

# PRIMARY FOUR ENGLISH LESSON NOTES FOR TERM THREE

## **WEEK ONE**

### **TOPIC 1: EXPRESSION OF THE FUTURE**

#### **Topic 1 a: Expression of the Future**

#### **Vocabulary**

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- |               |              |
|---------------|--------------|
| 1. tomorrow   | 5. shall not |
| 2. next week  | 6. will not  |
| 3. next month | 7. shan't    |
| 4. next year  | 8. won't     |

#### **Activity 2**

Use the vocabulary above to construct meaningful sentences.

#### **Activity 3.**

Look at the table below and write five sentences.

I	shall	play with my friends.
We	shall not	go with him.
She	will	go on holiday.
They	will not	swim in the lake.
		disturb you today.

#### **For example.**

- (a) We shall not play with him.
- (b) We shall go with him

#### **Activity 4.**

**Read the passage and answer the questions about it in full sentences**

#### **AKOT'S PLAN TO GO TO THE ZOO**

Next Sunday, my sister Joyce and I will visit the Zoo. We shall see many animals and birds. We shall see lions, chimpanzees and monkeys. But we shall not see the elephants because they are not in the Zoo.

On our way to the zoo, we shall eat some pancakes and drink soda. We shall take some bananas for chimpanzees and the monkeys.

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We shall come back home in the evening when we are very tired. We shall bathe with warm water. After that, we shall go to bed to rest. We shall then be able to wake up early and go to school the next day.

### Questions

1. When will Akot go to the zoo?
2. With whom will Akot go to the zoo?
3. What will they eat on their way to the zoo?
4. Why will they not see the elephants at the zoo?
5. What will they take for the chimpanzees and the monkeys?
6. Will they see lions at the zoo?
7. How many people will go to the zoo next Sunday?

### **Activity 5      Written Work.**

**Study Namata's work plan for next week and answer questions that follow in full.**

Sunday	<ul style="list-style-type: none"> <li>▪ She will go to church.</li> <li>▪ She will feed the rabbits at 10:00 a.m.</li> </ul>
Monday	<ul style="list-style-type: none"> <li>▪ She will clean the kennel.</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>▪ She will read a novel.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>▪ She will go for P.E at school.</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>▪ She will visit aunt Suzan after school.</li> <li>▪ She will wash her P.E uniform.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>▪ She will start on her mixed exercise.</li> </ul>
Saturday	<ul style="list-style-type: none"> <li>▪ She will go to the beach with her parents.</li> </ul>

### **Questions:-**

1. Who will feed the rabbits?
2. On which day will the rabbits be fed?
3. What will Namata do on Monday?
4. At what time will Namata feed the rabbits?
5. What is a kennel?
6. Write P.E in full.
7. At what time will Namata visit her aunt?
8. What is the name of Namata's aunt?
9. On which day will Namata wash her P.E uniform?
10. What will Namata do on Friday?
11. With whom will Namata go to the beach?

### **TOPIC 1B: KEEPING A DIARY**

#### **Vocabulary**

- |          |          |             |          |
|----------|----------|-------------|----------|
| 1. diary | 4. date  | 7. month    | 10. time |
| 2. read  | 5. day   | 8. year     |          |
| 3. note  | 6. daily | 9. calendar |          |

## Activity 2

**Read the words and use them to construct sentences.**

### Activity 3.

**Read the words in the box and use them to fill the gaps below.**

1. The .....today is Monday, 15<sup>th</sup> August, 2011.
2. Have you seen my .....? I need to write in it.
3. I am ten now, so I shall be eleven next.....
4. It's August now, so next..... is September.
5. A .....shows you all the days of the year.
6. How many .....are there in a week?

diary	days	calendar
date	month	year

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		<b>1</b> Wrote an invitation card to uncle	<b>2</b>	<b>3</b> Sent the invitation card to uncle	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> We went to the village for my birthday party	<b>12</b> Father bought for me a new party dress.
<b>13</b>	<b>14</b> Aunt Monica baked my birthday cake	<b>15</b>	<b>16</b> I celebrated my ninth birthday	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> I attended thanks giving service.
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> We returned to our home.			

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#### Activity 4.

**Study Amany's Diary and answer the questions about it.**

##### Questions:-

1. Whose diary is this?
2. On which day of the week did this month begin?
3. What did Amany do on the first Wednesday of this month?
4. When did Amany send the invitation card to her uncle?
5. What did Amany's father buy for her ?
6. Who baked Amany's birthday cake?
7. On which day did Amany celebrate her birthday?
8. When did the month end?
9. When did Amany attend thanks giving service?
10. Who bought Amany a new dress?

#### Activity 5.

##### Written Exercise

Study Kivi's activity plan for a whole week and answer questions that follow in full.

October	Morning	Afternoon
Sunday, 13 <sup>th</sup>	Prayers	Ironing clothes
Monday, 14 <sup>th</sup>	Reciting a poem	Singing
Tuesday, 15 <sup>th</sup>	Spellings and dictation	Computer lessons
Wednesday, 16 <sup>th</sup>	Writing a composition	Drawing and painting
Thursday, 17 <sup>th</sup>	Debating	Swimming lessons
Friday, 18 <sup>th</sup>	Attending school assembly	Doing mixed work
Saturday, 19 <sup>th</sup>	Helps mother with domestic work	Visits his friend in Kansanga.

##### Questions:-

1. When will Kivi go for prayers?
2. What will Kivi do on Sunday afternoon?
3. What will Kivi do on Monday, 14<sup>th</sup> ?
4. When will Kivi go for computer lessons ?
5. Apart from drawing, what else does Kivi do on Wednesday?
6. What does Kivi do on Thursday morning ?
7. At what time of the day will Kivi attend the school assembly?
8. Whom will Kivi help on Saturday?
9. What kind of work will Kivi help his mother?
10. Whom will Kivi visit on Saturday?
11. Where does Kivi's friend stay?

## TOPI 1 C: USING STUDY TIME.

### Vocabulary

- |              |               |
|--------------|---------------|
| 1. borrow    | 6. usually    |
| 2. lend      | 7. return     |
| 3. library   | 8. notes      |
| 4. librarian | 9. notebook   |
| 5. revise    | 10. textbooks |

### Activity II

Use the vocabulary above to construct sentences.

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### Activity III

Use the words in the box to fill in the gaps correctly.

- We write .....in our exercise books.
- It is very important to .....for end of term exams.
- A .....works in a library.
- A .....is a collection of books.
- He told me to ..... him my jacket.

librarian	library	revise
lend	notes	

### Activity IV

Study Mukaga's plan for tomorrow and answer the questions that follow in full sentences.

8:00 a.m	Having breakfast at Doso's restaurant.
8:30 a.m	Boarding a vehicle to Entebbe with friends.
10:30 a.m	Getting special hire taxi to the zoo.
11:00 a.m	Looking at different animals and birds.
12:30p.m	Taking photographs at the zoo.
1:00 p.m	Having lunch with my friends.
2:00 p.m	Swimming with my friends.
2:45 p.m	Boarding a vehicle back to Jinja.

### Questions

- Where will Mukaga go tomorrow?
- Where will he have breakfast from?
- For how long will he have his breakfast?
- With whom is he going to Entebbe?
- What will Mukaga do at 11:00 a.m?
- What will he do after looking at the animals?

7. At what time will he have lunch?
8. What means of transport will he use to go to the zoo?
9. Where does Mukaga stay?
10. Write in full:
  - (a) a.m
  - (b) p.m

## Written Exercise

**Study Nanono's timetable and answer questions that follow in full.**

<b>DAYS</b>	9:00a. 10:00a.m	10:00a.m 11:00a.m	11:00a.m 12:00p.m	12:00p.m 1:00p.m	1:00p.m 2:00p.m	2:00p.m 3:00p.m	3:00p.m 4:00p.m
<b>MON</b>	Math	English	<b>B</b>	<b>Art</b>	<b>L</b>	S.S.T	Science
<b>TUE</b>	Sci	Maths	<b>R</b>	S.ST	<b>U</b>	Eng	Music
<b>WED</b>	Maths	Reading and Writing	<b>E</b>	Sci	<b>N</b>	P.E	R.E
<b>THUR</b>	Eng	Maths	<b>A</b>	Computers	<b>C</b>	Debate	S.ST
<b>FRI</b>	Assembly	S.ST	<b>K</b>	Eng	<b>H</b>	Swimming	Sci

## Questions

1. Whose timetable is written above?
2. What subject is taught after maths on Monday?
3. What subject is taught on Tuesday after break?
4. At what time does Nanono go for break?
5. On which day is music taught?
6. What is the first subject taught on Wednesday?
7. Why do you think Nanono borrows books?
8. At what time does Nanono go for P.E?
9. What do you think children do during assembly? (Give three reasons)
10. For how long does Nanono swim?
11. How many times is Maths taught in a week?
12. Write in full:
  - (a) a.m -----
  - (b) p.m -----
  - (c) P.E -----
  - (d) R.E -----
  - (e) S.ST -----

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## **WEEK TWO**

### **TOPIC 2: DEMOCRACY**

#### **TOPIC 2.1: GAMES AND SPORTS.**

#### **Activity 1**

##### **Vocabulary**

- |              |                |
|--------------|----------------|
| 1. captain   | 7. commentator |
| 2. coach     | 8. referee     |
| 3. defeat    | 9. umpire      |
| 4. foul      | 10. player     |
| 5. spectator | 11. linesman   |
| 6. team      | 12. race       |

#### **Activity II**

##### **Read the words and their meanings.**

1. Captain - A leader among players of a team.
2. Coach - A person who trains sportsmen or sports women.
3. Defeat - to win
4. foul - An act against the rules of a game/a mistake.
5. spectator - A person who is watching a game.
6. team - a group of players forming one side in a game.
7. commentator- a person who talks about a game on a radio or television.
8. referee - someone who sees that rules are observed in a game. (football and rugby)
9. umpire - someone who sees that rules are observed in a game. (netball, cricket, tennis)

#### **Activity III**

##### **Read and act this conversation**

##### **YELLOW IS MY TEAM**

Besi: Where are you going, Milly?

Milly: I am going to watch a netball match.

Besi: Which teams are playing?

Milly: Yellow is playing against Green.

Besi: I have to go and support my team.

Milly: Which is your team?

Besi: Yellow is my team.

Milly: I didn't know that you are a Yellow supporter like me.

Besi: Yes, I am. Yellow has very good players.

Milly: Let's hurry and support our team.

**Questions**

- 1.What is the heading of the dialogue?
- 2.Where was Milly going?
- 3.What match was she going to watch?
- 4.Which teams are playing?
- 5.Which team does Besi support?
- 6.How many people are taking part in the dialogue?
- 7.Why do the girls support Yellow?
- 8.Which team has good players?

**Activity VI**

**Read the passage below and answer questions that follow in full.**

**ANNUAL SPORTS DAY.**

Every year in June, Bukomero Primary School holds their annual sports day. The games-master and other teachers help prepare the children for this important event. The teachers select the best participants in each activity to represent their team on sports day.

All the children want to participate, so they spend many months practicing for the games. The activities include short and long distance races, long jump, high-jump, relay races, shot put and javelin.

The headmaster invites a guest of honour, parents, friends and members of the community to attend the sports day.

When the guest of honour arrives, the National Anthem is sung and the races begin. When races begin, other children, teachers and parents cheer for the participants and show their support by clapping and shouting. After each race, the winner's name is written on the board and awarded points.

When all races are over, the guest of honour awards trophies to the winning teams. The teachers, guests and winning teams celebrate the end of sports day with a feast.

**Questions:-**

1. How many times in a year is sports day held?
2. In which month does Bukomero Primary School hold its sports day?
3. Who help to prepare children for sports day?
4. Who selects participants in each team?
5. For how long do children practise for sports day?
6. Mention three activities done on sports day.
7. Who invites the guest-of-honour to attend the sports day?
8. Apart from the guest-of-honour, who else is invited on sports day?



9. When is the National Anthem sung?
10. When do races begin?
11. How do teachers and children show their support?
12. Where are the winners' names written?
13. When does the guest-of-honour award trophies to the winning team?

