**DESCRIBING PEOPLE and objects**

**describing people**

**Vocabulary Lesson I**

|  |  |
| --- | --- |
| polite | **having a right behavior**  Martin is the most polite boy in our school. |
| short | **not long/ not tall**  Most pygmies are very short. |
| tall | **having a reasonable height**  Miria is taller than Pembo. |
| smart | **not shabby**  Mubiru is always very smart in the morning. |
| shabby | **not smart**  Alisha is the shabbiest girl in our class. |
| beautiful | **Pleasant and attractive to look at**  Maria is more beautiful than Tracy. |
| ugly | **not pleasant and attractive to look at**  Monkeria is as ugly as an owl. |

**Vocabulary practice I**

**Arrange these vocabularies in ABC order**

1. bad, tall, smart, ugly
2. good, bad, tall, short

**Rewrite these sentences giving the opposite of the underlined words.**

1. Mubiru is the **taller** of the two boys.
2. Our classroom has very many **polite** children.
3. Alisha is **more beautiful** than Acheng.
4. Benita is **smarter** than Ritah.

**Rewrite these sentences giving one word for the underlined group of words**

1. All monkeys are **not pleasant and attractive to look at.**
2. Maria is **not shabby** today.
3. We should be **having a right behavior** to other people**.**

**Complete these blank spaces sensibly**

1. bad is to good as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to tall
2. tall is to taller as short is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. good is to best as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to worst

**Arrange these sentences to form a correct sentence.**

1. tall The boy is friend my.
2. polite What a boy Tom is!
3. Is bad it be to kind others to?

**Vocabulary Lesson II**

|  |  |
| --- | --- |
| Dark skinned | **Naturally having a skin of dark colour**  Alice is a dark skinned girl. |
| chocolate brown | **having a color of a rusting metal**  Mubiru is a chocolate brown boy. |
| light brown | **a brown colour which is light and saturated**  My mummy is tall light brown woman. |
| kind | **thinking about other people’s feelings**  We must be kind to other people. |
| thin | **having little flesh and fats on the body**  Nandawula is the thinnest girl in our school. |
| fat | **having too much fat and weighing too much**  Rabiha is the fattest girl in our stream. |
| bad | **something unpleasant, unacceptable, unattractive**  It is bad to steal. |
| good | **having a required quality/ giving pleasure**  Mandela is a very good boy. |

**Vocabulary practice I**

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

1. Mukasa is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of the two boys. (thin)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mother is as kind as a queen. (He)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is very bad. (steal)
4. I am the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_fattest boy in Primary four blue.(two)
5. All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_must be kind to every parent. (child)

**Arrange these vocabulary words in ABC order.**

1. kind, thin, fat, bad
2. good, goat, goal, gold

**Arrange these words to form a meaningful sentence.**

1. kind We should be to people animals and.
2. Mark Is best the class boy in our?
3. fat What a is girl Joweria!

**Rewrite these sentences giving the opposite of the underlined words.**

1. Jolly is the **fatter** of the two boys.
2. Tendo is a very kind girl.
3. Is it bad to dodge doing homework?

**Use each of these words in a sentence to show that you know the difference in their meanings**

1. bird
2. bad

**Language structures**

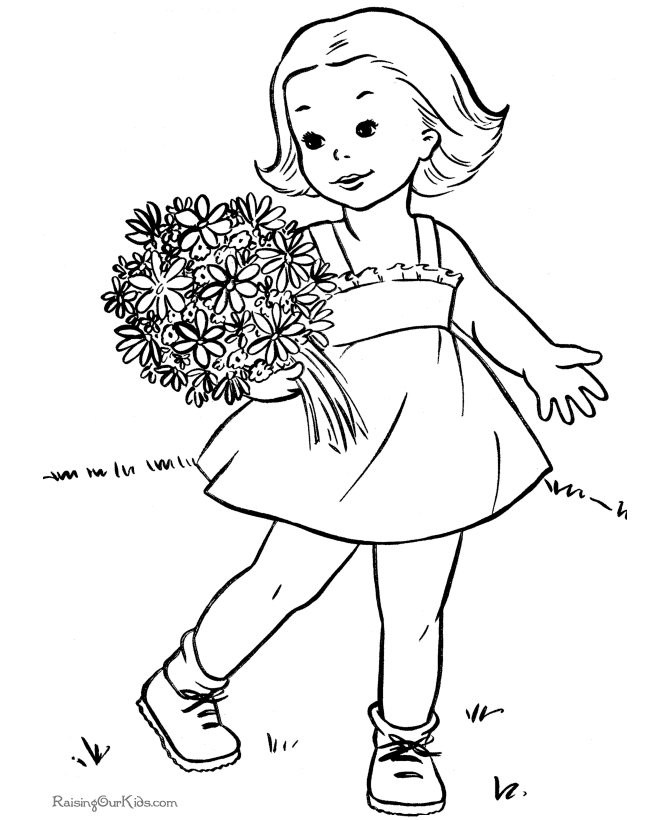
Using present simple tense to describe oneself

**The use of: I am a …………..girl/ boy.**

The structure is used when one is introducing his/ her gender.

Gender is the state of being a male or female.

**Examples**



I am a woman

I am a boy.

I am a girl.

I am a man.

**Activity**

Form correct sentences from the table

|  |  |  |  |
| --- | --- | --- | --- |
| I am | an  a | clean  smart  bright  obedient  kind  beautiful | boy  girl |

**Language structure**

**What does ……………. like?**

The structure is used to ask for the current physical appearance or adjectival description of something or someone.

**Examples**

1. **How does Anguzu look like?**

Anguzu is short and thin.

1. **How does Mukasa look like?**

Mukasa is hungry and thirsty.

**Activity**

**Form questions from the table and answer them**

|  |  |  |
| --- | --- | --- |
| How does | the maid  the nurse  the teacher  the matron  your best friend  the gate keeper  the shopkeeper  the driver | look like? |

**Language structures**

**The use of: Both………..….and……….…..**

We use both at the beginning of the sentences when we have different subjects.

The structure is used to mean that all the mentioned subjects are involved.

Here, the structure comes before the subjects and the helping/ auxiliary verbs and main subjects normally change to the plural forms.

**Examples**

Join these pair of sentences beginning**: Both……….and …………are………..**

1. **Peter is a lazy pupil. Mary is a lazy pupil.**

Both Peter and Mary are lazy pupils.

1. **The boys are smart. The girls are smart.**

Both the boys and the girls are smart.

**trial activity**

**Fill in the blank spaces with the most suitable word**

1. Both Helen and Hadijjah \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_kind children.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_Mugeerwa and Tembo are lazy.
3. Both peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and Tom are in Primary four.

**activity**

**Join these sentences using: Both……….and ………… are…………….**

1. Mukasa is kind. Mirembe is kind.
2. Maria is brown. Menta is also brown.
3. Achola is fat. Acio is also fat.
4. Okello is a good boy. Mwesigye is also a good boy.
5. Kato is thin. Wasswa is thin.
6. The cook is clean. The nurse is clean.
7. The head teacher is peaceful. The teacher is peaceful.

**Language structures**

**Some are……………….and others are……………**

We use this structure when we are making comparisons between/ among people of opposite descriptions.

The opposite description may be tall and short, big and small, fat and thin, kind and rude, heavy and light among others.

**Examples**

Join these pair of sentences beginning**: Some are…….and others are………**

1. **Some teachers are kind. Some teachers are rude.**

Some teachers are kind and others are rude.

1. **Some parents are caring. Some parents are careless.**

Some parents are caring and others are careless.

1. **Some pupils are ever smart. Some pupils are ever shabby.**

Some pupils are ever smart and others are ever shabby.

**trial activity**

**Fill in the blank spaces with the most suitable word**

1. Some people are tall and others are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_boys are strong and others are weak.
3. Some farmers are hardworking and some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_lazy.
4. Some gatekeepers are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Some gatekeepers are thin.

**activity**

**Join these sentences using: Some are……….and others are…………**

1. Some people are too tall. Some people are too short.
2. Some children are kind. Some children are unkind.
3. Some people are poor. Some people are rich.
4. Some teachers are ever happy. Some teachers are ever sad.
5. Some pupils are polite. Some pupils are impolite.
6. Some friends are hard working. Some friends are lazy.

**Language structures**

**The use of : ……………..is…………than………………….**

The structure is used to make a comparison between two singular nouns and pronouns.

This structure cannot change the helping verb/ auxiliary verb to its plural forms.

**Examples**

1. **Kato is fat. Wasswa is fatter.**

Wasswa is fatter than Kato.

1. **Teachers are important. Doctors are not important.**

Teachers are more important than doctors.

1. **Tendo is 3m tall. Winny is 2m tall**

Tendo is taller than Winny.

**Activity**

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

1. A dog runs fast. A deer runs faster.
2. Goats are big. Cows are bigger.
3. Musa is tall. Richard is not.
4. An apple is sweet. Oranges are not sweet.
5. A buffalo is very heavy. A cow is heavy.
6. Caroline is ten years old. Jackie is nine years old.
7. My grandmother is fifty kg in weight. My grandfather is sixty kg in weight.
8. Masaka road is wide. Jinja road is narrow.
9. English is easy. Mathematics is difficult.
10. Mary is eight years old. Her brother is six years old.

**Is the ……………of the……………….?**

We use this structure when asking question about a subject in comparison to others in the same group or category.

The responses to these questions start with:

* Yes, the……… (for affirmative response)
* No, the……… (for negative response)

**Examples**

1. Is the sheep the slowest of all animals?

No, the sheep is not the slowest of all animals.

**Form questions from table A and answers from table B**

**Table A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Is the | dog  car  dove  dictionary | the | strongest  fastest  smallest  most expensive | of all the | animals?  vehicles?  birds?  books |

**Table B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No, the | dog  car  dove  dictionary | is not the | strongest  fastest  smallest  most expensive | of all the | animals.  vehicles.  birds.  books. |

**Comprehension**

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

**THE BLACK BEAUTY QUEEN**

Last year in March 2023, Royal Twins Junior School organized Interclass Beauty Contest. Twenty girls took part in a beauty contest. Rebecca, our elder sister was one of the contestants. She was a very beautiful girl. She had a dark skin colour. Apart from this, Rebecca was also clever and smart. Rebecca was asked to take part in this beauty contest by her friends. They always called her the “Black Beauty Queen” because of her beautiful dark colour.

On the day of the contest, very many people came to attend. The contest began at 2:00p.m.The judges looked at the beauty, size, age and nationality of the girls. All the girls were very beautiful so it was very difficult for the judges to choose the winner.

After careful judgment, the judges started reading out the results at 6:00p.m.

At this moment, every girl hoped to win the best prize which was a car.

The announcer started with the contestant in the last position. He said, ”The contestant in the 20th position is Rebbbb…………………,Rebbbb……..”On hearing this, Rebecca closed her eyes and covered her face. But after a minute of silence, the announcer said the full name as “Regious” This girl had a name almost similar to that of Rebecca but thank God it wasn’t Rebecca.

Announcing of results went on for almost an hour. And when they finally announced Rebecca as the winner, we could not believe it. All of us jumped off our seats shouting with joy. Rebecca was then crowned as Miss Kyobe and handed over the new car.

**Questions**

1. When did the beauty contest take place?
2. Which school organized this beauty contest?
3. How many girls took part in the beauty contest?
4. Who asked Rebecca to take part in the beauty contest?
5. What do Rebecca’s friends call her?
6. At what time did the judges start reading the results?
7. What prize were the girls competing for?
8. Who won the prize according to the passage?
9. Why do you think Rebecca won the beauty contest?
10. For how long did the announcements take to be read?

**Poem**

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

Think of God’s creation

It is very amazing,

He created people of all kinds,

Some people are short and others are tall,

Some are polite and others are not.

Look at people God created,

Some people are caring and others are not,

This is because they are selfish,

Some are kind to both people and animals,

But some are not.

God’s creations are all attractive,

Some are brown and others are dark,

Some are light brown and others are chocolate brown,

This makes them look beautiful,

What a wonderful creation it is!

**Felister Apio**

**Questions**

1. What is very amazing?
2. Who created all kinds of people?
3. **Fill in the following phrases correctly**
4. Some people are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and others are tall.
5. Some are polite and others are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. How many stanzas are in the poem above?
7. Why are some people not caring?
8. Mention any **one** colour of God’s creation talked about in the poem.
9. Which stanza talked about attractiveness of God’s creation?
10. Who wrote the poem?
11. Write the title of the poem.

**Guided dialogue**

Below is a dialogue between the new teacher of English at Toro Junior School and Atino Nancy. Fill in the missing responses given by Nancy.

**Teacher:** Hello, young girl.

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Good morning, young girl.

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** how old are you?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Ten years old! That’s great. What is your school name?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Nigina Primary School**!** How are you today?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** That is great if you’re fine. In which class are you?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** P4 class! From which stream are you studying?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Omega stream! You must be the shortest girl in your stream.

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Sarah is the shortest! Woow. Who is your class teacher?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher:** Mubiru Derrick! Is he the tallest teacher in our school?

**Nancy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jumbled story**

The following sentences are in a wrong order; rearrange them to make a meaningful story entitled: CINDY’S BEAUTY:

1. Because she always had a thought in mind.
2. When she finished her studies at University.
3. Many men in that bank want to marry her.
4. Cindy was a very beautiful girl from her youth.
5. Her beauty increased as she grew to the age of marriage.
6. It is the person who fears God who shall always be praised” she concluded.
7. Never to judge a book by its cover.
8. But out of them all, she picked none
9. She started working in one of the commercial banks in Kampala.
10. Some were very handsome and others very rich.

#### **GUIDED COMPOSITION**

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

|  |
| --- |
| living, thinking, raining wondering sleeping,  developing, threatening, laughing, having, happening |

Long ago, Mr. Cook and Mr. Leopard were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

together in the same village. (Let’s see how they separated)

Every animal knew that Mr. Cock was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_fire on his head. He was always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that he would burn anyone who went near.

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

He quickly picked up some dry grass and went to Mr. Cock. All that was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_while the cock was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On reaching there, he decided to get fire without waking up the cock. He quietly put the dry grass on Mr. Cock’s comb. But there wasn’t any fire!

Then, he was tempted to touch it. Mr. Leopard was shocked; the comb was as cold as ice! Mr. Leopard burst into laughter. As he was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the cock woke up. He tried to scare off the leopard but in vain. As the cock was trying to scare off the leopard, he laughed even more loudly. The leopard’s children were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ how brave their father was!

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

**sub topic 1B: describing objects**

**Vocabulary pictures**

|  |  |  |  |
| --- | --- | --- | --- |
| **C:\Users\hp\Desktop\Download\238-2383153_bed-clip-art-clipart-free-microsoft-transparent-png.png** | **C:\Users\hp\Desktop\Download\970e1d098d3287d45c20b882a108da62.png** | **C:\Users\hp\Desktop\Download\simple-black-white-chair-drawing-coloring-pages-ai-generated-art_848903-6554.jpg** | **C:\Users\hp\Desktop\Download\coloriagebureauecolier.jpg** |
| The bed is long. | The mat is smooth. | The chair is soft. | The cupboard is hard. |

**Vocabulary lesson I**

|  |  |
| --- | --- |
| Long | **Not short**  That chalkboard ruler is very long. |
| Short | **Not long in its measurement**  The pen is shorter than a ruler. |
| Smooth | **Having a fine and good surface**  The mat is very smooth. |
| Rough | **Having surface that is not smooth**  The table is too rough to write on. |
| soft | **Not hard or firm/ giving little or no resistance to pressure**  A new sofa set is very soft. |
| Hard | **Not easily broken, bent or pierced.**  The desk is too hard to be broken. |

**Vocabulary practice I**

**Fill in the blank spaces using the most suitable words.**

1. Musa’s pen is as short \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mine.
2. That is the carpenter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ make smooth tables.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ did you put my long ruler?
4. Mutebi said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_his book has hard cover.
5. The head teacher bought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the rough chairs and tables.

**Arrange these words in alphabetical order.**

1. short, smooth, soft, sharp
2. long, hard, rough, smooth

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

1. I have the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pencil of all. (short)
2. He bought the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mango in the market. (big)
3. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bag in class. (rough)
4. My cake is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all. (soft)
5. I had the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time last night. (rough)

**Rewrite these sentences giving the opposite of the underlined words.**

1. That is the **shortest** pencil of all.
2. This wall is **rougher** than that one.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| heavy | **having a good weight**  The jumper is heavy. |
| light | **having a small weight**  The empty school bag is very light. |
| color | **nice and attractive/ pigment which give the appearance of an item**  What is the colour of that chair? |
| round | **having a circular shape**  The ball is round. |
| soft | **not hard**  A new sofa set is very soft. |
| width | **how wide something is**  The width of our class is 5metres. |

**Vocabulary practice II**

**Arrange these vocabularies in ABC order.**

1. colour, round, soft, width
2. wide, light, round, heavy

**Rewrite these sentences giving the opposite of the underlined words.**

1. That chair is the **heaviest**.
2. What is the **width** of this wall?

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

1. The ball is **made in a shape of circle**.
2. What is the **pigment which gives the appearance** of that chair**?**

**Use each of these words in a sentence to show that you know the difference in their meanings**

1. right:
2. light:

**Rewrite these sentences giving the plurals of the underlined group of words**

1. Where did you put my **apple**?
2. Our small **ball** was stolen.

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

1. Of the three trees, this is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (tall)
2. Morgan carried the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ luggage. (light)
3. She has the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_skin of all. (smooth)
4. Of all the books, mine is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (expensive)
5. What is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of that chair? (wide)

**Vocabulary lesson III**

|  |  |
| --- | --- |
| rectangular | **Made in a shape of rectangle**  I have a rectangular story book. |
| flat | **Having no curve or roughness**  That ruler is flat. |
| oval | **Made in a shape of an egg**  Musa’a ball is oval. |
| triangular | **Made in a shape of triangle**  The roof is triangular. |
| square | **Made in a shape of square/ having the same length and width**  I put my book in the square box. |
| circular | **Round/ in a shape of circle.**  The pancakes are circular. |

**Vocabulary III**

**Arrange these vocabulary words in ABC order.**

1. rectangular, triangular, square, circular
2. oval, circular, flat, width

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

1. Both the table and the cupboard are **having the same length and width.**
2. The small ball is in **a shape of a circle.**

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

1. The **small** ball is round.
2. The **shortest** boy in our class gave me a round pancakes.
3. Musa is ever **smart**.

**Fill in the blank spaces with the most suitable words**

1. That is my ball, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it?
2. A square has equal length and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_shape has three sides?

**grammar**

**Using present simple tense to ask questions**

We can use present simple tenses to ask questions

**Examples**

**Is the ball rectangular?**

No, it is not.

**Is the book heavy?**

Yes, it is.

**Activity**

**Fill in the blank spaces with the most suitable words.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ these books heavy?
2. Do triangles have four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our lunch ready?
4. Do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_good English?
5. “Are \_\_\_\_\_\_\_\_\_\_\_\_\_sick?”, Jane asked Tom.

**Adjectives**

* Adjectives are describing words.
* They are words which tell us more about a noun or pronoun.
* Adjectives tell us numbers, opinion, sizes, shapes, ages, colour, origins, materials and purposes of a noun or pronoun.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NUMBER** | **OPINION** | **SIZE** | **SHAPE** | **AGE** | **COLOUR** | **ORIGIN** | **MATERIAL** | **PURPOSE** |
| one,  a,  many,  a few,  some  ten  twenty  first  second | attractive, interesting, good, handsome, smart  loving  polite  beautiful | small, thin short, long, deep, shallow, tall, high  big | circular,  round,  square, gigantic,  triangular, zigzag, oval, rectangular | youthful, young  new  old  aged, modern, ancient | blue, reddish, bluish, brown, black  indigo  violet  purple  dark | German  Somali  Iraqi, Finnish  European  Ugandan  Rwandan  Tanzanian  Ghanaian | Sisal  Leather  Plastic  Metallic  Wooden  Woollen  Ceramic  Paper  Synthetic | walking, racing, swimming, wedding  dancing  learning  reading  writing |

**Examples**

**Underline the adjectives from the following sentences.**

The stones are **rough**.

The eggs are **oval**.

**Activity**

**Underline the adjectives from these sentences.**

1. The brown broom is short.
2. The thin boy has a big brown bag.
3. The balls are round
4. The building is tall.
5. The black bag is big.
6. The white ruler is long.

**COMPARISON of adjectives**

Adjectives exist in three degrees, namely (viz.);

1. Positive degree e.g. small, careful, weak etc.
2. Comparative degree e.g. smaller, more careful, weaker etc.
3. Superlative degree e.g. smallest, most careful, weakest etc.

Adjectives in the positive degree **do not compare** nouns, adjectives in the comparative degree **compare two** nouns and adjectives in the superlative degree are used **to compare three or more** nouns.

**For example;**

1. The saloon car is **old**.
2. The saloon car is **older** than the lorry.
3. The saloon car is **the oldest** of the three vehicles.

**Adjectives form comparative and superlative degrees in different ways**

1. **By adding -r and –st onto positive degree.**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| large | larger | largest |
| brave | braver | bravest |
| wise | wiser | wisest |
| safe | safer | safest |
| nice | nicer | nicest |
| gentle | gentler | gentlest |
| rude | ruder | rudest |
| polite | politer | politest |
| humble | humbler | humblest |
| blue | bluer | bluest |
| free | freer | freest |

1. **By adding -er and -est**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
|  |  |  |
| old | older | oldest |
| proud | prouder | proudest |
| kind | kinder | kindest |
| dull | duller | dullest |
| bright | brighter | brightest |
| clever | cleverer | cleverest |
| green | greener | greenest |

1. **By changing y into i and then adding -er and -est**

heavy heavier heaviest

busy busier busiest

cloudy cloudier cloudiest

healthy healthier healthiest

noisy noisier noisiest

lucky luckier luckiest

juicy juicier juiciest

funny funnier funniest

|  |  |  |
| --- | --- | --- |
| silly | sillier | silliest |
| wealthy | wealthier | wealthiest |
| happy | happier | happiest |
| tidy | tidier | tidiest |
| dirty | dirtier | dirtiest |
| tasty | tastier | tastiest |
| dry | drier | driest |
| salty | saltier | saltiest |
| deadly | deadlier | deadliest |
| stealthy | stealthier | stealthiest |

**D. By doubling the last consonant adding -er/-est**

|  |  |  |
| --- | --- | --- |
| thin | thinner | thinnest |
| hot | hotter | hottest |
| big | bigger | biggest |
| fat | fatter | fattest |
| sad | sadder | saddest |
| red | redder | reddest |
| cruel | crueler | cruelest |

**By using more and most**

beautiful more beautiful most beautiful

delicious more delicious most delicious

humorous more humorous most humorous

honest more honest most honest

efficient more efficient most efficient

**By changing the adjectives completely**

|  |  |  |
| --- | --- | --- |
| good | better | best |
| bad | worse | worst |
| little | less | least |
| many | more | most |
| much | more | most |
| ill | worse | worst |

**G. Exceptional**

Far farther/further farthest/furthest

old elder/older eldest/oldest

**grammar**

**Possessive pronouns**

These are pronouns that show ownership and belongings of something.

**Examples of possessive pronouns**

mine, his, ours, hers, yours, your, its, ours

**Examples**

1. That is Obama’s pen.

That is his pen.

1. I am carrying Stella’s bag.

I am carrying her bag.

**Activity**

**Re-write the sentences replacing the noun with their appropriate possessive pronouns.**

1. That ball pen is Ritah’s.
2. Was that John and Peter’s desk?
3. Those chairs are for James and I.
4. Is that Kato’s home?

**Re-write sentences using possessive pronouns.**

1. That pen belongs to me.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Those bags are for me.

They are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This Kennel belongs to that dog.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We made those dolls.

They are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. These pins belong to Jim and Joy.

They are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This is our school.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Language structures**

**The …………is…………..**

This structure is used to denote one or more people or things already mentioned or assumed to be common knowledge.

**Study the pictures carefully**

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\hp\Desktop\Download\hand-watch-drawing-37.jpg | simple-black-white-chair-drawing-coloring-pages-ai-generated-art_848903-6554 | maxresdefault(9) | il_fullxfull |
| grey watch | White sofa set | new bed | Big white hen |

**Describe each of the pictures above**

1. The watch is grey.
2. The sofa set is white.
3. The bed is rectangular.
4. The big hen is white

**Construct four sentences using: The …………..is………..**

**Language structures:**

**The use of: The \_\_\_\_\_\_\_\_\_\_\_is/ are\_\_\_\_\_\_\_\_\_\_\_**

The structure is used to introduce a description of a noun or a pronoun.

* We use is with a singular noun and pronouns
* We use are with plural nouns and pronouns

**Examples**

**Singular:** The bag is black.

**Plural**: The bags are black.

**Singular:** A ball is outside

**Plural**: The balls are outside.

**Activity**

**Rewrite these sentences in plurals**

1. That is a fat boy.
2. The egg is oval in shape.
3. The school is a far way from here.
4. The ruler is mine.
5. The stone was heavy.

**Rewrite these sentences in singular form.**

1. The books are in the class.
2. The girls went home earlier.
3. The teachers were not happy.
4. The balls are all round.

**Language structures**

**The use of: Is the……………………..?**

**Yes/No………..is/ isn’t………………**

The structure is used to ask a question about the appearance of an object.

It is used with singular noun and singular pronouns like he, she, it

**The response is:**

* Yes \_\_\_\_\_\_\_\_is\_\_\_\_\_ for affirmative response
* No, \_\_\_\_\_\_\_\_\_ isn’t\_\_\_\_\_\_\_ for negative response

**Examples**

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\hp\Desktop\Download\7362843-ilustracao-vaso-em-um-fundo-simbolos-de-qualidade-premium-icones-para-conceito-e-design-grafico-vetor(0).jpg | 8n1aiu4 | maxresdefault(9) | C:\Users\hp\Desktop\Download\camping-firewood-vintage-black-and-white-vector-31115529.jpg |
| A pot | A bird | A bed | Fire |

1. **Is the pot rectangular?**

No, it is not

1. **Is the bird flying?**

Yes, it is.

1. **Is the fire burning?**

Yes, it is.

1. **Is the bed rectangular?**

Yes, it is.

**Activity**

**Use these pictures to answer the questions that follow.**

1. **Name the pictures above.**

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\1000_F_199003091_CG1wCXtjmnUBSgr7FXb8LY4WhAC4vlPx.jpg | C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\1000_F_102926991_3FskDRATiM5DoF0McZMB8IGEsq94r5Wl.jpg | C:\Users\hp\Desktop\Download\1110881.bmp | C:\Users\hp\Desktop\Download\camping-firewood-vintage-black-and-white-vector-31115529.jpg |
| big \_\_\_\_\_\_\_\_\_\_\_ | wet \_\_\_\_\_\_\_\_\_\_\_\_ | new \_\_\_\_\_\_\_\_\_\_ | burning\_\_\_\_\_\_\_\_\_\_\_ |

**Examples**

1. **Is the hill small?**

No, the hill is big.

1. **Is the motorcycle new?**

Yes, the motorcycle is new.

**Activity**

1. **Use yes, it is/ No, it is not to answer these questions**
2. Is the hill big?
3. Is the motorcycle old?
4. Is the fire burning?

**Form the correct questions for these responses.**

1. No, the class isn’t small.
2. Yes, they water is clean.

**Language structures**

**The use of: Are the………………..?**

* **Yes………..are…………………**
* **No……….. aren’t………………**

The structure is used to ask a question about the appearance of an object.

It is used with plural noun and plural pronouns like: we and they

**The response is:**

* Yes \_\_\_\_\_\_\_\_are\_\_\_\_\_ for affirmative response
* No, \_\_\_\_\_\_\_\_\_aren’t\_\_\_\_\_\_\_ for negative response

**isn’t** is a short form for **is not** and **aren’t** is a short form for **are not**

**Examples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5fb6cb3a7681a634f3d02a0c57f86f02.gif | .  C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\1000_F_102926991_3FskDRATiM5DoF0McZMB8IGEsq94r5Wl.jpg | aec852367afacd0ecde7d459ca597995.jpg | hand-draw-three-candles-coloring.jpg | C:\Users\hp\Desktop\Download\p1 pics\jump-rope-coloring-page.jpg |
| ripe apples | dry firewood | people fighting | burning candles | happy boys |

1. **Are the apples raw?**

No, the apples are ripe.

1. **Are the candles burning?**

Yes, they are burning.

**Activity**

**Use the pictures above to complete these sentences correctly.**

1. Are the people fighting?
2. Are the boys happy?
3. Are the apples ripe?
4. Are the firewood wet?
5. Are the boys sad?
6. Are the people playing?

**Give correct negative responses to these questions.**

1. Are the classes clean?
2. Are all the boys present?
3. **Give correct affirmative responses to these questions.**
4. are all children happy?
5. Are all the girls in class?

**Language structures**

Which ……………..is…………………..?

**Examples**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| traditional-conventional-pot-made-mud-600w-1135396106traditional-conventional-pot-made-mud-600w-1135396106  **b**  **A** | | C:\Users\hp\Desktop\Download\fallen-thick-trunk-tree-lies-260nw-1927894769.jpgold-gnarled-log-lies-forest-260nw-1925769146  **E**  **C**  **D** | | C:\Users\hp\Desktop\Download\sketch-hand-drawn-single-line-art-coloring-page-dress-day_469760-7118.jpg C:\Users\hp\Desktop\Download\sketch-hand-drawn-single-line-art-coloring-page-dress-day_469760-7152.jpg  **F** | |
| big | small | short | long | new | old |

**Which is bigger of the two pots?**

Pot A is bigger.

**Which is smaller of the two pots?**

Pot B is smaller of the two pots

**Activity**

**Use the pictures above to complete these sentences.**

1. Which of the two logs is shorter?
2. Which is longer of the two logs?
3. Which is newer of the two uniforms?
4. Which of the two uniforms is older?

**Construct a single sentence using these pairs of pictures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| C:\Users\hp\Desktop\Download\cubeta.jpg | .  C:\Users\hp\Desktop\Download\cubeta.jpg |  | C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\coloring-book-kids-chair-children-154944186.jpg | C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\coloring-book-kids-chair-children-154944186.jpg |
| big | small | light | heavy |

**Language structures**

The ………..is……………than the ………..one.

We structure is used to make comparison between two objects.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| traditional-conventional-pot-made-mud-600w-1135396106traditional-conventional-pot-made-mud-600w-1135396106 | | 800px_COLOURBOX8319657.jpg ronde-emmer-met-handvat-doodle-schetsstijl-lineaire-eenvoudige-tekening-van-een-emmer-met-slagen_529923-304.jpg | | C:\Users\hp\Desktop\Download\sketch-hand-drawn-single-line-art-coloring-page-dress-day_469760-7118.jpg C:\Users\hp\Desktop\Download\sketch-hand-drawn-single-line-art-coloring-page-dress-day_469760-7152.jpg | |
| bigger | smaller | heavier | lighter | newer | older |

**Examples**

1. The blue pot is bigger than the black one.
2. The left bucket is heavier than the right one.
3. The black uniform is newer than the blue ones.

**Activity**

|  |  |  |
| --- | --- | --- |
| speelgoedemmer-voor-kinderen-om-te-spelen-in-de-zandbak-op-een-witte-achtergrond_555467-1029.jpg800px_COLOURBOX8319657.jpg  old  new | 1440f541aa7938bba06b7243f5a3464f.jpg531016.png  blue  white | 1793b5c126a2ea4f84b3c58289e5ba18.jpg1793b5c126a2ea4f84b3c58289e5ba18.jpg  **Y**  **X** |
| big and small | clean and dirty | light and heavy |

**Complete these sentences by filling in the blanks.**

1. The new bucket is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than the old one.
2. The old bucket is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the new one.
3. The blue towel is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the white one.
4. The white towel is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the blue one.
5. Fruit Y is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than fruit X.

**Fill in the blanks with the most suitable form of word chosen in the brackets**

1. A bicycle is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than a taxi. (slow)
2. Teddy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than Alisha.
3. A cow is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than a goat. (big)
4. The library is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than our classroom. (wide)
5. An elephant is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than a lion. (heavy)

**Language structures**

**Is the ………..…………… the ………of the……………...?**

The structure is used to inquire/ ask a unique description of an object in a group.

The structure works with the superlative form of adjectives.

