/tools/places of work, etc.
* Answering riddles.

Exercise

1. Fill in the missing leters.
2. t\_\_ach\_\_r
3. nu\_\_se
4. c\_\_rp\_\_nter
5. dr\_\_ver
6. p\_\_tie\_\_t
7. do\_\_t\_\_r
8. Match the people with the places of work.

doctor shop

teacher salon

pilot butchery

driver lake

shopkeeper hospital

barber school

butcher airport

fisherman taxi-park

1. Choose the correct word to fill in the gaps
2. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I treat sick people in the hospital.
3. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I teach children.
4. I go on lakes. I catch fish with my nets. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. I repair cars, buses and lorries. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. I make chairs, beds and tables from wood. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. I mend people’s shoes when they are torn. I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Write in short form.
9. teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. doctor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. captain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 6**

**MONDAY : THE USE OF COMMAS**

1. When listing items/things ideas.
2. When pausing in a statement.
3. After writing “Yes”, “No” or “Please”.

*Examples*

1. Susan, Brenda, Carol and Anne are in class.
2. We went to the shop and bought sugar, butter, tea leaves and bread
3. Yes, she is my friend.
4. No, he is not a thief.
5. Please, tell me the story.

***NB***: A comma does not come before “and”/never put and after a comma because a comma is also a conjunction.

Exercise

Use commas to punctuate the sentences.

1. I went to the market to buy oranges tomatoes bananas and beans.
2. Peter Mark Joel Annet and John are in the field.
3. Please pick up your sweater and put it in the bag.
4. Yes I went to the village last week.
5. No I don’t like to play football.
6. At the zoo, we saw lions zebras monkeys birds and buffalos.
7. Nurses doctors teachers pilots and barbers are people in our community.
8. They were looking for Okello Opio Okia Okot and Ongwen.

**TUESDAY:**

**SUB-THEME: CULTURAL PRACTICES AND VALUES IN A COMMUNITY**.

Vocabulary

walk, read , wrote , sweep , play , clean , pray , eat , sing , comb , wash , brush , dance , cook , run , present

Structures:

* What do you do everyday?
* I/We……..everyday.
* What does he/she do everyday?
* He/She ………………………….everyday.

Activities

* Reading the vocabulary.
* Writing the verbs in present simple tense considering third person singular. (he/she/it)
* Spelling the verbs.
* Using the verbs in the given structures.
* Writing words correctly.

Exercises

1. Write these words correctly.
2. gisn \_\_\_\_\_\_\_\_\_\_\_\_\_
3. pyla \_\_\_\_\_\_\_\_\_\_\_\_\_
4. mboc \_\_\_\_\_\_\_\_\_\_\_\_\_
5. alwk \_\_\_\_\_\_\_\_\_\_\_\_\_
6. sewep \_\_\_\_\_\_\_\_\_\_\_\_\_
7. tewir \_\_\_\_\_\_\_\_\_\_\_\_\_
8. nceda \_\_\_\_\_\_\_\_\_\_\_\_\_
9. swah \_\_\_\_\_\_\_\_\_\_\_\_\_
10. Write sentences using these words
11. pray \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. sweep\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. wrote\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. comb\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. cooks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Use the words in brackets in the correct form.
17. The priest \_\_\_\_\_\_\_\_\_\_\_for us in the church everyday. (pray)
18. A cook \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_food at school. (cook)
19. John \_\_\_\_\_\_\_\_\_\_\_\_\_the classroom every morning. (sweep)
20. Suzan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the dishes at home everyday. (wash)
21. Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ football every Saturday. (play)
22. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her hair every morning. (comb)
23. Patrick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the anthems everyday. (sing)
24. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-to school on foot everyday. (walk)

**WEDNESDAY: THE USE OF THE APOSTROPHE.**

The apostrophe is used;

1. To show ownership/possession.
2. To write in short form/ to join two words

Examples

* The teacher’s bag we’ve Moses’
* Bosco’s pencil he’s Amos’
* isn’t they’re James’
* can’t you’re etc

Activities

* Reading the given words.
* Writing the words in short.
* Showing the significance of these words in writing short forms. “is” , “are” , “has” and “have” using the apostrophe.

‘s = has/is/

re = are

‘ve = have

n’t = not

is for nouns ending with “s” e.g Moses = Moses’

* Writing sentences to show possession
* Show the negative expressions.

Exercises

1. Write possession on sentences using “It is ………………………” e.g

John has a car.

* It is his car.

1. Peter has a book.
2. Sarah has a dress.
3. Kato has a bag.
4. Moses has a bus.
5. Amos has a ball.
6. Write these words in short/join using apostrophe

was not -

is not -

cannot -

does not -

do not -

has not -

have not -

could not -

will not -

shall not -

did not -

he has -

it has -

John has -

Tom has -

She has -

The dog has -

we have -

they have -

you have -

we are -

you are -

they are, etc -

1. Fill in the gaps with the short form of the words given in brackets.
2. Rogers \_\_\_\_\_\_\_\_\_\_\_\_\_\_coming to school. (is not)
3. The dog \_\_\_\_\_\_\_\_\_\_\_\_ inside the kennel. (was not)
4. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work when there is noise. (cannot)
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ laugh at lame people. (do not)
6. My grandmother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_like eating meat. (does not)
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_raining now. (it is)
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_two eyes on my head. ( I have)
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very short. (You are)

**THURSDAY: PRESENT CONTINUOUS TENSE/NOW TENSE**

This tense is used to describe an action taking place at that particular time.

We add “ing” at the end of the verb to show a perpetual action. (continuing action)

*Examples*

buy - buying

eat - eating

tie - tying

fill - filling

push - pushing

do - doing

Activities

Pupils read the given words.

Pupils spell the words.

Pupils add “ing” at the end of the verbs.

Pupils use the words to make correct sentences.

Pupils use “is” , “am” , and “are” as guides.

Exercises

1. Change these verbs to present continuous tense

slash -

cook -

look -

walk -

talk -

point -

paint -

show -

grow -

pay -

play -

die -

tie -

do -

go -

read -

clean -

fill -

kill -

cover -

order -

seek -

peel -

push -

1. Use the words in brackets in the correct form.
2. The children are \_\_\_\_\_\_\_\_\_\_\_\_\_their books. (read)
3. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_food now.(cook)
4. The children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the compound now. (sweep)
5. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my money now. (count)
6. The cat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_milk now (drink)
7. We are \_\_\_\_\_\_\_\_\_\_\_\_ English now. (learn)
8. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my shoe laces now. (tie)
9. He is \_\_\_\_\_\_\_\_\_\_\_\_\_ rubbish from the floor. (collect)
10. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the school anthem now. (sing)
11. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ beans in the garden. (plant)

**FRIDAY: VERBS WHERE WE DROP “E” AND ADD “ING” IN THE PRESENT CONTINUOUS TENSE.**

*Examples*

dance - dancing

make - making

Activities

* Pupils read the words that end with “e”.
* Pupils learn that “e” must be coming after a consonant not a vowel.
* Pupils drop “e” and add “ing”
* Pupils use the words in correct sentences.
* Pupils identify verbs without “ing” expressions.

Exercises

1. Write these verbs into present continuous tense.

bathe -

take -

live -

move -

ride -

drive -

create -

hate -

hide -

debate -

vote -

dive -

save -

brake -

make -

dance -

wave -

1. Use the words in brackets in the correct form.
2. Daddy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_his car now. (drive)
3. The babies are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behind the hut. (bathe)
4. I am \_\_\_\_\_\_\_\_\_\_\_\_\_ for the visitors. (dance)
5. The train is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ along the rail. (locomote)
6. The frogs are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_into the pool. (dive)
7. John is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a letter to his friend. (write)
8. I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the Pope. (wore)
9. Moses is \_\_\_\_\_\_\_\_\_\_\_\_\_ a basket. (weave)
10. The boys are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their bicycles. (ride)

**WEEK 7**

**MONDAY: PRESENT CONTINUOUS TENSE OF VERBS THAT DOUBLE THE LAST LETTER.**

* Verbs double the last letter when they are ending with single consonant/or the last two letters must be vowel and consonant. e.g

an , eg , op , et , ip , etc

ban - banning

mop - mopping

swim - swimming

cut - cutting

Activities

* Reading the words.
* Doubling the last letters.
* Learning that there is no word that has two vowels and double consonant together.

***NB***: Never double the last letter in cases like clean, feel, peel , beat , dream

Exercises

1. Write these verbs into present continuous tense

stop -

clap -

skip -

slap -

tap -

swim -

cut -

rob -

hop -

rot -

ban -

slap -

hit -

chop -

mop -

cut -

get -

beg -

put -

shut -

knit -

wet -

stab -

slip

1. Fill in the gaps with the present continuous tense of the words in brackets.
2. Mummy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_meat now. (cut)
3. I am going for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now. (swim)
4. The horse is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at a high speed. (gallop)
5. We are \_\_\_\_\_\_\_\_\_\_\_ to build a big house. (plan)
6. The boys are \_\_\_\_\_\_\_\_\_\_\_ around the classroom. (run)
7. Janat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bathroom now. (scrub)
8. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mangoes in the basket. (put)
9. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden now. (dig)

**TUESDAY: PRESENT SIMPLE TENSE BY ADDING “s”.**

* All verbs appear in the present simple tense.
* The verbs in the present simple tense are affected when we use the third person singular pronouns e.g he, she, it, a single noun. They acquire “s” or “es” or “ies”
* In present simple tense we use these indicators.
* everyday
* always
* sometimes
* of the
* daily
* all the time
* every week
* every year
* every month

*Examples*

walk - walks

pray - prays

read - reads

sing - sings

Activities

* Reading the verbs
* Spelling the words.
* Using the words in sentences with third persons singular.
* Giving more words in the category.
* Changing the verbs in accordance to the third person singular.

