

**TOPIC: DESCRIBING PEOPLE AND OBJECTS****LESSON 1****S. TOPIC: DESCRIPTION OF PEOPLE****Vocabulary****Read and spell**

- |             |         |
|-------------|---------|
| ▪ bad       | ▪ black |
| ▪ good      | ▪ brown |
| ▪ beautiful | ▪ tall  |
| ▪ ugly      | ▪ short |

**Dictionary work**

Look up the meanings of the words below

Vocabulary	Meaning
1. bad	
2. good	
3. beautiful	
4. ugly	
5. black	
6. brown	
7. tall	
8. short	

**Exercise:**

Complete the table below correctly

Positive	Comparative	Superlative
good	better	_____
bad	_____	worst
beautiful	more beautiful	_____
ugly	_____	_____

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

- Sam is a \_\_\_\_\_ boy. (llat)
- Anna is a \_\_\_\_\_ girl. (rtsho)
- She is not ugly, she is \_\_\_\_\_. (fulbeauti)
- A thief is not a \_\_\_\_\_ person. (gdoo)

**Rewrite the sentences giving the opposites of the underlined words.**

5. Tom is a handsome boy.

\_\_\_\_\_

6. Our teacher is smart.

\_\_\_\_\_

7. Mary is a polite girl.

\_\_\_\_\_

8. Moses is the shortest boy in our class.

\_\_\_\_\_

**Vocabulary**  
**Read and spell**

**LESSON 2**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>fat</li> <li>thin</li> <li>kind</li> <li>cruel</li> <li>polite</li> </ul> | <ul style="list-style-type: none"> <li>shabby</li> <li>smart</li> <li>rude</li> <li>sad</li> </ul> |
|--|--|

**Dictionary work**

Look up the meanings of the words below

Vocabulary	Meaning
1. fat	
2. thin	
3. kind	
4. cruel	
5. polite	
6. smart	
7. rude	
8. sad	
9. shabby	

**Exercise:**

Complete the table below correctly.

Positive	Comparative	Superlative
kind	kinder	kindest
polite	_____	_____
smart	_____	_____
thin	_____	_____

**Arrange in ABC order.**

1. shabby, polite, tall, ugly

\_\_\_\_\_

2. kind, smart, fat, brown

\_\_\_\_\_

3. shabby, brown, black, smart

\_\_\_\_\_

**Make correct sentences using the given words.**

4. smart \_\_\_\_\_

5. shabby \_\_\_\_\_

6. polite \_\_\_\_\_

**Language structure:****Both.....and..... are****Examples**

1. Ogola is kind. Opusi is kind.

→ Both Ogola and Opusi are kind.

2. Kato is thin. Waiswa is thin.

→ Both Kato and Waiswa are thin.**Using: ...both....and.....****Examples:**

1. Bosco is big. Bosco is short.

→ Bosco is both big and short.

2. Joan is polite. She is also kind.

→ Joan is both polite and humble.**Exercise****Join the sentences below beginning: Both.....and.....are.....**

1. Tukakira is a smart boy. Tugume is a smart boy.

2. Shilla is smart. Sandra is smart.

3. My uncle is handsome. My friend is handsome.

4. Stephen is a wise man. Solomon is a wise man.

5. Ugandans are very good people. Rwandans are very good people.

6. Cheptai is a fast runner. Kiprotich is also a fast runner.

**Join the sentences using ...both...and...**

7. Mr. Kimuli is smart. Mr. Kimuli is tall.

8. Mpaaka is very hard-working. Mpaaka is very honest.

9. Nalumansi is brown. Nalumansi is short.

10. Bulele is wise. Bulele is also polite.

Language structure:

LESSON 4

Using: Some.....are.....and others are .....

Examples:

1. Some boys are short and others are tall.
2. Some people are rude and others are polite.
3. Some pupils are hard-working and others are lazy.

Exercise:

Form 10 correct sentences from the table below.

Some	boys	are	tall	and others	humble
	women		kind		cruel
	pupils		dark-skinned		short
	men		lazy		hard-working
	girls		proud		impolite
	people		polite		good
	teachers		smart		foolish
	policemen		bad		dull
	parents		clever		shabby
	children		wise		light-skinned

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## THE PRESENT SIMPLE TENSE

### LESSON 5

- Also known as everyday tense.  
This tense is used for an action that is done regularly.  
Words like; usually, generally, every day, sometimes, always, etc., are used with the tense.
- Singular nouns or pronouns take verbs which have "s" or "es" or "ies" added to them.  
Verbs used with plural nouns or pronouns do not have "s", "es", "ies".
- Examples:
  - i. I get up every day at five o'clock.
  - ii. The sun rises in the East.
  - iii. He comes to school by bus daily.
  - iv. My watch keeps good time.

### Exercise

**Use the verbs in brackets in the present simple tense to complete the sentences correctly.**

1. She.....me daily. (help)
2. A friend.....a piano. (play)
3. The farmer.....in the field. (work)
4. He.....at the pictures every day. (look)
5. We.....to the music. (listen)
6. James.....letters to his friend. (write)
7. She.....pictures. (draw)
8. We.....a song at the assembly. (sing)
9. The baby.....dinner at 6.00 o'clock every day. (eat)
10. It.....every march. (rain)
11. The cat.....in the seats. (sleep)
12. I.....my breakfast early. (eat)
13. He.....English fluently. (speak)
14. We.....teeth after every meal. (brush)
15. The boy.....his homework early. (finish)
16. The maid.....me in my work. (help)
17. John.....his bicycle every evening. (ride)
18. He usually.....exercises during P.E. (ride)
19. Mr. Mululu.....a lot of food. (eat)

## AFFIRMATIVE, NEGATIVE AND INTERROGATIVE SENTENCES IN THE PRESENT SIMPLE TENSE

An affirmative expresses agreement (yes)

A negative sentence expresses refusal / denial (no / not)

Interrogative sentences ask questions with questioning words like, what, why, how, when, who, which, which, where etc.

To begin interrogatives at times we use helping verbs like do, does, is, did, had, has, have, will, was, etc.

### NB

A questions mark is always put at the end of an interrogative sentence.

Interrogative sentences in the present simple tense begin with 'Do' or 'Does'.

### Examples

1. He plays football.  
He does not play football.  
Does he play football?
2. There is some water in the pot. (affir)  
There isn't any water in the pot. (negative)  
Is there any water in the pot? (interr)
3. Lule works very hard these days.  
Lule doesn't work very hard these days?  
Does Lule work very hard these days?

Activity:

Rewrite these sentences in to negative and interrogative.

1. He eats some apples.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
2. There is somebody in the classroom.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
3. Jane has new shoes.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
4. I have more money in my pocket.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
5. They play football every evening.  
a) \_\_\_\_\_  
b) \_\_\_\_\_

**Rewrite these sentences in affirmative.**

6. Does anybody wait for me outside?

---

7. She is not a Ugandan.

---

8. We don't have any sugar in the bowl.

---

9. Do they eat any mangoes?

---

10. Does he keep the duster anywhere in this class?

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**QUESTION TAGS IN THE PRESENT SIMPLE TENSE**

**LESSON 7**

**Definition**

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

Question tags are used when the speaker wants to show his opinion, belief or what he thinks.

**NB**

Positive statements take negative question tags, whereas negative statements take positive question tags.

**Requirements for question tags**

There must be a comma separating the statement from the question tag.