**Study the pictures below.**

|  |  |  |
| --- | --- | --- |
| **800px_COLOURBOX8319657.jpg C:\Users\hp\Desktop\Download\cubeta.jpg speelgoedemmer-voor-kinderen-om-te-spelen-in-de-zandbak-op-een-witte-achtergrond_555467-1029.jpg** |  | **grosser-baum-cartoon-vektor-und-illustration-schwarz-und-weiss-hand-gezeichnet-skizze-stil-isoliert-auf-weissem-hintergrund-400-101251963.jpg grosser-baum-cartoon-vektor-und-illustration-schwarz-und-weiss-hand-gezeichnet-skizze-stil-isoliert-auf-weissem-hintergrund-400-101251963.jpg grosser-baum-cartoon-vektor-und-illustration-schwarz-und-weiss-hand-gezeichnet-skizze-stil-isoliert-auf-weissem-hintergrund-400-101251963.jpg** |
| Brown Blue Red | Orange tree lemon tree mango tree |

**Examples**

1. **Is the brown bucket the smallest of the three?**

Yes, the brown bucket is the smallest of the three.

1. **Is the lemon tree the tallest of the three?**

No, the lemon tree is not the tallest of the three.

**Activity**

**Fill in the blanks with the superlatives formed from the words in brackets.**

1. Is the story book the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of the three?
2. Is the computer the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_item of the three?
3. Is the yellow flower the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the tree?
4. Is the brown fish the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the three?

**Give the correct affirmative responses to these questions**

1. Is the new book the smallest of the three?
2. Is the red ball the smallest of the three?

**Give the correct negative responses to these questions**

1. Is the grey goat the fattest of the four goats?
2. is MUkasa the heaviest boy of the three?

**Language structures**

**The use of: whose…………is…………..?**

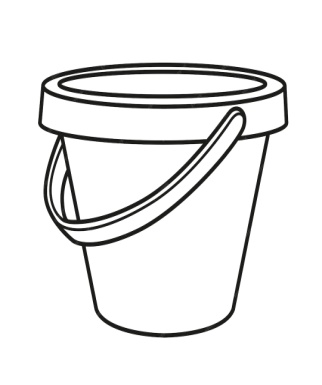
We use this structure to know the ownership of something.

The structure helps us to know who possesses what

**Examples**

**Use the words in the brackets to answer these sentences.**

1. **Whose bucket is this? (Mubiru)**



* It is Mubiru’s bucket.
* This is Mubiru’s bucket.

1. **Whose hat is that? (Annet)**

* It is Annet’s hat.
* That is Annet’s hat.

**Activity**

**Use the words in the brackets to answer these sentences.**

1. Whose car is that? (Head teacher)
2. Whose lorry is this? (Mark)
3. Whose school bag is it? (Jerry)
4. Whose cup is it? (Kakaeto)

**Rewrite these sentences as instructed in the brackets**

1. That is Lidya’s book. (Rewrite and begin: Whose……………….?)
2. This is Akello’s bicycle. (Rewrite and use: ………..bicycle is……………….?)
3. Those are my father’s houses. (Rewrite and end: …….are those?)

**Rewrite these sentences beginning: It is/ They are…………..)**

1. That is Tom’s toy.
2. Those are Patricia’s knives.

**Possessive nouns**

These are nouns that show ownership and belongings of something.

* We use apostrophes to shown ownership of living things.
* No apostrophe is used to ownership of non living things.

**Examples of possessive nouns**

Betty’s cup, Mary’s ball, teachers’ chairs, boys’ heads

Examples

**Rewrite these sentences using possessive nouns**

1. This pen belongs to Mark.

This is Mark’s pen.

1. Those cups belong to Joyce.

Those are Joyce’s cup.

**Rewrite these sentences as instructed in the brackets.**

1. The bag which belongs to Maria is big.

(Rewrite and begin: Maria’s bag\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

1. The bicycle which belonged to John is old.

(Rewrite and begin: John’s bicycle was\_\_\_\_\_\_\_\_\_\_\_)

1. The children of Tom are very lazy.

(Rewrite and begin: Tom’s children are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

1. The balls which belong to Musa were stolen

(Rewrite and begin: Musa’s balls were\_\_\_\_\_\_\_\_\_\_)

1. The son of my brother is in primary two.

(Rewrite and begin: My brother’s son\_\_\_\_\_\_\_\_\_\_\_)

1. The heads of the boys were shaved.

(Rewrite and begin: the boys’ heads\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**PROVERBS**

* A proverb is a sentence that gives advice.
* a proverb is a wise sayings with hidden meaning.
* A proverb says something that is generally true.

**Examples of English proverbs**

* 1. No gain without pain.
  2. Knowledge is power.
  3. An apple a day keeps the doctor away.
  4. Beggars must not be choosers.
  5. A bird in the hand is worth two in the bush.
  6. Better late than never.
  7. Birds of the same feather flock together.
  8. New brooms sweep clean.
  9. Look before you leap.
  10. A hungry man is an angry man.
  11. First come, first served.
  12. Charity begins at home.
  13. A rolling stone gathers no moss.
  14. A stitch in time saves nine.
  15. Fine feathers make fine birds.
  16. Let sleeping dogs lie.
  17. Every dog has his day.
  18. Fire is a good servant but a bad master.
  19. Exchange is no robbery.
  20. A friend in need is a friend in need.
  21. A word to a wise is enough.

**Exercise**

**Complete the following proverbs.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ saves nine.
2. A rolling stone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A word to a wise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ makes perfect.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ deserves another.
6. First come, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Better \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than never.
8. New broom sweeps \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Match the following sentences to form correct proverbs.**

**A B**

9. A rolling stone is no robbery.

10. spare the rod blind

11. First come gathers no moss

12. Exchange without pain

13. No gain twice shy

14. Let sleeping and spoil the child

15. Love is first served

16. Once beaten dogs lie

**Other examples of English proverbs**

1. Cut your coat according to your cloth.
2. One good turn deserves another.
3. God helps those who help themselves.
4. Two heads are better than one.
5. Laugh and grow fat.
6. No news is good news.
7. Practice makes perfect.
8. All’s well that ends well.
9. One by one makes a bundle
10. All that glitters is not gold.
11. A great talker is a great liar.
12. A good name is better than riches.
13. A good dog deserves a good bone.
14. A bad beginning makes a good ending.
15. Great mind think alike.
16. Out of sight, out of mind.
17. Pride goes before a fall.
18. The early bird catches the worm.
19. Set a thief to catch a thief.
20. Union is strength.
21. Spare the rod and spoil the child.
22. Blood is thicker than water.

**Activity**

**Complete the following proverbs correctly.**

1. Set a thief to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is thicker than water.
3. A great talker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ makes perfect.
5. Two heads are better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Give the proverbs to these questions.**

1. Where does charity begin?
2. How do new brooms sweep?
3. What does a bad beginning make?
4. What is thicker than water?
5. Who helps those who help themselves?
6. What makes perfect?

**Comprehension**

**Passage**

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

Kagimu is a good carpenter. He lives in a small village called Nsowera. Kagimu is a small thin man. All the people in the village think Kagimu is the best carpenter. Kagimu’s carpentry workshop is about ten kilometers away from the main road. He has ten people working for him. Some are older than him, but most of them are young strong boys. Kagimu makes good furniture for his customers. He earns a lot of money. His customers came from all over Kalina district. They tell him what to make for them.

Some tell him to make small circular tables, others tell him to make big rectangular tables. Some tell him to make square tables.

Kagimu is always very careful. He chooses the wood he will use carefully. Sometimes, he uses soft wood because it is easy to cut and finish. Sometimes he makes beautiful tables, cupboard and beds from hard wood. He has a wood plane to make rough wood smooth.

After that, he puts vanish on the furniture to make them look beautiful. Sometimes, his friend Mugisha places cushions on each of the chairs. This makes the chairs so soft and comfortable to sit on.

**Questions**

1. Who is being talked about in the story?
2. In which village does Kagimu live?
3. How far is Kagimu’s carpentry workshop from the main road?
4. How many people are working for Kagimu?
5. Why does Kagimu always use soft wood?
6. Mention any **two** examples of furniture stated in the story.
7. Which machine does Kagimu use to make rough wood smooth?
8. Why does Kagimu put vanish on the furniture
9. Who is Kagimu’s friend in the story?
10. Who places cushions on each of the chairs made?

**Poem**

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

**The shinning moon**

Look at the bright moon,

It’s shining up there,

Last week, it was very small,

And shaped like a bow.

It was shining duller and dimmer.

Look at the bright moon,

Shinning without heat and smokes

Unlike the fire we used for cooking,

It had grown bigger,

And round like an orange.

Look at the bright moon,

Shining brighter at night

And hard to see during day time

It emits light from the sun

But it is not a source of light.

**Batabani Edward (P.4)**

**Questions**

1. What is the poem about?
2. What is shining up without heat and smokes?
3. What do we use fire for?
4. How many stanzas are in the poem?
5. Who wrote the poem?
6. In which class is the writer of the poem?
7. What had grown bigger and round like an orange?
8. When does the moon shine bright?
9. Why is moon not a source of light?
10. Write the title of the story.

**Conversation**

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

**Kingo:** Good morning, carpenter.

**Carpenter:** Good morning, Kingo, why are you here early today?

**Kingo:** I have come to see the different shapes of tables you make.

**Carpenter:** Why?

**Kingo:** I need to make a choice of shape for my dining set.

**Carpenter**: Here you are; I have tables with circular, oval and rectangular tops.

**Kingo**: I have liked the oval one.

**Carpenter**: Fine, when are you paying for it?

**Kingo**: Most likely, next week.

**Carpenter**: I will wait for you, then.

**Kingo**: Thank you very much.

**Carpenter**: You are welcome, Kingo.

**Questions:**

1. At what time did the conversation take place?
2. Why did Kingo go to the carpentry workshop?
3. How many shapes are mentioned in the conversation?
4. How many people are taking part in the conversation?
5. What does Kingo want to buy?
6. Which shape did Kingo like?
7. What is the work of a carpenter?
8. Mention any **two** shapes talked about in the dialogue:
9. Give a good title to the conversation.

**Guided composition**

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

shores returned us each softly man

woman to kind hardly

**THE KIND OLD WOMAN**

I had never visited my grandmother who stays by the \_\_\_\_\_\_\_ of Lake Victoria. I was taken there by my dad as soon as the third term holidays began.

My grandmother is an old \_\_\_\_\_\_\_ of about sixty years of age. She is short but fat. She stays with her two lovely granddaughters and a grandson. The granddaughters are as ­­­­­\_\_\_\_\_\_\_\_\_ as the grandmother. They welcomed us and after greeting, they asked \_\_\_\_\_\_\_ what we wanted to drink. I suggested having passion juice. My dad chose to drink water.

The grandson is a polite and thin boy. He is kind, too. Although there were \_\_\_\_\_\_\_\_\_\_ any toys for me to play with, he taught me some games which I enjoyed very much.

As dad and my grandmother were talking to \_\_\_\_\_\_ other, we enjoyed playing our games.

The second day was also \_\_\_\_\_\_\_\_\_\_ for me. We were joined by other village children at play time. There were three \_\_\_\_\_\_\_\_ skinned girls and two short black boys.

We \_\_\_\_\_\_\_\_ home on the third day. I can’t forget the fresh fish I was served. I am looking forward \_\_\_\_\_\_visiting my grandmother the coming holidays.

**Topic 2: giving directions**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| to | **Expressing motion in a direction of a location**  *Where are you going to?* |
| across | **From one side to the other side**  *Baguma slid across the road and fell down.* |
| next | **Being the first after the present one**  *The bank is next to the church.* |
| in front | **In a forward position/ in a position a head of something or someone**  *The car is in front of the mosque.* |
| behind | **In a backward position/ in a position back than something or someone**  *The mosque is behind the car.* |
| roundabout | **A point where two or more roads meet inform of a circle**  *We met Musa at the Kitagobwa roundabout.* |

**Vocabulary practice I**

**Arrange these vocabularies in ABC order**

1. next, net, nest, neck
2. mosque, church, school, bank

**Rewrite these sentences giving the opposite of the underlined words.**

1. The school **in front of** the bank.
2. The **kind** lady lives next to the bank.

**Rewrite these sentences giving one word for the underlined group of words**

1. We found Jimmy Onyango at the **point where two or more roads meet in form of a circle.**
2. We should stop moving **from one side to the other side of** the roadcarelessly**.**
3. **Fill in these blank spaces with the most suitable word.**
4. The car is in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of the bank.
5. A\_\_\_\_\_\_\_\_\_\_\_\_ is a place where two or more roads meet inform of a circle
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are you going to?
7. Our school is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the Traford Bank.
8. Both the church \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the school are on the right- hand side.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| down | **Directed or moving towards lower place**  Our home is down the Valley Curve Junior School |
| signpost | **A post bearing a sign which gives information or direction**  That is our school signpost. |
| after | **next to/ at a later or future time**  We went to the church after leaving the school. |
| before | **at a earlier or a period preceding the current time**  We went out before the bell was rung. |
| junction | **a point where two or more things are joined**  Our church is at the junction of the main road. |
| corner | **a place where two edges or sides meet**  That is the sharp corner where the accident happened. |
| close to | **a short distance away/ not open**  The Orient Bank is closed to Kesk Junior School. |

**Vocabulary practice II**

**Arrange these words in correct ABC order.**

1. down, doll, drink, dry
2. close, corner, signpost, junction
3. after, corner, down, before

**Use the suitable forms of the word in the brackets to complete these sentences.**

1. Very many …………………… are before our school. (church)
2. Which of the two …………………………as shorter? (junction)
3. The …………………………..roundabout is very deadly. (two)
4. We ………………………..out before the bell was rang. (go)
5. We walked…………………………….when we reached the junction. (hurry)
6. That signpost shows the wrong ………………………of our school. (locate)

**Arrange these words to form a meaningful sentence.**

1. school That is signpost **our** for.
2. far How school your is from Bikiri Bank?
3. What it is a beautiful junction!

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

1. Our home is **next to** Opportunity Bank.
2. She went home **at a period preceding the time for** lunch time.
3. We are almost reaching a **place where two edges or sides meet.**

**Vocabulary lesson III**

|  |  |
| --- | --- |
| Left-hand side | **The side of something in a position of left**  *The mosque is in the left-hand side.* |
| right -hand side | **The side of something nearest to the right hand**  *Our school is in the right-hand side when going to the market* |
| opposite | **Being in the position of the other side**  *The school is opposite the market.* |
| middle | **Equal distant from extreme ends**  *Our class is in the middle of the school.* |
| Far | **At a greater distance**  *The church is far away from here.* |
| Near | **At a smaller distance**  *The mosque is near the church and the bank.* |
| turn | **Move in a circular direction wholly or partially**  *Make a left turn from the junction to find our school.* |

**Vocabulary practice III**

**Arrange these words in a dictionary order**

1. far, nut, uncle, middle
2. left, right, leaf, light

**Write these short forms in full.**

1. Rev.
2. shan't:

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

1. The mosque is **at a smaller distance to** the Bikiri Maria church.
2. The staffroom is in the **equal distant from extreme ends** of the school.

**Rewrite these sentences giving the opposite of the underlined words.**

1. Our home is **near** the main mosque.
2. Musaba was standing on the **right-hand** side when the bus was passing.

**Use each of these words in a sentence to show that you know the difference in their meanings**

1. live:
2. leave:

**Language structures**

**The ………….is…………….**

The structure is used to tell the location of an object or a person.

**Examples**

1. The tree is behind the classroom.
2. The road is in front of the mosque.
3. The office is opposite the staffroom.

**Make five meaningful sentences from the table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The  Our  Their | church  schools  home  market  stores  gardens | Is  are | next to  near  opposite  close to | the big hospital  Kisembo’s garage  Mukwano Industry  library.  Head teacher’s office |

**The church is next to the library.**

1. The church is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The schools are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Their home is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The market is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Our gardens are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The………………is on the………………..**

The structure is used to tell the location of a person, thing or a place

**Examples**

1. The garden is on the opposite side of the school.
2. The school gate is on the east of our classroom.
3. The banks are on the far end of the town.

**Activity**

**Make four meaningful sentences using: The………is on the………..**

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Make five meaningful sentences from the table.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The | church  school  homes  market  stores  gardens | is  are | on the | opposite side of the  left of the  far end of the  right side of the  west of the  east of the | school kitchen.  Benna Bank.  staffroom.  road.  mosque.  play ground |

The church is on the opposite side of the school kitchen.

**Language structures**

**The use of: ………… is than……………..**

We use this structure to make adjectival comparison between two nouns.

The adjectives used in this structure are said to be comparatives because they compare two nouns, pronouns or objects

**Examples**

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

1. **The church is far. The mosque is farther.**

* The mosque is farther than the church.
* The church is nearer than the mosque.

1. **The church is clean the class is dirty.**

* The class is dirtier than the church.
* The church is cleaner than the class.

1. **Primary one class is small. Primary two class is not small.**

* Primary one class is smaller than Primary two class.
* Primary two class is bigger than Primary one class.

**Activity**

**Join these sentences as instructed.**

1. The office is big. The class is bigger.

(Rewrite these sentences Beginning: The class is ………………….)

1. Our teachers are smart. Our head teacher is the smartest.

(Rewrite these sentences Beginning: Our head teacher ………………….)

1. The gate is big. The class door is small.

(Rewrite and end: …………………………………than the class door.)

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

1. The desk is heavy. The cupboard is heavier.
2. The shop is nearer. The canteen is far.
3. The bakery is here. The diary is there.

**Rewrite these sentences as instructed**

1. The library is bigger than the store.

(Rewrite the sentence the beginning: The store……………………)

(Rewrite the sentence the beginning: The door……………………)

1. The kitchen is cleaner than the toilets.

(Rewrite and end: …………………………………than the kitchen.)

**Language structures**

**The use of: …………….but…………………**

We use this structure to mean on the other side

Examples

**Join these sentences using: …………………..but…………….**

1. The school is far. The church is near.

The school is far **but** the church is near.

1. The class is clean. The latrines are dirty.

The class is clean **but** the latrines are dirty.

1. The boys are smart. The girls are shabby.

The boys are smart **but** the girls are shabby.

**Activity**

**Join these sentences using: …………………..but…………….**

1. The school is guarded. The church is not guarded.
2. Tendo is healthy. Ketra is sick.
3. The kitchen is near. The class is far.
4. Our class is in the West. Their class is in the East.
5. The school fence is high. The garden fence is low.
6. The library is new. The store is old.
7. Our dormitory is in the East. Our Classes are in the North.

**Comprehension**

**Passage**

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

**BIRUNGI AND THE STRANGER**

Yesterday as I was going back home from school at 3:30 p.m, I met a beautiful, tall lady. She was from China and it was her first time to visit Uganda. She was going to St. Agnes Primary School but did not know where it was. This lady could not be helped by the people around because they did not know her language.

When she saw me in the school uniform, she called me and said, “Young girl, I am looking for St. Agnes Primary School, do you know where it is?” ”Yes, madam, St. Agnes is my former school but it is far from here.” I replied. ”How far is it from here?” the lady asked. I told her that it was about fifteen kilometers from where we were.

“Could you please give me the directions to that place?” “Yes, I can.” I told her to board a vehicle to Mbuya trading centre. At the centre, she was to get off the vehicle and move on up to the first junction. While at the junction, I told her to take the road on her left and follow it up to the big church. There she would see St. Agnes Primary School just opposite the church.

After giving her the directions to the school, the lady thanked me. She gave me five thousand shillings from her money purse. I was very **happy.** I thanked her and also wished her safe journey to school.

**Questions**

1. At what time did Birungi meet the stranger?
2. Where was Birungi coming from?
3. What is the nationality of the beautiful lady?
4. Why didn’t the people around help this lady?
5. What was the lady looking for?
6. How far was St. Agnes from where they were?
7. What was the size of the church?
8. What type of school is St. Agnes?
9. Give the opposite of happy.
10. How much money did the lady give to Birungi?

**Conversation**

Read and act this conversation then answer the questions in full sentences.

**GRACE’S SCHOOL**

|  |  |
| --- | --- |
| Mbabazi: | Good morning, Grace. |
| Grace: | Good morning, Mbabazi. |
| Mbabazi: | Which school do you go to? |
| Grace: | I go to Kamuli Girls’ primary School. |
| Mbabazi: | Where is it found? |
| Grace : | It is found near Kazi-Kazi junction on your left. |
| Mbabazi: | How far is it from here? |
| Grace: | It is two kilometers from here. |
| Mbabazi: | That is quite far. Aren’t there good schools near your home? |
| Grace: | There is a good school near our home but it is for only boys.  It is called Kamuli Boys’ primary School |
| Mbabazi: | In that case, you have no choice. Well, it has been nice meeting you, have a wonderful morning. |
| Grace: | Have a wonderful morning too. |

**QUESTIONS**

1. Who talked first?
2. How many people are involved in the conversation?
3. To whom was Grace talking?
4. To which school does Grace go?
5. Where is Kamuli Girls’ School found?
6. On which direction is Kamuli Girls’ primary School from Kazi-Kazi junction?
7. How far is the school from Kazi-Kazi junction?
8. Which Boys’ school is near Grace’s home?
9. At what time of the day did the conversation take place?
10. What is the heading of the dialogue?

**Composition**

**Guided dialogue**

**The following conversation was between Morgan and Oscar, the stranger. Study it and complete it with Oscar’s correct responses.**

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: Good morning, Sir.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: I am going to school.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: My school is called Treasure Junior School.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: It is found near Shell, Uganda.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: That school is along Mbogo road.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: The parking area is opposite the school.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: Yes, there is a signpost near the gate.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: It is about 100m from Monaco Institute.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: Yes, it is the one with a flyover at the gate.

**Oscar**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Morgan**: You are welcome, sir.

**Jumbled story**

**The sentences below are in incorrect order. Arrange them to form a meaningful story.**

1. Tom was in primary four at Tam Junior School.
2. He was transferred to King Solomon Primary School.
3. This was because Tom could not cross the road safely alone.
4. One day Tom was going to King Solomon Primary School.
5. He lost his way to the school
6. Tom started crying bitterly.
7. One parent heard of Tom crying.
8. And went to inquire what the problem was.
9. Tom told him that he had got lost
10. He then led Tom to the school main gate.

**Guided composition**

**Use the words in the table to complete these blank spaces correctly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| village | evening | firewood | home | Down |
| grandfather | crying | lost | come | Girl |

Nakato is 10 years old……………….. . She lives with his grandparents in Mbizinnya ………………………….. Their home is near the main forest.

One day, Nakato her five friends went to collect ……………………….. from the forest. They left home at five o’clock in the…………………………..

Nakato and her friends collected the firewood within a very small time.

By half past five o’clock in the evening, they were ready to ………………….. back home.

Ritah, the game leader brought an ideas of seek and hides hames instead of going back home very early.

The six girls started running up and……………………………, near and far.

As it was time for Ritah to seek for people hiding, Nakato ran too far to hide herself but got …………………………………………in the forest.

The friends looked for her but they failed. They went back home hurriedly without firewood to report the lost of Nakato in the forest.

Grandmother and ………………………………… came to the forest and heard of Ritah …………………………………. from the western direction. They then brought her ……………………………………………

**Topic 3: what i like and how i feel**

**Sub topic 1: What I like**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| **food** | **anything clean and good to eat and drink to maintain life and growth**  Which food are we going to eat now? |
| dancing | **the activity of moving the body and feet to music**  Shania likes dancing too much. |
| reading | **interpretation of a written text**  Akello likes reading more than writing. |
| singing | **the activity of performing songs or tunes by making musical sounds with the voice**  Tendo is singing the anthem now. |
| cooking | **preparing food for consumption using heat**  Anita does not like cooking. |
| sewing | **stitching material on another materials using a needle and a thread**  The seamstress is sewing my school uniforms. |

**Vocabulary practice I**

**Write these vocabulary words correctly**

1. sewngi:
2. cokoing:
3. dcaning:

**Rewrite these sentences giving the opposite of the underlined words.**

1. I **shall** cook food tomorrow.
2. My **uncle** knows how to sew clothes.

**Rewrite these sentences giving one word for the underlined group of words**

1. My **father and mother** know how to cook food well.
2. Jamira is **preparing food for consumption using heat** now.
3. **Do you like** edible sweet product of a plant that contains seeds

**Fill in these blank spaces with the most suitable word.**

1. Either mummy ……………………………....daddy will bring us some sweets.
2. That is the boy who prefers dancing…………………….………singing.
3. How old ……………….. you now?
4. I like dancing more ………………………. Reading.
5. …………………………………….is my sewing machine?

**Arrange these vocabulary words in a dictionary order**

1. dancing, reading, singing, sewing
2. cook, cock, chalk, chick

**Vocabulary lesson II**

|  |  |
| --- | --- |
| playing football | **To participate in a game of kicking ball using the foot**  Mukasa likes playing football every day. |
| riding | **Activity/ sport of riding a horse**  She prefers horse riding to cycling. |
| desires | **A feeling of wanting to have something**  Strong wishes to have something.  **What is your desired food and drinks?** |
| enjoy | **Take pleasure/ delight in an activity/ occasion**  Yusuf enjoys listening to animal stories. |
| prefer | **To like something more than the other**  Does Anita prefer Soda to water? |
| soda | **sweet frizzy carbonated drink**  I like soda more than water. |
| fruit | **edible sweet product of a plant that contains seeds**  I like pineapple fruit. |
| **drink** | **to take a liquid in to the mouth and swallow**  **a liquid that can be swallowed as refreshment**  Milk is my favorite drink. |

**Vocabulary practice II**

**Arrange these words in correct ABC order.**

1. soil, soda, sun, salt
2. desires, enjoy, prefer, soda

**Arrange these words to form a meaningful sentence.**

1. Does water prefer Anita Soda to?
2. prefers She cycling horse to riding.
3. sweet What a soda is Lavita!

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

1. I like taking **sweet frizzy carbonated drink** on Christmas Day.
2. **Musa takes pleasure in** dancing better than singing.

**Write these short forms in full.**

1. Can’t :
2. DEO:

**Rewrite these sentences giving the opposite of the underlined words.**

1. I **like** drinking soda on cold days.
2. Musa is the **smartest** boy in our class today.

**Use each of these words in a sentence to show that you know the difference in their meanings**

1. nice:
2. knife:

**Language structure**

I like…………………………

We use the structure **I like………….** when one is telling what one enjoys or is interested in.

It is used to show ones’ interest in something or an activity.

**Examples**

1. I like playing football.
2. I like eating food.
3. I like playing netball

**I don’t like………………………**

The negative form of like is don’t like.

We use “**I don’t”** like when one is telling what one enjoys or is not interested in.

**Examples**

1. I don’t like playing in rain.
2. I don’t like cooking food.
3. I don’t like swimming.

**Exercise**

**Form five correct sentences from the table below**

|  |  |  |
| --- | --- | --- |
| I | like  do not like | walking in a group.  dancing on rain.  abusing people  sweet drinks  sour fruits  drinking soda.  eating meat. |

I do not like eating meat.

1. I like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. I do not like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. I like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. I do not like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. I like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. I do not like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Using: he/ she likes…….. We / they like……….**

We use the structure **like** when expressing what one enjoys or is interested in.

The negative form of like is don’t like.

* We use “**like”** when one is talking about oneself and also many people.
* We also use like with the pronoun I, We, They
* We use likes with pronoun She, He, It and talking about singular noun.

**Examples**

1. He likes watching television
2. Anita likes singing Luganda songs.
3. We like eating phoso.
4. They like taking sweet drinks.

**Exercise**

Form four meaningful sentences from the table below

|  |  |  |  |
| --- | --- | --- | --- |
| I  He  She  We  They | like  do not like  likes  does not like | milking  digging  visiting  collecting  reading  shouting | in the garden  cows  the zoo  fruits from the forest.  my friends.  Water from the tap. |

I like milking cows.

1. I do not like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. He likes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. He does not like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. She likes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. She does not like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. We like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. We do not like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. They like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. They do not like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fill in the blank spaces with the most suitable words or group of words.**

1. Anita likes paw paws \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mangoes.
2. Matilda and Kenneth like digging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the garden.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Raila and Keto like drinking cold water.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the boy who likes milking cows.

**Language structures**

**The use of: ……..prefer……..to……………….**

The structure: ……**prefer…….** is used with preposition **to** to mean that one like something or a person better than the other.

* We use “**prefer”** when one is talking about oneself and also many people.
* We also use like with the pronoun I, We, They and plural nouns
* We use likes with pronoun She, He, It and talking about singular noun.

**Rewrite these sentences using: \_\_\_\_\_\_\_prefer \_\_\_\_\_\_ to \_\_\_\_\_\_\_\_**

**Examples**

1. I like mangoes more than oranges.

I prefer mangoes to oranges.

1. Boys enjoy football more than volley ball.

Boys prefer football to volley ball.

1. John is interested in English but not Maths.

John prefers English to Maths.

1. I like poems but I like riddles much more.

I prefer riddles to poems.

**Re-write these sentences using: ……………… prefer………………**

1. She likes reading more than writing.
2. I like running more than walking.
3. Aisha likes writing more than drawing.
4. Mummy likes serving more than cooking.
5. He likes mangoes more than oranges.
6. I like sausages more than kebabs.
7. Daddy likes ironing more than washing.

**Join these sentences using: ……………prefer………to……………….**

1. Nafula likes washing. She likes ironing more.
2. Mother likes cooking. She likes serving more.
3. Karen likes mopping. She likes sweeping more.

**Language structures**

**Do you prefer………….to……………?**

The structure “Do you prefer…………?” is used with preposition to to ask whether one likes something or a person better than the other.

The correct response is:

1. Yes, I do for affirmative response
2. No, I don’t for a negative response

*Examples*

* 1. Do you prefer chicken to pork?

**Positive***: Yes, I prefer chicken to pork.*

**Negative***: No, I don’t prefer chicken to pork.*

* 1. Do they prefer food to snacks?

**Positive***: Yes, they prefer food to snacks*

**Negative***: No, they don’t prefer food to snacks.*

**Activity**

**For a question for these responses**

1. No, I don’t prefer food to medicine.
2. Yes, I like soda to mineral water.

**Give affirmative responses to these questions.**

1. Do you like paw paws to passion fruits?
2. Does Anita prefer chicken to beef?
3. Did Martin prefer rice to phoso?

**Give affirmative responses to these questions.**

1. Did Samuel prefer rice to sweet potatoes?
2. Do they like bread to cakes?

**Language structures**

**………….enjoy………………….**

The structure is used to show that someone take pleasure/ delight in an activity/ occasion

* We use “**enjoy”** when one is talking about oneself and also many people.
* We also use like with the pronoun I, We, They
* We use likes with pronoun She, He, It and talking about singular noun.

**Examples**

1. I enjoy taking cold drinks.
2. I don’t enjoy mopping houses.
3. She enjoys cooking rice.

**Activity**

**Complete the blank spaces using the most suitable forms of:….enjoy……. correctly.**

1. Sarah……………………………breakfast yesterday.
2. We shall ………………….our birthday cakes tomorrow.
3. Tommy ………………………watching T.V. daily.
4. Mark and Aniwar ………………….taking cold drinks.
5. Tembo and Tempra……………………………school lunch last term.

**Comprehension**

**Passage**

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

**DIANA GETS A NEW HOME**

My name is Atwine Diana. Two weeks after our trip to the zoo, my guardian died. I felt very sad and scared. I did not have anybody to take care of me. I stopped going to school and I slept out in the cold. I was always hungry and thirsty.

A month later, I fell very ill. Luckily enough, a kind nun saw me lying by the roadside shivering and vomiting. She moved near and talked to me. After telling her about my sad story, she took me to the hospital for treatment. When I got better, she took me to the church parish house. At the parish house, I got all the help I needed. I was given food, shelter, clothes and love. I am now very happy because I have gone back to school and I am doing very well.

**Questions**

* 1. How did Diana feel when her guardian died?
  2. Who saw Diana lying by the roadside?
  3. When did Diana’s guardian die?
  4. Where had Diana gone when her guardian died?
  5. Why did Diana stop going to school?
  6. Where was Diana lying when a nun saw her?
  7. What was Diana doing as she was lying by the roadside?
  8. What did the nun do when she saw Diana lying by the roadside?
  9. Where was Diana taken for treatment?
  10. Where was Diana taken after she had got better?

**Poem**

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

On Monday, I felt sad because it was cold,

I was tired, hungry and thirsty,

On Tuesday I felt sad again,

Because I was beaten for dodging debate

On Wednesday, I felt happy because we ate meat

We also took cold soda

I felt happy on Thursday

This was because I visit my friends in Katende.

I felt happiest on Friday,

It was my 12th birthday celebration

My aunt gifted me a new bicycle

I feel sad when my bicycle was stolen on Saturday.

**Atala Jesca (P4)**

**Questions**

1. Why was Jesca not happy on Monday?
2. When was Jesca beaten for dodging the debate?
3. Mention two things which made the writer happy on Wednesday.
4. Where does writer’s friend live?
5. How old is the writer now?
6. Who gifted Jesca a new bicycle?
7. When did Jesca get her new bicycle?
8. On which day was Jesca’s bicycle stolen?
9. Who wrote the poem?
10. In which class is the writer?