## **TOPIC 2.2: MUSIC, DANCE AND DRAMA**

### **Vocabulary.**

- |                |             |
|----------------|-------------|
| 1. conductor   | 7. song     |
| 2. choir       | 8. best     |
| 3. costume     | 9. worst    |
| 4. actress     | 10. good    |
| 5. actor       | 11. solo    |
| 6. instruments | 12. soloist |

### **Activity II**

**Read the words and match them with their meaning.**

- |                |                                 |
|----------------|---------------------------------|
| 1. conductor   | - a man who acts on stage.      |
| 2. costume     | - a woman who acts on stage.    |
| 3. actress     | - items used for playing music. |
| 4. actor       | - a style of dress on stage.    |
| 5. choir       | - a person who directs a choir. |
| 6. instruments | - a group of singers.           |

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### **ACTIVITY III AND 1V**

**Read the passage below and answer questions that answer in full.**

#### **THE CONCERT DAY AT NANKOMA PRIMARY SCHOOL**

My name is Eunice Manyike .Our school organized a concert day last year.All classes from P.1 to P.7 presented items in music,dance and drama.These included plays,poems,songs,stories and dances.

Our class,P.4 presented a play.It was about the Rights and Responsibilities of children.We had very good actors and actresses.We also had very beautiful costumes.All the people in the hall listened attentively to all the actors.

Primary seven presented a traditional folk dance. It was the imbalu dance from Mbale. Parents could not hide their happiness. Many of them joined the dancers on stage.

After this wonderful dance, the P.1s presented their poem. It was about Man and his Environment. The poem was so good that the parents requested them to recite it again.

When the concert ended, the chief guest, the Minister of Education and Sports, gave out the prizes. Our class P.4 was the best. They gave us a shield and a goat. My father gave our school a full set of drums. Other parents also gave different gifts to the school and also to individual children.

#### Questions

1. Which school organized a concert last year?
2. Which item did the P.4 class present?
3. What was the play about?
4. What did the actors and actresses wear on stage?
5. How did the people in the hall listen to the actors?
6. Which class presented the traditional folk dance?
7. What was the poem about?
8. Who was the guest-of-honour?
9. What type of dance did the Primary Seven present?
10. Why did the parents request for the poem to be recited again?
11. What happened when the concert ended?
12. Which class was the best?
13. What prize was given to the winners?
14. What did the writer's father give the school?
15. In which class is the writer?

### **Topic 2.3: ELECTIONS**

#### **Vocabulary**

- |              |                  |
|--------------|------------------|
| 1. elect     | 8. rig           |
| 2. election  | 9. campaign      |
| 3. vote      | 10. ballot paper |
| 4. voter     | 11. post         |
| 5. stand     | 12. poster       |
| 6. candidate | 13. prefects     |
| 7. democracy | 14. Qualify      |

### **Activity 11**

#### **Sentence construction**

Construct sentences using the new words learnt

### **Activity III**

#### **Match the words and their meaning.**

1. election - a boy who is in charge of pupils in school.
2. Captain - a pupil who is in charge of other pupils in a class.
3. Prefer - Someone who stands for election.
4. Voter - a procedure to elect someone to a position of power.
5. headboy - the leader of a team.
6. headgirl - a person who votes.
7. candidate - a girl who is in charge of pupils in a school.

### **Activity IV**

#### **Read this conversation and answer the questions about it.**

Mpaka : When will your school hold the elections?

Grace : We shall hold the elections next month.

Mpaka: Who are standing for the post of head prefect?

Grace: It is Bosco, Harriet and Alice.

Mpaka : What about you?

Grace : I am standing for the post of sanitary prefect.

Mpaka : You are a smart girl. I am sure they will vote for you.

Grace : Can you please write for me some campaign messages?

Mpaka: That's okay with me. I will give them to you tomorrow.

Grace: Thank you very much.

#### **Questions**

1. When will Grace's school hold the elections?
2. Who are standing for the post of head prefect?
3. What post is Grace standing for?
4. Who are the people taking part in the conversation?
5. Write the title of the conversation.
6. Who is standing for the post of sanitary prefect?
7. Why is Mpaka sure of Grace's success as a sanitary prefect?
8. Who wrote for Grace campaign messages?

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

### **Activity VI**

Elections in our school are always held during the second term. This can be a very interesting time! Last year, it was particularly interesting because almost everybody wanted to stand.

There were seven posts in total. Head-girl, head-boy, head-monitor, sanitation prefect, environment, kitchen and discipline.

Only pupils in primary five, six and seven were allowed to stand for a post. About six pupils stood for each post. After selecting suitable candidates, they were given two weeks to campaign. Before the campaigns started, the teacher in charge gave out clear guidelines to the candidates.

During campaign season, pupils supported different candidates of their choice. They showed support by cheering and clapping whenever they were campaigning. After two weeks, campaigns stopped and pupils started voting their favourite candidates.

Two days later, all ballot papers were counted and the teacher in charge announced the results.

Those who won; celebrated while those who lost felt disappointed. However, everyone agreed that the elections were free and fair and that a high level of democracy was displayed.

Peter Lukwago was elected as headboy and Juliet Asiimwe was voted as headgirl. The teacher thanked the pupils for being very disciplined during elections and requested them to work together for the good of the school.

**Questions:-**

1. In which term are elections held in our school?
2. Why is election period very interesting?
3. How many posts were pupils campaigning for?
4. From which classes were the pupils allowed to stand for any post?
5. How many pupils stood for each post?
6. How many weeks were suitable candidates given to campaign?
7. What happened before campaigns started?
8. Who gave guidelines to the candidates?
9. How did pupils show support to their favourite candidates?
10. When did the campaigns stop?
11. What happened after campaigns stopped?
12. Why were other pupils disappointed?
13. Who became the head boy?
14. What post did Juliet qualify for?
15. Why did the teacher thank the pupils?

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## COMPOSITION

### TOPIC 1A: Expression of the future.

#### Pre-activities:

##### 1. Vocabulary.

tomorrow, shall, shall not, next week, will, will not, next year, shan't, won't  
Construct sentences using the above words.

##### 2. Make meaningful sentences from the substitution table.

I		make a kite	
We		come with Tom	tomorrow
You	shall	sleep on my bed	next week
She	will	read my book	next month
		write letters	
		go to school	

##### 3. Use capital letters where they are needed.

1. tracy will buy a new ball
- 2, this is tom's home.
3. birungi and tendo will go to entebbe tomorrow.
4. although I am hungry, i won't go for lunch.
5. i shall be leaving for london next month.

##### 4. Rearrange the following words to form good sentences.

- 1, tomorrow here my father will come.
2. go to India I shall next week.
3. will he visit us next time.
4. be what a girl beautiful will she!
5. me come with you will?

##### 5. Guided composition.

##### Use the following words to complete the story below.

butterfly, best, end, colours, shall, order, ears, gala, winner, fun

Our swimming\_\_\_\_\_is coming very soon. On that day, we\_\_\_\_\_ have a lot of fun. We shall participate in many activities like swimming and entertainment. Many children will swim breast stroke, \_\_\_\_\_, front crawl, backstroke, tunnel wave, dolphin and many other styles.

The teachers will be busy arranging for the competitions. They will strongly support their \_\_\_\_\_. They will also ensure discipline and order. Our parents will also have\_\_\_\_\_. They will cheer up their children. They will buy

for them\_\_\_\_\_, drinks and presents. At the \_\_\_\_\_, the Rector will announce the results. The\_\_\_\_\_ colour will celebrate. I think my colour will emerge the \_\_\_\_of the trophy.

### **Written Activity.**

F. 25<sup>th</sup> December 2013, will be Christmas Day. Explain the activities that will take place before, during and after Christmas. Mention the people who will do different activities.

**Paragraph 1.** Mention the day, day, date and where you will celebrate Christmas from.

**Paragraph 2.** Mention the children in your family and say what each will do.

**Paragraph 3.** Mention the parents and other adults in your home and say what each of them will do; father and mother. Talk about the things which will be bought; eats and drinks.

**Paragraph 4.** Mention what other people (maids, drivers, uncles, aunties) will do.

**Paragraph 5.** The games which will be played and places which the family will visit. Why you think it will be a great season to enjoy.

## **WEEK THREE**

### **TOPIC 1B: Keeping a diary.**

#### **Pre-activities.**

##### **1. Vocabulary.**

diary, date, time, calendar, month, note, day, year.

#### **Match correctly.**

diary \_\_\_\_\_  
date [Call/WhatsApp: 0787416804 for all classes notes](https://www.whatsapp.com/business/call/0787416804)  
day \_\_\_\_\_  
month \_\_\_\_\_  
year \_\_\_\_\_  
calendar \_\_\_\_\_  
time \_\_\_\_\_

- a certain point in the day or night.
- a period of twenty-four hours.
- a book for keeping records.
- list of the days, weeks and months of one year.
- a period of twelve months (365-366 days)
- the number of the day, month and year.
- one of the twelve parts of the year; about four weeks.

## **2. Structural pattern: What... /...very. ...**

### **Examples.**

- a. You have a very big diary.  
What a big diary you have!
- b. This is a very peaceful year.  
What a peaceful year this is!
- c. I have very little time  
What little time I have!
- d. He is a very lucky boy.  
What a lucky boy he is!
- e. You are a very good man.  
.....
- f. That basket is very heavy.  
.....

## **4. Give the opposites of the following words.**

- 1. proud\_\_\_\_\_ 2. hard\_\_\_\_\_ 3. beautiful\_\_\_\_\_
- 4. stronger\_\_\_\_\_
- 5. thinnest \_\_\_\_\_ 6. good\_\_\_\_\_ 7. lucky\_\_\_\_\_
- 8. careless\_\_\_\_\_
- 9. harmful\_\_\_\_\_ 10. obedient\_\_\_\_\_

## **Written Activities.**

### **Rearrange to form good stories.**

- 1. Others will be important information and secrets.
- 2. Some of them will be important dates.
- 3. In my diary. I will record many things.
- 4. My plan is to keep a diary.
- 5. I have a very good plan this year.
- 6. For doing very well in exams.
- 7. My diary is very beautiful.
- 8. It was given to me as a present.
- 9. To both my teachers and parents.
- 10. And being an obedient child.

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## **Guided Composition.**

Sasha and her friends toured western Uganda. This is part of their journey which she recorded in her diary on Tuesday.

up, via, to, an, peak, swim, afternoon tip, part, than.

## **Questions:**

We all woke \_\_\_\_\_ late so we couldn't go \_\_\_\_\_ lake Mutanda. We had a quick breakfast and set off for the Mufumbiro Mountain Range. Muhavura is its highest \_\_\_\_\_. It is almost a thousand metres lower \_\_\_\_\_ Margherita and there is no snow on its \_\_\_\_\_. It was once \_\_\_\_\_ active volcano but now it's extinct. From there we drove to Masaka \_\_\_\_\_ Kabale, Mbarara and Rakai. We stopped at Lake Bunyonyi for a \_\_\_\_\_; then we visited Lake Mburu National \_\_\_\_\_ and spent the rest of the \_\_\_\_\_ at Lake Kijanebalola.

### **TOPIC1C: Using study time (time-table)**

#### **Pre-Activities:**

##### **1. Vocabulary.**

library, borrow, lend, revise, notes, notebook, textbook.

Construct meaningful sentences using some of the above words.

##### **2. Pattern practice.**

- usually –
- sometimes –

##### **Examples.**

- a. I usually eat matooke
  - b. They usually come to school late.
  - c. We sometimes go home early.
  - d. He sometimes barks at me.
- Construct more sentences like the examples.

##### **3. Re-arrange to form good stories**

- (i) 1. I went to borrow a book.  
2. But unfortunately  
3. Yesterday, I was bored.  
4. From the school library.  
5. The library was closed.
- (ii) 1. after drinking, I do my homework.  
2. Finally, I arrange the books and go for supper.  
3. Then I read other books.  
4. I rest and have a drink.  
5. Whenever I reach home.

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##### **4. Use the correct forms of the words in the brackets.**

1. She often \_\_\_\_\_ at night. (cry)
2. They sometimes \_\_\_\_\_ football. (play)
3. We always \_\_\_\_\_ for home late. (leave)
4. Mummy usually \_\_\_\_\_ with me. (read)
5. Kaaya rarely \_\_\_\_\_ to the library. (go)



6. I generally \_\_\_\_\_my work at night. (enjoy)
7. Do you normally \_\_\_\_\_your time table? (follow)

### **Written Activity.**

### **Jumbled Composition.**

Rearrange the sentences to form a good story. Number your work.

