ENGLISH NOTES

THEME: OUR ENVIRONMENT

SUB THEME: Common animals.

WEEK 2

Lesson 1.

A composition about how I spent my holiday.(Narrative)

Lesson 2. Comparison of Adjectives.

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. <u>Filling in correctly</u>

| | <u>Adjective</u> | - | <u>Comparative</u> | - | <u>Superlative</u> |
|-----|------------------|---|--------------------|---|--------------------|
| 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) |
| | |
| Refer | ence |
| (i) | Junior English BK 1, page 80 |
| | |
| <u>Lesso</u> | |
| Alpho | abetical order |
| | ion of arranging words in alphabetical order by the first letter. |
| Exam | iples:- |
| Car, o | dog, apple, bed |
| Apple | e, bed, car, dog, |
| | |
| | el, flower, elephant, girl, |
| • | nant, flower, girl, kennel |
| Activ | |
| Arran | ge these words in alphabetical order. |

| • | ıp, axe, god | | | |
|--------------|----------------|---------------|----------------|--------------------------|
| b)for | rk, den, hou | | | |
| | te, lion, wall | , pan | | |
| | | betical order | | etter. |
| <u>Exan</u> | nples: | | | |
| | crow, | cat, | COW, | chicken |
| | cat, | chicken, | COW, | crow |
| <u>Activ</u> | <u> vities</u> | | | |
| <u>Arrai</u> | nging words | in alphabeti | cal order foll | owing the second letter. |
| a) | squirrel, | sheep, | snake, | slug |
| | | | | |
| b) | • | hawker, | | |
| c) | duck, | deer, | | |
| d) | lion, | lamb, | leopard, | locust |
| e) | ogre, | | ostrich, | octopus |
| f) | turtle, | tiger, | tadpole, | tortoise |
| g) | moth, | mat, | milk, | mean |

<u>Reference</u>

- 1) Standard Eng BK 3 Pg 7-8
- 2) Junior Eng Bk 2 Pg 28

3) Junior Eng Bk 3 pg 32

WEEK 3.

<u>Lesson 5</u> 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: Primary School Curriculum for Uganda.

Lesson 6. Animals and their young ones.

Vocabulary:

Cow, calf, duckling, sheep, piglet, cub, elephant, weaverbird, parrot, dove, monkey, eagle etc

Match the animals to their young ones.

Sheep cub

Goat duckling

Elephant baby

Eagle puppy

Pig lamb

Monkey eaglet

| Lion | KIC |
|---------------------|---------------------------------------|
| Tiger | piglet |
| Duck | cub |
| Dog | calf |
| Activities | |
| _ Reading the voc | abulary |
| _Matching animo | als to their young ones. |
| _ A written exercis | e about animals and their young ones. |
| | |
| | |
| Exercise | |
| Complete correctl | y. |
| A young one of a | duck is a |
| A young one of ar | n elephant is a |
| | |

. . .

Ref: MK Junior Literacy bk 1

A young one of a pig is a_____

A young one of a lion is a _____

A young one of a monkey is a _____-

A young one of a sheep is a_____

LESSON 7: COMPREHENSION. A passage about animals.

Animals.

In our environment we have two groups of animals. The domestic and wild animals. Domestic animals are kept in our homes and they include cows, goats, hens, cats, dogs and many others. These animals are useful to us. Dogs guard our homes, cats chase rats in our houses, donkeys and horses are used for transport, cows provide us with milk, hens and ducks provide us with eggs and meat.

Wild animals are those found in bushes, forests and water bodies. Others are kept in zoos and game parks. They include lions, crocodiles, antelopes, monkeys, snakes and many others. Wild animals are tourist attraction. The

| country gets money from the tourists. We also learn about these animals and |
|---|
| some provide us with meat. |
| Questions |
| What are domestic animals? |
| 2. Where do we find domestic animals? |
| 3. How is a dog useful in our home? |
| 4. Why do we keep hens and ducks in our homes? |
| 5. A part from bushes and water bodies, where else do we find wild animals? |
| 6. How do we call people who go to look at wild animals in the zoos and game parks? |

Re- writing sentences using When.....

