**P.4 ENGLISH LESSON NOTES FOR TERM I**

**COMPOSITION & COMPREHENSION**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  |  |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB –TOPIC: DESCRIBING PEOPLE  *& OBJECTS***

**CONTENT: VOCABULARY**

**ASPECT: COMPOSITION**

**Vocabulary**

* black
* short
* hard
* rectangular
* brown
* smart
* rough
* kind
* beautiful
* heavy
* triangular
* bad
* ugly
* light
* circular
* good
* tall
* polite
* thin
* long
* smooth
* colour
* round
* oval

**Make correct sentences using these words to show that you understand their meaning.**

**Examples**

1. Thin – This slice of bread is thin
2. Smart – Amina is a very smart girl.
3. Rectangular – We have a rectangular table at home.
4. *Tr .Jesca has a* ***smooth*** *skin.*
5. *Nagenda is a* ***polite*** *boy.*
6. *Avocado has an* ***oval*** *shape.*

**Exercise**

**Make correct sentences using these words to show that you understand their meaning.**

1. polite
2. rough
3. beautiful
4. circular
5. heavy
6. short
7. colour
8. black

***Make correct sentences to show that you know the difference in meaning***

1. ***short***

***sort***

1. ***tough***

***rough***

1. ***polite***

***pilot***

***plate***

1. **Give opposites of these words**
2. big
3. dirty
4. weak
5. rough
6. kind
7. heavy
8. beautiful
9. smart

**Use the word given in the brackets to complete the following sentences**

1. He has bought a \_\_\_\_\_\_\_\_\_\_\_\_\_ table .(circle)
2. Tom is \_\_\_\_\_\_\_\_\_\_\_ than my brother.(ugly)
3. Her handwriting is \_\_\_\_\_\_\_\_\_\_ than mine. (good)
4. He bought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ book (rectangle)
5. I am the \_\_\_\_\_\_\_\_\_\_ woman in that school. (tall)

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Composition** |  |  |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING PEOPLE *& OBJECTS***

**CONTENT: STRUCTURES**

**ASPECT:**

**Using: Some …..are ….and others are ……**

**Examples**

1. big and small oranges

Some oranges are big and others are small.

1. Smooth and rough walls.

Some walls are smooth and others are rough

1. Long and short rulers.

Some rulers are long and others are short.

1. *Polite and impolite pupils.*

*Some pupils are polite and others are impolite.*

**Exercise**

**Make correct sentences using the above structure**

1. strong and weak men.
2. wide and narrow roads
3. shabby and smart boys
4. tall and short girls
5. rectangular and square boxes
6. young and old women
7. beautiful and ugly birds
8. big and small cars

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  | **9:20 – 10:30** |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING OBJECTS *& PEOPLE***

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: Both ……and …..are ……**

**Examples**

1. Tamale is short. Musumba is short.

Both Tamale and Musumba are short

1. Otim is kind. Ochen is kind.

Both Otim and Ochen are kind.

1. Musa is tall. Isma is tall.

Both Musa and Isma are tall.

1. Opio is bright. Opeta is bright.

Both Opio and Opeta are bright.

**Exercise**

**Join these sentences using: both ….and ….are …….”**

1. The classroom is dirty. The kitchen is dirty.
2. Anguyo is strong. Anek is strong.
3. Ngobi is clever. Stella is clever.
4. Lutalo is shabby. Lukiya is Shabby.
5. English is easy. Mathematics is easy.
6. Annet is beautiful. Akusa is beautiful.
7. Your teacher is smart. My teacher is smart.
8. Mummy is kind. Daddy is kind.

**Join these sentences using ................both ........are..................**

1. Jane is kind. Jane is hardworking.
2. Alice is beautiful. Alice is smart.
3. English is very easy. English is very interesting
4. Tom is ugly. Tom is cruel.
5. Our teacher is kind. She is police.
6. Our mother is hard. She is also mean.
7. She is light skinned. She is beautiful
8. Dinah is shabby. Dinah is disorganized.

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  | **9:20 – 10:30** |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING OBJECTS *& PEOPLE***

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: …....than …………**

**Examples**

1. Atuhairwe is tall. Muhanguzi is taller.

Muhanguzi is taller than Atuhairwe.

1. Our house is big. Your house is bigger.

Your house is bigger than ours.

1. Arivuki is fat. Burungu is fatter.

Burungu is fatter than Arivuki

1. My mother is beautiful

Your mother is very beautiful

1. Her handwriting is good

My handwriting is very good

1. Rose is fatter. Anna is very fat.

**Exercise**

**Join these sentences using …..than …….**

1. Segawa is tall. Kate is taller.
2. Ogwang is fast. Bwayo is faster.
3. I am young. Your sister is younger.
4. A bottle is smooth. A mirror is smoother.
5. My brother is old. I am older.
6. My father is old. My grandfather is older.

**Fill in the blank spaces with the correct form of the words.**

1. Mwambu is \_\_\_than Kato. (neat)
2. Stella is \_\_than Amina. (***beautiful***)
3. A bed sheet is \_\_\_than a blanket. (thin)
4. This exercise is \_\_\_than that excise. (simple)
5. ***Mr. Ouma is \_\_\_\_\_\_\_\_ than Mr. Kalute. (shy)***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING OBJECTS *& PEOPLE***

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: …....is the . …………**

**Examples**

1. Nakamya is the **biggest** girl in the class. (big)
2. Samanya is the **weakest** boy in the school. (weak)
3. Amooti’s mattress is the **thickest** in the dormitory. (thick)
4. Pande is the **smartest** of the three boys. (smart)
5. Lukose is the **younger** of the two girls. (young)
6. *Of the three girls, Adiye is the* ***tallest****.*
7. *Mariam is the* ***cleverest*** *of the five girls.*
8. *Jane is the \_\_\_\_\_\_\_ of the three girls. (beautiful)*
9. *Tom has the \_\_\_\_\_\_\_handwriting of the two boys. (bad)*
10. *Okello is the \_\_\_\_\_\_\_\_\_ of the two brothers. (old)*

**Exercise**

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

1. Okoth is the \_\_\_boy in the school. (small)
2. Kamara is the \_\_\_man in the village. (fat)
3. This road is the \_\_\_in the country. (wide)
4. A lion is the \_\_\_animal in the game park. (strong)
5. An elephant is the \_\_\_animal in the zoo. (big)
6. A Mercedes Benz is the \_\_\_car of the three. (new)
7. Mukula is the \_\_\_man of the two. (old)
8. Sandra is the \_\_girl in the class. (short)
9. Mary is the \_\_\_\_\_\_woman in the whole village(shabby)
10. Our class teacher is the \_\_\_\_\_\_\_\_ man in our school. (handsome)

***LESSON***

***Composition writing***

***Write a short story about your best friend. Mention his / her names, age, place, the favourite food and why he/she is your best friend.***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  | **9:20 – 10:30** |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING PEOPLE**

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: Is …..the ….of the …….?**

**Examples**

1. Is Amina the **tallest** of the three girls? (tall)
2. Is John the **strongest** of the three boys? (strong)
3. Is Stella the **cleverer** of the two women? (clever)
4. Is Wambi the **smallest** of all the three boys? (small)

**Exercise**

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

1. Is David the \_\_\_of all the men? (smart)
2. Is Annet the \_\_\_of the women in the village. (strong)
3. Is Oundo the \_\_\_ of the two men? (old)
4. Is science the \_\_\_of the all subjects? (hard)
5. Is Kenneth the \_\_of the two boys? (young)
6. Is Jinja road the \_\_\_of all the roads in the country? (wide)
7. Is Martha the \_\_\_of the two girls? (weak)
8. Is Muhammad Ali the \_\_\_of all boxers. (great)
9. Is he the \_\_\_\_of all the boys?(fat)
10. Is she the \_\_\_\_\_\_\_ of the three girls? (beautiful)

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Comprehension** |  | **8:00 - 9:20** |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING PEOPLE**

**CONTENT: PASSAGE**

**ASPECT: COMPREHENSION**

**The Strong Man**

Once upon a time, there was a village called Bugembe. This village had the strongest men and women in the whole country. Some men were strong because they were wise. Every child knew that Bugembe was full of strong men and women. “Nobody can fight us!” said Mbiire, a man from Bugembe.

Cont. …… Pg 12 – 13 Mk Bk 4

**Questions**:

1. What are the two villages in the story?
2. What kind of men and women lived in Bugembe village?
3. What kind of animals did Chief Kitonto keep?
4. How old was Rugaaju?
5. To which village did Rugaaju go?
6. What is the title of the story?
7. Did the chief cut down the tree?
8. Why were the men of Bugembe strong?

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Comprehension** |  | **8:00 – 9:20** |

**TOPIC: DESCRIBING PEOPLE AND OBJECTS**

**SUB – TOPIC: DESCRIBING OBJECTS**

**CONTENT: DIALOGUE**

**ASPECT: COMPREHENSION**

**A dialogue between Ahabwe and Nyanjura**

**Ahabwe**: Hello Nyanjura. Where did you go over the weekend/?

**Nyanjura**: We visited Lake Mburo national Game Park. I went with my elder brother and younger sister. We paid only one thousand shillings at the gate. The gatekeeper was a very old man. He was older than my grandfather.

**Ahabwe**: What did you see in the national park?

**Questions**

1. Who was the first to speak?
2. How many people are taking part in the dialogue?
3. What is the tallest animal in the national park according to the dialogue?
4. Give two examples of animals in the zoo
5. Do you think an ostrich is taller than a giraffe?

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  | ***P.4*** | ***Composition*** |  | ***9:20 – 10: 30*** |

***TOPIC:***

***SUB – TOPIC: Describing people and objects***

***ASPECT: Structure***

***CONTENT: Using: the ……is …than the …one***

*Teach using real objects*

***Examples***

1. *Which book is bigger?*

*The red book is bigger than the green book.*

1. *Who of the tree girls is lightest?*

*Naome is the lightest of the three girls.*

1. *Which of those trees is tallest?*

*The mango tree is the tallest of those trees.*

1. *Who of the two boys is shorter?*

*Ochen is the shorter one of the two boys.*

***Exercise***

***Use the above structure to construct ten correct sentences***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  | **9:20 – 10: 30** |

**TOPIC: GIVING DIRECTION**

**SUB – TOPIC: DIRECTING PEOPLE TO PLACES**

**CONTENT: VOCABULARY**

**ASPECT: COMPOSITION**

**Vocabulary**

far, near , next to, across ,

in front of, behind, round , about ,

signpost , after , before, junction,

corner , close

**Use these words and make correct sentences**

**Examples**

1. far: My home is far from the school.
2. about: Kampala is about twenty kilometers from here.
3. *­next to: Anyango lives next to a supermarket.*
4. *After: You will reach Maganjo after Kawempe.*

**Exercise**

1. near
2. across
3. before
4. behind
5. after
6. in front

**Give the opposites of these words**

1. near
2. behind
3. after
4. next to

**Write one word for the following underlined group of words**

1. the accident occurred at a place where two roads meet.
2. I met him at a place where many roads meet

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Composition** |  |  |

**TOPIC: GIVING DIRECTIONS**

**SUB – TOPIC: DIRECTING PEOPLE TO PLACES**

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: It is …from ….to …than to ….**

**Examples**:

1. Which is nearer from Jinja, Kampala or Iganga.

It is nearer from Jinja to Iganga than to Kampala.

1. Which is farther from Mbale, Soroti or Tororo?

It is farther from Mbale to Soroti than to Tororo

1. Which is nearer from Jinja, Kamuli or Mbale?

It is nearer from Jinja to Kamuli than to Mbale.

1. Which is farther from Mukono, Tororo or Kenya?
2. Which is farther from our school, Mukono or Kampala?

**(Mk Bk 5 pg 107/ 108)**

**Exercise**

1. Which is farther from Mbale, Soroti or Tororo?
2. Which is nearer from Jinja, Kamuli or Mbale?
3. Which is farther from Kampala, Masaka or Mbarara?
4. Which is nearer from Masaka, Lyantonde or Kampala?
5. Which is nearer from Atiak, Moyo or Kitgum?
6. Which is nearer from Soroti, Mbale or Moroto?
7. Which is nearer from Jinja, Iganga or Soroti?
8. Which is nearer from Bushenyi , Mbarara or Masaka
9. Which is farther from Kampala, Tororo or Busia?
10. Which is nearer from Mukono, Kayunga or Katosi?

