

KAZO DISTRICT LOCAL GOVERNMENT
EDUCATION DEPARTMENT
P.4 ENGLISH LESSON NOTES TERM 2 2023

LESSON 1

TOPIC: WHAT I LIKE AND HOW / FEEL

SUB-TOPIC: WHAT I LIKE

CONTENT:

Vocabulary

Food, Football, Soda, Fruits

GRAMMAR:

Giving the plurals of the learnt words.

Examples

Food -Food. -Fruit –Fruit

Soda-Soda -Fruit –Fruits

Football- Foot balls

STRUCTURE:

The use of I like.....

Examples:

1. I like eating food.
2. Moses does not like soda.
3. He likes playing football.
4. We like playing netball.

ACTIVITY:

1. Construct six sentences using the learnt words above.

Ref: Fountain English book 4 pg. 45

LESSON 2

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB TOPIC: WHAT I LIKE.

CONTENT:

Vocabulary

Cooking, Dancing, Reading, playing.

GRAMMAR:

Tenses: present simple form of learnt words.

E.g.

Cook - Cooking Play – Playing

Dance - Dancing read – reading.

STRUCTURE:

Do you like.....?

E.g.

1. Do you like dancing?

Yes, I do like dancing.

No, I don't like cooking?

2. Do you like cooking?

No, I don't like cooking.

Yes, I do like cooking.

ACTIVITY:

Construct eight sentences using the learnt words.

Ref: Fountain English book 4pg 45

LESSON 3

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB –TOPIC: WHAT I LIKE

CONTENT: Vocabulary: riding, Singing, Sewing

GRAMMAR:

Present continuous tense of the verbs.

Examples:

-Ride - riding.

-Sing - Singing

-Sew - Sewing.

STRUCTURE:

Do you like.....?

Yes, I do

No, I don't.....

Examples:

1. Do you like riding a bicycle?

Yes, I like riding a bicycle.

No, I don't like riding a bicycle.

2. Do you like sewing more than singing?

No, I don't like sewing more than singing.

Yes, I don't like sewing more than singing.

LESSON EVALUATION:

Construct six sentences using the learnt words.

Riding, Singing, Sewing.

Ref: Fountain English book 4 pg. 45

LESSON 4

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB-TOPIC: WHAT I LIKE CONTENT

Vocabulary:

Drinks, Enjoy, Prefer, Desires.

GRAMMAR

Present simple Tense

Examples.

-Drink – drinks

-Enjoy – enjoys

-Prefer – prefers

-Desires- desires.

STRUCTURE:

Using present simple form of the given verbs correctly.

Examples:

1. Musa enjoys reading newspapers.
2. Musa and John enjoy reading newspapers.
3. I prefer singing to dancing.
4. She prefers singing to dancing.

ACTIVITY:

Construct eight sentences using the learnt words in present simple tense correctly.

Ref: Fountain English book 4 pg. 45

LESSON 5.

TOPIC: WHAT I LIKE AND HOW I FEEL **SUB-TOPIC:**

SUB- TOPIC: WHAT I LIKE

CONTENT:

Language structures.

The use of

I like

I don't like.....

Examples:

1. I like mangoes.
2. I don't like mangoes.
3. Moses does not like irish potatoes.

4. She likes matooke.
5. Moses likes Irish potatoes.
6. She does not like matooke.

ACTIVITY.

Construct fourteen sentences using the learnt structures with the help of given word.

Milk

Tomatoes

Bananas

Passion fruit

Cassava

Grasshoppers.

Ice cream

Ref: Fountain English Pupils book 4 pg. 46

LESSON 6

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: WHAT I LIKE

CONTENT:

Languages structures.

-The use of;

He likes.....

She likes.....

They like.....

Examples:

1. He likes posho more than rice.
2. I like posho more than rice.
3. We like mangoes.
4. Alfred and Joel like swimming.

ACTIVITY:

Make correct sentences from the table.

I	Do not like	Reading	-fresh maize.
He	Does not like	Eating	-Class.
She	Like	Beating	-other children.
They	likes	Digging	-in the flower
		Shouting	Garden.
		singing	Story books.
			Traditional
			Song.

Ref: Fountain English book 4 pg. 47.

LESSON: 7

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: WHAT I LIKE

CONTENT:

Language structures

The use ofprefer.....

Examples:

1. The dog likes fish. The dog likes meat more.

The dog prefers meat to fish.

2. They like swimming. They like dancing more.

They prefer dancing to swimming.

ACTIVITY.

Complete the sentences using your own words correctly.

1. Uncle prefers taking to.....

2. I prefer bread to.....

3. Did you prefer.....to.....?

4. Does he prefer.....to.....?

5. Do you prefer.....to.....?

6. Who does not preferto.....

7. We prefer footballnetball.

8. Jane prefers.....to digging.

Ref: Fountain English book 4pg 48.

LESSON 8

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: WHAT I LIKE:

CONTENT:

Language structures.

Do you prefer.....?

Yes,

No,

Example:

1. Do you prefer telling the truth to lies?

Yes, I prefer telling the truth to lies.

No, I don't prefer telling lies to truth.

2. Does a farmer prefer digging to fishing?

Yes, a farmer prefers digging to fishing.

No, a farmer does not prefer fishing to digging.