Exercises

1. Change these verbs to present simple tense by adding “s”.

play -

sweep -

com -

write -

run -

walk -

sing -

learn -

dance -

put -

cook -

feel -

1. Use the correct form of the words in brackets.
2. The doctor \_\_\_\_\_\_\_\_\_\_\_\_\_\_sick people everyday. (treat)
3. Sarah \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ well in her book. (write)
4. Mary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her prayers every morning. (say)
5. A policeman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ law and order every night. (keep)
6. The cobbler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_shoes everyday. (mend)
7. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an apple every morning. (eat)
8. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on sports wear every Thursday.(put)
9. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ heavily every evening. (rain)
10. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his shoe-laces alone everyday. (tie)
11. She \_\_\_\_\_\_\_\_\_\_\_\_ the moon every night. (see)

**WEDNESDAY: CHANGING VERBS TO PRESENT SIMPLE TENSE BY ADDING “es”.**

* We add “es” to verbs that end with

sh , ch , ss , s , x , o

*Examples*:

watch - watches

dress - dresses

box - boxes

gas - gases

go - goes

Exercises

1. Change the verbs to present simple tense by adding “es”.

brush -

touch -

watch -

match -

teach -

dress -

go -

do -

echo -

fax -

box -

mix -

pinch -

miss -

gas -

hiss -

reach -

hatch -

1. Fill in the gaps by using the words in brackets in the correct form.
2. Mummy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my uniform everyday. (wash)
3. Jane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her homework every evening. (do)
4. Denis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to town every Saturday. (go)
5. The rat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mice every Saturday. (catch)
6. Elizabeth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her teeth after every meal. (brush)
7. Our teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_us English everyday. (teach)
8. David \_\_\_\_\_\_\_\_\_\_\_\_\_ milk with soup. (mix)
9. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_his friends in class. (pinch)
10. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food every evening. (miss)

**THURSDAY: VERBS WHERE WE ADD “IES” IN THE PRESENT SIMPLE TENSE.**

* In this category we see verbs that end with consonant clusters with “y” e.g by , dy, ly, py, my, fly, ply, vy, etc
* “y” changes to “I” and we add “es” in the present simple tense.

*Examples*

fly - flies

cry - cries

apply - applies

deny - denies

Activities

* Pupils read the verbs.
* Pupils give the consonant clusters with “y”.
* Pupils give similar words in the category.
* Pupils use the verbs in correct sentences.

Exercises

1. Write these verbs into present simple tense.

marry -

bury -

carry -

dry -

fly -

fry -

cry -

apply -

deny -

shy -

try -

defy -

hurry -

identify -

comply -

1. Use the words in brackets in the correct form.
2. The baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for milk everyday. (cry)
3. He \_\_\_\_\_\_\_\_\_\_\_\_\_ two wives every year. (marry)
4. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ meat with cooking oil daily. (fry)
5. It \_\_\_\_\_\_\_\_\_\_\_\_\_ the rats on its mouth everyday. (carry)
6. The sun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dresses everyday. (dry)
7. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to church every Sunday. (hurry)
8. The sniff dog \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the thieves all the time. (identify)
9. The bird \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_over our house daily. (fly)

**THEME 3: HUMAN BODY AND HEALTH**

**FRIDAY:**

**SUB-THEME: PARTS OF THE BODY AND THEIR FUNCTIONS**

Vocabulary

head fingers leg ears lips eyes toes nose heel foot knee

elbow hair ankle smell see hear touch mouth breast thigh

Structures

* Show me your………………..
* This/These is/are my ……………………..
* How many …………………have/has you/he/she got?
* I/he/she has/have………………………………..
* What do you use your …………………….for?
* I use my ………………………………….for …………………………
* What is she/he doing?
* She/he is …………………………………..

Activities:

* Reading the vocabulary
* Naming the parts of the body.
* Spelling the words correctly.
* Constructing the sentences using the words given.
* Using the structures correctly.

Exercises

1. Write the plurals of these words.

ear -

toe -

knee -

ankle -

nose -

foot -

tooth -

mouth -

1. Write five sentences using the learnt words.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Match the parts of the body with their uses.

ears for walking

nose for touching

eyes for seeing

hands for smelling

legs for hearing

**WEEK 8**

**MONDAY : `**

* The past simple tense is used to show that the action stopped taking place.
* Sometimes it is called yesterday tense.
* We add “d” or “ed” or “ied” to some verbs.

Past tense where we add “d”

* We add “d” to verbs that end with letter “e”.

*Examples*

dance - danced

bathe - bathed

Activities

* Reading the verbs
* Giving similar words.
* Using the verbs in correct sentences.
* Changing the verbs in past simple tense.

Exercises

1. Write these verbs in past simple tense.
2. The baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_using toilet soap. (bathe)
3. We \_\_\_\_\_\_\_\_\_\_\_\_ Yoweri Museveni to power. (vote)
4. God \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ everybody on earth. (create)
5. She was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of stealing meat. (ashame)
6. Daddy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_his money purse. (misplace)
7. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his mother for two years.(hate)
8. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very well in the disco. (dance)
9. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_primary one last year. (complete)

**TUESDAY: PAST TENSE WHERE WE ADD “e”.**

We add “ed” on verbs that end with consonants.

*Examples*

play - played

plant - planted

show - showed

rain - rained

Activities

* Reading the given verbs.
* Giving similar words in the category.
* Using similar words in the category
* Using the learnt words in correct sentences.
* Writing verbs in past simple tense.

Exercises

1. Change these verbs to past simple tense

play -

pray -

stay -

add -

collect -

touch -

cover -

help -

push -

clean -

cook -

work -

laugh -

jump -

wait -

miss -

deep -

heap -

fill -

kick -

1. Use the words in brackets in the correct forms.
2. The boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the tree yesterday. (climb)
3. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the bus for six hours. (wait)
4. Rhoda \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her uniform yesterday. (wash)
5. It \_\_\_\_\_\_\_\_\_\_\_\_ heavily last Monday. (rain)
6. Deborah \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the windows last night. (open)
7. The teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the girls to bring seeds. (ask)
8. The children \_\_\_\_\_\_\_\_\_\_\_\_\_\_at their teacher yesterday. (laugh)
9. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_many games last week. (play)
10. Tom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for his sister yesterday. (pray)
11. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her teeth twice yesterday. (brush)
12. Group the words according to ending sounds “t” and “d”

laughed , cleaned , touched , covered , cooked , needed , washed , rained.

**WEDNESDAY: PAST SIMPLE TENSE WHERE WE ADD “ied”.**

* We add “ied” on verbs that end with consonant clusters that end with “y” e.g
* ry, ly, fry, cry, dry, fy, ny, etc
* “y” changes to “I” and we add “ed” in the Past Simple Tense.

*Examples*

cry - cried

try - tried

bury - buried

marry - married

Activities

* Reading the verbs
* Pupils give words with consonant clusters of “y”.
* Pupils give similar words in the category.
* Pupils use the words in correct sentences.
* All words in this tense form take s ound “d”.

1. Write the past tense of these verbs,.

bury -

carry -

hurry -

dry -

fry -

spy -

cry -

apply -

deny -

shy -

try -

identify -

comply -

simplify -

marry -

1. Use the words in brackets in the correct form.
2. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the cat in a box. (carry)
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a new job last year. (apply)
4. The policeman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on the case of his murder last month.
5. The corn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden. (dry)
6. Mary \_\_\_\_\_\_\_\_\_\_\_\_\_\_for breast milk yesterday. (cry)
7. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to run fast but she failed. (try)
8. He was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last Sunday. (bury)
9. Daddy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ another wife last week. (marry)

**SUB-THEME: SANITATION**

**THURSDAY: VOCABULARY**

throw , burn , boil , clean , collect , cover , slash , wash, cook , brush , cut , dig

Structures

* What are you doing?
* I am /We are ………………………….
* What is he/she doing?
* He/She is ………………………….
* What are t hey doing?
* They are ………………………
* Did you .?
* Yes, I did.
* No, I did not.
* What did you/he/she/they do…………………yesterday/last Monday/lasy week, etc?
* They/He/She……………………………………….

Activities

* Reading the vocabulary.
* Using the words in correct sentences.
* Answering the structures correctly.

Exercises

1. Make five sentences using any of th words learnt.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Form small words from these words.

clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brush \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

wash \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FRIDAY: CONJUNCTION “and”**

* “and” is used to join two ideas/objects/subjects.
* When using “and”, articles change.
* “is” becomes “are”
* “was” becomes “were”
* “has” becomes “have”
* “singular” becomes “plural expressions”

*Examples*:

1. Mark is a good boy.

Richard is a good boy.

* Mark and Richard are good boys.

1. Joan is smart.

Joan is beautiful.

* Joan is smart and beautiful.

1. Tom has a shirt

Tom has a coat.

* Tom has a shirt and a coat.

1. Peter has a car.

Ali has a car.

* Peter and Ali have cars.

1. Ian was absent.

Rose was absent.

Ian and Rose were absent.

Activities

* Reading both sentences.
* Joining the sentences.
* Pupils give their own contributions.

1. Join the sentences using “and”.

Teacher to give sentences following the above examples. (Five joined expressions)

1. Write your own sentences and join them using “and”.

Three expressions to be written.

**WEEK 9**

**THEME FOUR: FOOD AND NUTRITION**

**MONDAY:**

**SUB-THEME: CLASSIFICATION OF FOODS.**

Vocabulary

cassava, potato, orange , egg , rice , milk , pea , mango , yam , pawpaw , fish

groundnut , cabbage , green , brown , yellow , blue , white (other colours)

Structures

* What are these/those?
* These/Those are ……………………………………….
* They are ………………………………….
* Do you like…………………………….?
* yes I do.
* No, I do not.
* What colour is/are the ……………………………….?
* It is/They are ………………………………….
* What is this/that?
* It is a/an…………………………………………..
* This is a/an………………….

Activities

* Reading the vocabulary learnt.
* Spelling the words.
* Answering oral questions related to the structures given.
* Grouping the foods.
* Writing small words from the given words.

Exercises

1. Write small words from these words.
2. cabbage \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. mango \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. groundnut \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. potato \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Fill in the gaps with “a” or “an”
7. Rose is eating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_potato.
8. Our hen has laid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ egg.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fish is a body building food.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_ orange is a health giving food.
11. Did you eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pineapple alone?
12. Sarah is cutting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ onion.
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cabbage is eaten as vegetable.
14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yam is an energy giving food.
15. Dad bought for me \_\_\_\_\_\_\_\_\_\_\_\_\_ apple.
16. I enjoy eating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yellow banana.

**TUESDAY:**

**1.** Use the plural form of the words in brackets.

1. We eat \_\_\_\_\_\_\_\_\_at school on Mondays. (potato)
2. Do you want \_\_\_\_\_\_\_\_\_\_\_ for lunch? (orange)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ grow under the ground. (groundnut)
4. The milkman sold all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-in the morning. (milk)
5. Where did you put the\_\_\_\_\_\_\_\_\_\_\_\_\_ \_(mango)
6. we eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_daily at school. (bean)
7. The hen’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are broken. (egg)
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are green when they are raw. (pea)
9. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are rotten. don’t eat them! (pawpaw)
10. the shopkeeper sold all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(rice)

2. Circle the food that have no plural form.

bean rice banana posho

milk pea juice pawpaw

**WEDNESDAY**:

THE USE OF “a” AND “an” WITH NON-FOOD NOUNS (OTHER NOUNS)

* We use “a” on nouns that start with consonant sounds.
* We use “an” on nouns that start with vowel sounds.