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  | ***P.4*** | ***Comprehension*** |  |  |

***Using :………………..for …………………)***

***Examples***

1. ***It is a long way from Kampala to Jinja***

***It is not far from Kampala to Jinja.***

1. ***It is a long way from the sign post to the bank.***

***It is not far from the sign post to the bank***

1. ***It is a long way from Tororo to Kasese***

***It is not far from Tororo to Kasese***

1. ***It is a long way from Mukono to Katosi***

***It is not far from Mukono to Katosi***

***Exercise***

***Re-write these sentences using ………..far……….***

1. ***It is a long way from the office to the classroom.***
2. ***It is a long way from Kampala to Jinja***
3. ***It is a long way from the Valley to the hill***
4. ***It is a long way from the hospital to the junction.***
5. ***It is a long way from the parliament to the stadium.***
6. ***It is a long way from the market to the bakery***
7. ***It is a long way from the cemetery to the mortuary***
8. ***It is a long way from the restaurant to the police station***
9. ***It is a long way from the garage to the park***
10. ***It is a long way from the airport to the laboratory.***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Comprehension** |  |  |

**TOPIC: GIVING DIRECTION**

**SUB – TOPIC: DIRECTING PEOPLE TO PLACES**

**CONTENT: Passage**

**ASPECT: COMPREHENSION**

**Byakika visits his grandmother**

Byakikais a pupil in primary five at Jinja primary school. One day he decided to pay a visit to his grandmother who lived on the shores of Lake Victoria.

Cont………………. **Mk Bk 5 Pg 112 - 113**

**Questions**

1. Where did Byakika’s grandmother live?
2. Why did she write letters to Byakika?
3. How did Byakika know the directions to his grandmother’s place?
4. How far is Jinja from Kamuli?
5. Write the title of the passage?
6. Why was Byakika’s grandmother very happy?
7. Who is talked about in the passage?
8. In which class does she go?
9. To which school does she go?
10. Where does her grandmother’s located?

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** | **Comprehension** |  |  |

**TOPIC: GIVING DIRECTION**

**SUB – TOPIC: DIRECTING PEOPLE TO PLACES**

**CONTENT: DIALOGUE**

**ASPECT: COMPREHENSION**

**A dialogue between Akello and Nassali**

**Which place is farther?**

**Akello:** Hello Nassali which part of Uganda do you come from?

**Nassali:** Oh, I come from Mpigi district. It is in central Uganda.

**Akello:** Is it far from Kampala city**? (Mk Bk 5 pg 111**

**Questions**

1. Who are the people taking part in the dialogue?
2. Which district does Nassali come from?
3. Which direction is Mpigi district from Kampala?
4. How far is it from Kampala to Mpigi?
5. Which other towns are near Kampala?
6. Which part of Uganda does Akello come from?
7. Which direction is Mpigi from Kampala?
8. How many people are involved in the dialogue?
9. Give the plural form of the word “city”
10. Write the opposite of “far”

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|  | **P.4** | **Composition** |  |  |

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

**SUB – TOPIC: WHAT I LIKE**

**CONTENT: VOCABULARY**

**ASPECT: COMPOSITION**

**Vocabulary**

* food
* drinks
* fruits
* dancing
* singing
* reading
* enjoy
* cooking
* sewing
* playing
* football
* riding
* prefer
* soda

**Make correct sentences using these words**

**Examples**

1. Soda – I enjoy drinking soda.
2. Singing – we love singing for the babies.
3. Food – there is enough food in the saucepan.

**Complete the table below correctly**

|  |  |  |
| --- | --- | --- |
| enjoy |  |  |
| prefer |  |  |
| interested |  |  |
| like |  |  |

**Exercise**

1. prefer
2. sewing
3. reading
4. cooking
5. fruits
6. football

***Make correct sentences to show that you know the difference in meaning***

1. ***sow 2. cook 3. sing***

***sew cock sign***

***saw***

1. ***food 5. soda***

***full soldier***

***foot***

***fool***

**Complete these sentences correctly**

1. My brother \_\_soda every day. (drink)
2. The bride is \_\_ to the tune of the music. (dance)
3. I enjoy \_\_\_bicycles. (ride)
4. Most children like \_\_story books. (read)
5. He \_\_\_\_\_\_\_ cooking more than reading(like)

**Arrange these words in ABC order**

1. food, drinks, fruits, games,
2. singing, playing, sewing, riding
3. football, netball, volleyball, baseball
4. riding, cooking, dancing, reading
5. mangoes, oranges, lemons, pineapples

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: WHAT I LIKE AND HOW I FEEL**

**SUB – TOPIC: WHAT I LIKE**

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: like(s) ….more than …..**

**Examples:**

1. Magala likes driving. He likes riding a bicycle more.

Magala likes riding a bicycle more than driving.

1. Anisha likes swimming. She likes skipping more.

Anisha likes skipping more than swimming.

1. Omoding likes singing. He likes dancing more.

Omoding likes dancing more than singing.

1. Nafula likes washing. She likes ironing more.

Nafula likes ironing more than washing.

1. I like matoke more than rice
2. We like eating. We like playing more.

**Exercise**

1. Our baby likes orange juice. Our baby likes milk more.
2. Mother likes cooking. Mother likes serving more.
3. Karen likes writing. Karen likes sweeping more.
4. Rhoda likes writing. Rhoda likes drawing more.
5. The boy likes walking. The boy likes running more.
6. Father likes fish. Father likes meat more.
7. Faisal likes rice. Faisal likes Irish potatoes more.
8. Mrs. Alupo likes playing a piano. Mrs. Alupo likes playing a guitar more.
9. He likes playing. He likes reading more
10. Mary likes milking. She likes diging more.

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
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***(Using ……………prefer………..)***

1. ***Peter likes riding a bicycle move that driving a car.***

***Peter prefers riding a bicycle to driving a car.***

1. ***Musicians like singing more than dancing***

***Musicians prefer singing to dancing.***

1. ***I like digging more than cooking***

***I prefer digging to cooking***

1. ***Dinah likes fishing more than attending lessons***

***Dinah prefers fishing to attending lessons***

1. ***Tom liked writing more than reading***

***Tom preferred writing to reading***

***Exercise***

1. ***The baker likes kneading more than cooking food.***
2. ***Florists like growing flowers more than growing beans.***
3. ***Mauso liked playing volley ball more than net ball.***
4. ***The doctor enjoys injecting people more than counseling them***
5. ***The dentist likes treating teeth more than treating eyes.***
6. ***The cobbler likes mending shoes more than repairing pots***
7. ***The cartoonist likes drawing cartoons more than designing compound***
8. ***Birungi lives eating poshow more than rice***
9. ***The Head boy likes giving speeches more than reading books***
10. ***The carpenter liked making chairs more than coffins.***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: WHAT I LIKE AND HOW I FEEL**

**SUB – TOPIC: WHAT I LIKE**

**CONTENT: DIALOGUE**

**ASPECT: COMPREHENSION**

**A dialogue between Opeto and Opusi**

**Opeto**:Did you attend the school concert yesterday?

**Opusi**: Yes, but I did not like the Imbalu dance.

**Opeto**: Really! Why didn’t you?

**Opusi**: I didn’t like the way the Bagisu hurt young boys.

**Opeto**: No, no….they don’t hurt the boys. It is an act of bravery. Their dance was interesting.

Cont. ……….. Pg 26 Mk bk 4

**Questions**

1. Who are taking part in this dialogue?
2. Who did not like the Imbalu dance?
3. Why doesn’t Opusi like the Imbalu dance?
4. What makes Opeto like the Imbalu dance?
5. What other dance do you know?
6. What is the title of the dialogue?
7. How many took part in the dialogue?
8. Give the opposite of “like”

***Composition writing***

* ***Write a short story about the animal you like most. Give reasons why you like it. Mention where it stays and how you feel about it.***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: WHAT I LIKE AND HOW I FEEL**

**SUB – TOPIC: WHAT I LIKE**

**CONTENT: PASSAGE**

**ASPECT: COMPREHENSION**

**A visit to Owino Market**

Last Sunday, Mr. Waiswa went to Owino market with his children. Mbidde, Mukasa and Kisakye.

He wanted to buy foods like; bananas, yams, cassava, fruits and vegetables and some things for his children to use at school.

Cont. …….Pg 27 Mk bk 4

**Questions**

1. What is the title of the story?
2. Where did Mr. Waiswa and his children go?
3. Who are the children in the story?
4. Who liked bananas and disliked yams?
5. Who liked both cassava and bananas?
6. What did all the children like?
7. Who asked for a red bag?
8. Who liked blue pens?
9. When did Mr. Waiswa and his children go?
10. Mention the food he wanted to buy.

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: WHAT I LIKE AND HOW I FEEL**

**SUB – TOPIC: WHAT I LIKE**

**CONTENT: GUIDED COMPOSITION**

**ASPECT: COMPOSITION**

**GUIDED COMPOSITION**

**Choose the correct words from the box to complete the composition correctly.**

Cooking interesting sits dislikes

happy likes hardworking

My sister Mbabazi is a \_\_\_girl. She \_\_helping her mother in the kitchen. She believes girls should know how to cook. Mother is always \_\_\_with her. My brother \_\_\_sitting in the kitchen. He says there is a lot of smoke. He \_\_\_with father in the sitting room. He reads \_\_\_stories to my father. He likes reading stories more than \_\_\_\_.

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**TOPIC: FEELINGS AND DESIRES**

**SUB – TOPIC: HOW I FEEL**

**CONTENT: VOCABULARY**

**ASPECT: COMPOSITION**

**Vocabulary**

sad , angry , thirsty , tired, cold, hot, worried , scared, lazy, sick, ill, unhappy

**Use these words to construct sentences to show that you understand their meaning**

**Examples**

1. thirsty – Dinah, get me some drinking water I am feeling thirsty.
2. tired – Jona is resting because he is tired.

**Exercise**

1. scared
2. sick
3. worried
4. angry

**Arrange these words in ABC order**

1. thirsty, cold, worried, lazy
2. sad, sick, scared, sold
3. thirsty, scared, tired, sad
4. worried, unhappy, ill, angry

**Re-write these sentences and give the opposite of the underlined words.**

1. Tamale was so **unhappy** today.
2. Lukowe is a very **lazy** woman.
3. The porridge is too **cold** for the baby to take.
4. Mukose is a very **kind** boy.

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**TOPIC: FEELINGS AND DESIRE**

**SUB – TOPIC: HOW I FEEL**

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: ……………feel(s) ….when…..**

**Examples:**

1. She walks in a thick forest. She feels frightened.

She feels frightened when she walks in a thick forest.

1. Asaba wears asweater. He feels warm.

Asaba feels warm when he wears a sweater.

1. They are in a swimming pool. They feel happy.

They feel happy when they are in a swimming pool.

1. He feels worried. He is a lone at home.
2. He fells comfortable. He is with his mother.

**Exercise**

**Join the sentences using: - ……feels(s) ….when …..”**

1. I ride up a hill. I feel tired.
2. I swim in a river. I feel happy.
3. We look down a steep slope. We feel frightened.
4. He plays on the plains. He feels happy.
5. Odongo sits in the sun. He feels hot.
6. Adeke stand son the hill top. She feels cold
7. Children climb a mountain. They feel excited.
8. Adoa walks in rain. He feels cold.
9. He feels hungry. He takes long to eat.
10. Diana runs a long distance. She feels thirsty.

|  |  |  |  |  |
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**TOPIC: FEELINGS AND DESIRE**

**SUB – TOPIC: HOW I FEEL**

**CONTENT: STRUCTURES**

**ASPECT: COMPOSITION**

**Using: ……..because ………..**

**Examples:**

1. I have been running. I am tired.

I am tired because I have been running.

1. Buule got a present at school. Buule is happy.

Buule is happy because he got a present at school.

1. The teachers are annoyed. The pupils did not do the work.

The teachers are annoyed because the pupils did not do the work.

1. I am hungry. Mummy has not given me food.
2. Tomera is sad. Diana has taken her book.

**Exercise**

1. I am angry. Onen lost my pen.
2. My parents are worried. They have no money for my school fees.
3. Nsibirwa is thirsty. Nsibirwa has been playing netball.
4. I am sick. I drank unboiled water.
5. The pupils are attempting an exercise. The pupils are quiet.
6. The child is hungry. The child did not have lunch.
7. I am happy. I was chosen to be the class monitress.
8. Lazarus is weak. Lazarus has been sick.
9. The boys are studying hard. They want to pass their exams.
10. Watoya played the whole day. Watoya is tired.

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: WHAT I LIKE AND HOW I FEEL**

**SUB – TOPIC: HOW I FEEL**

**CONTENT: PASSAGES**

**ASPECT: COMPREHENSION**

**The different twins**

Babirye and Nakato are twin sisters. They live together and go to the same school. The two girls are different. Babirye is lazy and doesn’t like doing any work. She only likes playing most of the time.

Cont. ……………. Pg 28 Mk bk 4

**Questions**

1. What is the title of the story?
2. What kind of girl is Babirye?
3. What does Babirye like to do most of the time?
4. What does Nakato like to do in her free time?
5. How does Nakato go to school?
6. Write down two things Babirye does not like to do.
7. Mention two things you don’t like to do.
8. Who likes doing her class work?
9. Who is the lazy girl mentioned in the passage?
10. Write a suitable title to the above passage

**Free composition**

Write a composition about.

