

PRIMARY FOUR ENGLISH LESSON NOTES FOR TERM 2 2023

WEEK ONE

LESSON 1

Topic: Behaviour

Sub-Topic: Adverbs

ADVERBS

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

Examples of adverbs

quietly	loudly	heavily	hurriedly	differently
softly	carelessly	luckily	happily	lazily
hard	accidentally	nicely	daily	badly
softly	smartly	shabbily	fortnightly	clearly
slowly	smartly	probably	weekly	immediately
proudly	swiftly	properly	yearly	soon
carefully	quickly	poorly	monthly	lately

Look at the sentences below

1. He talks softly.
2. I slept well last night.
3. He works very hard in class.
4. She does her work nicely.

➤ The underlined words are adverbs.

Exercise

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

1. My friends sit properly.
2. The monkey ate the banana hurriedly.
3. Musoke slept soundly at night.
4. Prosy was hurt badly in the accident.
5. Well behaved children speak softly.
6. I can't see clearly when I am in a dark room.
7. The man acted cruelly with the child.
8. The child hugged the mother immediately she arrived.
9. The old lady walked slowly across the road.
10. Have you been to this place lately?
11. Don't run too fast.
12. Somebody knocked at the door loudly.
13. They live happily with their parents.
14. The birds flew away quickly on seeing the cat.
15. Did you understand properly?

Lesson 2

FORMATION OF ADVERBS

➤ Adverbs can be formed from adjectives to show how actions were performed.

(i) By adding – ly

Examples:

	<u>Adjectives</u>	-	<u>Adverbs</u>
(i)	quick + ly	=	quickly
(ii)	slow + ly	=	slowly
(iii)	clear + ly	=	clearly
(iv)	soft + ly	=	softly
(v)	proud + ly	=	proudly

Exercise

A) Form **adverbs** from the following words.

1. cheap _____
2. poor _____
3. quite _____
4. equal _____
5. patient _____
6. beautiful _____
7. careful - _____
8. kind _____
9. usual _____
10. rude _____

Complete these sentences by writing **suitable adverbs** formed from the words given brackets.

- 1 The cheetah jumped over the antelope ----- (swift)
- 2 The doctor was called ----- for the patient was in a critical condition.
(immediate)
- 3 The government workers get their salary ----- (month)
- 4 He speaks English ----- (fluent)
- 5 She dressed ----- at the party. (nice)
- 6 The dog barked ----- at the thief. (loud)
- 7 She sings ----- (sweet)
- 8 She opened the door ----- (slow)
- 9 Alice speaks ----- (soft)
- 10 Juma knocked at the door ----- (loud)

Lesson 3

Formation of adverbs by changing the final letter "y" to "i" before adding "ly".

➤ **Examples:**

- | | | |
|-------------|---|-----------|
| (i) angry | - | angrily |
| (ii) lucky | - | luckily |
| (iii) happy | - | happily |
| (iv) steady | - | steadily |
| (v) heavy | - | heavily |
| (vi) hurry | | hurriedly |

Exercise

Form **adverbs** from the words given below.

1. lazy -
2. easy -
3. noisy -
4. busy -
5. greedy -
6. clumsy -
7. day -
8. angry -
9. hurry -
10. merry -

Complete the sentences below by **writing suitable adverbs** from the words in brackets.

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

LESSON 4

COMPREHENSION

BEHAVIOUR

Good Behaviour

Vocabulary

Spelling exercise

1. excuse
2. attention
3. careful
4. behavior
5. apologize
6. greet
7. obedient

Oral work

Construct sentences using the words below;

1. thank you
2. sorry
3. forgive
4. obedient
5. lend

Activity

Fill in the missing letters.

1. th__nk
2. for__ive

Give the **opposite** of these words

3. **careful** _____

4. **obedient** _____

5. **respectful** _____

Write little words from the **big ones**.

6. **welcome** _____

7. **lend** _____

Arrange the following words in alphabetical order.

8. **excuse, behavior, obedient, please
greet, sorry, careful, borrow**

LESSON 5

Read and act the dialogue USING POLITE LANGUAGE

Aaron: May I borrow your reader, please?

Pavia: What happened to the one the librarian gave you yesterday?

Aaron: I forgot it at home.

Pavia: I am sorry, I can't give you mine because I need to summarize now.

Aaron: Can I borrow your text book then?

Pavia: Yes, here you are.

Aaron: Thank you, Parvin.

Pavia: You are welcome.

Questions:

1. What is the title of the dialogue?
2. How many people are taking part in the dialogue?
3. Who was the first person to speak?
4. Who is the owner of the reader?
5. Why can't Parvin lend out her reader?
6. Is Parvin willing to give out the text book?
7. How many items did Aaron want to borrow?
8. How many times did each person speak?
9. Mention one example of polite language in the dialogue.
10. Give the opposite of **lend**.

WEEK TWO

Lesson 1

BEHAVIOUR

Comparisons of Adverbs

➤ Many adverbs are compared in the same way as adjectives.

1. To the comparative and superlative forms respectively.

Example:

<u>Adverbs</u>	<u>Comparative</u>	<u>Superlative</u>
i) fast	faster	fastest
ii) early	earlier	earliest
iii) long	longer	longest

2. With adverbs of two or more syllables, the comparative and superlative forms are formed by putting "more" or "most" respectively before the positive forms.

Examples:

<u>Adverbs</u>	<u>Comparative</u>	<u>Superlative</u>
i) quick	more quickly	most quickly
ii) fortunately	more fortunately	most fortunately.
iii) bravely	more bravely	most bravely
iv) briefly	more briefly	most briefly etc.

Even irregular adverbs are compared differently from rules above.

The spelling in the comparative and superlative forms change in spelling.

Examples:

badly	worse	worst
far	farther	farthest
	further	furthest
ill	worse	worst
much	more	worst
well	better	best
little	less	least

Exercise

Compare the following adverbs

1. near _____
2. soon _____
3. late _____
4. well _____
5. easily _____
6. needy _____
7. happily _____
8. wise _____
9. loudly _____
10. slowly _____
11. badly _____
12. noisily _____
13. politely _____
14. willingly _____
15. far _____
16. much _____
17. ill _____
18. little _____
19. early _____
20. briefly _____

References:

1. *Read and write English std 4, pgs 35-36*
2. *Std 4, English Aid, pgs 33- 34*
Mk Precise English Grammar, Lubega Charles, Pages 50-58

Lesson 2

Use the words in **brackets** to complete the sentences correctly.