1. There is always fun at the pool.
2. A time table is a list showing the times at which particular events will happen.
3. We go for swimming.
4. In the first period, we do mixed corrections.
5. Our class has a time table.
6. After the mixed lesson, we learn mathematics.
7. On our class time table, there are ten periods.
8. So that we don't lose marks.
9. The maths teacher always tells us to be neat.
10. When the maths lesson ends,

### **TOPIC 2: DEMOCRACY**

#### **Sub-topic 2:1 Games & Sports.**

#### **Pre-activities:**

##### **1. Vocabulary.**

run	football	race	long	lose
jump	netball	throw	kick	support
play	skip	high	with	win
coach	umpire	referee	first/last	

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#### **Make correct words.**

- hcaoc _____	- mage _____	- umpire _____
- niw _____	- portpus _____	- kkci _____
- reca _____	- selo _____	- referee _____

##### **2. Structures.**

but/although

##### **Examples.**

- (i) Our team was strong but it didn't win.  
\* Although our team was strong, it didn't win.
- (ii) I am short but I can run fast.  
\* Although I am short, I can run fast.
- (iii) We played hard but we did not score.  
Although we played hard, we did not score.
- (iv) Yvette is a good skipper but she wasn't chosen.  
Although Yvette is a good skipper, she wasn't chosen.

### **3. Punctuation.**

#### **Use question marks or exclamation marks in the right places.**

1. Where will the competition be held
2. Why do you play alone
3. Who has taken the trophy
4. What a strong team you have
5. What a fast referee he is
6. It's very sad news
7. Wow

### **4. Rearrange to make meaningful sentences.**

1. popular football very is game a.
2. unfair was the referee very.
3. participated in I jumping.
4. athletes good all the were.
5. strong our had team players.
6. kick me to for hard too was ball the.
7. she ran so fast that she won the race.

### **5. Rewrite using: \_\_\_\_ so \_\_\_\_ that \_\_\_\_**

1. He ran very fast. He won the race.
2. We were very fit. We did not get tired.
3. Kose came late. He missed the match.
4. The field was very wet. The players kept on sliding.
5. The ball was very high. The goal keeper could not reach it.

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### **Written Activity.**

**Discuss with your teacher and write a composition about your Sports Day, 2013.**

#### **Paragraph 1.**

Mention your class, school and house. Tell the term, date, and place where the sports day was held.

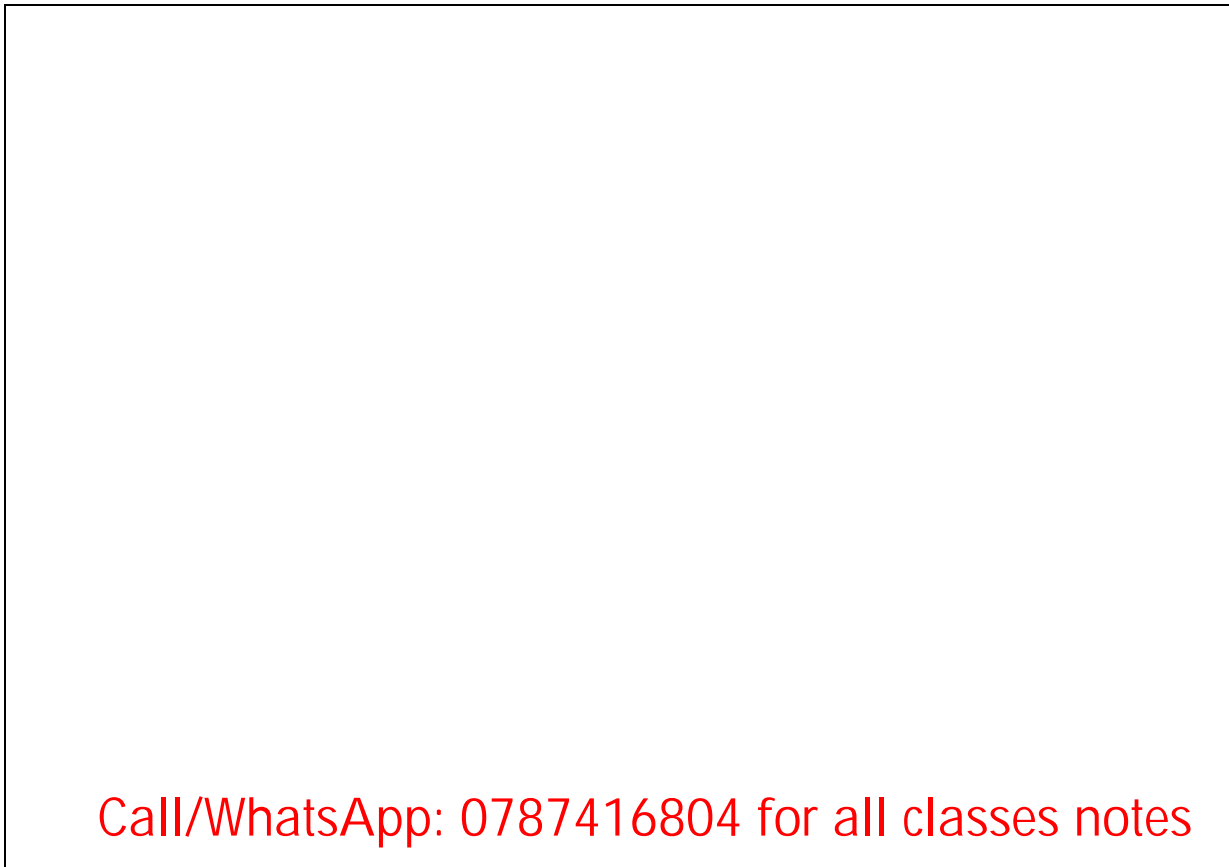
**Paragraph 2.** Talk about the people who organized the sports day (teachers, games master, headmaster, coaches and colour leaders. The tools and equipment used (ropes, bicycles, tyres, balls, hoops, etc.). The races and games which were played.

#### **Paragraph 3.**

Talk about the colours which competed; the activities that took place: music and entertainment, the band and marching, the eats and drinks, the activities which you participated in, the colour which won, the trophies which were awarded, the parents and other visitors who came, etc.

**Paragraph 4.** Say how it ended and at what time, who the winner was, why you were so happy or sad or tired or what you enjoyed mostly.

Draw an interesting part of your story.



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## **WEEK FOUR**

### **Topic 2.2: Music, Dance & Drama.**

#### **Pre-activities:**

##### **1. Vocabulary.**

sing actor instruments recite, actress drama costume festivals choir  
conductor rhyme, concert adjudicate, best/ worst.

Construct meaningful sentences using the words above.

##### **2. prefer- to / likes \_\_than\_\_**

Make sentences like the examples.

- a. She likes dancing more than singing.
- She prefers dancing to singing.

- b. I like rhymes more than poems.  
- I prefer rhymes to poems.

### **3. Punctuation.**

Put commas where they are needed.

1. I saw elephants giraffes lions and buffaloes when I visited the game park.
2. If I see a snake I will shout.
3. When I was writing my hand started painting.
4. Although she is tired, she wants to continue working.
5. Yes, I love you.
6. No I don't like gorillos you.
7. Having made a mistake Ogwel apologized to the teacher.

### **D. Rearrange the words to form meaningful sentences.**

1. of piece this music like I.
2. artist my Juliana is best.
3. voice has she the best
4. acting do enjoy you?
- 5, your daughter is what a good actress!
6. your concert will attend I.

### **4. Revision:**

**Change into passive.**

1. They are singing a song  
A song is \_\_\_\_\_
- 2, We acted the play.  
The play was \_\_\_\_\_
3. Namale played the piano.  
The piano was \_\_\_\_\_
4. Mubiru will recite the poem.  
The poem will be \_\_\_\_\_
5. Shakur plays the guitar.  
The guitar is \_\_\_\_\_
6. Kakembo has used my costume.  
My costume has \_\_\_\_\_

**Written Activity.**

**Use the following words to complete the drama story below:**

Beatrice, of, to, girl, ball, brother, drinks, love, prince, queen.
---------------------------------------------------------------------

Patra was an orphan. She lived with her step mother, brother and two sisters:  
\_\_\_\_\_ and Lilly. Although she was a very beautiful \_\_\_\_\_, she was  
always in rags, hidden and given a lot \_\_\_\_\_ house work. She never had  
chance to enjoy herself with the rest of the village children.

One day, the king sent a message to all the people of Ogwendu kingdom. His son was \_\_\_\_\_ get married and all the beautiful girls in the kingdom were invited to the \_\_\_\_\_. The step sisters were excited about the ball, the eats and the \_\_\_\_\_ that would be served.

They bought expensive cloths and make up to beautify themselves. They made life very hard for Patra. Luckily, the \_\_\_\_\_ and the godmother were supportive. They helped and encouraged her to attend the ball. When the \_\_\_\_\_ saw her, he fell in \_\_\_\_\_ with her. They later got married and became king and \_\_\_\_\_ of Ogwendu kingdom.

## **Elections.**

### **Pre-activities:**

#### **1. Vocabulary.**

vote, voter, ballot paper captain, elect, monitor, ballot box, prefect, leader, poster, head boy, campaigning, post, head girl,. election.

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

1. The prefects elections were \_\_\_\_\_ in July. (hold)
2. All the \_\_\_\_\_ were happy. (vote)
3. Damalie \_\_\_\_\_ for headgirl ship. (stand)
4. Our president is a good \_\_\_\_\_ (lead)
5. The elections won't be \_\_\_\_\_ (rig)
6. All the candidates are \_\_\_\_\_ now. (campaign)
7. My friend was not \_\_\_\_\_ into office. (vote)
8. How many \_\_\_\_\_ did you talk to? (candidate)
9. The 1980 \_\_\_\_\_ were rigged. (elect)

#### **2. Structure:**

Both \_\_\_\_\_ and \_\_\_\_\_

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#### **Examples.**

1. The headboy came late. The headgirl came late.  
\* Both the head boy and the head girl came late.
2. The voters were tired. The candidates were tired.
3. Olive wants to be the headgirl.  
Noella wants to be the headgirl.
4. Daniel won't be elected.  
Elvis won't be elected.
5. The girl is campaigning.  
The boy is campaigning.
6. Salome has many votes.  
Gracia has many votes.
7. Museveni will stand for presidency.  
Besigye will stand for presidency.

8. Antonia is a candidate.  
Gracious is a candidate.

**3. Rearrange to form a good story.**

1. First, I lined up.
2. After writing the name,
3. It was my first time to vote.
4. Then I moved to the last point.
5. At that point, I dipped my finger in ink.
6. On that day, I was very excited.
7. In the line, the teacher gave me a ballot paper.
8. He told me to write the name of my candidate on the ballot paper.
9. I dropped the ballot paper in a ballot box.
10. To show that I had finished voting.

**Written Activity.**

**Guided Dialogue.**

A pupil chatted with his teacher at lunch time. The teacher's words have been given. Fill in what you think were the pupil's words.

Pupil: \_\_\_\_\_

Teacher: Democracy is a system in which leaders are elected by the people.

Pupil: \_\_\_\_\_

Teacher: Democracy promotes unity.

Pupil: \_\_\_\_\_

Teacher: Yes, it also promotes peace.

Pupil: \_\_\_\_\_

Teacher: Yes, Uganda is a democratic country.

Pupil: \_\_\_\_\_

Teacher: I am sure because our president and members of parliament were elected by people.

Pupil: \_\_\_\_\_

Teacher: You can exercise democracy in your class by electing the class prefect and taking part in making decisions.

Pupil: \_\_\_\_\_

Teacher: Yes, even homes need democracy.

Pupil: \_\_\_\_\_

Teacher: I teach social studies and Religious Education.

Pupil: \_\_\_\_\_

Teacher: The advice I give you is always to be democratic to avoid conflicts.

Pupil: \_\_\_\_\_

Teacher: You are welcome.

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## **Picture Composition.**

### **Carelessness**

#### **Pre-activities:**

##### **1. Vocabulary.**

telephone	smoke
ring/rang	burn/ burnt
cooking	turn off
vegetables	switch
chat/chatted	pour
learn/learnt	lesson

#### **Fill in the missing letters.**

- |              |                      |
|--------------|----------------------|
| - s - - ke   | - ri - g             |
| - le - - on  | - te - ep - on -     |
| - p - ur     | - ch - t             |
| - s - it - h | - v - g - t - bl - s |

##### **2. Structures.**

##### **Make sentences like the examples .**

- (a) While she was cooking, the phone rang.  
(b) As I was dressing, the rain started.  
(c) When Juliet was peeling, she cut herself.  
(d) While mummy was chatting, the vegetables burnt.

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##### **3. Guided Composition.**

Use the following words to complete the story below:

vegetables lesson telephone burn answer smoke burnt off poured learnt

One evening, Mrs. Yang was cooking some \_\_\_\_\_ for dinner. Suddenly, the \_\_\_\_\_ rang. She left the vegetables and went to \_\_\_\_\_ the call. As they were still chatting, the vegetables began to \_\_\_\_\_. Soon she saw \_\_\_\_\_ coming out of the kitchen. She quickly turned \_\_\_\_\_ the switch and \_\_\_\_\_ some water into the wok. She threw away the \_\_\_\_\_ vegetables, scrubbed the wok and cooked the vegetable dish again. She \_\_\_\_\_ learnt her \_\_\_\_\_

##### **Written Activity.**

Look at the pictures 1-6 and write a sentence about what is happening in each picture. The following words may help you.