**Conversation**

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

**THE TRIP TO THE ZOO**

Amina: Good morning, Diana

Diana: Good morning, Amina.

Amina: How do you feel about our trip to the zoo next week?

Diana: I feel very happy but at the same time I feel very sad.

Amina: Why do you feel sad, Diana?

Diana: My guardian is very sick. I am worried about his health.

Amina: I am very sorry for you. We need to pray for him.

Diana: Thank you.

**Questions**

1. What is the title of the dialogue?
2. Where will the two go next week?
3. When will the two visit the zoo?
4. How many people are taking part in the dialogue?
5. Why does Diana feel sad?
6. Who was very sick?
7. Why was Diana was worried?
8. What encouragement did Amina give Diana?
9. Why did Diana thank Amina?
10. Give the opposite of happy.

**Below is a table showing activities carried out by P4 children of Atar Primary School in a week. Study it and answer questions correctly.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DAY** | **ACTIVITY** | **MARVIN** | **ANN** | **MONERA** | **JACKSON** |
| Mon. | fetching water |  |  | √ | √ |
| Tue. | digging in the garden | √ | √ | √ | √ |
| Wed. | cleaning the house |  |  |  | √ |
| Thur. | grazing cattle | √ | √ |  | √ |
| Fri. | washing the car |  | √ |  | √ |

**Questions**

1. What does the table show?
2. How many activities are shown on the table?
3. How many children did the activities?
4. Apart from fetching water, what else did Monera do during the week?
5. How many children cleaned the house?
6. Which activity was carried out by all children?
7. How many activities were carried out by Ann?
8. Mention one activity Marvin did during the week.
9. On which day was grazing cattle carried out?
10. How many days of the week are not shown on the table?

**The graph shows types of soda enjoyed by P.4 children at Mwebe’s 10th birthday. Study it and answer the questions in full sentences.**

16

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No of children**  14 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 0 |  |  |  |  |  |

Crest Mirinda Kiri Fanta Sprite Novida

**Types of sodas**

**Questions**

1. What is the graph about?
2. Whose birthday was it?
3. How many types of soda are shown?
4. How old was Mwebe at the time of the party?
5. Which soda was enjoyed by fourteen children?
6. How many children enjoyed Kiri soda?
7. Which soda was enjoyed by most children?
8. Which types of sodas were enjoyed by the same number of children?
9. How many children drank KIri and Fanta altogether?
10. Write 10th in words.

**Jumbled story**

**The sentences below are in wrong order. Rearrange them to form a meaningful story**

1. I go to Kalaki Junior School.
2. My name is Kirya Ivan.
3. I ride my bicycle to school daily.
4. I am in primary four.
5. The policeman came and arrested him.
6. And stole my bicycle when I was in class
7. Our school is found in front of Kalaki Central Police Station.
8. One policeman saw him.
9. One day, a thief climbed our school gate.
10. On his way back via the school fence

**Guided composition**

**Use the words in the box to complete the composition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| selling | name | council | front | mechanic |
| sheep | repairs | ten | car | dairy |

My **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is Musa Ocaya. I live with my parents. We all stay in Paibona village. It is found in Opit town **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in Gulu city.

Our house is in **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of Ocira’s home. Ocira is a well known **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** . He repairs cars, lorries, taxis, buses and motorcycles. He also **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** bicycles. His garage is next to our farm. In our farm, we keep white and brown **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** , black and brown goats and spotted white **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** cows.

We have **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dairy cows in our farm altogether. We normally milk cows in the morning and in the evening.

My father has a small blue **\_\_\_\_\_\_\_\_\_\_\_\_\_** and my mother has a red motorcycle.

They are all used for **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** milk in the city.

**Topic 3: what i like and how i feel**

**Sub topic 2: How I feel**

**Vocabulary**

|  |  |
| --- | --- |
| sad | **Feeling unhappy**  Musa was unhappy because he was hungry. |
| happy | **Feeling pleasure and showing contentment**  Tendo was happy because she ate meat. |
| angry | **Showing annoyance, displeasure, full of anger**  The father was angry when I spoilt his watch. |
| thirsty | **A feeling of wanting something to drink**  I took a lot of water because I was thirsty. |
| tired | **In a need of sleep or rest**  I feel tired after walking for long. |
| cold | **Having low temperature**  It was cold after raining. |
| hot | **Having high temperature**  It was very hot in the morning. |

**Vocabulary practice 1**

**Arrange these vocabularies in ABC order**

1. angry, sad, thirsty, tired
2. cold, hot, heat, happy

**Rewrite these sentences giving the opposite of the underlined words.**

1. It is **hot** today.
2. We are always **happy** to receive new friends.

**Rewrite these sentences giving one word for the underlined group of words**

1. The class was **having high temperature** in the midday.
2. Keto is **feeling pleasure and showing contentment** with his brother.

**Fill in the blank spaces using the most correct word or group of words.**

1. Neither mummy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_daddy felt the coldness.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was very hot in the afternoon.
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bad when I am beaten.
4. I need my sweater because the weather is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Jethro was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cold and thirsty.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| worried | **Troubled about a problem**  *Musoke was worried about his son.* |
| scared | **Feeling fearful/ frightened**  *Hallen sacred me on my way to school.* |
| lazy | **Unwilling to work or use energy**  *Peter is a lazy boy.* |
| sick | **affected by physical or mental sickness/ not healthy**  *Kafeero was sick and unhappy.* |
| ill | **Suffering from illness or disease**  *Morgan is seriously ill.* |
| unhappy | **Sad, Not happy/ feeling depressed, chronically worried**  *I am unhappy because I was beaten by mummy.* |

**Vocabulary practice II**

**Arrange these words to form a meaningful sentence.**

1. lazy Jolly is a boy.
2. Was Maria worried about her children?
3. sick What a boy is Mutebi!

**Arrange these vocabulary words in a dictionary order**

1. worried, scared, lazy, ill
2. sick, unhappy, sad, happy

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

1. John was **not happy** in the morning.
2. Peter and Petra are all **suffering from illness** today.

**Use each of these words in a sentence to show that you know the difference in their meanings**

1. six
2. sick

**Write these short forms in full.**

1. Tr.
2. O’ clock

**Rewrite these sentences giving the opposite of the underlined words.**

1. Morgan is a very **lazy** boy.
2. Martin is **happy** to see you.

**Language structures**

**…………feel……………..**

We use ……..feel…… to express our emotional sensation at the given moment.

We use **feel** with the plural nouns and pronouns We, I and they

We use **feels** with the pronouns He, She, It and singular nouns

**Examples**

1. I feel hungry today.
2. Alisha feels tired now
3. They feel thirsty at the moment.

**Activity**

1. **Construct three sentences using: ………….feel…………….**
2. We feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. She feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fill in the blank spaces correctly.**

1. Anita \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hungry today.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feel cold rainy weather
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hot on a shinny day.
4. We\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tired travelling on foot.

**Fill in the blank space using:……feel/ feels………. correctly.**

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ happy today.
2. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sad after being beaten.
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cold in the morning.
4. Amina \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ unlucky today
5. Tendo and Alisha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sick now.

**Language structures**

**…………feel……………..when……..**

We use ……..feel…… to express our emotional sensation under a certain condition.

We use **feel** with the plural nouns and pronouns We, I and they

We use **feels** with the pronouns He, She, It and singular nouns

**Examples**

1. I feel bad when I am beaten.
2. She feels well when she takes soda.
3. we feel tired when we stay long in class

**Activity**

**Construct three sentences using: ………….feel…………….when………**

1. I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. We feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Benna feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Fill in the blank spaces correctly.**

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_hungry every morning.
2. Tendo feels so sick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is taken to the garden.
3. We feel happy when we eat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

1. I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when I take long to eat. (hunger)
2. We feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when we have no friends. (lone)
3. Daniel feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when I have no water in my bottle. (thirst)
4. Anita and Janet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sad when they miss food. (feels)

**Grammar**

**OPPOSITES**

Opposites are two or more words with reversed meanings.

**Formation of opposites from prefixes**

Prefixes are set of letters put before a word to form new words.

Examples of prefixes are: un, dis, il, im, in

**Words that form opposites by adding prefix**

Opposites formed by adding prefix “**un**”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** |
| able | unable |  | tidy |  |
| kind |  |  | happy |  |
| fortunate |  |  | fair |  |

Opposites formed by adding prefix **“dis”**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** |
| like | dislike |  | obey |  |
| agree |  |  | appear |  |
| honest |  |  | advantage |  |

Opposites formed by adding prefix “mis”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** |
| use | misuse | trust |  |
| interpret |  | judge |  |
| behave |  | understand |  |
| fortune |  | treat |  |

Opposites formed by adding prefix “il’’

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** | |
| literate | illiterate | liberal | |  |
| legible |  | legitimate | |  |
| legal |  |  | |  |

Prefix “im”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** | |
| Movable | immovable | Probable | |  |
| Perfect |  | Patient | |  |
| Mortal |  | Polite | |  |
| Possible |  | Proper | |  |
| Pure |  | Penetratable | |  |

Opposites formed by adding prefix “in”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **word** | **opposite** |  | **word** | **opposite** |
| complete | incomplete | accurate |  |
| correct |  | justice |  |
| capable |  | famous |  |
| sane |  | sincere |  |
| visible |  | gratitude |  |
| equality |  | sufficient |  |

Opposites formed by adding prefix “ lr”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** |
| regular | irregular | reverent |  |
| responsible |  | relevant |  |
| resistible |  | reversible |  |

Opposites formed by adding suffix **“less” / “ful”**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **opposite** |  | **Word** | **opposite** |
| Careless | careful | Restless |  |
| Hopeless |  | Pitiless |  |
| Painless |  | Cheerless |  |
| Needless |  | Useless |  |
| Merciless |  | Chanceless |  |
| Harmless |  | Doubtless |  |
| Shameless |  | Thankless |  |

**Language structures**

**The use of: ……………..because……………………...**

The structure is used to tell a reason for doing something or why something happens.

It joins two sentences: the action and the reason for the action.

**Examples**

1. I am happy. My mother bought for me a new pair of shoes.

I am happy because my mother bought for me a new pair of shoes.

Note: **because** without **of** is followed by the noun or the pronoun.

Using because with of is followed by the abstract nouns.

**Join these sentences using:……………..…..because…………….**

1. I am happy. My father won the elections.
2. Ben played the whole day. Ben is tired.
3. She is sad. Her house caught fire.
4. She feels scared. Kidnappers tried to kidnap him.
5. We feel proud. Our school won the football match.
6. I feel dizzy. I have been standing for a long time.
7. He feels ashamed. He can’t speak English.

**Comprehension**

**Passage**

Read this story carefully and in full sentences answer the questions that follow.

**SSEKABI the bad boy**

One day, Ssekabi was going to school. As usual, he started stoning road users passing by the road. Several people called police and they came to arrest him. He was then arrested by the police. He also had several cases of stealing people’s property and fighting. Ssekabi was then put in to the prison.

While in prison, he never feared prison warders. He started shouting meaninglessly, fighting fellow prisoners, kicking the doors and attempting to escape. Ssekabi felt coldness and he became sick, sad and unhappy.

Ssekabi was then transferred to a very small room without a window. The room was very hot during the day and very cold during the night. He stayed there for three days.

When Ssekabi was brought food, he asked the **prison warders** to release him. He said he had learnt enough and he would never misbehave again. They then released Ssekabi. Since then, Ssekabi has changed in to a very good boy. His parents and relatives are very happy with him. Everyone loves him for having good behavior now.

**Questions**

1. What is the story about?
2. Who was Ssekabi stoning?
3. Why was Ssekabi arrested?
4. Who arrested Ssekabi?
5. Where was ssekabi put after being arrested by the police?
6. Why was Ssekabi transferred to a small room?
7. How was the condition of the small room at night?
8. For how long did Ssekabi stay in the small room?
9. What is the work of the prison warders in prisons?
10. Give the title of the story.

**Poem**

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

**My Feeling**

I like to see people happy

I like to see people sharing

I like to see people playing.

When a person is loved,

It makes me feel happy

Love brings peace in the world.

I hate to see people in pain

I hate to see people in accidents

I hate to see one getting hurt.

When a friend is cut or hurt,

It makes me feel sad

Accidents are bad.

**Teo Simba**

**Questions:**

1. Give the title of the above poem.
2. How many stanzas make up the poem?
3. What makes the writer sad?
4. When is the writer happy?
5. What does love bring in the world?
6. What is an accident?
7. How can you avoid accidents?
8. Who is the writer of the poem?
9. Give the opposites:

(i) hate

(ii) sad:

(iii) bad:

**Conversation**

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

|  |  |
| --- | --- |
| Sam: | You look so weak. What is wrong? |
| Namuli: | I feel tired. I have been working all day. I had to slash all the grass in the compound. |
| Sam: | That is a lot of work. |
| Namuli: | Yes, it is. I am hungry. I would like to eat a piece of cake. |
| Sam: | Here is one thousand shillings. Buy something to eat. |
| Namuli: | Thank you very much. You are kind. |
| Sam: | That is the only money I have. Please remember to give me the change. |
| Namuli: | Of course, I will remember. I will buy a cake and a bottle of soda .Thank you. |
| Sam: | You are welcome. |

**Questions**

1. Who looked weak?
2. What made Namuli tired?
3. What did Namuli want to eat?
4. Who gave Namuli money?
5. How much was she given?
6. What did Namuli buy?
7. Who had no money at all?
8. What do you think is the relationship between Namuli and Sam?
9. How many people are taking part in the dialogue?

**Composition**

**Guided dialogue**

The dialogue is between Jolly and Rania. What Jolly said are given. Fill in with what you think were Rania’s statements.

**Jolly**: Good morning, Rania

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: How do you feel in this cold weather?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: You feel cold! How do you manage the coldness?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: You have a sweater! How did you get it?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: Mummy bought it for you! She is very caring to you.

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: how do you feel when you put on your sweater?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: You feel warm! Indeed. Do you wear sweater the whole day?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: True, sweater is worn only when it is cold. How do you feel when you

are hungry?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: You feel bad! Who cooks food for you?

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jolly**: Good bye, Rania

**Rania**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jumbled story**

The sentences below are in wrong order. Arrange them in correct order to form a meaningful story about **my feelings**

**MY FEELINGS**

1. One day, Uncle Tom was travelling to Kampala.
2. He got involved in a motor accident before reaching Kampala.
3. Uncle Tom died in the accident immediately.
4. When we were told about the sad news.
5. We all felt sad, sick and worried.
6. This is because our uncle was too good to us.
7. When his dead body was brought back home for burial.
8. We cried bitterly till he was buried.
9. We knew he would resurrect after his burial but nothing
10. Now we feel the pain of missing our dead uncle.

**Guided composition**

**Use the following words to complete the passage below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| nails | hungry | happy | rats | good |
| unhappy | behaviour | scared | supper | our |

One day, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ held a meeting. They complained about Mr. Cat. His \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ towards the rats’ children, was not good. He would find their children in their small holes and squeeze them to death. The rats are now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The big rat was chairing the meeting. He said they should get together and use their long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to fight Mr. Cat. Whenever he feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he eats up members of our family. Mr. Cat eats our children for breakfast, lunch and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ An old rat raised his tail. He suggested that they pin a massage for the rat to read. The big rat was very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to hear that from an elder.

Later they finished the message which read: “We, the rats are very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about your behaviour towards \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ children. It is not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of you to destroy our family.”

**Topic 4: behaviour**

**Sub topic1: Good behavior**

**Vocabulary lesson 1**

|  |  |
| --- | --- |
| Excuse | **To forgive someone for a foul made**  Excuse me teacher, may I come in? |
| thank you | **To express one’s gratitude for something done to/ for you**  Thank you very much. |
| sorry | **To feel bad about something**  I am sorry for breaking your ruler. |
| forgive | **To pardon an offender**  (To stop feeling angry with someone who annoyed you)  I will forgive john for losing my pencil. |
| respect | **(N) A feeling of admiring something or someone**  **(V) To feel or show honour to someone**  We must respect our friends and their property. |

**Vocabulary practice 1**

**Fill in the blank spaces with the most suitable word.**

1. I am sorry ……………………………. breaking your pencil.
2. Excuse me teacher, ………………………………..I come in?
3. They must respect ……………………………………. friends and their property.
4. Both the father …………………………..the teacher forgave me for late coming.
5. That is the ………………………….who teacher us English.

**Arrange these vocabulary words in a dictionary order**

1. sorry, forgive, excuse, respect
2. forgave, forgive, forgiving, forging

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

1. That **boy** was forgiven for breaking school chairs.
2. Mukasa is a **bad** boy.

**Fill in the missing letters**

1. E\_\_\_c\_\_\_\_u\_\_\_e
2. r\_\_s\_\_p\_\_ct

**Rearrange these words to form a meaningful sentence.**

1. teacher The thanked very much us.
2. forgive Will me you for breaking ruler your?

**Vocabulary lesson II**

|  |  |
| --- | --- |
| lend | **To give something to someone for a short time and return later**  May you lend me your pencil, please? |
| borrow | **To take something and use it temporarily**  John borrowed my pencil in the morning. |
| please | **To make someone feel happy and satisfied**  We were pleased to welcome our new teacher |
| courtesy | **polite behaviour or respect for others**  Paul has a courtesy for other people. |
| apologise | **To express regret for one’s wrong action**  Tom apologized for abusing Rita in class. |

**Vocabulary lesson I**

**Use these words: Excuse me, thank you, sorry, forgive, lend, borrow, please, to complete these sentences**

1. \_\_\_\_\_\_\_\_\_\_\_\_ me teacher, may I come in?
2. May I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_your umbrella , please?
3. The teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_so much for the work you have done.
4. She will \_\_\_\_\_\_\_\_\_\_\_\_\_me her story book if I borrow.
5. Susan will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for tearing her book cover.

**Identify polite words given in brackets and use them to fill the gaps in each sentence.**

1. you should say **sorry** when you do something wrong.(silly, sorry)
2. Nathan **thanked** me for the gift I send him.(abused, thanked)
3. May I use your pen\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .(please, by force)
4. Pamela \_\_\_\_\_\_\_\_\_\_\_\_\_\_her parents every morning.(quarrels with, greets)
5. We must \_\_\_\_\_\_\_\_\_\_\_\_\_\_our teachers and parents.(respect, disobey)
6. Ahabwe should \_\_\_\_\_\_\_\_\_\_\_\_\_\_for his mistakes.(boast, apologise)
7. Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_me your pencil please?(leave, lend)
8. Good children should \_\_\_\_\_\_\_\_\_\_\_\_\_\_their compound.(clean, destroy)

**Fill in the missing letters**

1. L\_\_\_\_n\_\_\_\_
2. B\_\_\_rro\_\_\_\_
3. P\_\_\_\_ea\_\_\_\_e

**Language structures**

**The use of: May I……………,please?**

We use this structure to make a request politely.

**Examples**

1. **May I have salt, please?**

Yes, you may.

No, I am sorry, you may not.



May I have salt, please?

1. **May I use your pen, please?**

Yes, you may. (positive)

No, you may not. (negative)

1. **May I take this chair, please?**

Yes, you may.

No, Iam sorry you may not.

**Written Exercise.**

**Write correct responses of the following requests in both positive and negative.**

1. May I use your atlas, please?

Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. May I use your book, please?

i.Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.May we use your bicycle, please?

i.Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii.No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.May I go out, please?

i. Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.May I go with you, please?

i.Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Language structures**

**The use of: Please, lend me……………………….**

The structure is used to make a polite borrowing from other people

****

**I’m sorry, I am using it.**

**Please, lend me your bag.**

**Examples**

1. Please, lend me your bike.

Here it is.

No, I am sorry, you can’t use it.

2. Will you please give me some money?

Yes, I will.

No, I am sorry.

3. Please boys, get me the ball.

* Yes, you may have it.
* No, I am sorry. You may not.
* We are sorry, we are using it.

**Activity**

**Fill in the blank spaces with the most suitable word.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lend me your book.
2. Please lend her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pen.
3. Please \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her your atlas.

**Give responses to the following requests**

1. Please lend him your bicycle.
2. Please lend me your ball.
3. Will you please lend me your set?

**Fill in the blank space with a correct word.**

1. Please lend me your\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I want to write.
2. Please lend me your\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I want to dig the garden.
3. Please lend me your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I want to ride to town.
4. Please lend us your pair of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_we want to cut this cloth.
5. Please lend me your\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I want to listen to the news.

**Give both negative and positive responses to the requests below.**

1. Will you please open the door?

* Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will you please get me a drink?

* Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please lend me your crayons.

* Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please lend me your dictionary.

* Yes,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* No,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

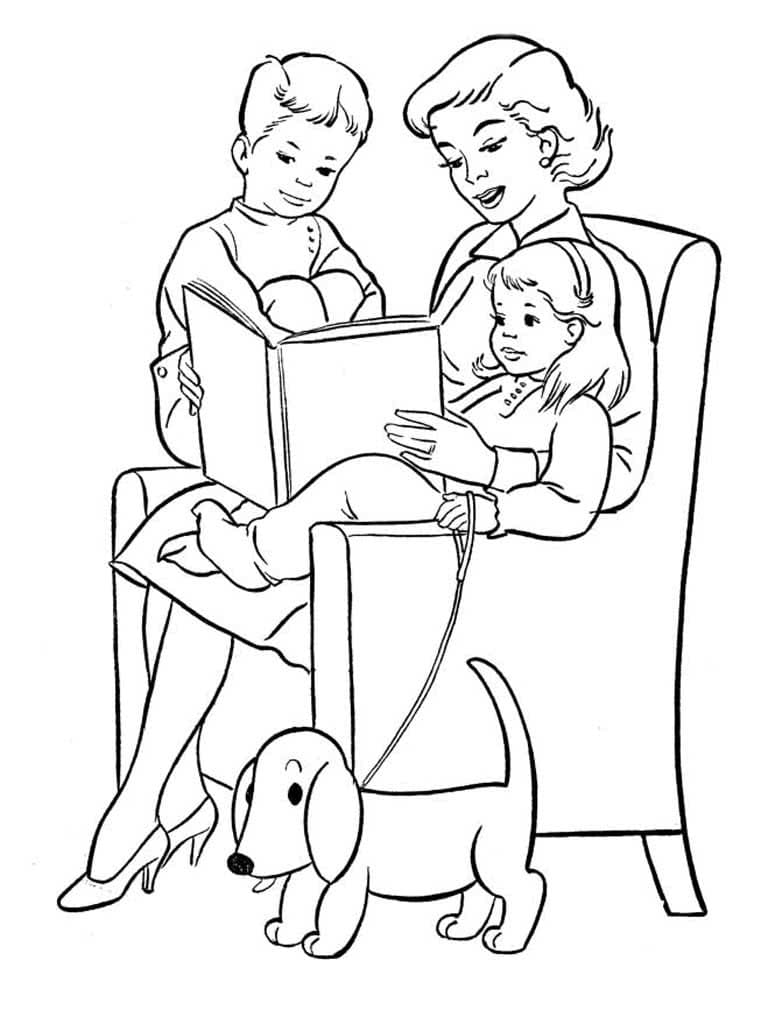
**LANGUAGE STRUCTURES**

**Will you please………………………………………….?**

The structure is used when we want to request someone to do something for us.

**Examples**

**Will you please, show me how to read?**



**Will you please, show me how to write?**

**Will you please help us with your knives?**

**Substitution table**

|  |  |  |  |
| --- | --- | --- | --- |
| Will you please | lend  give  help  go  take  use | Me  them  us  her  him | your ruler?  with your knives?  for the assembly?  to clean the classroom? |

**Make four meaningful sentences from the table above.**

**grammar**

**Plural and singular of nouns**

Plurals means more **than one**

Singular mean **one**

**Formation of plurals from singulars**

Common nouns that end in “f” or “fe” change their “f” and “fe” to “v” and add “es”

Singular plural

Leaf leaves

Thief thieves

Wolf wolves

Shelf shelves.

Knife knives

Wife wives

Life lives.

Those common nouns that simply take ‘s”

Roof, gulf , staff, stuff, proof, chief, golf, belief, handkerchief

Those common nouns that take either ”s” or “es” in their plural.

Dwarf , wharf, hoof, scraf,

Common nouns that form their plurals by changing vowels.

Singular plural.

Tooth teeth

Foot feet

Goose geese

Man men

Woman women.

|  |  |  |  |
| --- | --- | --- | --- |
| **singular** | **plural** | **singular** | **plural** |
| Abacus | abacuses/ abaci | Oasis | Oases |
| Crisis | …………………….. | Basic | …………………….. |
| Axis | …………………….. | Analysis | …………………….. |
| Aquarium | Aquaria | Bacterium | …………………….. |
| Fungus | fungi | Focus | …………………….. |
| Hippopotamus | Hippopotami | Radius | …………………….. |
| Syllabus | syllabi | Stimulus | …………………….. |
| Mouse | mice | Louse | …………………….. |
| Larva | larvae | Fomula | …………………….. |
| Index | indices | Vertex | …………………….. |

Common nouns that don’t changes

**Countable nouns**

Countable nouns are groups of things which can be counted up to the last number.

|  |  |  |  |
| --- | --- | --- | --- |
| **singular** | **Plural** | **singular** | **plural** |
| Sheep |  | Advice |  |
| Deer |  | Equipment |  |
| Luggage |  | Property |  |
| Baggage |  | Fish |  |

**Uncountable nouns**

Countable nouns are groups of things which cannot be counted up to the last number.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Singular** | **plural** |  | **Singular** | **plural** |
| Money |  | Stationery |  |
| Furniture |  | Sugar |  |
| Information |  | Salt |  |
| Water |  |  | Sand |  |
| Soil |  |  | Milk |  |
| Rubbish |  |  |  |  |

Common nouns that have “s” at the end but this “s” do not stand for a plural instead the nouns are in singular. When they are used in sentences they are followed by singular verb.

e.g. news , civics, mathematics, politics, sports, athletics, tuberculosis, mastitis, innings, physics, drafts, economic, mumps, barracks, headquarters, gallows, measles.

**Activity**

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

1. Five \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were stolen from the pen. ( sheep)
2. The doctor’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are useless. (equipment)
3. The scouts’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_were bought. ( skirt )
4. Different tribes have different\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (believe)
5. She has disorganized those\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (shelf )
6. He has killed all my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (goose)
7. Three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were trapped today. ( mouse )

**Give the singular of the underlined verbs.**

1. The fish were fished out from the **aquaria**.
2. How many **vertices** has a cuboid?
3. There are many **oasis** in the desert.

**Grammar**

**PLURAL FORMS OF COMPOUND NOUNS**

Compound nouns are words which are made of more than one to make **one** word.

**Compound nouns without a hyphen**

Singular plural

Black board blackboards

Arm chair

Spoonful

Employment

Handful

**Compound nouns with a single hyphen**

Here the last word takes the plural.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Singular** | **plural** |  | **Singular** | **plural** |
| Step – son | step – sons | X – ray |  |
| Check –up |  | Post – office |  |
| Tape –measure |  | Bye – law |  |
| Mouse – trap |  | Goal – post |  |
| He – goat |  | Girl – guide |  |
| Tooth – brush |  | Egg - plant |  |
|  |  | Foot – path |  |

**Compound nouns which affect both words**

Singular plural

Woman – doctor

Man – servant

**Exceptional where the first word changes to plural**

e.g.

passer – by passers by

**Compound nouns with three words using two hyphens**

The first word takes the plural.

|  |  |  |  |
| --- | --- | --- | --- |
| **singular** | **plural** | **singular** | **plural** |
| guest – of – honour |  | head – of – state |  |
| teacher – on – duty |  | head – of – cattle | heads – of – cattle. |
| mother – in – law |  | father – in – law |  |

**Language structures**

**May I……….?**

Construct the sentences using the given structure.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| May | I  we | borrow | your | pen,  book,  pencil,  rulers,  rubber, | Please? |

**Language structures**

**May I borrow………………………………………..,please?**

## We use this structure to make a request in the most polite way.

## We normally borrow from our friends, neighbours and relatives, what we need to use but we don’t have.

## **Examples**

|  |  |
| --- | --- |
| Statement  question | 1. **I would like to use your ruler.** 2. May I borrow your ruler, please? |
| Affirmative  Negative | **Responses**  Yes, you may/ Here it is.  No, I am sorry, I am using it. |

1. May I borrow your bicycle, please>

Yes, you may.

No, I don’t have one.

**Activity**

### Make three sentences from the table using borrow and lend

|  |  |  |  |
| --- | --- | --- | --- |
| May | I borrow | your pen, your plate your phone your book your ruler | Please? |

### Examples

1. May I borrow your pen, please?
2. Can you lend me your ruler, please?

**Activity**

**Give the most suitable affirmative responses to these questions.**

1. May I borrow your computer, please?
2. May I borrow your pencil, please?
3. May I borrow your plate, please?

**Give the most suitable negative responses to these questions.**

1. May I borrow your bag, please?
2. May I borrow your ruler, please?

**Form a question from these statements.**

1. I would like to use chair.
2. I would like to have your story book.

**Language structures**

**Do you have any…………………………………..?**

We use **any** for negative and interrogative sentences. It is used for both countable and uncountable nouns.

We use the structure when we want to know whether one has something we would like borrow and use.

We do not use any in affirmative responses or sentences.

The affirmative response of **any** uses someas adverb of quantity in the place of any.

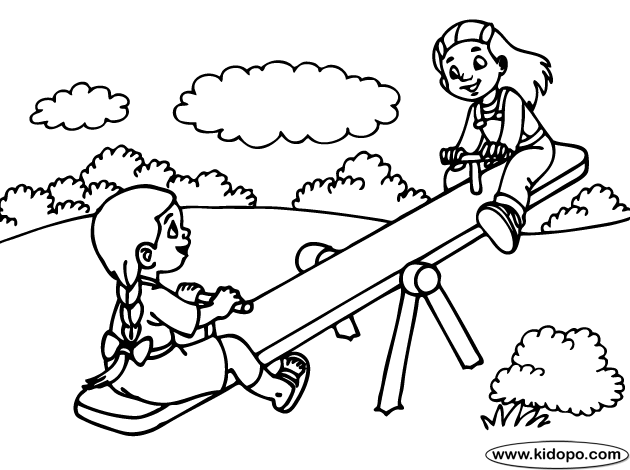
Negative response to the same uses **any.**

**Examples**

1. **Do you have any pen?**

*No, I do not have any with me.*

1. No, I don’t have any pen.
2. Yes, I have some pens.

****

Do you have any pen with you?

1. **Do you have any rubber with you?**
2. No, I don’t have any rubber.
3. Yes, I have some rubbers.
4. **Do you have any cup of milk?**
5. No, I don’t have any cup of milk.
6. Yes, I have some cups of milk.

**Activity**

**Give the negative response to the following interrogatives.**

1. Do you have any football?
2. Do you have any knife?
3. Do you have any empty bottle?
4. Do you have any new book?

**Give the affirmative response to these interrogatives.**

1. Do you have any school uniform?
2. Do you have any book?
3. Do you have any empty bottle?

**Rewrite these sentences beginning with: Do you have any……………..?**

1. Yes, I have some potatoes.
2. No, I do not have any bicycle.
3. Yes, I have some sugar.

**Language structures**

**Can I, they, we, you, she, he…………………………,please?**

The structure is used to ask for permission do to something.

It is used together with ……..**please** to make a polite/ humble request.

The affirmative response is **Yes** and the negative response is **No.**

**Examples**

1. **Can I slash the bush, please?**
2. Yes, you can slash the bush. (Affirmative)
3. No, I am sorry, you can’t. (Negative)
4. **Can we go home, please?**
5. Yes, you can go home.
6. No, I am sorry, you can’t.

**activity**

**Fill in the blank spaces correctly.**

1. Can we collect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_books for marking, please?
2. Can they do the exercise, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I sing the anthem, please?
4. Can we peel the sweet potatoes, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

**Form the question for these responses.**

1. No, I’m sorry, he can’t go home.
2. Yes, they can do the work. :
3. No, we are sorry, we can’t come outside.

**Write in full form**

1. Can’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Shan’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Give the most suitable negative responses to these questions.**

1. Can she peel the cassava, please?
2. Can she make a doll out of banana fibres, please?

**Give the most suitable affirmative responses to these questions.**

1. Can you play football, please?
2. Can I help you, please?

**Language structures**

**Would you like……………………………………please?**

**Would** is the past form of **will**

**…..would…**  is used when referring to imaginations or wishes in the mind that may or may not happen.

…..would… is also used to make polite request.

The structure is used to inquire whether one will be able to do something

**Examples**

1. Would you like to have some apples, please?
2. Yes, I would like to have some apples, thank you.
3. No, thank you.
4. Would you like to ride my bicycle, please?
5. Yes, I would like to ride your bicycle, thank you.
6. No, thank you.
7. Would you like a mango, please?
8. Yes, I would like to have a mango, thank you.
9. No, thank you.

