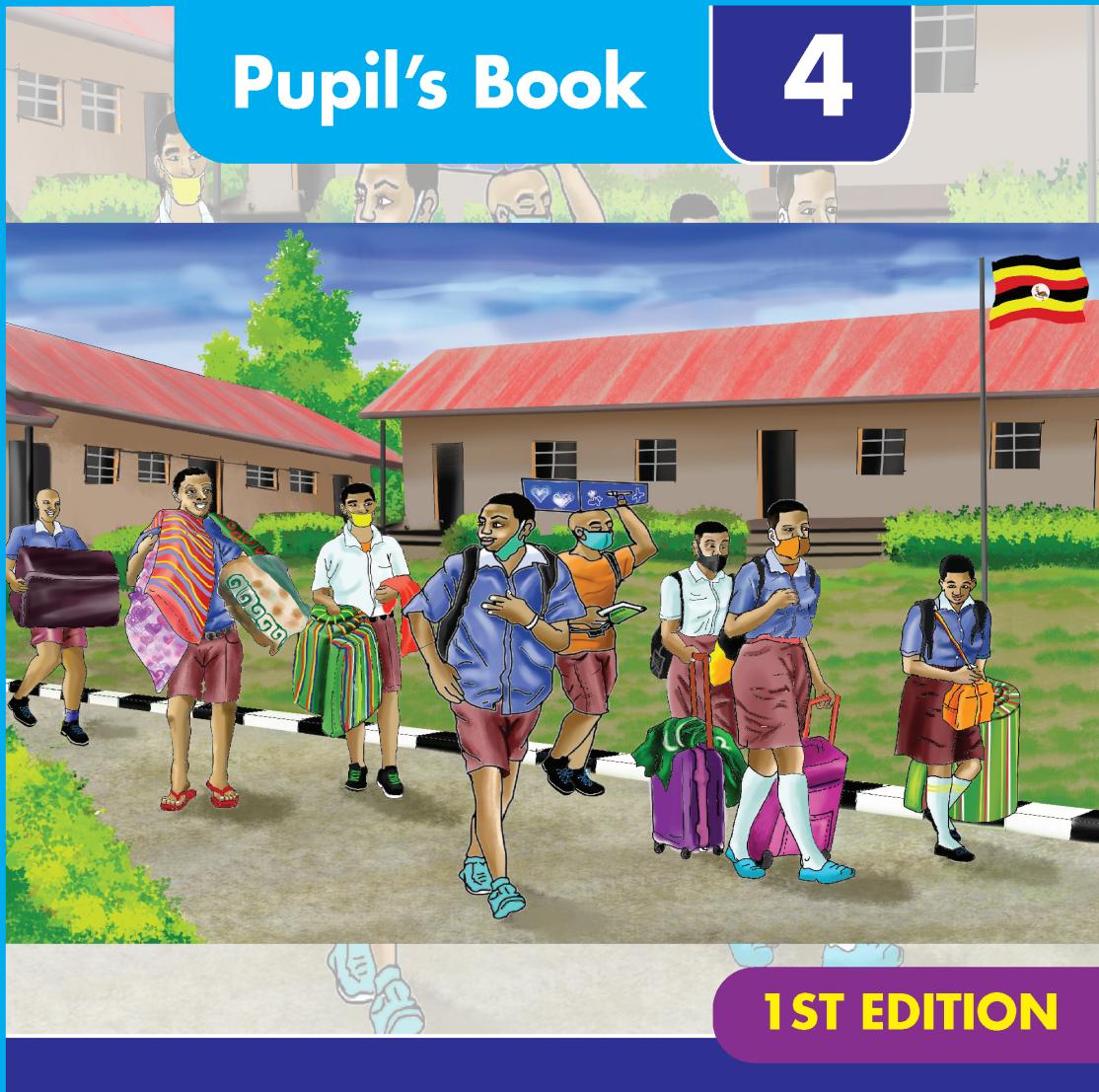


UNDERSTANDING ENGLISH

Pupil's Book

4



1ST EDITION

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Punctuation

Punctuation marks are symbols used in writing a given text that make it readable and understandable to the reader. These punctuation marks include:

Name	Punctuation mark
Comma	,
Full stop (period)	.
Question mark	?
Exclamation mark	!
Apostrophe	'
Quotation marks	" "
Colon	:
Semi-colon	;
Hyphen	-
Ellipsis	...