1. cooking, vegetables
2. telephone, has rung
3. chatting

4. burning, smoke
5. pouring, water
6. cooking, again

**Answer in full sentences.**

7. Where is Mrs. Yang in picture 1?
8. Where did she go to receive the call?
9. Why couldn't she notice that the vegetables were burning?
10. What do you learn from the story?

## **WEEK FIVE**

### **ADDITIONAL NOTES**

#### **COLLECTIVE NOUNS.**

- Nouns are name of things.
- Collective nouns are names given to a group of things.

**For examples**

<b>Nouns</b>	<b>Collective</b>	<b>Nouns</b>	<b>Collective</b>
1. birds	1. flock	17. bees	17. swarm
2. sheep	2. flock	18. fish	18. shoal
3. thieves	3. gang	19. whales	19. school
4. flowers	4. bunch	20. lions	20. pride
5. furniture	5. suite	21. friends	21. party
6. puppies	6. litter	22. dancers	22. troupe
7. kittens	7. litter	23. angels	23. host
8. stones	8. pile	24. musicians	24. band
9. teachers	9. staff	25. magistrates	25. bench
10. trees	10. forest	26. bananas	26. bunch
11. tools	11. set	27. actors	27. company
12. cattle	12. herd	28. teachers	28. staff
13. books	13. library	29. pupils	29. class/school
14. singers	14. choir	30. pilgrims	30. band
15. bishops	15. bench		
16. directors	16. board		

#### **Fill in the gaps with a correct collective noun.**

1. A \_\_\_\_\_ of thieves held up the mail van and robbed it.
2. The tourist saw a \_\_\_\_\_ of elephants at Kazinga channel.
3. A \_\_\_\_\_ of fish was swimming across the river.
4. Ben invited a \_\_\_\_\_ of friends on his birthday party.
5. A \_\_\_\_\_ of bees had settled on an orange tree.
6. The cat was very proud of her \_\_\_\_\_ of kittens.



7. A \_\_\_\_\_ of puppies was seen crossing the road.
8. The bride was holding a beautiful \_\_\_\_\_ of flowers.
9. His whole \_\_\_\_\_ of cattle has been affected by drought.
10. The stubborn boy was told to collect a \_\_\_\_\_ of stones.
11. A \_\_\_\_\_ of birds flew over our house.
12. Musoke has a big \_\_\_\_\_ of sheep on his farm.
13. The meeting was attended by \_\_\_\_\_ of directors.
14. A \_\_\_\_\_ of bishops made their vows last Sunday.
15. We were entertained by a \_\_\_\_\_ of dancers.

**Fill in the collectives nouns of the following words.**

16. a \_\_\_\_\_ of books.
17. a \_\_\_\_\_ of teachers.
18. a \_\_\_\_\_ of musicians.
19. a \_\_\_\_\_ of angels.
20. a \_\_\_\_\_ of tools.
21. a \_\_\_\_\_ of furniture.

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**ADVERBS**

An adverb is a word that tells us more about a verb, an adjective or another verb.

**Examples of adverbs.**

Fast, hard, quietly, slowly, quickly, rudely, nicely, smartly, heavily, carefully, loudly, etc

**Look at these sentences.**

1. Keno walks to school very **fast**.
2. He talked to me **loudly**.
3. I slept **soundly** last night.
4. It rained **heavily** last night.
5. She does her work **neatly**.

**Underline the adverbs from the following sentences.**

1. My sister reads properly.
2. The monkeys ate the bananas hurriedly.
3. Our teacher entered the room quietly.
4. Sonia writes her work slowly.
5. Most girls speak softly.
6. I can't see clearly from a distance.
7. She spoke to me rudely.
8. The lady hugged her daughter immediately.
9. He is smartly dressed today.
10. The boys ate their food greedily.
11. Kate danced happily,

12. The twins sang merrily.
13. She was told to walk quickly not to reach school very late.
14. Ingrid wrote her work carefully.
15. Tom hit his head on the table accidentally.

## **ADVERBS**

### **FORMATION OF ADVERBS**

An adverb is a word which describes an action. It shows how an action is done. Some adverbs are formed by adding ---ly

#### **Examples**

<b>ADJECTIVES</b>	<b>ADVERBS</b>
Quick + ly =	Quickly
Slow +ly =	Slowly
Clear +ly =	Clearly
Soft + ly =	Softly
Proud + ly =	proudly etc

#### **EXERCISE**

##### **FORM ADVERBS FROM THE FOLLOWING WORDS**

- |          |             |
|----------|-------------|
| 1. Cheap | 6. careful  |
| 2. poor  | 7. happy    |
| 3. quiet | 8. lucky    |
| 4. smart | 9. heavy    |
| 5. rude  | 10. Patient |

#### **FILL IN THE GAPS WITH A CORRECT ADVERB**

11. The lion jumped over the kob------(swift)
12. The patient was called -----for a checkup. (immediate)
13. The workers get their salary------(month)
14. Have you heard from your uncle-----? (late)
15. Adyeri sang a song ----- . (beautiful)
16. We should do the work ----- because the baby is asleep. (quiet)
17. He tied the luggage very ----- . (tight)
18. The police officer spoke to me------(rude)
19. Well behave children talk----- . (polite)
20. We must train ourselves to speak------(soft)

#### **WORDS THAT END IN (Y) FORM THEIR ADVERBS BY CHANGING (Y) TO (I) BEFORE ADDING (LY)**

#### **EXAMPLES**

angry-----angrily  
lucky-----luckily  
heavy-----heavily

steady-----steadily  
hungry-----hungrily

### **EXERCISE**

#### **FORM ADVERBS FROM THESE WORDS**

- |          |           |
|----------|-----------|
| 1. lazy  | 6. clumsy |
| 2. busy  | 7. steady |
| 3. noisy | 8. greedy |
| 4. lucky | 9. merry  |
| 5. easy  | 10. funny |

**Fill in the gaps with the correct adverbs from the brackets.**

11. It rained -----last week. (heavy)
12. He walked -----and broke the glass. (angry)
13. We go to school----- . (day)
14. The children complained ----- against a lot of work. (noisy)
15. -----, he survived the fatal accident. (lucky)
16. The test was not hard, so we worked it out----- . (easy)
17. The old man works ----- . (lazy)
18. He ate the food-----and it choked him. (hurry)
19. He -----went through the work until he understood it. (steady)
20. Kent entered the room ----- . (angry)

### **PREPOSITIONS**

A preposition is a word which shows the relationship between a noun or a pronoun in a sentence.

Particular adjectives have particular prepositions that must be used on them.

**For Example.**

- |                |      |               |            |
|----------------|------|---------------|------------|
| 1. afraid      | of   | 19. depend    | on         |
| 2. prefer      | to   | 20. suffer    | from       |
| 3. accused     | of   | 21. traveling | by         |
| 4. ashamed     | of   | 22. plural    | of         |
| 5. jealous     | of   | 23. tired     | of         |
| 6. fond        | of   | 24. full      | of         |
| 7. accustomed  | to   | 25. good      | at         |
| 8. jump        | over | 26. writing   | to, in     |
| 9. died        | of   | 27. lean      | against/on |
| 10. rely       | on   | 28. sure      | of         |
| 11. access     | to   | 29. aim       | aim        |
| 12. escape     | from | 30. insist    | on         |
| 13. dive       | into | 31. addicted  | to         |
| 14. interested | in   | 32. consists  | of         |
| 15. introduce  | to   | 33. different | from       |

16. proud	of	34. leads	to
17. according	to	35. married	to
18. look	for,at,into,	36. laugh	at
	after	37. arrive	at

### **Exercise.**

#### **Fill in the blank spaces with the correct prepositions.**

- The thief jumped \_\_\_\_\_ the fence.
- The cow is sleeping \_\_\_\_\_ the tree shade.
- The angry teacher threw the ball \_\_\_\_\_ the window.
- The children were told to dive \_\_\_\_\_ the pool.
- Humpty Dumpty fell \_\_\_\_\_ the wall.
- We traveled to village \_\_\_\_\_ taxi.
- Rose is not interested \_\_\_\_\_ praying.
- Vincent kept his fountain pen \_\_\_\_\_ the box.
- There are pebbles \_\_\_\_\_ the pot.
- Daddy must be tired \_\_\_\_\_ our bad behaviour.
- The room was full \_\_\_\_\_ old furniture.
- Linda is good \_\_\_\_\_ dancing.
- Are you afraid \_\_\_\_\_ ghosts?
- I am writing \_\_\_\_\_ my mother.
- We were accused \_\_\_\_\_ talking while the teacher was teaching.

### **PREPOSITIONS.**

#### **Fill in the correct prepositions in the blank spaces.**

- Do not lean \_\_\_\_\_ that wall; it's very weak.
- Aren't you ashamed \_\_\_\_\_ your conduct?
- Bob is sure \_\_\_\_\_ his success in future.
- The hunter aimed \_\_\_\_\_ the animal.
- Kamujje was accused \_\_\_\_\_ stealing the old man's passion fruits.
- William prefers a sweater \_\_\_\_\_ a coat.
- My late grandfather died \_\_\_\_\_ cancer.
- He is jealous \_\_\_\_\_ his brother's success.
- Our class teacher insists \_\_\_\_\_ good letter formations.
- May I introduce you \_\_\_\_\_ Mrs. Mugabi?
- The thief escaped \_\_\_\_\_ the prison?
- That small boy is addicted \_\_\_\_\_ smoking.
- Our class, P.4R consists \_\_\_\_\_ forty-five children.
- My must be proud \_\_\_\_\_ us.
- Cut your coat according \_\_\_\_\_ your cloth.
- Ann is fond \_\_\_\_\_ stealing her friend's pencils.
- Babies depend \_\_\_\_\_ their mothers.
- We arrived \_\_\_\_\_ the airport at 9:00 a.m.

20. What is the time \_\_\_\_\_ your watch?
21. The generous girl shared the bread \_\_\_\_\_ twenty pupils.
22. Francis goes to school \_\_\_\_\_ foot.
23. This road leads you \_\_\_\_\_ Peter's home.
24. Your pen is different \_\_\_\_\_ mine.

## **WEEK SIX**

### **FORMATION OF ADJECTIVES.**

Adjectives are describing words.

Adjectives are formed from nouns in different way.

#### **For Example.**

#### **Add 'y' to a noun.**

1. thirst	thirsty	7. dirt	dirty
2. sleep	sleepy	8. rain	rainy
3. ink	inky	9. wind	windy
4. cloud	cloudy	10. blood	bloody
5. storm	stormy	11. boss	bossy
6. bump	bumpy	12. wealth	wealthy

#### **Dropping letter e before y is added.**

1. ice	icy	6. grease	greasy
2. rose	rosy	7. bone	bony
3. juice	juicy	8. booze	boozy
4. shade	shady	9. ease	easy
5. smoke	smoky	10. wave	wavy

#### **Other nouns double the last letter before letter 'y' is added.**

1. fat	fatty
2. bag	baggy
3. mud	muddy
4. sun	sunny
5. fun	funny
6. fog	foggy

#### **Form adjectives from the underlined nouns.**

1. A person with a great thirst is \_\_\_\_\_ .
2. A child who is longing to sleep is \_\_\_\_\_.
3. Fingers stained with ink are \_\_\_\_\_.
4. A sky with a lot of clouds is \_\_\_\_\_.
5. A loaf with a crisp crust is \_\_\_\_\_.
6. A sea with a storm raging is \_\_\_\_\_.

### **Form adjectives by dropping letter e.**

7. Water which is as cold as ice is \_\_\_\_\_.
8. Cheeks like a rose are \_\_\_\_\_.
9. An orange full of juice is \_\_\_\_\_.
10. A tree which provides shade is \_\_\_\_\_.
11. A chimney which pours out smoke is \_\_\_\_\_.
12. Hands covered with grease are \_\_\_\_\_.

### **Double the last letter before y is added.**

13. A road covered with mud is \_\_\_\_\_.
14. A garden which gets much sun is \_\_\_\_\_.
15. Food which contains a lot of fat is \_\_\_\_\_.
16. A day which is covered with a lot of fog is \_\_\_\_\_.
17. Trousers which are as loose as a bag are \_\_\_\_\_.
18. A story which causes fun is \_\_\_\_\_.