**Activity**

**Fill in the blank spaces correctly.**

1. …………………….you like some tea, please?
2. Would you like…………….. see the head teacher, please?
3. Would you like to visit……………………. zoo, please?
4. Would you like…………………………………… milk, please?

**Form the question for these responses.**

1. Yes, I would like to have some juice, thank you.
2. No, I wouldn’t like to travel to Kampala, thank you.

**Write these contraction forms in full**

1. I’d: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. wouldn’t : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Give the most suitable negative responses to these questions.**

1. Would you like to travel by motorcycle, please?
2. Would you like to take some water, please?

**Give the most suitable affirmative responses to these questions.**

1. Would you like to eat food, please?
2. Would you like some sweets, please?

**Language structures**

**The use of: Forgive me for…………………………**

The structure is used to ask for an excuse after doing something wrong.

We use it when we need to reconcile for doing wrong or not fulfilling our promises and obligation.

**Examples**

1. **Forgive me dad for lying to you.**
2. Don’t worry
3. It is fine
4. **Forgive me for tearing your book cover.**
5. Don’t worry
6. It is fine

**Activity**

**Fill in the blank spaces correctly**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for fighting with your brother.
2. Forgive me teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shouting in class.
3. Forgive me for abusing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ friends.
4. Forgive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for stealing your pencil.
5. Forgive me for arriving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ school late.

**Write these contractions in full**

1. Don’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. It’s**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Give the correct affirmative responses to the following excuses**

1. Forgive me for dodging the classes.
2. Forgive me for escaping from the school.
3. Forgive me for misleading my friends.

**Language structures**

**The use of: Please, forgive ………… for…………………………**

The structure is used to ask for an excuse on behalf of someone else after doing something wrong

We use it when we need to reconcile for doing wrong or not fulfilling promises and obligation between two or more people.

The commonest response is: it’s fine. **It’s** is a contraction form for **it is**

**Examples**

1. Please, forgive Mary for arriving abusing her parents.

It’s fine.

1. Please, forgive Aisha and Ben for fighting in class.

It’s fine.

1. Please, forgive me for arriving at school late.

It’s fine.

1. Please, forgive me for climbing the school fence.

It’s fine

**Activity**

**Fill in the blank spaces correctly.**

1. Please, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boys for dodging the work.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, forgive Mary for not doing her homework.
3. Please, forgive Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coming to school late.
4. Please, forgive Charity for writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the class wall.

**Choose a word from the brackets and use it to complete the blank spaces.**

1. Please, forgive Sam for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the teacher’s bicycle. (rider, riding)
2. Please, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Kelly for escaping from the school. (forgive, forge)
3. Please, forgive Isaac for telling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the teachers. (lies, lice)

**Give the correct affirmative responses to the following excuses**

1. Please, forgive Akele for stealing your pencil.
2. Please, forgive Martha and Morgan for shouting in class.
3. Please, forgive Riana for fighting with your brother.

**Passage**

**Read the story carefully and answer questions about it in full sentences.**

## **THE BORROWED PLATES**

Once upon a time, there was a rich man called Medi Mande and a poor man called Yusuf Mwaka. The rich man had many children and the poor man had only a boy and a girl. The boy was called Kawalaata and the girl was Mapengo.

One day, Mwaka had a baptism party for his children. Kawalaata was baptized Yonna and Mapengo as Eva. On the day of the party, Mrs. Mwaka borrowed some good plates and cups from Mande. The party was so good that people ate and danced the whole day. At the end of the party, Mrs. Mwaka washed the plates and cups.

She told Kawalaata Yonna to carry the plates because he was older and stronger than his sister. Mapengo Eva was told to carry the cups. On their way to Mr. Mandes place, Yonna slid and fell down. Five of the plates got broken. He started crying he was sorry for what had happened. They went back home and reported what had happened to their parents.

Mwaka and his wife felt very sorry. They went to Mr. Mande to ask for forgiveness. Mr. Mande forgave them for the damaged plates.

**Questions:**

1. What was the name of the rich man?
2. Who were Mwaka’s children?
3. What type of party was in Mwaka’s home?
4. Who of Mwaka’s children was baptized Eva?
5. Where did Mrs. Mwaka borrow the cups and plates from?
6. Why was Yonna told to carry the plates?
7. Who carried the cups?
8. Why did Yonna fall down?
9. How many plates got broken?
10. Write the title of the passage.

**Comprehension**

**Poem**

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

**A SMILE**

Know what a smile can do?

It does so much,

A smile makes the sick smile,

A smile makes the sad smile.

A smile is good for mum and dad,

A smile is good for aunt and uncle,

A smile welcomes a stranger,

***Kia Rita (P4)***

*The poetess*

So, smile to make all happy.

Friends smile but enemies fight,

Smile with enemies so you won’t fight,

Let’s all smile to make the sad happy,

Always smile so that you don’t become sick,

Smile and let smile.

**Questions**

1. Who wrote the above poem?
2. How many stanzas does the poem have?
3. What is the title of the poem?
4. What is the poem about?
5. How many lines make up the last stanza?
6. What does a smile do to the sick?
7. Who is welcomed by a smile?
8. How are friends different from enemies?
9. What does the writer tell us all?
10. Give another word to mean: friends.

**Graph**

**The graph below shows the total number of well behaved children in primary four streams at Palabek Parent’s primary school. Use it to answer the questions that follow.**

**16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **14** |  |  |  |  |
| **12** |  |  |  |  |
| **10** |  |  |  |  |
| **8** |  |  |  |  |
| **6** |  |  |  |  |
| **4** |  |  |  |  |
| **2** |  |  |  |  |
| **0** |  |  |  |  |

**Blue Maroon White Orange Green**

**Streams in primary four class**

1. What is the graph about?
2. For which class is the information above?
3. How many streams does primary four class have?
4. From which school was the information got?
5. Which stream has the highest number of well behaved children?
6. Which streams have the same number of well behaved children?
7. How many children are in primary four altogether?
8. Name the stream with 14 well behaved children.
9. Give the opposite of: **well behaved:**
10. Why do you think it is good to be a well behaved child?

**Composition**

**Guided dialogue**

Akite Jolly went to the staffroom to get pieces of chalk and found one hundred thousand shillings belonging to Teacher Teddy. She got it and took it to the teacher. Below was their conversation. Fill in what you think Jolly said.

**Teacher Teddy**: Good morning, teacher.

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: How are you today?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: What have you brought for me?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: My money! How much is it?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: One hundred thousand shillings! From where did you get it?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: From the staffroom! At what time did you get it?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: At 2:00 pm! What had you gone to do there?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: To get some pieces of chalk! Whom did you get there?

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: You got nobody there! Thanks for being a good girl.

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: Take this ten thousand shillings.

Jolly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Teddy**: You don’t want it! God bless you jolly, you are a well behaved girl.

**Conversation**

**Read and act the dialogue using polite language.**

**Annet:** Hello Noah.

**Norah:** Hello Annet.

**Annet:** Good morning, Noah.

**Norah:** Good morning, Annet.

**Annet**: May I borrow your pencil please?

**Norah**: What happened to the one I gave you yesterday?

**Annet**: It got lost.

**Norah**: I am sorry I can’t give you the pencil because I am using it.

**Annet**: Can I borrow your ruler then?

**Norah**: Yes, here you are.

**Annet**: Thank you Norah.

**Norah**: You are welcome.

**Questions:**

1. How many people are taking part in the dialogue?
2. At what time did the conversation take place?
3. Who was the first person to speak?
4. Who is the owner of the pencil?
5. Why can’t Norah lend out the pencil?
6. Who lost the borrowed pencil?
7. How many items did Annet want to borrow?
8. How many times did each girls peak?
9. Mention **one** example of polite language in the dialogue.
10. Give the opposite of lend.

**Jumbled story**

**The sentences below are not in correct order. Arrange them in correct order to form a meaningful story about Good behaviour.**

1. I am in primary four class.
2. My name is Kica Emmanuel
3. We are proud of our school.
4. The first one is that our school has good teachers.
5. Everyone to whom we behave well love us so much.
6. I go to Suubi Christian School Entebbe.
7. Secondly, we have well behaved children.
8. I love my school for many reasons.
9. Our teachers are exemplary to us.
10. We behave well to teachers, friends, parents and everyone.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Solution table | | | | | | | | | | |
| Wrong order |  |  |  |  |  |  |  |  |  |  |
| Correct order |  |  |  |  |  |  |  |  |  |  |

**Guided composition**

Use the following words to complete the story below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| lends | listen | forgive | well behaved | forgot |
| dictionary | respect | greets | prefect | sorry |

The obedient boy

Edgar is about nine years old. He is a pupil in Primary four at Mega Hill Academy. Edgar is a \_\_\_\_\_\_\_\_\_\_ boy. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_ his mother and father every morning. Then he goes to school.

Edgar does not like pupils who abuse teachers. He likes those who \_\_\_\_\_\_\_\_\_ their teachers. When he makes a mistake, he apologizes to the teacher by saying, “I am \_\_\_\_\_\_\_\_\_\_\_, teacher.”

One day, Edgar’s teacher asked him to take a book to the staff room. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to take the book. He asked the teacher to \_\_\_\_\_\_\_\_ him. The teacher did so. He asked him to take it there at lunch time.

Edgar l is now the class \_\_\_\_\_\_\_\_\_\_\_ of primary four. He is a very polite boy. He \_\_\_\_\_\_\_\_\_\_\_ attentively to the teacher in class. His teacher of English always \_\_\_\_\_\_\_ him a dictionary. He wants to learn the meanings of the new words in English from the \_\_\_\_\_\_\_\_\_\_\_\_\_

**Letter writing**

**Choose the suitable word from the table to complete the letter.**

**son care Kampala love will**

**washing cup Daddy December broke**

Little Angels School

P.O Box 1403,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Tuesday, 13th \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 2024

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

I am writing to say sorry to you. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ utensils when your new \_\_\_\_\_\_\_\_\_\_\_\_\_\_ slid from my hands, fell down and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It was my mistake of not holding it with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Daddy, forgive me, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ always handle everything with care.

Daddy, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you so much. I bought for you a flower from Mummy’s garden.

Your loving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Eric.

**Topic 4: behaviour**

**Sub topic 1B: Bad behavior**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| damage | **to harm or spoil something**  You should not damage things found at school. |
| lie | **to say or write something not true**  It is very bad to tell lies. |
| rude | **showing lack of respect for people**  **B**olingo is a very rude boy. |
| fight | **to take part in a war**  We should not fight with our friends. |
| steal | **to take something without permission**  Stealing is very bad. |
| abuse | **to make bad remarks about somebody**  Tendo likes abusing her friends at school. |

**Vocabulary practice I**

**Arrange these vocabulary words in a dictionary order**

1. damage, rude, fight, steal:
2. abuse, lie, fight, damage: **Rewrite these sentences giving one word for the underlined group of words**
3. Mugabe likes **taking part in a war** while at school.
4. **Taking something without permission** is very bad**.**
5. It is very bad to say something **not true**.

**Write these short forms in full**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Bro. |  | 1. Shan’t |  |
| 1. Won’t |  | 1. Sch. |  |

**Rewrite these sentences giving the opposite of the underlined words**

1. Peter is always very rude.
2. My **mother** dislikes children who tell lies.

**Re-arrange the given words to form correct sentences.**

rude What a boy Juma is! bad steal is very It to.

1. Peter a Is boy bad?

**Vocabulary lesson II**

|  |  |
| --- | --- |
| disobey | To refuse to do what a person tells you to do  **We must not disobey our parents.** |
| unkind | Unfriendly in the way you do things  **Peter is very unkind to other people.** |
| careless | **not giving enough attention**  *I care less about that.*    Pepo is a very careless boy. |
| polite | To do things in a gentle way  **Ritah is a polite girl.** |
| shabby | Not smart  **He is always shabby while at school.** |

**Vocabulary practice II**

**Fill in the blank spaces with the most suitable words**

1. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pens did Ssali steal from the box?
2. The bad boys are sitting \_\_\_\_\_\_\_\_\_\_\_\_\_ the teachers’ chairs.
3. February is between January \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ March.
4. What \_\_\_\_\_\_\_\_ bad boy Kyabi is!
5. Peter is unkind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very many people.

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

1. The \_\_\_\_\_\_\_\_\_\_\_children in our class escape from school daily. (disobey)
2. Jackie failed the exams due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bad behaviours. (she)
3. Most of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were late for the assembly. (child)
4. Otim’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not to do his homework was bad. (decide)
5. What a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day it was! (bad)
6. None of the children was\_\_\_\_\_\_\_\_\_\_\_ dressed during the assembly. (smart)

**Re-write the sentence giving a single word that has the same meaning as the underlined group of words.**

1. Mariana was **not smart** during the assembly.
2. My little **mother’s son** is a great liar.

**Vocabulary lesson III**

|  |  |
| --- | --- |
| **hit** | To bring your hand or an object you are holding quickly by force  **Alisha hit me on the back yesterday.** |
| **burn** | To destroy, damage, injure or kill somebody by use of fire.  **Haran burnt her sister yesterday.** |
| **cheat** | **To act in a dishonest way to gain an advantage in a game, exams**  We should not cheat examinations. |
| **quarrel** | A disagreement between people about a matter  **Pembe likes quarrelling every day.** |
| **dodge** | To avoid something in a dishonest way  **Maria dodged doing her homework yesterday.** |

**Vocabulary practice III**

**Arrange the words in alphabetical order**

1. dodge, door, dog, dodging
2. burn, cheat, quarrel, hit
3. eat, hit, heat, it

**Rewrite these sentences giving the opposite of the underlined words.**

1. Mark is the most **dishonest** boy at the school.
2. Most children **dislike** parents who are quarrelsome.
3. Is it **bad** to dodge doing homework?

**Use each of these words in a sentence to show that you know the difference in their meaning.**

1. burn:
2. bun:

**Fill in the table below sensibly.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Present continuous tense** | **Past simple tense** | **Past participle tense** |
| steal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | stole | stolen |
| burn | burning | burnt | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| cheat | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | cheated | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| abuse | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | abused |
| \_\_\_\_\_\_\_\_\_\_ | lying | \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Grammar**

**ABSTRACT NOUNS**

Abstract nouns are names of things which are not seen or tangible.

Abstract nouns name thing which cannot be seen, touched or counted physically

Abstract nouns from adjectives by adding “ness” at the end

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| smart | smartness | ill |  |
| eager |  | weak |  |
| kind |  | foolish |  |
| selfish |  | heavy |  |
| sick |  | happy |  |
| polite |  | ugly |  |
| lazy |  | dry |  |
| busy |  | clean |  |

Abstract nouns formed by changing the last **t** or **te** to **ce** or **cy**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| Silent | silence | Constituent | constituency |
| Distant | distance | Accurate |  |
| Innocent |  | Pregnant |  |
| Absent |  | Urgent |  |
| Patient |  | Accountant |  |
| Present |  | Efficient |  |
| Important |  |  | fluent |  |

Abstract nouns formed when the adjective changes to other forms.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| Wise | wisdom | Painful | pain |
| Poor | poverty | Deep | depth |
| Free | freedom | Angry | anger |
| High | height | Active | activity |
| Long | length | Safe | safety |
| Wide | width | Dangerous | danger |
| Warm | warmth |  | True | truth |
| Proud | pride |  | Dead | death |
| Succeed | success |  | Harmful | harm |

Abstract nouns from verbs formed by adding “ tion” or “ion”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| Explain | explanation |  |  |
| Educate |  | Repeat |  |
| Subtract |  | Compose |  |
| Introduce |  | Pronounce |  |
| Destroy |  |  |  |

**Note the following**

When forming abstract noun from the verb explain, be careful of the spelling explanation not **explaination**, similarly to pronounce, which will be pronunciation not **pronounciation**

**Abstract nouns that end with “son” or ‘sion’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| divide | division | submit |  |
| express |  | decide |  |
| admit | admission | expand |  |
| permit |  | extend |  |
| transmit |  | revise |  |

Abstract nouns formed by adding “ment” to the verbs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Abstract nouns** |  | **Adjective** | **Abstract nouns** |
| develop | development | excite |  |
| govern |  | entertain |  |
| pay |  | advertise |  |
| involve |  | amuse |  |
| punish |  | employ |  |

**Language structures**

The use of: …….must………. and ……………..should……………..

We use must to say that something has to be done or when giving strong advice.

Should and **must** can be used in place of one another.

The negative forms should not or must not.

**Examples**

1. We must obey our parents.

We should obey our parents.

1. You must listen to your teachers.

You should listen to your teachers.

1. You must use polite language.

You should use polite language.

**Activity**

**Rewrite the sentences using: \_\_\_\_\_\_\_\_\_should\_\_\_\_\_\_\_\_\_\_\_\_**

1. You must not cheat in exams.
2. You must wash your hands after using the toilet.
3. You must come to school early.
4. You must be kind to others.
5. You must not tell lies.

**Rewrite the sentences using: \_\_\_\_\_\_\_\_\_must\_\_\_\_\_\_\_\_\_\_\_\_**

1. Children should do their work.
2. Kato should brush his teeth.
3. Girls should kneel down while greeting elders.
4. We should write well.
5. You should hand in your book for marking.

**Language structures**

**It is bad to……………………………**

We use this structure to warn/ inform others on what is not right to be done.

It is used with the main verb inits base form.

**Substitution table**

|  |  |  |
| --- | --- | --- |
| It is bad | to | tell lies.  come late to school.  play in class.  fight with people.  cheat others.  abuse other people.  steal other people’s things. |

**Examples**

It is bad to tell lies.

**Activity**

Construct five correct sentences using from the table above.

**Rewrite these sentences beginning with: it is bad to……………….**

1. Abusing people is not good.
2. Dodging work is very bad.
3. Disobeying elders is very bad.
4. Spoiling people’s property is very bad.
5. Writing on the toilet walls is very bad.
6. Stealing is very bad.
7. Walking at night alone is very bad.

**Language structures**

**The use of: ………………….. must/ should………….…..**

Must is a modal verb

We use **must** when we are saying that something has to be done as a command.

**It is an imperative used in expression of an authority**

**Examples**

1. We should be kind to people and animals.
2. Anita should not be rude to her teachers.
3. Akello and Atim must not abuse their friends.

**Activity**

**Use “must” or “should” to complete the sentences**

1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be kind to teachers.
2. Pupils \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ obey their parents.
3. No one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tell lies.
4. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_be careless with our books.
5. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learn to keep school properly.
6. Boys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not quarrel with girls.
7. Children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_not fight at all.
8. All the pupils \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ keep the school compound clean.
9. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ never dodge work both at home and school.
10. Sheila \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ listen to her parents.

**Use the table below to make meaningful sentences.**

**Substitution table**

|  |  |  |
| --- | --- | --- |
| You  We  They  The prefect | should  must | not damage school property.  work hard.  be kind to each other.  not cheat exams.  not careless with our work.  not abuse other pupils.  be truthful.  be helpful to elders. |

**Examples**

You should no damage the school property.

**Activity**

Construct **five** correct sentences using from the table above.

**Language structures**

**You must not………………….**

“must” is a modal verb. It is an imperative word used in expression of authority.

The negative form for **must** is **must not**. It is always contracted as **mustn’t.**

We use …..**mustn’t**……to tell others what is not supposed to be done.

This means that when the command is disobeyed/ broken, there are negative implications of the criminal/ culprits.

…..**mustn’t**…… is used only with present and future expressions.

**Examples**

1. You should not abuse your elders.

**You must not abuse your elders**

1. It is bad to come late.

**You must not come late.**

1. It is bad to play near fire.

**You should not play near fire.**

1. It is bad to take gifts from strangers.

**You should not take gifts from strangers.**

**Trial activity**

**Rewrite these sentences using: ……………….must not………………..**

1. You should not fight because it is bad.
2. You should not abuse others.
3. He should not damage school property.
4. It is bad to play on the road.
5. It is bad to abuse people.
6. It is bad to quarrel.
7. It is bad to disobey elders.
8. It is bad to fight.
9. You should not move alone at night.
10. You must not play with fire.

**Language structures**

**The use of: …………….shouldn’t/ mustn’t……………………..**

* He/ She/ They should not…………
* He/ She/ They must not………..

“must” is a modal verb. It is an imperative word used in expression of authority.

The negative form for **must** is **must not**. It is always contracted as **mustn’t.**

The negative form for **should** is **should not**. It is always contracted as **shouldn’t.**

We use …..**mustn’t**……/ ……..**shouldn’t…….** to tell others what is not supposed to be done.

This means that when the command is disobeyed/ broken, there are negative implications of the criminal/ culprits.

…..**mustn’t**…… is used only with present and future expressions.

**Substitution table**

|  |  |  |  |
| --- | --- | --- | --- |
| We  She  Anita  Paul  Lameck | must not  should  mustn’t  shouldn’t | steal  throw  walk  leave  play  fight | school property.  with your friends  school without permission  at night.  stones at visitors |

**Language structure**

**The use of: He/ She/ They should not…………because…………**

* The structure is used to give advice to whoever having a bad behaviour to change.
* Bad behaviour in our class include: telling lies, drinking alcohol, fighting, dodging lessons, being rude to people and animals, stealing being careless.
* If one has any of the above behavior, one must change in order to be a good person.
* **….because….** is used to tell the reason for doing or not doing something.

**Examples**

Join these sentences using: **…………..should not………because..………….**

* + - 1. **We shouldn’t be rude to animals. It is bad.**

We shouldn’t be bad to animals because it is bad.

* + - 1. **I mustn’t steal. It is punishable.**

I shouldn’t steal because it is punishable.

**Activity**

**Join these sentences using: ………. should not………because..…**

* + - 1. We mustn’t fight with our friends. It is bad.
      2. Children mustn’t steal. It is against the school rules.
      3. We shouldn’t be rude to other people. It is bad.
      4. One mustn’t be careless. It is bad.
      5. You should not play risky games. It can lead to death.
      6. They mustn’t lie to the teachers. It is bad.
      7. We shouldn’t beat babies. It is wrong.

**ADVERBS**

Adverbs are words which describe how actions are done. They tell us how, when or where actions are done.

**Examples**

Fast, hard, slowly, quietly, quickly, nicely, heavily, carefully, loudly etc.

**Activity**

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

1. Apollo ate our food hurriedly.
2. Our aunt was quarreling bitterly.
3. Jane was hurt badly in the accidents.
4. Have you seen teacher Paul recently?
5. He should not run too fast.
6. Some boys knocked at the door loudly.
7. The children live happily with their parents.
8. Leto hit the cat badly.
9. Kaketo did not understand the poem properly.
10. Grenade was seated comfortably on the teacher’s chair.

**FORMATION OF ADVERBS**

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

1. By adding -ly

**Examples.**

**Adjectives Adverbs**

1. quick+ly--------------------- quickly

2. slow +ly ----------------------- slowly

3. Clear +1y---------------------- clearly

4. Soft+ ly----------------------- softly

5. Proud+ ly-------------------- proudly

**Written Exercise**

**Form adverbs from the following words.**

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

2. poor\_\_\_\_\_\_\_\_\_\_\_\_\_

3. quiet\_\_\_\_\_\_\_\_\_\_\_\_

4. equal\_\_\_\_\_\_\_\_\_\_\_\_

5. patient\_\_\_\_\_\_\_\_\_\_

6. beautiful\_\_\_\_\_\_\_\_

7. careful\_\_\_\_\_\_\_\_\_\_\_

8. usual\_\_\_\_\_\_\_\_\_\_\_\_

9. kind\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. The lion jumped over the kob \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (swift)
2. I was called \_\_\_\_\_\_\_\_\_\_ Isa was seen escaping from the school. (immediate)
3. Our teachers are paid salary \_\_\_\_\_\_\_\_\_\_\_\_. (month)
4. Daniella speaks English \_\_\_\_\_\_\_\_\_\_\_\_\_. (rude)
5. She dressed \_\_\_\_\_\_\_\_\_\_\_\_\_ at the party. (nice)
6. The dog barked \_\_\_\_\_\_\_\_\_\_\_\_ at the thief.(loud)
7. She sings \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (bad)
8. She opened the door \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and escaped out of the class. (slow)
9. Allen speaks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(soft)
10. Juma knocked at the door \_\_\_\_\_\_\_\_\_\_\_\_. (gentle)

**FORMATION OF ADVERBS**

Changing the final letter ‘ly’ to ‘i’ before adding the ‘ly’

**Examples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Adverb formed** |  | **Adjective** | **Adverb formed** |
| hurry | hurriedly | lazy | lazily |
| lucky | luckily | noise | noisily |
| happy | happily | busy | busily |
| steady | steadily | greedy | greedy |
| heavy | heavily | easy | easily |
| clumsy | clumsily | angry | angrily |
| day | daily | merry | merrily |

Some other adverbs are formed by dropping letter ‘e’ then add ‘ly’

**Examples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjective** | **Adverb formed** |  | **Adjective** | **Adverb formed** |
| humble | humbly | impossible | impossibly |
| gentle | gently | miserable | miserably |
| able | ably | suitable | suitably |
| capable | capably | reasonable | reasonably |
| true | truly | sensible | sensibly |
| possible | possibly | terrible | terribly |

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

1. Horrible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. able: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. comfortable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. whole:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. It rained \_\_\_\_\_\_\_\_\_\_ last week.(heavy)
2. He walked \_\_\_\_\_\_\_\_\_\_ and broke the glass. (angry)
3. He goes to school \_\_\_\_\_\_\_\_\_\_\_\_. (day)
4. The children compained \_\_\_\_\_\_\_\_\_\_\_\_\_ against the harsh teacher. (noise)
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ enough , he survived the fatal accident.(lucky)
6. The test was not hard, so we worked it out \_\_\_\_\_\_\_\_\_\_\_ . (easy)

**Passage**

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

## **Ssekabi THE STUBBORN CHILD**

Ssekabi is our neighbour in Kisansa village. He is in Primary four. His real name is Katwe Edrin. He was nick named Ssekabi because of **bad behaviour**. He fell into a saucepan of cassava and beans when he refused to line up.

All pupils know Ssekabi as a stubborn old boy. He doesn’t dress smartly. He doesn’t settle in class and he doesn’t come to school on some days.

One day, the teacher punished him for stealing pens and pencils. All my classmates were punished too because we refused to mention who had made noise in class.

One day, we reported Ssekabi to the head teacher. He started a fight with other boys on our way back home. After beating several pupils, he ran away. The following day teachers caught him red-handed. He was cheating in an examination.

From that day, he did not return to school. These days, we are told that he is at the police station because of stealing food from his neighbours’ kitchen.

The police would like to talk to the parents and the head teacher.

**Questions:**

1. What is Ssekabi’s real name?
2. In which class is Ssekabi?
3. In which village does Ssekabi live?
4. Why do you think Katwe Edrin was nicknamed?
5. Why do you think the pupils fear to report him?
6. Who knows Ssekabi as a bad boy at the school?
7. Why was Ssekabi taken to the police?
8. What would the teachers like to do to Ssekabi?
9. What advice can you give to Ssekabi?
10. Suggest a suitable title to the passage.

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

**Aisha the shameless girl**

Under the desk, she hides,

Peeping to steal from our school bags,

Aisha the bad girl,

All because of hunger, desire for good things.

Oh! The Shameless girl.

She moves in **a silent way**,

Pretending to be our best friend,

Our pens, ruler, books and money gets lost,

She denies daily yet we know

Oh! The Shameless girl.

Pretending to be sick to dodge **PE** lesson,

She remained in the class,

Busy checking on our school bags,

Without permission, she takes what she gets

Oh! The Shameless girl.

**By Henry**

**Questions**

1. What is the poem about?
2. Where does Aisha hide?
3. According to the poem, Who is the bad girl talked about?
4. How does Aisha move?
5. How many stanzas does the poem have?
6. Give one word for: in a silent way.
7. Mention **one** item stolen by Aisha according to the poem.
8. In which stanza does Aisha dodge PE lesson?
9. Who wrote the poem?
10. Write the title of the poem.

**Jumbled sentences**

**The sentences below are in incorrect order. Arrange them to form a meaningful story.**

1. We stayed in the pond until the bees disappeared.
2. And jumped into a pond.
3. We ran as fast as we could.
4. They started chasing us.
5. As soon as they flew out.
6. This caused the bees to fly out.
7. And it hit a bee hive.
8. The ball went high.
9. As we were playing, the captain kicked the ball.
10. One afternoon, we were playing.

**Guided composition**

**Use the words given in the box below to complete the story correctly.**

near, children, lives , lazy, his,

school under when, until, because

Mubisi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with his mother in a hut \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a forest. Mubisi is a bad boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he does not want to go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Every morning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he is supposed to go to school, he hides in a bush near his school. He sleeps \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the tree. When the other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ start to go back home, he picks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bag and goes back home. When his mother asks him to do homework, he hides in the toilet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his mother goes to sleep. He is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy.

**Graph**

**The graph below shows the number of cases recorded by the head**

**Teacher of Akambe Junior School- Kakungu district. Study it carefully**

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

70--

60--

50--

40--

30--

20--

10--

0

Theft fighting Escaping Abusing Quarrels Rudeness

from school teachers

**Questions**

1. What is the graph about?
2. Who recorded the cases shown on the graph?
3. From which school was the cases recorded?
4. In which district is Akambe Junior School found?
5. How many cases are shown on the graph?
6. What was the case has the highest number of culprits
7. Which two cases have the same number of culprits
8. Which case had sixty five criminals?
9. Why do you think children fight at school?
10. Suggest one reason why children escape from school.

**Notices/ tables**

The notice below was pinned on the school notice board of Kitagobwa UMEA primary school. Study it carefully and use it to answer the questions that follow in full sentences.

**Kitagobwa umea primary school butambala**

**to: all TEACHERS**

All teachers are informed about the suspension of the following pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Class** | **Reason for suspension** | **Date** |
| Kaluya Haruna | P.3 | Escaping from school | 12.3. 2023 |
| Nywele Andrew  Obong Aron | P.6  P.6 | Stealing cassava from the school garden | 12.3.2023 |
| Kia Ritah | P.4 | Stealing from others’ school bags | 1. 3. 2023 |

*All these children are supposed to come with their parents to the office of the H/M on Wed. 24/03/2023.*

*No teacher is to allow any of these children to attend classes without permission from the head teacher.*

*Thanks*

**MR. Hakuna Michezo**

**HEADTEACHER**

**Questions**

1. Where was the notice pinned?
2. Where is the above school found?
3. To whom was the notice addressed?
4. When was Kaluya Haruna suspended?
5. Why was Nywele Andrew suspended?
6. How many children were suspended because of stealing?
7. In which class is Kia RItah?
8. With whom are these children supposed to come back?
9. On which date are they supposed to report to the head teacher?
10. Who is the head teacher of Kitagobwa UMEA primary School?

**Conversation**

**The conversation below was between the teacher and Kapere. Read it carefully and use it to answer the questions that follow in full sentences.**

|  |  |
| --- | --- |
| **Teacher** | What happened to your shirt, Kapere? |
| **Kapere** | Kadidi tore it when we were fighting. |
| **Teacher** | Why were you fighting? |
| **Kapere** | Kadidi stole my money. |
| **Teacher** | How much money did the steal? |
| **Kapere** | It was forty thousand shillings. |
| **Teacher** | Where did you get all that money from? |
| **Kapere** | I picked it on the way when it fell from Mzee Zebidi’s torn bag. |
| **Teacher** | That is a bad thing you did. Both of you are going to be punished. We have to return Mzee Zebidi’s money. |
| **Kapere** | We are very sorry, teacher. |

**Questions:**

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

**Topic 5: SHOPPING (BUYING and selling)**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| customer | A person who buys from the shop  **Abigal knows how to welcome customers.** |
| seller | A person who sells something  **All sellers were at the market by midday.** |
| cheap | Costing little money  **Salt is cheaper than sugar.** |
| expensive | Costing a lot of money  **A car is very expensive to afford.** |
| dear | Costing a lot of money  **The petrol is very dear now days.** |
| shopkeeper | A person who sells items in the shop  **The shopkeeper is a very proud man.** |
| kilograms | Unit of measurement for mass  **We shall buy ten kilograms of sugar next week.** |

**Vocabulary PRACTICE I**

**Fill the gaps with a suitable word or group of words**

1. A bar of shop is cheaper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a liter of cooking oil.
2. We bought some sweets \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Judith’s shop.
3. Mummy bough three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of shop from the market.
4. We shall buy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bottle of soda and a kilogram of sugar.

