



# ASBAT EDUCATION CONSULT

**TERM 1**  
**2024**



## **P.1 ENGLISH** **NOTES**

## **P.1 TOPICAL BREAKDOWN**

### **OUR SCHOOL**

- Greetings and farewell
- People at school.
- Alphabetical order
- Things found at school.
- Correct use of; has/have, a/an, is/are, This/That.
- Plurals
- Prepositions
- Buildings at school
- Comprehension
- Activities at school

### **OUR HOME**

- Things /objects at home.
- Birds and animals found at home.
- People found at home.
- Roles /Responsibilities done at home.

### **OUR COMMUNITY**

- People in the community.
- Important places in the community.
- Activities done in the community.

### **HUMAN BODY AND HEALTHY**

- External parts of the body.
- Uses of the body parts.
- Ways of caring for the body parts.

## **THEME: OUR SCHOOL**

### **WEEK TWO**

**Sub-Theme: People in our school.**

**Greetings and farewell**

**Lesson 1 (2 periods)**

**Vocabulary:**

**Greetings and farewell: Good morning, good afternoon, good evening, good night, goodbye, farewell.**

**Naming people by title and names: Sir, Mr., Madam, teacher, nurse Miss, Mrs., Jane, Peter, girl, boy, etc.**

**Structures:**

- What is your name?
- My name is \_\_\_\_\_.
- I am a \_\_\_\_\_ ( boy/girl)
- What is her/his name?
- Her/his name is \_\_\_\_\_.
- He/She is \_\_\_\_\_.

**Activity:**

- Reading and spelling the vocabulary given.
- Naming people in class and school by names and title orally.
- Using the given structures orally.
- Greeting one another

**Activity:**

1. What is your name?
2. What is your teacher's name?
3. What is your neighbour's name?
4. In which class are you?
5. What is your friend's name?

**References: Essential Workbook 1 page 1**

**The NPSC for Uganda, page 14**

**MK Eng Bk1 and 2**

## **Lesson 2 (2 periods) –Grammar**

### **The letters of the alphabet**

Capital letters and small letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

#### **Activity:**

-Reading capital and small letters of the alphabet forward and backwards.

Mentioning letters which come before and after.

#### **Exercise:**

-Writing the capital and the small letters of the alphabet.

- Writing letters which come before and after.

***(stick printed letters in the children's books)***

## Changing letters from capital to small and from small to capital

### Examples

A=a      B=b      C=c      K=k  
D=d      E=e      F=f      W=w

### Activity

- a. **Change the following letters from capital to small.**

|         |         |
|---------|---------|
| A- ____ | N- ____ |
| G- ____ | T- ____ |
| M- ____ | Z- ____ |
| S- ____ | C- ____ |
| H- ____ | I- ____ |
| B- ____ | U- ____ |

- b. **Change the following letters from small to capital.**

|         |         |         |
|---------|---------|---------|
| d- ____ | e- ____ | f- ____ |
| j- ____ | k- ____ | l- ____ |
| p- ____ | q- ____ | r- ____ |
| v- ____ | w- ____ | x- ____ |

- c. **Which letter comes after:**

c- \_\_ e- \_\_ g- \_\_ l- \_\_ k- \_\_,  
m- \_\_ o- \_\_ w- \_\_ n- \_\_ p- \_\_

- d. **Which letter comes before:**

\_\_, p                      \_\_, j

\_\_\_, m                      \_\_\_, k  
\_\_\_, s                      \_\_\_, r  
\_\_\_, c                      \_\_\_, t  
Ref: Essential Workbook 1

### **Lesson 3 (2 periods)**

#### **A. Changing words from capital to small letters**

##### **Examples**

MADAM - madam  
GIRL – girl  
BOY – boy  
TEACHER \_ teacher

##### **Activity:**

- Identifying capital and small letters.
- Reading and spelling the words.