ACTIVITY:

1. Does a fisherman prefer swimming to farming?

2. Does a mother prefer cooking to resting?

3. Do you prefer fighting to studying?

4. Does a pilot prefer using a plane to bicycle?

5. Does a hen prefer eating bones to seeds?

6. Does a teacher prefer teaching to fighting?

7. Does a dog prefer meat to beans?

8. Does a hunter prefer hunting to singing?

Ref: St Bernard English book 4 pg. 58.

LESSON 9.

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: WHAT I LIKE

CONTENT

Language structures

The use of.....enjoy.....

Examples:

1. He enjoys reading books.
2. I enjoy reading books.
3. They enjoy reading books.

ACTIVITY:

1. What do you enjoy? (Eating)
2. What does your mother enjoy? (Cooking)
3. What game do you enjoy? (Playing)
4. Which subject do you enjoy learning at school?
5. Whom do you enjoy staying with?
6. Whose music do you enjoy listening to?
7. What does a dog enjoy eating?

Ref: St. Bernard book 4 pg. 60

LESSON 10

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB-TOPIC: WHAT I LIKE.

CONTENT:

Comprehension.

The dialogue.

KIIZA AND AMOS.

1. How many people are taking part in the conversation?
2. What does Kiiza prefer?
3. Why does Amos' mother like buying bread?
4. Whose mother prefers cooking matooke?
5. What was Kiiza given?

Ref:Fountain English book 4 pg. 51

LESSON 11

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: WHAT I LIKE

COTENT: PASSAGE

WHAT JEMBA LIKES

ACTIVITY:

QUESTIONS

Read questions about the passage and answer in full sentences.

1. What does Jemba like eating?
2. What does Jemba Prefer to fish?

3. Why doesn't Jemba like fish?
4. Who is travelling?
5. What does Jemba grow in his garden?
6. Mention one place that Jemba plans to visit.

Ref: Fountain English book 4 pg. 52

LESSON 12

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB-TOPIC: HOW I FEEL

CONTENT: VOCABULARY

Sad

Happy.

Unhappy

Angry

GRAMMER

Opposite of adjectives.

Examples

Sad- happy

Happy-unhappy

STRUCTURE

.....feel I feels.

Examples

1. I feel sad.

2. She feels sad.

ACTIVITY

Construct 6 sentences using the learnt words above.

Ref: Fountain English book 4 pg. 54 St. Bernard English book 4 Pg. 63

LESSONS 13

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT:

Vocabulary

Hot

Worried

Thirsty

Tired

GRAMMAR

Opposites of adjectives

Examples

Hot – Cold

Worried – unworried

STRUCTURE

.....feel / feels.....

Examples

1. I feel hot

2. She feels hot

ACTIVITY

Construct five sentences using the learnt words.

Ref: Fountain English book 4 pg. 54

St. Bernard English book 4 pg63.

LESSON 14

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT:

Vocabulary

cold

scared

lazy

sick

III

GRAMMAR

Opposites of adjectives

Examples.

Cold –hot

Lazy- hardworking

STRUCTURE

.....feel / feels.....

Examples.

1. I feel cold
2. She feels cold
3. He feels sick
4. I feel scared

ACTIVITY:

Construct five sentences using the learnt words.

Ref: Fountain English book4 pg. 54

St. Bernard English book pg. 63

Ref: St. Bernard English pupils book 4 pg.

LESSON 15

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT:

Vocabulary.

Proud.

Feelings

Lazy.

GRAMMAR:

Re-arranging letters to form correct words.

Examples:

1. ingfseel - feelings

2. Idco -Cold

Structure.

Using arranged words in sentences structures.

Examples.

1. I have negative feelings about you.

2. I am very cold to day.

ACTIVITY:

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

- Riedwor
- redsca
- zyla
- ckis
- redti
- ppyha

- gryan.
 - Oud pro.
2. Construct sentences using the spelt words above

LESSON 16

TOPIC: WHAT I LIKE AND HON I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT:

Comprehension:

The dialogue titled

HUNGER AT SCHOOL (Ref: Fountain pupil's book 4 pg. 56)

OR

The Trip to the zoo (St. Bernard book 4 pg. 64)

ACTIVITY:

Answer questions about the conversation in full sentences.

1. Who looked sad?
2. Why was he angry?
3. Why was Karim feeling hungry?
4. What made Karim feel sad?

5. Have you ever felt sad?

LESSON 17

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB-TOPIC: HOW I FEEL

CONTENT: LANGUAGE STRUCTURE

Using.....when.....

Examples

1. I feel sad. I fall sick

I feel sad when I fall sick.

2. I feel happy. I get a gift.

I feel happy when I get a gift.

ACTIVITY:

Join these sentences using.....when.....

1. We feel tired. We dig the whole day.

2. We feel worried. A family member falls sick.

3. They feel proud .Their children do well at school.

4. They feel unhappy .They fail all the numbers.

6. I feel sorry. I see a crippled person.

Ref: St. Bernard English pupils book 4 Pg. 66.

LESSON 18

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT: LANGUAGE STRUCTURE.

Using.....because.....

Examples

1. I am happy. My father won the car rally.

I am happy because my father won the car rally.

2. She is sad. Her house caught fire.

She is sad because her house caught fire.

ACTIVITY:

Join sentences using.....because.....

1. She feels sad .Her daddy is sick.

2. He feels scared. Kidnappers tried to kidnap him.

3. We feel proud. Our school won the football match.

4. He is unhappy. He doesn't go to school.

5. He is tired. He climbed a high mountain.

6. They are unhappy .Their team lost the match.

Ref: St Bernard English book 4 pg. 67.