***Composition writing***

* ***Write a short story about your worst day in your life. Mention the date, place, what made the day worst, how did you feel on that day.***

**GRAMMAR**

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: VERBS AND THEIR TENSE**

**SUB – TOPIC: VERBS**

A verb is a doing word. It tells you what a noun is doing, does, did, has done or will do.

Therefore verbs are action words.

**Types of verbs**

1. Regular verbs
2. Irregular verbs

**Regular verbs**

These are verbs which have their past and perfect tense formed by adding “-d” , “-ed” or “-t” to the verb.

**Examples**

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Continuous tense** | **Past tense** | **Perfect tense**  **(has, have, had)** |
| move  arrive  change  dance  like  use  escape  care  live  behave  walk  talk  look  open  allow  cook  pick  dye  die  tie  lie  brush  fetch  ask  open  push  wash  end  fail  answer  play  delay  hang | moving  arriving  changing  dancing  liking  using  escaping  caring  living  behaving  walking  talking  looking  opening  allowing  cooking  picking  dyeing  dying  tying  lying  brushing  fetching  asking  opening  pushing  washing  ending  failing  answering  playing  delaying  hanging | moved  arrived  changed  danced  liked  used  escaped  cared  lived  behaved  walked  talked  looked  opened  allowed  cooked  picked  dyed  died  tied  lied (lay)  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  delaying  hanged | moved  arrived  changed  danced  liked  used  escaped  cared  lived  behaved  walked  talked  looked  opened  allowed  cooked  picked  dyed  died  tied  lied(lain)  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  delayed  hanged e.t.c |

***Activity***

***Use the words given in the brackets to complete the sentences***

1. The president has \_\_\_\_\_\_ (arrive)
2. She is \_\_\_\_\_(dance)
3. The woman is \_\_\_ her hair(fetch)
4. Daddy \_\_\_\_for us. (care)
5. He has \_\_the dress. (change)
6. I am \_\_\_ water (fetch)
7. He \_\_\_of malaria(die)
8. We \_the door. (open)
9. He \_\_\_ to his mother.(lie)
10. The boys are \_\_\_ coffee.(pick)

***Verbs that end with a consonant preceded by a vowel, we double the last consonant***

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Continuous tense** | **Past tense** | **Perfect tense**  **(has, have, had)** |
| *stop*  *mop*  *clap*  *admit*  *tap*  *slap*  *prefer*  *refer*  *hop*  *wet*  *map*  *drum*  *trim*  *drop*  *drag*  *drip*  *fit*  *spot*  *trap*  *slot*  *flop*  *trip*  *slop*  *thin*  *skip*  *wed*  *label*  *rig*  *step* | *stopping*  *mopping*  *clapping*  *admitting*  *tapping*  *slapping*  *preferring*  *referring*  *hopping*  *Wetting*  *mapping*  *drumming*  *trimming*  *dropping*  *dragging*  *dripping*  *fitting*  *spotting*  *trapping*  *slotting*  *flopping*  *tripping*  *slopping*  *thinning*  *skipping*  *wedding*  *labelling*  *rigging*  *stepping* | *stopped*  *mopped*  *clapped*  *admitted*  *tapped*  *slapped*  *preferred*  *referred*  *hopped*  *wetted (wet)*  *mapped*  *drummed*  *trimmed*  *dropped*  *dragged*  *dripped*  *fitted (fi)*  *spotted*  *trapped*  *slotted*  *flopped*  *tripped*  *slopped*  *thinned*  *skipped*  *wedded*  *labelled*  *rigged*  *stepped* | *stopped*  *mopped*  *clapped*  *admitted*  *tapped*  *slapped*  *preferred*  *referred*  *hopped*  *Wetted (wet)*  *mapped*  *drummed*  *trimmed*  *dropped*  *dragged*  *dripped*  *fitted (fi)*  *spotted*  *trapped*  *slotted*  *flopped*  *tripped*  *slopped*  *thinned*  *skipped*  *wedded*  *labelled*  *rigged*  *stepped* |

**Exercise**

**Use the words below to make correct sentences**

1. hanged
2. mopped
3. dyed
4. died
5. walked
6. tied
7. lied
8. lay
9. failed
10. cooked

***Topic : Verbs and their teaches***

***Sub topic : Regular verbs***

***Verbs that end with “y” preceded by a consonant, change”y” to “I” and ed is added***

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Continuous tense** | **Past tense** | **Perfect tense**  **(has, have, had)** |
| *cry*  *marry*  *carry*  *hurry*  *copy*  *study*  *spy*  *fry*  *bury*  *dry*  *apply*  *dirty*  *deny*  *rely*  *reply*  *multiply*  *beautify*  *prophesy*  *comply*  *supply*  *shy*  *identify*  *photocopy*  *occupy*  *try*  *defy* | *crying*  *marrying*  *carrying*  *hurrying*  *copying*  *studying*  *spying*  *frying*  *burying*  *drying*  *applying*  *dirtying*  *denying*  *relying*  *replying*  *multiplying*  *beatifying*  *prophesying*  *complying*  *supplying*  *shying*  *identifying*  *photocopying*  *occupying* | *cried*  *married*  *carried*  *hurried*  *copied*  *studied*  *spied*  *fried*  *buried*  *dried*  *applied*  *dirtied*  *denied*  *relied*  *replied*  *multiplied*  *beatified*  *prophesied*  *complied*  *supplied*  *shied*  *identified*  *photocopied*  *occupied*  *tried*  *defied* | *cried*  *married*  *carried*  *hurried*  *copied*  *studied*  *spied*  *fried*  *buried*  *dried*  *applied*  *dirtied*  *denied*  *relied*  *replied*  *multiplied*  *beatified*  *prophesied*  *complied*  *supplied*  *shied*  *identified*  *photocopied*  *occupied*  *tried*  *defied* |

**Regular verbs that add letter “t”**

|  |  |  |
| --- | --- | --- |
| learn  spoil  mean  dream  burn  leap  deal  lean | learnt  spoilt  meant  dreamt  burnt  leapt  dealt  leant (leaned) | learnt  spoilt  meant  dreamt  burnt  leapt  dealt  leant (leaned) |

**Exercise**

**Use the verbs in brackets correctly**

1. He \_\_ his best to do that work. (try)
2. The baby is \_\_for milk. (cry)
3. The porter \_\_a wheelbarrow yesterday. (push)
4. Joseph and Mary \_\_at Rubaga Primary School. (study)
5. The children are \_\_for the head teacher. (clap)
6. I am \_\_my food for lunch. (cook)
7. Mutesi \_\_her shoes yesterday. (brush)
8. The gatekeeper has \_\_the gate for the guest. (open)
9. The farmer had \_\_good banana plants. (plant)
10. He \_\_that Jesus rose again on the Easter day. (believe)
11. The children have \_\_\_\_\_\_\_the T.V.
12. The thief was properly \_\_\_\_\_ with by the police (deal)

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  | **9:20 – 10:00** |

**TOPIC: VERBS**

**SUB – TOPIC: IRREGULAR VERBS**

**Irregular Verbs**

These are verbs whose past and perfect tense have no uniform order.

***Categories of irregular verbs***

1. *Irregular verbs that change vowel “i” to “a” for past tense and “u” for past participle respectively.*

***Examples***

***(has/ have/ had)***

|  |  |  |
| --- | --- | --- |
| ***Present*** | ***Past*** | ***Past participle*** |
| *swim*  *drink*  *ring*  *sing*  *spring*  *shrink*  *sink*  *begin*  *stink* | *swam*  *drank*  *rang*  *sang*  *sprang*  *shrank*  *sank*  *began*  *stank* | *swum*  *drunk*  *rung*  *sung*  *sprung*  *shrunk*  *sunk*  *began*  *stunk* |

1. *Irregular verbs that change vowel “i” to “u” to form past tense and past participle*

|  |  |  |
| --- | --- | --- |
| ***Present*** | ***Past*** | ***Past participle (has/ have/had)*** |
| *dig*  *sting*  *wring*  *stick*  *cling*  *sling*  *swing*  *hang*  *string*  *fling* | *dug*  *stung*  *wrung*  *stuck*  *clung*  *slung*  *swung*  *hung*  *strung*  *flung* | *dug*  *stung*  *wrung*  *stuck*  *clung*  *slung*  *swung*  *hung*  *strung*  *flung* |
| ***Exception*** | | |
| ***Present*** | ***Past*** | ***Past participle*** |
| *strike*  *spin* | *struck*  *spun* | *struck*  *spun* |

1. *Irregular verbs that change completely to their past and past participle.*

|  |  |  |
| --- | --- | --- |
| ***Present*** | ***Past*** | ***Past participle*** |
| *tear*  *bear*  *beat*  *know*  *blow*  *eat*  *think*  *see*  *seek*  *hang*  *shake*  *lay*  *lie*  *lie*  *throw*  *forbid*  *freeze*  *bleed* | *tore*  *bore*  *beat*  *knew*  *blew*  *ate*  *thought*  *saw*  *sought*  *hung*  *shook*  *laid*  *lied*  *lay*  *threw*  *forbade*  *froze*  *bled* | *torn*  *born*  *beaten*  *known*  *blown*  *eaten*  *thought*  *seen*  *sought*  *hung*  *shaken*  *laid*  *lied*  *lain*  *thrown*  *forbidden*  *frozen*  *bled* |
| *become* | *became* | *become* |
| *rise* | *rose* | *risen* |
| *feed* | *fed* | *fed* |
| *win* | *won* | *won* |
| *shine* | *shone* | *shone* |
| *breed* | *bred* | *bred* |
| *bleed* | *bled* | *bled* |
| *speed* | *sped* | *sped* |
| *fly* | *flew* | *flown* |
| *forget* | *forgot* | *forgotten* |
| *drive* | *drove* | *driven* |
| *get* | *got* | *got* |
| *hear* | *heard* | *heard* |
| *hold* | *held* | *held* |
| *shake* | *shook* | *shaken* |
| *shoot* | *shot* | *shot* |
| *find* | *found* | *found* |
| *bind* | *bound* | *bound* |
| *grind* | *ground* | *ground* |
| *fight* | *fought* | *fought* |
| *buy* | *bought* | *bought* |
| *seek* | *sought* | *sought* |
| *think* | *though* | *thought* |
| *catch* | *caught* | *caught* |
| *teach* | *taught* | *taught* |
| *choose* | *chose* | *chosen* |
| *lose* | *lost* | *lost* |
| *wake* | *woke* | *woken* |
| *arise* | *arose* | *arisen* |
| *breastfeed* | *breastfed* | *breastfed* |
| *hide* | *hid* | *hidden* |
| *leave* | *left* | *left* |
| *light* | *lit* | *lit* |
| *make* | *made* | *made* |
| *meet* | *met* | *met* |
| *lead* | *led* | *led* |
| *write* | *wrote* | *written* |
| *swell* | *swelled* | *swollen / swelled* |
| *ride* | *rode* | *ridden* |
| *sow* | *sowed* | *sown* |
| *show* | *showed* | *shown* |
| *slide* | *slid* | *slid* |
| *speak* | *spoke* | *spoken* |
| *stand* | *stood* | *stood* |
| *understand* | *understood* | *understood* |
| *strive* | *strove* | *striven* |
| *swear* | *swore* | *sworn* |
| *be* | *was / were* | *been* |
| *is* | *was* | *been* |
| *am* | *was* | *been* |
| *are* | *were* | *been* |
| *begin* | *began* | *began* |
| *wear* | *wore* | *worn* |
| *go* | *went* | *gone* |
| *sew* | *sewed* | *sewn* |
| *know* | *knew* | *known* |
| *draw* | *drew* | *drawn* |
| *grow* | *grew* | *grown* |
| *beat* | *beat* | *beaten* |
| *pay* | *paid* | *paid* |
| *say* | *said* | *said* |
| *eat* | *ate* | *eaten* |
| *do* | *did* | *done* |
| *sit* | *sat* | *sat* |
| *break* | *broke* | *broken* |
| *come* | *came* | *come* |
| *run* | *ran* | *run* |
| *see* | *saw* | *seen* |
| *throw* | *threw* | *thrown* |

***Activity***

**Use the correct for the word given in the brackets**

1. He \_\_\_\_\_\_\_ a very nice picture. (draw)
2. He has \_\_\_\_\_\_\_ my school fees.(pay)
3. The girl has \_\_\_\_\_\_\_ the desk (break)
4. Tom \_\_\_\_\_\_\_ the thief (see)
5. The mad woman \_\_\_\_\_\_\_ a stone at me. (throw)
6. He \_\_\_\_\_\_\_ me yesterday (beat)
7. Our teacher told us to \_\_\_\_\_\_\_ the compound(sweep)
8. The old woman \_\_\_\_\_\_\_ bitterly when she lost her son.(weep)
9. The bad boy \_\_\_\_\_\_\_ under the table (hide)
10. He \_\_\_\_\_\_\_ on the bed and rested.(lie)