There must be a question mark at the end of every question tag.

A question tag must begin with a small letter.

**Examples:**

1. He plays football, doesn't he?
2. The baby cries every night, doesn't it?
3. The children are learning, aren't they?
4. Musa does not write well, does he?
5. Daddy and Mummy don't go to town every day, don't they?

**Activity:**

**Supply the suitable question tag.**

1. I go to school every day, .....?
2. You are eating hurriedly, .....?
3. She buys cookies every day, .....?
4. Mary is not my friend, .....?
5. We are not learning English, .....?
6. Denis does not bathe every day, .....?
7. It is raining heavily, .....?

8. The pupils revise their notes,.....?

**Rewrite supplying the correct tag.**

9. Our teacher comes to school early.

10. Moslems don't eat pork.

11. The maid helps me in homework.

12. Moses doesn't write letters to his friends.

13. We sing anthems on the assembly.

## ACTIVE AND PASSIVE VOICE IN THE PRESENT SIMPLE TENSE

### LESSON 8

#### Definition

Active voice is a voice which clearly indicates the doer (subject) and the receiver (object) of the action of the verb.

Passive voice is a voice which shows or emphasizes the receiver (object) and the action of the verb.

NB: When changing from active to passive in the present simple tense, we use

Is + perfect of main verb.

Are + perfect of the main verb.

Am + perfect of the main verb.

#### Examples

1. The dogs chase a goat every day ( active)  
A goat is chased by the dogs every day (Passive)
2. They wash their cups. ( Active )  
Their cups are washed. (passive)

#### Activity

**Change the following sentences in to passive form of the present simple.**

1. I love Judith.

2. Lions eat meat.

3. Acon learns mathematics.

4. Stellah plays hockey.

5. Those girls sing nice songs.



**Rewrite the following sentences in to active voice.**

6. The black board is cleaned by John every day.

---

7. Doctors are helped by nurse all the time.

---

8. Rats are eaten by cats.

---

9. People are driven in long vehicles some times.

---

10. The pen is refilled by Sam every month.

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**Aspect: Comprehension (Reading)**

**LESSON 9**

**Topic: Describing People and Objects**

**Teachable unit: Passage**

**Answering guidelines**

1. Read the instructions carefully and do as required.
2. Identify questioning words e.g. what, how, why, when, which, whose, whom, where.
3. Identify the tense markers e.g. will, shall, did, do etc.
4. Do not use a pronoun at the beginning of the answer for a noun mentioned in the question.
5. The questions beginning with helping verbs **should** be answered beginning with yes or no.
6. Think /opinion questions **should** always attract think answers.
7. Always take note of the determining prepositions e.g. at, on, in, by etc.
8. Maintain articles used in the questions.
9. Always **underline** and **number identified** answers before answering
10. The words of the title should always be written in capital letters.
11. Always maintain the tenses used in questions.

**Read the passage and answer the questions about it in correctly.**

**THE BLACK BEAUTY QUEEN**

Last year in April, twenty girls took part in a beauty contest. The beauty contest took place at Kyobe Learning Centre. Regina, my elder sister was one of the twenty girls in the contest. She was asked to join this contest by her friends. They always called her the "*Black Beauty Queen*" because of her beautiful black skin colour. Regina was also clever and smart.

On the day of the contest, Regina wore a red dress with black patterns. She looked very beautiful in it. At exactly 2:00p.m, the contest began. The judges had to choose the winner.

At 6:00p.m, the judges started reading out the results. All the people in the audience were eager to know the winner. The winner was to take the best prize which was a car.

The announcer began with the contestant in the last position. He said, "The contestant in the 20<sup>th</sup> position is Regggg..... Regggg....." On hearing this, Regina closed her eyes and covered the face in shock.

After a minute of silence, the announcer said the full name as "Regious" This girl had a name almost similar to that of Regina but it wasn't Regina's.

Announcing of the results went on for almost an hour. Finally they announced Regina as the winner. All of us jumped off our seats shouting with joy. Regina was then crowned "Miss Kyobe" and was handed over the new car. She was very happy.

### **Questions**

1. When did the contest take place?

\_\_\_\_\_

2. Where did the beauty contest take place?

\_\_\_\_\_

3. How many girls took part in the beauty contest?

\_\_\_\_\_

4. Who asked Regina to take part in the beauty contest?

\_\_\_\_\_

5. What does Regina's friend call her?

\_\_\_\_\_

6. At what time did the judges start reading the results?

\_\_\_\_\_

7. Which prize were the girls competing for?

\_\_\_\_\_

8. Who won the best prize?

\_\_\_\_\_

9. Why do you think Regina won the beauty contest?

\_\_\_\_\_

10. Give another word to mean the same as the underlined word in the passage.  
handed over \_\_\_\_\_

**Aspect: Comprehension**

**Topic: Describing People and Objects**

**Teachable unit: Poem**

**Read the poem below and answer the questions that follow.**

A Real Man!

I once visited this man,

**LESSON 10**

A tall and strong man,  
Happy to be born black,  
Because black is power.

I once talked to this man,  
A wise and clever man,  
Happy to be educated,  
Because education is the key to success.

I once worked with this man,  
A fast and steady man,  
Talking less and working more,  
Because time waits for no man,

**Bridget Namulondo**

**Questions:**

1. What is the poem about?

\_\_\_\_\_

2. Why is the man happy to be born black?

\_\_\_\_\_

3. What does this man say about education?

\_\_\_\_\_

4. Why does this man talk less and work more?

\_\_\_\_\_

5. What type of man did Bridget talk to in stanza two?

\_\_\_\_\_

6. Give another word to mean the same as happy?

\_\_\_\_\_

7. How many stanzas make up this poem?

\_\_\_\_\_

8. What kind of man did the writer work within the last stanza?

\_\_\_\_\_

9. Who is the poetess?

\_\_\_\_\_

10. What do you learn from this man?

\_\_\_\_\_

11. What is the title of this poem?

\_\_\_\_\_

**Aspect: Comprehension (Reading)**  
**Topic: Describing People and Objects**

**LESSON 11**

## Teachable unit: Dialogue

A dialogue is a talk between two people or parties.

### A dialogue

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

**Allen:** Have you seen the new girl in our class?

**Opio:** Oh yes! She is slender with long black hair.

**Allen:** Her name is Radica.

**Opio:** Radica is such a beautiful and smart girl.

**Allen:** I like people who are smart like her.

**Opio:** Should we introduce ourselves to her?

**Allen:** Yes, we should.

### Questions

1. Who are talking in the dialogue?

---

2. What is the name of the new girl in the dialogue?

---

3. How does the girl look?

---

4. Which people does Allen like?

---

5. What did Opio and Allen decide to do to the new girl?

---

6. How many people are talking in the dialogue?

---

7. Give the opposite of these words.

i. long

---

beautiful

---

**TOPIC: DESCRIBING PEOPLE AND OBJECTS****LESSON 1****S. TOPIC: DESCRIPTION OF OBJECTS****Vocabulary****Read and spell**

<ul style="list-style-type: none"><li>• flat</li><li>• round</li><li>• colour</li><li>• oval</li></ul>	<ul style="list-style-type: none"><li>• triangular</li><li>• square</li><li>• rectangular</li><li>• circular</li></ul>
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**Dictionary work**

Look up the meanings of the words below

Vocabulary	Meaning
1. flat	
2. round	
3. colour	
4. oval	
5. triangular	
6. square	
7. rectangular	
8. circular	

**Exercise:**

Complete the sentences using the correct words.