LESSON 19

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT

PASSAGE.

WAR IN BUTENDE (Fountain English book 4pg 58.)

OR

DIANA GETS A NEW HOME (St. Bernard book 4 pg. 68)

ASPECT: Comprehension.

ACTIVITY:

Answer questions about the passage in full sentences.

1. What was the name of the famous village?
2. Why was it well known?
3. Why did Ntalo feel sad and lonely?
4. Where did he hide during the war?
5. Did he find his things when he went back to the village?
6. Why did he feel scared when he went back?

LESSON 20

TOPIC: WHAT I LIKE AND HOW I FEEL.

SUB –TOPIC: HOW I FEEL

CONTENT:

CONVERSATION

TITLE: SSALI AND NAMULI

ASPECT: Comprehension.

ACTIVITY:

Answer questions about the dialogue.

1. How many people are taking part in the dialogue?
2. Why did Namuli look weak?
3. Who was feeling hungry and thirsty?
4. Did Namuli have any money to buy what to eat and drink?
5. How much Mozey did Ssali give to Namuli?
6. Do you agree that Ssali is kind? Give reasons.
7. What would you do if you got one thousand shillings?
8. When do you say, “thank you”?

Ref: Mk English book 4 pg. 58.

LESSON 21

TOPIC: WHAT I LIKE AND HOW I FEEL

SUB-TOPIC: HOW I FEEL

CONTENT: POEM

A SMILE

ASPECT: COMPREHENSION

ACTIVITY:

Answer these questions correctly

1. What can a smile do?
2. According to the poem, who smiles?
3. Who writes the poem?
4. Give the opposite of these words

Sad

Happy

5. Give the title of the poem.

Ref: Mk English Book 4 pg. 59.

LESSON 22

TOPIC: WHAT I LIKE AND HOW / FEEL

SUB-TOPIC: HOW I FEEL

CONTENT: GUIDED COMPOSITION

Guiding words.

Happy, river, day, roared, hiding

Scared, foolish, hear, thirsty, hungry

ACTIVITY:

Find the correct words to complete the story.

Onea lion was feeling very.....

He decided to go near theto wait for animals that would go looking for water when they felt.....As it layed in the bush, Suddenly it.....

The animals that were going to drink water got.....and ran off for their lives.

But the lion never left that.....place . It remained there till late in the evening when it got the.....sheep who did notthe lion's roar because she was sleeping. It ate her. The lion felt very.....after his feast.

Ref: Mk English book 4 pg. 60

LESSON 23

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: VOCABULARY

Me, You

GRAMMAR

Subjective and objectives use of pronouns.

Subjective and objective use of pronouns.

Examples

I - me

You - you

He - him

She - her

STRUCTURE

Correct use of pronouns objectively and subjectively.

Examples.

1 .The teacher told me to me to bring the books.

2. I was told to bring the books.

ACTIVITY:

Underline the subjective and objective pronouns used in the sentences.

1. The teacher called me to clean the chalk board.

2. Please, may I leave the classroom?

3. May I help you please?

4. Our teacher told class monitor to take her books in the office.

5. Please help him with your ruler.

REF: FOUNTAIN ENGLISH BOOK 4 PG 65

LESSON 24

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT:

Vocabulary

Excuse

Thank

Forgive

GRAMMAR

Past simple form

Examples

Excuse – Excused

Thank- Thanked

Forgive-Forgave

STRUCTURE

Using learnt words in sentences.

Examples

1. Excuse me teacher, may I come in?

2. Thank you mother.

ACTIVITY.

Construct six sentences using the learnt words.

Ref: Fountain English book 4 pg. 65

A bridged curriculum 17

LESSON 25

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: VOCABULARY

- Lend
- Borrow
- Please

Grammar

Opposites of verbs

Examples

Lend –borrow

Sit –stand

Come – go

STRUCTURE:

Please lend me.....

Examples

1. Please, lend me your book.
2. May I borrow your pen, please?

ACTIVITY: Construct six sentences using the learnt words.

Reference: Fountain English pupils book 4 Page 65
St. Bernard English pupils book 4 page 71.

LESSON 26

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: VOCABULARY

- Courtesy
- Sorry

Grammar

Giving meanings of new words

Examples:

1. Courtesy - Polite way of showing respect to someone.
2. Sorry - Apologizing for wrong action done .

STRUCTURE:

Using learnt words in sentences .

Examples

1. Alex paid a courtesy call to our company.
2. Children must show courtesy to their parents .
3. I am sorry for breaking your ruler.

ACTIVITY: Construct four sentences using the learnt words.

Reference: ABRG. Curr page 17

LESSON 27

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: GRAMMAR

The use of present simple tense

Examples

Eat – eats

Tell- tells

Push-pushes

Structure**Examples:**

1. Martha **goes** to school every day. (go)
2. I **walk** to the market every Tuesday. (Walk)
3. Babirye and **Suzan** sweep the classroom. (sweep)
4. He **pushes** a wheelbarrow to earn a living. (push)

Activity

Fill in blank spaces with the correct form of the word given in brackets.

1. The farmer _____ her workers well ever month. (pay)
2. She _____ for us at the gate every evening. (Wait)
3. Phillip _____ his face every morning. (Wash)

4. Jenny_____herself every morning. (dress)
5. The teacher_____the words and the figures on the board.
(Match)
6. She_____money from the canteen every week.
(borrow)
7. Mother_____the children when they do not do the work.
(punish)

Reference: MK English pupils book 4 pages 66 – 67.