Capital letters

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

How capital letters are used

- Capital letters are used when beginning a sentence or when writing the pronoun 'I'.

For example:

- (i) She will go to school tomorrow.
 - (ii) I shall go to the market if I get money.
- Capital letters are also used when writing abbreviations.

For example: Dr., Mr., Mrs., Hon., P.L.E , NAADS, USE.

- We use capital letters when beginning proper nouns. For example, names of people, places, countries, cities, days of the week and the months of the year.

For example: Godfrey, Thursday, Abuja, Sudan, December, Uganda, God, Lake Victoria.

The comma (,)

- A comma is used to separate a question tag from the main statement.

For example:

I am writing a book, aren't I?

- It is used when listing items in a series.

For example::

Christella bought apples, mangoes, oranges, lemons and onions from the market.

- It is used to make a pause in a sentence.

For example:

When the student walked into the classroom, he sat down in his chair.

The full stop (.)

- A full stop is placed at the end of a sentence or statement.
- It is also used when writing initials of people and abbreviations.

For example:

F.D. Lugard, P.L.E , w.e.f, C.O.D and I.O.U.

The apostrophe (')

- An apostrophe is used to show ownership or possession of something.

For example:

- (i) This is Daniela's father.
- (ii) Sheilah is James' sister.

- It is also used in contractions to show that some letters have been left out or omitted.

For example:

- (i) can't - cannot
- (ii) I'll - I will/ I shall
- (iii) won't - will not.

The question mark (?)

- A question mark is used at the end of an interrogative sentence (question).

For example:

- (i) Who is your father?
- (ii) What are you doing there?

- It is used at the end of a question tag.

For example:

Betty will not go to school, will she?

The exclamation mark (!)

- An exclamation mark is used with emotional or exclamatory phrase.

For example:

- (i) Oh my God!
- (ii) Ouch!
- (iii) Hello!
- (iv) What a beautiful lady my mother is!

- It is used in shouted statements.

For example:

On your marks!

Quotation marks or inverted commas (“ ”)

Quotation marks are used when enclosing the speaker's actual words in direct speeches.

For example:

The teacher said, “I am going to give you a test tomorrow.”

Activity

Rewrite and punctuate the following sentences correctly.

1. Our class teachers speech was so educative
2. mr antonio married an indian lady
3. We shall not abide by his laws, shall we
4. Grace said i will go to Forest Park on Sunday
5. Oh sorry what a tough situation you are going through
6. why are you late for school today
7. lake victoria is the largest fresh water lake in East Africa.
8. will you join me for the party tomorrow
9. Alosious best friend has gone missing
10. may you please lend me your pen
11. what a tight race this is
12. dr Moses didn't go for the covid-19 test
13. Yes you are right.
14. Have you seen hon shatrah anywhere
15. Stellah said we are having an examination now
16. uganda kenya tanzania and burundi are member states of the East African Community.

Topic 1: Describing people and objects

Vocabulary

Read these words correctly.

black	beautiful	good	kind	tall
polite	circular	rectangular	weak	round
strong	ugly	brown	thin	pretty
smart	bad	triangular	flat	blue
long	heavy	hard	smooth	oval
light	soft	short		

Adjectives

Adjectives are words used to describe nouns or pronouns. Or they are words that modify a noun or pronoun.

Examples of adjectives

strong	ugly	black	beautiful
rectangular	short	pretty	thin
tall	brown	smart	weak

For example:

The underlined words in the sentences below are adjectives which are describing or modifying the nouns; box, Sarah, Salome, pupils and the dress.

1. Mariam drew a rectangular box.
2. Sarah is a beautiful girl.
3. Mariam is short and pretty.
4. The pupils are smart.
5. My dress is blue in colour.

Activity 1.1

Underline the adjectives in the sentences below.

1. My father bought a black car.
2. She is an ugly woman.
3. Frank gave a good-looking gift to Ahmed.
4. Our school field is very wide.
5. Primary Four is a good class.
6. My elder brother is clever.
7. Daniel is always smart at school.
8. What a handsome boy John is!
9. It is hot today.
10. The knife is very sharp.
11. Muhammad has a red T-Shirt and a green cap.
12. The food is as cold as ice.
13. The Mathematics teacher narrated to us a very boring story yesterday.
14. He went to Nairobi and bought very many ripe and delicious fruits for his family.
15. Her dress is new.