7. Draw and name three wild animals.

- 1. I was going home. I met a mad man. { Begin; When......}
- 2. The bog was barking. We locked it in the kennel.
- 3. Joseph was playing in Namboole. He fell down.
- **4.** We went to the market. It started raining.
- 5. He finished the work. He handed in the book for marking.

LESSON 8.

Comparison of Adjectives

Doubling the last letter and adding -er, -est

hot - hotter - hottest big - bigger - biggest

A. Fill in correctly

| | <u>Adjective</u> | | <u>comparative</u> | | <u>superlative</u> |
|----|------------------|---|--------------------|---|--------------------|
| 1. | flat | - | flatter than | - | the flattest |
| 2. | wet | - | | - | |
| 3. | thin | - | thinner than | - | the thinnest |
| 4. | sad | - | | - | |
| 5. | red | - | | - | |
| 6. | fat | - | | - | |

B. <u>Make sentences using the above words.</u>

C. <u>Use the given adjectives correctly to fill in the gaps</u>

- 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

WEEK 4.

LESSON 9

Sub theme: Common insects

COMPREHENSION

A passage about insects.

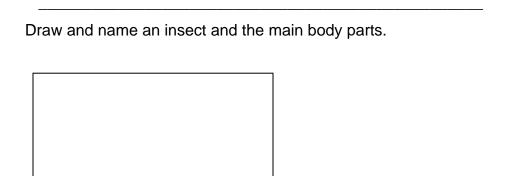
Read the story and answer the questions in full sentences. Insects

Insects are livings things. They breathe, grow, die, feed, excrete and reproduce. Examples

of insects are houseflies, grasshoppers, termites, bees, wasps and many others. Insects have three main body parts. These are head, thorax and abdomen. Insects use spiracles for breathing. Some insects are useful and others are harmful. The useful insects are bees, grasshoppers and white ants. Some harmful insects are houseflies, tsetse flies and mosquitoes. Mosquitoes spread malaria. Tsetse flies spread sleeping sickness to people and nagana to animals. Houseflies spread diarrhoea, dysentery, cholera and trachoma.

| Questions | |
|---|---|
| Why are insects grouped under living things? | |
| 2. How many main body parts has an insect? ——————————————————————————————————— | |
| 3. What do insects use for breathing? | _ |
| 4. Mention four examples of insects in the story? | |
| i) | |
| ii) | |
| iii) | |
| 5. Which insect spreads sleeping sickness? | _ |

6. Why are bees useful insects?



Ref: Curriculum

LESSON 10

Use of some or any. Lesson 8

Some is used to show 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.

We use any in negative sentences.

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

| 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.

Ref.

English aid bk 2 pg 46

LESSON 11

Revision of opposites of adjectives.

| a) | taller - | shorter | 0) | 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
- I) 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 <u>fat</u> animals. _____ The test was difficult. 4. 5. Bring the <u>empty</u> bottles of soda. _____ 6. Some horses are <u>wild</u> and some are _____ 7. James is a <u>tall</u> boy but his brother is _____ 8. I was <u>late</u> for school yesterday but I am ______ t0day. 9. Tom is a <u>strong</u> boy. 10. My dress is wet.
- Ref: Junior English Bk 1 Pg 38 and 57.

 Junior Eng bk 2 pg 44 and 77.

LESSON 12

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. This is Joel's bag. It is _____ 1. 2. Can you please give me that bag? It is _____ The dog wagged _____ tail. 3. Take the book to Rhoda. It is _____ 4. That is your car. It is _____ 5. Choose the correct word from the brackets to complete the sentences. These are our shoes. They are _____ (yours, ours) a) These toys are for Rita. They are _____ (hers, her) b) The man chased ______ wife. (him, his) C) We could not hear _____ talk. (him, he) d) e) The donkey hurt ______ eye. (it, its) Ref: Standard 3 Eng Aid 3 page 61. **WEEK 5.1** LESSON 13 Reflexive pronouns. Reflexive pronouns are these which end with the word self or selves. **Examples** ourselves Myself Yourself - himself

