

## P.2 SELF STUDY WORK ENGLISH

### WEEK 1

#### THEME ONE: OUR SCHOOL AND NEIGHBOURHOOD

Subtheme: Location symbols and benefits of our school.

#### MONDAY VOCABULARY

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

#### Activities:

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

#### TUESDAY: STRUCTURES (Singular Structures)

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

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

#### WEDNESDAY: STRUCTURES (Plural Structures)

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

- How many colours are on \_\_\_\_\_? (oral)
- school uniform
- school flag
- National flag
- East African flag

## **THURSDAY: PREPOSITIONS OF PLACE**

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

### **Examples:**

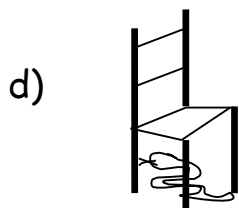
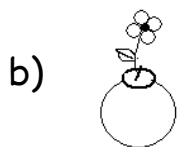
in, on, over, under, in front of, behind, near, between, along, at, across

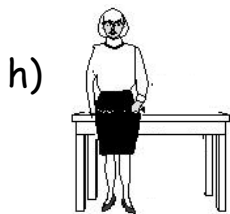
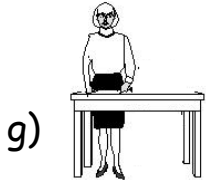
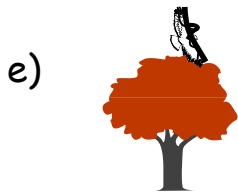
### **Activities**

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

### **ACTIVITY 1**

Write sentences about the given pictures.





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

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

- a) The chalkboard is \_\_\_\_\_ the classroom.
- b) Our school is \_\_\_\_\_ the road.
- c) The teacher's home is \_\_\_\_\_ the farm.
- d) My mother is \_\_\_\_\_ home.
- e) The aeroplane is \_\_\_\_\_ the air.
- f) The bag is \_\_\_\_\_ my bed.
- g) The rat is \_\_\_\_\_ the hole.
- h) The children are \_\_\_\_\_ school.
- i) His shirt is \_\_\_\_\_ the hanger.
- j) The visitors are \_\_\_\_\_ the sitting room.

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

**MONDAY: PREPARATIONS OF VERBS.**

Verb prepositions always come immediately after a given verb.

Examples

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

## Verbs and prepositions

look - at	think - about	suffer - from
look - for	accused- of	listen - to
look - after	proud - of	announce - over
look - into	used - to	interested - in
look - up	lean - against	point - to/at
look - down	run - away	swim - across
look - away	run - after	swim - along
look - forward	walk - along	shout - at
walk - on		

## ACTIVITY 2

Fill in the gaps with the suitable preposition.

- Kato is running \_\_\_\_\_ the ball.
- He was leaning \_\_\_\_\_ the table.
- We should listen \_\_\_\_\_ our teachers.
- Grace is suffering \_\_\_\_\_ headache.
- The children are interested \_\_\_\_\_ the story.
- Mark is looking \_\_\_\_\_ the chalkboard.
- Ann was looking \_\_\_\_\_ her book in the bag.
- Is Tom interested \_\_\_\_\_ the story?
- Did he go to school \_\_\_\_\_ foot?
- Was it announced \_\_\_\_\_ the radio?

## TUESDAY: FORMING PLURALS OF NOUNS BY ADDING "s".

- We add "s" on nouns that end with consonant sound which are not s, ch, sh, x.
- We add "s" on nouns that end with vowel sound "a" and "e"

### 1. Examples: (Nouns that end with consonants)

bag	school	cupboard
ball	book	flask
bed	seed	desk
bell	basin	cup
pencil	chart	pen
rubber	thing	pape
broom	blank	

## 2. Nouns that end with vowels

table  
umbrella  
apple  
panga  
bale  
shamba

tree  
riddle  
nana  
handle  
paddle  
sickle

### Activities

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

### ACTIVITY 3

#### 1. Write the plurals of the given words

broom -	stool -
pencil -	chair -
doll -	tree -
umbrella-	nana

#### 2. Use the words in brackets in the correct form.

- Janat has two \_\_\_\_\_. (rubber)
- There are many \_\_\_\_\_ in our classroom. (table)
- The \_\_\_\_\_ are in the shelves. (book)
- The teacher made many \_\_\_\_\_ for our class. (chart)
- The children bought many \_\_\_\_\_ at school on a rainy day. (umbrella)
- There are many \_\_\_\_\_ in the forest. (tree)

## WEDNESDAY: FORMING PLURALS OF NOUNS BY ADDING "es"

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

### Examples

brush	watch	dish
bush	torch	dress
rash	echo	cross
ditch	box	match
tomato	fox	mango
bus	bench	potato
glass	branch	
class	church	

### Activities

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

### **ACTIVITY 4**

1. Write the plurals of the se words.

- |            |             |
|------------|-------------|
| a) box -   | f) fox -    |
| b) bus -   | g) tomato - |
| c) dress - | h) potato - |
| d) bush -  | i) mango -  |
| e) match - |             |

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

- a) Allan uses \_\_\_\_\_ to clean t he carpet. (brush)  
b) The \_\_\_\_\_ were too heavy for him to lift. (box)  
c) The children carried the \_\_\_\_\_ to the main hall. (bench)  
d) \_\_\_\_\_ lay their eggs on stagnant water. (mosquito)  
e) Some \_\_\_\_\_ are not bright at night. (torch)  
f) We saw three \_\_\_\_\_ on the streets. (bus)  
g) \_\_\_\_\_ are wild animals. (fox)  
h) Her two \_\_\_\_\_ were stolen. (dress)  
g) Suzan ate many \_\_\_\_\_ yesterday. (mango)  
h) Running water made \_\_\_\_\_ in the road. (ditch)  
i)