**Arrange these words in a dictionary order.**

1. cheap, expensive, kilogram, dear
2. fat, father, feather, fear

**Rewrite the sentences giving the opposite form of the underlined words.**

1. John bought a very **cheap** shirt yesterday.
2. That shopkeeper is very **hard working**.

**Rearrange these words to form a meaningful sentence.**

1. I buy tomorrow shall kilograms some of sugar.
2. much How is book that?

**Vocabulary lesson II**

|  |  |
| --- | --- |
| change | The money given back after paying for something  **The shop keeper didn’t give me the change**. |
| buy | To obtain something by paying money for it  **We shall buy a doll on Sunday.** |
| bargain | To discuss the price of something in order to reach an agreement  **Dad is bargaining with the shopkeeper.** |
| cost | The amount of money needed to buy something  **A new ruler cost me two thousand shillings.** |
| price | Amount of money you have to pay for something  **What is the price of that book?** |
| item | Something on the list of things to buy, do or talk about  I have three items on my shopping list. |

**Vocabulary Practice II**

**Fill in the blank spaces using the most suitable words.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_much is a kilogram of sugar?
2. What is the price \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that pen?
3. Both a pen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a chocolate costs five hundred shillings.
4. Benitah is my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because she is the sister of my mother.
5. Sugar is normally measured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_kilograms.
6. Pembe didn’t buy a pen and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_did Morgan.

**Arrange these words in a dictionary order**

1. litre, meter, little, litter
2. price, packet, cost, item

**Write the full form of these words**

1. shan’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Kg. :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**language structures**

**Use of: …………much………….**

**……….many…………….**

**Much** is used with things we cannot count and we normally use it in negative and question form.

**Much means large amount of something.**

In interrogatives, **much** comes after **how**

**Examples**

1. How much money is a bar of shop?
2. Mugabi doesn’t have much milk.
3. I do not have much money with me.

Many is used with things we can count and it is also used in negative question form.

**Examples**

1. Balikowa doesn’t have many clothes
2. Imade did not sell many books.
3. How many pens does Olga have?

**Activity**

**Fill in the blank spaces using: many or much**

1. Our baby doesn’t eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food.
2. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books are in your bag?
3. I haven’t put \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sugar in my tea.
4. Paula doesn’t sell \_\_\_\_\_\_\_\_\_\_\_\_ eggs every day.
5. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_did you pay for that dress?
6. How \_\_\_\_\_\_\_\_\_\_\_ time do you have?
7. There aren’t \_\_\_\_\_\_\_\_\_\_\_ pineapples in the market.
8. Shopkeepers do not get \_\_\_\_\_\_\_\_\_\_\_\_ customers in the wet season.
9. How \_\_\_\_\_\_\_\_\_\_\_\_\_ traders sell paraffin?
10. Hudson read as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as he could.

**language structures**

**Some and Any**

**“**Some” is generally used in affirmative sentences while “any” is used in questions and negative sentences.

**Examples**

1. There is some milk in the jug.

* **There aren’t any children in the class.**
* **Are there any children in the class?**

1. There is some coffee in the kettle.

* **There isn’t any coffee in the kettle.**
* **Is there any coffee in the kettle?**

**Activity**

**Use: …………any………. in the following sentences.**

1. The children took some books.
2. I have some clothes
3. Katurebe has some money.
4. There is some sugar in the tin.
5. There is some salt in the soup.
6. We have some porridge
7. He has given us some work.
8. There is somebody here.

**Re-write the following sentences using ‘some’ instead of ‘any’.**

1. They didn’t find any eggs in the market.
2. There aren’t any books to be read.
3. We haven’t any food in the kitchen.

**Re-write the sentences using ‘any’ instead of ‘some’.**

1. I have something for you.
2. They have some books.
3. There is some ink in the pen

**Language structures**

**The use of: \_\_\_\_\_\_\_\_\_\_\_some\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_any\_\_\_\_\_\_\_\_\_\_\_\_\_**

“Some” is generally used in affirmative sentences while “any” is used in question forms and negative sentences.

**Examples**

1. We have some oranges in the bags.

2. There are some snakes in the bush.

Some can be used in sentences or questions where the speaker experts to have a positive answer.

**Example**

May I have some sugar, please?

**Yes, you may have some.**

At times, the response may be negative

No, I am sorry. You may not have.

*Some is also used in sentences that ask questions in which these sentences are really invitations (requests).*

**Examples**

1. Will you have some eggs?

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

3. Will you attend some of our services?

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

**Examples**

1. Haven’t you bought any sugar?

2. We haven’t any tea?

3. They haven’t any pens.

4. Are there any mangoes on the tree?

**Activity**

**Fill in the gaps using some and any**

1. There isn’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food.

2. There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_milk in this jug.

3. May I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ink, please?

4. Are there\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pupils in the field?

5. Is there\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ paraffin in the lamp?

**Write some and any in the blank spaces in the sentences below.**

1. Please give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, milk.

2. Is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ news about your lost car?

3. Go and get\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food from the kitchen.

4. There aren’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books left we must buy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. There is\_\_\_\_\_\_\_\_\_\_\_\_ coffee in the kettle but there isn’t \_\_\_\_\_\_\_\_\_\_\_\_\_ milk.

6. Did the policeman ask you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ questions?

7. I wanted to buy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sugar but there wasn’t.

8. Are there\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mangoes in the basket?

9. The doctors have advised him not to smoke\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more.

**Language structures**

**………………….much……………….?**

**The use of “many” and “much”**

We use “many” as an adjective before countable nouns.

Much is used as an adjective before uncountable nouns.

**Examples:**

1. He didn’t make many friends.
2. We haven’t much coffee.

* The two words (much and many) have the same comparative and superlative forms.“More” and “most”.
* “Much” and” many” with interrogative verbs, both are used with “how” e.g.

1. How much is a bottle of water?
2. How many litters of milk do you want?

**Exercise**

**Use “much” and “many” to fill in the blank spaces in the sentences below.**

1. Our teacher has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_children.
2. There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the tea.
3. We bought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mangoes from the market.
4. Avoid making \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_noise in class.
5. Musoke has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cows at his farm.
6. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_does a cake cost?
7. The boys carried \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_bricks to the veranda.
8. It is good to have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_friends at school.
9. Namanda drank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_porridge last evening.
10. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_books are in your bag?

**The use of “much and “many” in negative and interrogative sentences**

The difference between them is that “Many” is used with countable nouns in plural.

Much is used with uncountable nouns.

### Example

1. much water
2. much rice
3. much sugar
4. much oil
5. much salt
6. much food etc.(and soon)

“Much” is also used with negative statement and questions.

**Examples:**

Much as used in negative statements.

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

**“Much” as used in questions.**

**Examples**

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

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

**Example:**

1. There wasn’t any water in the tank.
2. There wasn’t much water in the well.

**Exercise**

**Use “much” in place of “any**

1. The boys haven’t taken any juice to camp.
2. They didn’t bring back any sand.
3. There isn’t any milk left.
4. There isn’t any salt in the bowl.
5. Is there any salt in the cupboard?
6. There isn’t any salt in the sauce.
7. Mary didn’t buy any salt from the grocery.

**The use of: …….many……….**

**“**Many is used in front of plural countable nouns.

**Examples:**

1. many tables
2. many trees
3. many girls
4. many people
5. many cows
6. many ears
7. many books etc.(and so forth)

“Many” like “much” is used in negative statements and in questions as shown below:-

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

“Many” as used in questions:

### Examples

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

**Activity**

**Fill in the gaps using “much” or “many”**

1. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girls are in your class?
2. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_money does she have in the bank?
3. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ litres of milk will the maid buy?
4. There isn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food left in the store.
5. Were there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people in town today?
6. How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work did you do on Sunday?
7. Our team didn’t score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goal.
8. Did your parents give you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ money?
9. She doesn’t have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tea left in the tea-pot.
10. There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_thieves in our village.

**Language structures**

**………is/are cheaper/ more expensive than…………….**

Cheaper means cost less money than the other/ expected

More expensive means cost more money than the other/ expected

The opposite of **cheaper** is **more expensive**

Cheaper and more expensive are adjectival comparative forms.

The comparative adjectives are used to compare two items or things.

Conjunction **than** is used with the comparative degree to show that one item beats the other

**Examples**

Rewrite the sentences using: …….cheaper/ more expensive than…………

1. **A pencil costs Sh. 200. A book costs Sh. 500.**
2. A pencil is cheaper than a book.
3. A book is more expensive than a pencil.
4. **A ruler is cheap. A rubber is cheaper**
5. A ruler is more expensive than a rubber.
6. A rubber is cheaper than a ruler.

**Activity**

**Rewrite these sentences using:…………..more expensive ………..**

1. A book is cheaper. A box file is the cheapest.
2. A sandal is cheap. A shoe is not cheap.
3. A cup is cheap. A spoon is cheaper.
4. Counter books are cheap. Text books are expensive.

**Join these sentences using: …………..more expensive ………..**

**………………..cheaper………………**

1. A car is expensive but a bicycle is cheap.
2. A kilo of sugar is expensive but a kilo of salt is cheap.

**Rewrite these sentences using:…………..cheaper………….**

1. Motorcycles are expensive. Bicycles are cheap.
2. A watch is cheap. A clock is a beat expensive.
3. A bar of shop is cheaper. A packet of milk is expensive.
4. A litre of milk is more expensive than a packet of sweets.

**LANGUAGE STRUCTURES**

**………..is/ are/ am buying/ selling………………………..**

The structure is used to tell a trading activity which is happening at the speaking moment.

* + - 1. “is “is used with the third person in singular and any other singular subject noun.

Examples

He, One, She, It,

Singular noun (Betty, Aisha, Rita) is followed by is

2. “are” is used with the second person and other plural subject pronouns.

We, They, You, Tom and James is followed by “are” when using this structure

1. I uses the helping verb am using this structure

**Examples**

**Rewrite these sentences using:……is/ are/am buying/ selling ……….**

1. **Moses buys some sugar from the shop.**

Moses is buying some sugar from the shop.

1. **I sell some new cars.**

I am selling some new cars.

Activity

**Fill in the blanks with the most suitable words.**

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_selling my old cars now.
2. They are buying some packets of salt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the shop.
3. Amida \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_selling some clothes in the market.
4. Katia and Umar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_buying some eggs.
5. They are selling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pieces of cloth.

**Rewrite these sentences using:……is/ are/am buying/ selling ……….**

1. The farmers will sell some milk soon.
2. Sam buys some juice.
3. Tina and Ketto will but some salt.
4. Peter will sell some water soon.
5. I shall sell my cock today.

**Language structures**

**…………………not buying/ selling…………….**

The structure is used to give a negative idea on a trading activity which is happening at the speaking moment.

* + - 1. “**is not** “is used with the third person in singular and any other singular subject noun.
      2. 

**Examples**

He, One, She, It

Singular noun (Betty, Aisha, Rita) is followed by **isn’t**

2. “**are not**” is used with the second person and other plural subject pronouns.

* We, They, You, Tom and James is followed by “are not” when using this structure
* I uses the helping verb **am not** using this structure
* Are/ isn’t is followed by any but not some

**Examples**

**Rewrite these sentences using:……is/ are/am buying/ selling ……….**

1. **Moses won’t buy some sugar from the shop.**

Moses is not buying any sugar from the shop.

1. **Reagan sells some new cars.**

Reagan is not selling any new cars.

**Activity**

**Rewrite these sentences using: …………….not selling/ buying……….**

1. We shall not buy some new books today.
2. Keto will not sell meat today.
3. You will not afford some story books.
4. I shall not sell any piglets.
5. Benna and Benita will not sell any cup of milk.
6. We shall not find any water in the kettle.
7. Mummy will not buy any sugar from the shop.
8. Aunti Stella will not sell any computers.

**Language structures**

**The use of ……………………. too……………to ……**

Too is always used to express a negative idea.

When “too” is used, it is followed by “to”.

When joining two sentences with the same subject, the subject in the second sentence doesn’t have to be mentioned again.

**Examples**

1. **He is quite young. He cannot go to the shop.**

He is too young to go to the shop.

1. **He is very tired. He cannot travel any further.**

He is too tired to travel any further.

**Exercise**

**Re-write the sentences below and join using:…….too……to….**

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

**The use of ……………. too…. for…. to….**

* We use ……….too…….for…….to…… to join sentences which have different subjects.
* When the two sentences are talking about different nouns we use **for** between **too** and **to**

### Examples

***Join sentences which have different subjects.***

1. **The bone is very hard. Our dog cannot eat it.**

* The bone is too hard for our dog to eat.

1. **The load is very heavy. The porter cannot carry it.**

* The load is too heavy for the porter to carry.

**Exercise**

**Join the sentences using ………….. too ……. for…… to ……**

1. The tea is very hot. The young girls cannot drink it.
2. The test was very difficult. The children could not pass it.
3. The luggage was very heavy. Mbidde could not lift it.
4. The roof is very high. Joseph cannot touch it.
5. The river was very fast. We could not swim across it.
6. French is very hard. I can’t pass it.
7. The tree is very big. Young boys can’t climb it.
8. A rabbit is very fast. The dog cannot catch it.

**Language structures**

**The use of: …………………any…………….**

…….any……….is used in asking questions with either countable or uncountable nouns

**Examples**

1. Is there any salt, please?
2. Do you have any milk?
3. Will you afford any cooking oil today?
4. Are there any children in the shop?

**Activity**

**Fill in the blank spaces with the most suitable word.**

1. …………………………….there any tray of eggs?
2. …………………….………you have any packets of milk?
3. …………………………..… you sell to me any piglets?
4. Have you brought ………………………………. packets of matchboxes?
5. Do you…………………..………….. any new books?
6. ………………Alinda Understand anything in class?
7. Did Mercy buy …………………………………….. oranges in the morning?

**Form questions for the following responses.**

1. No, I don’t have any sugar.
2. Yes, I sold some litres of milk in the morning.
3. No, we shall buy some today.

**Language structures**

**The use of: ……………borrow/lend……………..**

**Examples**

1. John will borrow ten thousand shillings from Mary.

*Mary will lend ten thousand shillings to John.*

1. They will borrow two exercise books from the shopkeeper.

*The shopkeeper will lend two exercise books to them.*

1. My brother borrowed a kilo of beans from Betty yesterday.

*Betty lent a kilo of beans to my brother yesterday.*

**Exercise**

**Use lend/borrow to complete the sentences**

* 1. Martin will ……………………………………… me some money next week.
  2. ……………………………………………………… me your pen, please?
  3. They will ………………… to us some chairs for the function.
  4. Mother sent Joan to …………………… some sugar from the shop.

**Re-write these sentences correctly as instructed in the brackets.**

* 1. The waiter borrowed some salt from me. (Use:………. lent……………)
  2. My son will lend two thousand shillings to us. (Use: ….……. **borrow**………..)
  3. We shall borrow pencils from the teacher. (Use:……….. **lend**………….)

1. The doctor will borrow some medicine from Jackie.

(Re-write the sentence using: ………………… **lend**………………....)

1. My uncle lent us some money for Christmas.

(Re-write the sentence using: ……………… **borrow** …………………)

**Comprehension**

**Passage**

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

### JANE GOES SHOPPING

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

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

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

**Questions**

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

### POEM

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

**Down Town shopping**

Shopping down town

Not far from my home

Just a walkable distance away

I walk down along the road.

Before buying any item in down town shops

Looking through glass windows

I see prices of sugar and salt

Bread and butter.

Plates and cups

Then I make a choice.

What to leave and what to buy

Shopping list sort them out

From the shops down town.

I go shopping down town

I enter Mukene’s shop.

Items are packed in packets.

Some are weighed in grammes.

Some answered in litres and metres.

All in your shopping list

You must pay before leaving

**Morgan Makumbi**

**Questions:**

* + - 1. Where are the shops?
      2. What items have been mentioned in stanza two?
      3. What items are weighed?
      4. What units are used to measure items?
      5. Which items have not been written in the poem?
      6. What sorts out what to buy and what to leave?
      7. What is the poem about?
      8. What must you do before leaving?
      9. Whose shop does the writer enter?
      10. How many stanzas have the poem?

**COMPREHENSION**

**Conversation**

**The conversation below is entitled” Melannie Goes Shopping”**

**Read it carefully and in full sentences, answer the questions that follow.**

**Melannie Goes Shopping.**

|  |  |
| --- | --- |
| **Meddy** | Good morning shopkeeper? |
| **Shopkeeper** | Good morning young girl. |
| **Meddy** | Do you have any biscuits, please? |
| **Shopkeeper** | Yes, I have some. How many packets would you like to buy? |
| **Meddy** | I would like to buy two packets. How much money does each packet cost? |
| **Shopkeeper** | Each small packet costs two hundred shillings only. |
| **Meddy** | Here is five hundred shillings. |
| **Shopkeeper** | Here are two packets of biscuits and your change. Thank you very much |
| **Meddy** | You are welcome. |

**Questions**

1. Who went shopping?
2. How many people are talking?
3. At what time did Meddy go to the Shop?
4. Who wanted biscuits?
5. How much did Meddy have?
6. What was Meddy’s change?
7. How much was a packet of biscuits?
8. How many packets of biscuits did Meddy buy?
9. Who was the customer?
10. Give a word or a group of word to mean the same as: shopkeeper

**Tables**

**Study Dorah’s shopping list below and answer the questions about it in full sentences.**

My shopping list

|  |  |
| --- | --- |
| 2 kgs of sugar | 2400= each kg |
| 3 bars of soap | 4500@ |
| 1 tin of Vaseline | 3500=@ |
| 1 tin of shoe polish | 2000=@ |
| 1 box of biscuits | 8000=@ |
| 3 litres of quencher | 3500= |
| 1 plate | 1000=@ |
| 1 cup | 500=@ |
| 1 fork | 300=@ |
| 3 dozens of pens | 3000= |
| A half dozen of books | 3000= |
| A quarter of dozen of pencils | 350=@ |

**Questions:**

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

**Guided composition**

**Choose the correct word in the box to fill in the blank spaces.**

happy centre Christmas off shopping time first returned change

One day, I was sent to the Kolfram Shopping ……………………………. It was time for …………………………….. Father was away on safari. Mother didn’t have …………………………….…….. to go shopping.

Mother first prepared a ………………………….. list for me. She then gave me her new City bike bicycle to ride to the shop.

I packed the shopping……………….……………., the money and some containers and I set …………………………………………….

It was my ………………time to ride City bike to the shop. Few minutes from the time I left home, I had …………………… with all the items which were in the shopping list.

I handed over the ………………………. to the mother.

The mother was very happy to know that I rode her ………………………… safely and I made shopping carefully.

**PICTURE ACTIVITY**

**Look at the picture below and use it to answer the questions below.**

|  |  |  |  |
| --- | --- | --- | --- |
| **A kilo of beans**  **C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\140950504-bag-of-bean-vector-icon-outline-vector-icon-isolated-on-white-background-bag-of-bean.jpg**  A kilo@ 3500 | **Penil**  **C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\pencil-line-art-illustration-vector.jpg**  **200/=** | **A pair of shoes**  C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\crocs-isolated-on-a-white-background-beach-sandals-hand-drawn-vector-illustration-in-doodle.jpg  4800/= | **Mangoes**  **C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\mango-fresh-fruit-drawing-icon-vector-13564817.jpgC:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\mango-fresh-fruit-drawing-icon-vector-13564817.jpg**  500/= each |
| **A kilo of Sugar**  A kilo@ **3700**  **C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\sugar-bag-vector-2087594.jpgC:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\sugar-bag-vector-2087594.jpg** | | **skirt**  1 @ 12,000  **C:\Users\hp\Desktop\Download\149591678-hand-drawn-women-skirt-doodle-in-pen-line-art-style-isolated-on-white-background-vector.jpgC:\Users\hp\Desktop\Download\149591678-hand-drawn-women-skirt-doodle-in-pen-line-art-style-isolated-on-white-background-vector.jpg** | |
| **Apple** C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\91424038-cartoon-like-illustration-of-a-colourless-apple-using-simple-lines-on-a-white-background-drawing-of.jpg  @ **1000** | **Shirt**  **C:\Users\hp\Desktop\Download\111-1119610_shirt-drawing-coloring-book-t-shirt-drawing-png.png**  **8000/=** | **sandals** C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\126008575-pair-of-flip-flop-slippers-hand-drawn-outline-doodle-icon-summer-vacation-sandals-comfort-shoes.jpg  @ **3000/=** | **Bread**  **4000/=**  **C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\Content.Word\33307771.jpg** |

**QUESTIONS**

1. How much is a kilogram of sugar?
2. How much does a pair of shoes cost?
3. How many mangoes can you buy for 5000/=?
4. Name the cheapest item on the list.
5. Which of these items is the most expensive?
6. Is an egg on the list?
7. How much is a pair of sandals?
8. Riah has Sh. 12000. How many skirts will she buy?
9. How much is an apple?
10. How many items are measured in kilograms?

**Guided dialogue**

The following conversation took place at Nakawa Market between Musaba and the trader. Study it and fill in what you think were Musaba’s words.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trade**r: Good morning, young girl.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trader**: The cost of a sweet is two hundred shillings.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trader**: No, I don’t have any for one hundred shillings.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trader**: Yes, I also sell chewing gum.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trader**: A packet is one hundred shillings.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trade**r: With two hundred shillings you get two packets.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trader**: Oh! You have five hundred shillings! You will get two sweets and a packet of chewing gum.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trade**r: No, you don’t have any change.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trade**r: Here they are. Thank you.

**Musaba**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic 6: time**

**Sub topic 1: Past simple tense**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| morning | The early part of the day from midnight to midday  **It was raining in the morning.** |
| break time | A period of time meant to take break fast  **We went to the shop during break time.** |
| night | The time between one day and the next day when people are asleep  **We shall watch videos at night.** |
| afternoon | The part of the day from noon to 6 O’clock.  **We shall go to the market at noon.** |
| yesterday | The day before today  **We went to the garden yesterday.** |
| midday | The middle of the day/ noon  **We attended the lesson for mathematics at midday.** |
| late | **Happening after the expected time**  Teacher Bolingo reaches the school late daily. |

**Find and fill in the missing letters to form a correct vocabulary word**

1. B\_\_\_\_eak\_\_\_im\_\_\_\_
2. L\_\_\_te
3. Mi\_\_\_\_d\_\_\_\_y

**Arrange these words to form a meaningful sentence.**

1. late I am for school the today.
2. were Where in the morning you?
3. dark What a night is it!

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

1. My father likes sleeping during **night** time.
2. Arita normally comes to school **late**.

**Arrange these new words in a dictionary order.**

1. late, midday, night, morning
2. later, letter, late, let

**Fill in the blank spaces with the most suitable words**

1. Both Kate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Purry were late for school today.
2. We shall stop moving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ night.
3. Amina will go back home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_lunch time.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Amanda or Oleke will ring the bell for lunchtime.
5. We go for lunch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a day.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| early | near the of beginning of a period of time  **We come to school early.** |
| before | earlier than somebody or something  **Mummy arrived before us.** |
| after | Later than something or following somebody in time  **We went to the class after break time.** |
| evening | a part of the day between afternoon and midnight  **Maria will visit us in the evening.** |
| lunch time | A period of time meant to take lunch  **We shall eat chicken at lunch time.** |
| day | A period of twenty four hours  **An apple a day keeps the doctor away.** |
| spend | Pass time in a special way and in special place  Give money to pay for something  **I shall spend my holidays in Nairobi.** |

**Vocabulary practice I**

**Use the most suitable form of the words in the brackets to complete these sentences.**

1. We **spent** our holidays in the village. (spend)
2. Mugisha Killed two ………………… during lunch time. (mouse)
3. Mulima …………………… later than Nakaseree today. (arrive)
4. Of the twins, who is the ……………………………..? (early)
5. We go to school ……………………..(day)
6. I ………………………..sleep at night. (normal)
7. There are seven …………………….in a week. (day)
8. The earlier the ………………………(good)
9. They will take ………………………..food at lunch time. (they)
10. The …………………….. advised us not to eat in class. (teach)

**Rewrite these sentences giving the opposites of the underlined group of words**

1. Anite normally come to school **before** lunch.
2. The **boy** shouted at night.
3. We **shall** eat chicken at lunchtime.

**Rewrite these sentences giving one word for the underlined group of words**

1. We shall come to school **earlier than** midday.
2. Morgan will come home within a **period of twenty four hours**.

**Language structures**

**…………….before …………….**

……..before……. is used as a preposition to mean earlier than something or somebody. As a conjunction, it means a time earlier than the stated one.

The main verb following …before….is changed to the continuous tense (\_\_ing)

**Examples**

**Join these sentences using: ………………before…………….**

1. **We washed clothes after cooking food.**

We cooked food before washing clothes.

1. **Apio prepared food after washing plates.**

Apio washed plates before preparing food.

*When rewriting sentences using after as adjectives of places, the noun before* ***before*** *will appear last and the noun after before will appear first*

Take an example

1. **The church is after the mosque.**

The mosque is before the church.

1. Lakeside Junior School is **after** Namagunga Police Station.

Namagunga Police Station is **before** Lakeside Junior School.

**Activity**

**Join these sentences using: ……………..before…………**

1. I said my prayer after dressing up
2. We came to school after taking tea.
3. Amina did her homework after boarding a taxi.
4. Bolingo swept the class after sitting down.
5. Pamela knocked the door after entering in the classroom.
6. Mutwe closed the door after going to sleep.
7. I ate food after paying money.
8. Liz danced after singing the song.

**Language structure**

**The use of: ……………… after…………….**

After is used as a preposition to mean later than something, as a conjunction, it means a time later than something

The main verb following …after….is changed to the continuous tense (\_\_ing)

***Examples***

**Join these sentences using: ……………… after…………….**

1. **Anita went home. She then prepared food.**

Anita prepared food after going home.

1. **Bogere woke up. Bogere swept the compound later.**

Bogere swept the compound after waking up.

**Activity**

**Join these sentences using: ……………..after…………**

1. The teacher had lunch. They went to class later.
2. Bogere received the caller. He started talking.
3. We came back from the market. We started cooking.
4. Mubiru sang the anthem. Mubiru then won the medal.
5. Bongo and Margie fought. They had an argument.

**Rewrite these sentences using: ……………….after…………….**

1. Alisha fetched water as soon as he came back from school.
2. Alisha was beaten immediately she abused the teacher.
3. Bolingo finished cooking and started reading.

**Language structures**

**The use of: ………… before/ after………..**

**After** is the opposite of **before**

We use after instead of before to mean the reverse of the sentences

Examples

1. **We washed clothes after cooking food.**

We cooked food before washing clothes.

1. **Amooti prepared food after washing plates.**

Amoti washed plates before preparing food.

When rewriting sentences using after as adjectives of places, the noun before **before** will appear last and the noun after before will appear first

Take an example

1. **The church is before the mosque.**

The mosque is after the church.

1. Lakeside Junior School is **before** Namagunga Police Station.

Namagunga Police Station is **after** Lakeside Junior School.

**Activity**

**Rewrite these sentences using: ……………….after…………….**

1. They ate food before reading books.
2. We went to the market before coming to school.
3. Arima ate food before washing his hands.
4. Mariaina come to school before taking breakfast.
5. Ritah cried before missing food.
6. Nadia went to town before washing clothes.
7. Mpigi is before Masaka.
8. Primary six classroom is before Primary two classroom.
9. The store is before the staffroom.
10. Letter ‘A’ is before letter ‘C’.

**Language structures**

……..do before………..?

The structure is used to tell an action which is done by someone earlier than another activity. The main verb after ‘’**before’’** is expressed in continuous form. (\_\_ing)

**Examples**

1. **What did Alice do before going to sleep?**

Alice ate food before going to sleep.

1. **What does Mike do before going to school?**

Mike sweeps the compound before going to school.

1. **What do Mutwera and Ketty do before eating?**

Mutwera and Ketty wash hands before eating.

Activity

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

|  |  |  |  |
| --- | --- | --- | --- |
| Kelly  Mark  We  She  They  I | go to school  went home  reads books  closes the window  complete homework | before  after | going to sleep.  sweeping the classroom.  bathing.  Brushing the teeth.  eating food. |

* 1. Kelly reads books after the brushing teeth.

**Language structures**

**The use of: …………… do after……….. ?**

………after…….. is used to mean later than another activity, person or something

……..after……. is followed by a verb expressed in the present continuous tense

**Examples**

1. **What did Mukulu do after 8:00 O’clock?**

Mukulu had breakfast after 8 O’clock.

1. **What did Namata do after midday?**

Namata learnt English after midday.

**Activity**

Use the table to make sentences as shown.

**Example:**

What did Joseph do before 7:O’clock?

Joseph washed clothes before 7:00 O’clock.

|  |  |  |
| --- | --- | --- |
|  | **after** | |
| Joseph | Washing clothes | 7:00 O’clock |
| Peter | Going to market | Lunch |
| Jane | Playing football | Breaktime |
| Brian | Having lunch | 2 O’clock |
| Ali | Going to mosque | Evening |
| Veronica | Going to church | Noon |
| Bwete | Sweeping the room | 5:00 O’clock |
| You | Saying prayers | Midday |

**Language structures**

**Having……………………………….**

Having is the past participle form of **have**.

……….having………. Is followed by a verb in past participle tense to tell what happened immediately/ after the first action was done/ ended.

**Examples**

1. **I ate food after brushing my teeth.**

Having brushed my teeth, I ate food.

1. **We recited the poem. We wrote the poem later.**

Having recited the poem, we wrote it later.

1. **After eating food, Mediana went to bed.**

Having eaten food, Mediana went to bed

**Activity**

**Rewrite these sentences beginning with: Having………………...**

1. After writing homework, I handed in my book.
2. After packing my drink, I went into the car.
3. After reaching school, I went to class.
4. After greeting the teacher, I sat down.
5. After taking tea, we crossed to the parking yard.
6. After entering the buses, we opened the windscreens.
7. After reaching the landing site, we got out of the buses.
8. After touring the beach, we had our lunch.
9. After playing in the sand, our teacher called us.
10. After writing our compositions, the teacher marked them.

**Language structures**

**……………because………….**

We use the structure to tell us the reason why something happened or the reason for doing something

It is used in all the tenses. Because does not deal with numbers therefore, it cannot affect the plurals and singulars in sentences.

When using because in the middle of the sentences, action will come before the reason why an action happen/ happened/ happens/ is/ are happening

**Examples**

1. **I went to hospital. I was sick.**

(*Between these sentences, the action comes first and the reason for an action comes last so join them only*)

I went to hospital because I was sick.

1. **It was raining. We came to school late.**

(*Between these sentences, the reason for an action comes first and the action comes last so arrange them first*)

**X** It was raining because we came to school late.

* We came to school late because it was raining.

1. **Mummy slept early. Mummy was tired.**

Mummy slept early because she was tired.

**Activity**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Anita  Bogere  Edrine  He  They  We  You | slept late  came early  drank soda  ate food  polish shoes  cried a lot | because | he  she  they  we  you | was  were | scared.  hungry  feeling coldness  tired  beaten.  dirty.  doing homework. |

**X** **Anita** slept late because **he** was doing homework.

* **Anita** slept late because **she** was doing homework.

**Join these sentences using: ………………because……..**

1. Bogere cried a lot. He was beaten badly.
2. Anita arrives late every day. Anita comes from far.
3. Ochola failed to read the poem. He was scared.
4. Mirembe was tired. Miremebe was weeding cassava.
5. It was hot. I opened the window.
6. We went to the village. We lost our uncle.

**Grammar**

**THE PAST SIMPLE TENSE**

The past simple tense talks about events which took place yesterday, last week , last month or last year. It is also known as the past tense.

**Past tense of regular verbs**

**Regular verbs that add only \_d onto present tense to form past simple tense**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Present tense** | **Past simple** |  | **Present tense** | **Past simple** |
| arrive | arrived | dive | dived |
| bake | baked | arrange | Arranged |
| brake | braked | Receive | Received |
| breathe | breathed | Dance | Danced |
| enclose | enclosed | escape | Escaped |
| smile | smile | salute | Saluted |
| change | changed | Complete | Completed |
| Explore | Explored | Compare | Compared |
| continue | continued | Believe | Believed |
| stone | stoned | decide | decided |

**Regular verbs that add only \_ed onto present tense to form past simple tense**

|  |  |  |  |
| --- | --- | --- | --- |
| slow | slowed | sew | sewed |
| laugh | laughed | Water | Watered |
| need | needed | mock | Mocked |
| slaughter | slaughtered | reach | Reached |
| jump | jumped | address | Addressed |
| spray | sprayed | answer | Answered |
| explain | explained | lean | Leaned |
| pray | prayed | enjoy | Enjoyed |
| end | ended | work | Worked |
| apologise | apologised | delay | delayed |

**Regular verbs formed by doubling the last consonant before adding -ed.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Past participle** | **Verb** | **Past participle** |
| **slap** | slapped |  |  |
| **admit** | admitted | **omit** | omitted |
| **prefer** | preferred | **permit** | permitted |
| **refer** | referred | **clap** | clapped |
| **commit** | committed | **travel** | travelled |
| **mop** | mopped | **regret** | regretted |
| **skip** | skipped | **knit** | knitted |

**If there is a consonant before y ,change y to i and add ed.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Verb** | **Past participle** | **Verb** | | **Past participle** |
| **carry** | carried | **beautify** | beautified | |
| **dry** | dried | **deny** | denied | |
| **hurry** | hurried | **empty** | emptied | |
| **cry** | cried | **simplify** | simplified | |
| **dirty** | dirtied | **clarify** | clarified | |
| **pacify** | pacified | **spy** | spied | |
| **study** | Studied | **bury** | buried | |

**Activity**

**Re – write sentences in the past simple tense**

1. He eats fish.
2. They read novels.
3. Prossy carries her books to school in the morning.
4. We mop the class thoroughly.
5. She delays for ten minutes.