### **Use the words in brackets to fill the gaps below.**

19. The lady bought an \_\_\_\_\_ phone. (expense)
20. Don't play with this switch, it's \_\_\_\_\_. (fault)
21. She is very \_\_\_\_\_ because she hasn't eaten anything. (hunger)
22. Having barked at the baby, it became \_\_\_\_\_. (anger)
23. I can't eat that food because it is very \_\_\_\_\_. (salt)
24. Mummy has given birth to a \_\_\_\_\_ baby boy. (health)
25. The groundnut sauce became \_\_\_\_\_ after adding spices. (water)

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### **ADJECTIVE FORMATION.**

#### **Adding 'ful' to the noun e.g**

- |           |           |
|-----------|-----------|
| 1. help   | helpful   |
| 2. joy    | joyful    |
| 3. wonder | wonderful |
| 4. power  | powerful  |
| 5. mercy  | merciful  |
| 6. faith  | faithful  |
| 7. colour | colourful |
| 8. cheer  | cheerful  |
| 9. beauty | beautiful |
| 10. pain  | painful   |

#### **Adding 'less' to the noun e.g**

- |          |           |           |            |
|----------|-----------|-----------|------------|
| 1. hope  | hopeless  | 6. faith  | faithless  |
| 2. sense | senseless | 7. colour | colourless |
| 3. pain  | painless  | 8. power  | powerless  |
| 4. harm  | harmless  | 9. help   | helpless   |

5. mercy                      merciless                      10. use                      useless

**other nouns add 'eus' to form their adjectives.**

- |             |             |
|-------------|-------------|
| 1. danger   | dangerous   |
| 2. poison   | poisonous   |
| 3. courage  | courageous  |
| 4. humour   | humorous    |
| 5. vigour   | vigorous    |
| 6. joy      | joyous      |
| 7. mountain | mountainous |

**Other nouns form their adjectives differently.**

- |            |           |            |           |
|------------|-----------|------------|-----------|
| 1. value   | valuable  | 10. boy    | boyish    |
| 2. expense | expensive | 11. sense  | sensible  |
| 3. child   | childish  | 12. nature | natural   |
| 4. month   | monthly   | 13. effect | effective |
| 5. wood    | wooden    | 14. centre | central   |
| 6. region  | regional  | 15. hunger | hungry    |
| 7. mother  | motherly  | 16. anger  | angry     |
| 8. love    | lovely    | 17. gold   | golden    |
| 9. circle  | circular  | 18. friend | friendly  |

**Complete the following sentences with the correct form of the words from the bracket.**

- Jimmy and Joel are \_\_\_\_\_ boys. (love)
- What is the \_\_\_\_\_ rent for that house? (month)
- God is kind and \_\_\_\_\_ to everyone. (Give him your heart. (mercy)
- Of the three boys, who is the most \_\_\_\_\_ ? (power)
- Abraham was the most \_\_\_\_\_ man in the Bible. (faith)
- When the boy fell down, he stayed on the floor \_\_\_\_\_. (help)
- The lost boy was helped by a \_\_\_\_\_ policeman. (friend)
- Some plants bear \_\_\_\_\_ berries. (poison)
- Armar used to be a \_\_\_\_\_ young girl. (courage)
- She needs to be more \_\_\_\_\_ if she wants to pass highly. (care)
- Gold is a very \_\_\_\_\_ metal. (gold)
- Our class-prefect is a very \_\_\_\_\_ girl. (beauty)
- It is \_\_\_\_\_ to drive while drinking. (danger)
- That man behaves in a \_\_\_\_\_ way. (child)
- Suzan has a \_\_\_\_\_ face. (boy)

### **Form adjectives from these nouns.**

16. hunger	_____	20. effect	_____
17. anger	_____	21. region	_____
18. gold	_____	22. circle	_____
19. noise	_____	23. centre	_____

## **WEEK SEVEN -WEEK EIGHT**

### **SIMILARS.**

Similar are words with the same meaning.

A list of similar words.

1. abandon	leave	insane	mad
2. abrupt	sudden	intention	purpose
3. altitude	height	interior	inside
4. annual	yearly	jovial	jolly
5. assembly	gathering	lofty	high
6. assistance	help	matrimony	marriage
7. beverages	drinks	maximum	most
8. brief	short	minimum	least
9. cease	slop	odour	smell
10. centre	middle	option	choice
11. circular	round	summit	top
12. commence	start	unite	join
13. comprehend	understand	vacant	empty
14. conclusion	end	wealthy	rich
15. conversation	talk	youthful	young
16. edible	eatable	wrath	anger
17. generous	kind	begin	start
18. inquire	ask	choose	select
19. frighten	scare	reply	answer
20. powerful	strong	velocity	speed

### **Give the similar words for the words underlined.**

#### **Exercise.**

1. What was John's reply?
2. An orange is circular.
3. The best we did was very simple.
4. William is too clever to answer that difficult question.



5. Was Marvin's answer correct?
6. I help my mother on Sundays and Saturdays.
7. The garage was in the centre of the town.
8. The annual music festival is held in first term.
9. Kenny was given a present on his birthday.
10. Mrs. Sekitto is a generous woman.
11. He will purchase three bags of rice tomorrow.
12. Ann was scared of the snakes.
13. A heavy meal tends to make one drowsy.
14. The men commenced work at 9:00 a.m.
15. I hate people who smoke.
16. He handed in untidy work.
17. We gathered firewood from the forest.
18. I will never cease to pray everyday.
19. The teacher on duty was told to talk in brief.
20. She had no choice but to marry the old village chief.

**Write a similar word for the words below beginning with letter S.**

begin	_____	afraid	_____
odour	_____	choose	_____
cease	_____	powerful	_____
short	_____	abrupt	_____

**FORMATION OF NOUNS.**

- Verbs are doing words whereas nouns are names of things.
- Nouns are formed from verbs through different ways.

1. act	action	21. Communicate	communication
2. admit	admission	22. compose	composition
3. advertise	advertisement	23. confuse	confusion
4. advise	advice	24. construct	construction
5. allow	allowance	25. converse	conversation
6. appear	appearance	26. correct	correction
7. apply	application	27. decide	decision
8. arrive	arrival	28. depart	departure
9. assist	assistance	29. destroy	destruction
10. attract	attraction	30. divide	division
11. begin	beginning	31. enter	entrance
12. behave	behaviour	32. exclaim	exclamation

13. bore	boredom	33. explain	explanation
14. calculate	calculation	34. explode	explosion
15. choose	choice	35. extend	extension
16. collect	collection	36. grow	growth
17. create	creation	37. hate	hatred
18. defend	defence	38. inform	information
19. introduce	introduction	39. know	knowledge
20. invite	invitation	40. manage	management.

### **Exercise.**

**Fill in the gaps with a correct answer from the above.**

- The teacher expected \_\_\_\_\_ from all her pupils. (obey)
  - Crowds watched the \_\_\_\_\_ of the queen from Entebbe. (arrive)
  - Benja sent Peter an \_\_\_\_\_ from all her pupils. (invite)
  - “ \_\_\_\_\_ is power” is a well-known saying. (know)
  - We watched the \_\_\_\_\_ of the plant with interest. (grow)
  - The children’s \_\_\_\_\_ at the theatre was excellent. (behave)
  - The \_\_\_\_\_ took place at St. Peter’s church. (marry)
  - The \_\_\_\_\_ to the theatre was crowded with people. (enter)
  - The \_\_\_\_\_ was led by one of the generals. (rebels)
  - The boy wrote an excellent \_\_\_\_\_ about dogs. (compose)
- Hi Niculus hope u're doing very cool, by the way howz ma friend .T. and Sam.
- It’s a \_\_\_\_\_ meeting you. (please)
  - Betty didn’t ask for \_\_\_\_\_. (permit)
  - He wrote his \_\_\_\_\_ letter and posted it. (apply)
  - The new student did receive his \_\_\_\_\_ letter. (admit)
  - Her \_\_\_\_\_ has not been good this term. (perform)
  - A good \_\_\_\_\_ makes a bad ending. (begin)
  - Her \_\_\_\_\_ was to get married this year. (intend)
  - Their \_\_\_\_\_ was blessed by the priest. (marry)
  - The teacher told us to make \_\_\_\_\_ on our own,. (correct)
  - The \_\_\_\_\_ of Greenhill Academy wrote the notice. (manage)

# **SOCIAL STUDIES LESSON NOTES**

## **CLASS: PRIMARY FOUR**

## **TERM: THREE**

### **PRIMARY FOUR SOCIAL STUDIES LESSON NOTES TERM THREE**

#### **WEEK 1 LESSON ONE**

#### **THEME: LIVING TOGETHER IN OUR DISTRICT**

#### **TOPIC; OUR LEADERS IN THE DISTRICT**

What is leadership?

Leadership is the way of guiding and directing other people

Who is a leader?

A leader is a person who has powers to guide and control a group of people.

#### **Qualities of a good leader**

- Knowledgeable
- Responsible
- Tolerant
- Obedient
- Approachable
- Exemplary
- Cooperative
- Confident
- Hardworking
- Kind etc.

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#### **Types of leaders in our district**

- i) Political leaders
- ii) Civic leaders
- iii) Religious leaders
- iv) Cultural leaders
- v) Voluntary leaders

#### **How leaders are chosen in our district**

- i) Through elections
- ii) Through appointment
- iii) Through inheritance

iv) Through volunteering

## WEEK 1 LESSON TWO

### Political leaders

- Political leaders are people who are elected or appointed to promote good governance.

#### Examples of political leaders in our district.

- Resident District Commissioner (RDC)
- The District Internal Security Officer (DISO)
- Gombolola Internal Security Officer (GISO)
- President
- Division Mayors
- Local Council Executives
- Lord Mayor
- Members of parliament

### ACTIVITY

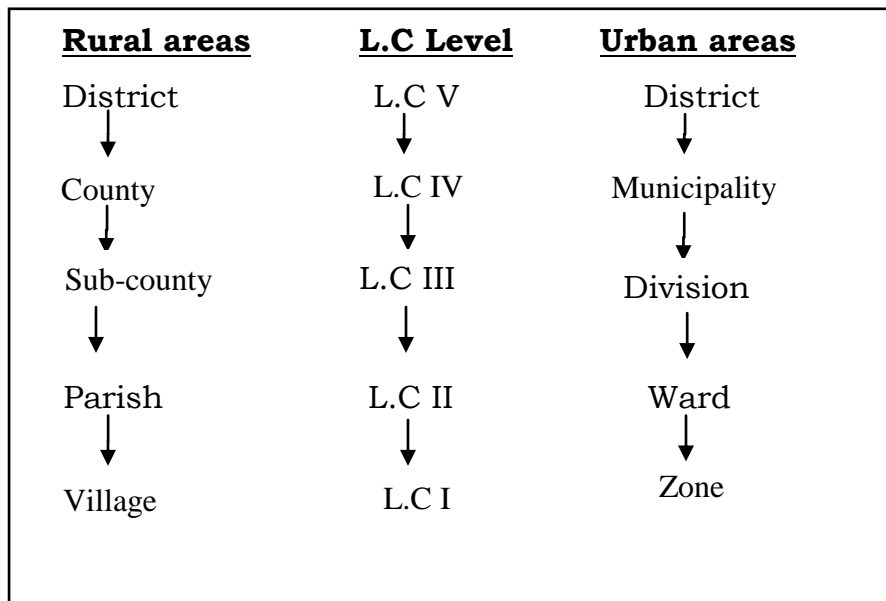
1. Define leadership.
2. What are the qualities of a good prefect in our school?
3. Identify the four types of leaders in our community.
4. How do the following leaders assume office?
  - a) CAO
  - b) President

## WEEK 1 LESSON THREE

### Administrative units of a district

- In rural areas, the smallest administrative unit of a district is a village while in Urban areas it is a zone

#### Administrative Units of a district in rural and urban areas



## **WEEK 1 LESSON FOUR AND FIVE**

### **Local council**

1. Write LC in full - Local Council
2. Local council in Uganda are under the ministry of Local Government
3. The current minister of Local Government in Uganda (2015) Hon. Adolf Mwesige
4. Local councils begin from LC I to LC V.
5. This is the lowest unit of local councils
6. Local council I is made up of 10 members.

### **Members of local council I and their duties**

#### **1. Chairperson**

- Heads local council I executive committee
- Chairs all committee and council meetings
- Signs official documents and gives recommendations
- Supervises and implements all government programmes at village level

#### **2. Vice chairperson**

- Assist the chairperson in all his/her duties
- In charge of children welfare (affairs)

#### **3. General secretary**

- Records all the minutes of council meetings
- Keeps official records
- Calls the executive and council meetings

#### **4. Secretary for Finance**

- He/she is a treasurer of the council.

