**P.2 ENGLISH NOTES – TERM II – 2016**

**THEME: OUR ENVIRONMENT**

**SUB-THEME: Comparison of Adjectives**

**LESSON 1**

**A.** Adding er, est to adjectives to show the comparative and superlative degrees.

**Examples**

cold - colder than - the coldest

tall - taller than - the tallest

short - shorter than - the shortest

**B. Filling in correctly**

**Adjective - Comparative - Superlative**

1. old - older than - the oldest

2. long - -

3. wide - -

4. warm - -

5. Sharp - -

6. neat - -

7. high - -

8. fine - -

9. nice - -

10. wise - -

11. pale - -

12. tame - tamer than - the tamest

13. pale - paler than - the palest

14. young - younger than - the youngest

**C. Using some of the above adjectives in sentences orally.**

**D. Using the adjectives in brackets correctly to fill in the gaps.**

1. The church is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ building in our village. (high)

2. Samuel is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than John. (tall)

3. Tom’s pencil is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than mine. (long)

4. Grandmother’s blanket is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than ours. (old)

5. The knife is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than yours. (sharp)

6. The pear was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the banana. (ripe)

7. King Solomon was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all men. (wise)

8. I am the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl in the family. (old)

9. Carol has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ writing in class. (neat)

10. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ jam I have ever tasted. (nice)

11. The juice is \_\_\_\_\_\_\_\_\_\_\_\_ than soda. (cold)

12. An elephant is \_\_\_\_\_\_\_\_\_\_\_\_\_ than a hippopotamus. (large)

**Reference**

1. **Junior English BK 1, page 80**

**LESSON 2**

**Comparison of Adjectives**

**Doubling the last letter and adding –er, -est**

hot - hotter - hottest

big - bigger - biggest

**A. Fill in correctly**

**Adjective comparative superlative**

1. flat - flatter than - the flattest

2. wet - -

3. thin - thinner than - the thinnest

4. sad - -

5. red - -

6. fat - -

**B. Make sentences using the above words.**

**C. Use the given adjectives correctly to fill in the gaps**

a) This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day of the week. (hot)

b) April was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ month of the year. (wet)

c) It was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ day of his life. (sad)

d) The clown’s nose was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the a cherry. (red)

e) Jumba is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy in class. (fat)

f) Your slice of bread is \_\_\_\_\_\_\_\_\_\_\_\_ than mine. (thin

**Reference**

1. **Junior English Bk 1, Page 86**

**Comparison of Adjectives**

When we add –er or –est to words ending with y we change the y to i.

**Examples**

easy - easier - easiest

**Adjectives** **Comparative Superlative**

1. happy - happier - happiest

2. lazy - lazier - laziest

3. tidy - tidier than - the tidiest

4. pretty - -

5. noisy - -

6. merry - -

7. easy - -

Make sentences using the comparatives and superlative degree.

1. Liza was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl in the whole class. (happy)

2. Musa seems to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than his brother. (lazy)

3. The rose is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flower in the garden. (pretty)

4. Her bedroom is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than mine. (tidy)

5. The boys are \_\_\_\_\_\_\_\_\_\_\_\_\_ than the girls. (noisy)

6. Christmas is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time of year. (merry)

**Reference**

1. **Junior English Bk 1, Page 86**

**LESSON 3**

**Sub-Theme: common animals.**

**- Young ones of animals.**

**Vocabulary**

1. cow - 2. goat - 3. duck -

4. sheep - 5. pig - 6. cat -

7. rabbit - 8. dog - 9. chicken –

10. elephant - 11. eagle – eaglet 12. lion – cub

13. fish - fry 14. donkey - 15. horse – foal

16. goose – goosling 17. leopard – cub 18. bird – nestling

**Structures:-**

* What is this? / That?

That is / This is / those are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* What are these? / those? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Those / these are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Are these / those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Yes, they are / No, they are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is bigger than the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can you see?
* What is the young one of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities**

* Pupils will read the vocabulary.
* Spelling the vocabulary learnt.
* Mention the animals and their young ones.
* Answer oral questions about the structures learnt.

**Exercise.**

1. Mention five sentences using the words learnt.

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

a) c\_w b) p\_rr\_t c) gir\_aff\_

d) hy\_na e) z\_b\_a f) ra\_ \_ it

3. **Match the animals to their young ones.**

a) pig calf

b) dog kid

c) elephant piglet

d) cow puppy

e) goat bunny

f) rabbit calf

4. Write out the animal in their right places.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Animals we keep at home** |  | **Animals we do not keep at home** |
| a) |  | a) |  |
| b) |  | b) |  |
| c) |  | c) |  |
| d) |  | d) |  |
| e) |  | e) |  |
| f) |  | f) |  |

**Reference**

1. **Junior English Bk 2, Page 41 – 42**

**LESSON 4**

**Alphabetical order**

Alphabetical order by second letter.