LESSON 28

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: LANGUAGE STRUCTURE

May Iplease?

Yes, you may.

Examples

1. May I use your pen, please?
Yes, you may.
2. May I go out, please?
No, you may not.

Activity: Ask and answer questions using the structure

May I	Wash Have Use Borrow Take	That knife The clothes Your ruler The classroom The plates away The cows	Please?
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Reference: Fountain English pupils book 4 page 66

LESSON 29

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: LANGUAGE STRUCTURE

Please lend me

Here it is.....

There they.....

Examples:

1. Please lend me your book .
Here it is .

2. Please lend her your pen.
There it is.

Activity: Fill the blank space with one correct word.

1. Please lend me your _____ I want to write a letter.
2. Please lend us your _____ we want to sweep the compound.
3. Please lend her your _____ she wants to comb her hair.
4. Please lend me your _____ I want to listen to the news.
5. Please lend her your _____ she wants to light the fire.
6. Please lend me your _____ I want to sew my cloth.

Reference: St. Bernard English pupils book 4 page 73 -74.

LESSON 30

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: DIALOGUE

MAKING REQUESTS

Ofumbi and the teacher

Activity: Answer these questions about the dialogue in full sentences.

1. Why is Ofumbi late for classes?
2. What doesnot he have?
3. When may we borrow from a neighbour?
4. Who has lent Ofumbi a pen?
5. What is the good behavior?

Reference: Mk English pupils book 4 page 72-73

LESSON 31

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT: POEM

SORRY BRINGS JOY

ASPECT COMPREHENSIVE

ACTIVITY Answer these questions in full sentences.

1. When should you say sorry?
2. In what ways may you wrong your neighbour?
3. Who should forgive you after you have said “sorry”?
4. Why is it good to say “sorry”?

Reference: Mk English book 4 page 73.

LESSON 32

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

ASPECT STRUCTURES

CONTENT LANGUAGE STRUCTURE

Will you please.....?

Examples

1. Will you please help us with your knives?
2. Will you please go to Kampala?

Activity: Form five sentences from the table:

Will you	Please	Lend Give Help Go Take Use	Me Them Us Her	Your ruler? With your knives? For the assembly? To clean the class room?
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Reference: Fountain English pupils book 4 page 68.

LESSON 33

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

ASPECT STRUCTURES

CONTENT LANGUAGE STRUCTURE
Completing sentences using given words

Sorry, Excuse, Lend, forgive,	borrow thank
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Activity: Complete the sentences using the words in the box.

- _____ me, may I pass? Yes, you may.
- You have stepped my book. I am _____
- Please, _____ me your story book.
- May I _____ your umbrella, please?
Here it is.
- _____ you very much.

Reference: Fountain English pupils book 4 page 69.

LESSON 34

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT LANGUAGE STRUCTURE
Please forgive (him, her, them) for.....

Examples:

- Please, forgive him for pouring the milk.
- Please, forgive him for breaking the jerry can.
- Please , forgive her for coming late.

Activity: Construct correct sentences from the table below:

Please forgive	Me Him Them Her us	for	Breaking Burning Pouring Drinking Spoiling Waving	The milk The chair Up late Plates The forest School property
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Reference: Fountain English pupils book 4 page 70-71

LESSON 35

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT CONVERSATION
TIM BORROWS PAPER

ASPECT:

COMPREHENSIVE

ACTIVITY

1. Reciting the poem in groups, pairs and the whole class.
2. Answer questions about the conversation in full sentences.
 - a. How many people are taking part in the conversation?
 - b. According to the conversation, who lent Tim a piece of paper?
 - c. Why did not John lend a piece of paper to Tim?
 - d. According to the conversation who never had any piece of paper?

Reference:

Fountain English pupils book 4 page 71-72.

LESSON 36

TOPIC: BEHAVIOUR

SUB-TOPIC: GOOD BEHAVIOUR

CONTENT PASSAGE
MUKASA AND THE MANGOES

ASPECT:

COMPREHENSION

ACTIVITY:

Answer questions about the passage in full sentences.

1. Name the district mentioned in the story.
2. Mention two people in the story.
3. What did Byamukama say when Mukasa and Namukasa asked for mangoes from him?
4. What did Mukasa and Namukasa say when the children asked for mangoes?
5. Where did the girl borrow the money from?

Reference: Fountain English pupils book 4 page 72 – 73.

LESSON: 37

TOPIC: BEHAVIOUR

SUB TOPIC: BAD BEHAVIOUR

CONTENT:

Vocabulary

- Dodge
- Steal
- Disobey

GRAMMAR:

Past simple tense.

Examples

Dodge - dodged

Steal - stole

STRUCTURE:

Using the learnt words in sentences

1. School children should not dodge lessons.
2. It is bad to steal.
3. Children should not disobey their parents

ACTIVITY:

Construct six sentences using the learnt words above.

