

## TOPIC 1: DESCRIBING PEOPLE AND OBJECTS

### DESCRIBING PEOPLE

#### Vocabulary

Dark skinned, chocolate brown, light brown, kind, bad, good, polite, short, tall smart, shabby, beautiful, ugly, thin, fat

#### GRAMMAR

PRESENT SIMPLE TENSE

#### LANGUAGE STRUCTURES

using present simple tense to describe oneself

I am a.....

what does ..... like?

both.....and.....are.....

some are.....and others are.....

.....is.....than.....

.....is the .....of the.....

### DESCRIBING OBJECTS

#### Vocabulary

Long, short, smooth, hard, rough, heavy, light, color, round, soft, flat, rectangular, oval, triangular, square

#### GRAMMAR

USING PRESENT SIMPLE TENSE TO ASK QUESTIONS

COMPARISON OF ADJECTIVES

POSSESSIVE PRONOUNS

#### Language structures

The .....is.....

Is the.....Yes/No.....is/ isn't.....

Are the.....?

Which .....is.....?

The .....is.....than the .....one.

Is the ..... the .....of the.....

Is .....yours.....?

#### Possessive nouns

Maria's bag is big.

## TOPIC 2: GIVING DIRECTIONS

#### Vocabulary

Far, near, next to, across, in front, behind, roundabout, signpost, after, before, junction, corner, close to, left hand side, right hand side, in front of, down, opposite to, middle, far from, turn

#### Structures

The .....is.....

The.....is on the.....  
.....is than.....  
First .....then.....

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

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#### Sub topic 1: What I like

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##### Vocabulary

**FOOD, DRINK** fruits, dancing, reading, singing, cooking, sawing, playing football, riding, desires, enjoy, prefer, soda

##### Language structures

I like.....

I don't like.....

.....prefer.....to.....

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

.....enjoy.....

Comprehension

Composition

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

#### Sub topic 2: How I feel

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##### Vocabulary

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

##### Language structures

.....feel.....

.....feel.....when.....




.....because.....

Comprehension

Composition

## DESCRIBING PEOPLE AND OBJECTS

### DESCRIBING PEOPLE

		
<b>handsome baby</b>	<b>Polite child</b>	<b>Smart girl</b>

### Vocabulary Lesson I

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

3) Mubiru is the **taller** of the two boys.

\_\_\_\_\_

4) Our classroom has very many **polite** children.

\_\_\_\_\_

5) Alisha is **more beautiful** than Acheng.

\_\_\_\_\_

6) Benita is **smarter** than Ritah.

\_\_\_\_\_

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

7) All monkeys are **not pleasant and attractive to look at**.

\_\_\_\_\_

8) Maria is **not shabby** today.

\_\_\_\_\_

9) We should be **having a right behavior** to other people.

\_\_\_\_\_

**Complete these blank spaces sensibly**

10) bad is to good as \_\_\_\_\_ is to tall

11) tall is to taller as short is to \_\_\_\_\_

12) good is to best as \_\_\_\_\_ is to worst

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

13) tall The boy is friend my.

\_\_\_\_\_

14) polite What a boy Tom is!

\_\_\_\_\_

15) Is bad it be to kind others to?

\_\_\_\_\_

### Vocabulary Lesson II

Dark skinned	<b>Naturally having a skin of dark colour</b> Alice is a dark skinned girl.
chocolate brown	<b>having a color of a rusting metal</b> Mubiru is a chocolate brown boy.
light brown	<b>a brown colour which is light and saturated</b> My mummy is tall light brown woman.
kind	<b>thinking about other people's feelings</b> We must be kind to other people.
thin	<b>having little flesh and fats on the body</b> Nandawula is the thinnest girl in our school.
fat	<b>having too much fat and weighing too much</b> Rabiha is the fattest girl in our stream.

bad	<b>something unpleasant, unacceptable, unattractive</b> It is bad to steal.
good	<b>having a required quality/ giving pleasure</b> 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.**

- 6) kind, thin, fat, bad

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- 7) good, goat, goal, gold

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

- 8) kind We should be to people animals and.

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- 9) Mark Is best the class boy in our?

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- 10) fat What a is girl Joweria!

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

- 11) Jolly is the **fatter** of the two boys.

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- 12) Tendo is a very kind girl.

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- 13) Is it bad to **dodge** doing homework?

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

- 14) bird

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- 15) 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 man.



I am a girl.



I am a woman



I am a boy.

## ACTIVITY

Form correct sentences from the table

I am	an	clean	boy
	a	smart bright obedient kind beautiful	
			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.

**2) How does Mukasa look like?**

Mukasa is hungry and thirsty.

## Activity

Form questions from the table and answer them

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

.....  
.....  
.....  
.....  
.....  
.....

### 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.

**2. 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.

2. **Some parents are caring. Some parents are careless.**

Some parents are caring and others are careless.

3. **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.



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## 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.

**2. Teachers are important. Doctors are not important.**

Teachers are more important than doctors.

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

Tendo is taller than Winny.

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### ACTIVITY

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**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
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**Table B**

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

### Passage

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 20<sup>th</sup> position is Rebbbbb.....,Rebbbbb....." 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

(a) When did the beauty contest take place?

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(b) Which school organized this beauty contest?

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(c) How many girls took part in the beauty contest?

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(d) Who asked Rebecca to take part in the beauty contest?

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(e) What do Rebecca's friends call her?

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(f) At what time did the judges start reading the results?

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(g) What prize were the girls competing for?

\_\_\_\_\_

\_\_\_\_\_

(h) Who won the prize according to the passage?

\_\_\_\_\_

\_\_\_\_\_

(i) Why do you think Rebecca won the beauty contest?

\_\_\_\_\_

\_\_\_\_\_

(j) For how long did the announcements take to be read?

\_\_\_\_\_

\_\_\_\_\_

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### Poem

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**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**

a) Some people are \_\_\_\_\_ and others are tall.

b) Some are polite and others are \_\_\_\_\_.

4. How many stanzas are in the poem above?

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5. Why are some people not caring?

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6. Mention any **one** colour of God's creation talked about in the poem.

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7. Which stanza talked about attractiveness of God's creation?

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8. Who wrote the poem?

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9. Write the title of the poem.