##### **Exercise**

**Read and change these words from capital to small letters.**

|           |             |
|-----------|-------------|
| SIR _     | SECRETARY - |
| BROOM _   | COOK -      |
| TEACHER _ | MATRON -    |
| PREFECT _ | BOY -       |
| CLEANER _ | MADAM-      |
| BURSAR _  | NURSE -     |
| MISTER -  | MISTRESS    |

**B.Change these words from small to capital letters.**

##### **Examples**

|                  |               |
|------------------|---------------|
| girl – GIRL      | table – TABLE |
| prefect –PREFECT | desk - DESK   |

##### **Exercise**

**Read and change these words from small to capital letters.**

rector \_\_\_\_\_

guard \_\_\_\_\_

bursar \_\_\_\_\_

cleaner \_\_\_\_\_

secretary \_\_\_\_\_

pupils \_\_\_\_\_

headteacher \_\_\_\_\_

school \_\_\_\_\_

cook \_\_\_\_\_

nurse \_\_\_\_\_

## Ref: Essential English Workbook 1 Page 12

### Lesson 4

### Comprehension

#### A CONVERSATION

#### GREETING

#### Vocabulary / structure (refer to Lesson 1- notes)

#### Conversation (Dialogue)

**Jesse:** Good morning, Paul.

**Paul:** Good morning, Jesse.

**Jesse:** How are you?

**Paul:** I am alright, thank you.

**Jesse:** Where are you going?

**Paul:** I am going to school.

**Jesse:** What is your school?

**Paul:** My school is Greenhill Academy, Kibuli.

**Jesse:** In which class are you?

**Paul:** I am in primary one.

**Jesse:** Thank you, Paul.

**Paul :** You are welcome, Jesse.

#### ACTIVITY:

1. Reading and acting the dialogue.
2. Answering oral and written questions.

#### EXERCISE

**a.** How many people are in the conversation?

**b.** Who was the first to talk?

- c. Where was Paul going?
- d. In which class is Paul?
- e. Who are taking part in the conversation?

**Ref:NPSC 1 PAGE 14**

## **Lesson 5 (2 periods)**

### **Guided Composition**

#### **Our school**

**Vocabulary:** Mrs. Joy Veronica Maraka, Extend Your Horizons, Greenhill Academy, navy blue, white, Mr. Moses Kirinya, 1994, primary,

#### **Activity:**

- Reading and spelling the given words.
- Reading through the guided composition.
- Guiding the learners to complete the story.

#### **Guided composition about our school.**

Our school is \_\_\_\_\_. It is a mixed \_\_\_\_\_ school. It was started on the 4th of February \_\_\_\_\_. Our school motto is \_\_\_\_\_. The school uniform is \_\_\_\_\_ and \_\_\_\_\_. The rector of the school is \_\_\_\_\_ and our head teacher is \_\_\_\_\_.

**Activity: Use the words below to complete the passage correctly**

**Ref: The NPSC book 1 page 14**



## **WEEK THREE**

**Sub theme: Things in our school.**

**Lesson 1 (2 periods) - grammar**

**Re-arranging letters in alphabetical order (ABC order)**

### **Examples**

- d, a, c, b – a, b, c, d
- c, e, d – c, d, e

### **Activity:**

- Reading letters of the alphabet.
- Re-arranging letters in ABC order orally

### **Exercise:**

**Re-arrange these letters in ABC order**

- a.** f, a, d, b –
- b.** h, e, c, f –
- c.** p, m, o, n –
- d.** v, x, u, w –
- e.** k, g, m, e –
- f.** s, m, p, q –

Ref: RC Thematic Every day English Practice Book 1 page 4  
Essential Workbook 1

## **Lesson 2**

### **Vocabulary:**

**chair ,duster, table, bench, desk, chalkboard**

window, door, book, pencil

**Structures:**

**What is this/that?**

**This/That is ---**

**Show me a----**

**Activities**

**Reading the structures.**

**Using the structures with the vocabulary.**

**Ref. The Curriculum Book 1 page 14**

### **Lesson 3\_ Grammar**

#### **NOUNS**

What is a noun?

A noun is a naming word.

A noun is a name of anything.

#### **Examples of nouns**

Names of people e.g Jane, Peter, John, Musa, etc.

Names of places e.g Kibuli, Kampala etc.

Names of objects e.g tables, chairs, books, benches, desks, chart, pencil

#### **Activity**

**-Mentioning different nouns**

**-Identifying nouns in the given sentences**

#### **Examples**

a. Grace has a book.

a. He is writing with a pencil.