Comparison of adjectives

Degrees of adjectives

Adjectives are of three degrees;

- (i) Positive degree
- (ii) Comparative degree
- (iii) Superlative degree

The positive degree

The positive degree talks about only one noun, or the adjective in its basic form without any comparison.

For example:

- (i) Hadijah is a fat girl.
- (ii) Faith is very kind to others.

The comparative degree

The comparative degree is used to compare only two nouns. The conjunction ‘**than**’ is used to show the comparison between the two nouns.

For example:

- (i) Joyce is taller than Patricia.
- (ii) This book is newer than that one.
- (iii) Komuhendo is more beautiful than Faimah.

The superlative degree

The superlative degree is used when comparing more than two nouns. The article ‘**the**’ is used before the superlative form of the adjective.

For example:

- (i) The elephant is the biggest animal in the game park.
- (ii) Of the three boys, Dawton is the brightest.
- (iii) This test is the most difficult of all those we have ever done.

Comparison of adjectives

1. Regular adjectives

- (a) These form their comparative by adding ‘er’ and the superlative by adding ‘est’.

Activity 1.2

Fill in the gaps below correctly.

Positive	Comparative	Superlative
smart	smarter	smartest
kind	kinder	kindest
short	shorter
long
sweet
new	newest
narrow
quick
clean
small	smaller	smallest
tall
slow
brown
black	blacker
bright
clever	cleverer	cleverest
cold
old	older/elder	oldest/eldest
soft
hard
sharp
clear
few

poor
rich
broad
cheap	cheaper	cheapest

- (b) Adjectives that end with ‘e’ form their comparative degree by adding ‘r’ and the superlative degree by adding ‘st’ to the adjective.

Activity 1.3

Fill in the gaps below correctly.

Positive	Comparative	Superlative
wise	wiser	wisest
simple
polite
brave
late	later	latest
safe
humble	humbler
gentle
wide
large
pure	purest
fine
white	whiter

- (c) Some adjectives double their last consonant before adding ‘er’ and ‘est’ in the comparative and superlative respectively.

Activity 1.4

Fill in the gaps below correctly.

Positive	Comparative	Superlative
big	bigger	biggest
thin	thinner	thinnest
red
fat
hot
sad	sadder	saddest
mad
slim	slimmest
dim
wet
glad	gladder	gladdest

- (d) Adjectives which end with ‘y’ form their comparative and superlative degrees by changing ‘y’ to ‘i’ before adding ‘er’ and ‘est’ in the comparative and superlative respectively.

Activity 1.5

Fill in the gaps below correctly.

Positive	Comparative	Superlative
easy	easier	easiest
pretty	prettier	prettiest
busy
noisy
shabby
lousy	lousier
lovely	lovelier	loveliest

dirty
wealthy	wealthiest
healthy	healthier
dry
tiny	tiniest
lucky
lazy	lazier
ugly
happy
tidy
funny	funnier	funniest
heavy
juicy

(e) Long adjectives with more than two syllables form their comparative form by adding the word ‘more’ before the adjective and superlative form by adding ‘most’ before the adjective.

Activity 1.6

Fill in the gaps below correctly.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
handsome	more handsome	most handsome
careful
dangerous
important
delicious
useful
durable
expensive

difficult
comfortable	more comfortable
famous	most famous
harmful	most harmful
powerful	more powerful	most powerful
complicated
delicate
ignorant
interesting	more interesting	most interesting
generous
industrious	more industrious	most industrious
valuable
wonderful
courageous

2. Irregular adjectives

Irregular adjectives change completely and differently from their original form in the comparative and superlative degrees respectively.