REF: MK English book 4 page 80

St. Bernard English book 4 page 83

LESSON: 38

TOPIC: BEHAVIOUR

SUB TOPIC: BAD BEHAVIOUR

CONTENT

Vocabulary

- Quarrel
- Abuse
- Lie

STRUCTURE

Using the learnt words in sentence structures

Examples

1. You must not quarrel at school.
2. It is bad to abuse others
3. Telling a lie is a bad act

ACTIVITY:

Construct six sentences using the learnt words above

REF: MK English book 4 pg. 80. St. Bernard English books pg. 83

LESSON 39

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

CONTENT:

Vocabulary

- Cheat
- Damage
- Burn

GRAMMAR

The use of past perfect tense

Examples

Cheat - cheated

Damage - damaged

Burn - burnt

STRUCTURE

The use of learnt words in sentences

Examples

1. Children should not cheat exams.
2. The teacher told children not to damage school property.
3. It is bad to burn forests.

ACTIVITY:

Construct six sentences using the learnt words.

REF: St Bernard English pupils book 4 page 83

LESSON 40

TOPIC: BEHAVIOUR

SUB TOPIC: BAD BEHAVIOUR

CONTENT:

Vocabulary

- Fight
- Hit
- Escape

GRAMMAR

Past perfect tense

Examples

- Fight – fought
- Hit – hit
- Escape – Escaped

STRUCTURE

Using the learnt words in sentence structures

Examples

1. It is bad to fight each other.
2. To escape from school is a bad habit.

ACTIVITY:

Construct six sentences using the learnt words above.

REF: St. Bernard English pupils book 4 pg. 83

LESSON 41

TOPIC: BEHAVIOUR

SUB TOPIC: BAD BEHAVIOUR

CONTENT: Language structure

The use of you must not.....

Examples

1. You must not walk at night
2. You must not fight your friends

ACTIVITY:

Form correct sentences from the table below

You	must not	steal throw wave leave school play	school property at night.
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REF: Fountain English book pg. 75

LESSON 42

TOPIC: BEHAVIOUR

SUB TOPIC: BAD BEHAVIOUR

CONTENT:

Language structure.

It is bad to

Examples.

1. You should not lie to your parents.

It is bad to lie your parents.

2. You should not quarrel with your neighbor.

It is bad to quarrel with your neighbor.

ACTIVITY:

Re write the sentences using .it is bad to....

1. You should not burn forests.

2. You should not disobey the teachers.

3. You should not escape from school.

4. You should not steal money from your parents.

Ref: St. Bernard English book 4 pg. 86

LESSON 43

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

CONTENT

Language structures.

The use of you should not because

Examples:

1. You should not walk at night.

Bad people might kill you.

You shouldn't walk at night because bad people might kill you.

2. You should not climb trees.

3. You can fall down.

4. You should not climb trees because you can fall down.

ACTIVITY:

Join the sentences using....because.....

1. You should not throw stones on the road.

You can hit the cars.

2. You should not play in the class.

You will not understand the work.

3. You should not write badly.

The teacher will not understand you work.

4. You should not smoke. It is bad for your health.

Ref: St. Bernard English book 4 pg. 88.

LESSON 44

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT: COMPREHENSION

CONTENT: conversation

Zinda and Oryem

ACTIVITY:

Answer the questions in full sentences

1. Why is Opeto punished at home every day?
3. What shows that Opeto is a bad boy?
4. What is likely to happen to Opeto when he grows up?
5. Do you think Zinda is a good boy? Give reasons

Ref: MKB English book 4 pg. 85.

LESSON 45

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT: COMPREHENSION

CONTENT: POEM

Bad behaviors

ACTIVITY:

Answer these questions in full sentences.

1. Write five bad acts seen in the poem.
2. Who will end up at the police?
3. Who will end up in prison?
5. How should one behave to avoid being sent to prison?

Ref: Mk English book4 pg85

LESSON 46

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT: COMPREHENSION

CONTENT: PASSAGE

Content: passage

Opio changes to good boy.

ACTIVITY:

Answer these questions in full sentences.

1. What is the name of Opio's School?
2. What did Opio come into the class with?
3. What did Opio do to his classmates after a week in school?
4. Who reported Opio to the head master?

5. Why did they call Opio's mother to school?
6. What did the head master do when Opio cried?

Ref: fountain English book pg. 78.

LESSON 47

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT:

Structure

CONTENT:

Language structures

Sentence formation.

Examples

1. Children to helpful always is teacher our.

Our teacher is always helpful to children.

2.polite very is sisterour

Our sister is very polite.

ACTIVITY:

Arrange the words to make correct sentences.

1. there was biggest boy kind very me to.

2.girls carrying like babies

3. not friendly us to thief the was.

4..kicked the dog unkind the boy.

5. pleased my father was my behavior with.

Ref:

Mk. English book 4 pg. 84.

LESSON 48

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT: COMPREHENSION

CONTENT: Composition

Activity.

1. Describe pictures 1-6 using the guiding words correctly.

2. Answering questions about the pictures correctly

- a) Who was careless?
- b) Why did Jumba climb the tree?
- c) Who should be punished?
- d) Why did the cows go to eat the maize?
- e) What should Jumba do?
- f) Where do you think Jumba was taken?

Ref: Mk English book 4 page 88.

LESSON 49

TOPIC: BEHAVIOUR

SUB-TOPIC: BAD BEHAVIOUR

ASPECT: COMPREHENSION

CONTENT: Composition

Guided composition.

Guiding words.

- Thank
- Sorry
- Excuse me
- Forgive
- Borrow

ACTIVITY:

Complete the composition using the guiding words above.

Teacher may/ come in? Yes you may come in, John. Why are you late?

I am _____, I went to _____ a pencil from a primary three pupil,
_____ me it is fine _____ you teacher.