**Examples:-**

(4) (1) (3) (2)

a) crow, cat, cow, chicken

cat, chicken, cow, crow

**Activities**

**Arranging words in alphabetical order following the second letter.**

a) squirrel, sheep, snake, slug

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

b) hyena, hawker, hen, hippopotamus

\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_

c) duck, deer, dog, dragon

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

d) lion, lamb, leopard, locust

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

e) ogre, owl, ostrich, octopus

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

f) turtle, tiger, tadpole, tortoise

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

g) moth, mat, milk, mean

\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_

**Reference**

1. **Standard Eng BK 3 Pg 7 – 8**
2. **Junior Eng Bk 2 Pg 28**
3. **Junior Eng Bk 3 pg 32**

**LESSON 5**

**Sub-theme – common insects**

**Vocabulary and structures**

bedbug moth

bee mosquito

grasshopper insect

wasp fly

beetle cockroach

butterfly ant

**Structures**

* What is this? / That?

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

* What are these? / those? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Those / these are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Are these / those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Yes, they are / No, they are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities**

a) Pupils will read the vocabulary.

b) Spelling the learnt vocabulary.

c) Answer oral and written questions about the structure.

**Exercise**

**1. Make five sentences using these words.**

a) butterfly d) Insects

b) Bedbug e) White ants

c) Cockroach f) Grasshoppers

2. **Riddles – Answer these correctly.**

a) Who am I?

I have four legs.

I make honey

I sting you when you get near me.

Who am I?

b) I am colourful and bright.

I come from a caterpillar.

Who am I?

c) I fly out of anthills.

I have white wings.

I am eaten.

Who am I?

3. **Write these sentences in plural form.**

a) This is a butterfly.

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

b) This is a wasp.

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

c) This is a cockroach.

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

d) This is a cockroach.

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

**Ref: Trs Collection.**

**LESSON 6**

**Alphabetical order by the third letter.**

**Example**

a) dream drunk drink drop

drank dream drip drop

Arrange these words in abc order.

a) steal stalk strong study

b) grass greed grind grow

c) drop drink dream drunk

d) pat pawpaw palm pack

e) radio rack rapid rash

f) loaf local lost long

g) home honey hope horse

h) flock fleet flop fly

**Ref:**

**LESSON 7**

**Use of, was and were**

We use were for one person of thing.

We use were and was for past forms of are and is.

**Examples**

The egg was cracked.

The girls were skipping a rope.

I was going to the market.

I was looking at the animals.

**Activities**

Constructing oral sentences using was and were.

**Exercise**

**Fill in the blanks with was or were.**

a) The dogs \_\_\_\_\_\_\_\_\_ sleeping in the kennel.

b) My grandmother \_\_\_\_\_\_\_\_\_\_\_\_ happy to see me.

c) He \_\_\_\_\_\_\_\_ absent yesterday.

d) Our car \_\_\_\_\_\_\_\_\_\_\_ in the garage yesterday.

e) The girls \_\_\_\_\_\_\_\_\_\_\_\_\_ skipping in the field.

f) There \_\_\_\_\_\_\_\_\_\_\_\_\_ many apples in the basket.

g) The nest \_\_\_\_\_\_\_\_\_\_ in the tree.

h) My birthday \_\_\_\_\_\_\_\_\_\_\_\_\_ last Wednesday .

i) Monkeys \_\_\_\_\_\_\_\_\_\_\_\_ jumping from tree to tree.

**Ref: i) Junior English BK 1 pg 31.**

**ii) Standard 2 Eng pg 57 – 58.**

**LESSON 8**

**Revision of opposites of adjectives.**

a) taller - shorter o) high - low

b) dry - wet p) clean - dirty

c) early - late q) empty- full

d) big - small r) wild - tame

e) hard - soft s) long - short

f) bad - good t) hard - soft

g) clean - dirty u) bad - good

h) Smaller - bigger v) strong - weak

i) Kind - cruel w) first - last

j) fast - slow x) shallow - wide

k) narrow - wide y) new - old

l) heavy - light z) poor - rich

m) dark - light

n) thick - thin

**Activities**

- Reading the adjectives and giving opposites.

- Making oral sentences using the opposites of adjectives.

- A written exercise about opposites of adjectives.

**Exercise**

Give the opposites of the underlined words.