1. Our dining table is \_\_\_\_\_ in shape. (alvo)
2. Some television sets are \_\_\_\_\_ (rectangular)
3. What is the \_\_\_\_\_ of your uniform? (louroc)
4. The island is roughly \_\_\_\_\_ in shape. (larcircu)
5. She could not stop the balls from going \_\_\_\_\_. (nduro)

Use the correct form of the given word in brackets.

6. Otim bought \_\_\_\_\_ breads yesterday. (triangle)
7. Our classroom has a \_\_\_\_\_ shape. (rectangle)
8. What is the \_\_\_\_\_ of that bench? (long)
9. This desk is the \_\_\_\_\_ of the two. (heavy)
10. How \_\_\_\_\_ this magazine is! (beauty)

## Vocabulary

## LESSON 2

### Read and spell

• hard	• long
• soft	• short
• heavy	• rough
• light	• smooth

### Dictionary work

Look up the meanings of the words below

Vocabulary	Meaning
1. hard	
2. soft	
3. heavy	
4. light	
5. long	
6. short	
7. rough	
8. smooth	

### Exercise:

Complete the table below.

Positive	Comparative	Superlative
hard	harder	_____
soft	_____	softest
heavy	_____	_____
light	_____	_____

**Rewrite the sentences giving the opposites of the following words.**

1. John is so weak that he cannot carry this heavy box.

\_\_\_\_\_

2. This road is too wide to accommodate three vehicles.

\_\_\_\_\_

3. My father bought a new radio yesterday.

\_\_\_\_\_

4. I saw a very ugly bird on the tree.

\_\_\_\_\_

5. What a smooth floor this is!

\_\_\_\_\_

6. This piece of wood is very soft.

\_\_\_\_\_

Language structure:

LESSON 3

Are the.....hard? Yes, the..... are..... / No, the..... are not.....

Examples

1. Are the stones heavy?  
Yes, the stones are heavy.
2. Are walls soft?  
No, walls are not soft.

**Exercise**

Use the words in brackets to answer the questions below.

1. Are the chairs light? (yes)  
\_\_\_\_\_
2. Are the items heavy? (no)  
\_\_\_\_\_
3. Are the clothes soft? (yes)  
\_\_\_\_\_
4. Are their skins hard? (no)  
\_\_\_\_\_
5. Are the tables long? (yes)  
\_\_\_\_\_
6. Are the roads rough? (yes)  
\_\_\_\_\_

Language structure:

LESSON 4

His/ her/Peter's..... is.....

**Example**

1. Peter has an oval ball.  
→ Peter's ball is oval.
2. Alice has round stools.  
→ Alice's stools are round.

**Exercise**

Rewrite the sentences beginning with a possessive subject.

1. I have a round head.  
\_\_\_\_\_
2. John has a flat plot of land.  
\_\_\_\_\_
3. \_\_\_\_\_
4. She always has colourful birthday parties.  
\_\_\_\_\_
5. He has a rectangular table.  
\_\_\_\_\_

6. They have black hair.

7. Juliet has a rough skin.

8. Marvin has a flat television.

## COMPARISON OF ADJECTIVES

### LESSON 5

Adjectives are compared using three degrees i.e. The positive, comparative and superlative degree.

Short adjectives take ---er for comparative and --- est for superlative degree.

a) Positive	comparative	superlative
small	smaller	smallest
short	shorter	shortest
nice	nicer	nicest
long	longer	longest
pretty	prettier	prettiest

b) *Some adjectives double the last consonant before adding -er and -est.*

fat	fatter	fattest
thin	thinner	thinnest
big	bigger	biggest
slim	slimmer	slimmest

c) *Those which change their 'Y' into i—er and -est*

ugly	uglier	ugliest
lofty	loftier	loftiest
happy	happier	happiest
heavy	heavier	heaviest

d) *Most two syllable and three syllable adjectives form their comparatives and superlatives by adding more and most respectively.*

handsome	more - handsome	most handsome
ignorant	more ignorant	most ignorant
active	more active	most active.

### Irregular comparisons

These change the whole word.



Positive	comparative	superlative
bad	worse	worst
good	better	best
late	later	latest
little	less	least
old	older	oldest
	elder	eldest
many/much	more	most

### Exercise:

**Use the correct form of the words given in brackets to complete the sentences.**

1. Our class is much \_\_\_\_\_ than theirs. (big)
2. It was the \_\_\_\_\_ the of my life. (happy)
3. This car is certainly \_\_\_\_\_, but it is much more expensive. (good)
4. That is the \_\_\_\_\_ movie I have watched this year. (good)
5. Angela is the \_\_\_\_\_ of my two sisters. (old)
6. Joan is one of the \_\_\_\_\_ people I have ever met. (polite)
7. Chinese is \_\_\_\_\_ than English. (difficult)
8. I am \_\_\_\_\_ at Maths than my best friend. (bad)
9. Of the twins, Wasswa is the \_\_\_\_\_. (clever)
10. Masaka is beautiful, but Kampala is \_\_\_\_\_. (beautiful)
11. Charlie is the \_\_\_\_\_ pupil in our class. (noisy)
12. "Avator" is the \_\_\_\_\_ film I have ever watched. (interesting)
13. June is \_\_\_\_\_ than May, but August is the \_\_\_\_\_. (hot)
14. The Mount Everest is the \_\_\_\_\_ mountain. (high)
15. Pizza is \_\_\_\_\_ than rolex. (good)

### Sentence patterns with comparatives

### LESSON 6

Comparatives are used when comparing two people, things, items, situations etc.

The addition of - r, er, ier or more is essential

The conjunction than is commonly used in such instances depending on the structure of the sentence.

### Examples

- Fatuma is shorter than Alice.
- Our teachers are more active than yours.

### **Without using than**

- Of the twins, Kato is the weaker.
- Allan is the more handsome of the two boys.

### **Avoid**

.....more + another comparative e.g. more smaller  
more is used with long positive adjectives e.g. more beautiful

### Activity

**Complete these sentences by inserting the correct comparatives of the adjectives in brackets**

1. Joseph is \_\_\_\_\_ than Kato. (clever)
2. Otim is \_\_\_\_\_ than his brother. (wise)
3. A wrestler is \_\_\_\_\_ than a herdsman. (strong)
4. Athieno is \_\_\_\_\_ than her sister. (thing)
5. He is \_\_\_\_\_ than my dad. (rich)
6. She is \_\_\_\_\_ than my mother. (short)
7. The bad boy is \_\_\_\_\_ than the gate man. (mart)
8. Tonny is \_\_\_\_\_ than his brother. (bright)
9. Rehama is \_\_\_\_\_ than Chelimo. (fast)
10. My mother is \_\_\_\_\_ than my aunt. (gat)
11. George is \_\_\_\_\_ than me. (stubborn)
12. Amelia is \_\_\_\_\_ than Teddy. (pretty)
13. The girls are \_\_\_\_\_ than the boys. (many)
14. Our teacher is \_\_\_\_\_ than all of us. (happy)
15. Nina is \_\_\_\_\_ than Olivier. (tiny)
16. My condition is \_\_\_\_\_ than it was. (bad)
17. James is Mary's \_\_\_\_\_ brother. (old)
18. The \_\_\_\_\_ of the twins is Apio. (short)
19. His watch is \_\_\_\_\_ than mine. (expensive)
20. She \_\_\_\_\_ composition than yours. (good)
21. The chief guest arrived \_\_\_\_\_ than expected. (early)
22. A crested crane is \_\_\_\_\_ than a peacock. (graceful)
23. The bursar gave me \_\_\_\_\_ money than I expected. (little)
24. Dr. Asiimwe is \_\_\_\_\_ than any other doctor in Uganda. (thin)
25. The more money he spent on alcohol, the \_\_\_\_\_ the became. (poor)

### **The use of ....than.....**

### **LESSON 7**

The comparative conjunction '**than**' is used in the comparative degree. It is used after comparative adjectives.