1. The little girl did the house work _____ (willing)
2. I wrote the work _____ (bad)
3. The head teacher addressed the children _____ (happy)
4. The thief moved in the room _____ (slow)
5. This girl speaks _____ (polite)
6. The head boy answered questions _____ (wise)
7. He attended the occasion _____ (brief)
8. I shall see you _____ (late)
9. She is a very _____ woman. (need)

Lesson 3

BEAVIOUR

PRESENT SIMPLE TENSE

1. This tense is commonly used when referring to actions which happen every day, always, weekly, monthly, generally, etc.
2. The tense is also used to talk about permanent situations or things that happen regularly repeatedly or all the time.
3. It is commonly used with the adverbs of time e.g. every day, often, always, sometimes, usually, seldom, rarely, occasionally, every week.
4. The verbs (doing words) used depend on the names of things or persons (nouns) or pronouns used in the sentences as a subject.
5. Singular nouns or pronouns take verbs which have "s" or "es" or "ies" added to them.
6. Plural nouns or pronouns don't have "s", "es" or "ies".

Examples:

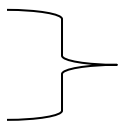
Singular

1. I do

He does

It does

She does



I teach

He teaches

She teaches



Plural

we do

they do

we teach

they teach

Other examples:

He teaches English.

Alice carries her bag.

The cow feeds on grass.

She eats bananas only.

In plural

1. They teach English.

2. Alice and Annet carry their bags.

3. Many people eat bananas.

Exercise:

Use a **correct form** of the verb in **brackets, in the present simple tense.**

1. He ----- a letter every week. (write)
2. They ----- their homework every day. (do)
3. She ----- to school every day. (go)
1. They ----- home late every Friday. (reach)
2. That girl always ----- for sweets. (cry)
3. She ----- very well. (sing)
4. We ----- him every day. (meet)
5. He ----- them every time. (see)
6. Hellen ----- with them. (eat)
7. He ----- boxes. (make)
8. They ----- to the radio daily. (listen)
9. Peter ----- his sister every night. (fight)
10. The child ----- milk. (drink)
11. They ----- at the sun. (look)
12. We ----- by bus every morning. (go)

Lesson 4

Story about Musege the bad boy. page109 St BERNERD

Questions

1. What is the story about?
2. Where did the giant live?
3. What kind of boy was Musege?
4. What was Musege wearing when he went to the forest?
5. Why did Musege go to the forest?
6. What happened to the giant when he drank tea?
7. What did Ding Ding put in the Giant's tea?
8. When did Musege arrive at home?
9. What lesson do you learn from this story?
10. Suggest a suitable title for this passage?

LESSON 5

4. Jumbled words

Rearrange to form good sentences.

1. likes, children, rude, Nobody,
2. me, please, forgive.
3. good, always, language, polite, it, to, is, use.
4. late, sorry, I, am, am i.
5. penl, your, please, May, I, use?
6. you, Thank teacher
7. may excuse go out madam me I?
8. No, I am sorry I don't have it.
9. money, have, any, you Do?
10. some, have, I Yes, left, money.

WEEK THREE

Lesson 1

The negative form of the present simple tense. `

The negative form of the present simple tense is formed as shown below;

Do + not + verb in the present simple tense.

Does

Examples:

1. He eats lunch every day. (positive)
He does not eat lunch every day. (negative)
2. They sing a song. (positive)
They do not sing a song. (negative)
3. We see our teacher daily. (positive)
We do not see our teacher daily. (negative)

Exercise:

Change these sentences from positive to **the negative in the present simple tense.**

1. The baby cries every night.
2. They learn Mathematics every Monday.
3. Kato drives a lorry.
4. He plays tennis every day.
5. She writes notes in her book.
6. The boys sweep the class every evening
7. They work in the garden.
8. He leaves home very early.
9. She puts on shoes in the evening.
10. We listen to the news.
11. The policeman stops the cars.
12. The carpenter makes furniture.
13. The cat runs after mice.
14. The dog barks at the thieves.
15. Mary likes to ride her bicycle.

References:

1. **Basic English, primary 3-4, Bk2 by Harbans Kaur, Pgs 39-42**
2. **Brighter English grammar Bk 2, Pgs 56-58.**

Lesson 2

BEHAVIOUR

Language structures

Using: Can: I---?

Examples:

1. Can I borrow your book, please? (yes)
Response: Yes, you can.
2. Can I borrow your chair, please? (No)
3. Can we borrow your hoes, please? (yes)
etc.

Oral work

Use can to construct oral sentences correctly.

Activity

Make eight correct sentences from the table below.

Can	I use have take	your, ruler, rubber, chair, pen	Please?
-----	--------------------------	---	---------

Lesson 3

Changing sentences into the negative form.

Examples

1. I have some new books.
I don't have any new books.
2. I have some money.
I don't have any money.

Activity

Change the following sentences into **the negative form**.

1. I have some milk in the flask.
2. They have some baking flour.
3. We have some sugar in the bowl.
- 4 I have some eggs on the tray.
5. She has some tomatoes in her in her garden.
6. He has some new books.
7. I have some beans.
8. Mary has some sweets in her bag.

Lesson 4

Passage: ZAKAYO, THE DISCIPLINED BOY
ST. BERNARD BK 4 PG 96-97

Questions

1. who received a prize?
2. Why did he receive a prize?
3. Who was the chief guest?
4. How much money did Zakayo receive?
5. How does Zakayo help the disabled children?
6. Why do you think Zakayo planted grass in the compound?
7. What does Zakayo say when he makes a mistake?
8. How many people got prizes on that day?

Lesson 5
COMPOSITION
Good Behaviour

Pre-activities:

1. Vocabulary

excuse	lend	thank you	may
sorry	please	forgive	greet

2.

- Read, spell and pronounce the words correctly
- Construct meaningful sentences using each of the words.
- Fill in the missing letters

3. Structures:

Make sentences. Ask and answer according to the examples.

- May I use your ruler?
Yes, you may.
- May I use your bicycle?
No, I am sorry you may not.
- Do you have any mangoes?
Yes, I have some.
No, I don't have any.
- Please, forgive me for losing your pen.
It is fine.
Don't worry.