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

1. He \_\_\_\_\_\_\_ the baby’s milk. (drink)
2. Our hen has \_\_\_\_\_\_\_\_\_\_ eggs. (lay)
3. The thieves were \_\_\_\_\_\_\_ dead by the police. (shoot)
4. Her mother \_\_\_\_\_\_\_ hands with the president (shake)
5. Tom \_\_\_\_\_\_\_ the baby yesterday.(feed)
6. Jesca has \_\_\_\_\_\_\_ my uniform.|(tear)
7. He \_\_\_\_\_\_\_ a nice song last week(sing)
8. He \_\_\_\_\_\_\_ his clothes on the line (hang)
9. We have \_\_\_\_\_\_\_ the exams (begin)
10. Teddy \_\_\_\_\_\_\_ me yesterday.(beat)

**Activity**

**Re-write the following sentences changing the verb to past participle**

1. Diana wrote a letter
2. He spoke wrong English
3. We began exams yesterday
4. I am eating food
5. He chose a nice dress
6. Tom knew the answer
7. The children fought in class
8. The thief was hanged
9. John saw the thief
10. Our hen laid many eggs.
11. *Irregular verbs with double vowels “ee” drop one “e” and we add “t” after the last consonant to form their past and past participle tenses*

|  |  |  |
| --- | --- | --- |
| ***Present*** | ***Past*** | ***Past participle*** |
| *sleep*  *keep*  *sweep*  *weep*  *kneel* | *slept*  *kept*  *swept*  *wept*  *knelt* | *slept*  *kept*  *swept*  *wept*  *knelt* |
| *creep* | *crept* | *crept* |
| *feel* | *felt* | *felt* |

***Remove the last letter and add “t”***

|  |  |  |
| --- | --- | --- |
| *bend* | *bent* | *bent* |
| *lend* | *lent* | *lent* |
| *send* | *sent* | *sent* |
| *spell* | *spelt* | *spelt* |
| *spend* | *spent* | *spent* |
| *build* | *built* | *built* |
| *smell* | *smelt* | *smelt* |
| *spill* | *spilt* | *spilt* |
| *dwell* | *dwelt* | *dwelt* |

**Verbs that don’t change at all**

|  |  |  |
| --- | --- | --- |
| *put*  *cut*  *read*  *hit*  *burst*  *broadcast*  *cast*  *telecast*  *cost*  *hurt*  *bet*  *slit*  *shut*  *let*  *split*  *set*  *wet* | *put*  *cut*  *read*  *hit*  *burst*  *broadcast*  *cast*  *telecast*  *cost*  *hurt*  *bet*  *slit*  *shut*  *let*  *split*  *set*  *wet* | *put*  *cut*  *read*  *hit*  *burst*  *broadcast*  *cast*  *telecast*  *cost*  *hurt*  *bet*  *slit*  *shut*  *let*  *split*  *set*  *wet* |

**Some irregular verbs form their past and past participle adding “t”**

**Examples**

|  |  |  |
| --- | --- | --- |
| dream  deal  learn  mean  I | dreamt  dealt  learnt  meant  learnt | dreamt  dealt  learnt  meant  leant |

**Exercise 2**

**Give the opposites of the following**

|  |  |
| --- | --- |
| 1. give 2. open 3. buy 4. start 5. begin 6. come 7. laugh 8. agree 9. rise 10. win 11. increase 12. like 13. love 14. admit 15. accept 16. lead 17. cleaned 18. punish 19. borrow 20. send 21. arrive 22. teach 23. walk 24. stand 25. sink 26. awake 27. dry 28. pass 29. praise 30. tie | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Formation of verbs**

|  |  |
| --- | --- |
| **words** | **verbs** |
| strong  wide  long  beauty  broad  sweet  tough | strength  widen  lengthen  beautifully  broaden  sweeten  toughen |

**Exercise**

**Use the verbs in the brackets correctly**.

1. The driver \_\_the van in a high speed. (drive)
2. The class monitor has \_\_books to the teacher. (take)
3. They are \_\_\_in the river. (swim)
4. He \_\_his shirt last Saturday. (tear)
5. The teacher \_\_those who did complete the work. (beat)
6. The bird has \_\_into its nest. (fly)
7. Mulefu is \_\_down the big tree. (cut)
8. I nearly \_\_myself with a hammer. (hit)

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **ENGLISH** |  | **9:20 – 10:30** |

**TOPIC: TENSES**

**SUB – TOPIC: PRESENT SIMPLE TENSE**

A tense is the changing of a verb according to time of action. We have three types of tenses namely:-

1. Present tense
2. Past tense
3. Future tense

**PRESENT TENSE**

**Present simple tense**

This tense is used when referring to actions which happen everyday, weekly, monthly, yearly etc.

The verbs used depend on the nouns or pronouns used in the sentences as a subject.

He

She “s” “es” “ies” is added to the verb

It e.g.

1. Tony goes to school daily.
2. Mustafah cries every morning
3. The dog barks every night.

We

You verbs don’t take “s” “es” “ies”

I

They e.g.

1. The boys play football every evening.
2. I wash my uniform daily.
3. Mukose and I mop this house every morning.

**Examples**

**Verbs adding “s”**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| buy  bring  walk  cook  eat  drink  talk  take  pay | buys  brings  walks  cooks  eats  drinks  talks  takes  pays |

**Verbs adding “es)**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| go  do  fetch  watch  catch  wash  brush  match | goes  does  fetches  watches  washes  brushes  matches |

**Vebs dropping “y” and adding “ies”**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| carry  cry  dry  fly  spy  supply  rely  marry  burry  marry | carries  cries  dries  flies  spies  supplies  complies  relies  buries  marries |

**Verbs that add “ing”**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| walk  cook  eat  drink  walk  copy  dry  cry  spy  fly | walking  cooking  eating  drinking  walking  cpying  drying  crying  spying  flying |

**Verbs that drop “e” and add “ing”**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| come  dance  remove  move  believe  deceive  take  shake  make | coming  dancing  removing  moving  believing  deceiving  taking  shaking  making |

**Verbs that double the last consonant**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| drop  clap  slap  tap  trap  dig  sit  cut  put | dropping  clapping  slapping  tapping  trapping  digging  sitting  cutting  putting |

**Verbs that change “rie” to ‘Y” then add “ing”**

|  |  |
| --- | --- |
| **Verbs** | **Present simple** |
| tie  die  lie | typing  dying  lying |

**Exception**

Dye \_\_\_\_\_\_\_\_\_\_ dyeing

**Exercise**

**Use the verbs in the brackets correctly.**

1. The baby \_\_\_everyday. (cry)
2. I \_\_my homework from home every day. (do)
3. He \_\_\_a school bag every day. (carry)
4. My mother \_\_\_water from the well daily. (fetch)
5. She \_\_\_her shoes every morning. (brush)
6. Joyce \_\_on the bed every day. (lie)
7. They \_\_for the head teacher every day. (clap)
8. The class monitor \_\_ to the staffroom every time. (go)
9. The children \_\_their books in the desk every day. (keep)
10. Our teacher \_\_English well every day. (speak)
11. I \_\_\_lessons every Mondays. (doge)
12. The drivers \_\_\_cars every day. (drive)

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  |  | ***Grammar*** |  | ***11:00 – 12:20*** |

***Change these sentences to negative and interrogative***

1. ***The fortress is strong*** 
   1. ***The fortress is not strong***
   2. ***Is the fortress strong?***
2. ***Our teacher of English speaks English***

***Our teacher of English does not speak English***

***Does our teacher of English speak English***

1. ***The passenger is paying the fare.***

***The fare is being paid by the passenger***

***The passenger is paying the fare --- isn’t she?***

***More examples***

1. *Mary is teaching now*

*Mary is not teaching now*

*Is Mary teaching now?*

1. *They are eating now*

*They are not eating now*

*Are they eating now?*

1. *I am going to school*

*I am not going to school*

*Am I going to school?*

***Exercise***

***Change these sentences to negative and interrogative***

1. ***They clap hands every day***
2. ***There is something on the table***
3. ***There is some chalk in that drawer***
4. ***The conductor collects fare every day***
5. ***It shines every day***

***Change these sentences to passive voice***

***Examples***

1. ***Birds eat insects every day***

***Insects are eaten by birds every day***

1. ***Joy drinks water every day***

***Water is drunk by Joy every evening***

***Exercise***

1. ***Peter plays foot ball every day***
2. ***The doctor injects patients every day***
3. ***The carpenter smoothes the furniture daily***
4. ***Peter speaks English at school***
5. ***Children kneel on the mat every Friday***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  | **11:00 – 12:20** |

**TOPIC: TENSES**

**SUB – TOPIC: PRESENT CONTINUOUS TENSE**

This tense is used to show actions which are taking place now and even those that are to take place in future.

1. Singular nouns and pronouns use “is” as the helping verb (She, He, It) use “is” + the main verb ending in “-ing”

**Examples**

1. The boy **is sitting** on the chair.
2. The cow **is eating** grass.
3. The baby **is crying** for milk.
4. Jane **is cooking** food.
5. The cat is lying under the table.

1. Plural nouns and pronouns use “are” as the helping verb.

(We, They, You) we “are” + the main verb ending in “-ing”

**Examples**

1. The girls **are skipping** with a nice rope.
2. Betty and I **are mopping** the house.
3. You **are shouting** for the baby.
4. Pronoun “I” uses “am” + the main verb ending in “-ing”

**Example**: I am going to school

I am weaving a basket now.

**Exercise**

**Use the verb in the brackets correctly**

1. She is \_\_\_the work now. (begin)
2. The boys are \_\_\_in the river. (swim)
3. My sister is \_\_the cup on the table now. (put)
4. The casualty is \_\_\_terribly. (bleed)
5. All the parents are \_\_\_school fees in the bank now. (pay)
6. I am \_\_\_my crops. (weed)
7. The teacher is \_\_\_the stubborn boys. (punish)
8. The passengers are \_\_\_for Entebbe air port now. (leave)
9. I am \_\_\_him coming out of his office now. (see)
10. The P.4 class is \_\_a basket. (weave)

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  |  | ***Grammar*** |  | ***11:00 – 12:20*** |

***Negative (interrogative)***

***Change these sentences in negative and interrogative***

***Examples***

1. ***The teacher is teaching English*** 
   1. ***The teacher is not teaching English (Neg)***
   2. ***Is the teacher teaching English? (Interrogative)***
2. ***The driver is repairing his lorry*** 
   1. ***The driver is not repairing his lorry. (Neg)***
   2. ***Is the driver repairing his lorry? (Interrogative)***

***Exercise***

1. ***He is planting coffee bushes near his house***
2. ***The passengers are travelling to Entebbe***
3. ***The cobbler is mending my shoes***
4. ***The tinker is repairing the broken pots***
5. ***Jane is thinking about the answers.***

***Active, passive and question tag***

***Examples***

1. ***The conductor is collecting the fare*** 
   1. ***The fare is being collected by the conductor,(passive)***
   2. ***The conductor is collecting the fare, isn’t he?***
2. ***The mourners are carrying the coffin*** 
   1. ***The coffin is being carried by the mourners.***
   2. ***The mourners are carrying the coffin , aren’t they?***

***Exercise***

1. ***The school bursar is writing a receipt***
2. ***The head boy is wringing the shirt***
3. ***The house maid is weaving the mat.***
4. ***The carpenter is smoothing the furniture***
5. ***The spectators are blowing the horns***
6. ***The mechanic is repairing the vehicle***
7. ***The conductor is riding a bicycle***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: TENSES**

**SUB – TOPIC: PRESENT PERFECT TENSE**

This tense deals with actions or events which have just taken place. The helping verbs used here are “has” and “have”

She

He use “has + a verb in the perfect tense

It e.g.

1. The baby has eaten an apple
2. The car has knocked a girl.
3. Tom has drunk the juice already.
4. He has begun the work
5. She has written the work.

You

They use “have” + a verb in the perfect tense

I

We e.g.