Positive	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
many	more	most
much	more	most
far	farther/further	farthest/ furthest
little	less	least

Activity 1.7

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

1. Agatha is the dancer in the school. (good)
2. Of the two boys, who is? (tall)
3. Rosety is as as her young sister. (short)
4. Your cousin is the pupil in our dormitory. (shabby)
5. English is than Mathematics. (simple)
6. Catherine is the girl in our class. (heavy)
7. Esther is the of the two girls in the race.(fast)
8. She has a number than yours. (big)
9. Sugar is the item on the list. (expensive)
10. My crops are than yours. (healthy)
11. The twins are than their elder sister. (pretty)
12. Nambi is than her sister. (old)

Language structures

The use of ‘as ... as’

This structure is used in the positive degree of adjectives. It is used to show equality between the two nouns in comparison. The adjective in the positive degree is put between the two ‘as’.

For example:

1. Charles is brilliant. Aisha is brilliant.
Charles is as brilliant as Aisha.
2. Emmanuel is handsome. Fahad is also handsome.
Emmanuel is as handsome as Fahad.
3. The test was very difficult. It was like the one they did.
The test was as difficult as the one they did.

The use of ‘not as ... as’

This structure is used in the positive degree. However, it shows that one noun is superior than the other.

For example:

1. Bronnie is rich. Mable is very rich.
Bronnie is not as rich as Mable.
2. Moses is brighter. David is bright.
David is not as bright as Moses.
3. Precious is prettier than Sandra.
Sandra is not as pretty as Precious.

Activity 1.8

Rewrite the following sentences as one using ‘as ... as’ or ‘not as ... as’

1. A cat is small. A rat is small.
2. Both Rodney and Matilda are clever.
3. My novel is interesting. His novel is not interesting.
4. Junior is three feet tall. Jackson is four and a quarter feet tall.
5. Hussein is more handsome than Marvin.
6. Teddy’s home is far. Cissy’s home is also far.
7. Our chefs are better than yours.
8. This building is high. That building is high.
9. Kerren came late. Gloria came later.
10. Your handwriting is good. Her handwriting is better.
11. Tom is smart. Caleb is smarter.
12. John is thinner than Sulaiman.
13. Sugar is sweet. Honey is also sweet.

Simile

A simile is a figure of speech used to compare two different nouns that are equal. A simile equates one noun to another.

Common similes

- As black as charcoal.
- As green as grass.
- As silent as a grave.
- As happy as a king.
- As quick as lightning.
- As playful as a kitten.
- As fast as a deer/cheetah.
- As sober as a judge.
- As blind as a bat or mole.
- As hot as fire.
- As easy as ABC.
- As proud as a peacock.
- As solid as a rock.
- As gentle as a lamb.
- As busy as a bee.
- As sharp as a razor.
- As ageless as the sun.
- As sick as a dog.
- As cunning as a fox.
- As white as snow.
- As brave as a lion.
- As big as an elephant.
- As cold as ice.
- As wise as Solomon.
- As dry as a bone.
- As slippery as an eel.
- As flat as a pancake.
- As light as a feather.
- As friendly as a puppy.
- As tough as nails.
- As good as gold.

- As fat as a pig.
- As slow as a snail/tortoise.
- As sure as death.
- As poor as a church mouse.
- As free as a bird.
- As greedy as a hyena.
- As timid as a rabbit.
- As sound as a bell.
- As delicious as a forbidden fruit.

Activity 1.9

Complete the sentences below correctly.

1. The food is as hot as fire.
2. The baby's milk was as cold as
3. Isaac's T-shirt is as as snow.
4. Jackson's pair of trousers is as as coal.
5. My daughter is as playful as a
6. Green is to grass as is to ABC.
7. Most people during the covid-19 lockdown were as poor as a
8. Fahad is as as a tortoise.
9. Our compound is as as a pancake.
10. Sober is to a as is to a rabbit.
11. The children were as greedy as a at the party.
12. The suspects were as innocent as a
13. The glass was as bright as
14. She was as as a bird in the air.

The use of ‘than’

‘than’ is used in the comparative degree of adjectives when comparing two nouns.

For example:

1. Aaron is tall. Ismail is taller.
Ismail is taller than Aaron.
2. My niece is dull. My nephew is duller.
My nephew is duller than my niece.
3. Simon is inquisitive. Diana is more inquisitive.
Diana is more inquisitive than Simon.

Activity 1.10

Join these sentences using ‘... than ...’