WEEK 4
LESSON 1

Good Behaviour

The use of "some" and "any"

"Some" is generally used in affirmative (positive) sentences.

Examples:

I have some oranges in my bag.

There are some snakes in the bush.

"Some" can be used in sentences/ questions in which the speaker expects to have positive Answer.

Examples:

May I have some sugar, please?

Yes, you may have some.

At times, the response may be negative.

No, I am sorry you may not have any sugar.

2. He gave you some money, didn't he?
3. There are some stamps in the drawer, aren't there?

"Some" is used in sentences that ask questions in which these sentences are really invitations or requests

Examples:

1. Will you have some cakes?

2. Will you please buy me some sweets when you get out?

3. Will you attend some of our services?

"Any"

"Any" is correctly used with negative sentences and questions (interrogative)

It is used with plural common nouns to indicate a certain number.

Examples:

Have you any sugar?

We haven't any tea.

They haven't any pens.

Exercise:

Write "some" or "any" in the blank spaces in the sentences below.

1. Please, give me ----- milk.

2. Is there ----- news about your car?

3. Go and get ----- food from the kitchen.

4. There aren't ----- books left, we must buy -----

5. There is ----- coffee in the kettle but there isn't ----- milk.

6. The child wants ----- more pudding.

7. Did the policeman ask you ----- questions?

8. I wanted to buy ----- sugar but there

Lesson 2

Use **some** or **any** to fill in the blank spaces.

1. I have ----- money in my pocket.

2. There isn't ----- water in the pot.

3. We have ----- some food in the store.

4. There wasn't ----- teacher in the school.

5. We took ----- yellow bananas for the monkeys in the zoo.

6. There wasn't ----- noise in the backg

Good Behaviour

some" and "any"

"Some" is generally used in affirmative sentences while "any" is used in questions and Negative sentences.

Examples:

1. There are some children in the class.

i) There aren't any children in the class.

ii) Are there any children in the class?

2. There is some coffee in the kettle.

i) There isn't any coffee in the kettle.

ii) Is there any coffee in the kettle?

Change the following sentences by using **"some"** instead of **"any"**.

1. They didn't find any eggs in the market.
2. There isn't anyone lying down in that boat.
3. There aren't any books to be read.
4. We haven't any food in the kitchen.
5. Was anyone waiting at the bus stop?
6. Can you give them anything to do?
7. She hasn't any money in her pocket.
8. There wasn't anything strange about it.
9. There wasn't any tea left for you.

Lesson 3

Read and act the dialogue

USING POLITE LANGUAGE

Aaron: May I borrow your reader, please?

Pavia: What happened to the one the librarian gave you yesterday?

Aaron: I forgot it at home.

Pavia: I am sorry. I can't give you mine because I need to summarize now.

Aaron: Can I borrow your text book then?

Pavia: Yes, here you are.

Aaron: Thank you, Pavia.

Pavia: You are welcome.

Questions:

1. Give the title of the dialogue.
2. How many people are taking part in the dialogue?
3. Who was the first person to speak?
4. Who is the owner of the reader?
5. Why can't Pavia lend out his reader? Is Pavia willing to give out the text book?
6. How many items did Aaron want to borrow?
7. How many times did each boy speak?
8. Mention one example of polite language in the dialogue.
9. Give the opposite of **lend**.

Lesson 4

Jumbled words

The sentences below are in wrong order.

Rearrange them to form good sentences.

1. likes, children, rude, Nobody,
2. me, please, forgive.
3. good, always, language, polite, it, to, is, use.
4. late, sorry, I, am, am i.
5. pen, your, please, May, I, use?

6. you, Thank teacher
7. may excuse go out madam me I?
8. No, I am sorry I don't have it.
9. money, have, any, you Do?
10. some, have, I Yes, left, money.

LESSON 5

Use "**any**" instead of "**some**" in the following sentences.

1. There is some chalk in the drawer.
2. He found some cheese on the floor.
3. They have some books.
4. The boys have taken some juice to the camp.
4. There is something on the table.
5. He can see somebody in the garden.
5. There were some cattle by the river.
6. The cup is somewhere near the cupboard.
7. They have something they know.
7. There is something for me?

WEEK FIVE

Lesson 1

PUNCTUATION PRACTICE

4. Punctuate the following sentences **correctly**.
1. bad children are disliked.
2. why are you abusing the your mother
3. what a rude boy he is
4. if you steal you won't go to heaven.
5. do not disobey your teachers
6. melisa is fighting her sister.
7. while quarrelling I abused my friend
8. i was careless on tuesday
9. jane is unkind to elders.
10. stealing abusing fighting cheating and lying are wrong acts.

Lesson 2

SHOPPING

BUYING AND SELLING

The use of "Many" and "Much"

We use "many" (adjectives) before countable nouns.

"Much" (adjective) is used before uncountable nouns.

Examples:

1. Henry didn't make many friends.

2. We haven't much coffee.

The two words (much and many) have the same comparative and superlative forms "more" and "most".

"many" and "much" with affirmative verbs, many is possible when proceeded by "a good" / "a great deal".

Both are possible when modified by so/as/too.

Examples:

1. Fahad made many good friends.
2. Sheila read as much as she could.
3. They drink too much beer.

"much" and "many" with interrogative verbs, both are used with "how"

Examples

How much is a bottle of water?

- i) How many litres of milk do you want?

Exercise

Use "much" and "many" to fill in the blank spaces in the sentences below.

1. Our teacher has ----- children.
2. Herold did ----- work yesterday.
3. He has ----- friends at school.
4. There are ----- bottles on the table.
5. She did not spend ----- money.
6. There are ----- flowers in the garden.
7. We have ----- to talk about.
8. He left ----- books in the store.
9. ----- of them failed the test.
10. There are ----- soldiers in the village.
11. Too ----- of anything is always bad.
12. How ----- is a kilo of sugar?
13. There are ----- thieves in town.
14. It is becoming too ----- for her.
15. He punished ----- children today.
16. He has been away for ----- days.
17. How ----- money has he saved?
18. He left ----- food on the plate.
19. ----- people are not employed.
20. They have done ----- work today.

References:

1. ***Basic English, primary 4/5, Bk3 pages 15-17.***

Lesson 3

Read the poem and answer the questions that follow **in full sentences**.