*Examples*

a table

a box

a cat

an eagle

an hour

an umbrella, etc

Activities

* Reading the words.
* Using the words in correct sentences.
* Spelling the words.

Exercise

1. Write “a” or “an” before the noun given.

\_\_\_\_\_chair

\_\_\_\_\_owl

\_\_\_\_\_bag

\_\_\_\_\_elephant

\_\_\_\_\_axe

\_\_\_\_\_bell

\_\_\_\_\_hour

\_\_\_\_\_book

\_\_\_\_\_shirt

\_\_\_\_\_under pant

\_\_\_\_\_knife

\_\_\_\_\_umbrella

1. Use “a” or “an” to fill in the spaces.
2. Ali saw \_\_\_\_\_\_\_\_owl flying.
3. She cut her finger with \_\_\_\_\_knife.
4. He ate \_\_\_\_\_pawpaw for \_\_\_\_\_ hour.
5. \_\_\_\_\_elephant is a huge animal.
6. John is sitting on \_\_\_\_\_chair
7. She used \_\_\_\_\_umbrella to shelter herself from the sun.
8. he is reading \_\_\_\_\_story book.
9. \_\_\_\_\_eagle has sharp claws.

**THURSDAY: ADJECTIVES**

* Adjectives are words which tell us more about nouns.
* Adjectives are in different forms like
* size
* nature
* length
* colour
* mood/manner
* space, etc

*Examples*

fat strong once short tall happy dull ugly kind rich early

thin good slow poor late clean easy big quick

Activities

* Reading the adjectives.
* Spelling the adjectives.
* Comparing adjectives using analogies.
* Constructing sentences using analogies
* Giving opposites of adjectives.
* Identifying adjectives

Exercises

1. Write out the adjectives from the sentences.
2. Denis has a dirty uniform. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The clever girl is sick. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Diana has a heavy bag. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. I swam in the shallow pool.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. We had a busy day yesterday. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. it is an easy question. \_\_\_\_\_\_\_\_\_\_\_\_\_
8. Fill in the analogies correctly.
9. Beautiful is to girl as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to boy.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to trees as long is to snakes.
11. big is to ball as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to pig.
12. Little is to water as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to mango.

**FRIDAY: OPPOSITES OF ADJECTIVES.**

* Opposite means the contrary or the different but in the same nature/status or category.

*Examples*:

good - bad

high - low

rich - poor

simple - hard

Activities:

Reading the adjectives

Spelling the words.

Using the words in opposite form

Considering the degrees of adjectives.

Exercises:

1. Give the opposites of these adjectives

fat -

bad -

big -

tall -

slow -

deep -

clean -

early -

poor -

high -

blunt -

below -

lazy -

strong -

wide -

simple -

beautiful -

asleep -

hot -

smart -

heavy -

black -

clever -

alive -

1. Write the opposite of the underlined words.
2. Dad is a very good man.
3. She is a hardworking girl.
4. The road is very narrow.
5. My pencil is blunt.
6. The aeroplane is slow.
7. That dog is dead.
8. She is sitting under the tall tree.
9. Our family members are poor.

**WEEK 10**

**MONDAY: OPPOSITES OF ADJECTIVES WHERE WE USE “un”**

* “Un” is used as a prefix. (a syllable written before the adjective/word)
* “Un” in other words may be used as “not”
* We use “un” when using such opposites.

*Examples*

happy - unhappy

kind - unkind, etc

Activities

* Reading the adjectives
* Spelling the words
* Affixiating/Prefixing the adjectives to form the opposites.
* Constructing correct sentences using opposites.

Activities.

1. Write the opposite of the words.

happy -

kind -

sociable -

faithful -

comfortable -

real -

equal -

grateful -

tidy -

acceptable -

available -

peaceful -

grateful -

1. Re-write the sentences using the opposite of the underlined words.
2. She is a happy girl.
3. Mummy is a kind woman.
4. It is a peaceful animal.
5. It is a real ball.
6. It is a comfortable bed.

**TUESDAY: COMPARING ADJECTIVES BY ADDING “er” AND “est”**

* Adjectives appear in three degrees
* positive degree
* Comparative degree
* Superlative degree
* In the comparative degree we add “er” and in the superlative degree we add “est”.
* When dealing in sentences we identify the adjective degree following;
* Positive degree – “a”
* Comparative degree – “than”
* Superlative degree – “the”

*Examples*

tall - taller - tallest

a tall - taller than - the tallest

1. Complete the table below.

|  |  |  |
| --- | --- | --- |
| **Positive DEGREE** | **Comparative degree** | **Superlative degree** |
| short | shorter than | the shortest |
| strong |  |  |
| clean |  |  |
| slow |  |  |
| quick |  |  |
| cheap |  |  |
| deep |  |  |
| clever |  |  |
| weak |  |  |
| fine |  |  |
| bright |  |  |

1. Use the words in brackets in the correct form.
2. Tom is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_boy. (short)
3. Peter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than Joseph. (strong)
4. Sarah is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl in class. (clever)

***(Teacher to give about ten similar work)***

**WEDNESDAY:**

**ADJECTIVES WHERE WE DOUBLE THE LAST LETTER AND ADD “er” AND “est”.**

Activities:

* Completing the table.
* Doubling the last letter.
* Using the adjectives in the correct degree.

Exercises:

1. complete the table correctly.

|  |  |  |
| --- | --- | --- |
| **Positive degree** | **Comparative degree** | **Superlative Degree** |
| fat | fatter than | the fattest |
| big |  |  |
| thin |  |  |
| hot |  |  |
| wet |  |  |

1. Use the words in brackets in the correct form.
2. Sunday was the \_\_\_\_\_\_\_\_\_\_\_\_day last week. (wet)
3. A pot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than a ball. (big)
4. Today is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day. (cool)
5. Doreen is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Diana. (thin)
6. Friday was the \_\_\_\_\_\_\_\_\_\_\_\_\_ day this week. (hot)
7. She is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl. (fat)
8. Mariam is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than Joan.

**THURSDAY: ADJECTIVES THAT END WITH “y”.**

* Adjectives that end with “y” replace it with “I” and add “er” and “est” in the comparative and superlative degrees.

*Examples*

happy - happier - happiest

early - earlier - earliest

Activities:

* Reading the adjectives
* Changing “y” to “I” and adding “er” or “est”
* Giving more adjectives in this category.
* Completing the table.
* Using the adjectives in correct sentences.

Exercises

1. Compete the table correctly.

|  |  |  |
| --- | --- | --- |
| **Positive degree** | **Comparative degree** | **Superlative degree** |
| happy | Happier | Happiest |
| lazy |  |  |
| easy |  |  |
| early |  |  |
| dirty |  |  |
| ugly |  |  |
| crazy |  |  |
| busy |  |  |

1. Use the words in brackets in the correct form.
2. Who is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy in class? (dirty)
3. Lucy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Edella. (ugly)
4. Kampala is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ town in Uganda. (busy)
5. Tom came \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Peter. (early)
6. Have you seen a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ woman? (crazy)
7. Patrick is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ man at school. (happy)
8. English is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than numbers. (easy)

**FRIDAY : ADJECTIVES WHERE WE ADD “more” AND “most”**

* We add “more” to adjectives in the comparative degree and “most” in the superlative degree and “most” in the superlative degree.
* The adjectives do not change at all.

*Examples*

beautiful more beautiful most beautiful

handsome most handsome most handsome

Activities

reading the adjectives

Spelling the adjectives

Putting “more” and “most” before the adjective.

Exercises

1. Complete the table correctly.

|  |  |  |
| --- | --- | --- |
| **Positive degree** | **Comparative degree** | **Superlative degree** |
| active | more active | most active |
| honest |  |  |
| polite |  |  |
| dangerous |  |  |
| peaceful |  |  |
| grateful |  |  |
| precious |  |  |
| stubborn |  |  |

1. Use the words in the correct form.
2. Zakia is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_girl at home. (polite)
3. Tracy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Paula. (active)
4. A lion is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ animal. (fierce)
5. Is silver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than gold? (precious)
6. Priest are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people in a community. (honest)
7. Bolingo is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy at school. (stubborn)
8. Peter was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to see me. (grateful)
9. A butterfly is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ insect. (peaceful)

**PRIMARY TWO – ENGLISH TOPICAL BREAKDOWN TERM II 2016**

**OUR ENVIRONMENT**

1. Common animals
2. Animal homes
3. Animal sounds

Comprehension (Old Madanda)

1. Animal movements
2. Alphabetical order (first letter)
3. Alphabetical order (second letter()
4. Alphabetical order (third letter)
5. Common insects
6. Structures

Comprehension about insects

1. Use of “was” and “were”
2. common plants
3. structures
4. adjectives
5. opposites of adjectives
6. comparing adjectives (Add “er” “est”
7. Adjectives that double the last letter
8. Adjectives that end with “y”
9. Irregular adjectives
10. Adjectives where we ass “more” and “most”
11. Pronouns (Personal pronouns)
12. Possessive pronouns
13. The use of “some” and “any”
14. Things we make

Vocabulary

1. Structures

Rhyme about things we make.

1. Reflexive pronouns
2. interrogative pronouns/questioning words
3. propositions (prepositions of place)
4. Prepositions of verbs
5. Vocabulary (material and source)
6. Prepositions of verbs
7. Vocabulary (material and source)
8. Conjunctions (“and”)
9. Conjunction (“because”)
10. Conjunction (“but”)
11. Transport (means of transport)
12. Uses of transport
13. Opposites using “un”

Comprehension about transport.

1. Common accidents (Vocabulary)
2. Structures
3. Collective nouns

**P.2 ENGLISH LESSON NOTES FOR TERM 2 2016**

**THEME: OUR ENVIRONMENT**

**Common animals**

**Vocabulary:**

cat elephant

dog horse

hen lion

sheep pig

duck goat

bird man

rabbit fish

**Structures**

What is this / that?