#### **5. Secretary for Defence**

- Maintain peace and security in the area

#### **6. Secretary for information, Education and Mobilization**

- Passes on all the information needed by the people.

#### **7. Secretary for Youth**

- Mobilizes youth to take part in development.

#### **8. Secretary for Women Affairs**

- In charge of women affairs.

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## **9. Secretary of Production and Environmental Protection**

- Mobilises people to produce enough food and is in charge of environmental conservation.

## **10. Secretary for People with Disabilities (PWDs)**

- Mobilises people with disabilities for development.
- Takes care of welfare of people with disabilities

## **WEEK 2 LESSON ONE**

### **Local council III (sub – county)**

- The political head of a sub-county is called chairperson L.C III
- In urban set up local council III is called a division.

#### **Duties of LC III chairperson**

- Supervises Local government services at the sub-county level.
- Plans for the sub-county's or divisions development
- Implements central government policies at the sub-county or division level.

### **Local council IV**

- The local council IV is at the level of a Country or Municipality.
- It also has 10 members
- The political head of local council IV (county) is the chairperson LC IV.

### **Municipal Councils**

- A municipal is at the level of local council IV
- The political head of a municipality is the Mayor or Mayoress
- Other political leaders in a municipality are Municipal councilors.

### **Examples of municipalities in Uganda**

- |                          |                                |
|--------------------------|--------------------------------|
| i) Mbarara municipality  | vi) Soroti municipality        |
| ii) Masaka municipality  | vii) Mbale municipality        |
| iii) Mukono municipality | viii) Fort Portal municipality |
| iv) Jinja municipality   | ix) Entebbe municipality       |
| v) Gulu municipality     | x) Kabaale municipality        |

## ACTIVITY

1. How many members make up a Local Councils?
2. Give any one role played by the following
  - a. Chairperson LCI
  - b. Vice Chairperson LCI
  - c. Let your teacher help you to select all the ten members of Local Council I (LCI) with in your class.

## WEEK 2 LESSON TWO AND THREE

### Duties of municipal council

- Constructs and maintains roads in a municipality
- Responsible for street lighting in a municipality.
- Responsible for collecting garbage
- To plan for the municipality.

### District leadership (Local Council V)

- The head of a district is called Chairperson Local Council V (LC V chairperson).

### Member that makes up the district local council

- The district council is made up of the following.
- Chairperson LC IV
- Sub-county councilors
- Two youth councilors
- Two councilors representing people with disabilities.

### Note

- The district council is chaired by the District Speaker and is assisted by
- District Deputy Speaker.
- They are elected from the councilors

### Duties of the LC V chairperson

- Monitors the general administration in a district.
- Supervises the work of all other officials in the district.
- Co-ordinates local government activities in a district.

- Chairs district executive committee meetings
- Monitors development in a district.

### **Functions of local councils**

Why do we need local council in our communities?

- They help to keep law and order in our communities
- They settle disputes (misunderstandings) among people.
- They speak on behalf of the people.
- They make by-laws

### **Ways local councils keep law and order.**

- They arrest law breakers
- They solve some simple civil cases
- They punish some kind of law breakers

### **Problems facing local councils**

- Different political interests
- Wide spread poverty
- Corruption among some local council committee members
- Ignorance of the citizens
- Embezzlement of some government funds

## **WEEK 2 LESSON FOUR AND FIVE**

### **LEADERSHIP IN SCHOOLS**

#### **Examples of political leaders in a school**

- i) Head prefect
- ii) Head girl
- iii) Head boy
- iv) Class prefects
- v) Sanitation prefect etc.

#### **Importance of prefects in a school**

- i) They help to promote moral and discipline
- ii) They keep law and order in a school
- iii) They help teachers in controlling pupils



**How is democracy practiced (exercised) in schools?**

By allowing children to elect leaders of their choice.

**Rules and regulations in a school**

Importance of school rules and regulations

- They promote good morals in school
- They promote law and order
- They promote harmony
- They promote smooth running of school programmes

**BY – LAWS**

By-laws are laws made and passed by the local government.

**Importance of by-laws**

- They promote peace in the area.
- They promote good security
- By-laws promote good morals
- They promote smooth running of both district and government programmes.

**ACTIVITY**

1. List four municipalities in Uganda
2. What title is given to the head of a municipality?
3. What are the functions of the following leaders?
  - i. Chairperson LCV
  - ii. District Speaker
4. How do Local councils keep law and order?
5. How is democracy practiced in schools?
6. What are by-laws?

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**WEEK 3 LESSON ONE****DECENTRALIZATION**

- Decentralization is the transfer of some powers from the central government to the district level.

**Advantages of decentralization**

- It brings services nearer to the people.

- It creates job opportunities
- It develops remote areas
- It leads to easy monitoring of government institutions of their areas.

### **Disadvantages of decentralization**

- It may lead to nepotism and tribalism in job allocation.
- Grants are delayed
- It is expensive to maintain.

### **Resident District Commissioner (RDC)**

- RDC is the presidents' representative in a district.
- The RDC is appointed by the president to each district.
- The RDC is assisted by the Deputy District Resident Commissioner.

### **Roles of Resident District Commissioner (RDC)**

- Represents the president in a district.
- Ensures that the central government policies are carried out in the district.
- Ensures law and order in a district.
- Encourages good relationship between the people and the central government.
- He / she is in charge of security in the district.

### **Duties of the district internal security**

- Advises security organs in a district
- Collects security information in a district.

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## **WEEK 3 LESSON TWO**

### **CIVIL LEADERS IN OUR DISTRICT**

Civil leaders are people who provide social services to others on behalf of the government.

Civil leaders can also be called civil servants.

### **Examples of civic leaders in the district**

- a) Chief Administration Officer (CAO)
- b) District Education of Officer (DEO)
- c) District Director of Education (DDE)

- d) District Police Commander (DPC)
- e) District Director of Veterinary Services (DDVS)
- f) District Probation Officer (DPO)
- g) District Director of Forestry (DDF)
- h) District Director of Fisheries (DDF)
- i) District Director of Agriculture (DDA)
- j) District Planner (DP)
- k) District Director of Health Services (DDHS)

### **Roles of civic leaders in our district**

#### **Chief Administrative Officer**

- i) Is the highest civil servant in a district.
- ii) CAO is the chief accounting officer in a district
- iii) Officiates legal marriages on behalf of the government
- iv) Responsible for payment of salaries for civil servants in a district.
- v) Heads all civil servants in a district.

#### **Note:**

- Civil servants are people who work and paid by the government et. Teachers, doctors, nurses, police.
- Civil servants in a district are appointed by the District Services Commission.

### **WEEK 3 LESSON THREE**

#### **District Director of Education (DDE)**

- This was formerly known as District Education Officer (DEO)

#### **Roles:**

- Heads all the education departments in a district
- Monitors education progress in a district
- Ensures better education standards
- Controls education institutions in a district.
- Works hand in hand with the District Service Commission to recruit teachers.

### **District Directors of Health Services (DDHS)**

- DDVs was formerly known as District Veterinary Officer (DVO)

#### **Roles:**

- Advises farmers on how to look after their livestock.
- Controls animal disease outbreak
- Teaches people on how to improve the quality of their animals
- Supervises all veterinary workers in a district.

### **WEEK 3 LESSON FOUR AND FIVE**

#### **District Police Commander (DPC)**

- DPCs also called District Director of police (DDP)

#### **Role:**

- i) Controls the police force in a district.
- ii) Grants permission for public rallies(gatherings)
- iii) Ensures that law and order is kept in a district.

#### **District Director of Agriculture (DDA)**

- DDA was formerly known as District Agriculture Officer

#### **Role:**

- Supervises agricultural officials in a district.
- Promotes crop growing and food security.
- Advises farmers on better methods of farming

#### **District Director of Forestry (DDF)**

- DDE was formerly known as District Forestry Officers (DFO)

#### **Roles:**

- Ensures forest conservation
- Encourages tree planting

#### **District Director of Fisheries (DDF)**

- Controls over fishing
- Advises people on fish farming
- Encourages people to use modern methods of fishing

### **District Probation Officer**

- He/she is in charge of children's affairs in a district.
- Settles family disputes in a district
- Helps people with special needs like people affected by disasters.

### **The District Planner (DP)**

- Plans for the development of a district.
- Discourages buildings in the district that are not on plan.

### **ACTIVITY**

1. What is decentralization?
2. Give three advantages and disadvantages of decentralization.
3. Who represents the Central government at the district level?
4. Write the following in full
  - i. DDE
  - ii. CADPO
  - iii. DDF
  - iv. DDHS

## **WEEK 4 LESSON ONE**

### **LEADERSHIP IN KAMPALA CAPITAL CITY AUTHORITY (KCCA)**

1. The body in charge of all activities carried out in Kampala City is called Kampala Capital City Authority (KCCA)
2. The title given to the political head of Kampala city is the Lord Mayor.
3. The current Lord Mayor is Hajj Erias Lukwago
4. The title given to the head of all Civil Servant Administrative head of Kampala is the Executive Director
5. The title given to a person that represents a president in Kampala City is the Resident City Commissioner (RCC)
6. The current minister in charge of KCCA (2018) to date is called Hon. Betty Kamywa.

### **CULTURAL LEADERS**

- One becomes a cultural leader through inheritance
- A cultural leader is only chosen from one selected clan or family.

### Examples of cultural leaders in Uganda

Chief dom/Kingdom	Title of the cultural leader
Buganda	Kabaka
Bunyoro	Omukama
Toro	Omukama
Ankole	Omugabe
Teso	Emorimor
Busoga	Kyabazinga
Acholi	Rwot
Rwenzururu	Omusinga
Bagisu	Umukuka

**Note:**

Give the names of the current cultural leaders for each kingdom / chiefdom in Uganda.

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### WEEK 4 LESSON TWO

#### Importance of cultural leaders in our community

- Cultural leaders promote culture
- They promote good morals
- They promote peace and unity
- They promote development

**Note:**

- The ministry in charge of all cultural institutions in Uganda is the Ministry of Gender, labour and Social Development
- Give the current minister of Gender, labour and Social Development in Uganda.

#### Religious leaders

- Some religious leaders are appointed by their superiors while others are elected by the members of synod

### Examples of religious leaders in our Community

- Reverends      - Priest              - Catechist      - Imams
- Bishops        - Pastors           - Sheikhs
- Archbishops   - Khadis           - Mufti

### Title and current religious leaders in Uganda

Religion	Title	Current religious leader
Protestant (Anglicans)	Archbishop	Rev. Dr. Stephen Samuel Kazimba
Catholics	Archbishop	Dr. Cyrpian Kizito Lwanga
Moslems	Mufti	Sheik Shaban Ramathan Mubajje

## WEEK 4 LESSON THREE

### Importance of religious leaders in our community

- They promote good morals
- They shape people's faith
- They give spiritual advice
- They promote religious teachings
- They preside over weddings and funerals
- They promote unity and co-operation among people of their religions

### Voluntary leaders

- Voluntary leaders are people who offer free services to other people.
- They are also called volunteers

### Examples of voluntary leaders

- Scouts
- Guides
- Leaders of voluntary organizations

### Voluntary organizations

- Voluntary organizations are groups of people who provide free services to people.
- Voluntary Organisations (NGO's)

### **Examples of voluntary organizations in Uganda**

- Uganda women's Effort to save orphans (UWESO)
- The AIDS Support Organisation (TASO)
- World Vision
- Compassion International
- The Red Cross Society
- Carry American Relief Everywhere (CARE)
- Adventist Development Relief Agency (ADRA)
- Plan International

## **WEEK 4 LESSON FOUR**

### **Roles of voluntary organisations**

- Pays school fees for the orphans
- Builds orphanages

#### **TASO**

- Offers services to AIDS patients like counseling and medical care.

#### **The Red Cross Society**

- Treats wounded people in wars
- It sensitizes people to donate blood
- They provide basic needs to affected people

#### **World Vision**

- Constructs schools and bore holes in communities

#### **ADRA**

- Builds and facilitates schools

#### **CARE**

Provides relief to people hit by wars

#### **Compassion International**

- Pays school fees for needy children
- Provides basic needs to the needy children

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## **ACTIVITY**

1. How did the following types of leaders come into power?
  - a) Political leaders
  - b) Cultural leaders
  - c) Civil leaders
  - d) Voluntary leaders
2. What are voluntary organisations?
3. Give four examples of voluntary organisations.
4. State two roles of voluntary organisations in Uganda.