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### Guided dialogue

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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 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:

- (a) Because she always had a thought in mind.
- (b) When she finished her studies at University.
- (c) Many men in that bank want to marry her.
- (d) Cindy was a very beautiful girl from her youth.
- (e) Her beauty increased as she grew to the age of marriage.
- (f) It is the person who fears God who shall always be praised" she concluded.
- (g) Never to judge a book by its cover.
- (h) But out of them all, she picked none
- (i) She started working in one of the commercial banks in Kampala.
- (j) Some were very handsome and others very rich.

Solution table										
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

### 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 \_\_\_\_\_

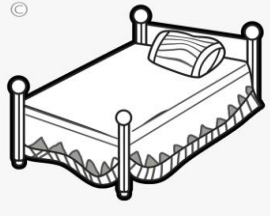
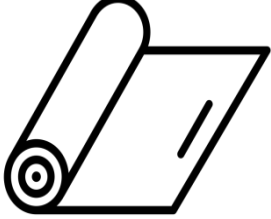


On reaching there, he decided to get fire without waking up the cock. He quietly put the dry grass on Mr. Cock's comb. But there wasn't any fire!

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

			
The bed is long.	The mat is smooth.	The chair is soft.	The cupboard is hard.

#### Vocabulary lesson I

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

#### Vocabulary practice III

Fill in the blank spaces using the most suitable words.

- Musa's pen is as short \_\_\_\_\_ mine.
- That is the carpenter \_\_\_\_\_ make smooth tables.
- \_\_\_\_\_ did you put my long ruler?
- Mutebi said \_\_\_\_\_ his book has hard cover.
- The head teacher bought \_\_\_\_\_ the rough chairs and tables.

Arrange these words in alphabetical order.

7. short, smooth, soft, sharp

8. long, hard, rough, smooth

Use the correct forms of the words in the brackets.

9. I have the \_\_\_\_\_ pencil of all. (short)

10. He bought the \_\_\_\_\_ mango in the market. (big)

11. This is the \_\_\_\_\_ bag in class. (rough)

12. My cake is the \_\_\_\_\_ of all. (soft)

13. I had the \_\_\_\_\_ time last night. (rough)

Rewrite these sentences giving the opposite of the underlined words.

14. That is the **shortest** pencil of all.

15. This wall is **rougher** than that one.

### Vocabulary lesson III

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

### Vocabulary practice III

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.

3. That chair is the **heaviest**.



4. What is the **width** of this wall?

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

5. The ball is made in a shape of circle.

6. 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**

7. right: \_\_\_\_\_

8. light: \_\_\_\_\_

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

9. Where did you put my **apple**?

10. Our small **ball** was stolen.

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

11. Of the three trees, this is the \_\_\_\_\_. (tall)

12. Morgan carried the \_\_\_\_\_ luggage. (light)

13. She has the \_\_\_\_\_ skin of all. (smooth)

14. Of all the books, mine is the \_\_\_\_\_ (expensive)

15. What is the \_\_\_\_\_ of that chair? (wide)

### Vocabulary lesson III

rectangular	<b>Made in a shape of rectangle</b> I have a rectangular story book.
flat	<b>Having no curve or roughness</b> That ruler is flat.
oval	<b>Made in a shape of an egg</b> Musa'a ball is oval.
triangular	<b>Made in a shape of triangle</b> The roof is triangular.
square	<b>Made in a shape of square/ having the same length and width</b> 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.**

3) Both the table and the cupboard are **having the same length and width.**

\_\_\_\_\_

4) The small ball is in **a shape of a circle.**

\_\_\_\_\_

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

5) The **small** ball is round.

\_\_\_\_\_

6) The **shortest** boy in our class gave me a round pancakes.

\_\_\_\_\_

7) Musa is ever **smart.**

\_\_\_\_\_

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

8) That is my ball, \_\_\_\_\_ it?

9) A square has equal length and \_\_\_\_\_.

10) \_\_\_\_\_ 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.

- The brown broom is short.
- The thin boy has a big brown bag.
- The balls are round
- The building is tall.
- The black bag is big.
- The white ruler is long.

## COMPARISON OF ADJECTIVES

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

- Positive degree e.g. small, careful, weak etc.
- Comparative degree e.g. smaller, more careful, weaker etc.
- 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;

- The saloon car is **old**.
- The saloon car is **older** than the lorry.
- 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	runder	rudest
polite	politer	politest
humble	humbler	humblest
blue	bluer	bluest
free	freer	freest

### 2. 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

### 3. 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	cruellest

#### 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.
2. 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 \_\_\_\_\_

2) Those bags are for me.

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

3) This Kennel belongs to that dog.

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

4) We made those dolls.

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

5) These pins belong to Jim and Joy.

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

6) This is our school.


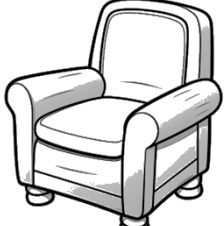


It is \_\_\_\_\_

### 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**

			
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.....**

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

### 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.

6. The books are in the class.  
\_\_\_\_\_
7. The girls went home earlier.  
\_\_\_\_\_
8. The teachers were not happy.  
\_\_\_\_\_

9. The balls are all round.

## Language structures

**The use of: Is the.....?**

**Yes/No.....is/ isn't.....**



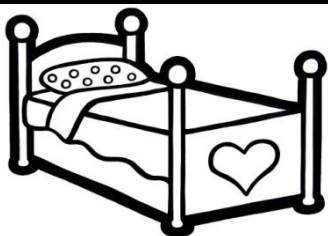

The structure is used to ask a question about the appearance of an object. It is used with singular noun and singular pronouns like he, she, it

**The response is:**

✍ Yes \_\_\_\_\_ is \_\_\_\_\_ for affirmative response

✍ No, \_\_\_\_\_ isn't \_\_\_\_\_ for negative response

## Examples

			
A pot	A bird	A bed	Fire

**a) Is the pot rectangular?**

No, it is not

**b) Is the bird flying?**

Yes, it is.

**c) Is the fire burning?**

Yes, it is.


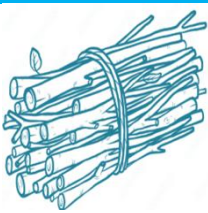
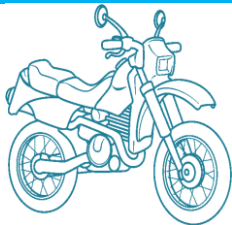

**d) Is the bed rectangular?**

Yes, it is.