This / That is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

1. Answering oral questions using the structures.

2(a) Write the words correctly

atc \_\_\_\_\_\_\_\_\_\_\_\_\_ dgo \_\_\_\_\_\_\_\_\_\_\_\_\_\_

eepsh \_\_\_\_\_\_\_\_\_\_\_\_\_ phantele \_\_\_\_\_\_\_\_\_\_\_\_\_\_

shif \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hne \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(b) **Fill in the missing letters**

r\_\_bb\_\_t ho\_\_\_se

d\_\_\_ck m\_\_\_n

go\_\_\_t h\_\_\_n

**Animal young ones**

cat - kitten

dog - puppy

hen - chick

cow - calf

sheep - lamb

bird - nestling

duck - duckling

rabbit - bunny/rack

elephant - calf

horse - foal

lion - cub

pig - piglet

goat - kid

man - baby

fish - fry

monkey - baby

**Animal homes**

Cow – byre / kraal

Sheep – fold

goat – shed

pig – sty

bird – nest

fish – water

lion - den

man - house

dog - kennel

horse - stable

rabbit - hutch/burrow

bee - hive

hen - pen

cat - basket

rat - hole/burrow

**Activity**

Matching animals to their young ones.

**Animal sounds:**

a dog barks

a cat purrs / mews

a sheep bleats

a goat bleats

a bird sings / whistles

a monkey chatters

a duck quacks

a rat / mouse squeaks

a lion roars

a cow lows / mows

a pig grunts

a snake hisses

an elephant trumpets

a hen clucks

a cock crows

a horse neighs

a donkey brays

Comprehension about animals sounds

**Activity**

Completing analogies about animal sounds.

1. Dog is to \_\_\_\_\_\_\_\_\_\_\_ as cow is to low.
2. \_\_\_\_\_\_\_\_\_\_\_\_ is to snake as roaring is to lion.

Animal movement/meat

snake - slithering (gliding)

bird - flying

dog - running

cow - walking

person- walking

frog - jumping/hopping

rabbit - jumping/hopping

duck - wobbling

**Alphabetical order**

**Arranging words in alphabetical order considering the first letter.**

**Examples:**

3 1 5 2 4

1. cat, apple, egg, ball, dog

apple, ball, cat, dog, egg

3 2 4 1

2. man, lady, woman, boy

boy lady, man, woman

**Exercise:**

1. dish, axe, cap, bus
2. table, chair, bed, desk
3. elephant, dog, cat, ass
4. cow, sheep, hen, goat
5. child, boy, girl, man

**Second letter**

**Alphabetical order considering the second letter.**

**Examples:**

1. boy, bag, best, bird

bag, best, boy, build

1. most, meat, mat, milk

mat, meat, milk, most

**Exercise:**

**Arrange the following words in alphabetical order.**

1. bench, box, basket, big
2. desk, dog, dig, duck
3. mug, man, meat, millet
4. fight, fly, fought, fall

**Alphabetical order considering the third letter.**

**Examples:**

1. stool, stand, still, stung
2. drip, drum, dream, drop

dream, drip, drop, drum

**Exercise:**

**Arrange the words below in ABC order.**

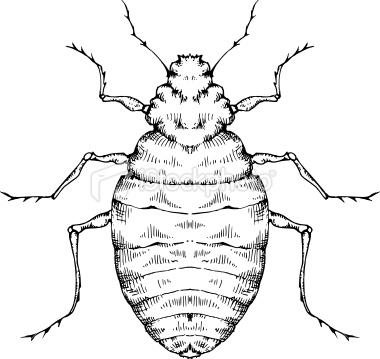
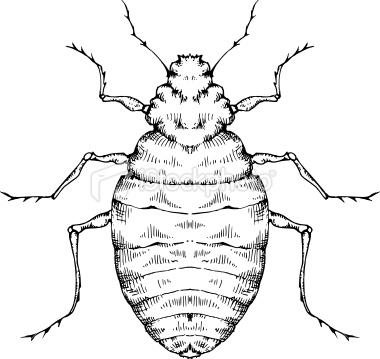
1. smell, small, smile, smoke
2. broom, brand, break, brick
3. crow, crane, crush, cream

**Common insects**

Vocabulary: cockroach, bees, wasp, mosquito, ant, spider

**Structures:**

Answer correctly

Are these insects?

Yes, they are………./ No, they aren’t …………

Is this a/an……?

**Comprehension exercises about insects**

Once upon a time there lived a very beautiful insect the butterfly. Everyone liked the butterfly. It had beautiful legs and wings. One day, Nakato was catching grasshoppers, jumping up and down. When she looked sideways, she saw a butterfly. She left all the grasshoppers and followed the butterfly because it was very beautiful.

Questions

**Uses of was and were**

- Was is used for one

- Were is used for more than one

**Examples:**

***one many***

1. I was late We were late

2. The boy was coming The boys were coming.

3. She was absent They were absent

4. He was playing They were playing

5. The child was dancing The children were dancing

**Exercise:**

**Fill in the correct answer.**

1. The cup was broken.

2. \_\_\_\_\_\_\_\_\_\_\_\_ the children playing?

3. The dogs \_\_\_\_\_\_\_\_\_\_\_\_ barking.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_ it a good picture?

5. He \_\_\_\_\_\_\_\_\_\_\_\_ absent yesterday.

**Common plants**

**Vocabulary on plants**

Banana plant

Cassava plant

Sugarcane plant

Coffee plant

Mango plant

Maize plant

Pineapple plant

Pawpaw plant

Sweet potato plant

**Structures:**

What is this / that?

This / that is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are these / those?

These / Those are \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise:**

1. Draw these plants

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Pineapple plant | Banana plant | Maize plant | Yam plant |

2. Write these words correctly.

nabana \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

apple pine \_\_\_\_\_\_\_\_\_\_\_\_\_\_

pwapwa \_\_\_\_\_\_\_\_\_\_\_\_\_\_

vassaca \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

antspl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ngoma \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Adjectives:**

An adjective is a word which tells more (describes) about a noun.

**Examples:**

Opposites of adjectives/degrees of adjectives

good - bad

fat - thin

clever - stupid

small - big

strong - weaker

shortest - tallest

sweet - sour

clean - dirty

heavier - lighter

**Comparisons of adjectives.**

tall taller tallest

fat fatter fattest

clean cleaner cleanest

big bigger biggest

happy happier happiest

small smaller smallest

lazy lazier laziest

poor poorer poorest

Degrees of adjectives

positive - comparative - superlative

big - bigger - biggest

fat - fatter - fattest

small - smaller - smallest

large - larger - largest

slow - slower - slowest

deep - deeper - deepest

**Exercise:**

1. **Complete the table correctly.**

|  |  |  |
| --- | --- | --- |
| Clean | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Cleanest |
| Good | Better | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Thinner | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Strong | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Strongest |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Weaker | Weakest |
| Lazy | Lazier | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

2. **Give the opposites of the underlined word.**

a) The classroom is dirty. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Musa is taller than Jane. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Is Andrew a weak boy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Our chalkboard so smooth. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) That cupboard is small. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) Are elephants heavy animals? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) Does God like poor father? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

h) Was the room dark? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words that end with ‘y’ we remove ‘y’ and add ‘ier’ or ‘iest’

lazy lazier laziest

ugly uglier ugliest

exercise

1. Kauma is the …………girl in our class. (lazy)
2. Who is …………………..than you? (happy)

Adjectives that add ‘more’ and ‘most

Examples

Beautiful more beautiful most beautiful

Honest more honest most honest

Active more active most active

proud more proud most proud

peaceful more peaceful most peaceful

**Activity**

Complete correctly

Honest …………………. Most honest

………………. …………………. Most active

………………… more beautiful ………………………

prominent more prominent most prominent

Sociable more sociable most sociable

**Irregular adjectives**

**Examples**

Many more most

Good better best

Bad good worst

Many more most

little less least

**Complete correctly using the correct form of adjectives in brackets**

1. Sam is ……………..than Mark. (good)
2. She has put……………..sugar in the cup. (much)
3. Cathy has the ………………handwriting in our class. (bad)

**Pronouns:**

Pronouns are words used instead of nouns.

**Examples:**

She they

He him

I you

It we

**Possessive pronouns:**

These are words that show ownership.

**Examples:**

his, hers, ours, yours, mine, its, theirs

**Exercise:**

Fill in his, hers, ours, mine, its, yours and theirs to complete the sentences correctly.

1. This is our house. It is ……………..
2. That is their car. It is ………………..
3. This is my book. It is ………………
4. The dog has a puppy. It is…………………….
5. That is your car. It is …………………………..

**Use of “some” and “any”**

Some is used to tell that there is little but not much or many.

Any is used to tell that there is nothing left. (in negative and interrogative sentences)

**Examples:**

1. There is some milk in the jug.
2. Some body is sitting on the chair.
3. Are there any flowers in the school?
4. She doesn’t have any money.

**Exercise:**

**Fill in “some” or “any”**

1. There isn’t \_\_\_\_\_\_\_\_\_\_\_ water in the jerrycan.
2. There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ juice in the fridge.
3. Are there \_\_\_\_\_\_\_\_\_\_\_\_\_\_ people in the classroom?
4. There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grasshoppers in the market.
5. Menya has \_\_\_\_\_\_\_\_\_\_\_\_\_\_ mangoes.
6. The headmaster doesn’t do \_\_\_\_\_\_\_\_\_\_\_\_\_ marking of books.
7. Do you have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_water?
8. Does she have \_\_\_\_\_\_\_\_\_\_\_book?

**Things we make**

**Vocabulary**

Pots, balls, baskets, dolls, ropes

**Structures**

1. What are you going to make?

I am / we are going to make…………..

1. What is this/ that?

This / that is a ………………

1. Is this a ……………?

Yes, it is a ……………….

No, it isn’t a……………….

1. Are these/ those ………..?

Yes, they are………………..

***Activity***

**Rhyme about things we make.**

I am going to make a little ball.

I will use banana fibres.

I am going to make a little pot.

I will use clay or kneaded anthill soil.

I am going to make a little rope.

I will use sisal or raffia.

I am going to make a little mat.

I will use banana fibres or palm leaves

We can make a lot things using

All things God made

Ref. Teachers English Resource Bk for P.2.

**Fill in the missing letters**

ba\_\_ \_\_et \_\_\_ope dol\_\_

**Write these words correctly**

pero …………………..

pto …………………..

tams ………………….

refibs …………………….

leaves palm ………………..

**Reflexive pronouns:**

These pronouns show that the action of the verb is performed on its subject e.g.