### **Activity:**

#### **\_ Underline nouns from the following sentences**

1. They are dusting chairs.
2. Mary has a long dress.
3. The children are sitting on a bench.
4. The teacher is teaching.
5. A boy is kicking a ball.
6. Her pencil is short.
7. They are carrying heavy bags.
8. The pupils are going on a trip to Kiwatule.
9. She is writing on the chalkboard.
10. There are few desks in their classroom.

**Ref: Essential Book 1 page 14**

## **Lesson 4**

### **Comprehension**

#### **My school**

**Vocabulary:** Mbogo, boarding, mixed, industry, plastic

**Activity:**

1. Reading and spelling the given words.
2. Constructing oral sentences using given words.
3. Reading the given passage.
4. Answer oral questions.

**Exercise:**

**Read the passage and answer the questions in full sentences.**

**MY SCHOOL**

A school is a place where people go to learn. My school is Greenhill Academy Kibuli. It is a day and boarding mixed primary school. Greenhill Academy is found along Mbogo Road in kibuli. It is a big school with a lot of pupils. There are some other schools like Silverspoon and Ebenezer near my school. There is also an industry that makes plastic things like cups, plates and jerrycans.

**Questions:**

1. What is a school?
2. What is the name your school?
3. Along which road is Greenhill Academy?
4. Name any one school near Greenhill Academy.

**Ref: The NPSC BOOK 1 PAGE 15**

**Lesson 5****Guided composition****MY SCHOOL**

**Use names of the given pictures to complete the story.**

I love my \_\_\_\_\_(pic.of a sch.)It is a mixed Day and Boarding Primary School.We have a good uniform for \_\_\_\_\_(girls)and \_\_\_\_\_(boys). Girls wear a\_\_\_\_ (dress) and boys a\_\_\_\_(shirt) (.Teachers use a\_\_\_\_\_(chalkboard) \_\_\_\_\_ (chalk) and a----- (duster) to teach us. We use \_\_\_\_\_(pic. of pencils) to write in our \_\_\_\_\_( pic of books). We have a good uniform for(pic of girls)\_\_\_\_\_ and(pic of boys)\_\_\_\_\_. Girls wear a(pic of dress)and boys (pic for a short)\_\_\_\_\_ and a(pic of a shirt)\_\_\_\_\_.I love my school.

### Activity:

- Identifying the given pictures.
- Reading and completing the story.

Ref: The NPSC book1 Page 15

### Exercise: remove this

Read and re-arrange the sentences to make a good story.

A. Then she goes to work.

She prepares breakfast.

Mrs. Lule wakes up at six o'clock.

She takes her children to school.

Good story

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. 1. I go to the classroom. (2)

2. I greet my teachers. (3)

3. I sit down and learn. (4)

Good story

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4. Father drops me at the school gate.

**Re: The NPSC for Uganda 1 page 15**

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## **WEEK FOUR**

**Sub theme: Activities done at school**

### **Lesson 1**

**Vocabulary: sweep, garden, write, read, learn, pray, clean**

**teach**

### **Structures**

What are you doing?

I am \_\_\_\_\_.

We are \_\_\_\_\_.

What is she/he doing?

She/He is \_\_\_\_\_.

## Activity

Reading and spelling the vocabulary.

Constructing the sentences using the vocabulary orally.

Using the structures with the vocabulary.

## Exercise

### Constructing sentences using the given pictures.

Pictures\_ playing

sweeping

writing

reading

Ref: The NPSC BK1 page 15

Lesson 2

Article "a" and "an"

Using article "**a**" and "**an**"

**a.** We use article "a" before single nouns which begin with consonants

### Examples

a**t**able, a **c**hair, a **p**encil, a **r**uler

a**b**ook, a **p**en, a **s**chool

a**m**at, a **c**up, a **b**room

**b.** We use article an before single nouns which begin with vowels.

### Examples

an orange, an apple, an insect

an umbrella, an eye, an owl

### **Activity**

#### **Use structures:**

What is this/that?

This/that is a/an \_\_\_\_\_ .

That is a/an \_\_\_\_\_ .

REF: MK ENG. Bk 1 and 2

#### **Exercise:**

Write "a" or "an" in the spaces below to complete the sentences.