1. A dog runs fast. A cheetah runs faster.
2. A cow is very heavy. A lion is heavy.
3. They are rich. We are very rich.
4. Mary is nine years old. Her brother is eight years old.
5. Masaka Road is very wide. Kampala Road is not wide.
6. Lake Kyoga is shallow. Lake Bunyonyi is deep.
7. Rice is nutritious. Eggs are very nutritious.
8. Our teachers are smarter. Your teachers are smart.
9. P.4 pupils are more hard working. Other classes are hardworking.
10. I like Saha more. I like Doha.
11. Joel is polite. Janan is politer.
12. Ruth was informed. Elizabeth was more informed.

The Present Simple tense

The Present Simple tense is also called the everyday tense. It talks about repeated actions or things that are done repeatedly. It uses words like always, usually, often or regularly.

Formation of Present Simple tense of verbs

Activity 1.11

Complete correctly.

Verb	Present Simple tense	Verb	Present Simple tense
care	cares	draw	draws
send	sends	stay	stays
brush	brushes	go	goes
do	does	prepare	prepares
cry	cries	fly	flies
fry	fries	dirty	dirtyes
carries	preach
watch	copy
teach	hate
love	wear
try	pay
say	carry

Note:

- When talking about singular nouns and pronouns like he, she, it and Ritah, the verb in the Present Simple tense ends in 's'.

For example:

- Jane carries her baby every day. (carry)
- She hates undisciplined pupils. (hate)
- He does homework every evening. (do)

- When talking about plural nouns and pronouns like we, they, you, I, Frank and Josephine, the main verb in the Present Simple tense remains unchanged, that is, does not end in ‘s’.

Examples:

1. We always dodge the teacher’s work. (dodge)
2. They watch football every Saturday. (watch)
3. I usually go to the church on Sunday. (go)
4. Henry and Harry eat meat and fish every day. (eat)

Activity 1.12

Fill in the blank spaces with the Present Simple form of the verbs given in brackets to complete the sentences.

1. That pastor in our church on Sunday. (preach)
2. Nelson in that beautiful house. (live)
3. My young sister French fluently. (speak)
4. We always the work from the chalkboard. (copy)
5. Lilian and Gloria netball in the school team.(play)
6. She to me twice a month. (write)
7. The shepherd rarely the sheep on Thursday. (feed)
8. It always in June. (rain)
9. Samantha usually early at night. (sleep)
10. Our baby whenever the mother is away. (cry)
11. He always politely to his elders. (reply)
12. I my aunt during the holidays. (visit)

The use of ‘both’ and ‘and’

It is used to join two nouns that are of the same quality.

For example:

1. Joshua is cruel. Julius is cruel.
Both Joshua and Julius are cruel.

2. Juliet is a wise girl. Josephine is a wise girl.
Both Juliet and Josephine are wise girls.

Activity 1.13

Join the following sentences beginning ‘both’

1. Charles is clever. Rihanna is clever.
2. A fox is a cunning animal. A wolf is a cunning animal.
3. Charity is a smart girl. Immaculate is a smart girl.
4. A ball is a spherical object. A globe is a spherical object.
5. I am rich. Peter is rich.
6. The mother was at home. The father was at home.
7. The teachers entered the classrooms. The learners entered the classrooms.
8. Imran is brilliant. Quraish is brilliant.
9. We’re heading to the mosque. The Imam is heading to the mosque.
10. Matthew is a carpenter. Robert is a carpenter.
11. A phone is useful. A radio is useful.
12. Megan is as pretty as her mother.
13. The prince will come tomorrow. The princess will come tomorrow.
14. Pedro is a lazy pupil. James is a lazy pupil.
15. The students are as hardworking as their teachers.
16. My mother is a seamstress. My aunt is a seamstress.
17. Jelly is watching television. Tom is watching television.
18. Jackline is a brown skinned girl. Jessica is a brown skinned girl.

The use of possessive forms

The possessive form is used to show ownership or belonging. We use an apostrophe to show that something belongs to someone.

- (a) For singular nouns, the apostrophe is put before ‘s’.

For example:

1. Joshua's bag is clean.
2. Wamani's shoes are black.
3. The pupil's books are tidy.

- (b) For plural nouns and those nouns that end in ‘s’, the apostrophe is placed in front of ‘s’.