### **Note:**

The word "more" is used before longer adjectives such as; beautiful, important, wonderful,

difficult, dangerous, valuable, courageous, industrious, etc.

**Examples:**

Join the following sentences using:.....than.....

1. Halima is smart. Joyce is smarter.  
Joyce is smarter than Halima.
2. Our team is strong. Their team is stronger.  
Their team is stronger than ours.
3. Okello is very hard-working. Opulisi is very hard-working.  
Opulisi is more hard-working than Okello.
4. Rebecca is very lazy. Rachael is lazy.  
Rebecca is lazier than Rachael.

**Exercise:**

Join using .... than....

1. James is faster. Jacob is fast.  
\_\_\_\_\_
2. The goalkeeper was careful. The striker was more careful.  
\_\_\_\_\_
3. The coach is active. The teacher is very active.  
\_\_\_\_\_
4. Marvin is tall. Moses is very tall.  
\_\_\_\_\_
5. This ball is blacker. That ball is black.  
\_\_\_\_\_
6. Tennis is interesting. Football is very interesting.  
\_\_\_\_\_
7. The defender is quick. The striker is quicker.  
\_\_\_\_\_
8. Tom is clever. Tony is cleverer.  
\_\_\_\_\_
9. Joshua is more cheerful. Hakim is cheerful.  
\_\_\_\_\_
10. Our volleyball team is busy. Their volleyball team is very busy.  
\_\_\_\_\_

**Language structure:**

**LESSON 8**

Using.....as .....as...../ ..... not as .....as

a) as .....as

This... as .....as ...conjunction is used when comparing things or people which are of the same strength.

b) When comparing things or people of different strength; we say, .....not as.....as.....

**NB.**

After .....as .....as , any pronoun used should be in a nominative case. e.g. I, they, she, he, it, you

**Examples:**

1. This stick is long. That stick is long.  
→ This stick is as long as that one.
2. Francis is old. Muntu is also old.  
→ Francis is as old as Muntu.
3. Uganda is beautiful. Rwanda is more beautiful.  
→ Uganda is not as beautiful as Rwanda.
4. Kibera village is dangerous. Kivuulu village is also dangerous.  
→ Kibera village is as dangerous as Kivuulu.
5. Musoke is more handsome than Musisi.  
→ Musisi is not as handsome as Musoke.

**Exercise**

**Join the sentences using "as.....as...../ ....not as.....as....."**

1. The exam was easy. It was like the one they did.  
\_\_\_\_\_
2. Today's weather is bad. It is like yesterday's.  
\_\_\_\_\_
3. My novel is interesting. His is also interesting.  
\_\_\_\_\_
4. Sandra is beautiful. Sarah is also more beautiful.  
\_\_\_\_\_
5. Oketcho is two metres tall. Ouma is two metres tall.  
\_\_\_\_\_
6. He is a cunning boy. He is like a fox.  
\_\_\_\_\_
7. This room is big. That room is small.  
\_\_\_\_\_
8. My sister is proud. I am also proud.  
\_\_\_\_\_
9. The boys were active. The girls were very active.  
\_\_\_\_\_
10. Samantha is very hard-working. She is like her mother.  
\_\_\_\_\_

**Aspect: Comprehension (Reading)**  
**Topic: Describing People and Objects**  
**Teachable unit: Dialogue**

**LESSON 9**

Activity:

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

**Eunice:** Good morning, sir?

David: Good morning, madam?

**Eunice:** How much is this oval dining table?

David: This dining table costs three hundred thousand shillings.

**Eunice:** How about the square one?

David: That one is at one hundred fifty thousand shillings.

**Eunice:** I will take the oval one. It has soft chairs.

David: You have made a good choice, madam.

**Questions:**

a) When did the conversation take place?

---

b) Who are the people taking parts in the conversation?

---

c) How much is the oval dining table?

---

d) Who was the first person to talk?

---

e) How many people are talking in the dialogue?

---

f) Which dining table is cheaper, the oval or the square one?

---

g) Which table did Eunice take?

---

h) Who you think made the dining tables?

---

i) Why did Eunice take the oval dining table?

---

j) Give the conversation a suitable title.

---

**Aspect: Comprehension**

**Topic: Describing People and Objects**

**LESSON 10**

**Teachable unit: Puzzle**

A puzzle is a game that you have to think about carefully in order to answer it.

Fill in the puzzle with the opposites of the given words. (Use capital letters)