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

### Activities

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

**FRIDAY: COMPREHENSION EXERCISE**

(Teacher to choose among the following)

- dialogue
- short story
- rhyme

## Activities

- Reciting the rhyme
- Acting a dialogue
- Reading the story
- Drawing the most interesting part of the;
  - story
  - rhyme
  - dialogue

## **WEEK 3**

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

#### **MONDAY: VOCABULARY**

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

#### Activities

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

### **ACTIVITY 5**

#### **1. Write the words correctly.**

- |                |                  |
|----------------|------------------|
| a) ablet _____ | e) ilarrby _____ |
| b) airch _____ | f) lalh _____    |
| c) sked _____  | g) cklah _____   |
| d) ifeld _____ | h) lerur _____   |

#### **2. Write any three sentences using these words.**

- a) compound \_\_\_\_\_
- b) chalkboard \_\_\_\_\_
- c) Piece of chalk \_\_\_\_\_

#### **3. Make small words from these**

- a) blackboard \_\_\_\_\_
- b) cupboard \_\_\_\_\_

- c) chair \_\_\_\_\_
- d) compound \_\_\_\_\_

## **TUESDAY: FORMING PLURALS OF NOUNS BY DROPPING "y" AND ADDING "ies"**

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

### **Examples**

baby -	babies	bunny -	_____
fly -	_____	story -	_____
puppy -	_____	lady -	_____
family -	_____	library -	_____
city -	_____	pony -	_____
fairy -	_____	army -	_____
ferry -	_____	body -	_____
lorry -	_____	fry -	_____

### **Activities**

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

## **ACTIVITY 6**

1. Write the plurals of these words.

- |          |            |
|----------|------------|
| a) fly   | e) story   |
| b) lorry | f) city    |
| c) puppy | g) library |
| d) baby  | h) lady    |

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

- a) David likes to read \_\_\_\_\_ about birds. (story)
- b) The nurse treated many \_\_\_\_\_ in the hospital. (baby)
- c) Many \_\_\_\_\_ came from the rubbish pit. (fly)
- d) Those \_\_\_\_\_ are very smart. (lady)
- e) The two \_\_\_\_\_ sank in the lake. (ferry)



- f) We ate \_\_\_\_\_ at Rhoda's birthday party. (berry)  
 g) Kampala and Nairobi re big \_\_\_\_\_.(city)  
 h) \_\_\_\_\_feed on milk. (puppy)  
 i) The two \_\_\_\_\_had a terrible accident. (lorry)  
 j) Paul and Tom come from different \_\_\_\_\_. (family)

### **WEDNESDAY: FORMING PLURALS OF NOUNS THAT END WITH "y" LIKE.**

ay , ey , oy , uy

#### **Examples**

key	boy	monkey
bay	tray	guy
turkey	donkey	toy

#### **Activities**

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

### **ACTIVITY 7**

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

- a) The \_\_\_\_\_for the classrooms are lost. (key)  
 b) All schools must have \_\_\_\_\_. (sickbay)  
 c) \_\_\_\_\_are very big birds. (turkey)  
 d) Those \_\_\_\_\_are very stupid. (boy)  
 e) There are very old \_\_\_\_\_in that hotel. (tray)  
 f) \_\_\_\_\_do not run very fast. (donkey)  
 g) The babies lost their \_\_\_\_\_. (toy)  
 h) The \_\_\_\_\_ ate all the corn in the garden. (monkey)

### **THURSDAY: NOUNS WHOSE PLURALS ACQUIRE "ves"**

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

knife	hoof	self
wife	life	leaf
thief	wolf	
loaf	shelf	

## Activities

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

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

## ACTIVITY 8

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

- a) \_\_\_\_\_ are dangerous weapons. (knife)
- b) Tom has four \_\_\_\_\_. (wife)
- c) Te two \_\_\_\_\_ were shot dead. (thief)
- d) I ate two \_\_\_\_\_ of bread last week. (loaf)
- e) A cow has four \_\_\_\_\_ (hoof)
- f) The red-cross people are there to save \_\_\_\_\_. (life)
- g) \_\_\_\_\_ are wild animals. (wolf)
- h) The book \_\_\_\_\_ are broken. (shelf)
- i) The tree lost all the \_\_\_\_\_. (leaf)

## **FRIDAY:**

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

## Vocabulary

gun away uniform police policeman  
policewoman thief land fight steal black  
green brown yellow red whiteblue

## Activities

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

## Structures

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

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

## ACTIVITY 9

1. Fill in the missing letters.

a) th\_\_ef

b) un\_\_fo\_\_m

c) pol\_\_ceman

d) f\_g\_\_t

e) st\_\_al

f) a\_\_my

2. Answer these riddles correctly.

Who am I?

a) You wear me when coming to school.

b) I am\_\_\_\_\_

c) I keep law and order.

d) I am\_\_\_\_\_

e) We keep peace and security in our country.

f) We are\_\_\_\_\_

g) I take people's things without their knowledge.

h) I am a\_\_\_\_\_

## MONDAY: NOUNS WITHOUT PLURALS

There are two types of such nouns;

a) uncountable nouns

b) No plural nouns

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

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

water	food	beer	oxygen
petrol	rice	blood	carbondioxide
oil	ice	meat	hydrogen
soda	milk	mutton	grass
paraffin	butter	pork	acid etc

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

cattle	sheep	deer	chicken
people	fish	furniture	bread, etc

### **Activities**

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

### **ACTIVITY 10**

1. Give the plurals of these words.

- a) Sheep \_\_\_\_\_
- b) Deer \_\_\_\_\_
- c) Water \_\_\_\_\_
- d) Fish \_\_\_\_\_
- e) Sugar \_\_\_\_\_
- f) Ink \_\_\_\_\_

2. Give the plural of the underlined words.

- a) Please, give me some water. \_\_\_\_\_
- b) I don't eat fish. \_\_\_\_\_
- c) Her hair is long and black. \_\_\_\_\_
- d) The people sang nice songs. \_\_\_\_\_
- e) Blood is red but water is colourless. \_\_\_\_\_
- f) A deer runs fast. \_\_\_\_\_
- g) The child saw a sheep in the field. \_\_\_\_\_

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

is	-	are
was	-	were
has	-	have
this	-	these
that	-	those

This is because the nouns can be counted.