1. The girls have fetched enough water
2. Micheal and I have eaten all the food.
3. I have gone to the market.
4. They have repaired the car.
5. We have seen the mechanic

**Exercise**

**Use the verb in the brackets correctly**

1. She has \_\_some seeds in the garden already. (sow)
2. We have \_\_the teacher just now. (see)
3. Mr. Wakori has \_\_the snake now. (beat)
4. She has \_\_\_herself already. (hang)
5. He has \_\_\_his shirt. (tear)
6. I have \_\_over the fence. (jump)
7. The animals have \_\_ the thunder. (hear)
8. The head teacher has \_\_\_the stubborn boys. (punish)
9. The cows have \_\_\_all the potato vines. (eat)
10. The cat has \_\_\_mummy’s glass. (break)

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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  |  | ***Grammar*** |  | ***11:00 – 12:20*** |

***Negative interrogative***

***Examples***

1. ***We have seen a snake*** 
   1. ***We have not seen a snake***
   2. ***Have we seen any snake?***
2. ***Mr. Wambwa has rung the bell*** 
   1. ***Mr. Wambwa has not rung the bell***
   2. ***Has Mr. Wambwa rung the bell?***
3. ***The choir has sung a nice song***

***A nice song has been sung by the choir***

***The choir has sung a nice song, hasn’t it?***

***Exercise***

1. ***They have stolen some computers***
2. ***The bees have stung the thieves***
3. ***The head teacher has expelled the stubborn boys***
4. ***I have knelt on the mat***
5. ***The farmer has sown some seeds***

***Active and passive voice and question tag***

***Examples***

1. ***The cat has drunk the milk.*** 
   1. ***The milk has been drunk by the cat (passive)***
   2. ***The cat has drunk the milk, hasn’t he?***
2. ***The mad man has torn the shirt already.*** 
   1. ***The shirt has been torn by the mad man already***
   2. ***The mad man has torn the shirt already, hasn’t he?***

***Exercise***

1. ***The librarian has bound the book***
2. ***The barber has dyed the hair***
3. ***Mr. Jagwe has hung the shirt***
4. ***The doctor has shaken the medicine well***
5. ***The dentist has worn a nice shirt***

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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: TENSES**

**SUB – TOPIC: PAST TENSE**

**PAST TENSE**

**Past simple tense**

This tense is used when talking about an action which is not related to the present.

We usually use it when telling stories.

No helping verb is used.

A helping verb is include is, was, has, had, etc.

**Examples**

1. The baby **cried** for milk.
2. I **saw** Mary picking your doll.
3. They **took** the food to the patient.
4. Sarah **hung**  her dress on the line last night.
5. He sang a nice song
6. Tom bought new spanners
7. He drank my water

**Exercise**

**Use the verbs in the brackets to complete the sentences correctly using past tense**.

1. He \_\_\_his shirt last Saturday. (tear)
2. The girls \_\_along the high street. (walk)
3. This coat \_\_ ten thousand shillings. (cost)
4. The men \_\_ good English yesterday. (speak)
5. The whole class \_\_up to greet the visitor. (stand)
6. The teacher \_\_those who didn’t complete the homework. (beat)
7. The boys \_\_the mango tree yesterday. (climb)
8. I \_\_ in class because I was sick. (sleep)
9. Jonathan and I \_\_cards yesterday evening. (play)
10. They \_\_red colours only. (choose)

|  |  |  |  |  |
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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
|  |  | ***Grammar*** |  | ***11:00 – 12:20*** |

***Negative / interrogative***

***Examples***

1. ***The bird flew over our house yesterday*** 
   1. ***The bird did not fly over our house yesterday (neg)***
   2. ***Did the bird fly over our house yesterday? (intro)***
2. ***The cat hid under the cupboard yesterday*** 
   1. ***The cat did not hide under the cupboard yesterday***
   2. ***Did the cat hide under the cupboard yesterday?***

***Exercise***

1. ***Our class teacher stuck the picture in our books***
2. ***The prostitute threw the baby in the latrine yesterday***
3. ***The baby broke the class yesterday***
4. ***We drank some sodas yesterday***
5. ***Mr. Ssekamwa swam in the well last week***
6. ***It was a long way from Kampala to Jinja***

***Passive and active voice / question tags***

***Examples***

1. ***The farmers sowed the seeds last week*** 
   1. ***The seeds were sown by the farmers last week (passive)***
   2. ***The farmers sowed the seeds last week, didn’t they?***
2. ***The timekeeper rang the bell*** 
   1. ***The bell was rung by the time keeper***
   2. ***The time keeper rung the bell, didn’t he?***

***Exercise***

1. ***The baker read the recipe yesterday***
2. ***The librarian bound our books last term.***
3. ***Musomesa drew a nice picture last week.***
4. ***Our head girl whistled last night.***
5. ***Jame rode the bicycle yesterday.***

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: TENSES**

**SUB – TOPIC: PAST CONTINUOUS TENSE**

**Past Continuous tense**

This tense is used when talking about an action which was going on in the past.

(I, She, He, It) use “**was**”

**Examples**

1. I was **going** to town yesterday.
2. Alice was **mopping** the house at that time.
3. Ojok was **clapping** for the visitor.
4. As Kato was washing (was) the plates, her brother was dirtying them. (dirty)

**Exercise**

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

1. We were \_\_\_for the visitor yesterday. (dance)
2. The baby was \_\_\_by the time its mother came back. (cry)
3. Caesar was \_\_\_a bicycle when I met him. (ride)
4. Peter and Paul were \_\_\_cards the whole day. (play)
5. The pupils were \_\_their examinations. (do)
6. The girls were \_\_the veranda yesterday. (mop)
7. The children were \_\_\_\_ the compound yesterday. (slash)
8. Pauline was \_\_\_a basket. (weave)
9. The casualty was \_\_\_seriously. (bleed)
10. The bees were \_\_\_the workers. (sting)

**Past continuous tense with while, when and as**

**Examples**

1. I was going to school. I met my mother

While I was going to school, I met my mother

When I was going to school, I met my mother

As I was going to school, I met my mother

1. I met my mother while I was going to school

I met my mother when I was going to school

I met my mother as I was going to school

**Activity**

**Re-write the following sentences using:.......while, as and when**

1. Jane was reading. Betty was writing.
2. Mummy was digging. Daddy was slashing.
3. Tom was cooking. Tinah was washing plates.
4. The teacher was teaching. The children were making noise.
5. I was cooking. She was ironing
6. Mary was washing. Daisy was playing

**NB:** When you begin with those words, a comma is needed after the first sentence.

When you use them in the middle, a comma is not needed.

**Using ...............going to ........in the future simple tense**

1. I shall go to school. I am going to go to school
2. Tom will eat matoke. Tom is going to eat matoke
3. They will pay fees in time. They are going to pay fees in time

**Activity**

**Re-write using................going to..............**

1. We shall eat fish.
2. Our teacher will teach us.
3. Tom will plant crops
4. She will buy a book
5. He will get a new uniform
6. Nakato will beat me
7. You will get lost
8. Aidah will be promoted.

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: TENSES**

**SUB – TOPIC: FUTURE SIMPLE TENSE**

**Future Simple Tense**

This tense is used when thinking of or imagining an action or event that will happen at some future time.

He

She Use “will”

It e.g. 1. He will **meet** Jona tomorrow.

They 2. The girls will **collect** firewood in the evening.

You 3. You will **go** to Nairobi next week.

We Use “shall”

I e.g. 1. I shall **mop** the house tomorrow morning.

2. We shall **carry** the bags to the markets

**Exercise**

**Complete these sentences with the correct verb tense**

1. Joan \_\_\_us next Sunday. (visit)
2. I \_\_do my homework after supper. (do)
3. The teacher \_\_\_\_harder next term. (work)
4. The chairman and I \_\_\_the village meeting. (attend)
5. The boy \_\_\_the blackboard after the lesson. (clean)
6. We \_\_\_\_the concert next Saturday. (enjoy)
7. The bus \_\_\_at exactly 7:30 am (leave)
8. Mother \_\_\_care of our uncle’s wife. (take)

|  |  |  |  |  |
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| ***Date*** | ***Class*** | ***Subject*** | ***No. of pupils*** | ***Time*** |
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***Negative / interrogative***

***Examples***

1. ***We shall grind the millet tomorrow*** 
   1. ***We shall not grind the milled tomorrow (negative)***
   2. ***Shall we grind the milk tomorrow (interrogative)***
2. ***The candidates will pay school fees next week*** 
   1. ***The candidates will not pay school fees next week (negative)***
   2. ***Will the candidates pay school fees next week.(interrogative)***

***Exercise***

1. ***It will shine brightly tomorrow***
2. ***The judge will sentence him to life in prisonment***
3. ***The baby will splint the milk in the evening***
4. ***The journalist will envelop the letter***
5. ***Nelson Mandela fought for people’s right.***

***Active and passive voice***

***Examples***

1. ***Aisha will forgive me*** 
   1. ***I will be forgiven by Aisha (passive)***
   2. ***Aisha will forgive me, won’t she?***
2. ***The tailor will sew my shirt*** 
   1. ***My shirt will be sown by the tailor***
   2. ***The tailor will sew my shirt, won’t he?***

***Exercise***

1. ***The cashier will receive the money***
2. ***The florist will spray the flowers***
3. ***The bee will sting the night dancers***
4. ***The nipper will drink the milk***
5. ***Our class teacher will mark our books***
6. ***We shall repair the chimneys.***

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  |  | **Grammar** |  |  |

**TOPIC: ADJECTIVES**

**SUB – TOPIC: ADJECTIVES**

An adjective is a word that describes a noun. It tells us more about nouns

**Read these sentences**

**A B**

1a. That is a flower 1b. That is a nice flower

2a. I have a pen 2b. I have a blue pen.

3a. It is a tree. 3b. It is a big tree.

**Note**:

The words ‘nice’, **blue** and **big** are describing a flower, pen and tree. Therefore we call them adjectives.

**Underline the adjectives**

1. Napoleon was a **strong** man.
2. The teacher gave us **little** work.
3. Our mother told us an **interesting** story.
4. He has a rectangular table
5. Tom is a very old man.
6. She is very humble

**Exercise**

**Underline the adjectives**

1. Alice was putting on a red dress.
2. That is a useful tin.
3. Mummy bought for me small books.
4. Education is a good thing.
5. My aunt takes much sugar.
6. Sinning is a bad thing.
7. Aisha is a beautiful girl.
8. I enjoy looking at bright colour.

|  |  |  |  |  |
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| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
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**TOPIC: ADJECTIVES**

**SUB – TOPIC: FORMING ADJECTIVES FROM VERBS AND NOUNS**

**Forming adjectives**

|  |  |
| --- | --- |
| **Verb / Noun** | **Adjective** |
| beauty | beautiful |
| danger | dangerous |
| poison | poisonous |
| talk | talkative |
| abuse | abusive |
| interest | interesting |
| metal | metallic |
| economy | economic |
| courage | courageous |
| care | careless / careful |
| laziness | lazy |
| hard work | hard working |
| wood | wooden |
| taste | tasty |
| circle | circular |
| gold | golden |
| child | childish |
| fun | funny |
| sugar | sugary |
| salt | salty |
| sun | sunny |
| mercy | merciful / merciless |
| use | useful / useless |
| water | watery |
| rectangle | rectangular |
| triangle | triangular |
| wind | windy |
| hunger | hungry |
| steal | stealthy |
| rain | rainy |
| energy | energetic |
| pride | proud |
| mountain | mountainous |
| dust | dusty |
| misery | miserable |
| portability | portable |
| punctuality | punctual |
| friend | friendly |
| comfort | comfortable |
| importance | important |
| fame | famous |
| strength | strong |
| height | high |
| difficulty | difficult |
| length | long |
| woman | womanish |
| girl | girlish |
| boy | boyish |
| fish | fishy |
| knowledge | knowledgeable |
| break | breakable |
| flesh | fleshy |
| salt | salty |
| sand | sandy |
| laziness | lazy |
| milk | milky |
| terror | terrible |
| wool | woolen |
| dirt | dirty |
| expense | expensive |
| religion | religious |
| enjoy | enjoyable |
| industry | industrious (industrial) |
| decide | decisive |
| space | spacious |
| age | old |
| encourage | encouraging |
| continue | continuous |
| educate | educative |
| fashion | fashionable |
| digest | digestible |
| guilt | guilty |
| skill | skilled (skilful) |

**Ful/ less**

* beauty
* care
* mercy
* skill

|  |  |  |  |  |
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**TOPIC: ADJECTIVES**

**SUB – TOPIC: COMPARISON OF ADJECTIVES**

**Comparison of adjectives**

The adjectives are comprised of three degrees. These are

1. Positive degree
2. Comparative degree
3. Superlative degree

**Forms of adjectives**

**A**: We have the adjectives we add – er or –est without any changes.

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| small  bright  tall  short  long  smooth  narrow  thick  hard  soft  quick  near  old  dear  clever  weak  strong  slow | smaller  brighter  taller  shorter  longer  smoother  narrower  thicker  harder  softer  quicker  nearer  older  dearer  cleverer  weaker  stronger  slower | smallest  brightest  tallest  shortest  longest  smoothest  narrowest  thickest  hardest  softest  quickest  nearest  oldest  dearest  cleverest  weakest  strongest  slowest |
| poor | poorer | poorest |
| deep | deeper | deepest |
| sweet | sweeter | sweetest |
| shallow | shallower | shallowest |
| rich | richer | richest |
| strict | stricter | strictest |
| black | blacker | blackest |
| neat | neater | neatest |
| bitter | bitterer | bittest |
| low | lower | lowest |
| quick | quicker | quickest |
| blunt | blunter | bluntest |
| sharp | sharper | sharpest |
| fast | faster | fastest |
| loud | louder | loudest |
| rough | rougher | roughest |
| tough | tougher | toughest |
| kind | kinder | kindest |
| calm | calmer | calmest |
| cheap | cheaper | cheapest |
| young | younger | youngest |
| new | newer | newest |
| clean | cleaner | cleanest |
| green | greener | greenest |
| high | higher | highest |
| light | lighter | lightest |
| dark | darker | darkest |
| dull | duller | dullest |
| stubborn | stubborner | stubbornest |
|  |  |  |
|  |  |  |