themselves

Itself

| - | Herself | - | yourselves | | | |
|---------------|----------------------|-----------|---------------|--------|---------|------------|
| a) | The cat has hurt it | tself. | | | | |
| b) | The thief killed hin | nself. | | | | |
| <u>Activi</u> | <u>ties</u> | | | | | |
| - | Reading the refle | xive pr | onouns. | | | |
| - | Giving examples | of refle | xive pronour | ns. | | |
| <u>Exerc</u> | <u>ise</u> | | | | | |
| Com | plete the sentence | es using | g the correct | prond | oun fro | m the box. |
| - | Myself | - | yourself | | - | himself |
| - | Itself | - | ourselves | | - | herself |
| - | Themselves | | | | | |
| a) | Elizabeth can dre | ·SS | | | | |
| b) | I did the homewo | ork | | | | |
| c) | You must disciplin | ie | | first. | | |
| d) | The cat chokes _ | | | while | eating | meat. |
| e) | We1 | tell lies | sometimes. | | | |
| f) | The children hid _ | | in t | he bus | sh. | |
| g) | The man had an | accide | ent and hurt_ | | | |
| h) | I wash | | _ when I go | home | • | |
| i) | The tree fell down | າ | | | | |
| j) | Penina and Richo | ard wer | nt to Jinja | | | |
| Ref: | Beginners eng gro | ammar | 3 page 47. | | | |
| | Standard 3 eng p | | | | | |
| | | | | | | |

COMPOSITION

Jumbled sentences

Re-arrange these sentences to make a good story.

| A. | He puts on his uniform. |
|----|--|
| | John wakes up early in the morning. |
| | He gets his school bag and runs to school. |
| | He has a shower. |
| | He takes his breakfast |
| | |
| | |
| | |
| | |
| | |
| | |
| B. | He stops playing when he sees the friends. |
| | Simon has a pet cat |
| | He plays with it everyday. |
| | Its name is Bobbie. |
| | It is very playful. |
| | |
| | |
| | |
| | |
| | |
| | |

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

<u>Fill in the gaps using the correct form of word in the brackets.</u>

| 1. | Your handwriting i | 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) |
| | | | |
| Com | olete this table corr | ectly. | |
| 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 | |

Comparing adjectives which add more and most.

| Examp | oles |
|-------|------|
|-------|------|

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

| <u>txe</u> | rcise | | |
|------------|---------------------|----------------|-------------------|
| 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. <u>Use the correct form of the word in the bracket to complete the</u> 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

WEEK 6.

LESSON 17.

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 | tha | h | lanke | with | was | \circ r | were. |
|------|----|------|---|-------|--------|----------|-----------|---------|
| | | 1115 | | | vviiii | AA (1 2 | | W C. C. |

| a) | The dogs | _ sleeping in the kennel. |
|----|-----------------|------------------------------|
| b) | My grandmother_ | happy to see me. |
| C) | He absen | t 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.

Joining sentences using Who.....

- 1 This is the girl. She lost her book. { Join using who........}
- 2. Here is the man. He got an accident.
- 3. That is the teacher. She teaches English.
- 4. Those are the farmers. They visited our school.
- 5. There are the doctors. They work in Mengo hospital.

LESSON 19

Wed: 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.
- When 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 ke | ep the book? | | |
| 2 | do you live? | | | | |
| 3 | is | your brother's | name? | | |

| | Beginners' eng grammar 3 pg 48 -9. | | | |
|---|------------------------------------|--|--|--|
| Ref: | Basic eng 3 pg 44 | | | |
| Write any two sentences using who, where. | | | | |
| 8. | is crying now? | | | |
| 7. | toy do you want? | | | |
| 6. | are they late for school? | | | |
| 5. | are you coming for the party? | | | |
| 4. | old are you? | | | |

Picture composition (description)

<u>Understanding integrated Science book 2 page 5</u>

Pre-activities

- 1. Naming animals found in the picture orally.
- 2. Naming the young ones of the animals and where they live. E.g. calf kraal, chick pen etc.
- 3. Identifying wild and domestic animals.
- 4. Writing the composition.