3. Rewrite the sentences in plural form.

1. A sheep is a humble animal.
2. The fish is swimming very fast.
3. A deer has many horns.
4. The cattle is grazing.
5. That chicken is very big.

## **TUESDAY PLURALS OF IRREGULAR NOUNS**

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

tooth	-	teeth	goose	-	geese
foot	-	Feet	louse	-	lice
man	-	men	child	-	children
woman	-	women	ox	-	oxen
person	-	people	policeman	-	policemen
mouse	-	mice	policewoman	-	policewomen

### **Activities**

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

### **ACTIVITY 11**

Give the plural of the underlined words.

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

## THEME TWO: OUR HOME AND COMMUNITY

SUB THEME: RELATIONSHIPS AMONG FAMILY MEMBERS.

WEDNESDAY: VOCABULARY

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

### Structures

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

### ACTIVITY 12

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

#### 1. Fill in the missing letters.

- |              |               |
|--------------|---------------|
| a) br__th__r | d) moth__r    |
| b) un__le    | e) d__ught__r |
| c) sist__r   | f) a__nt      |

#### 2. Arrange the letters to form correct words.

- |           |           |
|-----------|-----------|
| a) anut   | d) phewne |
| b) ons    | e) encie  |
| c) thfaer | f) scouin |

#### 3. Make sentences using these words.

- a) grandfather: \_\_\_\_\_
- b) daughter \_\_\_\_\_
- c) grandmother \_\_\_\_\_

#### 4. Form small words from the big ones.

- a) Gradmother \_\_\_\_\_

5. grandfather \_\_\_\_\_

6. Match the gender opposites correctly.

Male

Female

father

aunt

brother

daughter

uncle

grandmother

son

mother

grandfather

sister

**THURSDAY: PERSONAL PRONOUNS**

Personal pronouns are words that stand for nouns/names.

Examples

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

Personal pronouns are grouped into singular and plural expressions

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

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

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

Activities

- Identifying pronouns
- Making sentences using pronouns
- Forming possessive pronouns

### **ACTIVITY 13**

1. Match A and B correctly.

<b>A</b>	<b>B</b>
I	the dog
We	Jane
they	Peter
He	I and Sarah
She	Tom and Annet
It	

2. **Rewrite the sentences by using the pronouns of the underlined words.**

a) Peter is a good boy.

---

b) I and Suzan are clever children

---

c) Elizabeth is a beautiful girl.

---

d) A cat is a wise animal.

---

e) John and Fatuma are friends.

---

### **FRIDAY:POSSESSIVE PRONOUNS**

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

#### **Examples**

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

#### **Activities**

- Reading the pronouns
- Grouping the possessiveness
- making oral and written sentences.
- Matching to "has" and "have".



## ACTIVITY 14

### 1. Match the pronouns to "has" and "have"

I

She

We

has

he

they

have

it

you

### 2. Complete the table correctly.

Personal pronouns			possessive pronouns		
I	my	-mine	-	me	
we-			-	ours	- us
they	-	their	-	theirs	-
you	-	your	-		- you
he	-		-	his	- him
she	-	her	-	her	-
it	-	its	-		- it

### 3. Use all the pronouns following the given example.

- |                      |          |          |
|----------------------|----------|----------|
| 1. a) I have a car.  | a) _____ | a) _____ |
| b) It is my car.     | b) _____ | b) _____ |
| c) The car is mine.  | c) _____ | c) _____ |
| d) It belongs to me. | d) _____ | d) _____ |

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

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

## **TUESDAY:PUNCTUATION MARKS**

Punctuation marks are symbols used to write English in the correct form

They are ;

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

### **CAPITAL LETTERS AND FULL STOPS.**

- Capital letters are upper case letters like;

A B C D E F G H I J K L M  
N  
O P Q R S T U V W X Y Z

They must be used to show;

- a) The beginning of sentences.
- b) Names of people
- c) names of places
- d) names of vehicles
- e) Days of the week
- f) Months of the year
- g) Titles, etc
- Full stops are put at the end of telling sentences. It is a dot.

### **Examples**

- a) It is a lovely dress.
- b) My mother's friend is Sarah.
- c) Joy went to Jinja.

### **Activities**

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

### **ACTIVITY 15**

1. Write out words which should start with capital letters.  
train peter flower kampala table sarah snake benz pot  
doctor broom Monday January
2. Punctuate these sentences
  - a) I have two brothers
  - b) he must work very hard

- c) joan has lost mark's pencil
- d) we went to gulu last monday
- e) aunt carol is a nurse
- f) we go for swimming on tuesday
- g) January is the first month of the year
- h) kapere has a blue benz

### **WEDNESDAY: WRITE IN SHORT FORM**

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

#### **Activities**

- Reading the words.
- Writing in short form

### **ACTIVITY 16**

#### **1. Write in short**

Monday \_\_\_\_\_  
 Tuesday \_\_\_\_\_  
 Wednesday \_\_\_\_\_  
 Thursday \_\_\_\_\_  
 Friday \_\_\_\_\_  
 Saturday \_\_\_\_\_  
 Sunday \_\_\_\_\_

January \_\_\_\_\_  
 February \_\_\_\_\_  
 August \_\_\_\_\_  
 September \_\_\_\_\_  
 October \_\_\_\_\_  
 November \_\_\_\_\_  
 December \_\_\_\_\_

#### **2. Write titles in short**

Mister - \_\_\_\_\_  
 Teacher- \_\_\_\_\_  
 father - \_\_\_\_\_

Doctor- \_\_\_\_\_  
 Sister - \_\_\_\_\_  
 Junior - \_\_\_\_\_

## THURSDAY: QUESTION MARKS

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

what	do	have
where	was	how
will	has	whom
is	which	can
shall	who	are
why	did	had, etc
when	were	

### Examples

- a) Why are you late?
- b) Will you be here tomorrow?
- c) Is he going to school?
- d) What is your name?