A LOVING PERSON

A loving person
Makes friends all the time
For love brings joy not pain
Where there is love there is peace
A person full of hatred ends in trouble
And over the years his troubles double
And those who disobey God and others
Spoil their chances for a good life

Questions

1. What is the poem about?
2. How many stanzas are there in the poem?
3. Who makes friends all the time?
4. When does

LESSON 4

4. Jumbled words

Rearrange to form good sentences.

2. likes, children, rude, Nobody,
3. me, please, forgive.
4. good, always, language, polite, it, to, is, use.
5. late, sorry, I, am, am i.
6. pen, your, please, May, I, use?
7. you, Thank teacher
8. may excuse go out madam me I?
9. No, I am sorry I don't have it.
10. money, have, any, you Do?
11. some, have, I Yes, left, money

WEEK SIX

Lesson 1

Use **much** or **many** to fill in the blank spaces.

1. There is _____ sugar in the baby's tea.
2. We have _____ fruit trees in our school compound.
3. We have _____ to talk about.
4. There are _____ thieves in our village.
5. He did not spend _____ money on his wedding.
6. Too _____ of anything is always dangerous.
7. I have _____ friends at school.
8. Sarah put too _____ water in sauce.
9. He spent _____ years in Kenya.

Lesson 2

4. Jumbled words.

Rearrange to form good sentences.

12. likes, children, rude, Nobody,
13. me, please, forgive.
14. good, always, language, polite, it, to, is, use.
15. late, sorry, I, am, am i.
16. pen, your, please, May, I, use?
17. you, Thank teacher
18. may excuse go out madam me I?
19. No, I am sorry I don't have it.
20. money, have, any, you Do?
21. some, have, I Yes, left, money

Lesson 3

3. Language structures.

Make sentences like the example

- a) It is bad to tell lies.
- b) You must not steal.
- c) You should not abuse your elders.
- d) Rita must not be rude to her friends.
- e) We should not fight because it is bad.

Written Exercises:

Use the following words in meaningful sentences.

- | | |
|-------------------|----------------|
| 1. rude | 4. lie. |
| 2. disobey | 5. abuse |
| 3. careless | |

Lesson 4

Guided composition.

- The Obedient Boy

Use the following words to complete the story below.

listens, forgive, lends, sorry, dictionary, well behaved, respect, prefect, forgot, greets.

Sandrah is about nine years old. She is a pupil in Primary Four at Greenhill Academy. Sandrah is an _____ girl. She _____ her mother and father every morning. Then she goes to school.

Sandrah does not like pupils who abuse teachers. She likes those who _____ their teachers. When she makes a mistake, she apologizes to the teacher by saying, "I am _____, teacher."

One day, Sandrah's teacher asked her to take a book to the staff room. She _____ to take the book. She asked the teacher to _____ her. The teacher did so. He asked him to take it there at lunch time. Sandrah is now the class _____ of Primary Four. She is a very polite girl. She _____ attentively to the teacher in class. Her teacher of English always _____ her a dictionary. She wants to learn the meanings of the new words in English from the _____

LESSON 5
COMPREHENSION
Bad Behaviour
Vocabulary

rude, fight, steal, disobey, unkind, misbehavior, careless, dodge, rob, carelessness, disobedient,	hit, damage, burn, destroy, lose, lost, abuse, cheat, quarrel, lie, break into,
--	---

Construct sentences using the words below

fight

2. steal

3. dodge

4. abuse

Give the opposite form of the following words

5. obedient _____

6. careless _____

Write a little word from the big one

7. disobey _____
 damage _____

WEEK SEVEN

Lesson 1

Bad Behaviour

Use of – must ---

We use must to say that it is necessary to do something or when we are giving strong advice and orders. It is used in affirmative sentences only.

Examples

1. You must listen to the elders.
2. Students must work hard at school.
3. Boys must live happily with others.

ACTIVITY

4. Write eight meaningful sentences from the given table below

5.

Students Boys Girls Alice School children	Must	Listen to the elders. Work hard at school. Pay attention in class. Use polite language when talking to others. Help the needy. Attend classes daily. Sweep the classroom daily.
---	------	---

Lesson 2

Use of: ... should ...

We use this structure to say that it is necessary or advisable to do something.

Examples

You should share things with others.

Mary should forgive them when they say sorry.

Activity

Write eight meaningful sentences from the given table below.

You We	Should	Share things with others. Be kind to others. Forgive them when they say sorry. Respect our parents. Wash the hands before eating something.
Mary Paul		

Lesson three

Language structures

Use of It is bad ...

We use this phrase when we are giving advice or warning to others.

Examples

1. It is bad to come to school late.
2. It is bad to steal.
3. It is bad to quarrel.
4. It is bad to abuse people.

ACTIVITY

Rewrite the sentences beginning with: It is bad to.....

1. You should not burn forests.
2. You should not disobey the parents.

3. You should not escape from school.
4. You should not steal money from your parents.
5. You should not dodge school.
6. You should not do your class work carelessly.
7. You should not bite your finger-nail.
8. You should not cut trees.
9. You should not laugh at lame people.
10. You should not play on the road.

Lesson 4

DIALOGUE (Oral work)

Read and act the dialogue

The Bad Boys

Teacher: What happened to your shirt, Mugume?

Mugume: Aguma tore it when we were fighting.

Teacher: Why were you fighting?

Mugume: Aguma stole my money.

Teacher: How much money did he steal?

Mugume: He stole forty thousand shillings.

Teacher: Where did you get all that money from?

Mugume: I picked it on the way when it fell from Mzee Zebedeo's torn bag.

Teacher: That is a bad thing you did. Both of you are going to be punished. We have to return Mzee Zebedee's money.

Mugume: We are very sorry, teacher.

Questions:

1. Who are talking in the dialogue?
2. What is the title of the dialogue?
3. How many people are mentioned in the dialogue?
4. Where did Mugume get the money from?
5. Who stole the money from Mugume?
6. How much money was stolen?
7. To whom did the money really belong?
8. Where had Mugume picked the money?
9. Why were the two boys fighting?
10. Did the boys realize their mistake? How do you know

LESSON 5

Passage: AZIM THE STUBBORN CHILD (Pg. 86) Mk Bk.4.

Questions

1. What is Azim's real name?
2. What can you say about Azim?
3. What shows that Azim is a badly behaved boy?
4. Do you think he has any friends at school? Give reasons.
5. Why do you think the pupils fear reporting him?