For example:

1. Jesus' disciples.
2. That is James' book.
3. The teachers' names are displayed on the notice board.

- (c) For plural nouns that do not end in ‘s’, the apostrophe is placed after the last letter and then an ‘s’ is added to the word.

For example:

1. Those are children's bags.
2. The women's bags are pinkish.

Activity 1.14

Rewrite the sentences below in possessive form.

1. We visited the cousin to Joshua.
2. My niece has a handsome bag.
3. Tendos dress got torn.
4. This book belongs to Issabella.
5. That big shop belongs to my father.
6. Brighton owns this round ball.
7. That drawing belongs to Sasha.

8. The book for visitors is at the gate.
9. Clothes for men are very expensive.
10. The fruits for the babies are very sweet.

Comprehension

Activity 1.15: Passage

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

During her English lesson in Primary four A, last week, Ms. Nassali gave the pupils chance to describe their school, one at a time. The tallest boy in the class was the first to go to the front of the classroom. The rest of the pupils listened attentively as Ronnie Ashaba spoke.



"My classmates, our school is so amazing. It is a place where one would love to be. The school buildings are very good and well designed. The bright colours of the walls make our school attractive. The smooth texture of our classrooms makes

it beautiful. Our teachers cannot be compared to others. They are cheerful and kind during lessons. My best teacher is Mr. Agustus. I like him because he teaches Music very well. It is my best subject.”

Ronnie continued, “Emmanuel is my best friend. He is a bit shorter but cleverer than me. Emma is friendly and happy most of the time. Whenever I wrong him, I say sorry and he accepts my apology. He makes school life very interesting for me. Our school is the best. It makes my heart to be at peace. Long live St. Ntonio Primary School!”

Questions

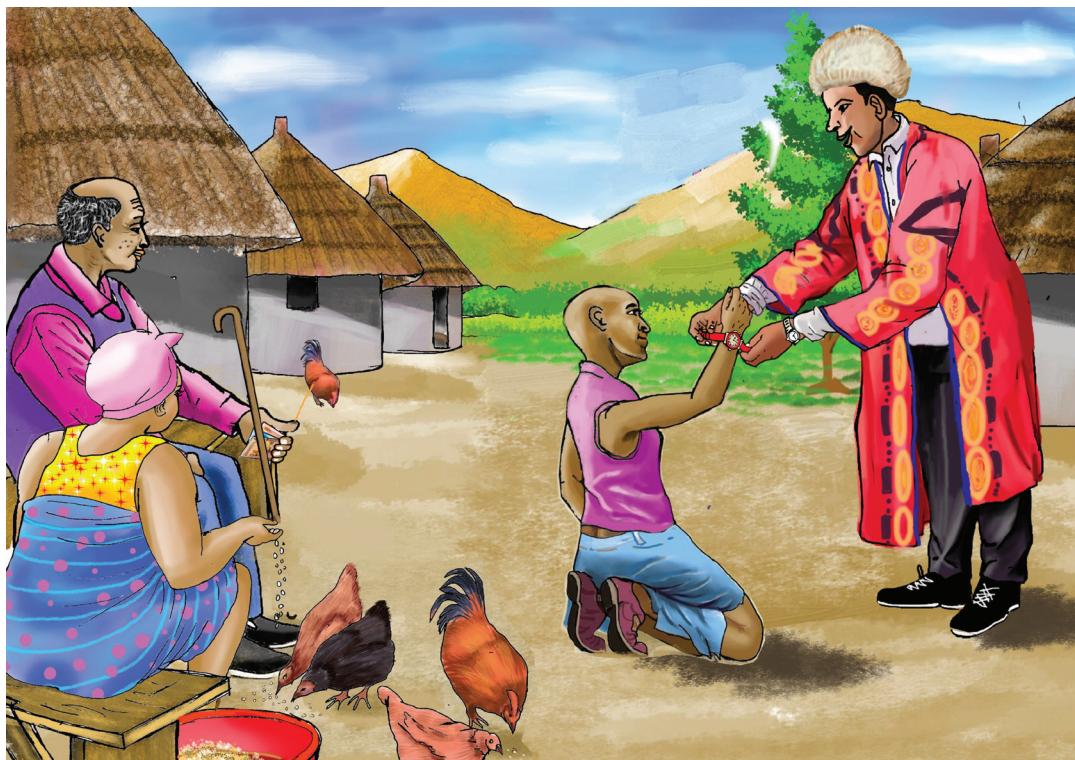
- (a) Who conducted the lesson in the story?
- (b) In which class was the lesson conducted?
- (c) What did Ronnie describe before his classmates?
- (d) Mention one thing that makes this school amazing.
- (e) Why did Ronnie say his teachers cannot be compared to any other?
- (f) Who is his best teacher in the story?
- (g) Who is Ronnie’s best friend.
- (h) What is the name of the school in the story?
- (i) Give another word or a group of words to mean the same as following words used in the story:
 - (i) cheerful
 - (ii) say sorry