## ACTIVITY

Use these pictures to answer the questions that follow.

**a) Name the pictures above.**

			
big _____	wet _____	new _____	burning _____

## Examples

**1) Is the hill small?**

No, the hill is big.



## 2) Is the motorcycle new?

Yes, the motorcycle is new.

### Activity

#### b) Use **yes, it is/ No, it is not** to answer these questions

1. Is the hill big?

\_\_\_\_\_

2. Is the motorcycle old?

\_\_\_\_\_

3. Is the fire burning?

\_\_\_\_\_

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

4. No, the class isn't small.

\_\_\_\_\_

5. Yes, the 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


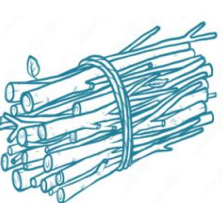



#### The response is:

✍ 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

				
ripe apples	dry firewood	people fighting	burning candles	happy boys

#### 1) Are the apples raw?

No, the apples are ripe.

#### 2) 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.**

7) Are the classes clean?

---



---

8) Are all the boys present?

---



---

**9) Give correct affirmative responses to these questions.**

10) are all children happy?

---



---

11) Are all the girls in class?

---


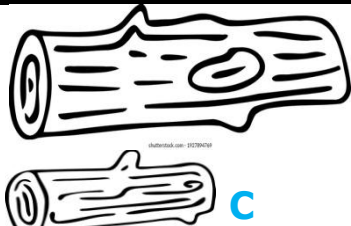



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### Language structures

Which .....is.....?

### Examples

					
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?

\_\_\_\_\_

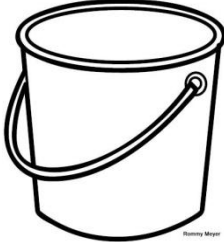



3) Which is newer of the two uniforms?

\_\_\_\_\_

4) Which of the two uniforms is older?

\_\_\_\_\_



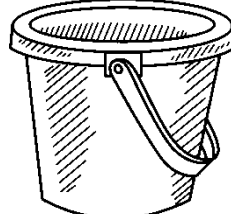



Construct a single sentence using these pairs of pictures

			
big	small	light	heavy

### Language structures

The .....is.....than the .....one.

We structure is used to make comparison between two objects.

					
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

		
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**

- 6) A bicycle is \_\_\_\_\_ than a taxi. (slow)
- 7) Teddy is \_\_\_\_\_ than Alisha.
- 8) A cow is \_\_\_\_\_ than a goat. (big)
- 9) The library is \_\_\_\_\_ than our classroom. (wide)
- 10) An elephant is \_\_\_\_\_ than a lion. (heavy)

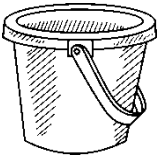


### Language structures




**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.**

		
Brown	Blue	Red

		
Orange tree	lemon tree	mango tree

### Examples

**a) Is the brown bucket the smallest of the three?**

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

**b) 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

5) Is the new book the smallest of the three?

---

---

6) Is the red ball the smallest of the three?

---

---

### Give the correct negative responses to these questions

7) Is the grey goat the fattest of the four goats?

---

---

8) 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.

2) 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**

5) That is Lidya's book. (Rewrite and begin: Whose.....?)

6) This is Akello's bicycle. (Rewrite and use: .....bicycle is.....?)

7) Those are my father's houses. (Rewrite and end: .....are those?)

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

8) That is Tom's toy.

9) 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.
2. 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\_\_\_\_\_)

2. The bicycle which belonged to John is old.  
(Rewrite and begin: John's bicycle was\_\_\_\_\_)

3. The children of Tom are very lazy.  
(Rewrite and begin: Tom's children are\_\_\_\_\_)

4. The balls which belong to Musa were stolen

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

\_\_\_\_\_

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

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

\_\_\_\_\_

6. 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.**

6) Where does charity begin?

\_\_\_\_\_

7) How do new brooms sweep?

\_\_\_\_\_

8) What does a bad beginning make?

\_\_\_\_\_

9) What is thicker than water?

\_\_\_\_\_

10) Who helps those who help themselves?

\_\_\_\_\_

11) What makes perfect?

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**Comprehension**

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**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 varnish 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**

(a) Who is being talked about in the story?

\_\_\_\_\_

(b) In which village does Kagimu live?

\_\_\_\_\_

(c) How far is Kagimu's carpentry workshop from the main road?

\_\_\_\_\_

(d) How many people are working for Kagimu?

\_\_\_\_\_  
\_\_\_\_\_  
(e) Why does Kagimu always use soft wood?  
\_\_\_\_\_  
\_\_\_\_\_

(f) Mention any **two** examples of furniture stated in the story.  
\_\_\_\_\_  
\_\_\_\_\_

(g) Which machine does Kagimu use to make rough wood smooth?  
\_\_\_\_\_  
\_\_\_\_\_

(h) Why does Kagimu put vanish on the furniture  
\_\_\_\_\_  
\_\_\_\_\_

(i) Who is Kagimu's friend in the story?  
\_\_\_\_\_  
\_\_\_\_\_

(j) 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

(a) What is the poem about?

\_\_\_\_\_

(b) What is shining up without heat and smokes?

\_\_\_\_\_

(c) What do we use fire for?

\_\_\_\_\_

(d) How many stanzas are in the poem?

\_\_\_\_\_

(e) Who wrote the poem?

\_\_\_\_\_

(f) In which class is the writer of the poem?

\_\_\_\_\_

(g) What had grown bigger and round like an orange?

\_\_\_\_\_

(h) When does the moon shine bright?

\_\_\_\_\_

(i) Why is moon not a source of light?

\_\_\_\_\_

(j) 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:

a) At what time did the conversation take place?

---



---

b) Why did Kingo go to the carpentry workshop?

---



---

c) How many shapes are mentioned in the conversation?

---



---

d) How many people are taking part in the conversation?

---



---

e) What does Kingo want to buy?

---



---

f) Which shape did Kingo like?

---



---

g) What is the work of a carpenter?

---



---

h) Mention any **two** shapes talked about in the dialogue:

(i) 

---

(ii) 

---

i) Give a good title to the conversation.