6. Why does he cheat in examinations?
7. Do you think Azim will be a good boy when he grows up?
8. Why is Azim doing that in the picture?
9. What would the teacher like to do to Azim?
10. What advice can you give to Azim?

WEEK EIGHT

Lesson 1

Use of you must not---

We use this structure when giving advice to people not to do certain things.
We also use it when giving strong warning to people

Examples

1. You must not disobey your teachers.
2. You must not pollute the environment.
3. You must not steal your friend's things.
4. You must not mistreat the animals at home.

Activity

Rewrite the sentences **beginning with:** You must not---

1. Fighting at school is bad.
2. Abusing others is bad.
3. Walking alone at night is dangerous.
4. Hiding other people's things is bad.
5. Smoking cigarettes is dangerous.
6. Drinking alcohol is unhealthy.
7. Sleeping in class is a bad habit.
8. Sleeping rudely to others is bad manners.
9. Stealing things is a crime.
10. Playing on the road is risky

Lesson 2

The use --- of --- because ---

Examples

1. You should not walk at night. Bad people might kill you.
You should not walk at night because bad people might kill you.

2. We should not have long finger nails. They keep germs.
We should not have long finger nails because they keep germs.

ACTIVITY

Join the sentences **using: --- because ---**

1. You should not throw stones while on the road. You can hit cars.
2. 2. You should not climb trees. You can fall down.
3. You should not play in class. You will not understand the work.
4. You should not write badly in class. You will not understand.
5. You should not write badly in class. The teacher will not understand you.
6. You should not smoke. It is bad for your health.
7. You should not drink unboiled water. You will fall sick.
8. You should not leave your food uncovered. Flies will fall on it.
9. You should not play with broken bottles. They might cut you.
10. You should not cut trees. The climate will change.

Lesson 3

COMPOSITION

Bad Behaviour

Pre-activities:

1. Vocabulary.

<i>rude</i>	<i>damage</i>	<i>dodge</i>	<i>Burn</i>	<i>steal</i>	<i>cheat</i>	<i>fight</i>
<i>abuse</i>	<i>unkind</i>	<i>quarrel</i>	<i>Lie</i>	<i>hit</i>	<i>careless</i>	<i>disobey</i>

2. Match correctly

- a) rude _____
- b) abuse _____
- c) damage _____
- d) steal _____
- e) careless _____
- f) lie _____
- g) fight _____

- ✓ *to harm or spoil something*
- ✓ *not giving enough attention*
- ✓ *to harm or spoil something*
- ✓ *to take part in a war; to struggle with*
- ✓ *say or write untruth.*
- ✓ *take something without permission*
- ✓ *showing lack of respect for people*

Lesson 4

Bad Behaviour

Write a descriptive composition about, **A badly behaved child.**

Paragraph 1: Explain what you understand by bad behaviour.

Paragraph 2: Mention and explain the different ways of bad behaviour by children. Give examples.

Paragraph 3: Explain what may happen to badly behaved children. Give examples.

Paragraph 4: Give a piece of advice to children who misbehave

LESSON 5

Composition

Good and Bad Behaviour

ACTIVITY 1

Vocabulary

<i>excuse</i> <i>polite</i> <i>behave</i> <i>behaviour</i> <i>obey</i>	<i>disobey</i> <i>obedient</i> <i>disobedient</i> <i>hate</i> <i>hatred</i>
--	---

ACTIVITY 2

Read and pronounce the words correctly

Use the words above to construct meaningful sentences.

ACTIVITY 3

Read sentences using: Can ...?

1. Can I borrow your ruler, please?
Yes, you can.
2. Can I use your rubber, please?
No, I am sorry. You can't.

WEEK NINE

QUESTION TAGS

A question tag is a short question that comes at the end of a statement.

We use a question tag to turn a statement into a question.

Question tags are used when the speaker wants to show his opinion, or belief, or What he thinks. He wants the listener to agree with him.

Types of question tags

1. Positive or affirmative question tags.
2. Negative question tags.

Positive or affirmative question tags:

- This is when the speaker's statement is positive and the question tag is negative.

Examples:

1. He is her, isn't he?
+ve (P) -ve (N)
2. You are Henry's friend, aren't you?
+ve (P) -ve (N)
3. I am coming, am I not", also aren't I?
+ve (P) -ve (N)

Requirements of question tags

1. There must be a comma separating the statement from the question tag.
2. There must be a question mark at the end of every question tag.
3. A question tag must begin with a small letter.

Exercise:

Add **question tags** to the following statements.

1. He is early this morning, -----?
2. They are sitting down, -----
3. You can swim well, -----?
4. Harry is crying, -----?
5. We are dancing, -----?
6. I am very quick, -----?
7. I am drinking tea, -----?
8. Justin ate the food quickly, -----?
9. The teacher teaches English, -----?
10. Bukola has many books, -----?
11. Barbra is too young, -----?
12. You can help him, -----?
13. He has finished, -----?

14. They are kneeling down, -----?
15. Andrea has gone to school, -----?
16. The was here, -----?
17. They always work hard, -----?
18. She is writing her name, -----?
19. You are killing them, -----?
20. It is raining, -----?

References:

1. **Essential workbook 4, pgs 69-70.**
2. **Mk precise Eng. Grammar, pgs 112-115**
3. **MK. Primary English Bk.4.**

LESSON 2

SHOPPING

Buying and Selling

Activity 1

Vocabulary

SHOPPING

Pre-activities:

1. Vocabulary

<i>some</i>	<i>kilogramme</i>	<i>packet</i>	<i>a few</i>	<i>cost</i>	<i>item</i>
<i>cheap</i>	<i>a litre</i>	<i>price</i>	<i>expensive</i>	<i>a bar</i>	<i>metre</i>

2. Use the words in sentences.

3. Write these words correctly

a) meso _____ b) ricep _____ c) retem _____ d) paehc _____

4. Conversation Practice:

Pearl goes shopping.

Pearl : Do you have any sweets, please?

Shopkeeper: Yes, I have some. How many packets would you like to buy?

Pearl : I would like three packets. How much money does each packet cost?

Shopkeeper: Each small packet costs one thousand shillings only.

Pearl: Here is two thousand shillings.

Shopkeeper: Here are the two packets of sweets and your change. Thank you very much.

Pearl: You are welcome.

Written Exercises:

Use these words in sentences

1. some
2. cheap
3. price
4. expensive.
5. cost

Lesson 3

Guided Conversation

The following conversation took place at Kyaliwajala Market between Simon and the trader. Study it and fill in what you think were Simon's words.