1. This is \_\_\_\_\_ book.
2. Here is \_\_\_\_\_ orange.
3. Sarah is eating \_\_\_\_\_ egg.
4. Musa has \_\_\_\_\_ pen and \_\_\_\_\_ book.
5. Joy keeps her books in \_\_\_\_\_ box.
6. \_\_\_\_\_ owl is in the nest.
7. She is reading \_\_\_\_\_ interesting story.
8. Paul gave me \_\_\_\_\_ umbrella.
10. That farmer has \_\_\_\_\_ ox.
11. The hunter has \_\_\_\_\_ bow and \_\_\_\_\_ arrow.

**Ref. English Aid STD 12 p. 8.**

**English Aid STD 1 p. 14**

**Essential book 1 page 24**



## Lesson 3

### Singular and Plural form of 's'

- Singular means one.
- Plural means more than one.
- Some nouns change to plural form by adding 's'

### Examples

| Singular - plural | Singular - plural | Singular - plural |
|-------------------|-------------------|-------------------|
| girl - girls      | house - houses    | flower- flowers   |
| bed - beds        | book - books      | mats - mats       |
| chair - chairs    | table - tables    | door - sisters    |
| hoe - hoes        | plate - plates    | uniform - fathers |
| broom - brooms    | hen - hens        | shirt - shirts    |
| cup - cups        | boy - boys        | teacher –teachers |
| window _windows   | chart _ charts    | pupil - pupils    |

### Activities

- Identifying nouns which add s in plural form
- Reading and spelling the words
- Giving the singular and plural form of given nouns orally.
- Constructing sentences in plural form orally.

### Exercise

**A. Change the following nouns o plural form.**

door - \_\_\_\_\_ chair- \_\_\_\_\_ Cup - \_\_\_\_\_  
mat - \_\_\_\_\_ mat- \_\_\_\_\_ table - \_\_\_\_\_  
ball - \_\_\_\_\_ pencil - \_\_\_\_\_ house - \_\_\_\_\_  
boy - \_\_\_\_\_ desk- \_\_\_\_\_ plate - \_\_\_\_\_  
rope - \_\_\_\_\_ pen- \_\_\_\_\_ saucepan - \_\_\_\_\_

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

1. The \_\_\_\_\_ are running. (girl)
2. Jane is begging for \_\_\_\_\_.(apple )
3. All the \_\_\_\_\_ are in the cupboard. (spoon)
4. The children have clean \_\_\_\_\_.(bag)
5. There are two \_\_\_\_\_ in our compound. (tree)
6. The \_\_\_\_\_ are in the byre. (cow)
7. The \_\_\_\_\_ are on the line. (shirt)
8. The \_\_\_\_\_ are in the kraal.(cow)
9. The ----- are in the house. (boy)
10. He washed the ----- well. (utensil)

**Ref.Essential English Bk 1 p. 25**

**Junior English Bk 1 p.17**

**Lesson 4**

**Comprehension –Activities done at school**

## **Pre- activities**

**Vocabulary:** cleaners, sweeping, teachers, serving, typing, bursar, drumming, treats, nurse, secretaries, cooks, swimming, collecting

### **Activity:**

- Reading and spelling the given words.
- Constructing sentences using the given words orally.
- Identifying people and their activities at school using the structures.
- Reading the story and answering oral and written questions.

**Read the passage and answer the questions below.**

### **ACTIVITIES DONE AT SCHOOL**

In a school, there are many activities that are done. There is sweeping, mopping, teaching, drawing, writing, reading, slashing, singing, dancing, swimming, eating and many others. The coach takes pupils for swimming once a week. Typing school work is done by secretaries. Teachers teach reading, writing, singing, dancing and drawing good pictures. Some pupils help the cleaners in sweeping, mopping and picking rubbish in the compound. Pupils enjoy drumming most in our Music lessons.