1. He cut himself

Cut is the reflexive verb and himself is the reflexive pronoun.

**More examples include:**

Myself oneself himself

Herself themselves ourselves

Ourselves itself yourself

I did the work myself.

She dug in the garden herself.

One should do the work oneself.

They worked in the shamba themselves.

**Interrogative pronouns / questioning words**

Examples:

1. What is your name?
2. How old are you?
3. Where do you live?
4. Whose book is that?

* Every asking sentence must and with a question mark (?)
* Words used to begin questions. What, How, Where, Who, Whose, Which, Do, Can, When, Is, Are

**Exercise:**

**Complete the sentences by adding the right questioning word from the list below.**

Who, Where, Can, Whose, Do, Which, How

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_many brothers have you?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is your teachers?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is her school?
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are we going out?
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they know your name?

**Questioning words;**

can will is were

may shall are should

did do was would, etc

**Prepositions:**

Prepositions are words used to show place or position of something.

**Preposition of place.**

in, on, under, over, between, near, across, along, behind, infront of, at

**Exercise:**

**Fill in the correct preposition**

1.

 The ball is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the table.



2.

The house is \_\_\_\_\_\_\_\_\_\_\_\_\_ the trees.



3.

The bottle is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the pot.



4.

 The tree is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house.



5.

The plane is flying \_\_\_\_\_\_\_\_\_\_\_\_\_ the hills.

6.

The pot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house.



7.

The ball is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the chair.

**Prepositions of verbs**

**Examples**

at, after, over, from, against, in, next to, of, to

**Activities:**

Pupils will use the prepositions in oral sentences.

**Exercise:**

Make four sentences using the prepositions given below:

after, from, of, against

**Fill in the gaps to complete the sentences correctly.**

1. Kato is running \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ball.
2. He was leaning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the table.
3. Grace is suffering \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ headache.
4. The children are interested \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the story.
5. Alice was looking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her book from the bag.
6. John is looking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the chalkboard.

**Materials and sources**

**Things we make:**

**Vocabulary on things we make and their importance.**

|  |  |  |
| --- | --- | --- |
| **Vocabulary** | **Materials** | **Sources** |
| Ropes  Pots  Mats, hats, bags  Drums | Fibres  Clay  Palm leaves  Skins and wood | Banana plant  Swamps  Palm trees  Skins of animals or fores |

**Exercise**

Match materials with their sources

Fibres palm trees

Clay swamp

Palm leaves banana plant

**Exercise:**

**Join these sentences using ‘and’**

1. I have a book. I have pencil.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Moris is playing. Mary is playing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conjunctions**

**Use of “and”**

**Examples:**

1. Mark is a good boy. Richard is a good boy.

Mark and Richard are good boys.

2. Mummy has a car. Daddy has a car.

Mummy and Daddy have cars.

**Transport**

**Means of transport**

Vocabulary

bus lorry bicycle aeroplane

ship boat motorcycle car train ferry

canoe foot pedestrian

**Uses of transport.**

* For carrying people
* For carrying food
* For carrying firewood
* For carrying building materials

Comprehension about transport

My father is a lorry driver. He drives a school bus of Viva Primary School. I go to Viva Primary School. Our bus can carry eighty children altogether. It is blue in colour. Sometimes older children stand when they don’t get where to sit.

When o the bus, we put on our hats unlike in the class. We also sing songs when travelling on the bus. We usually see cyclists, pedestrians and by-pass other buses, cars, lorries, motorcycles. Sometimes my friends are brought to school by their parents in their cars.

Questions

**Join using:…………but…………..**

**Examples:**

1. James is sick. He did not go to the hospital.

James is sick but he did not go to the hospital.

2. Mother’s car is red. Father’s car is yellow.

Mother’s car is red but father’s is yellow.

**Exercise:**

**Opposites using ‘un’**

**Examples**

kind \_\_\_\_\_ unkind

tie \_\_\_\_\_ untie

happy \_\_\_\_\_ unhappy

equal \_\_\_\_\_\_\_ unequal

fortunate \_\_\_\_\_\_ unfortunate

lucky \_\_\_\_\_\_\_ unlucky

***Activity*:**

Give the opposites of the underlined words.

**Common accidents**

Vocabulary on common accidents

bites, falls, knocks, drowning, poison, burns, cuts, stings, poisoning, shock

**Structures:**

1. Don’t \_\_\_\_\_\_\_\_\_\_\_ it will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Don’t play with fire, it will burn you.

**Dangerous things on the road.**

**Vocabulary**

Broken bottles

Razorblades

Needles

Nails

Wires

Fire

**Structures:**

This / That is a \_\_\_\_\_\_\_\_\_\_\_\_.

These / Those are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Join sentences using “but”**

**Collective nouns**

a herd of cattle

a flock of sheep

a bunch of keys/bananas

a swarm of bees

a fleet of ships

a gang of thieves

a congregation of worshippers

a bouquet of flowers

a choir of singers

a heap of sand

a team of players

a staff of teachers

a band of musicians

a crowd of people

a set of tools

a crew of sailors

a flight of aeroplanes

a bench of bishops/judge

a company of actors

a pack of wolves

**TOPICAL QUESTIONS FOR ENGLISH TERM II 2015**

**WEEK 1:**

1. **Write the words correctly.**

a) hpantele - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) atog - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Fill in the missing letters.**

a) r\_\_\_bb\_\_\_\_t

b) ho\_\_\_\_se

3. **Write animals and their young ones**

a) bird \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. **Completing analogies about animal sounds.**

a) Dog is to \_\_\_\_\_\_\_\_\_\_\_\_\_ as a cow is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to snake as roaring is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Match animals and their homes.**

a) dog sty

b) pig fold

c) sheep kennel

**WEEK TWO:**

1. **Arrange the following words in alphabetical order.**

a) bench, axe, cup, desk

b) elephant, turkey, hen, cat

2. **Arrange in alphabetical order considering second letter.**

a) man, meat, milk, most

b) bag, boy, best, bird

3. **Arranging alphabetical order considering the third letter.**

a) drip, drum, dream, drop

b) stool, stand, still, stung

4. **Write the words correctly.**

a) oipson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) llsfa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Make sentences using these words.**

a) drowning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) burns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK THREE:**

1. **Fill in “any” or “some”.**

a) Are there \_\_\_\_\_\_\_\_\_\_\_ people in the classroom?

b) There isn’t \_\_\_\_\_\_\_\_\_\_\_\_ water in the jerrycan.

2. **Fill in his, hers, ours, mine, its to complete the sentences.**

a) This dress belongs to Mary. It is \_\_\_\_\_\_\_\_\_\_\_\_.

b) That is Peter’s shirt. It is \_\_\_\_\_\_\_\_\_\_\_\_\_.

c) This is our house. It is \_\_\_\_\_\_\_\_\_\_\_\_\_.

3. **Write the words correctly.**

a) vassaca \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) nabana \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) pwapwa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. **Draw these plants.**

|  |  |
| --- | --- |
|  |  |
| Maize plant | Yam plant |

**WEEK FOUR:**

1. **Fill in was or were.**

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the children playing?

b) The child \_\_\_\_\_\_\_\_\_\_\_\_\_ dancing.

2. **Match the opposites correctly.**

stronger sour

sweet bad

good weaker

3. **Give the opposite of the underlined words.**

a) Musa is taller than Jane. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Are elephants heavy animals? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. **Complete the table correctly.**

|  |  |  |
| --- | --- | --- |
| clean |  | cleanest |
| good | better |  |
|  | thinner |  |

**WEEK FIVE:**

1. **Write these words correctly.**

a) refibs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) tams \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Complete correctly using the correct form of the adjectives in brackets.**

a) She has the \_\_\_\_\_\_\_\_\_\_\_\_\_ handwriting in class. (bad)

b) Rebecca is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Mark. (good)

3. **Complete the table correctly.**

|  |  |  |
| --- | --- | --- |
| **One** | **Two** | **More than two** |
| much |  | most |
|  | less | least |
| bad |  |  |

4. **Complete the sentences by adding the right questioning word.**

a) \_\_\_\_\_\_\_\_\_\_\_\_\_ is your teacher?

b) \_\_\_\_\_\_\_\_\_\_\_\_\_ brothers do you have?

**WEEK SIX:**

1. **Use the correct form of the adjectives in brackets.**

a) Tom is the \_\_\_\_\_\_\_\_\_\_\_\_\_ boy in our class. (stubborn)

b) Mary is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than Jane. (beautiful)

2. **Complete the table by adding more and most.**

|  |  |  |
| --- | --- | --- |
| **adjective** | **two** | **many** |
| active |  | most active |
| beautiful | more beautiful |  |
| honest | more honest |  |

3. **Fill in the correct preposition.**

a)

The house is \_\_\_\_\_\_\_\_\_\_\_ the trees.



 b)

The boy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the car.

4. **Make sentences using these preposition.**

a) over: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) behind: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK SEVEN:**

1. **Fill in the gaps to complete the sentences correctly.**

a) Kato is suffering \_\_\_\_\_\_\_\_\_\_\_\_\_ malaria.

b) He was leaning \_\_\_\_\_\_\_\_\_\_\_\_ the table.

2. **Make sentence using the preposition given below.**

a) after: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Write the words correctly.**

anitr \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

atbo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. **Draw these means of transport.**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Bus | Aeroplane | Bicycle |

**WEEK EIGHT:**

1. **Match the opposite.**

tie unlucky

kind unkind

happy untie

lucky unhappy

2. **Join these sentences using “and”**

a) I have a book. I have a pen.

b) Mary is playing. Maris is playing.

c) Mark is a good boy. Richard is a good boy.

3. **Join these sentences using ……….but………..**

a) James is sick. He did not go to the hospital.

b) Mother’s car is red. Father’s car is blue.

c) Sarah came late. She did not go to school.

**WEEK NINE:**

**Fill in the missing word correctly.**

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of cattle.
2. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bees.
3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of sheep.
4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of thieves.
5. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of sand.
6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of teachers.
7. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of singers.
8. A team of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. A bouquet of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. A flight of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK TEN:**

1. **Name these objects.**



1. b) c)

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Write the words correctly.**

a) ehn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) werflo \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Make sentences using these words.**

near - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. **Write their homes.**

Rabbit - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lion - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Arrange in alphabetical order.**

cat, fish, axe, bag

**MARKING GUIDE FOR ENGLISH TERM II 2012.**

**WEEK 1**

1(a) elephant

b) goat

2(a) rabbit

b) horse

3(a) nestling

b) baby

4(a) barking, lows

b) hiss, lion

5(a) kennel pig

sty sheep

fold dog

**WEEK 2:**

1(a) axe, bench, cup, desk

b) cat, elephant, hen, turkey

2(a) man, meat, milk, most

b) bag, best, bird, boy

3(a) dream, drip, drop, drum

b) stand, still, stool, stung

4(a) poison

b) falls

5(a) I was drowing in the water.