Ref: Fountain English book 4 pg. 80

LESSON 50

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

ASPECT: Vocabulary

GRAMMAR:

Language structure

CONTENT: Vocabulary

Kilogram, a litre, a packet, a bar

GRAMMAR:

Plurals of nouns

E.g.

kilogram ____ kilograms

a litre ____ litres

a bar ____ bars

a packet ____ packets

Structures

The use of words in sentences

e.g.

1. My father bought a kilogram of sugar.

2. My father bought two kilograms of sugar

Activity

Construct five sentences using the learnt words.

Ref: St. Bernard English book 4 pg. 94

LESSON 51

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT: Vocabulary

Item, metre, cost, price

GRAMMAR:

Plurals of nouns

e.g.

item ____ items

metre _____ metres

Price _____ prices

Structures

The use of words in sentences

ACTIVITY:

Construct five sentences using the learnt words

Reference: St.Bernard English book 4 94

LESSON 52

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT: Vocabulary

Some, a few cheap, expensive

GRAMMAR

Opposites of adjectives e.g. some _ any

Cheap__ expensive

We __ many

Expensive ____ cheap

Structures

The use of learnt words in sentences

E.g. do you have some sweets?

The price of sugar is cheap

ACTIVITY:

Construct five sentences using the learnt words above

Ref: St. Bernard English book pg. 94

LESSON 53

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING**CONTENT:** Language structure

Reading picture sentences.

ACTIVITY:

1. Read the following sentences describing pictures in pairs and groups.
2. Complete the sentences with a suitable word correctly.
 - a. My uncle has bought seven_____ of sugar
 - b. We are going to the market to buy onions.
 - c. Sheila _____ some tomatoes in the basket.
 - d. These shoes are very _____ since they long lasting.
 - e. There isn't _____ rice in the shop.
 - f. A bar of _____ costs four thousand shillings.

Ref: St. BernardEnglish book 4 pg. 94__ 95**LESSON 54****TOPIC: SHOPPING****SUB-TOPIC: BUYING AND SELLING****CONTENT:****GRAMMAR****The use of 'much' and 'many'****Examples**

1. I will buy many colored pencils
2. I have much water

Activity completes the sentences with much or many,

1. Joy did not have _____ brooms to sell.

2. Kapyata did not have_____ oil in the bottle.
3. I did not find_____ books in the shop.
4. The old woman did not bring _____ paraffin.
5. I do not have_____ milk left.

Ref: fountain English book4 pg94- 95

LESSON 55

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT:

GRAMMAR

Using 'much' and 'many' to form sentences from the table.

ACTIVITY:

Make correct sentences from the table

He She Mukasa gimono	doesn't buy	many much	pens books sweets sugar salt milk	everyday
-------------------------------	-------------	--------------	--	----------

E.g. he does buy many pens every day.

Ref: St Bernard pupils' book4 pg. 95

LESSON 56

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT:

GRAMMAR

The use of 'some' and 'any'.

Some is used with positive sentences.

Any is used with negative sentences and questions.

Examples

1. Paul bought some apples yesterday.
2. There isn't any water in the pot.

ACTIVITY:

Fill in the gaps with some or any.

1. Nantale did not buy _____ mangoes in the market.
2. Our father buys _____ milk for us everyday.
3. My aunt will buy for _____ toys in the holidays.
4. Is there _____ paraffin in the lamp?
5. I bought _____ money from you.
6. We shall buy _____ gifts for our teacher.

Ref. St Bernard English book4 pg99

LESSON 57

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT:

GRAMMAR

Countable and uncountable nouns

Countable nouns are nouns that can be counted e.g. balls, pencils, desks, cups, books.

Uncountable nouns are nouns that cannot be counted e.g. paraffin, oil, sugar, millet.

ACTIVITY:

Group these items under two groups, the countable and the uncountable item

Books, pens, razorblades , milk, flour, cooking , oil , paraffin ,sugar , beans ,rice ,ink , salt, pencils , water , cups , juice , cabbages , mangoes , sweets , oranges ,forks.

Countable items

uncountable items

Ref: St. Bernard pupil book English pg. 98

LESSON 58

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT: Language structure

Using there is/ There are....

Examples

1. There is some milk in the bottle (uncountable and singulars items).
2. There are some beans in the saucepan. (Countable items that are in plural form).

ACTIVITY:

Fill in the blank space with: There is or There are for each sentence.

1. _____ some water in the pot.
2. _____ some eggs on the egg tray.
3. _____ some cakes in the oven.
4. _____ some sugar in the cup
5. _____ some sand near the lake.
6. _____ some cups in the cupboard.

Ref; St Bernard English book 4 pg. 98

LESSON 59

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

ASPECT: COMPREHENSION

CONTENT: SHOPPING LIST

Dora's shopping list

ACTIVITY:

Study Dorah's shopping list and answer the questions about it.

2kgs of sugar	2400#
3bars of soap	4500#
1 tin of Vaseline	3500#
1 tin of shoe polish	2000#
1 box of biscuits	8000#
3 litres of quencher	3500#
1 plate	1000#
1 cup	500#
1 fork	300#
3 dozenofpens	3000#
½ dozen of books	3000#
¼ dozen of pencils	350#

Questions

1. Whose shopping list is this?
2. How much will Dorah pay for two kilos off sugar?
3. How many tins of shoe polish will Dorah buy?
4. How many books are in a half dozen?
5. How much money will Dorah spend on pencils?
6. What is the price of a plate?
7. How many items are on Dorah's shopping list?