1. Wasps have longer wings than mosquitoes. ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The sty was very dirty. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Pigs are fat animals. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The test was difficult. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Bring the empty bottles of soda. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Some horses are wild and some are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. James is a tall boy but his brother is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. I was late for school yesterday but I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Tom is a strong boy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. My dress is wet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ref: Junior English Bk 1 Pg 38 and 57.**

**Junior Eng bk 2 pg 44 and 77.**

**LESSON 8**

**Vocabulary**

beans fruits yellow

flowers seeds blue

tomato weeds blue

cabbage red

**Structures**

- What is this / that?

That / This is a ……………..

- What are these / those?

- Are these / those ……………?

Yes, they are …………….

No, they are not ……………..

- What colour is / are ………………?

It is / They are ………………..

**Activities**

- Reading the vocabulary.

- Spelling the vocabulary

- Constructing oral sentences using the vocabulary.

- Answering oral questions about the structures learnt.

**Exercise**

1. Make five sentences using the words above.

2. Write down any two foods you like

a) I like ………………………….

b) I like ………………

3) Write down any two food you dislike.

a) I dislike ……………………………..

b) I dislike ……………………………..

4) Make five sentences from the table below.

|  |  |  |
| --- | --- | --- |
| He  I  It  They  She  we | Like  Dislike  Likes  Dislikes | Milk  Cabbage  Chips  Millet  Carrots  Sausages / meat. |

**Ref: Trs Collection**

**LESSON 9**

Use of some or any.

Some is used to us that there is a little, but not much or many.

**Examples**

There is some milk in the cup.

We have some flowers in the garden.

Any - Is used to tell us that there is nothing left.

We use any to ask questions also.

**Examples**

a) There aren’t any bananas in the basket.

b) Do you have any cabbage left?

c) Have you any ink in the pot?

**Activities**

a) Constructing oral sentences using any or some.

b) Doing written exercise.

**Exercise**

**Complete the sentences using some or any**

1. Joan does not eat \_\_\_\_\_\_\_\_\_\_\_\_ white ants.

2. There are \_\_\_\_\_\_\_\_\_\_\_\_ beans in the dish.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ insects do not have wings.

4. Is there \_\_\_\_\_\_\_\_\_\_\_\_\_\_ milk left for the baby?

5. Do you know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ body here?

6. There are \_\_\_\_\_\_\_\_\_ weeds in the garden.

7. There aren’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_potatoes in the store.

8. We do not have \_\_\_\_\_\_\_\_\_\_\_\_\_ water left in the pot.

9. Is there \_\_\_\_\_\_\_\_\_\_\_\_\_ thing for me in your house?

10. He doesn’t want \_\_\_\_\_\_\_\_\_\_\_ food.

**LESSON 10**

**Possessive pronouns**

**Examples**

my - mine

our - ours

your - yours

her - hers

their - theirs

his - his

it - it’s

That is Suzan’s pencil. It belongs to her. It is hers.

There are their clothes. They belong to them. They are theirs.

**Exercise**

**Complete the sentences using the correct pronoun.**

1. This is Joel’s bag. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Can you please give me that bag? It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The dog wagged \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tail.

4. Take the book to Rhoda. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. That is your car. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Choose the correct word from the brackets to complete the sentences.**

a) These are our shoes. They are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (yours, ours)

b) These toys are for Rita. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hers, her)

c) The man chased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wife. (him, his)

d) We could not hear \_\_\_\_\_\_\_\_\_\_\_\_\_ talk. (him, he)

e) The donkey hurt \_\_\_\_\_\_\_\_\_\_\_\_\_\_ eye. (it, its)

**Ref: Standard 3 Eng Aid 3 page 61.**

**LESSON 11**

**Monday: Reflexive pronouns.**

Reflexive pronouns are these which end with the word self or selves.

**Examples**

- Myself - ourselves

- Yourself - himself

- Itself - themselves

- Herself - yourselves

a) The cat has hurt itself.

b) The thief killed himself.

**Activities**

- Reading the reflexive pronouns.

- Giving examples of reflexive pronouns.

**Exercise**

Complete the sentences using the correct pronoun from the box.

- Myself - yourself - himself

- Itself - ourselves - herself

- Themselves

a) Elizabeth can dress \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) I did the homework \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) You must discipline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first.

d) The cat chokes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while eating meat.

e) We \_\_\_\_\_\_\_\_\_\_\_\_ tell lies sometimes.

f) The children hid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bush.

g) The man had an accident and hurt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

h) I wash \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I go home.

i) The tree fell down \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

j) Penina and Richard went to Jinja\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ref: Beginners eng grammar 3 page 47.**

**Standard 3 eng page 35.**

**LESSON 12**

**Theme**: **Things we make**

**Subtheme**: Things we make in the community

**Vocabulary**

doll pan basket knit

ball cushions ladle weave

mat pot chair models

store mortar stool

rope pestle tinker

sauce bed potter

**Structure**

- Where is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on / in the \_\_\_\_\_\_\_\_\_\_\_\_\_

- How many \_\_\_\_\_\_\_\_\_\_\_\_\_ are there?