### Activities

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

### Exercises

1. Write any five sentences of your own.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

2. Punctuate these sentences

- a) When will the doctor come
- b) which book are you reading
- c) How old is Deborah
- d) Who is your father.
- e) What is your name
- f) Is the headmaster in the office
- g) Am I your brother
- h) Are the children playing
- i) Did you come late

## FRIDAY:

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

### Vocabulary

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

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

### Structures

Show me a/the .....

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

Where is the.....?

- The .....is.....the.....

What does a .....do?

- A ..... treats/builds/ mends/ sells/ teaches, etc

### Activities

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

### Exercise

1. Fill in the missing letters.

- a) t\_\_ach\_\_r
- b) nu\_\_se
- c) c\_\_rp\_\_nter
- d) dr\_\_ver
- e) p\_\_tie\_\_t
- f) do\_\_t\_\_r

2. Match the people with the places of work.

doctor	shop
teacher	salon
pilot	butchery
driver	lake
shopkeeper	hospital
barber	school
butcher	airport
fisherman	taxi-park

3. Choose the correct word to fill in the gaps

- a) I am a \_\_\_\_\_. I treat sick people in the hospital.
- b) I am a \_\_\_\_\_. I teach children.
- c) I go on lakes. I catch fish with my nets. I am a \_\_\_\_\_.
- d) I repair cars, buses and lorries. I am a \_\_\_\_\_.
- e) I make chairs, beds and tables from wood. I am a \_\_\_\_\_.
- f) I mend people's shoes when they are torn. I am a \_\_\_\_\_.

4. Write in short form.

- a) teacher \_\_\_\_\_
- b) doctor \_\_\_\_\_
- c) captain \_\_\_\_\_

**WEEK 6**

**MONDAY: THE USE OF COMMAS**

- a) When listing items/things ideas.
- b) When pausing in a statement.
- c) After writing "Yes", "No" or "Please".

Examples

- a) Susan, Brenda, Carol and Anne are in class.
- b) We went to the shop and bought sugar, butter, tea leaves and bread
- c) Yes, she is my friend.
- d) No, he is not a thief.
- e) Please, tell me the story.

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

### **Exercise**

Use commas to punctuate the sentences.

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

**TUESDAY:**

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

#### **Vocabulary**

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

#### **Structures:**

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

#### **Activities**

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

#### **Exercises**

1. Write these words correctly.

- a) gisn \_\_\_\_\_
- b) pyla \_\_\_\_\_
- c) mboc \_\_\_\_\_
- d) alwk \_\_\_\_\_

- e) sewep \_\_\_\_\_
- f) tewir \_\_\_\_\_
- g) nceda \_\_\_\_\_
- h) swah \_\_\_\_\_

2. Write sentences using these words

- a) pray \_\_\_\_\_
- b) sweep \_\_\_\_\_
- c) wrote \_\_\_\_\_
- d) comb \_\_\_\_\_
- e) cooks \_\_\_\_\_

3. Use the words in brackets in the correct form.

- a) The priest \_\_\_\_\_ for us in the church every day. (pray)
- b) A cook \_\_\_\_\_ food at school. (cook)
- c) John \_\_\_\_\_ the classroom every morning. (sweep)
- d) Suzan \_\_\_\_\_ the dishes at home every day. (wash)
- e) Peter \_\_\_\_\_ football every Saturday. (play)
- f) She \_\_\_\_\_ her hair every morning. (comb)
- g) Patrick \_\_\_\_\_ the anthems everyday. (sing)
- h) He \_\_\_\_\_ -to school on foot everyday. (walk)

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

The apostrophe is used;

- a) To show ownership/possession.
- b) To write in short form/ to join two words

**Examples**

- |                     |         |        |
|---------------------|---------|--------|
| - The teacher's bag | we've   | Moses' |
| - Bosco's pencil    | he's    | Amos'  |
| - isn't             | they're | James' |
| - can't             | you're  | etc    |

**Activities**

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

's = has/is/

re = are

've = have

n't = not

is for nouns ending with "s" e.g Moses = Moses'



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

### Exercises

1. Write possession on sentences using "It is ....." e.g

John has a car.

- It is his car.

a) Peter has a book.

b) Sarah has a dress.

c) Kato has a bag.

d) Moses has a bus.

e) Amos has a ball.

2. Write these words in short/join using apostrophe

was not	-	will not	-	The dog has	-
is not	-	shall not	-	we have	-
cannot	-	did not	-	they have	-
does not	-	he has	-	you have	-
do not	-	it has	-	we are	-
has not	-	John has	-	you are	-
have not	-	Tom has	-	they are,	-
could not	-	She has	-	etc	-

3. Fill in the gaps with the short form of the words given in brackets.

a) Rogers \_\_\_\_\_ coming to school. (is not)

b) The dog \_\_\_\_\_ inside the kennel. (was not)

c) We \_\_\_\_\_ work when there is noise. (cannot)

d) \_\_\_\_\_ laugh at lame people. (do not)

e) My grandmother \_\_\_\_\_ like eating meat. (does not)

f) \_\_\_\_\_ raining now. (it is)

g) \_\_\_\_\_ two eyes on my head. (I have)

h) \_\_\_\_\_ very short. (You are)

### THURSDAY: PRESENT CONTINUOUS TENSE/NOW TENSE

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

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

### Examples

buy	-	buying
eat	-	eating
tie	-	tying
fill	-	filling
push	-	pushing
do	-	doing

### Activities

Pupils read the given words.