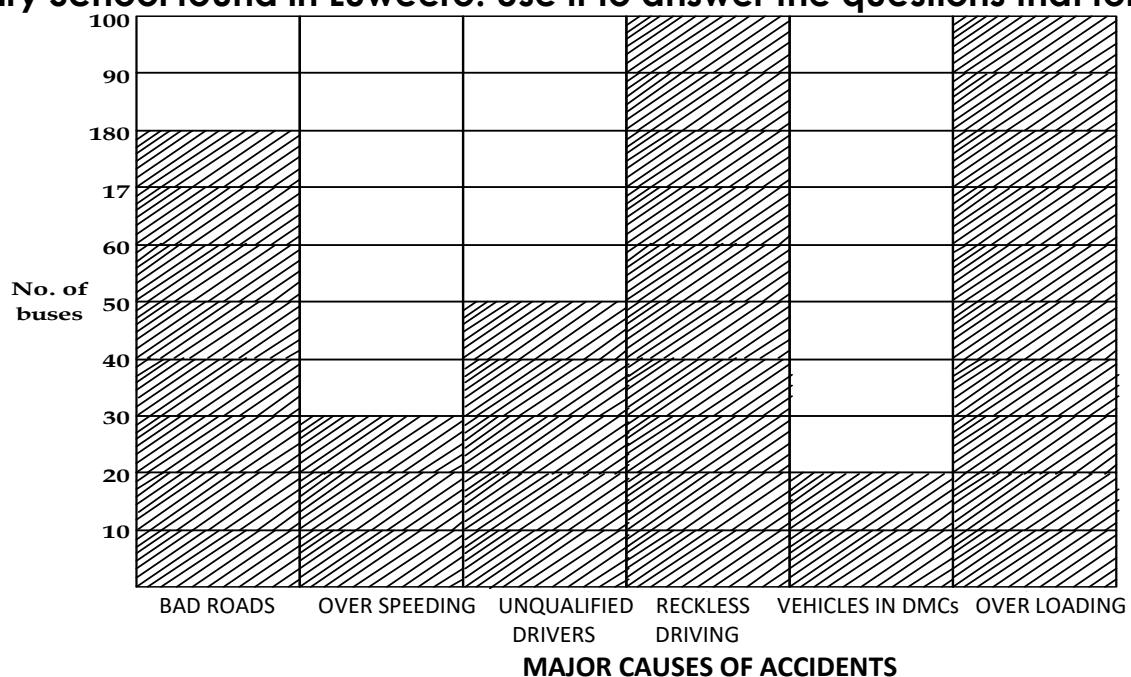
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### Graph

The graph below shows the width of different classes at Katikamu SDA primary School found in Luweero. Use it to answer the questions that follow.



## Questions

1. What is the graph about?

## Jumbled story

Solution table									
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
Correct order									

## 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	<b>Expressing motion in a direction of a location</b> <i>Where are you going to?</i>
across	<b>From one side to the other side</b> <i>Baguma slid across the road and fell down.</i>
next	<b>Being the first after the present one</b>

	<i>The bank is next to the church.</i>
in front	<b>In a forward position/ in a position a head of something or someone</b> <i>The car is in front of the mosque.</i>
behind	<b>In a backward position/ in a position back than something or someone</b> <i>The mosque is behind the car.</i>
roundabout	<b>A point where two or more roads meet inform of a circle</b> <i>We met Musa at the Kitagobwa roundabout.</i>

### Vocabulary practice III

**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.**

3. The school **in front of** the bank.

\_\_\_\_\_

4. The **kind** lady live next to the bank.

\_\_\_\_\_

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

5. We found Jimmy Onyango at the **point where two or more roads meet in form of a circle.**

\_\_\_\_\_

6. We should stop moving **from one side to the other side of** the road carelessly.

\_\_\_\_\_

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

8. The car is in \_\_\_\_\_ of the bank.

9. A \_\_\_\_\_ is a place where two or more roads meet inform of a circle

10. \_\_\_\_\_ are you going to?

11. Our school is \_\_\_\_\_ to the Traford Bank.

12. Both the church \_\_\_\_\_ the school are on the right- hand side.

### Vocabulary lesson II

down	<b>Directed or moving towards lower place</b> Our home is down the Valley Curve Junior School
signpost	<b>A post bearing a sign which gives information or direction</b>

	That is our school signpost.
after	<b>next to/ at a later or future time</b> We went to the church after leaving the school.
before	<b>at a earlier or a period preceding the current time</b> We went out before the bell was rung.
junction	<b>a point where two or more things are joined</b> Our church is at the junction of the main road.
corner	<b>a place where two edges or sides meet</b> That is the sharp corner where the accident happened.
close to	<b>a short distance away/ not open</b> The Orient Bank is closed to Kesik 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.**

4. Very many ..... are before our school. (church)

5. Which of the two .....as shorter? (junction)

6. The .....roundabout is very deadly. (two)

7. We .....out before the bell was rang. (go)

8. We walked.....when we reached the junction. (hurry)

9. That signpost shows the wrong .....of our school. (locate)

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

10. school That is signpost **our** for.

\_\_\_\_\_

11. far How school your is from Bikiri Bank?

\_\_\_\_\_

12. What it is a beautiful junction!

\_\_\_\_\_

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

13. Our home is **next to** Opportunity Bank.

14. She went home **at a period preceding the time for** lunch time.

15. We are almost reaching a **place where two edges or sides meet**.

### Vocabulary lesson III

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

### 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.**

3) Rev. \_\_\_\_\_

4) shan't: \_\_\_\_\_

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

5) The mosque is **at a smaller distance to** the Bikiri Maria church.

6) The staffroom is in the **equal distant from extreme ends** of the school.

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



7) Our home is **near** the main mosque.

\_\_\_\_\_

8) 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**

9) live:

\_\_\_\_\_

10) leave:

\_\_\_\_\_

### Language structures

**The .....is.....**

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

#### Examples

- a) The tree is behind the classroom.
- b) The road is in front of the mosque.
- c) The office is opposite the staffroom.

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

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

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

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

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

### 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.

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

- ✓ The class is dirtier than the church.
- ✓ The church is cleaner than the class.

**3. 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 .....)
- \_\_\_\_\_
- \_\_\_\_\_
2. Our teachers are smart. Our head teacher is the smartest.  
(Rewrite these sentences Beginning: Our head teacher .....)
- \_\_\_\_\_
- \_\_\_\_\_
3. The gate is big. The class door is small.