There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Activities**

* Reading the vocabulary.
* Spelling the vocabulary.
* Constructing oral sentences using the learnt vocabulary.

**Exercise**

1. Make five sentences using some of the words above.

2. Write these words correctly.

a) Idale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rotarm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Stlepe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ iarch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) ketbas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vseto \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Complete the sentences using these words;

rope, tinker, cushion

a) Can you put the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the armchairs.

b) He \_\_\_\_\_\_\_\_\_\_\_\_\_ tired the mattress with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ repaired our kettle and saucepans.

4. Join the sentences using – and –

a) I have a chair

I have a stool.

b) Joy bought a bag.

Joy bought a doll.

c) The tinker repaired the saucepan.

The tinker repaired the kettle.

d) The potter sold the pot.

The potter sold the flower vase.

**LESSON 14**

**interrogative pronouns.**

These are pronouns which are used for asking questions.

**Examples.**

Who, what, which

* Who is used when talking about people.
* What is used for talking about things and animals.
* **Which** is used to talk about things and animals.
* **Where** is used to talk about a place.
* **Why** is used to ask for a reason.
* **Whe**n is used to talk about time.
* **How** is used to talk about the way things are done.
* **Whose** is used to ask who some thing belongs to.

**Activities**

* Reading the interrogative pronouns.
* Defining the interrogative pronouns.

**Exercise**

Choose the correct word from the list to complete the sentences.

What why where which

When how whose who

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ did you keep the book?

2. \_\_\_\_\_\_\_\_\_\_ do you live?

3. \_\_\_\_\_\_\_\_\_\_\_\_ is your brother’s name?

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ old are you?

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are you coming for the party?

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are they late for school?

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ toy do you want?

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is crying now?

Write any two sentences using who, where.

**Ref: Basic eng 3 pg 44**

**Beginners’ eng grammar 3 pg 48 -9.**

**LESSON 15**

**Comparing irregular adjective.**

These are adjectives which change comparative completely in the comparative and superlative forms.

**Examples**

Good better best

Bad worse worst

Much more most

Little less least

Many more most

Far farther furthest

**Activities**

* Reading the irregular adjectives
* Spelling the irregular adjectives

**Exercise**

**Fill in the gaps using the correct form of word in the brackets.**

1. Your handwriting is \_\_\_\_\_\_\_\_\_\_ than mine. (good)

2. The patient is \_\_\_\_\_\_\_\_\_\_\_\_ today than yesterday. (bad)

3. Jim collected the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ number of eggs. (many)

4. Alice has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mark in the class. (good)

**Complete this table correctly.**

a) good better \_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_ farther farthest

c) little \_\_\_\_\_\_\_\_\_\_ least

d) bad worse \_\_\_\_\_\_\_\_\_\_\_

**Ref: Spell well 3 pg 32 -33**

**Basic eng 2 -3 pg 19 – 20**

**LESSON 16**

**Comparing adjectives which add more and most.**

**Examples**

Active more active most active

Beautiful more beautiful most beautiful

Interesting

Careless

Dangerous

Handsome

Graceful

**Activities**

* Identify the adjectives in the category.
* Spell the adjectives

**Exercise**

1. Complete this table correctly.

a) interesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Most interesting.

b) \_\_\_\_\_\_\_\_\_\_\_\_\_ more dangerous most dangerous.

c) careless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most careless.

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more handsome most handsome.

e) active more active \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. **Use the correct form of the word in the bracket to complete the sentences.**

a) Joseph is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy. (active)

b) The basket is \_\_\_\_\_\_\_\_\_\_\_\_ than the mat. (beautiful)

c) Granny’s story was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all. (interesting)

d) The children were very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bus. (careless)

e) Mr. Lule has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sons in the village. (handsome)

**Ref: Basic eng 2 – 3 pp 20 – 21**

**Beginners eng grammar 3 pg 64.**

**LESSON 17**

**Sub theme: Materials used for their sources.**

**Vocabulary**

Sisal skin leather

Banana fibre

Clay raffia straws

Grass needle papyrus

Thread sticks forest

Shop garden swamp

Palm leaf timber

**Structures**

What do you use to make a ……………………?

I / We use …………………….. to make ………………….

What is …………………… doing?

………………………. Is making …………………….

Tom is making a …………………. from ……………………

**Activities**

* Reading the vocabulary.
* Spelling the vocabulary.
* Constructing oral sentences using the vocabulary.