Pupils spell the words.

Pupils add "ing" at the end of the verbs.

Pupils use the words to make correct sentences.

Pupils use "is", "am", and "are" as guides.

### Exercises

#### 1. Change these verbs to present continuous tense

slash	-	grow	-	clean	-
cook	-	pay	-	fill	-
look	-	play	-	kill	-
walk	-	die	-	cover	-
talk	-	tie	-	order	-
point	-	do	-	seek	-
paint	-	go	-	peel	-
show	-	read	-	push	-

#### 2. Use the words in brackets in the correct form.

- The children are \_\_\_\_\_ their books. (read)
- She is \_\_\_\_\_ food now. (cook)
- The children are \_\_\_\_\_ the compound now. (sweep)
- I am \_\_\_\_\_ my money now. (count)
- The cat is \_\_\_\_\_ milk now (drink)
- We are \_\_\_\_\_ English now. (learn)
- I am \_\_\_\_\_ my shoe laces now. (tie)
- He is \_\_\_\_\_ rubbish from the floor. (collect)
- They are \_\_\_\_\_ the school anthem now. (sing)
- I am \_\_\_\_\_ beans in the garden. (plant)

## FRIDAY: VERBS WHERE WE DROP "E" AND ADD "ING" IN THE PRESENT CONTINUOUS TENSE.

### Examples

dance - dancing  
make - making

### Activities

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

### Exercises

#### 1. Write these verbs into present continuous tense.

bathe -	create -	save -
take -	hate -	brake -
live -	hide -	make -
move -	debate -	dance -
ride -	vote -	wave -
drive -	dive -	

#### 2. Use the words in brackets in the correct form.

- Daddy is \_\_\_\_\_ his car now. (drive)
- The babies are \_\_\_\_\_ behind the hut. (bathe)
- I am \_\_\_\_\_ for the visitors. (dance)
- The train is \_\_\_\_\_ along the rail. (locomote)
- The frogs are \_\_\_\_\_ into the pool. (dive)
- John is \_\_\_\_\_ a letter to his friend. (write)
- I am \_\_\_\_\_ to the Pope. (wore)
- Moses is \_\_\_\_\_ a basket. (weave)
- The boys are \_\_\_\_\_ their bicycles. (ride)

## WEEK 7

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

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

an , eg , op , et , ip , etc

ban - banning

mop - mopping

swim - swimming

cut - cutting

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

#### Exercises

##### 1. Write these verbs into present continuous tense

stop	-	hop	-	get	-
clap	-	rot	-	beg	-
skip	-	ban	-	put	-
slap	-	slap	-	shut	-
tap	-	hit	-	knit	-
swim	-	chop	-	wet	-
cut	-	mop	-	stab	-
rob	-	cut	-	slip	-

##### 2. Fill in the gaps with the present continuous tense of the words in brackets.

- Mummy is \_\_\_\_\_ meat now. (cut)
- I am going for \_\_\_\_\_ now. (swim)
- The horse is \_\_\_\_\_ at a high speed. (gallop)
- We are \_\_\_\_\_ to build a big house. (plan)
- The boys are \_\_\_\_\_ around the classroom. (run)
- Janat is \_\_\_\_\_ the bathroom now. (scrub)
- They are \_\_\_\_\_ mangoes in the basket. (put)
- She is \_\_\_\_\_ in the garden now. (dig)

## **TUESDAY: PRESENT SIMPLE TENSE BY ADDING "s".**

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

### **Examples**

walk - walks  
pray - prays  
read - reads  
sing - sings

### **Activities**

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

### **Exercises**

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

play -	sing -
sweep -	learn -
com -	dance -
write -	put -
run -	cook -
walk -	feel -

2. Use the correct form of the words in brackets.

- The doctor \_\_\_\_\_ sick people everyday. (treat)
- Sarah \_\_\_\_\_ well in her book. (write)
- Mary \_\_\_\_\_ her prayers every morning. (say)
- A policeman \_\_\_\_\_ law and order every night. (keep)

- e) The cobbler \_\_\_\_\_ shoes everyday. (mend)  
 f) He \_\_\_\_\_ an apple every morning. (eat)  
 g) She \_\_\_\_\_ on sports wear every Thursday. (put)  
 h) It \_\_\_\_\_ heavily every evening. (rain)  
 i) He \_\_\_\_\_ his shoe-laces alone everyday. (tie)  
 j) She \_\_\_\_\_ the moon every night. (see)

### **WEDNESDAY: CHANGING VERBS TO PRESENT SIMPLE TENSE BY ADDING "es".**

- We add "es" to verbs that end with  
 sh , ch , ss , s , x , o

#### **Examples:**

watch	-	watches
dress	-	dresses
box	-	boxes
gas	-	gases
go	-	goes

#### **Exercises**

##### **1. Change the verbs to present simple tense by adding "es".**

brush	-	go	-	pinch	-
touch	-	do	-	miss	-
watch	-	echo	-	gas	-
match	-	fax	-	hiss	-
teach	-	box	-	reach	-
dress	-	mix	-	hatch	

##### **2. Fill in the gaps by using the words in brackets in the correct form.**

- a) Mummy \_\_\_\_\_ my uniform everyday. (wash)  
 b) Jane \_\_\_\_\_ her homework every evening. (do)  
 c) Denis \_\_\_\_\_ to town every Saturday. (go)  
 d) The rat \_\_\_\_\_ mice every Saturday. (catch)  
 e) Elizabeth \_\_\_\_\_ her teeth after every meal. (brush)  
 f) Our teacher \_\_\_\_\_ us English everyday. (teach)  
 g) David \_\_\_\_\_ milk with soup. (mix)  
 h) He \_\_\_\_\_ his friends in class. (pinch)  
 i) She \_\_\_\_\_ food every evening. (miss)

## **THURSDAY: VERBS WHERE WE ADD "IES" IN THE PRESENT SIMPLE TENSE.**

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

### **Examples**

fly	-	flies
cry	-	cries
apply	-	applies
deny	-	denies

### **Activities**

- Pupils read the verbs.
- Pupils give the consonant clusters with "y".
- Pupils give similar words in the category.
- Pupils use the verbs in correct sentences.