Guiding Questions

- a. What are domestic animals?
- b. Name some domestic animals.
- c. What are wild animals?
- d. Which domestic animals give us meat?
- e. Which animals give us wool?
- f. Give any other uses of animals in the picture

WEEK 7. LESSON 21

Forming adverbs by adding 'ly'

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

Examples

Slow slowly proudly Proud Kind kindly Soft softly neatly Neat Safe safely quickly Quick Calm calmly loudly Loud

Activities

- a) Reading the adverbs.
- b) Spelling and forming the adverbs correctly.

| Exerc | cise | |
|-------|-------------------------|--|
| 1. | | 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. | |

Adverbs formed from adjectives

| LIIGIIIG WIIII —y- | Ending | with | - y- |
|--------------------|--------|------|-------------|
|--------------------|--------|------|-------------|

Examples

Angry angrily Easy Easily

happily Нарру Busy busy

Activities

Spelling the adverbs.

Forming adverbs from adjectives ending with y.

| Exer | <u>cise</u> | | | | |
|------|--|------------------------|--------------------|---------------------------|----|
| 1. | Form adve | erbs from these adje | ectives. | | |
| | 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 _ | yesterdc | ay and we failed t | o go to the garden. (heav | y) |
| d) | Grace jun | nped over the rope | (easy) | | |
| e) | The childre | en made the mats _ | (happy | y) | |
| f) | The potte | r walked away | when the p | oots broke. (angry) | |
| g) | Nancy ate | e all the food from th | ne plate | (greedy) | |
| Ref: | | | | | |

Junior English Book 2

Sub theme: Common plants

COMPREHENSION

| 1 Who | 1 What are natural plants ? | | | | | | |
|---------------|-----------------------------|----------------------------|--|--|--|--|--|
| 2. Wh | at do we get from | n big trees? | | | | | |
| 3. Wh | y do we need pla | nts in our environment? | | | | | |
| 4. Hov | w do we care for p | plants? | | | | | |
| _ 5. Drc | w and name two | plants in our environment. | | | | | |
| Ref: C | urriculum | | | | | | |
| LESSC | N 24 | | | | | | |
| <u>Voca</u> | bulary a piece of | ILesson18 | | | | | |
| Knife | glass | peeling | | | | | |
| Dish | bench | cutting | | | | | |
| Dress | box | sewing | | | | | |
| Brush | torch | | | | | | |
| <u>Struct</u> | <u>ures</u> | | | | | | |
| - | What is this / that | Ś | | | | | |
| | That / this is a | | | | | | |
| - | What are these / | those | | | | | |
| | These are | | | | | | |

| | Those are | | | | |
|--------------|--|--------|---------------------------|--|--|
| - | Show me? | | | | |
| | This / that / is / these / those / are _ | | | | |
| | | | | | |
| <u>Activ</u> | <u>vities</u> | | | | |
| a) | Reading the vocabulary. | | | | |
| b) |) Answering orally the structures. | | | | |
| c) | c) Constructing oral and written se | ntence | es. | | |
| | | | | | |
| | | | | | |
| <u>Exerc</u> | <u>cise</u> | | | | |
| 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 pi | ece o | f | | |
| | | | | | |
| <u>Exam</u> | <u>mples</u> | | | | |
| A pie | ece of chalk. | | | | |
| a) | (glass) | | | | |
| b) | (chalk) | | | | |
| c) | (wood |) | | | |
| d) | (cloth) | | | | |
| e) | (soap) | | | | |
| | | | | | |
| 3. | Fill in the gaps with the plurals of the | e word | s 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 m | ake a | skirt. (piece of cloth) | | |
| d) | There were ten in the co | oking | pot. (piece of meat) | | |

e) The children made masks from _____ (piece of paper)

WEEK 8

LESSON 25

Ref: Curriculum

LESSON 26

JOINING SENTENCES USING WHOSE

1 That is the man. His car had an accident. {Join using Whose......}

2 Here is the parent. Her daughter got a prize.

3 This is the farmer. His animals ate our crops.

4 Those are the children. Their father went to London.

5 This is the lady. Her bag was stolen.

Ref: Curriculum

LESSON 27

Read the story and answer the questions in full sentences:

Mrs. Mukasa's craft shop. Lesson fourteen

Mrs. Mukasa has a big craft shop. One day our teacher, Mr. Okot took us to see the crafts shop. He told us to ask questions about crafts. So we asked Mrs. Mukasa what materials the crafts were made of. She said, there are many things we can use to make each of the crafts. Peter asked Mrs. Mukasa, if we can use clay. Oh yes, said Mrs.Mukasa. We can use clay to make pots, charcoal stove, cups and so many other things .She also told the children that, they can use bottle tops, sisal, seeds, feathers, raffia, palm leaves and straws to make crafts. The crafts made can also be sold to get money or used for home use.

1. Who has a big craft shop?

| 2. | Who took the children to the crafts shop? |
|-----|---|
| 3. | What is the title of the story? |
| 4. | asked Mrs. Mukasa a question. |
| 5. | Draw and name there materials we use to make crafts |
| Re | f: Curriculum |
| LE: | SSON 28 |
| Ri | ddles related to things we make in the environment. |
| WI | hat/Who am I? |
| Ιa | m made in a workshop. |
| Th | ey use a saw to cut me. |
| Th | ey put nails in the pieces. |
| WI | nat am I? |
| Ch | nildren sit on me in class |
| WI | no am I? |
| Ιa | m made of Sisal. |
| Yo | ou use me to skip. |
| WI | nat am I? |
| Yo | ou are a |
| Ιa | m made of clay. |
| Yo | ou use me to cook food. |
| Wł | nat am I? |
| Yo | ou are a |
| Ιh | ave four legs. |
| Ιc | annot walk. |
| lа | m made of wood |

You sleep on me.

| What am I? |
|---|
| You are a |
| |
| am round. |
| You make me out of banana fibres and sisa |
| You play with me. |
| What am I? |
| You are a |
| |

Ref: Curriculum

LESSON 29

Present simple tense - negative Lesson 24

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

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.
- i) 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.

Read the story and answer the questions about it in full sentences.

Busy towns

There are always many vehicles in busy towns. My friend Eric lives in Jinja town.

He says he sees many cars, buses and lorries. He sometimes sees blue, green and white cars. I see many colours of cars and buses but I love white cars most of all.

My grandmother has a donkey. She uses it to transport her millet and maize from the garden to the millet machine.

Mr. Kigongo lives across the lake, He uses a boat or a canoe.

Sometimes he uses a ferry to cross the lake to the islands.

I hope one day to use a ferry and see what it feels like.

| 1. Where does Eric live? |
|--|
| 2. What does Eric see in Jinja town? |
| 3. What colour of cars does Eric like most? |
| 4. Who has a donkey? |
| 5. Which means of transport does Mr. Kigongo use to cross the lake? |
| 6. Which crops does Eric's grandmother grow? |
| 7. Draw and name any four means of transport mentioned in the story. |
| Lesson 32. Conjunction tooto. |
| The boy is very small. He cannot wash the clothes. |
| The boy is young wash the clothes. |
| I am very tired. I cannot carry the heavy bucket. |

I am too tired to carry the heavy bucket.

| <u>Activ</u> | <u>vities</u> |
|--------------|--|
| 1. | Pupils will read sentences with too to |
| 2. | Pupils will construct oral sentences using too to |
| <u>Exer</u> | <u>cise</u> |
| 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 run. |
| 10. | Musoke is very short. He cannot reach the chalkboard. |