## **WEEK 4 LESSON FIVE**

### **Rights and responsibilities of people in our district**

#### **Human rights**

- Human rights are freedoms that people (citizens) are entitled to.

#### **Examples of people's rights**

- Right to education
- Right to medical care
- Right to association
- Right to work
- Right to privacy
- Right to fair judgment
- Right to worship
- Freedom of speech
- Right to public information
- Right to security

The body which is responsible for protecting people's rights in Uganda is called the Uganda Human Rights Commission (UHRC)

## **CITIZENSHIP**

- A citizen is a person who has full rights and freedoms to live in a particular country.

## **Ways of becoming a citizen of Uganda**

- By birth
- By registration
- By descent
- By adoption

### **Dual citizenship**

This is when a person acquires citizenship of two countries

### **Responsibilities of people in our district**

Duties of a good citizen

- Obeying laws
- Keeping law and order by reporting wrong doers
- Paying taxes promptly
- Participating in community work
- Respecting the national symbols
- Maintaining proper sanitation

The main duty of a good citizen is keeping law and order by reporting wrong doers.

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## **WEEK 5 LESSON TWO**

### **Children's rights**

- Children rights are freedoms or benefits enjoyed by a child.
- A child is a person below eighteen years of age according to the constitution of Uganda.

### **Examples of children's rights**

- Right to food
- Right to education
- Right to medical care
- Right to have a name
- Right to security
- Right to shelter
- Right to parental care

### **Duties of a child in a home**

- Respecting parents, elders and other children
- Fetching water
- Moping the house
- Washing utensils
- Sweeping the compound
- Collecting firewood

### **Child abuse**

- Child abuse is the denial of children's rights.

### **Examples of people who abuse children's rights**

- Parents
- Teachers
- Relatives
- Strangers

### **Causes of child abuse**

- Death of parents
- Alcoholism
- Poverty
- Ignorance
- Divorce(broken marriages/families)

## **WEEK 5 LESSON TWO**

### **Ways through which children's (rights are abused or violated (forms of child abuse)**

- Child bathing
- Child labour
- Child sacrifice
- Child neglect
- Defilement
- Child trafficking
- Child labour
- Denial of basic needs like food, shelter, clothes and medical care.
- Kidnapping

### **Results of child abuse**

- Death
- Dropping out of school
- Pregnancies
- Permanent disability
- Diseases
- A problem of street children
- Early marriages

### **How the government can control child abuse in Uganda?**

- Enforcing laws against child abuse
- Teaching children about their rights
- Punishing heavily those who abuse children's rights

### **Ways children can control (avoid) being abused**

- Children should walk in groups
- Children should refuse gifts and lifts from strangers
- Children should scream when attacked
- Children should avoid lonely places.
- Children should report child abusers to police.

### **ACTIVITY**

1. Define the following terms of
  - a) Children's rights
  - b) Child abuse.
  - c) Child labour.
  - d) Children's responsibilities.
2. Identify two ways of becoming a citizen of Uganda.
3. State four duties of a good citizen.
4. In which two ways have children been mistreated in your community?

## **WEEK 5 LESSON THREE**

### **ENFORCING LAW AND ORDER IN OUR DISTRICT**

- Groups of people who enforce law and order in our district are called security organs.

#### **Examples of security organs in our district**

- |                           |                           |
|---------------------------|---------------------------|
| - The Uganda Police Force | - Army                    |
| - Prisons                 | - Private security Guards |

#### **Uganda Police Force**

- The main duty of police is to enforce law and order.

## **Ways the Uganda police enforces law and order**

- By arresting law breakers
- By investigating crimes
- By putting out fires
- Controlling traffic flow on roads
- Protecting people and their property
- By stopping riots
- Educating people on ways of preventing crimes.

## **Police stations (posts)**

- It is where people report law breakers

## **Activities done at a police post**

- Reporting wrong doers / criminals
- Investigating crimes
- Settling disputes
- Issuing arrest warrants

## **Examples of police stations (posts) in Kampala**

- Central police station (CPS)
- Wandegaya police station
- Old Kampala police station
- Kira road police station
- Jinja road police station
- Kabalagala police station

## **WEEK 5 LESSON FOUR**

### **More facts about police**

- The headquarters of Uganda police force are found at Naguru in Kampala.
- The title given to the head of Uganda police force is the Inspector General of Police (IGP)
- The current Inspector General of Uganda Police (2015) is called Okoth Ochola Martin
- The Uganda police is under the ministry of Internal Affairs.

- The current minister of internal Affairs in Uganda (2015) is Hon: Jeje Odongo

### **Department (section) of police and their roles**

1. Criminal Investigation and Intelligence Director (CIID)
  - For investigating crimes
2. Traffic Police Section
  - For controlling traffic flow on roads
3. Anti-riot Police
  - For controlling riots
4. Fire Brigade
  - For putting out fires
5. Police Air Wing
  - Handles emergency cases especially on plane crashes
6. Signal and Communication Department
  - It is in charge of receiving and delivering information within the police force.
7. Community Policing
  - It is in charge of the relationship between the general public and the police.
8. Dog Section
  - For training police dogs
9. Mobile police patrol Unit (MPPU)
  - For moving around the area to detect criminals.

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### **WEEK 5 LESSON FIVE**

#### **Problems facing the Uganda Police Force**

- Corruption among police officials
- Shortage of police vehicles
- Poor relationship with general public
- Shortage of police officials in some areas

## **The Uganda Prisons**

- i) The main duty of the Uganda prisons is to transform law breakers into good law abiding citizens.
- ii) The Uganda Prisons is under the Ministry of Internal Affairs.
- iii) The Commissioner General of Prisons.
- iv) The commissioner General of Prisons in Uganda is called Mr. Johnson Byabashaija.
- v) The biggest prison in Uganda is Luzira Prison in Kampala.
- vi) Kampiringisa is a prison responsible for children in Uganda.

## **Functions of Uganda Prisons**

- To transform prisoners into good law-abiding citizens.
- To look after prisoners
- To take suspects to courts for trial
- To take prisoners vocational skills such as carpentry

## **The Army**

- The name given to Uganda's National Army is Uganda People's Defence Forces (UPDF)
- The main duty of UPDF is to defend the country against its enemies.
- The Uganda's national army (UPDF) is under the ministry of Defence
- The current minister of Defence in Uganda (2015) is called Hon. Crispus Kiyonga
- The commander in chief of Uganda's Army is the President (His Excellency Yoweri Kaguta Museveni)
- The commander of Uganda's army is called General Katumba Wamala
- The headquarters of Uganda people's Defence Forces (UPDF) are at Mbuya Military barracks in Kampala
- A barracks is a place where the army stays.

## **ACTIVITY**

1. Mention three groups of people who enforce law and order in our district.
2. What is the main duty of Uganda Police?
3. How do police maintain Law and Order in our community?
4. Mention any three departments of Uganda Police and their role

5. Give two functions of Uganda prisons

## **WEEK 6 LESSON ONE**

### **HOW TO MEET PEOPLE'S NEEDS IN OUR DISTRICT?**

#### **Social services in our districts**

- Social services are benefits provided by the government for people to live a better life.

Or

- Social services are services provided by the government for people to live a better life

#### **Examples of social services in our district**

- Transport services
- Security services
- Communication services
- Education
- Medical services

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#### **Social amenities**

- These are facilities which make people's life easy and better.

Or:

- These are services or facilities which make life easy and better e.g. electricity

#### **Transport**

- Transport is the movement of people and good from one place to another.

Or

- Transport is the movement of people or goods from one place to another.

## **WEEK 6 LESSON TWO**

### **Types of transport/forms of transport**

- Water
- Road transport
- Air transport
- Railway transport

#### **Importance of transport**

- Promotes easy movement of goods and services
- Promotes development
- Promotes trade
- Makes communication easy.



## **Road transport**

- This is the commonest type of transport in our district
- People move on roads using different means

## **Means of road transport**

- |            |               |
|------------|---------------|
| - Cars     | - Motorcycles |
| - Bicycles | - Donkeys     |

NB: Lorries buses, taxis, are all cars

## **WEEK 6 LESSON THREE AND FOUR**

### **Types of roads in our district**

#### **1. Tarmac roads**

- These are roads mostly found in urban areas and major roads called highways
- They are made using stones and tar.
- They are good in all seasons

#### **2. Murrum roads**

- These areas are mainly found in villages
- They are made using mixture of soil and stones known as Murrum
- Murrum roads become muddy and slippery during the wet season and dusty during the dry season.

#### **3. Feeder roads**

- These are small roads from deep villages that connect the main roads.

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**Qn.** How are feeder roads helpful to farmers?

- Feeder roads connect farmers to the main roads to sell their produce in bigger markets in towns.

### **Advantages of road transport**

- It is cheap over short distances
- Road transport is common or available
- Road transport offers door to door services

**Disadvantages of road transport**

- Murrum roads become muddy and slippery in wet seasons
- It has high risks of accidents
- Affected by traffic
- Affected by highway robbers

**Note:** Animal transport is commonly used by people in highland areas.

**Examples of animals used for transport are**

- a) Donkey - In hilly areas or mountainous areas
- b) Camels - In desert areas

**Causes of road accidents**

- Over taking in sharp corners
- Driving vehicles in poor conditions i.e. Dangerous Mechanical Conditions
- Roads with pot holes
- Careless driving
- Driving under the influence of alcohol
- Playing near roads
- Driving while talking on phone
- Driving at a high speed
- Failure to follow road signs

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**How to control road accidents?**

- Following road signs
- Servicing cars regularly
- Repairing bad roads
- Avoiding playing near roads
- Arresting careless drivers and punishing them.

**WEEK 6 LESSON FIVE****AIR TRANSPORT**

- This is the type of transport where people move by using air. It is most expensive of all.

**Means of air transport**

- Aeroplane
- Gliders
- Rockets
- Helicopter
- Air balloons
- Parachutes

### **Air strips/air fields**

- These are places where small aeroplanes land and take off.

### **Examples of air strips/fields in Uganda**

- Soroti air strip
- Kitgum air strip
- Gulu air strip
- Jinja air strip
- Arua air strip
- Kajansi
- Mbarara air strip

### **AN AIR PORT**

- This is a place where big aircrafts land and takeoff.
- The biggest airport is Entebbe International Airport
- It is found at Entebbe town in Wakiso district.
- It is a tourist used for study purpose and tourist attraction.

### **Advantages of air transport**

- Air transport is the quickest or fastest type of transport
- Air transport is very comfortable for passengers
- Air transport is not affected by traffic
- Accidents are not very common with air transport
- It can be used to carry perishable goods where the distance is long.

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## **WEEK 7 LESSON ONE AND TWO**

### **Disadvantages of air transport**

- It is very expensive
- It is easily affected by bad weather
- It is not common
- It follows a fixed time table.
- In case of accidents, most people die and property destroyed

## **WATER TRANSPORT**

- This is where people use water bodies for transport

### **Means of water transport**

- Boats
- Canoes
- Ferries
- Ships

A port is a point on water bodies where ships shelter. Goods are loaded and off loaded on a port.

The main inland port in Uganda is Port Bell on Lake Victoria.

Other inland ports on Lake Victoria are port Bukakata, Port Jinja

### **How is Port Bell important to the people of Uganda?**

- Port bell handles the imports and exports of Uganda.
- Sources of tourists attraction which earn incomes
- For study purposes
- Port Butiaba s found on Lake Albert.

### **Activity:**

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Let children list other ports on Lake Victoria

### **Exports**

Exports are goods which are sold out of a country e.g:

- Flowers
- Vanillas
- Tourism
- Fish
- Cotton
- Coffee
- Electricity

### **Imports**

Imports are goods a country buys from another country e.g:

- Aeroplanes
- Cars
- Bicycles
- Clothes
- Electrical appliances
- Phones

## **WEEK 7 LESSON THREE**

### **Water transport**

- Water transport is the slowest type of transport.

#### **Advantages of water transport**

- It is the cheapest type of transport
- It is good for carrying heavy goods
- Not affected by traffic

#### **Disadvantages of water transport**

- It is the slowest type of transport
- It is affected by storms
- Water falls can capsize boats
- It is good for carrying fragile goods e.g. glasses

**Qn.** Why are some rivers in Uganda not used for transport?

- They have water falls which capsize boats
- Some rivers are seasonal.
- Some rivers are shallow.

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## **WEEK 7 LESSON four**

### **RAILWAY TRANSPORT**

- Trains carry bulky goods
- Rail is cheap to maintain
- Trains are not affected by bad weather
- Not affected by traffic

#### **Disadvantages of railway transport**

- It has fixed routes
- Rail station are not located in towns
- Railway construction is very expensive

#### **Activity:**

1. Define transport.
2. List down any two means of animal transport
3. Which type of road is not affected by bad weather?
4. Give one advantage of air transport
5. In which district do we find the biggest national airport in Uganda?