**Exercise**

1. Fill in the missing letters.

a) p\_\_lm d) raffi\_\_\_

b) f\_\_r\_\_\_st e) n\_\_ \_\_dle

c) str\_\_ws f) cl\_\_y

2. Make five sentences using these words.

a) needle c) garden

b) timber d) sisal

3. **Answer these questions correctly.**

a) What do you use to make a mat?

b) Where do we get skins from?

c) What do we uses a needle and a thread for?

d) Where do we get hides from?

e) Which plant give us banana fibres?

**LESSON 18**

**Adverbs**

Are words which tell us more about verbs.

An adverb answers the question ‘how’

**Examples of adverbs**

slowly quickly loudly

happily clearly easily

neatly sadly kindly

quietly hungrily greedily

badly heavily proudly

noisily heavily proudly

monthly luckily dearly

**Activities**

* Defining adverbs
* Read the adverbs
* Form the adverbs

**Exercise**

1. Write out the adverbs in these sentences.

a) A snail moves slowly.

b) It rained heavily yesterday.

c) The school choir sang sweetly.

d) The man angrily shouted at his son.

e) We safely reached home after a long drive.

f) The mother proudly looked at her baby boy.

g) My brother does monthly tests at his school.

h) We do homework daily.

i) The boy called loudly for help.

j) The dog was injured badly in the accident.

**Ref: Basic eng 2 – 3 pg 35**

**Junior eng 2 pg 43**

**Beginners eng grammar pg 10.**

**LESSON 19**

**Forming adverbs by adding ‘ly’**

Some adverbs can be formed by adding – ly- to the adjectives.

**Examples**

Slow slowly

Proud proudly

Kind kindly

Soft softly

Neat neatly

Safe safely

Quick quickly

Calm calmly

Loud loudly

**Activities**

a) Reading the adverbs.

b) Spelling and forming the adverbs correctly.

**Exercise**

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

a) The dog barked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the thief. (loud)

b) The children sang \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the concert. (sweet)

c) We read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the library. (quiet)

d) He walked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because his foot was hurt. (slow)

e) The man ran very \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to save the baby. (quick)

f) My mother looked \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the basket she had made. (proud)

g) Sam painted the house \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(neat)

**Ref: Junior eng bk 2 pg 43.**

**Standard 3 eng pg 52-3.**

**LESSON 20**

**Adverbs formed from adjectives**

Ending with –y-

**Examples**

Angry angrily

Easy Easily

Happy happily

Busy busy

**Activities**

Spelling the adverbs.

Forming adverbs from adjectives ending with y.

**Exercise**

1. Form adverbs from these adjectives.

Heavy -

Lucky -

Day -

Hungry -

Steady -

Greedy -

Noisy -

2. Use the words in brackets to complete the sentences correctly.

a) The boys collected clay from the swamp \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (easy)

b) We fetch water from the well \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (day)

c) It rained \_\_\_\_\_\_\_\_\_\_\_\_ yesterday and we failed to go to the garden. (heavy)

d) Grace jumped over the rope \_\_\_\_\_\_\_\_\_\_\_ (easy)

e) The children made the mats \_\_\_\_\_\_\_\_\_\_\_ (happy)

f) The potter walked away \_\_\_\_\_\_\_\_\_\_\_ when the pots broke. (angry)

g) Nancy ate all the food from the plate \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (greedy)

**LESSON 21**

**Vocabulary** a piece of

Knife glass peeling

Dish bench cutting

Dress box sewing

Brush torch

**Structures**

- What is this / that?

That / this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- What are these / those

These are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Those are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Show me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

This / that / is / these / those / are \_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities**

1. Reading the vocabulary.
2. Answering orally the structures.
3. Constructing oral and written sentences.

**Exercise**

1) Write the plurals of these words.

a) knife \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) bench \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) dish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) brush \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) glass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g) torch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) dress \_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Write five nouns using the word a piece of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Examples**

A piece of chalk.

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (glass)

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (chalk)

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (wood)

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cloth)

e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (soap)

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

a) There are only two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the box. (piece of chalk)

b) The benches were made from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (piece of wood)

c) The tailor cut many \_\_\_\_\_\_\_\_\_\_ to make a skirt. (piece of cloth)

d) There were ten \_\_\_\_\_\_\_\_\_\_ in the cooking pot. (piece of meat)

e) The children made masks from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (piece of paper)

**LESSON 22**

**conjunction – and –**

We can join sentences using – and –

**Examples**

a) We can make a pot from clay.

We can make a flower vase from clay.

We can make a pot and a flower vase from clay.

b) We use a mortor to pound ground nuts.

We use a pestle to pound groundnuts.

We use a mortor and a pestle to pound groundnuts.