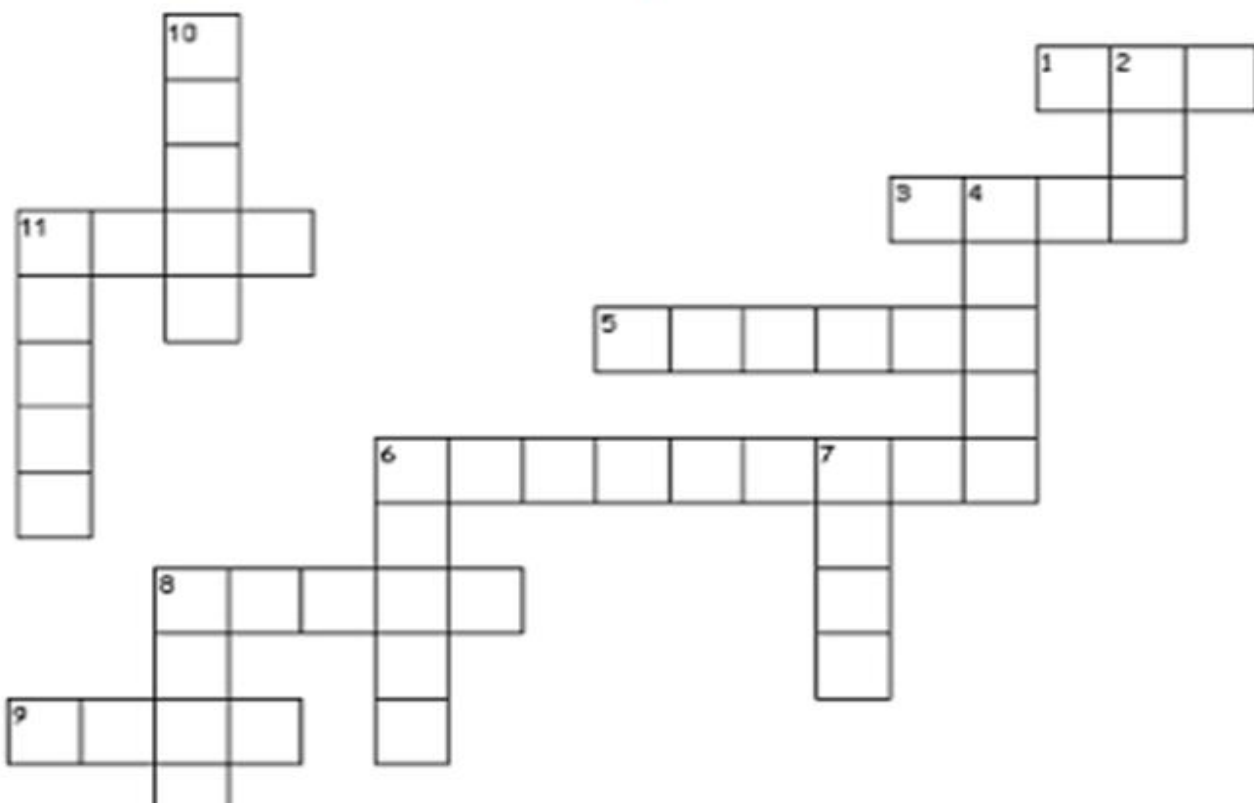
**Across**

- 1 new
- 3 fast
- 5 fun
- 6 easy
- 8 tall
- 9 strong
- 11 short

**Down**

- 2 high
- 4 dark
- 6 clean
- 7 beautiful
- 8 big
- 10 old
- 11 dark

**2. Put the opposites into the crossword puzzle**



## TOPIC 2: DIRECTING PEOPLE TO PLACES

### LESSON 1

### SUB-TOPIC: GIVING DIRECTIONS

#### Vocabulary

#### Read and spell

<ul style="list-style-type: none"><li>• junction</li><li>• signpost</li><li>• roundabout</li><li>• corner</li><li>• middle</li></ul>	<ul style="list-style-type: none"><li>• far</li><li>• near</li><li>• in front</li><li>• behind</li></ul>
--	--

#### Dictionary work

Look up the meanings of the words below

Vocabulary	Meaning
1. junction	
2. signpost	
3. roundabout	
4. corner	
5. middle	
6. far	
7. near	
8. in front	
9. behind	

#### Exercise:

Fill in the blanks with the correct word.

1. She is standing \_\_\_\_\_ of the house.
2. The chair is \_\_\_\_\_ the table
3. You are advised to drive slowly at the \_\_\_\_\_.
4. The market is not \_\_\_\_\_ from the school.

5. You should read the \_\_\_\_\_ before crossing the road
6. A \_\_\_\_\_ is a place where two or more roads meet.
7. \_\_\_\_\_ far is it from home to the church.

**Give the opposites of the underlined words in the sentences below.**

8. Mark is standing behind the house.

\_\_\_\_\_

9. The school is on the left hand side of the clinic.

\_\_\_\_\_

**Rewrite these sentences giving one word for the underlined words.**

10. The cyclist was knocked down at the place where roads meet and form a circle.

\_\_\_\_\_

11. The sign showing information about our school is on the left hand side.

\_\_\_\_\_

## Vocabulary

## LESSON 2

### Read and spell

- |              |          |
|--------------|----------|
| • left hand  | • before |
| • right hand | • up     |
| • close to   | • down   |
| • opposite   | • after  |
| • next to    | • across |

### Dictionary work

Look up the meanings of the words below

Vocabulary	Meaning
1. left hand	
2. right hand	
3. close to	
4. opposite	
5. next to	
6. before	
7. up	
8. down	
9. after	
10. across	

### Exercise:

**Spell the words in brackets correctly to complete the sentences**

1. The land slopes \_\_\_\_\_ the sea. (odnw)
2. My grandma lives just \_\_\_\_\_ the road. (pu)
3. I go to bed \_\_\_\_\_ eating supper. (ftera)



4. She writes her homework at school \_\_\_\_\_ she goes home.  
(refobe)

**Fill in the blanks with the correct word**

5. Most pupils come to school \_\_\_\_\_ foot.  
6. When you reach the signpost, please \_\_\_\_\_ left.  
7. This is the place \_\_\_\_\_ the accident happened.  
8. It is not \_\_\_\_\_ from here to the market.

**Rewrite the sentences giving the opposite of the word given in brackets.**

9. Their school is after the police station.

10. She moved up the steps to see her mum.

11. He leaves home before sunrise.

**Language structure:**

**First (walk/go) to..... and then.....**

**LESSON 3**

**Examples**

1. First go to the junction and then turn to the right hand side.  
2. First walk straight to the signpost and then turn left.

**Activity**

1. **Rearrange the given set of words below to make correct sentences beginning with:**

**First.....and then.....**

1. and then turn right/First walk up to the gate.

2. First reach/ and then turn west/ the junction.

3. First walk/ and then turn left/up to the mosque.

4. and then turn east/ across the field/ First walk.

5. and then turn to your left hand side/ to the roundabout / First walk.

**Language structure**

**Using .....far/ a long way.....**

**LESSON 4**

'a long way' is used in positive or affirmative sentences.

**Examples:**

1. It is a long way from Kampala to Nairobi.  
2. It is a long way from our home to school.

'Far' is used in negative and interrogative sentences.

### Examples:

1. It is not far from Kampala to Kasese.
2. Is far from Kampala to Kasese?

### Examples:

**Fill in the blanks with 'far' or 'a long way'.**

1. It is not \_\_\_\_\_ from the main road to our school.
2. It is \_\_\_\_\_ from Nairobi to Kampala.
3. How \_\_\_\_\_ is it from here to the market?
4. The hotel is \_\_\_\_\_ from the bank.
5. Is it \_\_\_\_\_ from the post office to the clinic?

**Rewrite the following sentences in negative form.**

6. It is a long way from Masaka to Kampala.

\_\_\_\_\_

7. Is it a long way from Arua to Kigali?

\_\_\_\_\_

8. I am a long way from U.S.A.

\_\_\_\_\_

## PREPOSITIONS

### LESSON 5

Prepositions are words that show connection between other words in a sentence.

Examples:

left, right, opposite, to, into, down, out, against, across, on, in, over, from etc.

### WORDS AND THEIR PREPOSITIONS

**at**

good  
look  
laugh  
shout  
sit  
point  
live  
smile  
stare  
surprised

at

**to**

similar  
add  
point  
listen  
invited  
lend  
write  
reply  
speak  
invite

to

<u>with</u> agree quarrel charged share supply patient deal provide wrong angry	<u>of</u> ashamed accused died afraid full fond jealous proud think
<u>from</u> borrow suffer subtract escape differ absent benefit choose prevent withdraw	<u>on</u> depend insist rely concentrate travel lean jump sit

<u>into</u> divide translate jump <u>for</u> call look leave suitable	<u>in</u> believe interested write weak succeed participate dressed
---	--

### Exercise:

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

1. What is wrong \_\_\_\_\_ the computer?
2. Joy bought a teddy bear \_\_\_\_\_ her sister.
3. The bucket is full \_\_\_\_\_ water.
4. I am looking \_\_\_\_\_ my pencil.

5. Betty is sitting \_\_\_\_\_ the front desk.
6. Dad was angry \_\_\_\_\_ me.
7. Girls are afraid \_\_\_\_\_ snakes.
8. Here is an example \_\_\_\_\_ good behaviour.
9. Do you believe \_\_\_\_\_ ghosts?
10. Her husband died \_\_\_\_\_ AIDS.
11. My sister is married \_\_\_\_\_ a doctor.
12. Babies always depend \_\_\_\_\_ milk.
13. Joan is fond \_\_\_\_\_ eating sweets.
14. Mummy travels to Gulu \_\_\_\_\_ a coach.
15. The teacher told us not to lean \_\_\_\_\_ the desks.
16. The P.4 girls shouted \_\_\_\_\_ the old man.
17. Our school is opposite \_\_\_\_\_ the fuel station.
18. The baby is suffering \_\_\_\_\_ malaria.
19. Musoke quarrels \_\_\_\_\_ his neighbours.
20. My shoes are not different \_\_\_\_\_ yours.