The baby has burns on the hand Any good sentence

**WEEK THREE:**

1(a) some

b) any

2(a) hers

b) his

c) ours

3(a) cassava

b) banana

c) pawpaw

4. Draw any good picture

**WEEK FOUR:**

1(a) were

b) was

2(a) strong sour

sweet bad

good weaker

3(a) shorter

(b) light

4. **Complete the table correctly.**

|  |  |  |
| --- | --- | --- |
| clean | **cleaner** | cleanest |
| good | better | **best** |
| **thin** | thinner | **thinnest** |

**WEEK FIVE:**

1(a) fibres

b) mats

2(a) worst

b) better

3(a) complete the table completely

|  |  |  |
| --- | --- | --- |
| one | **two** | more than two |
| much | more | most |
| **few** | less | least |
| bad | **worse** | **worst** |

4(a) Who

b) How

**WEEK SIX:**

1(a) most stubborn

b) more beautiful

2. **Complete the table adding more and most.**

|  |  |  |
| --- | --- | --- |
| **adjective** | **two** | **many** |
| active | **more active** | most active |
| beautiful | more beautiful | **most beautiful** |
| honest | more honest | **most honest** |

3(a) between

b) infron of

4(a) make suitable sentences.

**WEEK SEVEN:**

1(a) from

b) against

2. make suitable sentences

3(a) train

b) boat

4. draw good pictures

**WEEK EIGHT:**

1. **Match the opposites**

tie unlucky

kind unhappy

lucky untie

happy unkind

2(a) I have a book and a pen.

b) Mary and Maris are playing

c) Mark and Richard are good boys.

3(a) James is sick but he did not go to the hospital.

b) Mother’s car is red but father’s car is blue.

**WEEK NINE:**

1. herd
2. swarm
3. flock
4. gang
5. heap
6. staff
7. choir
8. players
9. aeroplanes

**WEEK TEN:**

1(a) tree

b) chair

c) ball

2(a) hen

b) flower

3(a) make good sentences

4(a) barrow / hatch

b) den

5. axe, bag, cat, fish

**SIR APOLLO KAGGWA SCHOOLS**

**PRIMARY TWO ENGLISH LESSON NOTES TERM III 2016**

**Topical breakdown 2016 Primary two English**

**THEME: PEACE AND SECURITY**

1. Vocabulary: Teacher, child, prefect, prison

2. Structures: show me a /an/the ……….

This/ that is a /an ………………

Who ………………teaches, preaches

A teacher / Imam ………………………..

3. Present continuous tense

Those that add “ing” straight away.

Those that end with “e”

Those that double the last letter.

4. Present simple tense

Verbs that add “s”

Verbs that add “es”

Verbs that drop the last letter “y” and add “ies”

5. Vocabulary : bank, obey, give, friend, share

Structures

What do you like?

Do you like ……………? Play, praying (yes, I do, not I don’t)

6. Homophones

Vocabulary: work, share, people, beat, bit

7. Structures:

It is good/ bad to …………….

We should not ………………

Always …………………..

8. Synonyms

Vocabulary: fear, worry, pain, blind

Structures

Yes, I am / No, I am not.

Theme: CHILD PROTECTION

9. Vocabulary: parent , advise, guide, help

10. Structures

It is good to ………………

What should you do always?

You/ I/ We should always ……………..others.

11. Comprehension

12. Gender

13. Past simple tense

Verbs that add “d”

Verbs that double the last letter before adding “ed”

Verbs that drop ‘y’ and add ‘ied’

14. Past tense of irregular verbs

15. Dialogue

Adjectives: forming adjectives by adding ‘ful’

16. Rhymes

Vocabulary: days of the week

Structures

What is the …………………day of the week?

………………….is the ……………day of the week.

17. Cardinal numbers and ordinal numbers (1-100)

1- one – 1st – first

2 – two – 2nd – second

18. Months of the year

Vocabulary: day, time, week, hour, year, months/January, February etc

Structures

Which month comes before?

…………………comes before ……………….

What is the ……………………month of the year?

………………………is the ……………….month of the year.

19. Thyme

20. Calendar

Vocabulary: day. Time. Week, hour, year, months, minutes, quarter past, a half past.

21. Use of ‘some’ and ‘any’

22. Apostrophe: ownership / short forms

23. Commas

Vocabulary: shillings, coin

Structures

May I have …………………kilograms/ litres of …………..please

How much is a kilo/litre/packet of ……………..?

It is

It costs

24. Conjunction ‘and’

25. Adjective

Examples

26. Opposites

Comparisons

27. Shapes

Vocabulary: triangle, square, circle

Structures

What shape is this?

It is a …………….

How many sides has a triangle?

A triangle has ……………sides

Is this a triangle/ circle/ square?

Yes it is is/ No. it is not.

28. Comprehension

29. Conjunction “but”

30. Similes

31. Conjunction “because”

31. Future tense

33. Proverbs

**THEME : Peace and Security**

**SUB-THEME : Measure time**

**Vocabulary**

Teacher, child, prefect, army, parent, prison, priest, church, barracks, mosque, num, matron, school, Imam, maids, elders, guards, home, police officers.

**Structures:**

1. Show me a / an / the

This / That is a / an

2. Is this a/an

Yes, she /he is. No, he/she is not.

3. Who ………. (teaches, preaches)

A teacher / Imam

4. Matching people and the places of work.

Activity 1:

Constructing oral and written sentences using given words.

Activity 2:

Spell words correctly

lchid \_\_\_\_\_\_\_\_\_\_\_\_ sonpri \_\_\_\_\_\_\_\_\_\_\_\_\_

unn \_\_\_\_\_\_\_\_\_\_\_\_\_ oolsch \_\_\_\_\_\_\_\_\_\_\_\_\_

rentpa \_\_\_\_\_\_\_\_\_\_\_ rchuch \_\_\_\_\_\_\_\_\_\_\_\_\_

Make five sentences using the words below.

Teacher: ……………………….

Priest: ………………………..

Army: ……………………..

Imam: ………………….

Church: ……………….

Parents: ………………….

Elders: …………………..

Police man: ………………

**Present continuous tense (now tense)**

Key words

Is, are, am, now

Examples

Walk – walking

Talk – talking

Eat – eating

**Now tense**

Verbs that end with ‘e’

Remove ‘e’ and add – ing

Examples

write – writing

drive – driving

chase

strike

save

give

wave

share

shave

dive

ride

weave

amaze

gape

gaze

graze

tame

strive

**Verbs that double the last letter before adding – ing**

**Examples**

mop – mopping

scrub – scrubbing

rub

sob

slap

clap

hit

sit

skip

get

put

hop

dig

drop

rob

stop

**Activity**

**Change the verbs correctly to answer**

1. Azam is …………..to school now. (run)
2. Alice and Sarah are……………(play)
3. I am …………a bicycle. (ride)

Present simple tense

Pronouns – She, He, it, we, add ‘s’ or ‘es’ to the verb to change to present simple tense.

Examples of verbs that add ‘s’

walk - walks

put - puts

run - \_\_\_\_\_\_\_\_\_\_\_\_ give - \_\_\_\_\_\_\_\_\_\_\_

read - \_\_\_\_\_\_\_\_\_\_\_\_ ride - \_\_\_\_\_\_\_\_\_\_\_

shout - \_\_\_\_\_\_\_\_\_\_\_

play - \_\_\_\_\_\_\_\_\_\_\_

Words that add ‘es’ are:

do - does

teach - teaches

brush - \_\_\_\_\_\_\_\_\_\_\_\_

go - \_\_\_\_\_\_\_\_\_\_\_\_

push - \_\_\_\_\_\_\_\_\_\_\_\_

watch - \_\_\_\_\_\_\_\_\_\_\_\_

finish - \_\_\_\_\_\_\_\_\_\_\_\_

catch - \_\_\_\_\_\_\_\_\_\_\_\_

reach - \_\_\_\_\_\_\_\_\_\_\_\_

match - \_\_\_\_\_\_\_\_\_\_\_\_\_

N.B: For pronouns I, We, You, and ‘They’ we don’t add ‘s’ or ‘es’ to the verbs.

Activity 1:

Use the correct form of the verb in brackets to fill the gaps.

1. He \_\_\_\_\_\_\_\_\_\_\_\_\_ at me everyday. (look)
2. They \_\_\_\_\_\_\_\_\_\_\_ to church every Sunday. (go)
3. Mary \_\_\_\_\_\_\_\_\_\_\_\_ Mathematics every morning. (learn)
4. Mummy \_\_\_\_\_\_\_\_\_\_\_\_\_ me to school every morning. (drive)
5. Tim \_\_\_\_\_\_\_\_\_\_\_\_\_\_ his shirt every evening. (wash)

Activity 2:

Change the underlined verbs into present simple tense.

1. I play football every Saturday. \_\_\_\_\_\_\_\_\_\_\_\_
2. We cook food every day. \_\_\_\_\_\_\_\_\_\_\_\_\_
3. They watch football every evening. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. I wash my uniform every afternoon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Present simple tense.

Verbs that drop the last letter ‘y’ add ‘ies’

cry \_\_\_\_\_\_\_\_\_\_\_ many \_\_\_\_\_\_\_\_\_\_\_\_\_ try \_\_\_\_\_\_\_\_\_\_\_\_\_\_

dry \_\_\_\_\_\_\_\_\_\_\_ copy \_\_\_\_\_\_\_\_\_\_\_\_\_ fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_

carry \_\_\_\_\_\_\_\_\_\_\_ bury \_\_\_\_\_\_\_\_\_\_\_\_\_ fry \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity:

Use the correct form of the verb in brackets.

1. Our baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_ every night. (cry)
2. Rose \_\_\_\_\_\_\_\_\_\_\_\_\_ fish every day. (dry)
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_ me every morning. (carry)

Vocabulary:

bank, obey, give, friend, share, help, joy, pray, forgive, greet, learn, steal, lie, fight, love, peace, freedom

teach songs;

1. Am a soldier in the army.
2. Give me peace in my heart.

Structures:

What do you like?

I like …………………………….