**Activity**

**Use the correct form of the word given in the brackets to complete the following sentences**

1. He is the \_\_\_\_\_\_\_\_ boy in our class.(small)
2. Mary is \_\_\_\_\_\_\_\_\_\_ that Jane.(tall)
3. Her face is \_\_\_\_\_than mine (smooth)
4. He is \_\_than his sister.(clever)
5. He got the \_\_\_ marks in our class.(low)
6. This is the \_\_ lake in Uganda (deep)
7. This is the \_\_\_ surface I have even seen.(rough)
8. Our home is \_\_\_ to school than yours.(near)
9. He is the \_\_\_\_\_child in this school (old)
10. A pineapple is \_\_\_\_\_ than a mango (sweet)

**B:** If the adjective ends with “e” this letter is dropped when adding – er or – est

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| large  brave  wide  wise  safe  rude  simple  white  idle | larger  braver  wider  wiser  safer  ruder  simpler  whiter  idler | largest  bravest  widest  wisest  safest  rudest  simplest  whitest  idlest |
| humble | humbler | humblest |
| stale | staler | stalest |
| polite | politer | politest |
| nice | nicer | nicest |
| fine | finer | finest |
| safe | safer | safest |
| fierce | fiercer | fiercest |
| huge | huger | hugest |
| noble | nobler | noblest |
| loose | looser | loosest |
| course | courser | coursest |
| late | later | latest |
| ripe | riper | ripest |
| blue | bluer | bluest |

**Exercise**

**Complete the table correctly**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| kind  \_\_\_\_\_\_  few  deep  \_\_\_\_\_  cold  light  \_\_\_\_\_ | \_\_\_\_\_\_\_ cheaper  fewer  \_\_\_\_\_  braver  colder  \_\_\_\_\_  larger | kindest  cheapest  \_\_\_\_\_  deepest  bravest  \_\_\_  lightest  largest |

|  |  |  |  |  |
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**TOPIC: ADJECTIVES**

**SUB – TOPIC: COMPARISON OF ADJECTIVES**

**C:** When an adjective ends with “y” , this letter is changed to “I” before adding – er or – est.

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| heavy  lazy  happy  lucky  noisy  ugly  easy  pretty  early  dirty  dry  healthy | heavier  lazier  happier  luckier  noisier  uglier  easier  prettier  earlier  dirtier  drier  healthier | heaviest  laziest  happiest  luckiest  noisiest  ugliest  easiest  prettiest  earliest  dirtiest  driest  healthiest |
| tiny | tinier | tiniest |
| empty | emptier | emptiest |
| sunny | sunnier | sunniest |
| busy | busier | busiest |
| early | earlier | earliest |
| jolly | jollier | jolliest |
| hungry | hungrier | hungriest |
| funny | funnier | funniest |
| friendly | friendlier | friendliest |
| clumsy | clumsier | clumsiest |
| ready | readier | readiest |
| dusty | dustier | dustiest |
| muddy | muddier | muddiest |
| hilly | hillier | hilliest |
| tasty | tastier | tastiest |
| guilty | guiltier | guiltiest |
| naughty | naughtier | nauughtiest |
| sketchy | sketchier | sketchiest |
| fishy | fishier | fishiest |

**Activity**

**Use the correct form of the word given in the brackets to complete these sentences**

1. A monkey is the \_\_\_\_\_\_\_\_ animal I have ever seen (ugly)
2. She is \_\_\_\_\_\_\_\_ than I am (happy)
3. January is the \_\_\_\_\_\_\_\_ month of the year (hot)
4. Thin is \_\_\_\_\_\_\_\_ as tall is to tallest .(thin)
5. We have the \_\_\_\_\_\_\_\_ compound in the whole village (large)
6. He is the \_\_\_\_\_\_\_\_ woman (lazy)
7. Tom is \_\_\_\_\_\_\_\_ than a bee. (busy)
8. The \_\_\_\_\_\_\_\_ tree in our compound fell down. (big)

**D**: In some adjectives the last letter is doubled before adding “-er” or “-est”

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| hot  big  fat  wet  thin  red | hotter  bigger  fatter  wetter  thinner  redder | hottest  biggest  fattest  wettest  thinnest  reddest |

**Exercise**

**Complete the table correctly**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Positive** | | **Comparative** | | **Superlative** | | |
| \_\_\_\_\_  rude  dry  \_\_\_\_\_\_  heavy  proud  \_\_\_\_\_  sweet  fat  \_\_\_\_\_ | | happier  ruder  \_\_\_\_\_  safer  heavier  \_\_\_\_\_\_  bigger  sweeter  \_\_\_\_\_  faster | | happiest  \_\_\_\_\_\_ driest  safest  \_\_\_\_\_\_\_  proudest  biggest  \_\_\_\_\_  fattest  fastest | | |
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**TOPIC: ADJECTIVES**

**SUB – TOPIC: FORM OF ADJECTIVES**

1. Regular adjectives
2. Irregular adjectives

**Irregular adjectives**

Some adjectives are irregular and it is these which cause trouble.

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| good (hell)  bad (ill)  many  much  little  far | better  worse  more  more  less  further (farther) | best  worst  most  most  least  furthest (farthest) |

**Regular adjectives**

These adjectives take more and most before them.

These are:

**Examples**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| beautiful  careful  comfortable  wonderful  famous  important  polite  active  useful  expensive  handsome  hardworking  courageous  interesting  difficult  poisonous  energetic  industrious  knowledgeable  grateful  talkative | more beautiful  more careful  more comfortable  more wonderful  more famous  more important  more polite  more active  more useful  more expensive  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | most beautiful  most careful  most comfortable  most wonderful  most famous  most important  most polite  most active  most useful  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Activity**

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

1. I am the \_\_\_\_\_\_\_\_ girl in our class ( thin)
2. My handwriting is \_\_\_\_\_\_\_\_ than yours .(good)
3. The cook gave me the \_\_\_\_\_\_\_\_ ideas (us)
4. That girl is the \_\_\_\_\_\_\_\_ in our class(careless)
5. This story is the \_\_\_\_\_\_\_\_ in this paper. (interest)
6. Their home is \_\_\_\_\_\_\_\_ than ours.(far)
7. Tom is the \_\_\_\_\_\_\_\_ of the two boys. (lazy)

**Exercise**

**Complete the table correctly**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| short  tall  \_\_\_\_  good  hot  \_\_\_\_\_  beautiful  heavy  \_\_\_\_  wide | \_\_\_\_\_\_\_\_\_  taller  happier  \_\_\_\_\_  hotter  braver  \_\_\_\_\_\_  heavier  worse  \_\_\_\_\_\_\_\_\_ | shortest  \_\_\_\_\_\_\_\_  happiest  best  \_\_\_\_\_\_\_\_\_\_  bravest  most beautiful  \_\_\_\_\_\_\_\_\_\_  worst  widest |

|  |  |  |  |  |
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**TOPIC: ADJECTIVES**

**SUB – TOPIC: OPPOSITES OF ADJECTIVES**

**Opposites of adjectives**

**Examples**

|  |  |
| --- | --- |
| **Adjective** | **Opposite** |
| ugly  easy  soft  dry  hot  warm  dead  busy  sweet  bright  true  quick  near  rich  proud  loud  kind  better  quiet  old  long  clever  first  fat  many  weak  open  lazy  happy  absent  top  cheap  empty  high  rough  smart  comfortable  first  guilty  permanent  tight  straight  inside  late  modern  possible  legal  literate  wide  clean  polite  deep  sharp  black  wise  many  little  rich  high  above  before  strong  quick  selfish  legible  light  asleep  up  useful  careful  hopeful  helpful  merciful  grateful  simple  tall  skilful  fresh  ripe  safe  disciplined | beautiful / handsome  difficult  hard  wet  cold  cool  alive  idle  sour/ bitter  dull  false  slow  far  poor  humble  soft  unkind/ cruel  worse  noisy  new/ young  short  stupid  last  thin  few  strong  close  hardworking (industrious)  sad/ unhappy  present  bottom  expensive (dear)  full  low  smooth / ***calm***  shabby  uncomfortable  last  innocent  temporary  loose  crooked  outside  early  ancient  impossible  illegal  illiterate  narrow  dirty  rude (impolite)  shallow  blunt  white  foolish  few  much  poor  low  below  after  weak  slow  generous  illegible  heavy (dark) e.t.c  awake  down  useless  careless  hopeless  helpless  merciless  ungrateful  hard  short  unskillful  stale  unripe  unsafe (dangerous) e.t.c.  undisciplined |

**Give the opposites of these words**

1. bright
2. near
3. top
4. rough
5. empty
6. smooth
7. smart
8. expensive
9. late
10. early

**Exercise**

**Re-write these sentences giving the opposites of the underlined words.**

1. Our skins are **rough**.
2. The head boy was so **smart** today.
3. My uncle is a **thin** man.
4. Some children come with very **many** books.
5. I was so **unhappy** when Jackson was beaten.
6. Ndagire is **older** than Nvanungi.
7. The story he told us was **false**.
8. The P.4 class is so **noisy** today.
9. We crossed the river when it was very rough.
10. Stealing is an illegal act

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**TOPIC: ADJECTIVES**

**SUB – TOPIC: APPLICATION OF DEGREES OF COMPARISON OF ADJECTIVES IN SENTENCES**

**Positive degree**

**Using: …..as …..as ……**

In positive degree, we use “as – as” to illustrate the equality of the nouns being compared.

**Examples**

1. Johnson is tall. Joseph is tall.

Johnson is as tall as Joseph.

1. George is brown. John is brown.

Georg is as brown as John.

**Exercise**

**Join these sentences using ….as ….as ….**

1. Bwayo is weak. Lutaaya is weak.
2. Sarah is clever. Tendo is clever.
3. Kiseka is handsome. Ronald is handsome.
4. Grace is bright. Melody is bright.
5. Musa is strong. Elly is strong.
6. Kiondo is lazy. Ojulu is lazy.
7. Charity is thin. is thin.
8. Kalebo is fat. Vivian is fat.

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**TOPIC: ADJECTIVES**

**SUB – TOPIC: APPLICATION OF DEGREES OF COMPARISON OF ADJECTIVES IN SENTENCES**

**Comparative degree (…than…..)**

This degree is used when comparing two things which are different.

**Examples**:

1. Rose is fat. Mary is fatter.

Mary is fatter than Rose.

1. A lion is rough. A leopard is rougher.

A leopard is rougher than a lion.

**Exercise**

**Join these sentences using ….than ….**

1. English is easy. Maths is easier.
2. Tom is old. John is older.
3. My sister is heavy. My cousin is heavier.
4. I am tall. Nakiggwa is taller.
5. Joseph is a lazy pupil. Tomusange is a lazier pupil.
6. Rose is thin. Janet is thinner.
7. Nankinga is hardworking. I am more hardworking.
8. Alvin is bright. Joel is brighter.

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**TOPIC: Adjectives**

**SUB – TOPIC: Application of degrees of comparison of adjectives in sentences**

**Positive degree**

**Using : ........not as ..........as.............**

This structure is used to give difference in the degree of comparison

**Examples**

1. Mary is tall. Cathy is taller

Mary is not as tall as Cathy

1. Diana is more beautiful. Dina is beautiful.

Dina is not as beautiful as Diana.

1. Tracy is ugly. Tonny is very ugly

Tracy is not as ugly as Tonny.

1. Betty is hard working. Tronah is very hardworking.

Betty is not as hardworking as Trinah.

**Exercise**

**Join the following sentences using ..........not as................as................)**

1. I am short. Mary is shorter.
2. Tom is greedy. Treasure is very greedy
3. Pauline is fat. Dorothy is fatter
4. Mary is brown . Rose is browner
5. Her mother is very beautiful. My mother is beautiful
6. Their home is far. Our home is very far
7. This table is high. That table is higher
8. She is organized. He is more organized.