### **Exercises**

1. Write these verbs into present simple tense.

marry	-	deny	-
bury	-	shy	-
carry	-	try	-
dry	-	defy	-
fly	-	hurry	-
fry	-	identify	-
cry	-	comply	
apply	-		

2. Use the words in brackets in the correct form.

- The baby \_\_\_\_\_ for milk everyday. (cry)
- He \_\_\_\_\_ two wives every year. (marry)
- She \_\_\_\_\_ meat with cooking oil daily. (fry)
- It \_\_\_\_\_ the rats on its mouth everyday. (carry)
- The sun \_\_\_\_\_ the dresses everyday. (dry)
- She \_\_\_\_\_ to church every Sunday. (hurry)
- The sniff dog \_\_\_\_\_ the thieves all the time. (identify)
- The bird \_\_\_\_\_ over our house daily. (fly)

## THEME 3: HUMAN BODY AND HEALTH

FRIDAY:

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

#### Vocabulary

head fingers leg ears lips eyes toes nose heel foot knee  
elbow hair ankle smell sees hear touch mouth breast thigh

#### Structures

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

#### Activities:

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

#### Exercises

1. Write the plurals of these words.

ear	-	nose	-
toe	-	foot	-
knee	-	tooth	-
ankle	-	mouth	

Write five sentences using the learnt words.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_



2. Match the parts of the body with their uses.

ears	for walking
nose	for touching
eyes	for seeing
hands	for smelling
legs	for hearing

## WEEK 8

### MONDAY: \_

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

#### Past tense where we add "d"

- We add "d" to verbs that end with letter "e".

#### Examples

dance	-	danced
bathe	-	bathed

#### Activities

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

#### Exercises

1. Write these verbs in past simple tense.
  - a) The baby \_\_\_\_\_ using toilet soap. (bathe)
  - b) We \_\_\_\_\_ Erias Lukwago to power. (vote)
  - c) God \_\_\_\_\_ everybody on earth. (create)
  - d) She was \_\_\_\_\_ of stealing meat. (ashame)
  - e) Daddy \_\_\_\_\_ his money purse. (misplace)
  - f) He \_\_\_\_\_ his mother for two years. (hate)
  - g) She \_\_\_\_\_ very well in the disco. (dance)
  - h) We \_\_\_\_\_ primary one last year. (complete)

## **TUESDAY: PAST TENSE WHERE WE ADD "e".**

We add "ed" on verbs that end with consonants.

### **Examples**

play	-	played
plant	-	planted
show	-	showed
rain	-	rained

### **Activities**

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

### **Exercises**

#### **1. Change these verbs to past simple tense**

play	-	help	-	wait	-
pray	-	push	-	miss	-
stay	-	clean	-	deep	-
add	-	cook	-	heap	-
collect	-	work	-	fill	-
touch	-	laugh	-	kick	-
cover	-	jump	-		

#### **2. Use the words in brackets in the correct forms.**

- The boy \_\_\_\_\_ the tree yesterday. (climb)
- We \_\_\_\_\_ for the bus for six hours. (wait)
- Rhoda \_\_\_\_\_ her uniform yesterday. (wash)
- It \_\_\_\_\_ heavily last Monday. (rain)
- Deborah \_\_\_\_\_ the windows last night. (open)
- The teacher \_\_\_\_\_ the girls to bring seeds. (ask)
- The children \_\_\_\_\_ at their teacher yesterday. (laugh)
- We \_\_\_\_\_ many games last week. (play)
- Tom \_\_\_\_\_ for his sister yesterday. (pray)
- She \_\_\_\_\_ her teeth twice yesterday. (brush)

#### **3. Group the words according to ending sounds "t" and "d"**

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

## WEDNESDAY:

## PAST SIMPLE TENSE WHERE WE ADD

### "ied".

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

### Examples

cry - cried  
try - tried  
bury - buried  
marry - married

### Activities

- Reading the verbs
- Pupils give words with consonant clusters of "y".
- Pupils give similar words in the category.
- Pupils use the words in correct sentences.
- All words in this tense form take sound "d".

#### 1. Write the past tense of these verbs.

bury	-	spy	-	try	-
carry	-	cry	-	identify	-
hurry	-	apply	-	comply	-
dry	-	deny	-	simplify	-
fry	-	shy	-	marry	-

#### 2. Use the words in brackets in the correct form.

- a) He \_\_\_\_\_ the cat in a box. (carry)  
b) She \_\_\_\_\_ for a new job last year. (apply)  
c) The policeman \_\_\_\_\_ on the case of his murder last month.  
d) The corn \_\_\_\_\_ in the garden. (dry)  
e) Mary \_\_\_\_\_ for breast milk yesterday. (cry)  
f) She \_\_\_\_\_ to run fast but she failed. (try)  
g) He was \_\_\_\_\_ last Sunday. (bury)  
h) Daddy \_\_\_\_\_ another wife last week. (marry)

## SUB-THEME:

## SANITATION

## THURSDAY:

## VOCABULARY

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

### Structures

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

### Activities

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

### Exercises

1. Make five sentences using any of th words learnt.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

2. Form small words from these words.

clean	_____	_____
brush	_____	_____
wash	_____	_____

## **FRIDAY: CONJUNCTION "and"**

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

### **Examples:**

1. Mark is a good boy.  
Richard is a good boy.
  - Mark and Richard are good boys.
2. Joan is smart.  
Joan is beautiful.
  - Joan is smart and beautiful.
3. Tom has a shirt  
Tom has a coat.
  - Tom has a shirt and a coat.
4. Peter has a car.  
Ali has a car.
  - Peter and Ali have cars.
5. Ian was absent.  
Rose was absent.  
Ian and Rose were absent.