### **Exercise:**

**Answer the questions in full sentences.**

1. What is the passage about? \_\_\_\_\_
2. Who types school work? \_\_\_\_\_
3. What do pupils enjoy most? \_\_\_\_\_
4. Give any three activities mentioned in the passage.
5. **How many activities are mentioned in the story?**
6. **Write the title of the story.**

**Ref. NPSC p. 15**

### **Lesson 5**

#### **COMPOSITION**

#### **JUMBLED STORIES**

#### **ACTIVITY**

#### **Reading the sentences**

**Re- arranging the sentences to form correct stories.**

## **Exercise**

**Re- arrange these sentences to form correct stories.**

- 1. She takes her breakfast.**
- 2. She goes to school.**
- 3. Betty wakes up early in the morning.**
- 4. She washes her face.**

- 1. And tells them to sit down.**
- 2. She writes the date on the whiteboard.**
- 3. The teacher enters the classroom.**
- 4. And starts teaching.**
- 5. She greets the children.**

**Ref. NPSC Bk 1 page 15**

## **WEEK FIVE**

## **THEME: OUR HOME**

### **Sub- theme: People in our home**

#### **Lesson 1**

#### **Vocabulary – (Nuclear family)**

**mother, father, baby, sister, brother , girl , boy,woman, man,child,  
son, daughter ,twins**

#### **Structures**

This is my\_\_\_\_\_

Show me your\_\_\_\_\_

This/ That is my \_\_\_\_\_

Point to the -\_\_\_\_\_

I am pointing to the \_\_\_\_\_

#### **Activity**

Reading and spelling the vocabulary.

Constructing sentences using the vocabulary.

Using the structures with the given vocabulary.

#### **Exercise**

**Fill in the missing letters to complete the words.**

**g-rl**

**m-ther**

**b-by**

**s-n**

**s-ster**

**da-ghter**

**br-th-r**

**f-ther**

ch-ldr-n

REF NPSC 16

## Lesson 2

### Singular and Plural forms

#### Adding 'es' to change nouns to plural form

- Some nouns change to plural form by adding '**es**'
- Nouns that end in these following sounds: **sh**, **ch**, **s**, **x** and **o** make their plurals by adding '**es**'

#### Example

| Singular - plural       | Singular - plural         | Singular - plural            |
|-------------------------|---------------------------|------------------------------|
| brush - brush <b>es</b> | church - church <b>es</b> | watch - watch <b>es</b>      |
| box - box <b>es</b>     | bus - bus <b>es</b>       | glass - glass <b>es</b>      |
| dress - dress <b>es</b> | tomato - tomato <b>es</b> | torch - torch <b>es</b>      |
| bench - bench <b>es</b> | mango - mango <b>es</b>   | match - match <b>es</b>      |
| dish - dish <b>es</b>   | fox - fox <b>es</b>       | Mosquito- mosquito <b>es</b> |

### Activities

- Identifying nouns which add 'es' to change to plural form.
- **Use structures orally.**

- What are these/those?    - Are these \_\_\_\_\_?
- These are \_\_\_\_\_.            - Yes, these are-----.
- Those are \_\_\_\_\_.            - No, these are not-----.

## Exercise

### A. Give the plural forms of the following nouns;

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

bus - \_\_\_\_\_                      dish - \_\_\_\_\_

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

class - \_\_\_\_\_                      tomato - \_\_\_\_\_

potato- \_\_\_\_\_                      mango - \_\_\_\_\_

branch - \_\_\_\_\_                      church - \_\_\_\_\_

### B. Change the given words in brackets to plural form to complete the sentences.

1. My cousin bought two \_\_\_\_\_.(bus)
2. There are a lot of \_\_\_\_\_in the room.(bench)
3. He is selling raw\_\_\_\_\_.(mango)
4. The night watchman has three\_\_\_\_\_.(torch)
5. Father saw two \_\_\_\_\_in that bush.(fox)
6. Aunt did not wash the \_\_\_\_\_ well. (dish)

**Ref: Essential Workbook 1 page 25**

**Junior Book 1**



### Lesson 3:

#### Pronouns

A pronoun is a word which is used in the place of a noun.

Pronouns in singular and plural form.

He, she, it, I,

They, we, you

Examples:

1. Elijah is bathing.

**He** is bathing.

2. The girl is sleeping.

**She is** sleeping.

3. The cats are drinking milk.

**They** are drinking milk.

4. **Tom and Paul are playing.**

**They are playing.**

#### Exercise:

**Use the correct pronoun in the place of the underlined**

**Noun.**

1. Jane has a new dress.

2. Mother is cooking food.
3. The cow is eating grass.
4. The boys are washing utensils.
5. Joan is carrying a big bag.
6. The plates are dirty.
7. Nakato and Waisswaare fetching water.
8. A hen has laid eggs.