Simon: _____
 Trader: Good morning, young boy.
 Simon: _____
 Trader: The cost of a cake is one thousand shillings.
 Simon: _____
 Trader: No, I don't have any for five hundred shillings.
 Simon: _____
 Trader: Yes, I also sell crisps.
 Simon: _____
 Trader: A packet is five hundred shillings.
 Simon: _____
 Trader: With one thousand shillings you get one packet.
 Simon: _____
 Trader: Oh! You have one thousand five hundred shillings! You will get one cake and a packet of crisps.
 Simon: _____
 Trader: No, you don't have any change.
 Simon: _____
 Trader: Here they are. Thank you.
 Simon: _____

Mk. English Bk 4. By Mukulu Margaret

Activity 2

Read and pronounce the words correctly
 Use the vocabulary above to construct sentences.

Activity 3

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

Sells	costs	Any	Price	expensive
-------	-------	-----	-------	-----------

- The shopkeeper _____ goods in a shop.
- I don't have _____ money to buy a toy car.
- The _____ of sugar is written on the board.
- A kilogramme of rice _____ four thousand shillings.
- The phone is so _____ that I can't afford it.

Lesson 5

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

2 kgs of sugar	2,400/=
1 tin of shoe polish	2,000/=
3 litres of quencher	3,500/=

1 plate	1,000/=
1 fork	300/=
3 dozens of pens	3000/=
a half dozen of books	3000/=
a quarter dozen of pencils	350/=

Questions:

1. Whose shopping list is this?
2. How much will Dianah pay for two kilogrammes of sugar?
3. How many tins of shoe polish will Dianah buy?
4. How many books are in a half dozen?
5. How much money will Dianah spend on pencils?
6. How many litres of quencher will Dianah buy?
7. Will Dianah buy three dozen of pens?
8. What is the price of a plate?
9. How much money will Dianah pay for one fork?
10. How many items are on Dianah's shopping list?
11. What is the most expensive item on the list?

WEEK TEN

Lesson 1

The use of "much" and "many" in negative and interrogative sentences

Note: The difference between them is that:

- **"many" is used with countable nouns in plural.**

- **"much" is used with uncountable nouns.**

Examples:

1. much water.
2. much rice.
3. much sugar.
4. much oil.
5. much -----
6. much ----- etc.

- "much" is usually used with negative statements and questions.

Examples: --"Much" as used in negative statements.

1. There isn't much salt in my food.
2. There isn't much time left.
3. He hasn't much money.
4. We haven't much fuel.

"Much" as used in questions

1. Does she eat much food?
2. Is there much salt in your soup?
3. Does she have much work to do?
4. Do you have much sugar in your tea?

Note: Both **"much"** and **"any"** are used in negative statements and questions.

Example:

1. There wasn't any water in the tank.
- There wasn't much water in the well.

Exercise:

Use "much" instead or in place of "any"

1. The boys haven't taken any juice to the camp.

2. They didn't bring back any sand.
3. There isn't any milk left.
4. There isn't any salt in the bowl.
5. Is there any salt in the cupboard?
6. There isn't any salt in the cupboard.
7. Mary didn't buy any salt from the grocery.
8. There isn't any water in your body.
9. Teddy doesn't have any interest in her studies.
10. Katuntu hasn't eaten any food today.

Lesson 2

"MANY"

- "Many" is correctly used in front of plural countable nouns.

Examples:

1. many tables.
2. many trees.
3. many girls:
4. many people.
5. many cows.
6. many cars.
7. many books etc.

"Many" like "much" is used in negative statements and in questions as shown below.

"Many" like "much" as used in negative statements and questions as shown below:

1. I don't have many pencils in my pencil case.
2. Kato doesn't have many cows on his farm.
3. Keren doesn't have many friends.
4. They haven't many built houses.

"Many" as used in questions:

1. Are there many insects in the bush?
2. Have they bought many dresses?
3. Does she read many story books?
4. Are there many pupils in class? Etc.

Exercise

Fill in the gaps using "much" or "many".

1. How ----- girls are in your class?
2. How ----- money does she have in the bank?
3. How ----- litre of milk will the maid buy?
4. There isn't ----- food left in the store.
5. Were there ----- people in town today?
6. How ----- work did you do on Sunday?
7. Our team didn't score ----- goals during yesterday's match.
8. Did your parents give you ----- money?
9. She doesn't have ----- tea left in the tea-pot.
10. My mother didn't buy ----- things for the party at the weekend.
11. Our uncle doesn't have ----- children.
12. He didn't do ----- work yesterday.
13. She didn't spend ----- money on drinks.
14. We don't have ----- things to talk about.
15. There aren't ----- thieves in villages.

References

1. ***Std Revision Eng. Handbook, Pgs 59-60.***

2. Junior Eng. Comp. & Grammar, pgs 71-74.

Lesson 3

The use of how ___ much?

We use how much to find out the quantity, price or cost of an item.

We use **is** on uncountable items and **are** on countable items

Examples

1. How much is a kilogram of sugar?

2. How much are the books/

ACTIVITY

Make 8 correct sentences from the table below.

How much	Is are	Sugar? Water? Salt? The books? The pens? The shoes?
----------	-----------	--

Lesson 4

JANE GOES SHOPPING

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

Mrs. Sanyu sends Jane to the shop. She wants her to buy milk, sugar and a packet of tea leaves. She tells Jane to get a pencil and paper and list down the things she is to buy. Jane writes them down.

Mrs. Sanyu gives Jane some money and advises her to cross the road carefully. When Jane reaches the shop, she looks at the shopping list and asks the shopkeeper, "Do you have milk, sugar and tea leaves?" "I have them," says the shopkeeper. "How much sugar and milk do you want?"

"One kilogram of sugar, two litres of milk and a packet of tea leaves." Says Jane. The shopkeeper gives her a price list of those items. Jane gives the shopkeeper five thousand shillings and requests for her change. After all that, the shopkeeper packs the items in a bag and gives her a change of two thousand shillings and Jane leaves for home.

Answer the questions that follow **in full sentences**.