**Fill in the blanks with the most suitable past simple tense form from the verb in the brackets.**

1. The timetable will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very soon. (changed)
2. Kalid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from the school. (escape)
3. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to do our homework from the school. (decide)
4. Margie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her school fees on Monday. (complete)
5. The head teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at school early. (arrive)
6. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_From the mosque last week. (pray)

**Formation of past simple tense of regular verbs**

Drop e and add t at the end in both forms.

**Fill in the missing past simple tenses of the verbs on the table.**

|  |  |  |  |
| --- | --- | --- | --- |
| keep | kept | creep | crept |
| kneel |  | feel |  |
| sweep |  |  |  |
| weep |  | sleep |  |

Add **t**  to form both the past simple and past participle forms.

|  |  |  |  |
| --- | --- | --- | --- |
| **burn** | burnt | **lean** | leant |
| **spoil** | ……………… | **mean** | meant |
| **dream** | dreamt | **leap** | leapt |
| **learn** | learnt | **deal** | dealt |

Change **d** to **t** in both forms.

|  |  |  |  |
| --- | --- | --- | --- |
| **build** | built | **lend** | lent |
| **bend** | spend | **bend** | bent |
| **send** | sent |  |  |

Change **i** to **u** in the past participle

|  |  |  |  |
| --- | --- | --- | --- |
| **drink** | drunk |  |  |
| **begin** | begun | **wear** |  |
| **ring** | rung | **swear** |  |
| **swim** | swum | **tear** |  |
| **sink** | sunk | **bear** |  |
| **sing** | sung | **weave** |  |

**Change i to ou in participle forms.**

|  |  |  |  |
| --- | --- | --- | --- |
| fight | fought | find | found |
| wind | wound | grind | ground |
| rewind | rewound | bind | bound |

**Drop one e to form both the past simple and past participle**

|  |  |  |  |
| --- | --- | --- | --- |
| speed |  | feed |  |
| breed |  | meet |  |
| bleed |  |  |  |

**Activity**

**Fill in the gaps using the correct form of the words in brackets.**

1. Milly \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a new watch. (buy)
2. They \_\_\_\_\_\_\_\_\_\_ playing with us. (stop)
3. Betty \_\_\_\_\_\_\_\_\_\_ her coin on the way to the market. (lose)
4. Benon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a letter yesterday. (write)
5. The baby \_\_\_\_\_\_\_\_\_\_\_\_ a vase. (break)
6. The timekeeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bell at 2 O’clock. (ring)
7. Liora \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ across the river last Monday. (swim)
8. Hadijja \_\_\_\_\_\_\_\_\_\_\_\_ a rhyme last month. (recite)
9. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the news over the radio. (hear)
10. Irene \_\_\_\_\_\_\_\_\_\_\_ her book at home. (forget)

**Do not change in past participle**

|  |  |  |  |
| --- | --- | --- | --- |
| **spread** | spread | **shut** | shut |
| **hit** | hit | **beat** | beat |
| **hurt** | hurt | **burst** | burst |
| **cost** | cost | **cast** | cast |
| **shut** |  | **read** |  |
| **shed** |  | **let** |  |
| **broadcast** | broadcast | **cut** | cut |
| **bet** |  | **put** |  |
| **slit** |  | **upset** |  |

**Formation of past simple tense of irregular verbs**

Irregular objects are objects without definite shapes.

Irregular verbs are verbs which change completely in the past tense formation

**Changes i to a to form the past simple tense.**

**Fill in the missing past simple tenses of the verbs on the table.**

|  |  |  |  |
| --- | --- | --- | --- |
| **shrink** | shrank | **spit** |  |
| **sing** | sang | **spring** |  |
| **Sink** | Sank | **drink** |  |
| **ring** | rang | **sit** | sat |

**Formation of past simple tense of irregular verbs by changing i to u to form the past simple tense.**

**Fill in the missing past simple tenses of the verbs on the table.**

|  |  |  |  |
| --- | --- | --- | --- |
| **sting** |  | **stick** | stuck |
| **sling** |  | **wring** | wrung |
| **fling** |  | **cling** | clung |
| **dig** | dug |  |  |

**Formation of past simple tense of irregular verbs that change completely**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **come** | came |  | **shake** | shook |
| **get** | got | **throw** | threw |
| **bear** | bore | **tear** | tore |
| **see** | saw | **run** | ran |
| **do** | did | **wear** | wore |
| **know** | knew | **fall** | fell |
| **send** | sent | **draw** | drew |
| **sit** | sat | **go** | went |
| **ride** | rode | **fly** | fled |

**Written exercise**

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

1. I \_\_\_\_\_\_\_\_\_ with him to the zoo last Saturday. (go)
2. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their exams a week ago. (do)
3. I \_\_\_\_\_\_\_\_\_\_\_ them the truth. (tell)
4. Tendo \_\_\_\_\_\_\_\_\_\_ a new car yesterday. (buy)
5. He \_\_\_\_\_\_\_\_\_\_\_\_\_ for his shirt. (pay)
6. The balloon \_\_\_\_\_\_\_\_\_\_\_\_\_ last Friday. (burst)
7. I \_\_\_\_\_\_\_\_\_\_\_\_\_ that story book last Monday. (read)
8. She \_\_\_\_\_\_\_\_\_\_\_ the president last month. (meet)
9. The teacher \_\_\_\_\_\_\_\_\_\_\_ me at the end of the term. (slap)
10. It \_\_\_\_\_\_\_\_\_\_\_\_\_ heavily last night. (rain)
11. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my sister on the head. (hit)
12. The hunter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lion yesterday. (kill)

**NEGATIVE AND POSITIVE SENTENCES IN THE PAST SIMPLE TENSE**

We normally use did not in negative sentences in the past simple tense.

**Examples**

1. Agnes left school last year.

Agnes did not leave school last year.

1. The baby slept well at night.

The baby did not sleep well at night.

1. Joseph carried an umbrella.

Joseph did not carry an umbrella.

**Activity**

**Change these sentences into interrogative forms.**

1. He wrote a letter.
2. The child drank milk.
3. He went to school by bus.
4. They ate the food.
5. James did his home work.

**Change these sentences into negative**

1. Gilbert broke the cup.
2. She played a piano.
3. Leticia wrote the work.
4. He slapped the girl.
5. Hamza caught the ball.
6. The wind blew down the tree.

**INTERROGATIVE FORM OF THE PASTT SIMPLE TENSE**

The statement / sentences in the interrogative end with question mark

1. He left school last week.

**Did he leave school last week**?

**Didn’t he leave school last week?**

1. I told you the story.

**Did I tell you the story?**

**Didn’t I tell you the story?**

1. You spoke English.

**Did you speak English?**

**Didn’t you speak English?**

**Change the following sentences into negative.**

1. He came by aero plane.
2. Mr Dada drove the car.
3. Tim bought the bicycle.
4. Joan crossed the road.
5. The girls drank juice.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Change these sentences into the interrogative form.**

1. They brought the money
2. The child broke the plate
3. Amina ate the sweets.
4. The farmer worked in the garden.
5. He came to our house last weekend.

**THE PASSIVE VOICE IN THE PAST SIMPLE TENSE**

The passive form of the past simple tense is formed from.

was

were + a past participle verb.

**Examples**

1. **The woman washed clothes.**

The clothes were washed by the woman.

1. **The police took the car.**

The car was taken by the police.

1. **Kantu played football yesterday.**

Football was played by Kantu yesterday.

1. **The farmers harvested the crops.**

The crops were harvested by the farmers.

**Change these sentences to the passive voice of the past simple tense.**

1. He stole our books.
2. They harvested the millet.
3. Adrian fed the chicken.
4. Kiprotich won the medal.
5. The dog killed a cat.

**Change the following sentences into the passive voice.**

1. Kahinda closed the windows.
2. He killed the flies.
3. Dickens asked many questions.
4. The boy ate an orange.
5. They gave him gifts.

**Comprehension**

**Passage**

**Read the story below and answer the questions that follow in fullsentences.**

### THE HARDWORKING BOY

Okemo Gildo is in Primary Four in Rwimi Primary School. His father Digida was a teacher in Kasoma Primary School From 2016 to 2023.

After teaching for a number of years, he realized his salary was not enough to meet his basic needs. He stopped teaching and began farming. He reared a number of animals and grew different types of crops.

Mr. Digida involved his wife and all the children in these activities. He used to go with them in the garden to weed, spray, prune and pick ripe fruits. They worked all days except on Saturday and Sunday because they had to organize themselves for prayers.

Okemo learnt a lot in farming: In his class, he was the best in science because most of the things were done at home practically; this made his science teacher, Mr. Godfrey Asaba very happy with him. During holidays, other children from his class joined him at the farm so that they could also learn his practical skills and because of his assistance, all his friends improved greatly in class.

**Questions:**

1. In which class is Okemo?
2. What is the name of Okemo’s father?
3. In which school was Mr. Digida teaching?
4. Why did Mr. Digida stop teaching?
5. What did Mr. Digida do after he stopped teaching?
6. Why didn’t they go to the garden on Saturday and Sunday?
7. What was Okemo’s best done subject?
8. Why did Children in Okemo’s class join him in the garden?
9. Who became very happy with Okemo?
10. Who is Okemo’s science teacher?

**Conversation**

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

### SYLIVIA FORGIVES NANTABA

|  |  |
| --- | --- |
| Amos : | Why were you unhappy yesterday? |
| Sylivia : | I was unhappy because my book got torn. |
| Amos : | Who tore it? |
| Sylivia: | Nantaba threw it down and it got torn. |
| Amos : | Why didn’t you tell her to buy for you a new one? |
| Sylivia : | I didn’t tell her to buy for me a new book because she apologized. |
| Amos : | Am sure she didn’t even have the money. |
| Sylivia: | We should always forgive those who apologize to us. |
| Amos: | That’s right, Sylivia. |

**Questions**

1. Why was Sylivia unhappy yesterday?
2. Why did Sylivia’s book get torn?
3. Who tore Sylivia’s book?
4. How did Nantaba tear Sylivia’s book?
5. Why didn’t Sylivia tell Nantaba to buy for her a new book?
6. What should one do when one apologizes?
7. How many people are taking part in the dialogue?
8. What is the heading of the dialogue?
9. When did Sylivia’s book get torn?
10. Give the opposite of **unhappy**

**calendar**

**Study the calendar below carefully and use it to answer the questions that follow in full sentences**

#### JULY 2023

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun.** | **Mon.** | **Tue.** | **Wed.** | **Thur.** | **Fri.** | **Sat.** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** |
| **28** | **29** | **30** | **31** |  |  |  |

5th - Staff meeting

20th - Mr. Otim’s wedding day

**Questions:**

1. For which month is the calendar?
2. How many days are in this month?
3. On which day did the month begin?
4. How many days are in the month above?
5. When did the month end?
6. When did the teachers have their meeting?
7. What is the first day of the week?
8. How many Sundays are there in the month above?
9. Which month following the month above?
10. For which year was the calendar.

**GUIDED CONVERSATION**

**The following conversation took place at Owino Market between Bagaya and the trader. Study it and fill in what you think were Bagaya’s words.**

|  |  |
| --- | --- |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | Good morning, young girl. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | The cost of a sweet is two hundred shillings. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | No, I don’t have any for one hundred shillings. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | Yes, I also sell chewing gum. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | A packet is one hundred shillings. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | With two hundred shillings you get two packets. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader: | Oh! You have five hundred shillings! You will get two sweets and a packet of chewing gum. |
| Bagaya: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader: | No, you don’t have any change. |
| Bagaya: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trader : | Here are. Thank you. |
| Bagaya : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Posters**

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

**CONCERT!**

**CONCERT!**

Date

**:**

**Saturday, 23**

**rd**

**July, 2017**

**Venue**

**:**

Abia Junior School

**Time**

**:**

**am–2:00pm**

**10:00**

**Presenter**

**:**

Nursery to Primary Two

**Fee**

**:**

**Adult**

**-**

**3**

**,000=**

**Children**

**-**

**2,000=**

**Guest of Honour:**

**Dr. Erias Kayondo**

**Questions:**

1. When will the concert take place?
2. On which day will the concert take place?
3. Where will the concert take place?
4. When will the concert begin?
5. For how long will the concert last?
6. At what time will the concert end?
7. Which classes will present on that day?
8. Give another word to mean venue.
9. Who will be the Guest of honour?
10. Write in full.

(a) am: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (b) p.m: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jumbled story**

**The sentences below are not in correct order. Rearrange them to make a meaningful story**

1. The information was in letter form.
2. I took the letter to my parents.
3. Last week was my class trip.
4. It made my day so beautiful.
5. Before that day, I got information from my teacher.
6. I enjoyed the journey very much.
7. We took the things home and waited for the day to come.
8. I gave them a list of the things I wanted.
9. The lady at the counter helped us to pack the items.
10. We bought them from Game Supermarket.

**Guided composition**

**My Class Trip**

**Write a composition about your trip to Entebbe. Discuss with your teacher.**

**1st paragraph**-How you came to know of the trip and how you prepared both at home and at school.

**2nd paragraph**- the beginning of the journey, where you passed, the time you arrived at the landing site, what you saw and learned.

**3rd paragraph**-how you left Kasenyi for the weather station, the time you arrived, the teachers who taught you, the instruments you saw and learnt, the uses of various instruments, etc

**4th paragraph**- how you left the meteorological centre, the time you arrived at the beach, the food you were served, other eats you ate, how people behaved, the entertainment and games you played.

**5th paragraph**- the journey back to school, the time you arrived, the most interesting place and why, thanking the parents for paying the money and the teachers for the good organization.

**Guided composition**

#### THE OBEDIENT BOY

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

|  |
| --- |
| Listen forgive, lends, sorry, dictionary,  well behaved, prefect, forgot, greets, respect |

Daniel is now nine years old. He is a pupil in Primary Four at Mirembe Junior School. Daniel is a boy. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_his mother and father every morning then he goes to school.

Daniel does not like pupils who abuse teachers. He likes those who \_\_\_\_\_\_\_\_\_\_\_\_\_\_ their teachers. When he makes a mistake, he apologizes to the teacher by saying “I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , teacher”.

One day, Daniel’s teacher asked him to take a book to the staff room. He \_\_\_\_\_\_\_\_\_\_to take the book. He asked the teacher to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him. The teacher did so. He asked him to take it there at lunch time.

Daniel is now the class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of Primary Four. He is a very polite boy. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attentively to the teacher in class. His teacher of English always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him a dictionary. He wants to learn the meaning of the new words in English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Sub topic 6B: Past continuous tense**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| continue | To keep happening without stopping  **They will be continuing with their work later.** |
| while | At the same time as something was/ is happening  **We were having lunch as our teacher were marking books** |
| hold | To have/ carry something in the hand  **Animala was holding her books.** |
| swing | To move from one point forward and backward  **When the teacher called us, we were swinging.** |
| was | Is the past tense of **is**  **What was the use of this knife in the class?** |
| when | Used to show two actions happening at ago  **I saw a snake when I was coming to school.** |

**Vocabulary practice I**

**Arrange these new words in a dictionary order**

1. while, when, why, was
2. hold, swing, continue, when

**Arrange these words in a dictionary order**

1. birthday When is your?
2. saw her when coming she was school I to.

**Use these pairs of words in a sentence to show that you know the difference in their meaning**

1. while:
2. wild:

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

1. The **boys** came late while running.
2. All the pupils were **smart** during the assembly.

**Rewrite the sentences giving the plural form of the underlined words.**

1. Amina was holding her **book**.
2. Kaketo was crying because he lost his **apple**.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| bite off | To use your teeth to cut off/ through something  **He was biting off the wire.** |
| eat | To take in food  **Maria was eating slowly.** |
| write | To print letters/ words on a paper or chalkboard  **The teacher is writing on the chalkboard.** |
| were | the past tense of are  **What were you doing here?** |
| read | To go through written/ printed words in silence or speaking to others  **I know how to read.** |
| hide | To put or keep something in a hard to find place  **The boy was hiding in the toilet.** |

**Vocabulary activity II**

**Use the correct forms of the words in brackets to complete the sentences**

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her when she was driving. (see)
2. While we were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they called us.(hide)
3. Was Musa the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the twins? (fat)
4. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read our books at night. (normal)
5. They were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while I was playing. (read)
6. Maria hid my two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yesterday. (knife)
7. Ssenyange is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tallest boy in our class. (two)

**Grammar**

**THE PAST CONTINUOUS TENSE**

This tense is used for actions that were happening in the past. The sentences are made of was/ were + - ing.

The main verb is expressed in a continuous form.

**Was** is used with singular nouns and pronouns and **were** is used with plural nouns and pronouns.

**Examples**

1. Joy was carrying the baby.
2. They were travelling to Gulu.
3. The boys were playing when the bell rang.
4. I was eating food while she was playing.

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

1. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ matooke. (peel)
2. They were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house. (clean)
3. Dorothy was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the bus. (wait)
4. The baby was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the time the mother came back. (cry)
5. Andrea was \_\_\_\_\_\_\_\_\_\_\_\_\_ with her friends when Jina called her. (play)
6. I fell down while I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school. (run)
7. Collin was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for his uncle when a taxi knocked him. (wait)
8. As they were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the forest, they saw a snake. (walk)
9. Mary and Sarah were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden. (dig)
10. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ children when he got an accident. (bring)

**THE USE OF ‘WHEN’, ‘WHILE’ AND ‘AS’**

**The use of : While………………………….**

While is an adverb of time used to tell the time in which two things happed concurrently.

While is used at the beginning or in the middle of the sentences.

Well as, while is used at the beginning, a comma is required at the first phrase and also to emphasize the intensity of the second action in the second phase

**Examples**

1. **Katono was running. Katono fell down.**

While Katono was running, he fell down.

1. **The boys were singing. The girls were dancing.**

While the boys were singing, the girls were dancing.

1. **Nakato was swinging. He injured her legs.**

As Nakato was swinging, she injured her legs.

**Activity**

**Join these sentences beginning with: While…………………**

1. I was going to school. I saw a train.
2. The light went off. I was reading.
3. The teacher was teaching. Musa was playing.
4. Babirye was crying. Nakato was laughing.
5. Benard was sick. His brother was healthy.
6. Arina was smart Leone was shabby.
7. I was eating food. The dogs were barking.
8. I was going to school. The bees attacked me.

**Language Structures**

**The use of: ………while…………**

**While** is an adverb of time used to tell the time in which two things happened concurrently.

While is also used in the middle of the sentences.

A comma is not required when…. while ………. is used as a conjunction to join the first sentence to the second one.

**Examples**

Make sentences like the examples.

1. As he was saying prayers, electricity went off.

**Electricity went off while he was saying prayers.**

1. When she was eating, the food chocked her.

**The food chocked her while she was eating.**

**Activity**

1. I was playing. I fell down.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sarah was sleeping. The bell rang.
2. We were swimming. The teacher was resting.
3. I was peeling. I cut my finger.
4. They were playing. I was reading.
5. She greeted me. I was coming out.

**Language structures**

**When………………**

When………….. is a conjunction. Conjunctions are joining words. It used to join different sentences together.

**When**…….. is an adverb of time used to tell the time in which two things happened at the same time.

This structure may appear at the beginning of the sentence or in the middle of the sentence.

When it comes at the beginning of the sentence, a comma is needed.

**Examples**

Join these sentences beginning: When…………….

1. **I was dancing. The light went off.**

The light went off when I was dancing.

1. **Mary was reading. Mark was writing.**

When Mary was reading, Mark was writing.

**The use of:…………………..when…………..**

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

**Examples:**

1. **Deo knocked at the door. James and John went into hiding.**

James and John went into hiding when Deo knocked at the door.

1. **He fell down. He was running.**

He fell down when he was running.

**Make five meaningful sentences from the substitution table.**

|  |  |  |  |
| --- | --- | --- | --- |
| When | I  we  They  Kate  Teddy | was  were | reading, the bell rang.  playing, the rain started.  dancing, power went off  eating, Osama died.  Saying prayers, John came in. |

**Re-write the sentences as instructed in the brackets.**

1. The teacher entered class. The children stood up to greet him.

(Begin: **When**………………………..)

(Use…………………..**when**………….)

1. We were working. She was playing.

(Use:……………………**when**………………..)

(Begin: **While**……………..…………………)

1. Eve was singing. Ruth was reading.

(Begin: **When**………………………..)

(Use:………………………..**when**……………..)

**Language structure**

**The use of: As…………………………**

**……………as……………..**

As………….. is a conjunction. Conjunctions are joining words.

It is used to join different sentences together.

This structure may appear at the beginning of the sentence or in the middle of the sentence.

When **as** comes at the beginning of the sentence, a comma is needed

**Examples**

**The goat was crossing the road. It was knocked down.**

As the goat was crossing the road, it was knocked down.

The goat was knocked down as it was crossing the road.

**Rewrite these sentences as instructed in the brackets.**

1. I was playing. I hurt myself.
   * 1. Begin: As…………………………….)
     2. Use:……………………as………………..)
2. She was playing while I was reading.
   1. Begin: As…………………………………………)
   2. Use………………………..as…………………….)
3. The car over turned as they were travelling to Mbarara.

(Re-write and begin: As…………………………….)

1. Evander was singing. Roberto was playing.
   * 1. Begin: As………………………………..)
     2. Use………………………..as…………………….)

**THE USE OF …………………ENOUGH ………..TO ………….**

Enough is usually used after an adjective or an adverb but it stands before nouns.

“enough” always has an affirmative positive meaning.

**Examples**

1. **The wind was very strong .It blew off the roof of his house.(Affirmative)**

The wind was strong enough to blow off the roof of his house.

1. **Tom is very young. He can’t go to school. (Negative)**

Tom is not old enough to go to school.

NB It is wrong to “enough “and “that”

It should be “enough ……..to”

**When one of the sentences is negative, we use the opposite of the adjective given…..not…..enough ….to…..**

I am very weak. I can’t walk.

I am not strong enough to walk.

**Activity**

**Join the sentences using: ……………enough ………to ………………**

1. Alupo is very strong. She can lift the sack alone.
2. Doreen is very clever. She will get a first grade.
3. She is very old. She can walk through the town alone.
4. Kwiri is very skilled. He can repair a computer.
5. He is quite tall. He can touch the ceiling.
6. The hole was very deep. It broke her leg.
7. The headmaster was very kind. He allowed us to study free of charge.
8. Tonny is very rich. He can buy a ship.
9. He has many video tapes. They keep him busy.
10. My father is very strong. He can fight Golola.

**The use of: …………so………….. that……………**

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

### Examples

1. It is very cold. We cannot go out.

*It is so cold that we cannot go out.*

1. **The food is very tasty. Everybody is enjoying it.**

The food is so tasty that everybody is enjoying it.

1. **He was very rich. He bought the whole village.**

He was so rich that he bought the whole village.

**Exercise**

**Join the sentences using ….... so……. that ……**

1. A lion is very dangerous. Everybody fears it.
2. Mukunde’s wedding was very interesting. The visitors didn’t want to go home.
3. The dog is very fierce. All the children fear it.
4. Mulondo is very honest. Everybody respects him.
5. Our class is very quiet. Everybody is busy.
6. Grace was very hard working. She was able to pass the test.
7. Aeroplanes are very expensive. Very few people can buy them.
8. The lemon was very sour. I couldn’t eat it.
9. He was very angry. He could not speak to me.
10. I am very excited. I cannot settle to do my work.

**The use of …………either ………. or……….**

The conjunction is used to show that one of the things will happen.

**Examples:**

1. **She can sit. She can stand.**

She can either sit or stand.

1. **He must laugh. He must cry.**

He must either laugh or cry.

#### **Exercise**

**Join these sentences using: …………. either……… or…….**

1. They may go and watch a movie. They may stay at home.
2. She can sing. She can dance.
3. You can eat. You can drink.
4. Children can sleep. Children can go to play.
5. The sick child may have an injection. She may swallow tablets.
6. She can walk. She can take a taxi.
7. You can come by a car. You can come by bus.
8. They may write in books. They may write on paper.
9. The baby can breast feed. The baby can have a bottle.
10. Farmers can plant beans. They can plant peas.

**Language structures**

**The use of…………neither………nor……….**

This conjunction is used to show that none of the two things will happen. It is used in negative.

**Examples**

1. **He did not greet the visitors. He did not smile at them.**

He neither greeted the visitors nor smiled at them.

1. **She cannot fly. She cannot swim.**

She can neither fly nor swim.

**Note:** The word “neither” comes after the subject, when the two sentences which are to be joined have got the same subject.

**Examples:**

* + - 1. Suzan will not dance. Suzan will not sing.

Suzan will neither dance nor sing.

In the past simple tense, the verb after the negative word is changed from the present to past, using…….neither…..nor….)

#### **Examples**

1. He does not eat. He does not drink.

*He neither eats nor drinks.*

1. He didn’t eat. He didn’t drink.

*He neither ate nor drank.*

**The use of: Neither……………………….**

*The structure is used at the beginning when we have the two different subjects.*

**Examples**

1. **The teachers did not go. The pupils did not go.**

Neither the teachers nor the pupils went.

1. **Musa does not smoke. Musaka does not smoke.**

Neither Musa nor Mukasa smokes.

1. **Susan will not dance. Penlope will not dance.**

Neither Suzan nor Penlope will dance.

**Activity**

**Join these sentences and begin: Neither………….)**

1. Opondo did not go to school. Opusi did not go to school.
2. The teacher has not come. The pupil has not come.
3. Moses does not play football. Michael does not play football.
4. The visitors did not eat. The hosts did not eat.
5. Kembo does not drive. Kitto does not drive.

**Passage**

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

Joseph, Musa and Sarah were living a long way from school, so they couldn’t go home to have lunch. They were always having lunch and tea at school. Musa was always buying a bun for morning tea and so was Sarah. The buns cost five hundred shillings each. The pupils were also having tea with a lot of milk and sugar. The cook was always preparing tea before morning break.

One day, when they were enjoying lunch, they were caught up by time because they went for lunch while talking about home affairs and forgot about classes. Meanwhile, the lessons were going on and Mr. Mudhasi, their science teacher went on teaching. Soon they were done with their meal. As they were approaching the class, they could hear him teaching. He was telling a nice story, so, they knocked at the door. But he kept on teaching and when the lesson ended, he came to their attention. The children were trembling as they were explaining .Much as they pleaded, the teacher did not forgive them because he wanted them to be more serious.

**Questions:**

1. What is the story about?
2. Who are the children mentioned in the story?
3. How many people are mentioned in the story?
4. Why were the children having lunch at school?
5. Who was always preparing the tea according to the story?
6. What was the cost of each bun?
7. What were the children doing when they were caught up by time?
8. Why were they late?
9. Who was teaching at that time?
10. Why didn’t the teacher forgive the children?

**calendar**

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

**Calendar** 2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sunday | 1  **New year 2024** | 3 | 11 | 18  **Christmas day** | 25 |
| Monday |  | 4 | 12 | 19  **Boxing day** | 26 |
| Tuesday |  | 5 | 13 | 20 | 27 |
| Wednesday |  | 6 | 14 | 21 | 28 |
| Thursday |  | 7 | 15 | 22 | 29 |
| Friday | 1 | 8 | 16 | 23 | 30 |
| Saturday | 2 | 9 | 17 | 24 | 31 |

1. For which month is this calendar?
2. When did the month end?
3. How many Sundays are shown on this calendar?
4. How many incomplete weeks are shown?
5. Which month will follow this month?
6. How many times will Musa go for Juma prayers in this month?
7. On which day will the month begin?
8. When is the Christmas day?
9. On which day did the previous month end?
10. Write short forms for: Wednesday

**Jumbled story**

**The sentences below are not in their right order. Arrange them in correct order to form a meaningful story about Millie and her Grandfather**

1. One day, Millie was going to the well.
2. On the way, she met an old man.
3. The old man asked her to carry his sack.
4. Millie accepted to do so.
5. When she accepted,
6. She carried the old man’s sack up to their home.
7. When Millie reached home,
8. She called Mother and she came out of the house.
9. She was surprised to see Millie and her grandfather.
10. Millie was too happy to know her grandfather then.

**Guided composition**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| was | wrapping | going | papers | walking |
| marking | them | working | here | alright |

Last term was academic day for our class. We were busy preparing for \_\_\_\_\_\_\_\_\_\_\_ we were doing some work on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and charts. The teachers were checking and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the work. We were also cleaning up our classroom. I was busy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my books so that they look clean and neat. Every pupil was making sure that all their books are marked. The headmaster was also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_hard. He was coming to check on our work. The deputies and heads of departments were willing to advice on how to have a good day. It was a busy time for my teacher who was making sure everything is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The day finally came. Parents were very early. They were busy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and there. They were signing the teacher’s book. Then they started touring the classes. As they were moving around, some children were showing them their pieces of work. My mother was looking surprised. She \_\_\_\_\_\_\_\_\_\_\_\_taking pictures of my work. She was also talking to my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about my academic progress. The teachers were over explaining and promising that children were \_\_\_\_\_\_\_\_\_\_to improves. They became very thirsty due to too much talking!

**Topic 7: expression of the future**

**Sub Topic 7:1: Expression of the Future**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| tomorrow | **the day after today**  We shall attend the party tomorrow. |
| next Monday | **the second day of the week following the current one**  We shall do our homework next Monday. |
| next week | **the week following the current week**  We shall go to school next week. |
| next month | **the month following the current one**  Our holiday will begin next week. |
| next year | **the year following the current year**  I shall be ten years by next year. |
| shall not | **Word used to mean negative action to happen in future**  **Full form for shan’t**  We shall not go to the church next week. |
| will not | **Word used to mean negative action to happen in future**  **Full form for won’t**  They will not visit us tomorrow. |

**Vocabulary practice I**

**Fill in the blank spaces with the most suitable word**

1. We \_\_\_\_\_\_\_\_\_\_\_\_ not attend Latigo’s birthday next Sunday.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the first day of the week.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_many months make a year?
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tuesday and Thursday start with letter T.
5. What \_\_\_\_\_\_\_\_\_\_\_I do to be a good child?

**Re-arrange these words to form correct and meaningful sentences**

1. shall We meat eat tomorrow.
2. a fat What boy is Musa!
3. Tendo Will go to school week next?

**Arrange these new words in correct ABC order.**

1. Sunday, Saturday, Tuesday, Thursday
2. week, month, year, day

**Write these new words in short**

1. shan’t:
2. won’t

**Grammar**

**Future simple tense**

Future simple tense expresses what will happen in the coming days.

We use the helping verb **will/ shall**

**Use capital letters where they are needed**

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

**Rearrange the following words to form good sentences.**

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

**Language structures**

……….shall……………..

Shall is used with the pronoun **I** and **We** to express future simple tenses.

\_\_\_shall is used in the middle of the sentences with the pronoun **I** and **We** to mean: \_\_likely to….., going to….

**Examples**

**Rewrite these sentences using: \_\_\_\_\_shall\_\_\_\_**

1. **I am going to clean the compound tomorrow.**

I shall clean the compound tomorrow.

1. **We are likely to buy cakes next Wednesday.**

We shall buy cakes next Wednesday.

**Activity**

Form correct sentences from the table below..

|  |  |  |  |
| --- | --- | --- | --- |
| I  We  I and Musa | shall  shall not | go to church  visit the mosque  eat porridge  visit my aunt  fetch some water  do our homework  come with Tom  sleep on my bed  read my book | tomorrow.  on Sunday  next Friday.  on Monday.  next week. |

**Language structures**

**……………………will……………..**

Will is used with subject nouns, subject pronouns you/He /She /They to express future simple tenses.

\_\_\_will\_\_ is used to mean the same as: \_\_likely to….., \_\_\_going to\_\_\_

**Read he sentences**

1. You will read the story books tomorrow.
2. She will drive to hospital today.
3. He will ride a bicycle next week.
4. They will meet the chairman on Friday.
5. Monica will skip the rope tomorrow.
6. Moses will run round the pitch in the evening.