Ref: Read and Write Bk 2 page 16

Essential Bk 1 page 23

## Lesson 4

### Comprehension

People in my home.

### Activity

- Reading and spelling the vocabulary.
- Constructing sentences using the given vocabulary orally.
- Reading the story and answering oral and written questions.

### Exercise

**Read the story and answer the questions that follow.**

My name is Alex. I live with my **mother and father**.

I have two brothers and one sister.

Every day, I clean the compound, my mother

cleans the kitchen and the toilet with a scrubbing brush. After my work, I play with my young brother and sister. My parents like me because I am a hardworking boy.

### Questions

1. What is the name of the boy in the story?
2. Who cleans the toilet and the kitchen ?
3. How many brothers does Alex have?
4. Why do Alex's parents like Alex?
5. Write one word to mean the same as: **mother and father**

**Ref. NPSC BK 1 Page 17**

### Lesson 5

#### Composotion

#### Family Tree (Nuclear Family)

#### Activity

Observing and interpreting pictures.

Reading the vocabulary.

Answering oral and written questions.

A picture of a Family Tree

### Questions

1. Who is John's father?
2. How many sister's does John have?
3. How do you call the daughter of your mother?
4. Write the name of the baby.
5. Draw and name your family members.

**Ref NPSC BK 1 Page 17**

## **WEEK SIX**

**Sub- theme: Roles and Responsibilities of Different Family Members.**

### **Lesson 1**

#### **Vocabulary**

cook, clean, wash, dig, milk, sweep, fetch. mop

Structures:

What are you doing?

I am \_\_\_\_\_ ing.

What is he/ she doing?

He / She is \_\_\_\_\_.

Reading and spelling the vocabulary.

Constructing sentences using the given vocabulary .

Using the structures with the given vocabulary.

Exercise

Construct a correct sentence about each picture below.

Ref: NPSC Bk 1 p. 18

Lesson 2

The use of **is** and **are**.

We use '**is**' to talk about one thing and 'are' is used to talk about more than one thing.

### Examples

- She **is** playing.
- The woman **is** cooking food.
- The teacher **is** teaching.
- The children **are** writing.
- Paul and Tom **are** riding bicycles.

### Activities

- a. Explaining how we use **is** or **are**.
- b. Constructing sentences using **is** or **are** orally.
- c. Reading sentences.

### Exercise:

#### A. Use is or are to fill the gaps correctly.

1. The pencils \_\_\_\_\_ in the tin.
2. The teacher \_\_\_\_\_ marking books.
3. Today \_\_\_\_\_ Friday.
4. The girls \_\_\_\_\_ playing netball.
5. Mother and father \_\_\_\_\_ going to school.

#### B. Make five correct sentences from the table below.

|                |     |                          |
|----------------|-----|--------------------------|
| Her brothers   | is  | rotten.                  |
| Mother         |     | on the table.            |
| The teacher    | are | tall.                    |
| Those tomatoes |     | marking books.           |
| The plates     |     | sweeping the<br>kitchen. |

**Ref:**

**Junior English Bk. 1**

**Essential English workbook 1**

**Read and write Bk. 2**

### **Lesson 3**

#### **VERBS**

**A verb is a word in action.**

A verb is a doing word

**Examples of verbs**

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| look  | jump  | climb | wash  | draw  |
| walk  | sleep | sit   | peel  | push  |
| clean | cry   | sleep | fetch | mop   |
| eat   | laugh | cook  | pray  | read  |
| run   | sweep | pick  | greet | slash |
| drink | draw  | play  | carry | write |
| dance | cut   | bathe | swing | talk  |

## Activity

- Identifying different verbs.
- Mentioning different verbs.
- Acting given verbs.
- Reading and spelling given words.
- Constructing sentences using given verbs.

## Exercise:

**Construct sentences using the given verbs.**

**clean**

**eat**

**cook**

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4 1. Daddy wakes us up early every Sunday.

1 2. We

athe and take breakfast.

3. We put on our nice clothes.

4. We get the Bibles and go to church.

3

2







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### ***References***

***English Aid Std***

***Essential Eng Bk 1 and 2***

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***Reference***

***Junior English Bk 1***

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***Workbook Essential Bk 2***

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**Ref:**

***Essential English Bk 2***

***English Aid Bk 1***

***English Aid Bk 2***





