1. Who sent Jane to the shop?
2. Who was sent to the shop?
3. Why was Jane told to get a pencil and a paper?
4. What did Mrs. Sanyu want from the shop?
5. How much money was Jane given?
6. How many items did Jane buy?
7. How many kilogrammes of sugar did Jane buy?
8. How much did the three items cost?
9. How much money did Jane receive back?
10. Why did you think Mrs. Sanyu tell Jane to cross the road carefully?

Lesson 5

TIME (present perfect)

Our Trip to Entebbe

Pre-activities:

1. Vocabulary

<i>weather</i>	<i>beach</i>	<i>landing site</i>	<i>Stevenson screen</i>	<i>revenue</i>
<i>meteorology</i>	<i>gillnet</i>	<i>weather station</i>	<i>preserve</i>	<i>tax</i>
<i>meteorologist</i>	<i>storm</i>	<i>weather forecast</i>	<i>preservation</i>	<i>fishing</i>

Activities:

1. Reading, spelling and pronouncing these words

2. Dictation

Using these words in sentences

2. Match the words to their meanings.

weather

weather forecast...

meteorologist.....

beach.....

fishing.....

revenue.....

storm.....

preserve.....

- *very bad weather with strong wind and rain.*
- *to prevent something from going bad, to keep in good condition.*
- *money a government receives from taxes.*
- *the condition of the atmosphere at a given time and place.*
- *foretelling of future state of the atmosphere.*
- *an area of sand or small stones beside the sea or lake.*
- *the act of getting fish from a water body.*
- *a scientist who studies the atmosphere and weather changes.*

WEEK ELEVEN

Lesson One

THE PAST CONTINUOUS TENSE

The tense is used when we want to speak of an action that was going on or continuing in the past time.

The past continuous is used to denote an action going on at some time in the past.

"Was" is used with singular nouns or pronouns.

Examples:

1. Mustafa was reading a novel.

2. Shasha was cleaning the desks.

3. The dog was looking at the cat.

For activities that were continuous over a certain period of time.

Examples.

1. The girls were reading novels.
2. They were cleaning the desks.
3. The dogs were looking at the cats.

NB

Words such as "when", "while" and "as" are commonly used to join different actions.

Examples:

1. We were having supper when electricity went off.
2. They were digging while we were weeding.
3. Mother was cooking as father was ironing.

Was }
Were } **+ a verb in the continuous tense.**

Exercise

Change the verbs in the brackets to the past continuous tense and fill in the gaps

(Use was /were in the sentences)

1. Andrea was----- with her friends when the brother called her. (play)
2. We were----- our cassava garden while our father was picking coffee. (weed)
As I was----- through the bush, I saw a snake. (walk)
1. Paul was----- for her uncle when a taxi knocked him. (wait)
2. Mother was----- supper when the visitors arrived. (prepare)
3. As I was----- to school, it started raining. (go).
4. Paul and Pinto were----- the garden all day long. (dig).
5. I fell down while I was----- to school. (run)
6. As we were-----, the guests left. (dance)
7. For the whole of last week, the children were----- their exams. (do)
8. The children were----- when the Lord Mayor arrived at school. (study)
9. The power went off while they were----- television. (watch).
10. When I met them, they were----- to Mombasa. (travel)
11. I met the boys when they were----- their bicycle. (ride)
12. He was----- as children when he fell off the bicycle. (bring).

References:

1. ***Brighter Grammar Bk 2, pages 42-44***
2. ***High school English Grammar and Composition, pages 73-74.***
3. ***MK Precise Eng. Gram, pgs 72 and 82-83.***

Lesson Two

Pre-activities:

1. Vocabulary

Continue	Hold	was	bite off	eat	Were
While	Swing	when	read	as	Hide

Activities

- a) Reading, spelling and pronouncing the words well.
- b) Spelling game
- c) Using the words in sentences correctly

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

1. I saw her when she was _____. (drive)
2. While we were _____, they called us. (hide)
3. As I was _____ the food choked me. (eat)
4. They were _____ maize while the rain was falling. (eat)
5. Monkeys were _____ from branch to branch. (swing)
6. We were _____ our hands when he came. (hold)

Lesson 3

The use of "as", "while" and "when" in the past continuous tense.

- "As", "while" and "when" are conjunctions.

Conjunctions are joining words.

They are used to join different sentences together.

The word may appear at the beginning of the sentence or in the middle of the sentence.

When they come at the beginning of the sentence, a comma is needed.

A comma is not needed when the word appears in the middle of the sentence.

Examples:

1. "while"

He fell down. He was running

- a) While Shawn was running, he fell down.
- b) Shawn fell down while he was running.

2. "as"

They were saying prayers. Electricity went off.

- a) As they were saying prayers, electricity went off.
- b) Electricity went off as they were saying prayers.

3. "when"

Deus knocked at the door. James and John went into hiding.

- a) When Deus knocked at the door, James and John went into hiding
- b) James and John went into hiding when Deus knocked at the door.

Exercise:

Rewrite the sentences as instructed in brackets.

1. I was playing. I hurt myself.
 - a) (Begin: As ---)
 - b) (Use: --- as --)
2. We were working. She was playing
 - a) (Use: --- while ---)
 - b) (Begin: While --)
3. Eve was singing. Ruth was reading
 - a) (Begin: While ---)
 - b) (Use: --- while ---)
4. The teacher entered class. The children stood up to greet him.
 - a) (Begin: When ---)
 - b) (Use: --- when ---)
5. She was playing while I was reading.
 - a) (Begin: As --)
 - b) (Begin: While ---)
 - c) (Use: --- as --)
6. Evander was singing. Roberto was playing.
 - a) (Begin: While ---)
 - b) (Begin: When ---)
 - c) (Begin: As ---)

7. The car overturned as they were travelling to Mbarara.
(Re-write and begin: As ---)
8. Amos had an accident while walking in the taxi park. (Begin: While --)
9. Nobody was there when he reached home. (begin: When ---)
10. Teddy switched off the lights. The teacher went out. (Use: --- when --)

Reference:

1. **Teachers collection**
2. **P.4 English syllabus, page 19**

WEEK 12

Lesson 1

TIME

The use of: -----too ----- to -----

"The conjunction **too** is always used to express a **negative idea**.

When "too is used, it is followed by "to".

When joining two sentences with the same subject, the subject in the second Sentence doesn't have to be mentioned gain.

Examples:

1. He is quite young. He cannot go out by himself.
He is too young to go out by himself.
2. He is very tired. He cannot travel any further.
He is too tired to travel any further.