**Formation of adjectives**

**Adjectives are mostly formed from nouns**

They are formed in different ways

**Add “ous”**

|  |  |
| --- | --- |
| **Word** | **Ajective** |
| anxiety  poison  danger  mountain  courage  religion  victory  caution  advantage  miracle  mystery  luxury  fame  rebel | anxious  poisonous  dangerous  mountainous  courageous  religious  victorious  cautious  advantageous  miraculous  mysterious  luxurious  famous  rebellious |

**Add “ful” to form the adjective**

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| mercy  skill  joy  peace  hope  colour  beauty  fruit  thank  faith  success  harm  use  help  care  sorrow  wonder | merciful  skilful  joyful  peaceful  hopeful  colourful  beautiful  fruitful  thankful  faithful  successful  harmful  useful  helpful  careful  sorrowful  wonderful |

**Activity**

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

1. We have many \_\_\_\_\_\_\_\_ leaders(religion)
2. A lion is a very \_\_\_\_\_\_\_\_ animal. (danger)
3. He is very \_\_\_\_\_\_\_\_ . (mercy)
4. John is very \_\_\_\_\_\_\_\_. (skill)
5. Uganda is a very \_\_\_\_\_\_\_\_ (peace)
6. A pen is a \_\_\_\_\_\_\_\_ object (use)
7. That work is \_\_\_\_\_\_\_\_ ( wonder)
8. My mother is very \_\_\_\_\_\_\_\_ (beauty)

**Add “Y” to form the adjective**

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| fault  juice  rain  fruit  cloud  dirt  guilt  milk  salt  sun  sand  wind  silk  wealth  health | faulty  juicy  rainy  fruity  cloudy  dirty  guilty  milky  salty  sunny  sandy  windy  silky  wealthy  healthy |

**Add” able” “ible” to form the adjectives**

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| knowdlege  enjoy  misery  response  value  comfort  sense | knowledgeable  enjoyable  miserable  responsible  valuable  comfortable  sensible |

**Add “sh” to form the adjective**

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| girl  woman  fool  blue  child  man | girlish  womanish  foolish  bluish  childish  manish |

**Add “less” to form adjectives**

|  |  |
| --- | --- |
| **Word** | **Adjective** |
| care  job  colour  care  harm  help  hope | careless  jobless  colourless  careless  harmless  helpless  hopeless |

**Activity**

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

1. This pineapple is \_\_\_\_\_\_ (juice)
2. Her shirt is very \_\_\_\_\_\_\_\_\_\_\_\_ (dirty)
3. Tom is a very \_\_\_\_\_\_\_\_\_\_ boy.(care)
4. He is a \_\_\_\_\_\_\_\_\_\_boy (response)
5. Our teacher is so \_\_\_\_\_\_\_\_\_\_(child)
6. The weather is \_\_\_\_\_\_\_\_(sun)
7. It is \_\_\_\_\_\_\_\_\_\_\_\_now.(rain)
8. That girl is very \_\_\_\_\_\_\_\_\_\_\_(hope)

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**TOPIC: NOUNS**

**SUB – TOPIC: TYPES OF NOUNS**

**Nouns**

A noun is a naming word. It can be a name of a person, place, animals or anything.

**Examples of nouns.**

Aisha, cup, school, leaf, book. Key, pen etc

**Types of nouns**

1. Proper nouns
2. Common nouns
3. Collective nouns
4. Abstract nouns

**Proper nouns**

A proper noun is a particular name of a person or thing or place.

**Note**:

Proper nouns begin with capital letters

**Examples**

1. Name of people e.g. Tom, Akello, Namusisi e.t.c
2. Names of places e.g. Mukono, Kampala, Katosi, e.t.c.
3. Names of towns e.g Mukono, Kampala, Masaka e.t.c.
4. Names of districts e.g Mukono, Wakiso, Jinja e.t.c.
5. Names of cities e.g. Kampala, Nairobi, Kigali e.t.c.
6. Names of schools, Hotels, buildings, hospitals e.t.c.
7. Names of lakes and rivers e.g Lake Albert, Lake Victoria , R, Nile, e.t.c.
8. Names of mountains e.g. Mt. Rwenzori, Mr. Sinai e.t.c.
9. Names of rift valleys e.g. The Eastern Rift Valley e.t.c.
10. Names of roads, streets etc e.g Entebbe Road, Jinja Road e.t.c.
11. Names of Oceans or Seas .g. The Red sea, The Pacific Ocean e.t.c.
12. Days of a week e.g. Sunday, Monday, Tuesday e.t.c.
13. Months of the year e.g January, February, March e.t.c.

**Underline the proper nouns**

1. **John** was looking after the cows.
2. **Kampala** is the capital city of **Uganda**.
3. We celebrate Christmas in **December**
4. I visited **Jane** on **Sunday** morning

**Exercise**

**Punctuate these sentences correctly**

1. we went to jinja on tuesday.
2. the first month of the year is january.
3. belinda came to school on monday.
4. uganda got her independence on 9th october 1962.
5. nairobi is the capital city of kenya.
6. tom and jane came here on thursday.
7. my school is found in mukono district.

|  |  |  |  |  |
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**TOPIC: NOUNS**

**SUB – TOPIC: COMMON NOUNS**

**Common nouns**

A common noun is a name given to things of the same kind/ type / class.

**Examples:**

tree, girls, pens, key, chair, book, shoes, bags, etc

**How to form plurals of common nouns.**

We have two kinds of common nouns and they include:-

1. Countable nouns
2. Uncountable nouns
3. Countable nouns are the names of things which can be counted e.g. pens, books, cups , etc

**Common nouns that take “s”**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| girl  kitten  table  book  blackboard  window  star  cat  door  chain  bundle  shoe  lake  picture  stone  cloth  hoe  apple  desk  seed  egg  driver  ship  flower  stool  teacher  broom  house  clothe  basket  road | girls  kittens  tables  books  blackboard  windows  stars  cats  doors  chains  bundles  shoes  lakes  pictures  stones  cloths  hoes  apples  desks  seeds  eggs  drivers  ships  flowers  stools  teachers  brooms  houses  clothes  baskets  roads e.t.c. |

**Exercise**

**Give the plurals of the underlined words**

1. Tonny has a young **dog**.
2. The **bible** is the commonest book.
3. The baby ate an **egg** this morning
4. Our school **gate** is always closed
5. Munira’s **cat** broke my glass

**Re-write these sentences giving the plurals of the underlined words.**

1. The class teacher wrote the class **rule**.
2. Maurice built a nice **house**.
3. That studio has a good **tape.**
4. The **bell** sounds every after forty minutes
5. The cat has a **kitten**.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

**Plurals by adding “es”**

Common nouns that end in “s” , “sh”, “ch”, “x” form their plurals by adding “- es”

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| dress  glass  bus  gas  dish  brush  church  bench  torch  speech  watch  box  fox  ass  rash  trench  stitch  inch  match  wish  ditch  class  branch  coach  ranch  leech  beach  ditch  hutch | dresses  glasses  buses  gases  dishes  brushes  churches  benches  torches  speeches  watches  boxes  foxes  asses  rashes  trenches  stitches  inches  matches  wishes  ditches  classes  branches  coaches  ranches  leeches  beaches  ditches  hutches |

**Except**: ox – oxen

**Exercise**

**Re-write these sentences giving the plural of the underlined words**

1. Christians go to **church** every Sunday.
2. Opeto is carrying a **bench**.
3. We have a new school **bus**.
4. My uncle bought an **ox** yesterday.
5. I picked some food in the **dish**.
6. Tonny will sell his **watch** to Wambi
7. Okurut carried a heavy **box** last evening.
8. The thieves passed through the **bush**.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

Plurals by adding “f” or “fe” to “v” then add “-es”

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| calf  self  thief  leaf  shelf  wolf  knife  wife  life  scarf  half  hoof  loaf  sheaf  elf | calves  selves  thieves  leaves  shelves  wolves  knives  wives  lives  scarves  halves  hooves  loaves  sheaves  elves |

Some nouns that end in “f” or “fe” only add “s” to the word.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| roof  chief  handkerchief  belief  staff  stuff  scarf  hoof  dwarf  gulf  reef | roofs  chiefs  handkerchiefs  beliefs  staffs  stuffs  scarves  hoofs  dwarf - dwarfs  gulf – gulfs  reef – reefs |

**Exercise**

**Write the plurals of the underlined words**

1. My mother has a sharp **knife**.
2. Lukiya bought a **handkerchief** yesterday.
3. You should always protect your **life**.
4. I saw a **wolf** in the zoo.
5. Our clan has its own **belief**.

**Re-write these sentences giving the plural of the underlined words**

1. The police arrested a **thief** yesterday.
2. My cow gave birth to a **calf.**
3. I kept my books in the **shelf**.
4. We plucked a **leaf** for study purposes
5. The **roof** is linking.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

Nouns that end in “y”

Some common nouns that end in “y” changes “y” to “i” and add “es” to form their plurals.

Before changing, “y” should be proceeded by a consonant letter.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| lady  baby  body  puppy  city  enemy  society  lorry  country  directory  sky  sty  rally  spy  copy  dirty  bunny  ferry  party  diary  dairy  berry  company  library  county  strategy  family  army  fry  lilly  entry  ally  story  photocopy  fairy  fly  housefly | ladies  babies  bodies  puppies  cities  enemies  societies  lorries  countries  directories  skies  sties  rallies  spies  copies  duties  bunnies  ferries  parties  diaries  dairies  berries  companies  libraries  counties  strategies  families  armies  fries  lilies  entries  allies  stories  photocopies  fairies  flies  houseflies |

Some common nouns that end in “y” proceeded by a vowel letter simply add “s” to their plurals

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| key  toy  day  monkey  donkey  railway  valley  trolley  turkey  chimney  bay  kidney  pulley  holiday  tray | keys  toys  days  monkeys  donkeys  railways  valleys  trolleys  turkeys  chimneys  bays  kidneys  pulleys  holidays  trays |

**Exercise**

**Re-write the sentences and give the plurals of the underlined words**

1. I saw a **lorry** parked in the garage.
2. Our **baby** was immunized.
3. My grandmother told me an interesting **story**.
4. Lukole has a **puppy** at home.
5. In my village, we don’t have a **chimney**.
6. We saw a **monkey** in the wildlife center
7. He showed me a **scenery**.
8. Mr. Mutoni has a **turkey** at home.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

Nouns that end with “o”

Most common nouns that end with “o” add “es” to their plurals.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| potato  mango  tomato  mosquito  hero  echo  flamingo  cargo  negro  volcano | potatoes  mangoes  tomatoes  mosquitoes  heroes  echoes  flamingoes  cargoes  negroes  volcanoes |

Some nouns that end in “o” only add “s” to their plurals

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| radio  video  bamboo  cuckoo  igloo  studio  photo  piano  disco  motto  avocado  logo | radios  videos  bamboos  cuckoos  igloos  studios  photos  pianos  discos  mottos  avocados  logos |

**Exercise**

**Re-write the sentences giving the plurals of the underlined words.**

1. We shall eat a **potato** for supper.
2. The **bamboo** has a leaf.
3. The **mango** is so sweet.
4. I heard news over the **radio**.
5. A **hero** is very important.
6. A **mosquito** bit me last night
7. My **photo** is so nice.
8. Carry that **cargo** to the train.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

Common nouns that form their plurals by changing vowels.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| tooth  foot  goose  mouse  louse  man  policeman  syllabus  papyrus  child  ox  woman  abacus  focus  formula  radius  medium  baderium  ovum  stadium  oasis  basis  fungus  matrix  vertex  axis  larva  index  antenna  information  news  equipment  cattle  dozen  cutlery | teeth  feet  geese  mice  lice  men  policemen  syllabi/ syllabuses  Papyri  children  oxen  women  abaci  foci  formulae  radii  media  bacteria  ova  stadia  oases  bases  fungi  matrices  vertices / vertexes  axes  larvae  indices / indexes  antennae / antennas  information  news  equipment  cattle  dozen  cutlery |

**Exercise**

**Give the plural forms of the underlined words**

1. My **foot** is paining seriously.
2. There is a **mouse** in my bedroom.
3. A dentist treated my **tooth**.
4. I saw a beautiful **woman** on the street.
5. The **goose** live a round the lakes.
6. The **policeman** arrested some thieves.
7. There is a **louse** on my mattress.
8. Our teachers follow the **syllabus** while teaching

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMMON NOUNS**

Some nouns remain the same in singular and plural

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| sheep  luggage  rubbish  fish  deer  hair  furniture  advice  passenger –plane  man-servant  woman –pilot  egg-plant  tool –box | sheep  luggage  rubbish  fish  deer  hair  furniture  advice  passenger –planes  men-servants  women-pilots  egg-plants  tool-boxes |

**Exercise**

**Give the plural of the underlined word**

1. The **sheep** was seen grazing in the garden.
2. I saw a **deer** running very fast.
3. Mr. Kanene the carpenter makes good **furniture**.
4. Sam is too young to carry that **luggage**.
5. We ate **fish** last supper.
6. My **hair** is too black.
7. You should pour **rubbish** in the dust bin.
8. My uncle gave me good **advice** about that problem.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMPOUND NOUNS**

**Compound common nouns**

These are nouns with more than one word.

Plurals of compound common nouns without a hyphen

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| blackboard  armchair  spoonful  homework  handkerchief  handful  payment | blackboards  armchairs  spoonfuls  home works  handkerchiefs  handfuls  payments |

**Compound common nouns with a hyphen.**

When making the plural of these compound nouns, It is the last word that takes the plural.