Ref: Curriculum

C)

| Lesso | on 33 | | | | |
|--------------|--|--------|-------------------|--|--|
| Opp | osite u | sing | un we c | an also form opposites of words using un.Lesson 23 | |
| Exan | nples | | | | |
| Нарр | ΣУ | - | unhappy | | |
| Willin | g | - | unwilling | | |
| Paid | | - | unpaid | | |
| <u>Activ</u> | <u>rities</u> | | | | |
| 1. | Child | lren v | will form opposit | es of word using -un | |
| 2. | Make | e sen | ntences using so | me given opposites. | |
| 3. | Completing sentences using opposites of words in the brackets. | | | | |
| Exer | <u>cise</u> | | | | |
| 1. | Form | opp | osites of these v | vords. | |
| a) | Safe | | | fair | |
| b) | Kind | | | wise | |
| c) | Clea | r | | tie | |
| d) | Friend | dly_ | | real | |
| e) | Tidy_ | | | screw | |
| f) | Stead | dy | | tie | |
| g) | Do _ | | | roll | |
| 2. | | e sen | tences using th | ese opposites | |
| | endly | | | | |
| Untic | , | | | | |
| Unkir | | | | | |
| Unpo | aid | | | | |
| 3. | Com | plete | e these sentenc | es using the opposites of the words in brackets. | |
| a) | The c | childr | en were | in the house alone. (safe) | |
| b) | The r | new r | oad is | (finished) | |

Daddy failed to ______ the tyres of the lorry. (screw)

| d) | The conductor could not | the door of the bus. (lock) |
|--------------|------------------------------|--|
| e) | | to report his friends. (willing) |
| f) | The pears were | |
| • , | mo podis moro | |
| Ref: | Junior Eng Bk 2 pg 34. | |
| LESSC | ON 34 | |
| <u>Com</u> | pound words | |
| These | e are words which are formed | d by joining two or more small words e.g |
| Milk t | man = milkman. | |
| Hand | l + bag = handbag | |
| Egg + | cup = eggcup | |
| Police | e + woman = policewoman | |
| Land | + mine = landmine | |
| Police | e + man = policeman | |
| <u>Activ</u> | <u>ities</u> | |
| • | Forming compound words | |
| • | Reading and writing compe | ound words |
| Exerc | :ise | |
| Make | e compound words from the | se ones |
| Cup · | + board | |
| Flowe | er + pot | |
| Arm - | + chair | |
| Snow | / + man | |
| Table | e + cloth | |
| Sun + | shine | |
| Play - | + ground | |
| Time | + table | |
| Table | e + spoon | |
| Scho | ol + girl | |

| Play - | + ground |
|--------|---|
| Foot | + ball |
| Black | c + board |
| Pan - | + cake |
| | |
| 3. | Complete these sentences by joining the two underlined words correctly. |
| a) | A <u>room</u> for <u>bath</u> is called a |
| b) | A <u>pot</u> used for <u>tea</u> is a |
| C) | Work to be done at home is |
| d) | A <u>rope</u> used for <u>skipping</u> is a |
| e) | A shop where books are sold is |
| f) | A <u>bag</u> carried in <u>hand</u> is a |
| g) | A <u>ball</u> game played with the <u>foot</u> is |
| h) | A house in which the <u>pig</u> is kept is a |
| | |
| D-f. | luniar and 1 maga EE |

Ref: Junior eng 1 page 55

Junior eng 2 page 56

Spell well Bk 3 page 9

Word perfect spell pg 20.

LESSON 35

Collective nouns

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

A group of bees is a swarm.

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

| Exerc | <u>cise</u> | | |
|----------------------|-------------------------------|-----------------------------------|--|
| 1. | Write the missing words | | |
| a) | a of p | eople | |
| | a of th | nieves | |
| | a of b | | |
| | a of wo | olves | |
| | a herd of | | |
| | a bunch of | | |
| | a flock of | | |
| | a of pla | ayers. | |
| 2. a) b) c) | | | |
| d) | A of fish swam past our boat. | | |
| e) | My mother bought a | of flowers on my birthday. | |
| f) | A of p | eople 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

<u>Similes</u>

Similes are the things which are the same. With similes 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.

| ŁΧ | er | C | İS | е |
|----|----|---|----|---|
| | | | | |

| Con | nplete these similes correctly as lig | ght as | |
|-------|---------------------------------------|------------|--|
| As li | ght as | | |
| As b | lack as | | |
| As _ | as grass | | |
| As _ | as honey | | |
| As _ | as snow | | |
| As _ | as a snail | | |
| As_ | as ice | | |
| As_ | as abc | | |
| As b | usy as | | |
| As e | asy as | | |
| | | | |
| 2. | Complete these sentences corr | rectly. | |
| 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 | | |

COMPREHENSION. A passage about animals.