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

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

4. The desk is heavy. The cupboard is heavier.

5. The shop is nearer. The canteen is far.

6. The bakery is here. The dairy is there.

**Rewrite these sentences as instructed**

7. The library is bigger than the store.

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

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

8. 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.

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

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

3. 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**

a) At what time did Birungi meet the stranger?

\_\_\_\_\_

b) Where was Birungi coming from?

---

---

c) What is the nationality of the beautiful lady?

---

---

d) Why didn't the people around help this lady?

---

---

e) What was the lady looking for?

---

---

f) How far was St. Agnes from where they were?

---

---

g) What was the size of the church?

---

---

h) What type of school is St. Agnes?

---

---

i) Give the opposite of happy.

---

---

j) How much money did the lady give to Birungi?

---

---

### Conversation

Read and act this conversation then answer the questions that follow 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

a) Who talked first?

---



---

b) How many people are involved in the conversation?

---



---

c) To whom was Grace talking?

---



---

d) To which school does Grace go?

---



---

e) Where is Kamuli Girls' School found?

---



---

f) On which direction is Kamuli Girls' primary School from Kazi-Kazi junction?

---



---

g) How far is the school from Kazi-Kazi junction?

---



---

h) Which Boys' school is near Grace's home?

---



---

i) At what time of the day did the conversation take place?

---



---

j) What is the heading of the dialogue?

---



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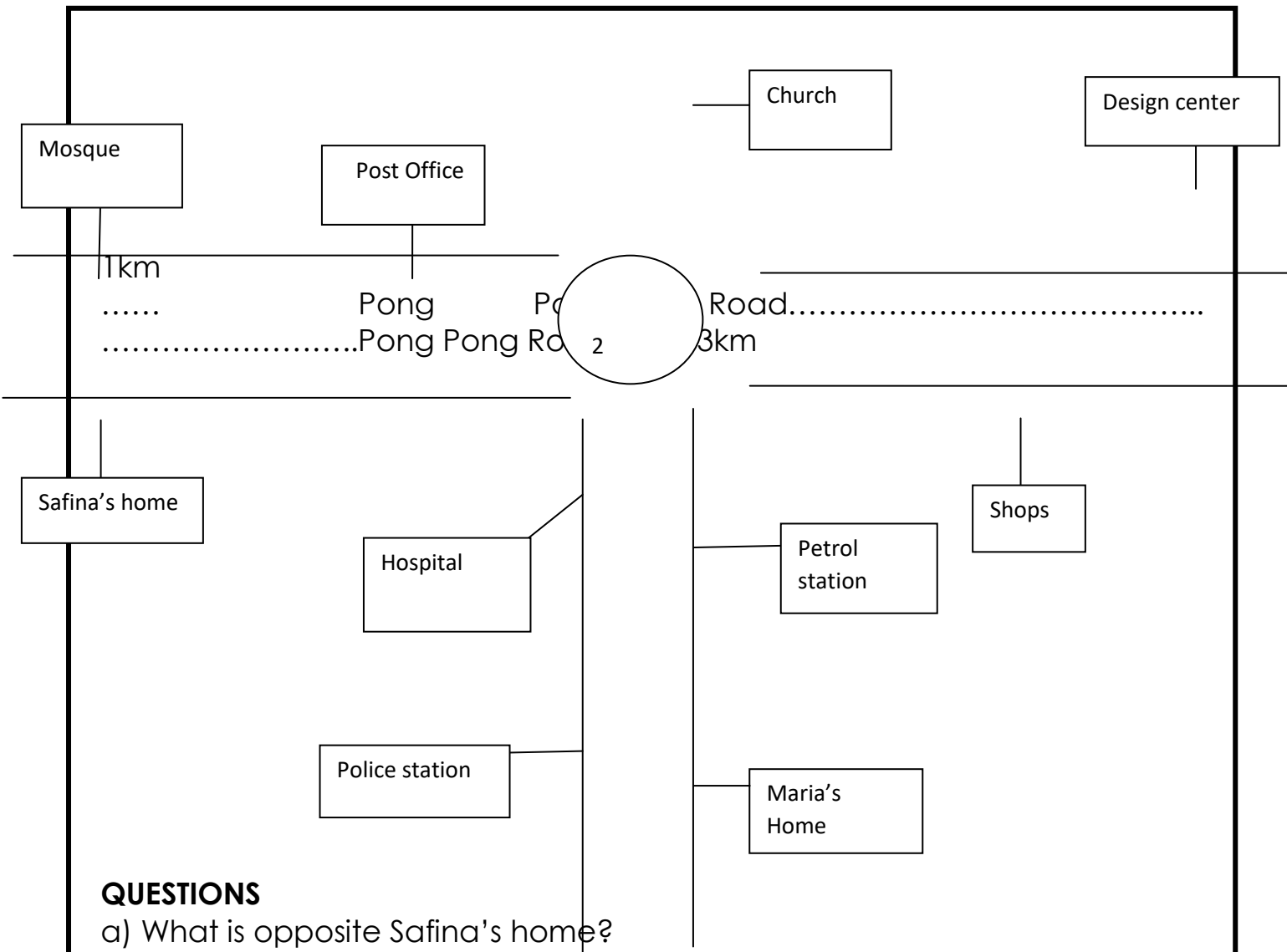
### Map

#### Exercise 3

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

Mbiro Road

school



## QUESTIONS

a) What is opposite Safina's home?

---



---

b) On which road are the shops?

---



---

c) How far is the design center from the mosque?

---



---

d) On which road is the church?

---



---

e) What is next the petrol station?

---



---

f) Which building is near the mosque?

---



---

g) What is between the police station and Safina's home?

---



---

h) What comes after the hospital?

\_\_\_\_\_

i) Write in full

(a) Sch. \_\_\_\_\_

(b) Rd. \_\_\_\_\_

---

### 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.



- a) Tom was in primary four at Tam Junior School.
- b) He was transferred to King Solomon Primary School.
- c) This was because Tom could not cross the road safely alone.
- d) One day Tom was going to King Solomon Primary School.
- e) He lost his way to the school
- f) Tom started crying bitterly.
- g) One parent heard of Tom crying.
- h) And went to inquire what the problem was.
- i) Tom told him that he had got lost
- j) He then led Tom to the school main gate.