### **Activities**

- Reading both sentences.
  - Joining the sentences.
  - Pupils give their own contributions.
1. Write your own sentences and join them using "and".  
Three expressions to be written.

## WEEK 9

### THEME FOUR:

### FOOD AND NUTRITION

### MONDAY:

### SUB-THEME:

### CLASSIFICATION OF FOODS.

#### Vocabulary

cassava, potato, orange, egg, rice, milk, pea, mango, yam, pawpaw, fish, groundnut, cabbage, green, brown, yellow, blue, white (other colours)

#### Structures

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

#### Activities

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

#### Exercises

1. Write small words from these words.

- a) cabbage \_\_\_\_\_
- b) mango \_\_\_\_\_
- c) groundnut \_\_\_\_\_
- d) potato \_\_\_\_\_

2. Fill in the gaps with "a" or "an"

- a) Rose is eating \_\_\_\_\_ potato.
- b) Our hen has laid \_\_\_\_\_ egg.
- c) \_\_\_\_\_ fish is a body building food.
- d) \_\_\_\_\_ orange is a health giving food.

- e) Did you eat \_\_\_\_\_ pineapple alone?  
 f) Sarah is cutting \_\_\_\_\_ onion.  
 g) \_\_\_\_\_ cabbage is eaten as vegetable.  
 h) \_\_\_\_\_ yam is an energy giving food.  
 i) Dad bought for me \_\_\_\_\_ apple.  
 j) I enjoy eating \_\_\_\_\_ yellow banana.

## **TUESDAY:**

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

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

### **2. Circle the food that have no plural form.**

bean	rice	banana	posho
milk	pea	juice	pawpaw

## **WEDNESDAY:**

### **THE USE OF "a" AND "an" WITH NON-FOOD NOUNS (OTHER NOUNS)**

- We use "a" on nouns that start with consonant sounds.
- We use "an" on nouns that start with vowel sounds.

#### **Examples**

a table	an eagle
a box	an hour
a cat	an umbrella, etc

#### **Activities**

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

## **Exercise**

1. Write "a" or "an" before the noun given.

\_\_\_\_\_chair

\_\_\_\_\_axe

\_\_\_\_\_shirt

\_\_\_\_\_owl

\_\_\_\_\_bell

\_\_\_\_\_under pant

\_\_\_\_\_bag

\_\_\_\_\_hour

\_\_\_\_\_knife

\_\_\_\_\_elephant

\_\_\_\_\_book

\_\_\_\_\_umbrella

2. Use "a" or "an" to fill in the spaces.

a) Ali saw \_\_\_\_\_owl flying.

b) She cut her finger with \_\_\_\_\_knife.

c) He ate \_\_\_\_\_pawpaw for \_\_\_\_\_ hour.

d) \_\_\_\_\_elephant is a huge animal.

e) John is sitting on \_\_\_\_\_chair

f) She used \_\_\_\_\_umbrella to shelter herself from the sun.

g) he is reading \_\_\_\_\_story book.

h) \_\_\_\_\_eagle has sharp claws.

## **THURSDAY:**

### **ADJECTIVES**

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

### **Examples**

fat   strong   once   short   tall   happy   dull   ugly   kind   rich   early  
thin   good   slow   poor   late   clean   easy   big   quick

### **Activities**

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



## **Exercises**

1. Write out the adjectives from the sentences.

- a) Denis has a dirty uniform. \_\_\_\_\_
- b) The clever girl is sick. \_\_\_\_\_
- c) Diana has a heavy bag. \_\_\_\_\_
- d) I swam in the shallow pool. \_\_\_\_\_
- e) We had a busy day yesterday. \_\_\_\_\_
- f) it is an easy question. \_\_\_\_\_

2. Fill in the analogies correctly.

- a) Beautiful is to girl as \_\_\_\_\_ is to boy.
- b) \_\_\_\_\_ is to trees as long is to snakes.
- c) big is to ball as \_\_\_\_\_ is to pig.
- d) Little is to water as \_\_\_\_\_ is to mango.

## **FRIDAY: OPPOSITES OF ADJECTIVES.**

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

### **Examples:**

good - bad  
high - low  
rich - poor  
simple - hard

### **Activities:**

Reading the adjectives

Spelling the words.

Using the words in opposite form

Considering the degrees of adjectives.

### **Exercises:**

1. Give the opposites of these adjectives

fat -	poor -	beautiful -
bad -	high -	asleep -
big -	blunt -	hot -
tall -	below -	smart -
slow -	lazy -	heavy -
deep -	strong -	black -
clean -	wide -	clever -
early -	simple -	alive -

2. Write the opposite of the underlined words.

- a) Dad is a very good man. \_\_\_\_\_
- b) She is a hardworking girl. \_\_\_\_\_
- c) The road is very narrow. \_\_\_\_\_
- d) My pencil is blunt. \_\_\_\_\_
- e) The aeroplane is slow. \_\_\_\_\_
- f) That dog is dead. \_\_\_\_\_
- g) She is sitting under the tall tree. \_\_\_\_\_
- h) Our family members are poor. \_\_\_\_\_

## WEEK 10

### MONDAY: OPPOSITES OF ADJECTIVES WHERE WE USE "un"

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

#### Examples

happy	-	unhappy
kind	-	unkind, etc

#### Activities

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

#### Activities.

1. Write the opposite of the words.

happy	-	grateful	-
kind	-	tidy	-
sociable	-	acceptable	-
faithful	-	available	-
comfortable	-	peaceful	-
real	-	grateful	-