Animals.

In our environment we have two groups of animals. The domestic and wild animals. Domestic animals are kept in our homes and they include cows, goats, hens, cats, dogs and many others. These animals are useful to us. Dogs guard our homes, cats chase rats in our houses, donkeys and horses are used for transport, cows provide us with milk, hens and ducks provide us with eggs and meat.

Wild animals are those found in bushes, forests and water bodies. Others are kept in zoos and game parks. They include lions, crocodiles, antelopes, monkeys, snakes and many others. Wild animals are tourist attraction. The country gets money from the tourists. We also learn about these animals and some provide us with meat.

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COMPREHENSION

A passage about insects.

Read the story and answer the questions in full sentences.

Insects

Insects are livings things. They breathe, grow, die, feed, excrete and reproduce. Examples of insects are houseflies, grasshoppers, termites, bees, wasps and many others. Insects have three main body parts. These are head, thorax and abdomen. Insects use spiracles for breathing. Some insects are useful and others are harmful. The useful insects are bees, grasshoppers and white ants. Some harmful insects are houseflies, tsetse flies and mosquitoes. Mosquitoes spread malaria. Tsetse flies spread sleeping sickness to people and nagana to animals. Houseflies spread diarrhoea, dysentery, cholera and trachoma.

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Re-arrange these sentences to make a good story.

| A. | He puts on his uniform. |
|----|--|
| | John wakes up early in the morning. |
| | He gets his school bag and runs to school. |
| | He has a shower. |
| | He takes his breakfast |
| | |
| | |
| | |
| | |
| | |
| | |
| B. | He stops playing when he sees the friends. |
| | Simon has a pet cat |
| | He plays with it everyday. |
| | Its name is Bobbie. |
| | It is very playful. |
| | |
| | |
| | |
| | |
| | |
| | |

A passage about plants

Read the story and answer the questions in full sentences.

Plants

Plants are very important to people. Some plants are planted by people while others are natural. Plants which are not planted by people are called natural plants. These ones do not need much care from people but they need to be protected. Plants make our environment look beautiful and healthy. Plants in our gardens need care like weeding, watering, pruning and mulching them. Some plants are a source of food, medicine and shade. Big trees provide timber for furniture and firewood. A large group of plants help in the formation of rainfall.

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provide timber for furniture and firewood. A large group of plants help in the formation of rainfall.

Things we make in our community

COMPOSITION

Guided composition about things we make.

Complete the story using the using the words given below.

| (wall, shops, sk | ipping, sisal, two) | |
|----------------------|---|-------------------------------------|
| Primary | pupils are outside the classroom. | |
| Girls are | with ropes. Ropes are made or | ut of banana fibres orBoys |
| are playing with the | balls which they made out of banana fik | ores. Banana fibres are got from |
| banana plants. Som | ne other balls are bought from | Musa is climbing |
| over the | to get the ball. The tea | acher is telling him to be careful. |
| Some children enjoy | y playing with hoops which are made ou | it of sticks. |
| Things we make in | our community | |
| COMPOSITION | | |
| Guided compositi | on about things we make. | |
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Complete the story using the using the words given below.

(wall, shops, skipping, sisal, two)

| | (waii, Silops, Skippilig, Sisai, two) |
|------------------|--|
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| over the | to get the ball. The teacher is telling him to be careful |
|--------------------------|---|
| Some children eniov play | ring with hoops which are made out of sticks. |

Read the story and answer the questions about it in full sentences.

Busy towns

There are always many vehicles in busy towns. My friend Eric lives in Jinja town.

He says he sees many cars, buses and lorries. He sometimes sees blue, green and white cars. I see many colours of cars and buses but I love white cars most of all.

My grandmother has a donkey. She uses it to transport her millet and maize from the garden to the millet machine.

Mr. Kigongo lives across the lake, He uses a boat or a canoe.

Sometimes he uses a ferry to cross the lake to the islands.

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