Solution table										
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

- (a): \_\_\_\_\_
- \_\_\_\_\_
- (b): \_\_\_\_\_
- \_\_\_\_\_
- (c): \_\_\_\_\_
- \_\_\_\_\_
- (d): \_\_\_\_\_
- \_\_\_\_\_
- (e): \_\_\_\_\_
- \_\_\_\_\_
- (f): \_\_\_\_\_
- \_\_\_\_\_
- (g): \_\_\_\_\_
- \_\_\_\_\_
- (h): \_\_\_\_\_
- \_\_\_\_\_
- (i): \_\_\_\_\_
- \_\_\_\_\_
- (j): \_\_\_\_\_
- \_\_\_\_\_

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

4. I **shall** cook food tomorrow.  
\_\_\_\_\_

5. My **uncle** knows how to sew clothes.  
\_\_\_\_\_

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

6. My **father and mother** know how to cook food well.

\_\_\_\_\_

7. Jamira is **preparing food for consumption using heat** now.

\_\_\_\_\_

8. **Do you like** edible sweet product of a plant that contains seeds

\_\_\_\_\_

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

9. Either mummy .....daddy will bring us some sweets.

10. That is the boy who prefers dancing.....singing.

11. How old ..... you now?

12. I like dancing more ..... Reading.

13. ....is my sewing machine?

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

14. dancing, reading, singing, sewing

\_\_\_\_\_

15. cook, cock, chalk, chick

\_\_\_\_\_

### Vocabulary lesson II

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

3. Does water prefer Anita Soda to?

\_\_\_\_\_

4. prefers She cycling horse to riding.

\_\_\_\_\_

5. sweet What a soda is Lavita!

\_\_\_\_\_

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

6. I like taking **sweet fizzy carbonated drink** on Christmas Day.

\_\_\_\_\_

7. **Musa takes pleasure in** dancing better than singing.

\_\_\_\_\_

**Write these short forms in full.**

8. Can't : \_\_\_\_\_

9. DEO: \_\_\_\_\_

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

10. I **like** drinking soda on cold days.

\_\_\_\_\_

11. 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**

12. nice:

\_\_\_\_\_

13. knife:

\_\_\_\_\_

## 14. Language structures

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 does enjoys or is not interested in.

### Examples

4. I don't like playing in rain.
5. I don't like cooking food.
6. 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 \_\_\_\_\_
- 7) I like \_\_\_\_\_

## Language structures

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

We use the structure **like** when one is 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

- Anita likes singing Luganda songs.
- We like eating phoso.
- They like taking sweet drinks.

### Exercise

Form four meaningful sentences from the table below

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

I like milking cows.

- I do not like \_\_\_\_\_
- He likes \_\_\_\_\_
- He does not like \_\_\_\_\_
- She likes \_\_\_\_\_
- She does not like \_\_\_\_\_
- We like \_\_\_\_\_
- We do not like \_\_\_\_\_
- They like \_\_\_\_\_
- They do not like \_\_\_\_\_

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

- Anita likes paw paws \_\_\_\_\_ mangoes.
- Matilda and Kenneth like digging \_\_\_\_\_ the garden.
- \_\_\_\_\_ Raila and Keto like drinking cold water.
- \_\_\_\_\_ 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

- I like mangoes more than oranges.  
I prefer mangoes to oranges.
- Boys enjoy football more than volley ball.  
Boys prefer football to volley ball.

3. John is interested in English but not Maths.  
John prefers English to Maths.
4. 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.....**

8. Nafula likes washing. She likes ironing more.

\_\_\_\_\_

9. Mother likes cooking. She likes serving more.

\_\_\_\_\_

10. 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:

- a) Yes, I do for affirmative response
- b) 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.
2. 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.

3. Do you like paw paws to passion fruits?

---

---

4. Does Anita prefer chicken to beef?

---

---

5. Did Martin prefer rice to phoso?

---

---

#### Give affirmative responses to these questions.

6. Did Samuel prefer rice to sweet potatoes?

---

---

7. 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

a) How did Diana feel when her guardian died?

\_\_\_\_\_

b) Who saw Diana lying by the roadside?

\_\_\_\_\_

c) When did Diana's guardian die?

\_\_\_\_\_

d) Where had Diana gone when her guardian died?

\_\_\_\_\_

e) Why did Diana stop going to school?

\_\_\_\_\_

f) Where was Diana lying when a nun saw her?

\_\_\_\_\_

g) What was Diana doing as she was lying by the roadside?

---

h) What did the nun do when she saw Diana lying by the roadside?

---

i) Where was Diana taken for treatment?

---

j) 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 12<sup>th</sup> birthday celebration  
My aunt gifted me a new bicycle  
I feel sad when my bicycle was stolen on Saturday.

**Atala Jesca (P4)**

### Questions

(a) Why was Jesca not happy on Monday?

---

(b) When was Jesca beaten for dodging the debate?

---

(c) Mention two things which made the writer happy on Wednesday.

---

(d) Where does writer's friend live?

---

(e) How old is the writer now?

---

\_\_\_\_\_

\_\_\_\_\_

(f) Who gifted Jesca a new bicycle?

\_\_\_\_\_

\_\_\_\_\_

(g) When did Jesca get her new bicycle?

\_\_\_\_\_

\_\_\_\_\_

(h) On which day was Jesca's bicycle stolen?

\_\_\_\_\_

\_\_\_\_\_

(i) Who wrote the poem?

\_\_\_\_\_

\_\_\_\_\_

(j) 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

a) What is the title of the dialogue?

\_\_\_\_\_

b) Where will the two go next week?

\_\_\_\_\_

c) When will the two visit the zoo?

\_\_\_\_\_

d) How many people are taking part in the dialogue?

\_\_\_\_\_

e) Why does Diana feel sad?

f) Who was very sick?

g) Why was Diana was worried?

h) What encouragement did Amina give Diana?

i) Why did Diana thank Amina?

j) Give the opposite of happy.

### Notices/ tables

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

a) What does the table show?

b) How many activities are shown on the table?

c) How many children did the activities?

d) Apart from fetching water, what else did Monera do during the week?

e) How many children cleaned the house?

f) Which activity was carried out by all children?

g) How many activities were carried out by Ann?