**Activities**

a) Children will read the sentences about “and”

b) Mentioning / constructing sentences using \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_

**Exercise**

1) Join the sentences using \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_

a) Claire has made a doll from banana fibres.

Claire has made a rope from banana fibres.

b) Martin is good at weaving.

Martin is good at modeling.

c) Oscar is storing. Oscar is tall.

d) Rhoda is going fishing.

I am going fishing.

e) Daddy came to my school.

Mummy came to my school.

f) The carpenter mad a chair.

The carpenter made a stool.

g) The doctor checked my eye.

The doctor gave me medicine.

h) Lydia paid the butcher man.

She collected the dog’s meat.

i) Brenda swept the house.

She mopped the house.

**Ref: Junior eng bk 2 pg 16.**

**Basic eng bk 1 pg 41 – 42.**

**LESSON 23**

**Conjunction ……. too…………..to.**

The boy is \_\_\_\_\_\_\_\_\_\_\_\_\_ very small. He cannot was the cushions.

The boy is \_\_\_\_\_\_\_\_\_\_\_ young \_\_\_\_\_\_\_\_\_\_ wash the cushions.

I am very tired. I cannot carry the heavy bucket.

I am too tired to carry the heavy bucket.

**Activities**

1. Pupils will read sentences with too …………. to………..

2. Pupils will construct oral sentences using …………. too ………. to……..

**Exercise**

Join these sentences with too …………… to.

1. The boy is very young.

He can not carry the chair.

2. We are very tired.

We cannot wash the carpet.

3. She is very fat. She cannot pass through the type.

4. Florence is very tired. She cannot do homework.

5. It is very hot. We cannot go out to play.

6. We live very far. We cannot come to school at six.

7. The puppy is very small. It cannot eat that hard bone.

8. The man is very poor. He cannot build a house.

9. The woman is very fat. She cannot ran.

10. Musoke is very short. He cannot reach the chalkboard.

**LESSON 24**

**THEME: TRANSPORT IN OUR COMMUNITY**

Means and uses of transport in our community.

**Vocabulary**

Boat cyclist

Transport ride

Helicopter bicycle

Captain luggage

Driver ferry

Pilot passengers

Pedestrian motorcycle

Drive water

Air animals

Train people

Bus food

Road

**Structures**

1. Where is the ……………..?

The bus is on the road.

The bananas are on the lorry

2. Who is (flying) driving, riding the ………….?

Musa is ……………………..

3. What colour is the ……………..

It is ………………………….

**Activities**

* Reading the vocabulary learnt.
* Pelling the vocabulary learnt.
* Constructing sentences orally using the vocabulary learnt.

**Exercise**

1. Write four sentences using the words above.

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

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

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

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Underline the odd one out.

a) fly, ride, drive, walk, pray

b) Lorry, driver, captain, pilot

c) boat, lorry, aero plane, driver

d) Bicycle, passenger, motorcycle, bus

e) motorist, cyclist, pilot, driver, train

3. **Write the correct form of word in the brackets.**

a) The pilot \_\_\_\_\_\_\_\_\_\_\_ the aeroplane every day. (fly)

b) Joseph \_\_\_\_\_\_\_\_\_\_\_\_\_\_ his bicycle every evening. (ride)

c) Daddy \_\_\_\_\_\_\_\_\_\_\_\_\_ his car yesterday. (drive)

d) The cyclist \_\_\_\_\_\_\_\_\_\_\_\_\_\_ off his bicycle last Monday. (fall)

e) The driver \_\_\_\_\_\_\_\_\_\_ the train everyday. (drive)

**Ref: Eng Aid bk 3 pg 56**

**LESSON 25**

**Conjunction (……………….. so………….)**

**Examples**

1. a) It started to rain.

We went home.

It started to rain so we missed the train.

b) We were late. We missed train.

We were late so we missed the train.

**Activities**

1. Pupils will orally construct sentences using ………….. So……….
2. The dog barked loudly. The thief ran away.
3. Peter had lost his bus fare. He had to walk home.
4. Sarah felt hot. She took her coat off.
5. The day was wet. We wore our gumboots.
6. The old man was tired. He sat down to rest.
7. The weather was wet. We wore our gumboots.
8. The old man was tired. He sat down to rest.
9. The lake was calm. Sam sailed safely.
10. It was a long journey. We woke up early.
11. It was a fine day. I went out riding my new bicycle.
12. The bicycle was old. It could not climb the hill.

**LESSON 27**

**Vocabulary**

Safe pedestrian traffic jam

Unsafe signpost zebra

Safety left crossing

Traffic right road sign

Cross path pavement

Carry guides

Fly over crossing

**Structures**

- Where is ………………… going?

…………….. is going to the taxi park/railway station / bus stop.