Do you like …………………………[playing / praying]?

Yes I do ……………………………………

Activity:

Use the words below to make correct sentences.

1. obey \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. help \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. forgive \_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. pray \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Homophones:**

Homophones are words with the same sound but different meaning.

Examples:

Son - sun

Too - to - two

Their - there

First - fast

Cut - cat

Write - right

Meat - meet

Sea - see

Here - hear

Mad - mud

Fit – feet

Week – weak

Still – steal

By – buy

But – hat/ hurt/ hut / heart

It – eat

Hit – heat

Ban – bun

Fan – fun

Dip – deep

Sum – some

Bird – had – bud

Vocabulary:

Work, share, people, beat, bite, sharp, steal, push, abuse, help, forgive, pray, take, good, bad, pinch, play, love

Structures:

It is good to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one another.

It is good to share.

It is bad to abuse others.

It is bad to………………….

We should not ………………..

Always love one another

Activity

Write the words correctly.

tseal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ velo \_\_\_\_\_\_\_\_\_\_\_\_ teak \_\_\_\_\_\_\_\_\_\_\_\_\_\_

ebta \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pehl \_\_\_\_\_\_\_\_\_\_\_\_

Fill in the missing letters.

w\_\_rk sh\_\_\_re p\_\_op\_\_e f\_\_\_rgiv\_\_\_

g\_\_ \_\_d pr\_\_y

**SYNONYMS:**

Synonyms are words with different sound but same meaning.

Examples:

begin - start close - shut

difficult - hard finish - complete

simple - easy give - offer

sick - ill nice - fine

girl - lass end - stop

boy - lad write - jot

correct - right rush - run

quiet - calm

Activity:

Write similar words for the underlined words.

1. He did not give me the right answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. It was a simple exercise. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The class was very calm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Go and close the door. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write words correctly.

seay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tstar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pimsle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

macl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

selco \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary:

worry, pain, lame, blind, deaf, hungry, cry

Structures:

Are you……………….?

Yes, I am / No, I am not

Activity:

Construct oral and written sentences using the given words.

1. Fear:
2. Worry
3. Pain
4. Lame
5. Blind

Fill in the missing letters.

bl\_\_nd d\_\_af fe\_\_\_r

hun\_\_\_ry wo\_\_ \_\_y c\_\_y

**Theme: Child Protection**

Vocabulary:

Parent, advise, guide, help, friend, gift, listen, share, forgive, greet, kind, lovely.

Structures:

It is good to………………

You / I / We should always ………………others.

What should we do always?

Activity:

Construct oral and written sentences using given words.

friend :

parent :

advise :

help :

get :

Write words correctly.

pleh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

teg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

seivda \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension work**

Mrs. Opio is a policewoman. She is very kind and hardworking. She ways she uses a gun to keep law and order in the community. One day when she was going to the police station, she met a man carrying a big sac. When she decked the sac; there was a young girl. He wanted to cut off the girl’s head for sacrifice. Mrs. Opio tried to arrest the man, but he ran away into the near bush. She ran after him and found him hiding in the far bush. She took the kidnapper to the police station after arresting him.

**Activity**

Answer questions from the story

**GENDER:**

Gender is the state of being male or female

Examples:

Male Female

boy girl

father mother

uncle aunt

Mr. \_\_\_\_\_\_\_\_\_\_\_

King \_\_\_\_\_\_\_\_\_\_\_\_

Prince \_\_\_\_\_\_\_\_\_\_\_\_

Cock \_\_\_\_\_\_\_\_\_\_\_\_

Actor \_\_\_\_\_\_\_\_\_\_\_\_

Son \_\_\_\_\_\_\_\_\_\_\_\_

Headmaster \_\_\_\_\_\_\_\_\_\_

Ram \_\_\_\_\_\_\_\_\_\_\_

Bitch \_\_\_\_\_\_\_\_

Tiger \_\_\_\_\_\_\_\_\_

Monitor \_\_\_\_\_\_\_\_

He \_\_\_\_\_\_\_\_\_

Activity:

1. Match correctly.

uncle daughter

king queen

prince princess

son aunt

2. Give the female of the underlined words.

The man is sick. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A lion is a dangerous animal. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have a brother. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Past simple tense**

Verbs that add ‘d’

Move – moved

Wave – waved

Dance – danced

Share –

Amaze

Chase –

Sneeze

Smoke

Dive

Bathe

Shave

Tame

Line

Shame

Shape

**Verbs that add ‘ed’**

Examples

Cook – cooked

Kick – kicked

Play – played

Pull

Push

Finish

Brush

Jump

Wash

Match

Walk

**Verbs that double the last letter before adding ‘ed’**

Example

Mop – mopped

Scrub – scrubbed

Nod – nodded

Rob

Slap

Clap

Stop

Skip

Shop

Drop

Chop

Rap

Rub

Sob

Hop

jog

**Verbs that end with ‘y’ we remove ‘y’ and add ‘ied’**

Examples

Bury – buried

Carry – carried

Hurry – hurried

Cry

Dry

Fry

Try

Marry

Copy

Apply

Worry

Multiply

Activity

**Chang the verbs given in brackets to complete the sentences correctly**

1. Atim …………….this classroom yesterday. (mop)
2. P2 boys ………..to the dining hall when they saw teacher Jane. (hurry)

**TENSES:**

Past tense of irregular verbs

Examples:

go went

sweep \_\_\_\_\_\_\_\_\_\_\_\_

eat ate

ride rode

drive \_\_\_\_\_\_\_\_\_\_\_\_

make \_\_\_\_\_\_\_\_\_\_\_\_\_

wear \_\_\_\_\_\_\_\_\_\_\_\_\_

tear \_\_\_\_\_\_\_\_\_\_\_\_\_

sleep \_\_\_\_\_\_\_\_\_\_\_\_\_

drink \_\_\_\_\_\_\_\_\_\_\_\_\_

write \_\_\_\_\_\_\_\_\_\_

dig \_\_\_\_\_\_\_\_\_\_

stand \_\_\_\_\_\_\_\_\_

come \_\_\_\_\_\_\_\_\_

learn \_\_\_\_\_\_\_\_\_

catch \_\_\_\_\_\_\_

teach \_\_\_\_\_\_\_\_

bring \_\_\_\_\_\_\_\_

see \_\_\_\_\_\_\_\_\_

give \_\_\_\_\_\_\_\_

steal \_\_\_\_\_\_\_\_\_

Activity:

A. Fill in the gap with the correct tense.

1. My brother \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bicycle yesterday. (ride)
2. Kato \_\_\_\_\_\_\_\_\_\_\_\_ to church last Sunday. (go)
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the compound yesterday. (sweep)

B. Give the past tense of these verbs.

buy \_\_\_\_\_\_\_\_\_\_\_\_\_\_

catch \_\_\_\_\_\_\_\_\_\_\_\_\_\_

know \_\_\_\_\_\_\_\_\_\_\_\_\_\_

steal \_\_\_\_\_\_\_\_\_\_\_\_\_\_

tell \_\_\_\_\_\_

sell

fall

grow

fly

draw

throw

**Dialogue**

Sarah: How are you Peter?

Peter: I am not well Sarah.

Sarah: What is the problem?

Peter: Sometimes I wich I was born in another family. My mother makes me do all the house work alone.

Sarah: Is that bad Peter?

Peter: Not only that, my father comes back home while drunk and beats me.

Sarah: Oh dear! Am sorry for you Peter, parents should stop abusing us, mistreating us. We have a right to be happy.

Activity

Answer questions from the dialogue

**ADJECTIVES:**

Forming adjectives by adding ‘ful’

hope hopeful

help helpful

mind \_\_\_\_\_\_\_\_\_\_\_\_\_

peace \_\_\_\_\_\_\_\_\_\_\_\_\_

care \_\_\_\_\_\_\_\_\_\_\_\_\_

faith \_\_\_\_\_\_\_\_\_\_\_\_\_

need \_\_\_\_\_\_\_\_\_\_\_\_\_

play \_\_\_\_\_\_\_\_\_\_\_\_\_

grate

thank

joy

use

forget

fruit

harm

pain

hope

sin

Activity 1

Complete the table correctly.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ careful

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ peaceful

play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity 2

Use the word in brackets correctly to fill the gaps.

1. My mother is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ woman. (faith)
2. Peter is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to me. (help)
3. I am so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (grate)

**Theme: Measures**

**Days of the week**

Vocabulary

Monday , Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, before, after

**Structures**

What is the ……….day of the week?

………….is the……….day of the week

Number names

**Number names (1 – 100)**

One – 1st – first

Two – 2nd – second

Three – 3rd – third

Four – 4th – fourth

**Months of the year**

Vocabulary

January, February, March, April, May , June , July, August, September, October, November, December, before, after

**Structures**

Which month comes before…………?

…………comes before…………………….

What is the …………..month of the year?

……………is the ………………month of the year.

**Short forms**

Days of the week and months of the year

Monday …………….. February………………………….

Tuesday ………………… March ……………………….

Wednesday ……………………. April ………………………

Thursday …………………….. May ………………………

**Songs**

The baby born on monad

Site done, stand up x 2

Palalalalala

Lalalalalalala

The baby born on Tuesday ……….

Wednesday ……………

Thursday …………

Friday ……….

Saturday …………..

Sunday …………….

**Calendar**

Interpreting the calendar

Vocabulary

day, time, weak, hour, calendar, year, months, daily, quarter, past and ordinal’s 1st, 2nd, 3rd, etc.

Number names 1 – 31

Days of the week

Structures:

What time is it?

It is \_\_\_\_\_\_\_\_\_\_\_ o’clock.

It is \_\_\_\_\_\_\_\_\_\_\_ past / to \_\_\_\_\_\_\_\_\_

Activity:

Tell the time



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Days of the week.

Structures:

What day is it?

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ day of the week?

Activity 1:

Write the name of the day in the following gaps.

1. If yesterday was Thursday, today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The day before Wednesday is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the first day of the week.
4. On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ many people go to church.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ comes between Tuesday and Thursday.

Activity 2:

Write the short forms of the following words.

1. Monday
2. Wednesday
3. Sunday
4. Tuesday

**Months of the year:**

Structures:

How many months are in a year?

What is the \_\_\_\_\_\_\_\_\_\_\_ months in a year?

That is the \_\_\_\_\_\_\_\_\_\_\_ months of the year?

The \_\_\_\_\_\_\_\_\_\_\_\_ month of the year is \_\_\_\_\_\_\_\_\_\_\_\_

Activity 1:

Complete correctly

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the first month of the year.