**Activity**

**Form correct sentences from the table.**

|  |  |  |  |
| --- | --- | --- | --- |
| You  He  She  They Birungi  Omio | will | Collect firewood  Eat the bread  Play with her friends go for holidays  Visit his aunt. | tomorrow.  Next month. on Sunday.  In the morning. |

**Language structures**

**……………………going to……………..**

We use the structure \_\_\_\_\_\_\_\_\_\_going to \_\_\_\_\_\_\_\_\_\_ to express actions which will happen in future.

the structure is used with the helping verbs: is, are and am

We use \_\_\_\_\_\_\_is going to \_\_\_\_\_\_\_ with singular nouns, pronoun He, she, It

We use \_\_\_\_\_\_\_are going to\_\_\_\_\_\_ with Plural nouns, pronoun We, They

We use \_\_\_\_\_\_\_am going to\_\_\_ with the pronoun I

**Examples**

Rewrite these sentences using: \_\_\_\_\_\_\_\_\_\_\_\_going to\_\_\_\_\_\_\_\_\_\_\_.

1. **Maria will sing the song next Sunday.**

Maria is going to sing the song next Sunday.

*In negative statements,* ***not*** *is put before the structure \_\_\_going to\_\_\_*

1. **I shall not attend the service next Monday.**

I am not going to attend the service next Monday.

**Don’t say**: I am **going not** to attend the service next Monday.

**Trial activity**

*Try these activities as fast as you can*

**Rewrite these sentences using: \_\_\_\_\_\_\_\_\_\_\_\_going to\_\_\_\_\_\_\_\_\_\_\_.**

1. We shall not visit the zoo next month.
2. Father will take me to the market tomorrow.
3. I shall fetch some water next Monday.

**Activity**

**Rewrite these sentences using: \_\_\_\_\_\_\_\_\_\_\_\_going to\_\_\_\_\_\_\_\_\_\_\_.**

1. I shall visit my aunt next week.
2. I and Rania shall buy pens from the market.
3. Maria is likely to sell her cows next Monday.
4. Pamba will play a guitar tomorrow.
5. We shall learn English next week.
6. They will sing the anthem in the evening.
7. Mariam will watch the football match next Sunday.

**Language structures**

**The use of:…………..will not……………**

**…………shall not……………..**

**Will not** is used with subject nouns, subject pronouns you/He /She /They to express negative future simple tenses.

**Shall not** is used with the pronoun **I** and **We** to express negative future simple tenses.

Won’t is the short form for **will not** and **shan’t** is the contracted form for **shall not**

**Examples**

We shall not write a letter tomorrow.

Peter won’t visit Aunt Stella next week.

Babra and Kenny will not go to school next year

I shall not fetch water On Christmas Day.

**Activity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Anita  I  We  Bolingo  They  Japheth  Biraire | will not  shall not | sing the songs  fetch the water  ride the bicycle  sleep on mattress  eat meat  buy a dress  say prayers | on Monday.  next Tuesday.  next week.  the coming Saturday.  next holiday  on Christmas day |

1. Anita will not sing the song on Monday.

**Language structures**

Shall………………………?

1. Shall…… is used at the beginning of the sentences with I and We to ask questions about something or an action that will happen in a later time.

The response is: Yes, I/We shall…. for affirmative or No, I/We shall not

**Examples**

1. **Shall we visit Pamela tomorrow?**

Yes, we shall visit Pamela tomorrow.

1. **Shall I see my father next week?**
2. No, I shall not see my father next week.
3. Will………………………?

Will…… is used at the beginning of the sentences with singular pronouns, plural pronouns and nouns to ask questions about something or an action that will happen in a later time.

**Examples**

**Will they visit us tomorrow?**

Yes, they will visit us tomorrow.

No, they will not visit us tomorrow.

**Activity**

**Form questions for these sentences.**

1. We shall go home tomorrow.
2. I shall sing the anthem next week.
3. They will play football next week.
4. We shall wash clothes next Monday.

**Give affirmative responses to these interrogatives.**

1. Shall we visit Aunt Stella next month?
2. Shall I come to city again?
3. Shall we come to the meeting next Saturday?

**Fill in the blank spaces correctly.**

1. \_\_\_\_\_\_\_\_\_we set time to Visit sick friends next week?
2. I think I \_\_\_\_\_\_\_\_\_\_\_\_\_\_be promoted to primary five next term
3. \_\_\_\_\_\_\_\_\_\_\_\_Musa and Benita be friends again?

**Comprehension**

**Passage**

*Read the story below and use it to answer the questions that follow in full sentences.*

**Preparing for a party**

Today is Joseph’s big day. It is his birthday and he is going to have a party. His parents are decorating the big garden. His father has tied a string from one tree to the next. He will hang balloons and ribbons on the strings.

The cook is busy setting up the big table.

She will place all the food on it and the refreshments will be on another table.

Joseph is very excited and is running all over the place. Dad is not happy with him. He says Joseph will knock down the decorations. He has warned him already.

“Joseph, I shall not have you spoil the party. If you can’t stay in one place, I shall lock you in your room.”

Joseph does not want to be locked up in his room. He promises to behave himself. He runs over to mother who is blowing the balloons.

“Will you take the balloons to your father? ‘She asks Joseph.

**“**Yes mother, “he replies “I will take them.”

Mother had baked a big cake and she put nine candles on top. Joseph will blow out the candles one by one.

Then he will cut the cake. He asks his mother,“ Does it mean that I will blow ten candles next year?’

“Yes”, replies the mother.”You will blow out ten candles. Now, why don’t you go out and clean yourself up? Your friends will be here and will be disappointed to have a messy birthday boy”.

“Shall we play games when they come?’

“Yes, you will. Now run along”, said mother.

**Questions**

1. What will take place at Joseph’s house?
2. What will Joseph’s parents do with the ribbons and balloons?
3. Why is Joseph’s father not happy with him?
4. What will happen to the candles on Joseph’s cake?
5. How old will Joseph be next year?
6. What will Joseph and his friends do at the party?
7. Who has baked a cake for Joseph?
8. Where is the party going to be held?
9. Who is setting the big table?
10. What is the title of the passage?

**Poem**

Read the poem below and answer the questions that follow in full sentences

**Tomorrow is Friday**

Friday is a market day in our village,

It’s the only day to buy things cheaply,

Where many traders display their goods,

And I only choose to but the best.

Friday is a prayer day in our village,

The only day to pray from the mosque,

Where many fellow Muslims come,

To thank and worship Allah.

Friday is a great day at our school,

The only day we conduct debates,

Where we learn to speak freely,

Before we come home for weekend.

**Nyangoma Hasifah (P4)**

**Questions**

1. What is the poem about?
2. What makes Friday a great day in the village?
3. What kinds of goods are bought by the writer?
4. How many stanzas are in the poem?
5. How many lines are in the second stanzas?
6. When is the prayer day according to stanza two?
7. Where does the writer pray from?
8. Which activity makes Friday a great day at school?
9. Who wrote the poem?
10. In which class is the writer?

**Tables**

**The table below shows the number of children at Mother Leo Junior School –Lira who will celebrate their party in different months of 2024.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **January** | | **February** | | **March** | | **April** | | **May** | |
| No. of children | boys | girls | boys | girls | boys | girls | boys | girls | boys | girls |
| 10 | 5 | 11 | 11 | 10 | 9 | 3 | 21 | 2 | 0 |

**Questions**

1. What is the table showing?
2. Where is Mother Leo Junior School found?
3. How many months are shown on the table?
4. How many months make a year?
5. When will the same number of boys and girls celebrate their birthdays?
6. How many boys will celebrate their birthdays in January?
7. How many children will celebrate their birthdays in February?
8. In which month will twenty one girls celebrate their birthdays?
9. In which two months will the same number of boys celebrate their birthdays?

**Conversation**

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

|  |  |
| --- | --- |
| **Rashid**: | Tendo, do you know that Ojok is going to have a party? |
| **Tendo**: | When will Ojok have the party? |
| **Rashid**: | Tomorrow, Ojok will be nine years old. His parents are inviting his friends to celebrate Ojok’s birthday. |
| **Tendo**: | Are they going to invite us too? |
| **Rashid**: | Of course, Ojok has invited us already. |
| **Tendo:** | Woow! What will you buy for Ojok? |
| **Rashid**: | I shall buy Ojok a ball, for a gift. |
| **Tendo**: | I shall get him a pencil case. I am sure he will like it. |
| **Rashid**: | What will you wear? |
| Tendo: | I shall wear my blue blouse and jeans. |
| **Rashid**: | We shall go there together. Please don’t leave me. |
| **Tendo**: | Of course, I shall not leave you. We always go there together, don’t we? |
| **Rashid**: | Yes, I shall wait for you. |

**Questions**

1. Who will hold the party?
2. Who informed Tendo about Ojok’s birthday?
3. Apart from Tendo, who else is in the conversation?
4. How old is Ojok?
5. What will Tendo wear?
6. What will Rashid buy for Ojok?
7. How many people are taking part in the dialogue?
8. Has Ojok invited Tendo and Rashid?
9. What will Tendo buy for Ojok as a gift?
10. Why is it good to have a birthday party?

**Map**

*The map below shows Ketra’s journey for next Saturday, 25th March, 2024. Study it carefully and answer in full sentences the questions that follow.*

**Questions**

1. Who will make the journey above?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will make the journey above.

1. When will Ketra make the journey above?

Ketra will make the journey above on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Along which road does Ketra live?

Ketra lives along\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ road.

1. How many roads will Ketra cross in order to reach her destination?

Ketra will cross \_\_\_\_\_\_\_\_\_\_\_\_\_ in order to reach her destination.

1. Who is Ketra going to visit?

Ketra is goinf to visit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. which road is opposite Vila road?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_road is opposite Vila road.

1. Which of the Ketra’s relative lives on the left of Nancy’s home?

Ketra’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lives on the left of Nancy’s home.

1. Which bank is found in this town?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_bank is found in this village.

1. Name the school found near Ketra’s Uncle’s place.
2. What do you think is the name of this village?

**NAmata’s Programme**

Study Namata’s programme for next week and answer questions that follow in full sentences.

|  |  |
| --- | --- |
| Sunday | * She will go to church. * She will feed the rabbits at 10:00 a.m. |
| Monday | * She will clean the kennel. |
| Tuesday | * She will read a novel. |
| Wednesday | * She will go for P.E at school. |
| Thursday | * She will visit aunt Suzan after school. * She will wash her P.E uniform. |
| Friday | * She will start on her mixed exercise. |
| Saturday | * She will go to the beach with her parents. |

**Questions**

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

**Guided composition**

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

butterfly, best, end, colours, shall, order, eats, gala, winner, fun.

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

The teachers will be busy arranging for the competitions. They will strongly support their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They will also ensure discipline and order. Our parents will also have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They will cheer up their children. They will buy for them\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, drinks and presents. At the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the Rector will announce the results. The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colour will celebrate. I think my colour will emerge the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the trophy.

**Sub topic II: Keeping a diary**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| diary | A book for writing a daily events in  **Martha has lost my diary book.** |
| read | to look at written work and we understand it  **I know how to read English words** |
| year | a period of twelve month  **Twelve months make a year.** |
| date | The time shown by the day, month and the year  **The date today is 24th February, 2024.** |
| day | a period of twenty four hours  **Every day has its own date.** |
| month | a period of four weeks  **We shall ho to Kampala this week.** |

**Vocabulary practice I**

**Fill in the blank spaces with the most suitable word.**

1. \_\_\_\_\_\_\_\_\_\_\_\_many days make a week?
2. There are twelve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in a year.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the first month of the year.
4. March comes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_May.
5. Peter writes daily events in his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Write these short forms in full**

1. Wed. :
2. Oct. :

**Use each of the words in a sentence to show that you know the difference in their meanings**

1. diary:
2. dairy:

**………..will………….on……….**

The structure is used to predict the future date on which something will happen/ take place.

Peter will write a letter on Sunday.

Mark and Tadeo will visit me on Monday.

Romeo will say prayers on Sunday.

**Activity**

Form five correct sentences from the table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| He  She  They  Peter  I  We  Mary  Kenedy | will  shall | Write a letter  Sing a song  Fetch water  Visit me  Go to airport  Buy a dress | on | Monday  Tuesday  Christmas Day  Wednesday  Thursday  Sunday  Martyrs Day  Labours’ Day |

**Language structures**

**Will………….on……….?**

The structure is used to ask a question about exert future date on which something will happen/ take place.

**Examples**

1. Will Peter write a letter on Sunday?
2. Will Mark and Tadeo visit me on Monday?
3. Will Romeo say prayers on Sunday?

**Activity**

**Form five correct sentences from the table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Will | Samson  He  She  They  Benny  Ketra  Kenedy | do homework  write a letter  sing a song  fetch water  visit me  go to airport  buy a dress | on | Monday  Tuesday  Christmas Day  Wednesday  Thursday  Sunday  Martyrs Day  Labours’ Day |

Will Samson do homework on Monday?

**Grammar**

**Contractions**

**Contractions are words shortened by use of apostrophes.**

Apostrophe is put in the point where a letter or a group of letters is missing.

**Examples of apostrophes**

|  |  |
| --- | --- |
| 1. Gov’t - Government | 1. She will – she’ll |
| 1. is not - isn’t | 1. will not – won’t |
| 1. shall not – shan’t | 1. I’d – I had, I would |
| 1. I’ve – I have | 1. cannot - can’t |
| 1. has not – hasn’t | 1. it is – it’s |
| 1. he would – he’d | 1. must not – mustn’t |
| 1. does not – doesn’t | 1. do not – don’t |
| 1. you are – you’re | 1. ought not - oughtn’t |
| 1. should not – shouldn’t | 1. there is – there’s |
| 1. of the clock – o’clock | 1. let us – let’s |
| 1. they are - they’re | 1. he’s - he is |

**Activity**

**Write these contractions in full forms**

1. he’d: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. shan’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. we’d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. can’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. you’re: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. we’ve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. they’re: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. isn’t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. I’ve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Table**

The table below shows activities chosen by P4 children to be done next week. Study it carefully and use it to answer the questions that follow in full sentences

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Date** | **Activity** | **Time** |
| Next Monday | 7th October, 2024 | Holding a debate in the main hall | 04:00pm- 5:00pm |
| Next Tuesday | 8th October, 2024 | singing | 9:30 am -10:00am |
| Next Wednesday | 9th October, 2024 | Celebrating Independence Day from home | The whole day |
| Next Thursday | 10th October, 2024 | Doing test | 11:00am – 1:30pm |
| Next Friday | 11th October, 2024 | Attending Assembly | 4:45 pm- 5:00pm |

**Questions**

1. What will primary four do on Wednesday?
2. Which activity will take thirty minutes?
3. How long will the assembly take?
4. Where will the children hold the debate?
5. When will the P4 children do the test?
6. Which activity will start at 4:45 pm and end at 5:00pm?
7. On which day will the children sing?
8. How many days are shown on the table?
9. When will the children stay at home the whole day?
10. Write the public holiday shown on the table.

**Calendar**

**Study the calendar below carefully and answer the questions that follow in full sentences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun.** | **Mon.** | **Tue.** | **Wed.** | **Thur.** | **Fri.** | **Sat.** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |  |

**Questions**

1. For which year is the calendar?
2. When shall we celebrate Christmas Day?
3. When will the month begin?
4. What day will it be on 15th December, 2024?
5. How many days will this month have?
6. When will the month end?
7. Which month will follow this one on the calendar?
8. How many Sundays will this month have?
9. Which public holiday will follow Christmas Day?

**Fatima’s Diary**

Study Teddy’s diary below and answer the questions that follow in full sentences

|  |  |
| --- | --- |
| **Date and day** | **Activity** |
| Monday  7th October, 2024 | Do English test |
| Tuesday  8th October, 2024 | Sports Day competition  I shall run a 100 metre race for my house, green |
| Wednesday  9th October, 2024 | Independence Day celebration |
| Thursday  10th October, 2024 | Borrow a book from the librarian |
| Friday  11th October, 2024 | Attend the debate after lunch |
| Saturday  12th October, 2024 | General cleaning  I shall wash clothes, mop the house and iron clothes |
| Sunday  13th October, 2024 | Go for prayers at St. Luke Cathedral church  Watch TV  Do my mathematics Homework |

**Questions**

1. Whose diary is shown above?
2. Which test will Teddy do on Monday?
3. What will Teddy do on Friday after lunch?
4. Mention **two** activities Teddy will do during general cleaning?
5. When is the sports day competition?
6. For which house will Teddy be competing on the sports Day?
7. Where will Teddy go for prayers on Sunday?
8. Which activity will teddy do on 9th October, 2024?
9. What is Teddy’s religion?
10. From whom will Teddy borrow the book?

**sub topic 7C: Using School Time**

**Vocabulary development**

|  |  |
| --- | --- |
| borrow | ask for something belonging to someone else  **I shall borrow a story book from the library.** |
| lend | to give something to a borrower for a short time  **Sarah lent me Sh. 500 last week.** |
| library | a place where books are kept at school  **The library is closed.** |
| librarian | a person whose work is to keep school books in the library  **The librarian is sick.** |
| revise | read carefully your books before test or examination  **Peter is revising his book.** |
| notes | written words in a notebook  **Mark writes his notes carefully.** |
| notebook | a small book for writing notes in  **Ezra left her notebook in the class.** |
| textbook | a book that gives you information  A text book is bigger than a notebook. |
| read | to look at written words and understand it  **Grandma does not know how to read**. |

**Language structures**

**The use of: ………….usually……..…**

\_\_\_usually\_\_\_\_ is an adverb.

The structure is used to describe what happens or exist most of the time/most often or in most cases.

* It means what typically or normally happens.
* We use it mostly in the mid position between the subject and the main verb.
* The verbs to follow **\_\_\_\_usually**\_\_\_\_ are expressed as present simple tense.

**Examples**

1. I usually borrow books from the library.
2. The teacher usually mends us story books to read at home.
3. We usually revise our books.

**Activity**

**Form eight correct sentences using: \_\_\_\_usually\_\_\_\_ from the table**

|  |  |  |
| --- | --- | --- |
| Phillips  Micheal  I  they  we  the boys  the children  The parents | usually | collects books from the staffroom.  go to the library.  writes in the notebook.  revise my books.  read their story books.  take tea in the morning.  watches television in the evening. |

Phillips usually collects books from the staffroom.

**Language structures**

**……….sometimes…….**

Sometimes is an adverb of time.

It is used to describe what happens or exist on some occasion but not always or often

* It means what occasionally happens/ once in a while/ irregularly
* We use it mostly in the mid position between the subject and the main verb.

The verbs to follow **\_\_\_\_sometimes**\_\_\_\_ are expressed as present simple tense

Note that sometime and sometimes are used differently.

**Sometime** means **unspecific period of time**.

**Examples**

1. We sometimes go to the market on Sunday.
2. Mary sometimes stays at home the whole day.
3. Kintu sometimes revise from the library.

**Activity**

**Replace the underlined word using: \_\_\_\_\_\_\_\_sometimes\_\_\_\_\_\_\_**

* + - 1. I **irregularly** go to the church on Saturday.
      2. We **rarely** miss the assemblies.
      3. They **seldom** come to school late.

**Form eight correct sentences using: \_\_\_\_sometimes\_\_\_\_ from the table**

|  |  |  |
| --- | --- | --- |
| Anita  Bogere  I  they  we  the boys  the children | sometimes | collects books from the library.  read their story books.  go to the library.  revise my books.  take tea in the morning.  writes in the notebook.  watches television in the evening. |

**Abbreviations of foreign origins**

Abbreviations are short forms of words. These words are shortened with or without full stops.

**Abbreviations of the days of the week and months of the tear**

**Days of the week**

|  |  |  |
| --- | --- | --- |
| Mon. – Monday | Tue – Tuesday | Wed – Wednesday |
| Thur – Thursday | Fri – Friday | Sat – Saturday |
| Sun – Sunday |

**Months of the year**

|  |  |  |
| --- | --- | --- |
| Jan – January | Feb – February | Mar – March |
| Apri – April | Jun – June | Jul – July |
| Aug – August | Sept – September | Oct – October |
| Nov – November | Dec – December |  |

**Abbreviations of foreign origins**

In English, we have English abbreviations and those of foreign origins.

Foreign abbreviations are short forms whose full forms have the meanings in other languages.

**Examples of Latin abbreviations in English**

1. i.e. id est (that is)
2. A.D – Anno Domini ( In the year of the lord
3. A.m – ante meridiem. ( before noon)
4. P.M – Post meridiem. ( afternoon)
5. E.g. – exampli gratia ( for example )
6. Etc – et cetera ( and so on)
7. N.B – Nota Bene ( note well)
8. R.S.V.P –Respondez sil vous plait ( please reply)
9. Viz .– Videlicet ( namely)
10. Via – by way of
11. vs- Versus(against/ In opposition to)
12. D.D. – Deo Volente (God willing)

*When writing Latin Abbreviation in English, write the English meaning not Latin (Direct) meanings.*

**Activity**

**Write these short forms in full**

1. Viz. :
2. R.S.V.P:
3. E.t.c. :
4. E.g. :
5. Viz .
6. Via:
7. N.B

**Passage**

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

**MY school**

My name is Kyanzi Brian. I live in Kariba village. I go to Kyanzo Parents’ Nursery and Primary school. It is found in Kariba Sub County.

I love my school so much

This is because it has a lot of interesting activities. Such activities are swimming, slides and swings, reading competition, shading and painting competition, Debates and academic competition.

During the school time, we swim in the swimming pool, read, shade pictures,

Learn to read and write in the classes.

During games and sports time, children play different games.

Each game has its own playground and every playground has its own name we play football in the Barena Football ground.

We play netball in Mandella netball Ground and those who play or want to watch volleyball games go to Bwindi Volleyball ground.

The reading competitions take place in the library every Friday.

Towards the end of every term, everyone compete to be the best in his or her class but the results confirm the truth.

**Questions**

1. Who is talked about in the passage?
2. In which village does Brial live?
3. To which school does Brian go?
4. In which sub county is Kyanzo Parents’ Nursery and Primary school?
5. Mention **two** interesting activities at Kyanzo Parents’ Nursery and Primary school.
6. Where do the children learn to read and write?
7. On which play ground do children play and watch football?
8. Which game is played on Bwindi Netball Ground?
9. Which competitions take place in the library?

**Dialogue**

**Read the dialogue below carefully and use it to answer the questions that follow in full sentences.**

|  |  |
| --- | --- |
| Annet: | Good morning, Babra |
| Babra: | Good morning, Annet. Where are you going? |
| Annet: | I am going to the library to borrow some books. |
| Babra: | Is the librarian in the library at this time? |
| Annet: | Why not! He must be there. |
| Babra: | But it is time for breakfast. |
| Annet: | The librarian is ever in the library. |
| Babra: | Ok, Let’s go together, I wish to return Standard Kolfram English book four. |
| Annet: | That’s my favorite. The book is the best of all. It’s my reason for distinctions in English. Keep the secret. |
| Babra: | Annet, you borrow standard Kolfram Mathematics book 4 and Standard Kolfram Science book four. I shall borrow Standard Kolfram SST and I shall not return English book now. |
| Annet: | That’s a good plan. WE shall be having the four best books. |
| Babra: | For sure, when we work harder, we shall get bursaries next term. |

**Questions**

1. What is the conversation about?
2. How many people are conversing?
3. Where was Annet going?
4. Who is ever in the library?
5. What is Annet going to do in the library?
6. How many children are going to the library?
7. What is a library?
8. What is Annet’s favorite book?
9. Mention **two** books Babra will borrow from the library.
10. What do you think the children will get when they work harder?

**Table**

*The table below was extracted from the dairy book of Kintu Thomas, the librarian as Kawiti Junior School. Study it carefully and use it to answer the questions that follow.*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | | | **class** | | **Book borrowed** | | | **Comment** | | **Signature** |
| Aketch Teddy | | | P4 | | Story book | | | 🗶🗶🗶 | | Teddy |
| Baguma Elvis | | | P5 | | P4 maths book | | | 🗶🗶🗶 | |  |
| Charity Anena | | | P6 | | Dictionary | | | ✓✓✓ | | Charity |
| Etap Jolly | | | P3 | | Story book | | | ✓✓✓ | | Jolly |
| Gira Solomon | | | P7 | | SKIU P7 Maths | | | ✓✓✓ | | Solomon |
| Charity Anena | | | P6 | | Good News Bible | | |  | |  |
| Zinabala Bonny | | | P4 | | Dictionary | | | 🗶🗶🗶 | |  |
| Nandutu Veronica | | | P6 | | SST book | | | ✓✓✓ | | Veronica |
| Ayei Bonny | | | P1 | | Picture book | | | ✓✓✓ | | Unable to sign |
| Gladys Namukeera | | | P6 | | dictionary | | | ✓✓✓ | | Gladys |
|  | | | | | | | | | | |
| **Key**: | 🗶🗶🗶 | lost | | ✓✓✓ | | returned |  | | Still with the book | |

**Questions**

1. Who is a librarian at Kawiti Junior School?
2. From where was the information got?
3. In which class is Aketch Teddy?
4. Which of the P6 children borrow books twice?
5. Which class didn’t borrow any book?
6. Who was unable to sign for the book returned?
7. Who borrowed a story book?
8. How many books have got lost?
9. How many p6 childen are on the list?
10. How many story books were lent out?

**Nabwire’s personal timetable**

**Below is Nabwire’s personal timetable. Study it carefully and use it to answer the questions that follow in full sentences.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mon** | **Tue** | **Wed** | **Thur** | **Fri** | **Sat** | **Sun.** |
| 5:00-6:00pm | 6:00pm-  7:00pm | 6:30pm-  7:15pm | 6:30pm-  7:30pm | 4:00pm- 6:00pm | 5:00pm -6:45pm | 4:00-5:30pm |
| Maths | English | Science | SST | Maths | RE | Maths |

**Questions**

1. Whose personal timetable is shown above?
2. Does Nabwire read her books every day?
3. How many times does Nabwire revise Mathematics in a week?
4. Which subject is revised on Tuesday?
5. How long does Nabwire revise Mathematics on Monday?
6. When does Nabwire revise for one hour and thirty minutes?
7. At what time does Nabwire start revising on Tuesday?
8. When does Nabwire stop revising her book on Sunday?
9. How many subjects are on the timetable altogether?
10. Apart from Tuesday, when does Nabwire revise for an hour?

**Topic 8: democracy**

**sub topic 1: GAMES AND SPORTS**

**Vocabulary development**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| run | **to move on legs at a faster speed than walking**  I run to school every day. |
| jump | **to move oneself suddenly from the ground**  Ritah can jumps over a long distance |
| play | **to participate in a game**  Anita likes playing netball more than volleyball. |
| football | **a game played by two teams using feet**  Football is the most interesting game. |
| netball | **a game played by two teams of 7 players each by throwing a ball** |
| volleyball | **a sport of hitting the ball played by two teams separated by a net**  Most girls do not like volleyball. |
| skip | **to jump over the rope**  They are skipping the rope now. |
| race | **a competition between two teams**  We shall win the athletic race today. |

**Arrange these new words in a dictionary order.**

1. run, skip, volleyball, play
2. run, rush, rash, rail

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

1. Tendo **likes** watching football match.
2. Baridi is the **fattest** football player in our school.

**Rearrange these words to form a meaningful sentence.**

1. scored Peter the goal first.
2. football Is more popular than netball?

**Write these short forms in full**

1. haven’t Aug.

**Re-arrange the given words to form correct sentences**

ballvolley ballfoot

1. **Vocabulary lesson II**

|  |  |
| --- | --- |
| throw | **to send something through air using hands**  Volleyball is played by throwing. |
| long | **measuring much in distance**  Our class is longer than the store. |
| kick | **using the leg to move something quickly**  Peter knows how to kick balls. |
| player | **a person taking part in a game**  There are eleven players in the field. |
| loser | **a person who is defeated**  When out team won, their school was the loser. |
| win | **to be the first in the competition**  Tom ran first and win the race |
| quickly, | **do something in the shortest time**  We sang the song quickly and started the game. |

**Vocabulary practice II**

**Arrange these words in a dictionary order.**

1. quick, win, kick, lose
2. January, July, May, March

**Fill in the blank spaces with the most suitable words**

1. Onyango is \_\_\_\_\_\_\_Ugandan footballer.
2. Brenda likes watching football more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_netball.
3. A team can either win \_\_\_\_\_\_\_\_\_\_\_lose in a match.
4. If our team does not win the match, they will \_\_\_\_\_\_\_\_\_\_\_\_\_.
5. We use our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for kicking the ball.

**Re-write the sentence giving a single word that has the same meaning as the underlined group of words.**

1. Pamela is our best **person taking part in a game** today**.**
2. Our school will **be the first in the competition of** the football match.

**Rewrite these sentences giving the opposite of the underlined words.**

1. We are likely to **win** the match today.
2. Okumu ran **slowly** and scored the game.

**Use each of these words in a sentence to show that you know the difference in their meaning.**

1. player prayer **Vocabulary lesson III**

|  |  |
| --- | --- |
| watch | to look at something for a period of time  **We shall watch the football in the evening.** |
| happy | feeling pleased  The school coach is very happy with the players. |
| clap | strike the palm of the hands repeatedly to make noise  **The spectators clapped when I scored the first goal.** |
| shout | to talk loudly  **Mukisa was shouting in the football field.** |
| game | a play with rule usually for entertainment  **Football is a very interesting game** |
| support | to give encouragement to someone  **We shall support our school team.** |
| slow | The opposite of fast, quick |
| ordinal number | A number which describes the order of something  **First, second, third are the ordinal numbers.** |

**Fill in the blank spaces with the most suitable word.**

1. fast is to fastest as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to slowest
2. The word “**game**” has four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is your favorite game?
4. The opposite of sad is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_is your name?

**Arrange these vocabulary words in a dictionary order**

1. slow, support, shout, smart
2. happy, clean, kind, insane

**Rearrange these words to form a meaningful sentence.**

1. Mukisa shouting likes.
2. favorite What is game your?

**Rewrite these sentences giving the opposite of the underlined words.**

1. John was the **fastest** runner in the race.
2. Our supporters were very **happy** when the goal was scored.

**Re-write the sentence giving the opposite of the underlined words.**

1. The players are very **happy** today.
2. Tendo walked **slowly** and scored the goal.

**Vocabulary lesson IV**

|  |  |
| --- | --- |
| team | **a group of players forming one side in a game**  Our school football team has 27 players. |
| Coach | **a person who trains sportsmen or sports women**  Bob Villain is our new football team coach. |
| foul | **an act against the rules of a game/a mistake**  Rough game is a foul in football match. |
| commentator | **a person who talks about a game on a radio or television**  Baraka is a commentator at Sungura TV. |
| umpire | **someone who sees that rules are observed in a game of netball, cricket, tennis)**  My aunt is an umpire at Kolfram Academy School. |
| referee | **someone who sees that rules are observed in football and rugby game**  That referee is my uncle. |
| spectator | **a person who is watching a game**  The spectators are very happy. |
| Captain | **a leader among players of a team**  Musa is our football captain. |

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

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_were told to assemble in the playground. (play)

2. The referee talked to both \_\_\_\_\_\_\_\_\_\_\_before the game started. (linesman)

3. All the \_\_\_\_\_\_\_\_\_clapped and cheered when the game ended. (spectate)

4. Most of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_left before the game ended. (support)

5. Our school team was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by the visiting team. (beat)

**Choose the best word from the brackets to fill in the gaps below.**

1. Odong is the fastest boy in our school.

He can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very fast. (play, run)

2. The spectators \_\_\_\_\_\_\_\_\_\_\_ when Monga scored a goal. (played, clapped)

3. Which football team do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?(shout, support)

4. A good footballer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the ball skillfully. (kicks, jumps)

**Activity IV**

**Use the words in the box to complete the following sentences.**

1. You dribble a ball and pass it to your teammates. You try to score goals.
2. You use a racket to hit the ball over a net.
3. You wear a costume and move through water.
4. You jump as high as you can.
5. You jump as far as you can.
6. You run as fast as you can to dodge your opponent from tapping your tag.

|  |  |  |
| --- | --- | --- |
| tennis  swimming | football  high-jump | tag rugby  long-jump |

**Grammar**

Use of adjectives

**ORDINAL AND CARDINAL NUMBERS**

Ordinal numbers are numbers that refer to a position of something in series e.g. first, second.

Cardinal numbers are numbers used to show quality rather than order.

e.g. 1, 35, 104.

**TABLE SHOWING NUMBERS IN CARDINAL AND ORDINAL**

CARDINAL

|  |  |
| --- | --- |
| 1 – one  2 – two  3– three  4– four  5– five  11– eleven  12– twelve  13 – thirteen  19.- nineteen  20 – twenty  29 – twenty nine  40 – forty  90 – ninety.  100 – one hundred | 1st - first  2nd – second  3rd – third  4th – fourth  9th - ninth  11th – eleventh  12th – twelfth  13th – thirteenth  19th – nineteenth  20th – twentieth  29th – twenty nineth  40th – fortieth  90th – ninetieth  100th – one hundredth |

**Activity**

**Write the underlined numbers in words.**

1. There are 45 pupils in our class.
2. 12 months make a year.
3. November is the 11th month of the year.
4. Women’s day is celebrated on 8th March every year.
5. Uganda got her independence on 9th October 1962.