- At what time did ………….. Catch the ……….?

Bus / taxi / train

**Activities**

* Pupils will read the vocabulary.
* Answer questions about the structure.

**Exercise**

1. Make sentences from these words.

a) traffic jam b) zebra crossing

c) safely d) pavement

2. Write these words correctly.

a) prak b) loyrr c) sihp

d) baot e) tixa f) isailng

h) airoprt i) drivngi

**Ref: Mk primary eng bk 2pg 97.**

**LESSON 28**

**Opposite using ……….. un we can also form opposites of words using un.**

Examples

Happy - unhappy

Willing - unwilling

Paid -unpaid

**Activities**

1. Children will form opposites of word using –un

2. Make sentences using some given opposites.

3. Completing sentences using opposites of words in the brackets.

**Exercise**

1. Form opposites of these words.
2. Safe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Kind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Clear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Friendly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ real \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Tidy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ screw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Steady \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ roll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Make sentences using these opposites

Unfriendly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Untidy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unkind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unpaid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Complete these sentences using the opposites of the words in brackets.

a) The children were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the house alone. (safe)

b) The new road is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (finished)

c) Daddy failed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the tyres of the lorry. (screw)

d) The conductor could not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the door of the bus. (lock)

e) Ken was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to report his friends. (willing)

f) The pears were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ripe)

**Ref: Junior Eng Bk 2 pg 34.**

**LESSON 29**

**Present simple tense – negative**

We use the word ‘not’ to show that the action did not take place therefore the sentence is negative.

We use a helping verb ‘does’ before ‘not’

**Example**

1. My mother wakes up early.

My mother does not wake up early.

**Activities**

1. Pupils will change sentences to present simple tense negative.

**Exercise**

1. Write these sentences in negative form.

a) I go to school with my grandmother.

b) She goes to work by bus.

c) Ian likes to play on the road.

d) Grace rides her bicycle every evening.

e) We cross the road at the Zebra crossing.

f) I know how to ride a motor cycle.

g) He drives very fast.

h) The time keeper rings the bell in the morning.

i) He runs to school everyday.

j) We sing songs in the choir.

**Ref: Oxford primary eng 2 pg 58 – 61.**

**LESSON 30**

**Sub-Theme: Dangerous things on the road**

Past simple tense – negative

We use the word no to show that the action did not take place. A helping verb ‘did’ is used before ‘not’

**Example**

1. Daddy drove very fast.

Daddy did not drive very fast.

**Activities**

Children will change sentences to put simple tense negative.

**Exercise**

1. Write these sentences in past simple negative.

a) The passengers shouted at the bus conductor.

b) I came to school on foot yesterday.

c) The aeroplane flew high in the sky.

d) The conductor put all the luggage in the boot.

e) Two ships drowned in the lake last week.

f) The policeman crossed the road very safely.

g) Tom bought a new car last month.

h) My father had a motor boat.

i) Jim crosses the road at the Zebra crossing.

**LESSON 31**

**Vocabulary**

Danger thief

Robbers steal

Potholes thorns

Broken bottles animals

Electrical wires rubbish

Landmine stones

Attack broken branch

Insects throw

Rubbish animals

**Activities**

* Reading the vocabulary
* Spelling the words
* Construction oral and written sentences

Make small words from some of the big words.

**Exercise**

1. Make six sentences using the words above.

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

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

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

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Make small words from these big ones.

Danger \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pothole \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Landmine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Fill in the missing letters

a) th\_\_rn

b) r\_\_\_bb\_\_sh

c) ins\_\_\_cts

d) r\_\_bb\_\_sh

e) n\_\_ils

f) d\_\_ng\_\_r

**LESSON 32**

**Compound words**

These are words which are formed by joining two or more small words e.g

Milk t man = milkman.

Hand + bag = handbag

Egg + cup = eggcup

Police + woman = policewoman

Land + mine = landmine

Police + man = policeman

**Activities**

* Forming compound words
* Reading and writing compound words

**Exercise**

Make compound words from these ones

Cup + board ----------------------------------------

Flower + pot ------------------------------------------

Arm + chair ------------------------------------------

Snow + man --------------------------------------

Table + cloth ---------------------------------------

Sun + shine ---------------------------------------

Play + ground ---------------------------------

Time + table ------------------------------------

Table + spoon ------------------------------------------

School + girl ---------------------------------------

Play + ground ----------------------------------------

Foot + ball ----------------------------------------

Black + board ----------------------------------------

Pan + cake -----------------------------------------

1. Complete these sentences by joining the two underlined words correctly.
2. A room for bath is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A pot used for tea is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Work to be done at home is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. A rope used for skipping is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. A shop where books are sold is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. A bag carried in hand is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. A ball game played with the foot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. A sty in which the pig is kept is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ref: Junior eng 1 page 55**

**Junior eng 2 page 56**

**Spell well Bk 3 page 9**

**Word perfect spell pg 20.**

**LESSON 33**

**Collective nouns**

Collective nouns are those which name a group of things e.g

A group of bees is a swam.