**Aspect: Comprehension (Reading)**

**Topic: Giving Directions**

**Teachable unit: Dialogue**

**LESSON 6**

A dialogue is a simple talk between two people or parties.

Read the dialogue below and answer the questions about it in full sentences.

**DIRECTING PEOPLE**

Mrs. Asaba: Good morning, young boy.

**Agaba: Good morning, madam. Can I help you, please?**

Mrs. Asaba: Yes, please. My daughter is sick. Will you please direct me to the nearest clinic?

**Agaba: Yes, I will. The clinic is opposite the post office.  
Take Seseme Road and walk straight until you reach the junction.**

Mrs. Asaba: Is it far from the junction?

**Agaba: Oh! After the junction, you will turn right and then continue walking about 200**

**metres. The clinic is just before Kinoni Market on the left hand side.**

Mrs. Asaba: Thank you very much.

**Agaba:**      **You are welcome.**

**Questions**

1. Who are talking in the dialogue?

---

2. What is the dialogue about?

---

3. What is opposite the clinic?

---

4. How far is the clinic from the junction?

---

5. Is Kinoni Market after or before the clinic?

---

6. Who was the first person to talk?

---

7. What time of the day did the dialogue take place?

---

8. Who is sick according to the dialogue?

---

**Aspect: Comprehension (Reading)**

**Topic: Giving Directions**

**Teachable unit: Poem**

**LESSON 7**

A poem is a piece of writing in which the words are chosen for their beauty and sound, and are carefully arranged, often in short lines which rhyme.

- It is written in paragraphs called stanzas.
- A stanza is a group of lines. All lines should begin from the margin and should start with a capital letter.
- Poems always have a writer's name put at the end. In case the writer's name is not put, the voice in the poem becomes the writer.

**Read the poem below and answer the questions about it in full sentences.**

On top of the hill,  
Lies Bahai Primary School,  
Not far from the road,  
At the main road,  
There is a signpost,

Next to the school,  
There lies a big temple,  
It is Bahai Temple.

To reach the school,  
First you walk straight to the hill,  
And then turn left,  
In the middle of the compound,  
There is a flower garden with beautiful flowers,  
The flower garden is close to the head teacher's office.  
In front of the head teacher's office,  
There is a tall mango tree.

### Questions

a) Where is the school found?

\_\_\_\_\_

b) Which school is mentioned in the poem?

\_\_\_\_\_

c) What is next to the school?

\_\_\_\_\_

d) What is in front of the head teacher's office?

\_\_\_\_\_

e) Where is the signpost?

\_\_\_\_\_

f) Which temple is mentioned in the poem?

\_\_\_\_\_

g) Where is that temple mentioned in (f) above located?

\_\_\_\_\_

h) Where can one find the flower garden?

\_\_\_\_\_

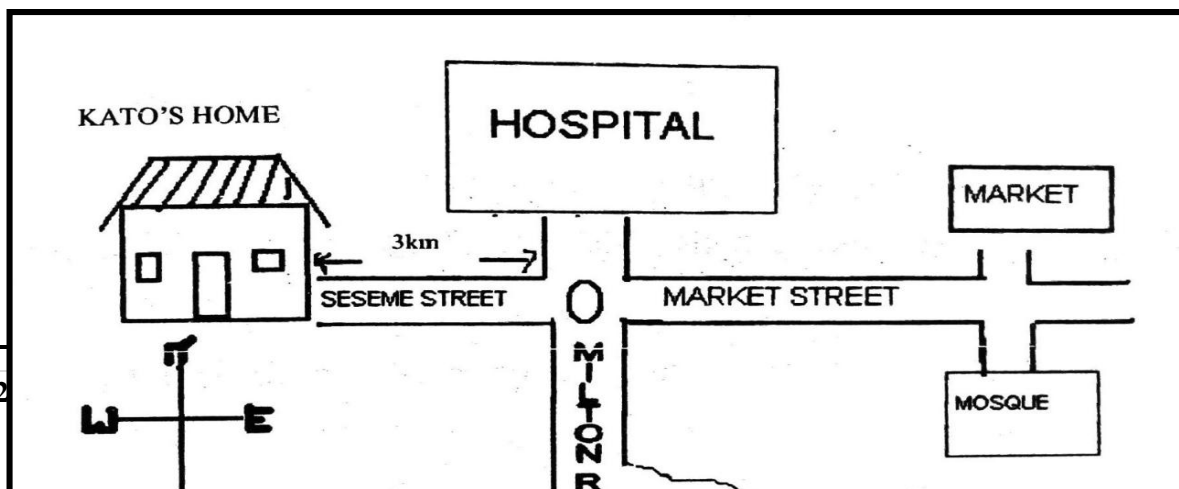
**Aspect: Comprehension (Interpretation)**

**Topic: Giving Directions**

**Teachable unit: Map**

**Study the map below and answer the questions about it in full sentences.**

**LESSON 8**



### Questions

1. Which road leads to the school?

\_\_\_\_\_

2. What is next to the forest?

\_\_\_\_\_

3. On which side is the hospital from Kato's home?

\_\_\_\_\_

4. Along which street is Kato's home?

\_\_\_\_\_

5. What are you likely to meet along the railway line?

\_\_\_\_\_

6. What is between the forest and police station?

\_\_\_\_\_

7. What is near the school?

\_\_\_\_\_

8. How far is Kato's home from the roundabout?

\_\_\_\_\_

9. Which direction is Kato's home from Market Street?

\_\_\_\_\_

10. What is opposite the market?

\_\_\_\_\_

**Aspect: Comprehension (Reading)**

**Topic: Giving Directions**

**Teachable unit: Passage**

A passage is a description of events and people that the writer or speaker has invented in order to entertain people etc.

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

**LESSON 9**

**BIRUNGI AND THE BRITISH LADY**

Yesterday evening as I was going back home from school, I met a beautiful lady. She was from Britain and this was her first time to visit Uganda. She was going to St. Agnes Girls' Boarding School, but she didn't know its location. This lady spoke only English yet none of the people around knew it. It was therefore difficult to help her.

As soon as she saw me, she stopped me and said, "Could you please direct me to St. Agnes Girls' Boarding School?" Yes, madam, St. Agnes is my former school. It is about fifteen kilometres from here." "How do you get there?" she asked.

"Board a vehicle to Zenger Trading Centre and get out at the last stage. From there move up to the junction while at the junction, take the road on your left and follow it up to the big church. The school is just next to that church.

She noted down all the directions in her note book as I directed her. Finally she thanked me and said, "You are a clever girl. You have given me clear directions. Good luck in your studies."