Exercise:

Rewrite the sentences below and join using: --- too --- to ---

1. The cow is very old. It cannot give us enough milk.
2. The car is very old. It cannot carry a heavy load.
3. The donkey is very weak. It cannot lift the load up the mountain.
4. He was very ill. He could not speak clearly.
5. He was slow. He did not finish the exercise.
6. The man was very silly. He could not understand anything.
7. Atim was very short. He could not touch the ceiling.
8. Kamau was very excited. Kamau could not think correctly.
9. Our cat is very lazy. It cannot catch mice.

Join the sentences using: --- too --- for – to ---

8. The bone is very hard. Our dog cannot eat it.
9. The load is very heavy. The porter cannot carry it.
10. The tea is very hot. The young girl cannot drink it.
11. The test was very difficult. The children could not pass it.
12. The luggage was very heavy. Mariam could not lift it.
13. The roof is very high. Joseph cannot touch it.
14. The river was very fast. We could not swim across it.
15. Paddy is very young. He cannot lift a bag of cement.
16. French is very hard. I can't pass it.
17. The tree is very big. Young boys can't climb it.
18. A rabbit is very fast. It can't be caught by a dog.

References:

1. **Read and write English. Std 4, pgs 37-38**
2. **MK Precise Eng. Gram, pgs 137-138**

Lesson Two

The use of: --- enough to ---

"Enough" is usually used after an adjective or an adverb, but it stands before a noun.

Unlike "too", "enough" always has an affirmative / positive meaning.

Examples:

1. He ran fast. He won the race.
He ran fast enough to win the race.
2. The wind was very strong. It blew off the roof of the house.
The wind was strong enough to blow off the roof of the house.
3. Kennedy is very young. He can't go to school.
Kennedy is not old enough to go to school.

Exercise:

Join these sentences using: --- enough to ---

1. Alupo is very strong. He will lift the sack alone.
2. Doreen is very clever. She will get a first grade.
3. She is very old. She can walk through the town alone.
4. He is very skilled. He can repair a computer.
5. He is quite tall. He can touch the ceiling.
6. The hole was very deep. It broke her leg.
7. The headmaster was very kind. He allowed out to study freely.
8. The food is not ready. The children cannot eat in time.
9. The rain is very heavy. The crops will germinate.
10. The doctor was very fast. He operated on many patients.
11. Tonny is very rich. He can buy a ship.
12. The children are very clever. They can pass the test.
13. The porter was very foolish. He did not save any money.
14. He has many video tapes. They keep him busy.
15. My father is very strong. He can fight Golola.

Reference:

Mk Precise English Grammar, pages 134-136

Lesson Three

The use of – so ... that---

This conjunction is used when one wishes to state the reason of doing something.

Examples:

It is very cold. We cannot go out.

It is so cold that we cannot go out.

1. The food is very tasty. Everybody is enjoying it.
The food is so tasty that everybody is enjoying it.
2. He was very rich. He bought the whole village.
He was so rich that he bought the whole village.

EXERCISE

Join these sentences using: --- so --- that ---

1. A lion is very dangerous. Everybody fears it.
2. Mukunde's wedding was very interesting. The visitors didn't want to go home.
1. The dog is very fierce. All the children fear it.
2. Mulondo is very honest. Everybody respects him
3. Our class is very quiet. Everybody is busy.
4. Grace was very hardworking. She was able to pass the test.
5. Aeroplanes are very expensive. Very few people can buy them.
6. The lemon was very sour. I couldn't eat it.
7. He was very angry. He could not speak to me.
8. I am very excited. I cannot settle to do my work.
9. The test was very difficult. All the children failed it.
10. The tea was very hot. We could not take it immediately.
11. The weather was very hot. We could not get out to play.
12. Our teacher is very clever. He can tell you the answer.
13. Father was very angry. He could not speak to me.
14. He was very popular. He was elected the president.
15. The man was very old. He could not walk on his own.
16. She revised very hard. He cannot sleep very well.
17. Ofwono is very tall. He cannot sleep on that bed.
18. The book is very difficult. Nobody can understand it.

References

1. **MK Precise Eng. Grammar, pgs 126-128**
2. **Essential work book 5, pgs 52-53**

Lesson Four

Guided composition

Study the story below and complete it with words from the following list.

<i>living</i>	<i>thinking</i>	<i>raining</i>	<i>wondering</i>	<i>sleeping</i>
<i>developing</i>	<i>threatening</i>	<i>laughing</i>	<i>having</i>	<i>happening</i>

Long ago, Mr. Cock and Mr. Leopard were _____ together in the same village. Let's see how they separated.

Every animal knew that Mr. Cock was _____ fire on his head. He was always _____ that he would burn anyone who went near.

One night, it rained heavily. As it was _____, the leopard was _____ of where to get fire to cook food for his children. While he was _____ a plan, he remembered that his friend, Mr. Cock had fire on his head.

He quickly picked up some dry grass and went to Mr. Cock. All that was _____ while the cock was _____.

On reaching there, he decided to get fire without getting permission.

He quietly put the dry grass on Mr. Cock's comb. But there wasn't any fire! Then he was tempted to touch it. Mr. Leopard was shocked; the comb was as cold as ice! Mr. Leopard burst into laughter. As he was _____, the cock woke up. He tried to scare off the leopard but in vain. As the cock was trying to scare off the leopard, he laughed even more loudly. The leopard's children were _____ how brave their father was!

When the cock realized that his trick had been known, he fled to a person's home; up to today

Lesson Five

Dialogue

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

PAULENA FORGIVES ROLAND

Cynthia: Why were you unhappy yesterday?

Paulena: I was unhappy because my book got torn.

Cynthia: Who tore it?

Paulena: Roland tore it.

Cynthia: Why didn't you tell him to buy for you a new one?

Paulena: I didn't tell him to buy a new one because he apologized.

Cynthia: I am sure he didn't even have the money.

Paulena: We should always forgive those who apologize to us.

Cynthia: You are right, my friend.

Questions

1. Why was Paulena unhappy yesterday?
2. To whom was Paulena talking?
3. Who tore Paulena's book?
4. How is Paulena related to Cynthia?
5. Why didn't Paulena tell Roland to buy for her a new book?
6. What should one do when one apologizes?
7. How many people are taking part in the dialogue?
8. What is the title of the poem?
9. When did Paulena's book get torn?
10. Give the opposite of unhappy?