So we don’t affect the first one.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| step – son  step – mother  x – ray  mouse – trap  bye – law  girl – guide  in – law  goal – post  man – servant | step – sons  step – mothers  x – rays  mouse – traps  bye – laws  girl – guides  in – laws  goal – posts  men- servants |

**Except**: passer – by - passers – by

**Exercise:**

**Re-write the sentences and give the plurals of the underlined words**

1. Henry went for the **x –ray** last year.
2. The classroom block was measured with a **tape – measure.**
3. The boy was given a **spoonful** of medicine.
4. You would buy for us a **tooth brush.**
5. Anita is my **step – sister**.
6. Why don’t you use the **bye – law** of the club?
7. Our school has a good **blackboard**.
8. My **in – law** visited me yesterday.

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**TOPIC: NOUNS**

**SUB – TOPIC: PLURALS OF COMPOUND NOUNS**

Compound common nouns made of three words joined by hyphens, the first word is put in plural.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| sister – in – law  head – of – department  tag – of – war  guest – of – honour  member – of – staff  prefect – on – duty  head – of – state  teacher – on – duty  mother – in – law  master of ceremony  officer –in charge  man-of-war  commander-in chief | sisters – in – law  heads – of – department  tags – of – war  guests – of – honour  members – of – staff  prefects – on – duty  heads – of – state  teachers – on – duty  mothers – in – law  master-of-ceremony  officers-in charge  men –of-war  commanders-in chief  master – of – ceremonies |

**Exercise**

**Write the plurals of the underlined words**

1. A **tag – of – war** is an interesting game.
2. He has a **piece – of – furniture** in the room.
3. Who is your **head – of – state**?
4. The **prefect – on – duty** will conduct the assembly.
5. The rebels were fought by the **commander – in – chief.**
6. My **sister – in – law** visits me frequently.
7. The **member – of – staff** is in the meeting.
8. The **guest – of – honour** arrived on time.

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**TOPIC: NOUNS**

**SUB – TOPIC: UNCOUNTABLE NOUNS**

**Uncountable nouns**

These are nouns which cannot be counted e.g. water, sugar, soap, sand etc

How to form plurals of uncountable nouns.

We can change them only if a suitable countable noun is used before them.

**Examples**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| a jerrycan of water  a bar of soap  a liter of milk  a cup of juice  a piece of paper  a piece of chalk | jerrycans of water  bars of soap  liters of milk  cups of juice  pieces of paper  pieces of chalk. |

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**TOPIC: NOUNS**

**SUB – TOPIC: COLLECTIVE NOUNS**

These are names given to a group or collection of people, animals, birds , insects etc

**Examples**

A group of sheep flock

A group of bees swarm

A group of cattle herd

A number of young pigs, dogs , cats at a single birth litter

A group of people praying congregation

A collection of spoons, folks, knives, cutlery

A collection of cups, plates, bowls, saucers crockery

A group of flowers bouquet

A group of people listening to speech audience

A group of singers choir

A collection of books library

A group of thieves gang

A group of wolves / dogs pack

A group of people walking on the road Pedestrians

A group of angels host

A group of people watching a match spectators

A group of musicians band

A group of dancers troupe

A group of soldiers army / troop

A group of monkeys troop

A group of cars / ships fleet

Oranges, mangoes, lemons fruits

Spoons, forks and knives cutlery e.t.c.

**Exercise**

**Re-write the sentences giving one word for the underlined group of words.**

1. Our school has a **group of singers**.
2. The **collection of books** in our school is one of the best.
3. The football match had many **people watching it**.
4. We visited the **collection of wild animals** last term.
5. We have the **collection of flowers** in our school.
6. There was a big **number of people praying** at the church.

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**TOPIC: NOUNS**

**SUB – TOPIC: OPPOSITES OF NOUNS**

**Opposites of nouns**

**Examples**

|  |  |
| --- | --- |
| **Noun** | **Opposite** |
| adult  exit  rural  master  village  life  friend  arrival  lady  visitor  peace  saint  literate  noise  obedience  fortune  strength  knowledge  hill  question  punishment  poverty  disciplined  day  discipline  presence  beauty  comfort  arrival  guilt  success  love  loss  agreement  happiness  dawn | Child  entrance / entry  urban  servant  town  death  enemy  departure  gentleman  host  war  sinner  illiterate  silence  disobedience  misfortune  weakness  ignorance  valley  answer  reward  richness ( wealth)  undisciplined  night  indiscipline  absence  ugliness  discomfort  departure  innocence  failure  hatred  gain / profit  disagreement  sadness  dusk |

**Opposites according to gender**

|  |  |
| --- | --- |
| **Masculine** | **Feminine** |
| boy  man  husband  bridegroom  father  uncle  nephew  grand father  son  bachelor  dog  ram  buck  drake  cock  pea cock  bull  waiter  actor  conductor  headmaster  king  prince  wizard  heir  mister / master  host  gentleman  best man  land lord  scout boy  sir  widower  elephant  gander  bullock  cockerel  boar  he heir  author  poet  son in law  father in law  monk  tom cat  Billy goat | girl  woman  wife  bride  mother  aunt  niece  grandmother  daughter  spinster  bitch  ewe  doe  duck  hen  pea hen  cow  waitress  actress  conductoress  headmistress  queen  princes  witch  heiress  mistress  hostless  lady  bridesmaid  land lady  girl guide  madam  widow  cow  goose  heifer  pullet  sow  she  heiress  authoress  poetess  daughter in law  mother in law  nun  tabby cat  nanny goat |

**Exercise**

**Re-write the sentences and give the opposites of the underlined word**

1. The **gentleman** at the gate is the bank manager.
2. Martha’s **question** was clearly understood.
3. Some Ugandans are **literate**.
4. I enjoy staying in **town**.
5. Mulondo is my **friend**.
6. Her **arrival** time was not known.
7. There is now **war** in Northern Uganda.
8. We shall be the **hosts** on the sports day.

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**TOPIC: NOUNS**

**SUB – TOPIC: ANIMALS / SOUNDS AND HOMES**

**Sounds of common nouns**

**Examples**

|  |  |
| --- | --- |
| bull  cat  cow  dog  rabbit  bird  duck  hen  sheep (lamb)  person  pig  lion  goat  snake  monkey  cock  elephant  donkey  horse  frog  goose  owl  dove  bee  crow  hyena  rat (mouse)  turkey  parrot  mosquito  grass hopper | bellows  mews (purrs)  lows/ moos  barks  squeals  sings/ whistles  quacks  cackles /clucks  bleats  talks  grunts  roars  bleats  hisses  chatters  crows  trumpets  brays  neighs  croaks  cackles  hoots  coos  busses  caws  screams  squeaks  gobbles  chatters  hums  chirrs |

**Homes of common nouns**

|  |  |
| --- | --- |
| man  cow  pig  sheep  bird  lion  goat  dog  rabbit  parrot  fox  spider  snail  tortoise  bee  house | house  kraal (byre)  pig sty  fold/ pen  nest  den  pen  kennel  hutch  cage  lair  web  shell  shell  hive  stable |

**Exercise**

**Complete these sentences correctly**

1. A dog is to a kennel as a \_\_\_is to den.
2. \_\_\_\_ is to roaring as a duck is to \_\_\_\_\_.
3. A bird is to a \_\_\_as a \_\_\_is to kraal.
4. A \_\_\_is to hissing as a monkey is to \_\_\_
5. He is to \_\_\_as a \_\_\_is to whistling.
6. A bull is to bellow as a cat is to \_\_\_\_
7. \_\_\_\_ is to fold as a pig is to \_\_\_\_
8. A \_\_\_is to cackle as a sheep is to \_\_\_\_

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**TOPIC: NOUNS**

**SUB – TOPIC: ANIMALS AND THEIR YOUNG ONES**

**Animals and their young ones**

**Examples**

|  |  |
| --- | --- |
| cat  cock  cow  sheep  hen  fish  goose  bird  duck  pig  lion  dog  elephant  man  giraffe  rabbit  goat  monkey  house  owl  eagle  leopard  fox  moth  tiger  leopard  butterfly  bee/warp  deer | kitten  cockerel  calf  lamb  chick/ pullet  fry  gosling  nestling  duckling  piglet  cub  puppy  calf  baby  calf  kitten  kid  baby  foal  owlet  eaglet  cub  cub  caterpillar  cub  cub  caterpillar  grub  fawn |

**Animals and their meat**

|  |  |
| --- | --- |
| sheep  goat  cow (bull)  calf  pig  lamb  pig  hen  rabbit  lamb  turkey  fish | mutton  goat meat  beef  veal  bacon(when preserved)  lamb  pork (fresh one)  chicken  rabbit  lamb  turkey  fish |

**Exercise**

**Complete these sentences correctly**

1. A cat is to \_\_\_as a \_\_\_is to puppy.
2. A \_\_\_is to cockerel as \_\_\_ to chick.
3. A lamb is to sheep as \_\_\_\_is to cub.
4. A \_\_\_is to fish as a nestling is to \_\_\_
5. Mutton is to \_\_\_as bacon is to \_\_\_\_
6. Cow is to \_\_\_as goat meat is to \_\_\_
7. Piglet is to \_\_\_as \_\_\_\_is to man.
8. Elephant is to \_\_\_\_as \_\_\_\_is to duckling.

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**TOPIC: NOUNS**

**SUB – TOPIC: FORMING ABSTRACT NOUNS FROM VERBS / ADJECTIVES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| arrive  depart  choose  obey  behave  enter  decide  invite  apply  permit  announce  invite  receive  lend  clean  true  free  wise  explain  pronounce  speek  govern  agree  entertain  suggest  move  prove  educate  admit  deep  wide  high  die  repeat  discuss  visit  rebel  lose  mix  accuse  sign  marry  bury  punish  behave  perform  continue  erode  stubborn  sell  sit  educate  disagree  manage  cash  lie  act  obedient  advertize  inform  safe  digest  honour | | arrival  departure  choice  obedience  behavior  entrance / entry  decision  invitation  application  permission  announcement  invitation  receipt (reception)  loan  cleanliness  truth  freedom  wisdom  explanation  pronunciation  speech  government  agreement  entertainment  suggestion  movement  proof  education  admission  depth  width  height  death  repetition  discussion  visitation  relellion  loss  mixture  accusation  signature  marriage  burial  punishment  behavior  performance  continuation  erosion  stubbornness  sale  seat  education  disagreement  management  cahier  liar  activity / action  obedience  advertisement  information  safety  digestion  honourable e.t.t. | | |
| **Date** | | **Class** | | **Subject** | **No. of pupils** | | **Time** |
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**TOPIC: ARTICLES**

**SUB – TOPIC: ARTICLES “A” “AN”**

**Articles**

An article is a word used before a singular countable noun or before adjectives. These articles include:- “a” , “an” and “the”

**Article “a”**

The common nouns or adjectives which start with consonant sounds take the article “a” before.

These consonants include:

b, c, d, f, g, h, j, k, l, m , n, p, q, r, s, t, v, w, x, y, z

**Common nouns Adjectives**

a girl a black elephant

a tree a big tree

a pot a sharp knife

**Article “an”**

The common nouns or adjectives which start with vowel sounds take the article “an” before them.

These vowels are:

a, e, i, o, u

**Common nouns Adjectives**

an umbrella an old dress

an apple an empty box

an elephant an ugly doll

an orange

an insect

**N.B:** Nouns that begin with consonant letters but take article “an”

* an hour
* an honest man
* an honourable
* an x-ray
* an M.P

**Exercise**

**Fill in the blanks using “a” or “an”**

1. Makere is \_\_oldest University in East Africa.
2. A farmer uses \_\_ox for ploughing.
3. \_\_\_\_aeroplane lands at the airport.
4. \_\_\_\_angle appeared to Mary while she was in her house.
5. My father – in – law is \_\_\_\_smart man.
6. Dr. Kintu was \_\_\_famous doctor.
7. Mbereju bought \_\_\_\_new shirt yesterday.
8. Opetu has \_\_\_\_old book.

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**TOPIC: ARTICLES**

**SUB – TOPIC: ARTICLES “THE”**

**Article “the”**

This article is used for definite things or group of things, superlative degree, some rivers etc

“The” is also used to refer to one thing or group of things commonly or universally known.

e.g. the moon, the stars, the sun , the West, the East , the North, the South etc

“The” is also used before ordinal numbers like first, second, fourth etc

“The” can also be used in front of all nouns except proper nouns e.g. the pot, the cat etc

**N.B:** Words that begin with vowel sounds but take article “a”

* a ewe
* a European
* a union
* a university
* a universal set
* a united state

**Exercise**

**Fill in the blanks with article “a’ , “an” or “the”**

1. \_\_\_\_elephant is a heavy animal.
2. Magezi is \_\_\_active pupil in the classroom.
3. \_\_\_\_Bible is a holy book for Christians.
4. Nambi ate \_\_biggest fruit.
5. My uncle was \_\_\_Ugandan soldier.
6. I ate \_\_mango and anorange.
7. I have an activity to do in the evening.
8. That boy is \_\_\_\_\_\_\_\_\_\_\_ Somali.