Reference St Bernard English book4 pg. 100

LESSON 60

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

ASPECT: COMPREHENSION

CONTENT: RHYMES

Examples

- A. The seller will sell some sugar to Mr. Shopi who lives at the sharp corner near the Ssesse ship.
- B. The buyer will buy big burns from a big basket which was woven by my big brother, Boaz.
- C. Betty bought a bit of butter but the bit of butter Betty bought was bitter so Betty bought a bit of better butter to make the bitter butter better.
- D. Box the boxer before the boxer loses his temper and boxes you into a box full of match boxes

Questions

1. What will Mr. Shopi buy from the seller?
2. Where does Mr. Shopi live?
3. What will the buyer buy from the big basket?
4. Who wove the big basket?
5. Who bought the butter?
6. What was wrong with the butter she ought?

LESSON 61

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT:

Vocabulary

Cheap, large, much

Grammar

Degree of adjectives

E.g.

positive

comparative

Cheap

cheaper

Large

larger

Much

more

Beautiful

more beautiful

Structure

The use of than in a sentence.

1. A packet of salt is cheaper than a kilogram of sugar. (Cheap)
2. A bottle of oil is more expensive than a bottle of soda. (Expensive)

ACTIVITY:

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

1. A mango is _____ than a lemon. (sweet)
2. Sweets are _____ than biscuits. (Small)
3. Your dress is _____ than mine. (long)
4. Threads are _____ than ropes. (thin)
5. Fresh beans are _____ than dry ones. (Good)
6. I sold _____ onions and tomatoes yesterday. (Few)

Ref: St Bernard's English book 4 pg. 102

LESSON 62

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT: CONVERSATION

Aliso and Kato

Activity answer these questions in full sentences

1. How much does Kato weigh?
2. Who is heavier, Jelinda or Kato?
3. Who is the heavier than her friends?
5. Can Aliso lift a horse?

Ref: fountain English book4 pg. 88

LESSON 63

TOPIC: SHOPPING

SUB-TOPIC: BUYING AND SELLING

CONTENT: STORY

Buying a book

ACTIVITY:

Answer the following questions on your own.

1. How much is a book?
2. How much did Mariam spend at the shop?
3. Why did Mariam's teacher ask the pupils to buy a new book?
4. Did Mariam buy any bag?
5. How much change did Mariam get from the shopkeeper?

Ref: fountain English book 4 pg92

LESSON 64

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

CONTENT: SHOPPING LIST

VOCABULARY:

-morning, break time

- Afternoon.

Grammar

Adverbs of time

E.g. before, after

STRUCTURE:

Using learnt words in sentence

Structure e.g.

1. Mary took tea in the morning.

ACTIVITY:

Construct six sentences using the learnt words.

Ref: Fountain English book4 page 97

LESSON 65

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, Grammar, Structures.

CONTENT:

Vocabulary

Midday, night, late.

Language structures

Using the learnt words in sentences.

Examples.

1. The chief broke into our house last night.
2. We had finished our work by midday.

ACTIVITY:

Construct six sentences using the above learnt words.

Ref: Fountain English book 4 pg. 97.

LESSON 66

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, Grammar, Structures.

CONTENT:

Vocabulary

Early

Before

Grammar:

Adverbs of time

Structures:

Using words in sentences

Examples

1. The teacher told us to come early in the morning.
2. Moses came before lunch time.

ACTIVITY:

Construct six sentences using the learnt words.

Ref: Fountain English book4 pg. 92

LESSON 67

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, Grammar, Structures.

CONTENT:

Vocabulary

- Lunch time
- After
- Yesterday
- Spent

GRAMMAR:

Adverbs of time

Language structures

The use of learnt words in sentences

Examples:

1. Our head teacher called us during lunch time.
2. We went to clan after mass.

ACTIVITY:

Construct eight sentences using the learnt words above.

Ref: Fountain English book4 pg. 97

LESSON 65**TOPIC:** TIME**SUB-TOPIC:** PAST SIMPLE TENSE

ASPECT: Vocabulary, Grammar, Structures.

CONTENT:

Vocabulary

- Skin
- Clap

GRAMMAR:

Past simple tense of verbs

Examples

Skip___ skipped

Clap_____ clapped

STRUCTURES:

Formation of past tense form of different verbs.

Examples

Decide ___ decided

Continue___continued

Sit___ sat

Try___ tried

Hurry ___hurried

Cut____ cut

ACTIVITY:

Give the past simple tense of the given verbs

1. Play
2. Pick
3. Borrow
4. Draw
5. Write
6. Cry
7. Carry
8. Jump
9. Bite
10. Go
11. Chase

12. Kneel

Ref: St. Bernard English book 4 pg107

LESSON 69

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Structure

CONTENT:

Language structure.

Application of paste simple tense in sentence in sentence structures

Examples:

1. The teacher told us to do some work.
2. He visited us last week.

ACTIVITY:

Use the correct form of the words given in brackets

1. She _____ at 9 o'clock yesterday. (Sleep)
2. Hellen _____ all the books to the library. (Take)
3. Our cat _____ all the milk on the plate (drink)
4. My father _____ my schools fees last month (pay)
5. Irene _____ her book at home yesterday (forget)
6. We _____ the match at 4 o'clock. (Begin)
7. It _____ heavily last night (rain)

Ref: St Bernard's English book 4 pg. 108

LESSON 70

TOPIC: TIME

SUB TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, grammar, structure.