2. Re-write the sentences using the opposite of the underlined words.

- a) She is a happy girl.
- b) Mummy is a kind woman.
- c) It is a peaceful animal.
- d) It is a real ball.
- e) It is a comfortable bed

## TUESDAY COMPARING ADJECTIVES BY ADDING "er" AND "est"

- Adjectives appear in three degrees
  - positive degree
  - Comparative degree
  - Superlative degree
- In the comparative degree we add "er" and in the superlative degree we add "est".
- When dealing in sentences we identify the adjective degree following:
  - Positive degree - "a"
  - Comparative degree - "than"
  - Superlative degree - "the"

### Examples

tall - taller - tallest  
a tall - taller than - the tallest

1. Complete the table below.

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

2. Use the words in brackets in the correct form.

- Tom is a \_\_\_\_\_ boy. (short)
- Peter is \_\_\_\_\_ than Joseph. (strong)
- Sarah is the \_\_\_\_\_ girl in class. (clever)

## WEDNESDAY:

### ADJECTIVES WHERE WE DOUBLE THE LAST LETTER AND ADD "er" AND "est".

#### Activities:

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

#### Exercises:

1. complete the table correctly.

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

2. Use the words in brackets in the correct form.

- a) Sunday was the \_\_\_\_\_ day last week. (wet)
- b) A pot is \_\_\_\_\_ than a ball. (big)
- c) Today is a \_\_\_\_\_ day. (cool)
- d) Doreen is \_\_\_\_\_ than Diana. (thin)
- e) Friday was the \_\_\_\_\_ day this week. (hot)
- f) She is a \_\_\_\_\_ girl. (fat)
- g) Mariam is \_\_\_\_\_ than Joan.

## THURSDAY: ADJECTIVES THAT END WITH "y".

- Adjectives that end with "y" replace it with "i" and add "er" and "est" in the comparative and superlative degrees.

#### Examples

happy - happier - happiest  
early - earlier - earliest

#### Activities:

- Reading the adjectives
- Changing "y" to "i" and adding "er" or "est"
- Giving more adjectives in this category.
- Completing the table.
- Using the adjectives in correct sentences

## Exercises

1. Complete the table correctly.

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

2. Use the words in brackets in the correct form.

- Who is the \_\_\_\_\_ boy in class? (dirty)
- Lucy is \_\_\_\_\_ than Edella. (ugly)
- Kampala is the \_\_\_\_\_ town in Uganda. (busy)
- Tom came \_\_\_\_\_ than Peter. (early)
- Have you seen a \_\_\_\_\_ woman? (crazy)
- Patrick is the \_\_\_\_\_ man at school. (happy)
- English is \_\_\_\_\_ than numbers. (easy)

## FRIDAY : ADJECTIVES WHERE WE ADD "more" AND "most"

- We add "more" to adjectives in the comparative degree and "most" in the superlative degree.
- The adjectives do not change at all.

### Examples

beautiful	more beautiful	most beautiful
handsome	most handsome	most handsome

### Activities

reading the adjectives

Spelling the adjectives

Putting "more" and "most" before the adjective.

## Exercises

### 1. Complete the table correctly.

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
active	more active	most active
honest		
polite		
dangerous		
peaceful		
grateful		
precious		
stubborn		

### 2. Use the words in the correct form.

- a) Zakia is the \_\_\_\_\_ girl at home. (polite)  
b) Tracy is \_\_\_\_\_ than Paula. (active)  
c) A lion is a \_\_\_\_\_ animal. (fierce)  
d) Is silver \_\_\_\_\_ than gold? (precious)  
e) Priest are the \_\_\_\_\_ people in a community.  
(honest)  
f) Bolingo is a \_\_\_\_\_ boy at school. (stubborn)  
g) Peter was the \_\_\_\_\_ to see me. (grateful)  
h) A butterfly is a \_\_\_\_\_ insect. (peaceful)

## THEME: OUR ENVIRONMENT

### Common animals

#### Vocabulary:

cat	elephant
dog	horse
hen	lion
sheep	pig
duck	goat
bird	man
rabbit	fish

#### Structures

What is this / that?

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

#### Activities:

1. Answering oral questions using the structures.

2(a) Write the words correctly

atc _____	dgo _____
eepsh _____	phantele _____
shif _____	hne _____

(b) Fill in the missing letters

r__bb__t	ho__se
d__ck	m__n
go__t	h__n

#### Animal young ones

cat	-	kitten	elephant	-	calf
dog	-	puppy	horse	-	foal
hen	-	chick	lion	-	cub
cow	-	calf	pig	-	piglet
sheep	-	lamb	goat	-	kid
bird	-	nestling	man	-	baby
duck	-	duckling	fish	-	fry
rabbit	-		monkey	-	baby
bunny/rack					

### Animal homes

Cow - byre / kraal

Sheep - fold

goat - shed

pig - sty

bird - nest

fish - water

lion - den

man - house

dog - kennel

horse -stable

rabbit -hutch/burrow

bee - hive

hen - pen

cat - basket

rat - hole/burrow

### Activity

Matching animals to their young ones.

### Animal sounds:

a dog barks

a cat purrs / mews

a sheep bleats

a goat bleats

a bird sings / whistles

a monkey chatters

a duck quacks

a rat / mouse squeaks

a lion roars

a cow lows / mows

a pig grunts

a snake hisses

an elephant trumpets

a hen clucks

a cock crows

a horse neighs

a donkey brays

Comprehension about animals sounds

### Activity

Completing analogies about animal sounds.

1.Dog is to \_\_\_\_\_ as cow is to low.

2.\_\_\_\_\_ is to snake as roaring is to lion.

Animal movement/meat

snake- slithering (gliding)

bird - flying

dog - running

cow - walking

person- walking

frog - jumping/hopping

rabbit -jumping/hopping

duck - wobbling