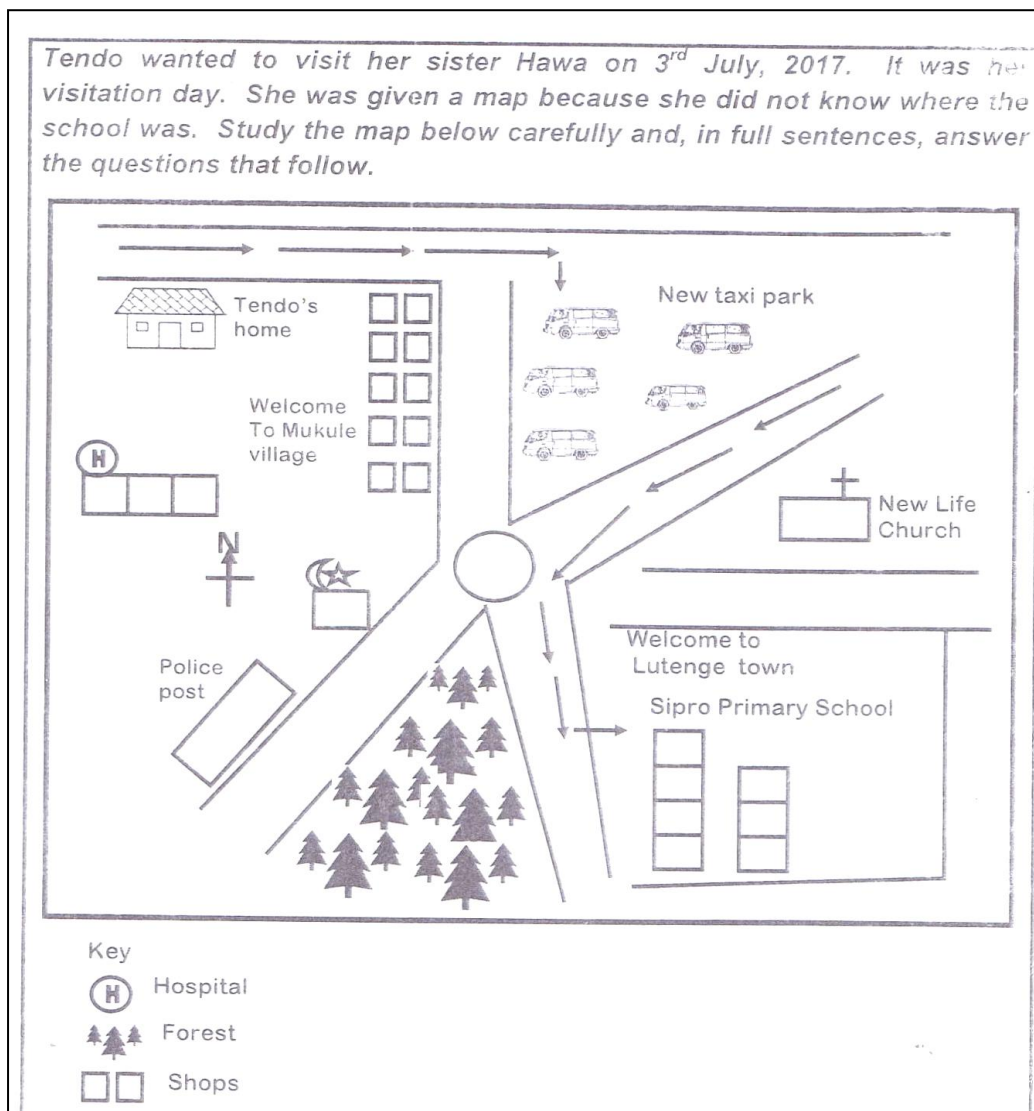
h) Mention one activity Marvin did during the week.

i) On which day was grazing cattle carried out?

j) How many days of the week are not shown on the table?

### Map

Study the map below, and answer questions after it in full sentences.



## Questions

a) Who is Tendo's sister?

---

---

b) Why was Tendo given a map?

---

---

c) When did Tendo visit her sister?

---

---

d) Where did Tendo go immediately she left home?

---

---

e) Which means of transport did Tendo use?

---

---

f) Where is Hawa's school found?

---

---

g) What is opposite the school?

---

---

h) How many hospitals are shown on the map?

---

---

i) Where is Tendo's home found?

---

---

j) Name the church shown on the map.

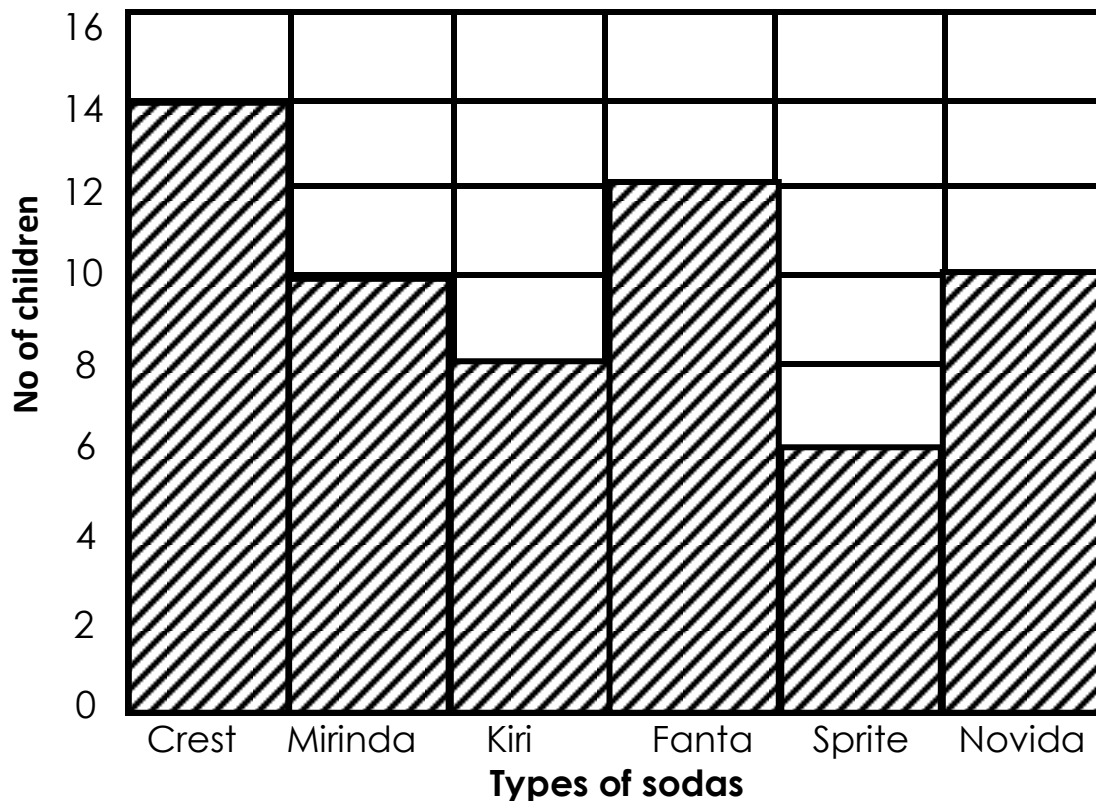
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## Comprehension