6. Name means of transport good for;
  - a) Carrying perishable goods.
  - b) Carrying tangible goods.
7. Name the slowest type of transport.
8. How is port Bell important to the people of Uganda?
9. Identify three means of air transport.
10. Give two advantages and disadvantages of water transport.
11. Mention any two inland ports found on Lake Victoria.
12. Why is water transport considered to be slowest mean of transport?

## **WEEK 7 LESSON FIVE COMMUNICATION**

- Communication is the way of sending and receiving messages.

### **Types of communication**

- Modern communication
- Traditional communication

### **Modern communication**

- This refers to the process of sending and receiving messages by people using modern machines/ gadgets.

### **Examples of modern methods of communication**

- Telephoning
- Faxing
- Mailing
- Using radios
- Writing letters/sending letters

### **Modern means of communication**

- |                 |               |               |
|-----------------|---------------|---------------|
| - Television    | - Internet    | - Letters     |
| - Mobile phones | - Post office | - Radios      |
| - Magazines     | - Fax         | - News papers |

## **TELEVISION STATIONS**

- Televisions transmit sounds and pictures on television sets.
- They are used for advertising
- They are used for communication and entertainment.

## **WEEK 8 LESSON ONE**

### **Examples of television stations in Uganda**

- Nations television (NTV)
- Nile Broadcasting Services (NBS)
- Delta TV
- Top television
- Buganda Broad casting Television (BBS TV)
- Record TV
- Uganda Broadcasting Corporation (UBC)

## **LESSON 2 AND 3**

### **Mobile phones**

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MTN, Airtel, Africel, KZ, UTL

### **Advantages of using telephones**

- It gives information with feedback
- It is portable
- You can communicate from everywhere

### **Disadvantages of using telephones**

- Some places are affected by network
- Phones are expensive to buy
- It is difficult to maintain and buy air time

### **Uses of telephones**

- For communication/sending messages/making phone calls
- For entertainment
- For researching information
- Study purposes
- They are sold for income

## WEEK 8 LESSON TWO

### NEWS PAPERS

- Newspapers are also used today for communication

#### Examples of newspapers/modern

- New vision
- Daily monitor
- Red paper
- The independent
- Weekly observer

#### Traditional news papers

Rupiny, Orumuri, Eddoboozi, Kamunye, Bukedde

#### Advantages of using news papers

- i) Newspapers can store information for a long time
- ii) Communication is published in different languages
- iii) Provides detailed information

#### Disadvantages of using newspapers

- Newspapers are expensive to buy daily
- Newspapers cannot reach some remote places
- Exposes children to bad pictures (pornography)
- some give wrong information (facts)

**Qn.** Give a reason why some people do not use Newspapers for communication

- Newspapers are expensive to buy daily.
- High level of illiteracy

## WEEK 8 LESSON THREE

### Radio station

- Radio is the widest means of communication in Uganda.
- It covers almost all parts of Uganda

#### Examples of radio stations in Uganda

- |                 |   |      |
|-----------------|---|------|
| - Capital radio | - | 91.3 |
| - KFM           | - | 93.3 |
| - CBS           | - | 88.8 |
| - Star FM       | - | 100  |



- Sanyu FM - 88.2
- Radio One - 90.0
- Radio Simba - 97.3
- Power FM - 104.1
- Kingdom FM - 93

#### **Advantages of using radios**

- Covers the widest areas
- Communication can reach many people at ago
- It favours the illiterate and literate people
- Can be used in areas without electricity
- They are affordable
- They are portable.

#### **Disadvantages of using radios**

- Dos not cater for the deaf
- They may not reach places with poor signals.

### **WEEK 8 LESSON FOUR**

#### **POST OFFICE**

Post office is a place where people drop and receive their letters from.

A postman/woman is a person who works in a post office

#### **Functions/importance of a post office**

- Post offices are used for communication
- Provides jobs/employment to people
- People buy stamps from post offices
- Post offices provide banking services
- Provide transport services to people
- People buy parcels (big envelopes)

Qn

- How is a post office different from a police post?
- State the importance of post offices to people in your district.

## **Traditional/local methods of communication**

This was the way of sending and receiving information by people of long ago.

### **Methods of communication by people of long ago**

- Drumming
- Blowing horns
- Whistling
- Using smoke signals
- Clapping hands
- Using sign languages

## **WEEK 8 LESSON FIVE**

### **Means of communication used long ago**

Qns: List down any means of local communication

- Drums, Blow Horns
- Smoke
- Whistle

### **Advantages of using local communication**

- It is easy to use
- It is cheap to sue
- It does not need electricity

### **Disadvantages of using local communication**

- It might not reach many people at the same time
- The message may change as it keeps moving from one person to another
- It wastes time.

## **MASS MEDIA**

- This refers to mode of communicating to many people at ago.

Or

- This is the sending of messages to many people at ago.

### **Examples of mass media**

- |            |               |
|------------|---------------|
| - Internet | - Magazines   |
| - Radio    | - Televisions |

- Newspapers

### **ACTIVITY**

1. What is communication?
2. Give two types of communication
3. List four examples of modern methods of communication
4. What are the two advantages of using telephones?
5. Mention any four examples of television stations in Uganda
6. What is mass media?
7. Draw and name any four means of local communication

## **WEEK 9 LESSON ONE AND TWO**

### **Social amenities**

Amenities are facilities which make peoples' life easy and better.

#### **Examples of social amenities**

- |                |                   |
|----------------|-------------------|
| - Water supply | - Petrol stations |
| - Gages        | - Work shops      |

### **ELECTRICITY**

- Electricity is distributed by the UMEME in Uganda
- Electricity simplifies life.

#### **Type of electricity**

- a) Thermal electricity

- This is the type of electricity from burning fuel such as petrol and diesel e.g. using generators.

- b) **HYDRO ELECTRICITY**

This is the type of electricity generated using fast flowing water.

Most electricity is generated from Nalubaale and Bujagali power stations in Jinja.

It is transported to homes using electric poles and wires.

- c) **BIO GAS**

This is electricity generated using rotting things like waste materials from animals (dung)

- d) **SOLAR ENERGY**

This is electricity generated using heat from the sun.

e) **GEO THERMOL**

This is generated from hot springs under rocks.

**Activity:**

1. Complete the table below

Electricity	Source
a) Hydro electricity	
b) Biogas	
c) _____	Geo thermal
d) _____	

2. Name the features where the dams are built on rivers
3. On which river in Uganda is electricity generated?
4. Name the lake that provides water to the river mentioned above.

**WEEK 9 LESSON THREE**

**Uses of electricity at home**

- Electricity is used for cooking food
- Electricity is used for ironing clothes
- Electricity is used for charging phones
- Electricity is used for running machines
- Electricity is used for lighting or provides light on roads and streets.

**Dangers of electricity**

- It can cause death
- It can spark off fire that can destroy life and property in homes markets and shops
- It can blow electric appliances like television sets, radio sets, bulbs etc.

**WATER**

There are various sources of water in our district like:

- Springs
- Wells
- Lakes
- Rivers

Water is provided by the government through National water and sewerage corporation (NWSC)

Organizations that provide piped water in Uganda

- NWSC
- Rural water and sanitation (RUWASA) etc

## **WEEK 9 LESSON FOUR**

### **MARKETS**

- Markets are places where people buy and sell goods.

#### **Importance of markets in our district**

- People buy food from the market
- People buy goods from markets
- Markets help government to get taxes.

#### **Factors affecting markets in our districts**

- Theft
- Bad weather like rain, floods
- Poor sanitation and smell
- High prices of some goods
- Competition among people dealing in trade i.e. struggling for buyers

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**Qn:** Name some of the markets in your district.

#### **Note:**

- People who sell goods in markets are called market vendors
- They sell food stuff and clothes

**Qn.** How are markets important to the government?

### **PETROL STATION**

- These are places where vehicles fuel from

#### **Examples of petrol stations**

- |          |             |
|----------|-------------|
| - Shell  | - Agip      |
| - Gapco  | - City oil  |
| - Total  | - Hass etc. |
| - Caltex |             |

## **WEEK 9 LESSON FIVE**

### **Importance of petrol stations**

- They sell paraffin and gas used at home
- They provide diesel and petrol to run vehicles
- They provide jobs to people
- They provide greases and oil to prevent rusting of machines

### **Problems facing people when providing social services**

**Qn:** What are the problems which affect the provision of social services?

- Lack of enough funds to construct good roads
- People lack jobs to get money to pay taxes / poverty
- Corrupt officials who eat money meant for providing social services
- Remoteness of some places some places are very far to reach.
- Ignorance about the importance of those facilities.
- Over loading on roads which lead to accidents
- Over population causes over straining of resources
- Wars destroy social services.

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## **WEEK 10 LESSON ONE**

### **SOCIAL SERVICE CENTRES**

- Social service centres are places where social services can be got from

#### **Examples of social service centres in our district**

- |                  |              |                   |
|------------------|--------------|-------------------|
| - Schools        | - An airport | - Post offices    |
| - Hospitals      | - Ports      | - Police stations |
| - Bus parks taxi | - Markets    |                   |
| parts etc.       | - Banks      |                   |

### **SOCIAL WORKERS**

- Social workers are people who provide social services to others.

#### **Examples**

- Policemen / woman
- Doctors/nurse/mid wives // Laboratory Technicians
- Drivers

- Pilot
- Sailors
- Traders
- Bankers
- Teachers
- Post man/woman

### **How to care for social services centres**

- Repairing spoilt structures
- Cleaning water sources and other facilities
- Employing more people to protect some social service centres
- Respecting social service providers
- Arresting corrupt social service officials

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### **EDUCATION**

- Education is the process of getting new knowledge and skills

### **Types of education**

- a) Informal education
- b) Formal education

## **WEEK 10 LESSON TWO**

### **Informal education**

- This is the type of education which does not involve reading and writing
- Children are taught at home by elders and parents

This teaching was based on these skills;

- |                     |                              |
|---------------------|------------------------------|
| - Peeling           | - Black smithing             |
| - Hunting           | - Fishing                    |
| - Cooking           | - Taking care of children by |
| - Discipline/morals | girls                        |

Education was taught in form of stories, songs and riddles around fire places.

- How were fire places important to people of long ago?
- State two ways how children were taught long ago
- List down any three skills people of long ago learnt from elders.

- State two characteristics of informal education

### **Formal education**

This is the type of education that involve reading and writing

It was introduced in Uganda by the European missionaries

### **Examples of schools that provide formal education in Uganda are:**

- Nursery schools
- Primary schools
- Secondary schools
- Colleges
- Universities

### **How the government of Uganda promotes education programmes?**

- Through Universal Primary Education (UPE)
- Through universal secondary education (USE) offers free education to people

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### **State one importance of UPE & USE**

- They have reduced illiteracy and provide education for all

## **WEEK 10 LESSON THREE**

### **How does the government contribute to UPE / USE programmes?**

- Paying teachers
- Constructing classes
- Provides scholastic materials e.g. chalk, text books etc.

All school aided by the government are government aided schools

### **Importance of education**

- Education provides new knowledge and skills
- Unites people
- Promotes development
- Unites different cultures

## **COMMUNICATION CENTRES**

- These are places where communication can be got from

### **Examples of communication centres**

- Post offices
- Radio stations



- Television stations

- Internet cafes

## **WEEK 10 LESSON FOUR AND FIVE**

### **Questions/evaluation exercises**

1. What are social services
2. Why is corruption a bad practice in our district?
3. Name two products get from a petrol station
4. Write the following abbreviations I full.
  - a) UPE
  - b) USE
  - c) NWSC
  - d) HEP
5. Why is education very important to people in our district?
6. What type of education was introduced by missionaries in Uganda?
7. Which type of road is the best for all seasons
8. In which district is Entebbe international airport?
9. Name two examples of mass media.
10. Give one reason why newspapers are not the best means of communication.
11. Write short notes about
  - a) Surgeons
  - b) Midwives
  - c) Opticians

### **SOCIAL ACTIVITIES**

**Qn.** What are social activities?

Social activities are activities that bring people together

#### **Examples of social activities**

- Circumcision ceremony
- Wedding ceremonies
- Graduation ceremonies
- Clan meetings
- Birth day parties
- Naming of twins
- Coronation of kings

- Games and sports
- Music, Dance and Drama

**Importance of social activities**

- They promote unity
- They promote friendship
- They promote culture
- They bring happiness.

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