### Questions

1. When did Birungi meet the lady?

---

2. Where was Birungi going?

---

3. Why didn't the people around help this lady?

---

4. What was the lady looking for?

---

5. How far was St. Agnes from where they were?

---

6. Give another word to mean the same as difficult.

---

7. Which trading centre is mentioned in the passage?

---

8. From which country was the lady?

---

9. What is next to the school?

---

10. What is the title of the poem?

---

**Aspect: Composition**

**Topic: Giving Directions**

**Teachable unit: Jumbled Story**

**LESSON 10**

**Rearrange the given sentences below in order to make a good composition.**



- a) When he got off the taxi, he did not know the direction to the zoo.
- b) The old woman directed him to turn left and then walked straight to the zoo.
- c) He went by taxi.
- d) He asked an old woman who was standing by the road side.
- e) One day Adam went to the zoo.

**Correct order**

---

---

---

---

---

---

---

---

---

---

S.B.M

### TOPIC 3: WHAT I LIKE AND HOW I FEEL

#### LESSON 1

#### A: WHAT I LIKE:

##### Vocabulary

##### Read and spell

- |         |            |
|---------|------------|
| • food  | • digging  |
| • drink | • singing  |
| • fruit | • reading  |
| • soda  | • cooking  |
|         | • football |

##### Dictionary work

Look up the meanings of the words below

Vocabulary	Meaning
1. food	
2. drink	

3. fruit	
4. soda	
5. digging	
6. singing	
7. reading	
8. cooking	
9. football	

### Exercise:

Give the plural forms of the nouns below.

1. soda \_\_\_\_\_
2. drink \_\_\_\_\_
3. fruit \_\_\_\_\_
4. food \_\_\_\_\_

Use the correct form of the words in brackets.

5. We need to eat a lot of \_\_\_\_\_ to be healthy. (ruitf)
6. She likes dancing and \_\_\_\_\_. (ngiings)
7. We were served \_\_\_\_\_ at the concert. (dosa)

Use the correct form of the given word in brackets

8. I am \_\_\_\_\_ a nice song now. (sing)
9. You enjoy \_\_\_\_\_ newspapers. (read)
10. Mary likes \_\_\_\_\_ food very much. (cook)

### Vocabulary

### LESSON 2

#### Read and spell

• playing	• enjoy
• riding	• prefer
• sewing	• desire
• grazing	• dance

#### Dictionary work

Look up the meanings of the words below

Vocabulary	Meaning
1. playing	
2. riding	
3. sewing	
4. grazing	
5. enjoy	
6. prefer	
7. desire	

8. dance

**Exercise:**

**Complete the table below correctly.**

Infinitive	Present participle	Past simple	Past participle
enjoy	enjoying	enjoyed	_____
prefer	preferring	_____	preferred
sew	_____	sewed	_____
dance	dancing	_____	danced

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

1. They \_\_\_\_\_ music. (joyen)
2. I \_\_\_\_\_ peas to beans. (fpreer)
3. We \_\_\_\_\_ good life. (deresi)
4. Our class won the \_\_\_\_\_ match. (balfoolt)
5. He likes cold \_\_\_\_\_. (nkdriks)

**Use the correct form of the given word in brackets.**

6. John enjoys \_\_\_\_\_ football. (play)
7. Tom \_\_\_\_\_ his bicycle every day. (ride)
8. She \_\_\_\_\_ singing to reading. (prefer)
9. Joan does not like \_\_\_\_\_ animals. (graze)
10. Joshua \_\_\_\_\_ maganda yesterday. (dance)

**Language structure:**

**LESSON 3**

**Do you prefer.....to.....?**

**Examples**

3. Do you prefer mangoes to oranges?  
→ **Yes, I prefer mangoes to oranges.**  
→ **No, I don't prefer mangoes to oranges.**
4. Does she prefer matoke to rice?  
→ **Yes, she prefers matoke to rice.**  
→ **No, she doesn't prefer matoke to rice.**

**Exercise**

**Answer the given questions using Yes..... or No.....**

1. Do you prefer fish to mutton? (Yes)  
\_\_\_\_\_
2. Do you prefer drinks to eats? (No)  
\_\_\_\_\_
3. Does Henry prefer avocados to apples? (Yes)  
\_\_\_\_\_
4. Do children prefer Coke to Fanta? (Yes)  
\_\_\_\_\_

5. Does Marvin prefer cassava to chips? (No)

6. Do they prefer chicken to liver? (No)

7. Does he prefer drinks to fruits? (Yes)

8. Do you prefer beans to peas? (No)

### Language structure

### LESSON 4

I like.....

#### Examples

1. I like reading more than singing.

2. I like cooking more than digging.

#### Exercise

Rewrite the sentences using 'like'.

1. Alice prefers singing to cooking.

2. I prefer cooking to serving food.

3. We prefer learning to playing.

4. She prefers singing to dancing.

5. I prefer digging to weeding.

6. Whitney prefers reading to writing.

7. They prefer sweeping to mopping.

8. He prefers praying to playing.

### Language structure

### LESSON 5

I do not like.....

#### Examples

3. I do not like swimming in the morning.

4. I do not like grazing goats.

#### Exercise

Construct eight sentences using.....do/ does not like.....

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Language structure

### LESSON 6

Using .....enjoys.....

To enjoy is to take pleasure in an activity.

#### Examples

1. Nassali enjoys playing football more than playing netball.
2. David enjoys listening to radio more than watching TV.

#### Exercise

Rewrite the sentences using.....enjoys.....

1. He likes football more than table tennis.  
\_\_\_\_\_
2. They like music better than reading.  
\_\_\_\_\_
3. She likes soda more than water.  
\_\_\_\_\_
4. John prefers rice to cassava.  
\_\_\_\_\_
5. Jackson desires football more than netball.  
\_\_\_\_\_
6. I prefer English to Mathematics.  
\_\_\_\_\_
7. Musa prefers singing to dancing.  
\_\_\_\_\_
8. Our father likes cold drinks.  
\_\_\_\_\_

**TOPIC: What I like**

### LESSON 7

**ASPECT: Comprehension**

#### Dialogue

**Read the dialogue and answer the questions in full sentences.**

#### WHAT I LIKE

**Teacher:** Good morning, Maxwell.

**Pupil:** Good morning, Mr. Kitata.

**Teacher:** What do you like, Maxwell?

**Pupil:** I like Physical Education more than Music.

**Teacher:** Which game do you prefer?

**Pupil:** I prefer volleyball to football.

**Teacher:** Which drink do you prefer for breakfast?

**Pupil:** I prefer milk tea to coffee because milk is full of proteins.

**Teacher:** Which food do you enjoy?

**Pupil:** I enjoy posho more than rice.

**Teacher:** Do you prefer mutton to fish?

**Pupil:** No, I prefer fish to mutton.

**Teacher:** Which colour do you prefer?

**Pupil:** I prefer red to white.

### **Questions**

1. What is the name of the pupil?

---

2. Which game does Maxwell prefer?

---

3. Why does Maxwell prefer milk tea to coffee?

---

4. Which food does Maxwell enjoy?

---

5. At what time did the dialogue take place?

---

6. Does Maxwell like mutton?

---

7. What colour does Maxwell prefer?

---

8. How many people are taking part in the dialogue?

---

9. Which subject does Maxwell prefer more?

---

10. What is the title of the dialogue?

---

**Topic:** What I Like and How I Feel

**Aspect:** Comprehension (Reading)

**LESSON 8**

### **Poem**

**Read the poem below and answer the questions in full sentences.**

#### **OUR LIKES**

Dad likes domestic animals,

They give us meat and milk,

A cow says moo- moo,

A goat says mee, - mee,  
A sheep says baa, - baa.