A group of sheep is a flock

A group of thieves is a gang

A group of cows is a herd.

**Activities**

Children will give example of collective nouns.

Spell the collective nouns

**Exercise**

1. Write the missing words

a) a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of people

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of thieves

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bees

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of wolves

a herd of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a bunch of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a flock of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of players.

2. Write the collective nouns missing in these sentences

a) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of thieves broke in to the house last night.

b) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bees flew from the hive.

c) A pack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were in the forest.

d) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of fish swam past our boat.

e) My mother bought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of flowers on my birthday.

f) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of people were on the streets.

g) The farmer took the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of sheep to graze up the mountain.

**Ref: Junior eng bk 2 page 35**

**Junior eng bk 3 page 19**

**Junior eng bk 1 page 59**

**LESSON 34**

**Theme 8: Accidents and safety**

**Sub-Theme: Causes of common accidents in our community**

**Vocabulary**

Fire razorblade

Poison knife

Medicine spear

Water hoe

Insect panga

Electricity axe

Vehicle bleed

Animal cut

Blood hurt

Needle poor housing

Pin

**Structures**

What is wrong?

I am / she / he is hurt.

Don’t play with ……………

It can burn / kill.

**Activities**

* Pupils will read and spell the vocabulary
* Answer oral questions about the structure.
* Construct oral and written sentences using the structure.

**Exercise**

1. Re-arrange the letters to make correct words.

Knei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ posion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pesar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thur \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ngapa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ icednemi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Xae \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tcu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Make five sentences using the words above

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

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

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

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write the plurals of these words.

a) hoe g) water

b) panga h) spear

c) knife i) blood

d) needle j) vehicles

e) axe k) medicine

f) pin l) fire

**Similes**

Similes are the things which are the same. With similies we compare one thing to another.

**Examples**

As hot as fire

As cold as ice

As sweet as honey

**Activities**

1. Pupils will compare things using similes.

2. Complete sentences correctly using similes.

**Exercise**

Complete these similes correctly as light as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As light as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As black as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as grass

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as honey

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as snow

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a snail

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as ice

As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as abc

As busy as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As easy as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Complete these sentences correctly.

a) Her dress is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as snow.

b) The medicine is as sweet as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) The dog was as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as a lion.

d) The sun is as hot as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) It is bad to be as proud as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON 35**

**Sub-Theme: Management of accidents**

**Vocabulary**

Hospital tablets

Clinic nurse

Dispensary alarm

bandage shout

Accidents treat

Ambulance carry

**Structure**

* What’s she / he doing?
* Where do you go when you are hurt?
* Where’s the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What is the \_\_\_\_\_\_\_\_\_\_\_\_\_ carrying?

**Activities**

* Reading and spelling the words learnt.
* Answering oral and written questions from the structures.

**Exercise**

1. Fill in the missing letters.
2. H\_\_sp\_\_tal
3. Cl\_\_n\_\_c
4. D\_\_sp\_\_nsary
5. Acc\_\_d\_\_nt
6. N\_\_u\_\_e
7. Amb\_\_l\_\_nce
8. Tr\_\_at

2. Make small words from the big ones.

a) bandage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) hospital \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) tablet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) treat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ref: MK primary eng bk 2 pg 142-3**

**LESSON 36**

**Sub-Theme: First Aid**

**Vocabulary**

Bandage pair of scissors

Cotton wool temperature

Spirit ear buds

Plaster gauze

Safety pin clean water

Thermometer soap

**Structure**

1. What do you use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for?

2. May I have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Activities**

Read the vocabulary

Spell the vocabulary

Use the vocabulary in oral and written sentences.

Answer structural questions orally.

**Exercise**

1. Write six sentences using these words.

a) bandage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) ear buds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) panadol \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) plaster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) temperature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) safety pin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write the odd one out.
2. Spirit, plaster, panadol, house, gauze
3. Lorry, bicycle, stone, bus
4. Puppy, desk, kitchen, cub, piglet
5. Cyclist, driver, spirit, motorist, pilot

3. Fill in the missing letters.

a) pl\_\_st\_\_r

b) p\_\_n\_\_d\_\_l

c) g\_\_uze

d) sc\_\_ss\_\_rs

e) sp\_\_r\_\_t

f) th\_\_rm\_\_met\_\_r

g) i\_\_d\_\_ne