There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ months in a year.

December is the \_\_\_\_\_\_\_\_\_\_\_\_ months of the year.

Activity 2:

Write these words in full.

1. Feb. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Aug. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Dec. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Oct. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Jan. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Sept \_\_\_\_\_\_\_\_\_\_\_
7. Nov. \_\_\_\_\_\_
8. Jan. \_\_\_\_\_\_\_\_\_
9. Oct. \_\_\_\_\_\_\_
10. Dec \_\_\_\_\_\_\_\_\_
11. Dec \_\_\_\_\_\_\_\_\_\_

**Use of some and any**

Some is used for many while any is used for one.

Some is used in positive statements but nay can be used in question and negative expressions.

Examples:

1. Is there any milk in the jug?
2. There are some apples in the basket.
3. There isn’t any water in the basin.
4. Are there any girls in the classroom?

Activity:

Fill in some or any correctly.

1. The child does not drink \_\_\_\_\_\_\_\_\_\_\_ milk.
2. There is \_\_\_\_\_\_\_\_\_\_\_\_\_ dust on the chair.
3. He does not want \_\_\_\_\_\_\_\_\_\_\_ food.
4. Are there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flowers in the garden?
5. John bought \_\_\_\_\_\_\_\_\_\_\_\_\_ eggs yesterday.

Use of an apostrophe (‘)

An apostrophe is used to show ownership or possession.

Examples:

1. Mary’s bag is torn.
2. I have taken Peter’s bag
3. Where have you put John’s book?

Activity:

Punctuate these sentences correctly.

1. The cows calves are dirty.
2. The dogs tail is long.
3. Daddys car is new
4. The ladys child is very clever.
5. Janes bag got lost yesterday.

**Apostrophe (short forms)**

Examples

Is not – isn’t

Cannot – can’t

It is – it’s

O’clock – of the clock

Shall not – shan’t

He is – he’s

**Activity**

Write these short forms in full

1. Shan’t
2. Isn’t
3. She’ll
4. There’s

Write the short form of words given in brackets

1. Josephine ……….. come to school. (has not)
2. ………………a very nice boy. (he is)

Use of commas (,)

A comma is used to separate words written in a list.

Examples:

1. A farmer planted rice, maize, barley and sugarcanes.
2. John went to the shop to buy sugar, bread, sweets and a cake.

Activity:

Put a comma where necessary.

1. Suzan Sarah Eddie Rose and Mark are playing.
2. Mummy bought matooke beans rice and maize floor.
3. Peter drew a cat an orange a chair and a woman.

**MONEY**

Vocabulary

Coins, shillings, note, half litre, litre, metre,

Kilograms, measure, long, high

wide, cost, packet

Structures:

May I have \_\_\_\_\_\_\_\_\_\_ kilograms/litres of \_\_\_\_\_\_\_\_\_\_\_ please.

How much is a kilo/litre/packet of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It costs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity 1:

Choose the correct word from the table below to complete the sentences.

kilograms, litres, half a litre, packets, metres

1. Daddy bought two \_\_\_\_\_\_\_\_\_\_\_\_ of milk yesterday.
2. I have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of biscuits.
3. My dress is three \_\_\_\_\_\_\_\_\_\_\_\_\_ long.
4. Our baby weighs six \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Sarah gave me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of orange juice.

Write the short forms of these words.

Kilogram \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Metre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Litres \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conjunctions**

Use of ‘and’

1. Juma has a ball. Juma has a rope.

Juma has a ball and a rope.

1. Sarah is smart. Josephine is smart.

Sarah and Josephine are smart.

**Adjectives**

Examples

Busy honest

Thin active

Ugly kind

Weak early

Good

Bad

Slow

Happy

Strong

Heavy

Big

Tall

Beautiful

Black

Blue

Long

**Opposites of adjectives**

Fat – thin

Ugly – beautiful / handsome

Weak – strong

Poor – rich

**Comparing adjectives**

When words end with y change to i then add ier or est.

Examples:

busy busier busiest

ugly uglier ugliest

early earlier earliest

happy

lazy

crazy

noisy

heavy

busy

Activity:

Adjectives which are compared by adding more and most

|  |  |  |
| --- | --- | --- |
| Adjective | Two | Many |
| Polite | More polite | Most polite |
| Beautiful | More beautiful | Most beautiful |
|  | More honest | Most honest |
| Handsome |  | Most handsome |
| Active | More active |  |
| Stubborn |  | Most stubborn |

Complete the table correctly.

|  |  |  |
| --- | --- | --- |
| early |  | earliest |
|  | lazier | laziest |
| happy | happier |  |
|  | uglier |  |

Activity:

Underline the adjectives in the sentences.

1. Mary is a happy girl.
2. Angry people are not good friends.
3. I come to school very early in the morning.

**SHAPES:**

What shape is this?

It is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many sides has a triangle?

A triangle has \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sides.

Is this a triangle/circle/square?

Yes, it is / No, it is not

Activity 1

Use: Yes it is or No is it not.

a)

Is this a triangle?

b)

Is this a circle?

**Oval, kite, square, semi-circle, cone, cylinder , star**

Activity 1:

Fill in the gaps correctly with the words given in brackets.

1. Mummy \_\_\_\_\_\_\_\_\_\_\_\_\_\_ food last Sunday. (cook)
2. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bicycle last holiday. (ride)
3. Sarah \_\_\_\_\_\_\_\_\_\_\_\_\_\_ last Sunday. (pray)
4. James \_\_\_\_\_\_\_\_\_\_\_\_\_\_ our aunt last Monday. (visit)

Activity:

Write these words in sentences.

1. shop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. care \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension**

One Sunday, I felt so hungry. I asked my parents to buy me something. Mummy bought for me a samosa which was in a triangular shape. Daddy bought for me biscuits which were in rectangular shape. When I reached church, my friend Damalie bought for me ice-cream. It was in a big cone. The ice-cone was sweet like the ice-cream.

Mummy and daddy asked me, “Sarah do you want to eat things in all shapes?” at that time Sarah was buying an egg for herself and her friend Damalie. Both eggs were in an oval shape.

**Activity**

Answer the questions in the story above

**Use of ‘but’**

Examples:

1. Mary fell down. She did not cry

Mary fell down but she did not cry.

1. I called her. She did not come.

I called her but she did not come.

**SIMILIES:**

Examples:

as black as charcoal / coal

as green as grass

as wise as king solomon

as good as gold

as playful as a \_\_\_\_\_\_\_\_\_\_\_\_\_

as cold as \_\_\_\_\_\_\_\_\_\_\_\_

as hot as \_\_\_\_\_\_\_\_\_\_\_\_

as happy as a king

as proud as

as tall as

as gentle as

**Conjunctions:**

Use of “because”

1. He is crying. He is hungry.

He is crying because he is hungry.

1. The farmer fell down. He had a heavy basket.

The farmer fell down because he had a heavy basket.

1. I did not go to school. It was raining.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROVERBS**

A proverb is a wise saying with hidden meaning.

Examples:

One man’s meat is another man’s poison.

One by one makes a bundle.

Out of a frying pan, into fire.

Two heads are better than one.

Call a spade, a spade

Late comers, eat bones

A stich in time saves nine.

Let sleeping dogs lie.

An apple for a day sends the doctor away

A bad workman blames his tool

East or west home is the best

Birds of the same feather flock together.

**TOPICAL QUESTIONS FOR ENGLISH TERM II 2015**

**WEEK ONE:**

1. Write these words correctly.

a) lchid \_\_\_\_\_\_\_\_\_\_\_\_

b) oolsch \_\_\_\_\_\_\_\_\_\_\_\_

2. Fill in the missing letters.

a) te\_\_cher

b) pr\_\_\_est

c) p\_\_rent

3. Make small words.

a) matron \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

b) army \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**WEEK TWO**

1. Use the correct form of the verbs used in the brackets.

a) The boys are \_\_\_\_\_\_\_\_\_\_\_\_food. (cook)

b) Father \_\_\_\_\_\_\_\_\_\_\_\_\_ to Mbale yesterday. (go)

c) Who \_\_\_\_\_\_\_\_\_\_\_\_\_ at night every Monday. (cry)

d) I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the market every morning. (run)

e) Rose \_\_\_\_\_\_\_\_\_\_\_\_\_ her bag last Friday. (carry)

f) He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his homework every evening. (do)

g) The birds \_\_\_\_\_\_\_\_\_\_\_\_\_\_ over the house last night. (fly)

h) Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home every day. (look)

i) My brother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bicycle yesterday. (ride)

j) I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the classroom now. (mop)

**WEEK THREE**

1. Make sentences.

a) help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) pray \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) forgive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Give the opposites of the underlined words.

a) Musa is my friend.

b) Always obey your parents.

3. Use the correct word to complete.

a) My \_\_\_\_\_\_\_\_\_\_\_ has two play objects. (son, sun)

b) \_\_\_\_\_\_\_\_\_\_\_\_\_ well in your books. (right, write)

c) He was the \_\_\_\_\_\_\_\_\_\_\_\_ because he was \_\_\_\_\_\_\_\_\_\_\_\_. (fast, first)

d) The butcher gave her two kilograms of \_\_\_\_\_\_\_\_\_\_\_\_. (meet, meat)

**WEEK FOUR**

1. Fill in the correct word from the given words.

(abuse, love, forgive, share, work, play)

1. Always \_\_\_\_\_\_\_\_\_\_\_\_ one another.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_ together because two heads are better than one.
3. It’s good to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ those who wrong you.
4. Do not \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your friends.

2. Write the similar word for the underline word.

a) Why are you very calm today? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) It was a simple exercise. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Go and close the door. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write these words correctly.

a) seay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) tsatr \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK FIVE**

1. Fill in missing letters.

a) c\_\_y

b) p\_\_\_in

c) fr\_\_\_end

2. Match correctly.

a) uncle daughter

b) king queen

c) prince princess

d) son aunt

3. Complete the analogies.

a) Man is to woman as \_\_\_\_\_\_\_\_\_\_\_ is to wife.

b) \_\_\_\_\_\_\_\_\_\_\_\_is to uncle as hen is to cock.

c) Actor is to \_\_\_\_\_\_\_\_\_\_\_\_ as waiter is to waitress.

**WEEK SIX**

1. Complete the table.

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Careful |
| b) peace | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | playful |

2. Answer correctly.

a) What is the first day of the week?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) How many days make a week?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ months in a year.