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

1. Maria was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_last term. ( five)
2. I always come\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when we do exams. ( one)
3. My dad punished me because I was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( twelve)
4. Granny was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ born in the family.(two)
5. That country held its\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ independence. ( forty)

**Language structures**

What will …………………………do?

We use the structure to inquire what a person or people are planning to do

**........will…….**

**Read the questions and answers**

1. What will kamunye do?

**Kamunye will run round the pitch.**

1. What will Nafula do?

**Nafula will skip the rope.**

1. What will Okot do?

**Okot will participate in one hundred metre race.**

**Activity**

**Form correct sentences from table B to answer questions in table A.**

|  |  |  |  |
| --- | --- | --- | --- |
| Whatwill | Kakeeto  Andaa  Baluku  Adeke  Babirye | | do? |
| **Table B** | | | |
| Kakeeto  Andam  Baluku  Adeke  Babirye | **will** | watch the match. throw the ballhigh. support the players.  Win the race.  Run fast. | |

**Who was the…………………?**

We use this structure to inquire the order of people’s performance in the completed competition.

**Examples**

1. **Who was the last in the race? (Matovu)**

Matovu was the last in the race.

1. **Who was the fifth goal scorer? (Biraire)**

Biraire was the fifth goal scorer.

**Activity**

**Answer these questions correctly**

1. Who was the first goal keeper? (Bernard)
2. Who was the last player to be substituted? (Lorna)
3. Who was the second goal scorer? (Tempra)
4. Who was the fourth player to join our team? (Denis)
5. Who was the third in the sack race? (Nicolas)

**Language structures**

**Why was the………………………..?**

The structure is used to ask the reason why something has happened/ happened

The response is: **………….was the…….because**………….

**Read the questions and answers.**

1. **Why was Martin the first in the race?**

Martin was the first in the race because he ran faster than the others**.**

1. **Why was Amina the last in the race?**

Amina was the last in the race because she was sick.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **player** | **Susan** | **Tom** | **Bilal** | **Mary** | **Ismael** | **Leticia** |
| **Position** | first | last | second | tenth | twelfth | fifth |
| **reason** | ran faster | sick | tired | weak | got injury | not ready |

**Use the table above to answer these questions correctly**

1. Why was Susan the first?

**Susan was the first because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. Why was Tom the last?
2. Why was Bilal the second?
3. Why was Mary the tenth?
4. Why was Ismael the twelfth?
5. Why was Leticia the fifth?

**Language structures**

……….wants to …………when…………..

The structure is used to predict what a person is planning to do in a later time.

**Examples**

1. I want to be the captain when I join the school team.
2. Andama wants to become a referee when he grows up.
3. Kunihira wants to win a gold medal when she joins the competitions.

**Activity**

Join the phrases in the box A to complete the statements in box B using: \_\_\_\_\_\_\_\_\_\_\_\_when\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **Box A** | **Box B** |
| *I Want to become the national*  *coach……..* | *He plays in the school team.* |
| *Omio wants to score a goal…….* | *He joins the race.* |
| *Nambi wants to clap and shout…* | *She enters the stadium.* |
| *I want to sponsor the school team…* | *I grow up.* |
| *Buule wants to come first….* | *We go for international competitions* |
| *We want to participate in different games…* | *I get money.* |

Examples

Buule wants to come first when he joins the race.

**Grammar**

**Other abbreviations**

**Abbreviations are words shortened with either full stops or small letters.**

**Examples of abbreviations**

1. Ave – Avenue
2. St. – Saint / street
3. Rd. – Road
4. Co. – Company
5. Ltd. – Limited
6. Rev. – Reverend
7. Dr.- Doctor
8. Tr. – Teacher
9. H/M – His / Her Majesty
10. Mt. Mount
11. Dept – Department
12. Abbr. Abbreviation
13. W.e.f – With effect from
14. Ref – reference
15. P.T.O – Please Turn Over
16. I.O.U – I owe You
17. C.O.D – Cash on Delivery
18. Mr. Mister
19. Mrs. – mistress
20. C/o – Care of.
21. a/c – account
22. cr. – credit
23. P.S.V – Public Service Van/ vehicle ( not passengers)
24. PMO - Private Motor Omnibus.
25. PLE – Primary Leaving Examination

**Activity**

**Write these short forms in full:**

1. Ltd. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Rd. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Mrs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. a/c \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. PMO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. P.S.V \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Tr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Rev. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. St. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. P.T.O\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehension**

**Passage**

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

**Games and Sports**

Children play many games and sports when they are not at school. They sometimes play the same games during break time, lunch and on their way home.

Children run short distances, they jump and skip ropes. They throw and kick balls in the field. They also enjoy hide and seek on the school compound.

For all the games, there are winners and losers. At times there is clapping and shouting for the winners .There can be crying and fighting for losers, but this is not good at all.

Sometimes games are more interesting at school where there is a referee for football, an umpire for netball and coaches to train players in schools. Where there is good support, the players are usually strong and happy. They always beat other teams.

**Questions**

1. Where do children play many games from?
2. During what time do children play at school?
3. Where do children throw and kick balls?
4. What game do they play at the school compound?
5. Why do some players clap and shout?
6. What do you think makes some players fight?
7. Name some items used when playing games?
8. Who is in charge of football?
9. Who is in charge of netball?
10. Who trains players?

**Poem**

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

**A game of football**

Football is a very interesting game

It is a game of two teams played using legs

Each team having eleven players

With the referee as the match guide,

Busy running while blowing his whistle

Football, Football

The game that makes me too happy

When a team is struggling to win

And another team loses the match

At the end of ninety minutes.

After first half which takes 45 minutes,

A break is given for the players to rest

Then the teams restart the game

And played again for 45 minutes,

The referee then stops the match

*Ssemata Abubaker (P4 East)*

**Questions:**

1. Which is a very interesting game according to the stanza one?
2. How many teams play each football match?
3. Who guides the football match?
4. How many stanzas make up the poem?
5. Who wrote the poem?
6. What is the work of a whistle to a referee?
7. How long does the first half take?
8. Who else went to catch some fish?
9. Which game makes the writer very happy?
10. For how long is the football match played?

**Passage**

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

**ANNUAL SPORTS DAY**

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

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

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

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

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

**Questions:-**

1. How many times in a year is sports day held?
2. Who help to prepare children for sports day?
3. Who selects participants in each team?
4. For how long do children practice for sports day?
5. Mention three activities done on sports day.
6. Who invites the guest-of-honour to attend the sports day?
7. When is the National Anthem sung?
8. When do races begin?
9. How do teachers and children show their support?
10. Where are the winners’ names written?

**Conversation**

**The conversation below was between Tom and Kate. The two boys are in Kitime primary school. Recite it correctly and answer the questions that follow in full sentences.**

**Kitime Primary school V.s. Arare Junior School**

**Tom: Good** morning, Kate.

**Kate:** Good morning, Tom.

**Tom:** Areyou going to watch the football match today?

**Kate: I** didn’t know about the game. Which teams are going to play?

**Tom:** Our school football team will host Arare Junior school football team.

**Kate:** Where will it take place?

**Tom:** the game will be played in our school playground.

**Kate:** I shall not miss to watch the game.

**Tom:** What is your prediction about the game?

**Kate:** If Musa is put as a defender, it will be 3-0 in favour of our school.

**Tom:** Why Musa alone?

**Kate:** Musa is the best defender I have ever seen.

**Questions**

1. In which school are Kate and Tom studying?
2. How many people are conversing?
3. At what time of the day did the conversation take place?
4. What game will be played?
5. Who informed Kate about the game?
6. Which team will play against Arare Junior School football team?
7. Where will the match take place?
8. Why do you think very many people will watch the match?
9. Which team will host the game?
10. Who is the best defender talked about in the conversation?

**Tables**

The table below shows the number of goals scored by different houses in the Inter- house football game competition at Britannia Primary School Pallisa.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Team** | **butterfly** | **Lions** | **Buffaloes** | **Rhino** | **Leopard** |
| **Captain** | Morgan | Benard | Leonard | Samule | Chris Bali |
| **Goals** | 19 | 4 | 21 | 32 | 19 |

**Questions**

1. What is the table about?
2. What kind of competition was it?
3. For which school is the match result?
4. How many teams are shown on the table?
5. For which team is Captain Morgan?
6. Which team scored the least goals?
7. How many teams scored nineteen goals?
8. Which team won the competition?
9. How many goals were scored by butterflies and Buffaloes?
10. What is the use of captain in football team?

**The score tables**

The table below shows the number of goals scored by four schools in four different games. Study the table below correctly and use it to answer the questions that follow in full sentences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **schools** | **Agege p/s** | **Alito P/s** | **Ayer P/s** | **Akalo P/s** |
| **Football** | 6 | 4 | 5 | 6 |
| **Volleyball** | 5 | 9 | 6 | 10 |
| **Netball** | 6 | 4 | 3 | 8 |
| **Basketball** | 0 | 4 | 5 | 6 |

**Questions**

1. How many school participated in the games?
2. How many games were played?
3. Which school scored the least points in netball?
4. Which team scored the same number of goals in both football and netball?
5. Which school won netball games competition?
6. Which school won all the games?
7. Why do you think Agege primary school didn’t score any goal in basketball?
8. Which school scored nine goals in volleyballs?
9. Which two schools scored the same goals in football?
10. A referee is to football as an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to a netball.

**Posters**

**Study the advert below carefully, and use it to answer the questions that follow.**

What: Football and Netball competitions

Kampala Junior School VS Soroti Primary School

When: Sunday 25th Feb. 2024

Time: 3:00 pm – 5:00pm

Where: Kampala Junior School playground

Fee: school children: Free Parent: 1000ugx

Come and support your team

Written by: Onyango Jolyn

Sports master Kampala Junior School

**Questions**

1. Which game competition will take place?
2. Which school will compete with Kampala Junior School?
3. At what time will the match begin?
4. Which school will host the game?
5. Write Feb. in full
6. How long will the match take?
7. How much will the school children pay to watch the game?
8. Who is the sports master at Kampala Junior School?
9. When will the competition take place?

**Composition**

**Jumbled Composition**

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

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Solution table | | | | | | | | | | |
| Wrong order |  |  |  |  |  |  |  |  |  |  |
| Correct order |  |  |  |  |  |  |  |  |  |  |

**Guided composition**

read the story below and fill in each gap with a correct word from the list below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| World, | events | Olympic | long | four |
| race | country | place | part | exciting |

Olympic Games take place once every\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years. Countries from all over the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ take part in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ games.

The Olympic Games include track and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ field events like, high jump,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ jump, discus throwing, shot-put, javelin throwing and pole vaulting.

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ include swimming, gymnastics, football, basketball, volleyball, hockey and cricket.

Many of the people including the disabled take \_\_\_\_\_\_\_\_\_\_\_\_\_ in the games.

Olympic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lasts for two weeks.

The last games took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 2021 in Tokyo- Japan. My ­­­­­­­­­­

­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participated and the representatives of my countries were Moses Chepegei, Kiprimo and Kiprotich.

The next Olympic Games will be held in Paris this year.

**Graph**

**The graph below shows the total number of goals scored by different houses in the six football games in inter house competition at Azania Preparatory School- Bulwanye.**

8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of goals scored sssssssscoredsscoredscored  7 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 1 |  |  |  |  |  |
| 0 |  |  |  |  |  |

Lion Tiger Zebra Wolf Rhino Giraffe

**Houses which played the games**

**Questions**

1. What is the graph about?
2. How many games were played?
3. Which school organized the competition?
4. What kind of competition was it?
5. How many goals were scored by Tiger House?
6. Which house scored the highest number of goals?
7. Mention the house which scored the least game.
8. How many goals were scored by Lion and Zebra altogether?
9. According to the graph, which house won the competition?
10. Which house lost the game according to the graph?

**sub topic ii: music dance and drama**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| Sing | to make musical sound with the voice in form of a song  **Our school choir sings very well.** |
| recite | to say a poem aloud from memory  **We shall recite the poem very well.** |
| conductor | a person who directs a choir  **The conductor is a very experienced person.** |
| actor | a man who acts on stage  **The actor was given a new bicycle.** |
| costume | a style of dress on stage  **Our costumes were made out of birds’ feathers.** |
| actress | a woman who acts on stage  **Tendo is our best actress.** |
| festival | a time/ period of celebration  **It is very interesting to stay at school during MDD festival.** |

**Vocabulary practice I**

**Arrange these vocabulary words in a dictionary order.**

1. conduct, conductor, costume, cost
2. recite, sing, question, unite

**Rewrite these sentences giving one word for the underlined group of words**

1. Tendo was the best **woman who acts on stage** during the MDD competition.
2. Bonny is a **person who directs a choir** at our school.

**Write these short forms in full**

1. MDD:
2. shan’t: **Rewrite these sentences giving the opposites of the underlined words.**
3. The **actress** is smartly dressed.
4. The conductor is a very **old** man.

**Fill in the blank spaces with the most suitable word.**

1. That is the boy \_\_\_\_\_\_\_\_\_\_\_\_won the actor’s award of the year.
2. \_\_\_\_\_\_\_\_\_many actors will act today?
3. What is the difference \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a conductor and an actor?
4. Both the best actor \_\_\_\_\_\_\_\_\_\_\_the best actress were given prizes.
5. Actresses is to actress while \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to actors.

**Vocabulary lesson II**

|  |  |
| --- | --- |
| best | to come first in a competition  **We are always the best in MDD competition** |
| worst | to come first in a competition  Our school was the last in MDD last year. |
| rhyme |  |
| instruments | items used for playing music  **A drum is a musical instrument.** |
| drama | a play for a theatre telling a message in form of a story  **The drama acted by P7 girls was painful.** |
| choir | a group of singers  **Our school choir won the national competition.** |
| concert | public performance  **The concert was attended by very many people.** |

**Vocabulary practice II**

**Use each of these words in a sentence to show that you know the difference in their meaning.**

1. worse:
2. wars:

**Rearrange the given words to form correct sentences.**

1. a musical Is drum a instrument?
2. Juma was best night the actor last.

**Use the correct form of the words to fill in the gaps below.**

1. Musa composed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_song in our class. (good)
2. Their choir performed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than ours.(good)
3. Opio had the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_costume in the festival. (bad)
4. The actresses were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than the actors. (happy)
5. The concert has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_place peacefully. (take)
6. This year’s festival was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than last year’s. (good)

**Rewrite these sentences giving one word for the underlined group of words**

1. Our school has bought many **items used for playing music**.
2. Our school **groups of singers** are well trained.

**Rewrite these sentences giving plural form of the underlined words**

1. Peter was the **best** actor of the week.
2. The school choir is always very **shabby**.

**Grammar**

Use of superlative degree of adjectives

The superlative degree of an adjective denotes the highest degree of the quality, and is used when more than two things (or sets of things) are compared;

* “Most” is used before longer adjectives.
* After the superlative, we often use “of”

**Examples**

1. This boy is the strongest of the three.
2. This is the prettiest of her dresses.
3. This is the sharpest of all the knives.
4. English is the most interesting of all the subjects.

**Exercise**

**Use the correct superlative forms of the adjectives in brackets.**

1. Their car is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all. (good)
2. Today’s weather is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the week. (bad)
3. Kiprotich ran the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ distance. (far)
4. This is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ idea of the year. (good)
5. Pamela is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl in the class. (brilliant)
6. Who is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boy in our class? (handsome)
7. The church is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ building in the country. (old)
8. The farmer killed the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ turkey on his farm. (fat)
9. Maywood is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ musician. (pretty)
10. Brenda is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hand writer in class. (bad)
11. He ate the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ amount of food. (little)
12. Water transport is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all. (cheap)

**Language structures**

**Which…………….will………….?**

The structure is used to ask questions about activities which will happen in future days.

**Examples**

1. Which poem will the boys recite?
2. Which story will the girls narrate?
3. Which choir will entertain the parents?

**Activity**

**Form questions from the table below.**

|  |  |  |
| --- | --- | --- |
| Which music  Which term  Which class  Which drama club  Which instrument  Which play | will | the band play for us?  host the MDD festival?  present the drama first?  amuse the parents?  Assimwe play?  go on stage last? |

(a) Which music will the band play for us?

**Passage**

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

**MUSIC DANCE AND DRAMA FESTIVALS IN SCHOOL**

Have you ever attended a music, dance and drama festival? Have you taken part in one? Well, I have

In my school, we had a music festival in second term. We spent a lot of time practicing. We learnt and rehearsed poems, dances and plays. A few days before the final concert, we had address rehearsal. This is when performances were done exactly as they will be on the big day.

On that day, the whole school assembled in the new main hall. Officers called adjudicators arrived from the district.

Each class or group recited a poem and performed a traditional dance, a folksong and acted a play. Everybody did their best. At the end of the day, the adjudicators announced the results. They gave out three trophies to the best class for reciting poem, a dance and acting the best play. We all enjoyed the festival.

**Questions**

1. In which term was a music, dance and drama festival carried out?
2. What preparations were made before the Big day?
3. Who judged the performances?
4. What was given to the best performers?
5. What did each class recite?
6. Who announced the results?
7. Where did the whole school assemble on that day?
8. What does the writer feel about the festival?
9. Write M.D.D. in full.

**Poem**

**Read the poem below and use it to answer the questions that follow**

**Time for MDD**

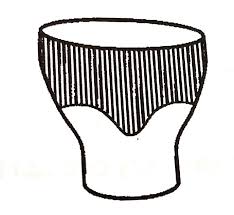
Being organized once in a year,

It is time to MDD festival again,

The time to show dancing styles,

Singing with the sweetest voice,

And acting to the best of all.

The time that all the musical instruments

Are forced out of the store,

And we beat them the whole day

To produce interesting sounds

That our dancers will dance

MDD festival is back again

Making the most interesting part of the term

Acting drama, playing drums,

Singing and dancing before parents

All the gifts are ours when we win.

**Latigo Mercy (P4)**

**Questions**

1. Write the title of the poem.
2. How often is the MDD festival organized?
3. Mention **two** things children do during MDD festival.
4. Which musical instrument is beaten the whole day?
5. How many lines are in each stanza?
6. Who wrote the poem?
7. Write MDD in full.
8. How many stanzas are in the poem?
9. What is the poem about?
10. In which class is the writer of the poem?

**Conversation**

**Read the poem below and use it to answer the questions that follow**

Bwere: Good afternoon, Juma.

Juma: Good afternoon, Bwere.

Bwere: Who are you going to vote for as the new head prefect?

Juma: I shall vote for Arima Pauline. She is a very caring and responsible girl

Bwere: Almost everybody is going to vote for Pauline.

Juma: It is a known case. She is also polite to everyone.

Bwere: But will Acire Bob, who is bribing voters, win the election?

Juma: No, not at all. The voters will eat his money but he won’t be voted. He is a bad mannered boy. Remember, he always fights in the dormitory, steals our books and bully young children

Bwere: Can we decampaign him?

Juma: Bwere, do not bother. He will not win the election

Bwere: Ok, let us go and line up now.

Juma: True, it is now time for voting.

**Questions**

1. Apart from Bwere, who else is conversing?
2. How many candidates are contesting for the post of head prefectship?
3. Who is the boy campaigning for the post of head prefectship?
4. Why do you think many children will vote for Pauline?
5. Which candidate will Juma vote for?
6. Who is bribing voters?
7. Why is Acire Bob not liked by many children?
8. Mention two bad things Acire Bob normally do.
9. Why is it bad to fight other children?

**Letter**

**The letter below was written by Makumbi Morgan of Kole Junior School to his mother. Read it carefully and use it to answer the questions that follow in full sentences.**

Kole Junior School,

P.O. Box 76653,

Kampala.

10th July, 2023,

Dear Mummy,

Hoping that you and my baby brother Jerry are in good health

I have written to inform you that life at school is very good. I am working very hard to get a first grade. My teachers give me a lot of support. Mummy, next Wednesday, will be our Music, Dance and Drama festival day. Kindly come and see how I and our class will perform on that day. Come along with Little Jerry to wait our stage performance.

I hope to see you on that day.

Your son,

**Makumbi Morgan**,

**Questions**

1. In which school is the writer?
2. When was the letter written?
3. Who wrote the letter?
4. To whom was the letter written?
5. In which year was the letter written?
6. What is the name of the writer’s brother?
7. Which festival will be held at school?
8. What do you think little Jerry will do at the school?
9. Write in full:
10. MDD: (ii) P.O:

**Passage**

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

Last year’s Music, Dance and Drama festival was held in April at Nsambya Sharing Hall. The schools that participated were Katwe Primary School, Watoto Primary School, Ibula Primary School and Iganga Junior School. My school Kigaya Primary School also participated.

The schools participated in different events like creative dance, drama, traditional dances, instrumental recitals, solo pieces, folk songs, public speaking and poetry recitals.

The participants had to arrive very early in the morning. Then the adjudicators arrived at 7:45 a.m then the festival began at 8:00 a.m. The festival started with an instrumental solo played by a boy from Ibula Primary School. The festival continued for the rest of the day, lasting eight hours in total. There were so many good performances. In my opinion, my friend Kaikara sang the best song and a group of friends from Iganga School recited the best poem.

At 4:00 p.m, everyone wanted to hear the results. Results for each school were announced and then finally the overall winner was announced. The results were as follows:-

Ibula Primary School 589 points

Watoto Primary School 590 points

Katwe Primary School 594 points

Iganga Junior School 599 points

Kigaya Primary School 600 points

When we heard that we had won, we all jumped, cheered and clapped. We went home happily.

**Questions:-**

1. When was the festival held?
2. In which month was the festival held?
3. Where was the festival held?
4. How many schools took part in the festival?
5. Which school was the best?
6. At what time did the adjudicators arrive at Nsambya?
7. When did the festival begin?
8. For how long did the festival last?
9. Which school came last?
10. Which school went home happily?

**Graph**

*The graph below shows how different classes perform in Music, Dance and Drama competition at Teso Junior School- Soroti. Study it carefully and use it to answer the questions that follow.*

40

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 35 |  |  |  |  |  |
| 30  Number of points scored |  |  |  |  |  |
| 25 |  |  |  |  |  |
| 20 |  |  |  |  |  |
| 15 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 0 |  |  |  |  |  |

P1 P2 P3 P4 P5 P6

**Classes which performed MDD**

**Questions**

1. What is the graph showing?
2. For which school are the results above?
3. In which district is Teso Junior School found?
4. Which class was the best in the MDD competition?
5. Which class scored twenty five points?
6. Which two classes scored the same points?
7. How many points were scored by primary four?
8. According to the graph, which class lost in the MDD competition?
9. Mention one activity done in the MDD competition.
10. write MDD in full.

**Guided composition**

Use the word to complete the Uganda National Anthem.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Uganda | together | hand | Love, | freedom |
| peace | Land | always | sun | pearl |

The Uganda National Anthem

Oh\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ! May God uphold thee,

We lay our future in thy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

United free for liberty

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we’ll always stand.

Oh Uganda! The land of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Our\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and labour we give,

And with neighbours all,

At our country’s call

In\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and friendship we’ll live.

Oh Uganda! The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that feeds us

By and fertile soil grown,

For our own dear land,

We shall always stand

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Africa’s crown.

**sub topic iii: election**

**Vocabulary lesson I**

|  |  |
| --- | --- |
| prefect | **a pupil who is authorized to enforce discipline at school**  Adriko is our newly elected sanitary **prefect**. |
| voter | **a person who votes**  All the P3 children were Musa’s **voters**. |
| head girl | **A girl who is in charge of pupils in a school**  The **head girl** is ever smart. |
| head boy | **a boy who is in charge of pupils in school**  Our **head boy** speaks good English. |
| monitor | **a pupil who is in charge of other pupils in a class**  Our class **monitor** is sick today. |
| candidate: | **someone who stands for election**  There are three **candidates** for the post of head boy. |

**Vocabulary practice I**

**Arrange these vocabulary words in a dictionary order**

1. prefect, perfect, project, protect
2. prefects, pupils, voters, monitors

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

1. Our head boy is very **tall**.
2. Kaninde is the **smartest** candidate of all.
3. Musa **won** the election for the post of head boy.

**Fill in the blank spaces with the most suitable word.**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Tendo or Kato will campaign for the post of games prefect.
2. The election we conducted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very peaceful.
3. \_\_\_\_\_\_\_\_\_\_\_post did Nalulunyi apply for?
4. Keto will be elected head boy \_\_\_\_\_\_\_\_\_\_\_\_\_ he is a good leader.
5. Biraire got more votes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ojok.

**Re-arrange the given words to form correct sentences.**

1. election Tendo won the.
2. Is Veronica newly our elected head girl?
3. smart What a prefect is Mirembe !

**Write these short forms in full**

1. Hon. capt.: **Vocabulary lesson II**

|  |  |
| --- | --- |
| ballot paper | **a paper with pictures of candidates tick to elect them**  We shall elect prefects using the **ballot papers**. |
| ballot box | **a box used for putting ballot papers during election**  Musa ticked the ballot paper and put it in the **ballot box.** |
| stand | **To show interest in a post**  I shall stand for the post of head boy. |
| elect | **to choose a leader by voting for them**  We shall **elect** Mubiru Shabia as our class monitor. |
| leader | a person who leads others in doing something  Head prefect is the top leader of the prefects. |
| rig |  |

**Vocabulary practice II**

**Arrange these vocabulary words in ABC order**

1. election, elect, elected, elects
2. stand, elect, leader, rig

**Use each of these words in a sentence to show that you know the difference in their meaning.**

1. sin
2. seen:
3. **Use the correct forms of the words in the brackets to complete the sentences**
4. The elections won’t be\_\_\_\_\_\_\_\_ (rig)
5. Our head prefect is a good\_\_\_\_\_\_\_(lead)
6. Why are ballot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_put on our school compound? (box)
7. The ballot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will be enough for all the voters. ( paper)
8. Maria is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for head girlship. (stand)
9. How many \_\_\_\_\_\_\_\_\_\_\_did you talk to? (candidate)
10. All the candidates are \_\_\_\_\_\_\_\_\_now. (compaign)
11. All the \_\_\_\_\_\_\_were happy. (vote)
12. My friend was not \_\_\_\_\_\_\_\_into office. (vote)
13. The prefects’ elections were \_\_\_\_ in July. (hold)

**Vocabulary lesson III**

|  |  |
| --- | --- |
| election | **a procedure to elect someone to a position of power**  Our election will take place next week. |
| captain | **the leader of a team**  Our class captain is a Mugiishu. |
| post | **a position which needs to be filled by a candidate**  There are seven posts to be applied. |
| campaign | **to convince voters to elect you**  Benard will start his campaigns next week. |
| vote | (Verb) To elect leaders by casting ballot  (Noun) indication of choice of the voters |
| paper | **Thin light material made out of pulp**  The election results were printed on the declaration paper. |

**Fill in the blank spaces with the most suitable word.**

1. \_\_\_\_\_\_\_\_\_\_\_candidate will be campaigning in the evening?
2. The head boy is tall \_\_\_\_\_\_\_\_\_\_\_\_\_the head girl is short.
3. Most schools conduct election \_\_\_\_\_\_\_\_\_\_\_the second term.
4. I do not \_\_\_\_\_\_\_\_\_\_\_\_\_to tick ballot papers.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_will the election take place?

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

1. Benita got the **highest** number of votes for the post of head girl.
2. The elected head girl is very **hardworking**.
3. The votes were counted **improperly**.

**Arrange these words in correct ABC Order.**

1. paper, post, captain, campaign
2. elect, deny, ballot, cast

Language structures

…..who…………….

**Examples**

1. Mirembe is the girl who won the post of head girl.
2. She wants the boy who campaigned most strongly.
3. That is the man who rigged the elections.

**Activity**

Form the correct sentences from the table.

I know the girl who spoke cruelly during the campaigns.

|  |  |  |  |
| --- | --- | --- | --- |
| I know  Have you seen  We want  Where is | the girl  the sick boy  the candidate  the child | who | spoke cruelly during the campaigns  did not participate in the elections.  lost in the elections?  is standing for the post of head boy.  could not fold the ballot paper? |

……………….are electing……… as the………………..

**Using: Whom are you/we/they……..as……..?**

**We/they are…………as…………..**

**Examples**

1. Whom are you electing as the head monitor?

**We are electing Basil as the head monitor.**

1. Whom are they voting as the captain?

**They are voting for Rehema as the captain.**

**Form questions from the box.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Whom  Who | are you  are we  are they  is | electing  voting for  campaigning for  proposing to stand | as | the head girl?  the head boy?  the head monitor?  the house captain?  the food prefect? |

Whom are you electing as the head girl?

**Language structures**

**………………..will…………….on/in………………**

**Examples:**

1. They will elect the captain on Friday.
2. We shall start the campaigns in March.

**Activity**

**Form correct sentences from the table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| They will  We shall | elect  campaign for  deliver  address  introduce  announce | the prefect  the results  the head boy  the ballot paper  the candidates  the voters | on  in | Sunday  the afternoon  Wednesday  February. |

**Give answers to these questions.**

1. When will they deliver the ballot papers?
2. When will they address the voters?
3. When will they introduce the candidates?
4. When shall we elect the head boy?
5. When shall we campaign for the prefects?
6. When will they announce the results?

**Is……………………standing for the post of ……………………**

We use the structure to inquire the post for which somebody is contesting.

It is used with singular nouns and pronouns only

The main verb is expressed in the continuous form (-ing)

**Examples**

Is Katende standing for the post of head prefect?

Is Thomas standing for the post of head boy?

Is Rita standing for the post of class monitor?

**Activity**

Construct five correct sentences from the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| Is | Mugerwa  Tendo  Juliet  Adam  Okello  Moreen | standing for the post of | head boy?  sanitary prefect?  Meal prefect?  Linguistic prefect?  Head girl?  Library prefect? |

1. Is Mugerwa standing for the post of head boy?

**Comprehension**

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

**Tuzane Gibson Loses the Election.**

Tuzane Gibson was a pupil in Hillside Primary School, Entebbe. He was in Primary Six. Last year, the school held elections for all the prefects. Mrs. Agnes Atupo was the teacher in charge. There were ten posts for which the pupils were expected to run.

Twenty candidates campaigned for two weeks before elections. Tuzane and Ojok Primrose stood for Head prefect. Ojok Primrose was in Primary Five. She was very small but she was a good speaker. Tuzane was a big boy. Many children hated him for bullying others.

Tuzane bought sweets and pancakes so that children would vote for him. Ojok’s campaigns were attended by many children and this annoyed Tuzane.”I don’t have sweets and pancakes, but I have words which you need to be good pupils,” Ojok always said. This made voters happy on the Election Day; Ojok Primrose won the elections for head prefectship.

**Questions**

1. Who were the two candidates?
2. For what post were the two competing?
3. Why was Tuzane not liked by many pupils?
4. What made Ojok win the elections?
5. Why did Tuzane buy sweets and pancakes?
6. In which class was Ojok Primrose?
7. In which school were the two candidates coming from?
8. Which teacher was in charge of electing prefects?
9. Of the two candidates, who used to bully other children?
10. Who won the elections for head prefectship?

**Table**

The table below shows election results for head prefects at St. Julia Primary school- Gulu.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate’s name** | **P.4** | | **P.5** | | **P.6** | | **Total votes** | |
| **boys** | **girls** | **boys** | **girls** | **boys** | **girls** | **boys** | **girls** |
| Mugisha Tendo | 13 | 16 | 20 | 21 | 10 | 22 | 43 | 59 |
| Atim Ezati | 15 | 14 | 14 | 20 | 20 | 16 | 49 | 56 |
| Mulondi Hussein | 19 | 19 | 16 | 09 | -- | 03 | 35 | 31 |

**Questions**

1. For which school is the election results?
2. Who won the elections?
3. Which class had the highest number of voters?
4. Which candidate had the most female voters?
5. How many male candidates voted?
6. How many pupils voted?
7. How many candidates stood for the elections?
8. Which classes were involved in elections?
9. How many boys voted in Primary Four?
10. Who of the candidates didn’t get a vote from boys in Primary Six?

**Jumbled sentences**

**The sentences below are incorrect order. Rearrange to form a good story.**

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

**Guided Composition**

**Guided Dialogue**

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

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

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

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

Teacher: Democracy promotes unity.

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

Teacher: Yes, it also promotes peace.

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

Teacher: Yes, Uganda is a democratic country.

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

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

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

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

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

Teacher: Yes, even homes need democracy.

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

Teacher: I teach social studies and Religious Education.

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

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

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

Teacher: You are welcome.