Mum likes bees,  
Bees give us honey,  
A bee says zzzzz.

Baby Travin likes singing,  
She sings gospel songs,  
About Jesus Christ,  
But I like fish!  
Fish is a source of proteins.

*By Mukisa Jeremiah*

### Questions

a) How many people are in the poem?

\_\_\_\_\_

b) Who likes domestic animals?

\_\_\_\_\_

c) Why does Mum like bees?

\_\_\_\_\_

d) What does Baby Travin like?

\_\_\_\_\_

e) Who is the poet?

\_\_\_\_\_

f) A cow says \_\_\_\_\_ but a sheep says baa- baa.

\_\_\_\_\_

g) Why does the writer like fish?

\_\_\_\_\_

h) What do domestic animals give us according to the poem?

\_\_\_\_\_

i) What is the title of the poem?

\_\_\_\_\_

**Aspect: Composition writing**

**Topic: What I Like and**

**Teachable unit: Guided composition**

**LESSON 9**

Use the words in the table below to fill in the blanks.

another, December, mangoes, working, hide, harvesting, sour, dodge, district, second

We have two mango \_\_\_\_\_ seasons in my home \_\_\_\_\_. The

first harvesting season is from May to mid-July. The \_\_\_\_\_ season is from \_\_\_\_\_ to January.

My friend Hakim and I enjoy the harvesting seasons very much. We move from one mango tree to \_\_\_\_\_ picking big ripe \_\_\_\_\_ for ourselves. We don't like eating raw mangoes because they are \_\_\_\_\_.

The two harvesting seasons have one bad side. Many parents complain a lot during this time because their children \_\_\_\_\_ garden work. Such children climb and \_\_\_\_\_ in the mango trees when it is time for work. They prefer eating mangoes to \_\_\_\_\_.

## WHAT I LIKE AND HOW I FEEL

### B. HOW I FEEL

#### LESSON 1

#### Vocabulary

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• happy</li><li>• unhappy</li><li>• hot</li><li>• cold</li><li>• sick</li><li>• ill</li></ul> | <ul style="list-style-type: none"><li>• angry</li><li>• thirsty</li><li>• tired</li><li>• lazy</li><li>• worried</li><li>• scared</li></ul> |
|---|---|

#### Exercise;

Complete the table below.

Positive	Comparative	Superlative
lazy	lazier	laziest
hot	_____	hottest
ill	_____	worst
_____	sadder	saddest



happy	_____	_____
tired	_____	most tired

**Fill in the blanks with a suitable word.**

1. She is wearing a sweater. She feels \_\_\_\_\_.
2. He is using a fan. He feels \_\_\_\_\_.
3. The dog wants water. It is feeling \_\_\_\_\_ now.
4. I did not have lunch. I am feeling \_\_\_\_\_ now.
5. Daddy bought a new car. He feels very \_\_\_\_\_.
6. You failed the exams. You feel \_\_\_\_\_.

**Form nouns from the words below.**

7. happy - happiness
8. angry - \_\_\_\_\_
9. hot - \_\_\_\_\_
10. lazy - \_\_\_\_\_

**Language structure:**

**LESSON 2**

**Using: .....feel(s).....when.....**

**Examples:**

1. Auma feels happy each time her friend visits her.  
→ Auma feels happy when her friend visits her.
2. Your parents feel sad every time you fall sick.  
→ Your parents feel sad when you fall sick.
3. I feel thirsty if I don't drink water.  
→ I feel thirsty when I don't drink water.

**Exercise:**

**Construct five sentences from the table below.**

You	feel	scared	when	I meet a madman. you play football. she goes out. he wins the race. they go swimming. a person dies.
I		tired		
He		happy		
They		sad		
She	feels	well		
		cold		

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Rewrite using.....when.....**

6. We feel sad every time someone dies.
7. They feel concerned every time something gets lost.
8. A farmer feels worried each time his crops dry up.
9. Jeremiah feels comfortable each time he wears the flat shoes.
10. My parents feel proud each time I pass my exams.

**Language structure:**

**.....because.....**

**LESSON 3**

We use 'because' when we are giving a reason for doing something.

**Examples**

16. I am sick because I played in the rain.
17. They are tired because they have been working.

**Activity**

**Join the sentences below using 'because'**

1. She is unhappy. The teacher has beaten her.

2. John is worried. His mother is sick.

3. You have won a prize. You feel happy.

4. She has been playing. She is feeling tired.

5. We are feeling cold. We don't have sweaters.

6. I am thirsty. I don't have any drink.

7. I cannot come to school. My grandmother is ill.

8. I met a madman. I was scared.

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

**LESSON 4**

**ASPECT: Comprehension (Reading)**

**PASSAGE**

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

### **THE LOST GIRL**

Last month, Namara, a daughter of Mr. & Mrs. Sunday of Mutungo Bbiina went missing

from home. Her parents felt sad. They went to the Local Council one and the nearest police station to report the matter.

Their chairman LCI Mr. Ssempe and the police were scared. They thought that Namara might have been taken by bad people.

The police told the parents to make radio and TV announcements. When Namara's head teachers, teachers, fellow pupils and relatives heard the announcements, they felt worried about Namara's disappearance.

Good enough after three days, Namara was found and picked up from the neighbouring Sub-county. Her parents felt happy when she returned home. Namara was hungry and thirsty. They prepared some food and drinks for her. Later on Namara felt well and started playing with her brothers and sisters.

### **Questions**

1. Who went missing from home?

---

2. When did she get lost?

---

3. How did her parents feel?

---

4. Where did the parents report the matter?

---

5. What did the police tell the parents?

---

6. For how many days did Namara go missing?

---

7. Where was Namara found?

---

8. How did Namara's parents feel when she returned home?

---

9. Give another with the same meaning as returned.

---

10. Write the title of the story.

---

**Aspect: Comprehension**

**Topic: What I Like and How I Feel**

**Teachable unit: Written letter.**

**Read the letter below and answer the questions about it.**

Magale Boarding School,  
PO Box 549,

**LESSON 5**

Mbale.

30<sup>th</sup> March 2022

Dear Brother Ben,

I am happy to write this letter to you. I would like to thank you for the letter you sent to me on my birthday. I did not reply in time. I hope you will excuse me.

Life at school is very good. Our school has electric power and the compound is lit. So we feel very happy and safe. We are not worried of the dark when crossing from the classroom to the dormitories since our preps end at 09:00p.m.

Our teachers are very kind. They teach us well. They also tell us to work hard in class.

My best subject is Science. I would like to become a doctor when I grow up. I would like to end by advising you to work hard so that dad and mum take you to a good boarding school like ours.

Good bye.

Your sister,  
Lukoye Janet

### Questions

1. Who wrote the letter?

---

2. To which school does the writer go?

---

3. Where can you find the writer's school?

---

4. To whom was the letter addressed?

---

5. How old is the writer?

---

6. How is life at the writer's school?

---

7. Why is electricity necessary in a boarding school?

---

8. What makes Lukoye's school good?

---

9. What is the writer's best subject?

---

10. Why does the writer like the above subject?

---

Topic: What I Like And How I Feel

LESSON 6

Aspect: Composition

Letter Writing

Write a short letter to your parents informing them how you feel about your new school. Use your school address.

Handwriting practice lines for letter writing. The page contains 20 horizontal lines. A large, diagonal, red watermark reading "S.B.M." is overlaid across the center of the page.