### Graph

The graph shows types of soda enjoyed by P.4 children at Mwebe's 10<sup>th</sup> birthday. Study it and answer the questions in full sentences.



### 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 Klri and Fanta altogether?

\_\_\_\_\_

10. Write 10<sup>th</sup> in words.

\_\_\_\_\_

### Jumbled story

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

- (a) I go to Kalaki Junior School.
- (b) My name is Kirya Ivan.
- (c) I ride my bicycle to school daily.
- (d) I am in primary four.
- (e) The policeman came and arrested him.
- (f) And stole my bicycle when I was in class
- (g) Our school is found in front of Kalaki Central Police Station.
- (h) One policeman saw him.
- (i) One day, a thief climbed our school gate.
- (j) On his way back via the school fence

Solution table										
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_
- (i) \_\_\_\_\_
- (j) \_\_\_\_\_

### 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 Ocaya's home. Ocaya 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	<b>Feeling unhappy</b> Musa was unhappy because he was hungry.
happy	<b>Feeling pleasure and showing contentment</b> Tendo was happy because she ate meat.
angry	<b>Showing annoyance, displeasure, full of anger</b> The father was angry when I spoilt his watch.
thirsty	<b>A feeling of wanting something to drink</b> I took a lot of water because I was thirsty.
tired	<b>In a need of sleep or rest</b> I feel tired after walking for long.
cold	<b>Having low temperature</b> It was cold after raining.
hot	<b>Having high temperature</b> 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.

3. It is **hot** today.

\_\_\_\_\_

4. We are always **happy** to receive new friends.

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

5. The class was **having high temperature** in the midday.

\_\_\_\_\_

\_\_\_\_\_

6. Keto is **feeling pleasure and showing contentment** with his brother.

\_\_\_\_\_

\_\_\_\_\_

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

7. Neither mummy \_\_\_\_\_ daddy felt the coldness.

8. \_\_\_\_\_ was very hot in the afternoon.

9. I \_\_\_\_\_ bad when I am beaten.

10. I need my sweater because the weather is \_\_\_\_\_.

11. Jethro was \_\_\_\_\_ cold and thirsty.

### **Vocabulary lesson II**

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

### **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**

4) worried, scared, lazy, ill

\_\_\_\_\_

5) sick, unhappy, sad, happy

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

6) John was **not happy** in the morning.

\_\_\_\_\_

7) 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**

8) six \_\_\_\_\_

9) sick \_\_\_\_\_

**Write these short forms in full.**

10) Tr. \_\_\_\_\_

11) O' clock : \_\_\_\_\_

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

12) Morgan is a very **lazy** boy.

\_\_\_\_\_

13) 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.....**

(a) We feel \_\_\_\_\_

(b) I feel \_\_\_\_\_

(c) She feels \_\_\_\_\_

**Fill in the blank spaces correctly.**

2. Anita \_\_\_\_\_ hungry today.

3. \_\_\_\_\_ feel cold rainy weather

4. I \_\_\_\_\_ hot on a shiny day.

5. We \_\_\_\_\_ tired travelling on foot.

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

6. I \_\_\_\_\_ happy today.

7. We \_\_\_\_\_ sad after being beaten.

8. She \_\_\_\_\_ cold in the morning.  
 9. Amina \_\_\_\_\_ unlucky today  
 10. 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.**

4. I \_\_\_\_\_ hungry every morning.
5. Tendo feels so sick \_\_\_\_\_ is taken to the garden.
6. We feel happy when we eat \_\_\_\_\_.

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

7. I feel \_\_\_\_\_ when I take long to eat. (hunger)
8. We feel \_\_\_\_\_ when we have no friends. (lone)
9. Daniel feels \_\_\_\_\_ when I have no water in my bottle. (thirst)
10. 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 “Ir”

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

a) What is the story about?

---

---

b) Who was Ssekabi stoning?

---

---

c) Why was Ssekabi arrested?

---

---

d) Who arrested Ssekabi?

---

---

e) Where was ssekabi put after being arrested by the police?

---

---

f) Why was Ssekabi transferred to a small room?

---

---

g) How was the condition of the small room at night?

---

---

h) For how long did Ssekabi stay in the small room?

---

---

i) What is the work of the prison warders in prisons?

---

---

\_\_\_\_\_

\_\_\_\_\_

j) 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:

a) Give the title of the above poem.

\_\_\_\_\_

\_\_\_\_\_

b) How many stanzas make up the poem?

\_\_\_\_\_

\_\_\_\_\_

c) What makes the writer sad?

\_\_\_\_\_

\_\_\_\_\_

d) When is the writer happy?

\_\_\_\_\_

\_\_\_\_\_

e) What does love bring in the world?

\_\_\_\_\_

\_\_\_\_\_

f) What is an accident?

\_\_\_\_\_

\_\_\_\_\_

g) How can you avoid accidents?

\_\_\_\_\_

\_\_\_\_\_



h) who is the writer of the poem?

i) 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

a) Who looked weak?

b) What made Namuli tired?

c) What did Namuli want to eat?

d) Who gave Namuli money?

e) How much was she given?

f) What did Namuli buy?

g) Who had no money at all?

\_\_\_\_\_

\_\_\_\_\_

h) What do you think is the relationship between Namuli and Sam?

\_\_\_\_\_

\_\_\_\_\_

i) 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

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

Solution table										
Wrong order	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Correct order										

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 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 message 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."