CONTENT:

Vocabulary

Before, break time, night, after

GRAMMAR:

Adverts of time

Structure

..... do.....

Before/after

Examples

1. What did you do after lunch?

We went back to class after lunch.

2. What did you do before going to sleep?

I ate food before going to sleep.

ACTIVITY:

Use the table to make sentences as shown below

	before	Now	
Joseph	Washes clothes	7:00 O'clock	Having breakfast
Peter	going to market	Lunch	Watching video
Jane	Playing football.	Breakingtime	Learning music
Brian	Having lunch.	20'clock	Washing plates

Ali veronica	Going to mosque Sweeping the room Going to mosque. Saying prayers	Evening noon. 5 O'clock midday	Collecting clothes Having lunch Milking cows Gong to the shop
-----------------	---	--------------------------------------	--

e.g.

1. Joseph washed clothes before 7:00 o'clock.

2. Joseph had breakfast after 7:00 o'clock.

Ref: Mk English book 4 pg. 109

LESSON 71

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, Grammar, Structures.

CONTENT:

Vocabulary

Night

Late

Evening

Grammar

Adverbs of time

Structure

.....because.....

Examples

1. He did not come to school because it was night.
2. Moses did not attend morning lesson because he came late.

ACTIVITY:

From five correct sentence from the table.

He She Edrine Joy I	Slept early Came late Ate food Drank water	because	He She I she	Was scared Was hungry Was tired Wasthirty
---------------------------------	---	---------	-----------------------	--

Ref: fountain English book 4 pg. 99.

LESSON 72

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: COMPREHENSION.

CONTENT: Conversation

Vocabulary

TITTLE: A visit to my grand mother

ACTIVITY:

1. When did Natti take his grandmother to the hospital?
2. Who went to the village?
3. When did they go back home?
4. Who was sick?

5. How many people are taking part in the conversation?

Ref: Fountain English book 4 pg. 100

LESSON 73

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: COMPREHENSION.

CONTENT: POEM

Title for everything.

Activity

1. Write down the things in the poem which you can do at different times?
2. How many stanzas does the poem have?
3. Write your own poem and write it with your friends.

Ref: Fountain English book 4 pg. 100-101

LESSON 74

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

ASPECT: Vocabulary, Structure, Grammar.

CONTENT: Vocabulary

Continue

While

Grammar

Past continuous tense forms

Example:

Continue-continuing

Structure

..... while.....

Examples:

1. I saw a woman driving a tractor while I was cutting a tree.
2. A farmer hit a snake. He was digging.
3. Musa was playing. The teacher was teaching.
4. Mary was sweeping. I was washing the plates.
5. The lights went off. I was reading.

Ref: Fountain English book 4 pg. 102

LESSON 75

TOPIC: TIME

SUB-TOPIC: PAST SIMPLE TENSE

CONTENT: Vocabulary

Hold, eat, read

Grammar

Past continuous tense

E.g

Hold_____ holding

Eat_____ eating

Read_____ reading

Structure

While.....

E.g.

While I was reading, it started raining.

While I was reading books the teacher entered the class.

ACTIVITY:

Join the sentences using 'while'

1. I was going to school. I saw a train.
2. The farmer was digging. He hit a snake.
3. The teacher was teaching. Musa was playing.
5. I was washing the plates. Mary was sweeping.
6. I was reading. The lights went off.

LESSON 76

TOPIC: TIME

SUB-TOPIC: PAST CONTINUOUS TENSE

CONTENT: Vocabulary

Swing, hide

Went off

Grammar

Past continuous tense

Swing_ swinging

Hide_ hiding

Structure

..... when.....

E.g.

when I was hiding in the bush, I saw a snake.

ACTIVITY:

Join these sentences beginning: when

1. I was sleeping. The mosquitoes bit me.
2. The girl was crossing the road. The car knocked her.
3. I was peeling food. I cut my self.

4. I was reading a storybook. The bell rang.
5. Esther was playing. The teacher was teaching.

Ref: Fountain English book4 pg102

LESSON 77

TOPIC: TIME

SUB-TOPIC: PAST CONTINUOUS TENSE

CONTENT: Vocabulary

Went off, read

GRAMMAR

Past continuous tense e.g. read

Go _____ going

Play _____ playing

Structure

..... when.....

Examples:

1. The lights went off when I was reading.
2. I was praying when the dog barked.

Activity: join these sentences using when.....

1. The mosquitoes bit me. I was sleeping.
2. The car knocked her. She was crossing the road.
3. I cut myself. I was peeling food.

4. The bell rang. I was reading a story book.

5. We were sleeping. A rat entered our room.

Ref: Fountain English book 4 page 102

LESSON 78

TOPIC: TIME

SUB-TOPIC: PAST CONTINUOUS TENSE

CONTENT: Vocabulary

Hide, hold and bite off

GRAMMAR

Past continuous tense

Examples:

Come____ coming

Hide_____ hiding

Bite_____ biting

Structure

As.....

Example:

As I was coming to school, I met the local council chairperson.

ACTIVITY:

Re-write the following sentences using “as “

1. I was slashing. I picked some money.

2. We were eating some food. The visitor came.
3. I was reading my books. The lights went off.
4. Mary was going to school. A puppy ran after her.
5. Peter was running. He fell down.

Ref : Fountain English book 4 page 103