Activity 1.16: Passage

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

In Kamu village, there is a girl called Aloyo. Aloyo is very humble and kind. Most people in this village envy her. Young children in the village want to be friends with her.

Her parents are proud of her. Whenever she asks them for anything, she gets it easily. This has helped her get all the basic items needed for a child.



One day, Aloyo represented her sub-county in the girls' skills competition and was the best of all. She earned a good name for her sub-county. The following day, the sub-county chief visited her father's home. He carried some gifts for the family to thank them for raising a wonderful daughter. He also carried a package for Aloyo in his nice bag. While at Aloyo's father's home, the chief put his hand into the bag and brought out the package, it was a beautiful red watch. He gave it to Aloyo.

“Thank you for being a good girl,” the chief told Aloyo. Aloyo was very happy and thanked the chief for the gift.

When she went to school on Monday, her teachers too thanked her. The headteacher gave her a picfare set and a black box file to thank her. She has kept her file neat and organised. She uses it to keep her examination papers. Aloyo is now a good example to the rest of her classmates.

Questions

- (a) Where does Aloyo live?
- (b) Why do children want to be friends with Aloyo?
- (c) How do Aloyo’s parents feel about her?
- (d) When did she earn a name for her sub-county?
- (e) Who came to visit her father’s home?
- (f) What gift was given to Aloyo?
- (g) Why was she gifted by the chief?
- (h) How did the headteacher appreciate Aloyo?
- (i) Give another word to mean basic as used in the story.
- (j) Suggest a suitable title for the story.

Activity 1.17: Passage

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

The Beautiful Girl at School

My name is Imran. I go to Glorify Him Junior School. It is found in Maga Town.

At my school, there is a very beautiful, kind and caring girl. Her name is Patricia. She is in primary five class. Patricia is bright and smart. All pupils in her class praise her for the extreme academic performance she exhibits. The teachers of primary five use her as their co-teacher especially to those pupils who have not understood a taught concept in class. Patricia always

gives a hand to those pupils with academic challenges so that they can also excel just like her.

Besides academics, Patricia is also talented in singing and dancing. The Music teacher, Mr. Kaso Mike, made her the school choir leader because of the sweet soft voice she uses while singing. Boys and youths in the community always look at her and admire her because of her beauty.

Last term, our school choir went for an inter-school MDD competition. The judges observed the competitions critically and later announced our school choir as the winner of the competition. This was all achieved through the efforts of the beautiful musical girl, Patricia. We all lifted her up in jubilation for the spectacular victory she had won for us.

Our Music Patron, Mr. Kasana Sulaiman, rewarded Patricia with a brand new silver TV set in appreciation for her tireless efforts towards the school's victory. Patricia's parents were very happy and proud of what their daughter had done. They thanked the teacher and the school for promoting their daughter's music talent.

Questions

- (a) Who wrote the story above?
- (b) To which school does the writer go?
- (c) What is the story about?
- (d) What is the name of the beautiful girl in the story?
- (e) Where is the writer's school located?
- (f) In which class is Patricia?
- (g) Which co-curricular activities is Patricia good at?
- (h) Who helped Glorify Him Junior School win the MDD competitions?
- (i) Who teaches Music at Glorify Him Junior School?
- (j) Who is Mr. Kasana Sulaiman?
- (k) What prize was given to Patricia?

12. Write in full.

- (a) MDD
- (b) Mr.

13. Give another word or group of words to mean the same as the underlined words in the story.

- (a) gives a hand
- (b) exhibits

Activity 1.18: Poem

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

My beautiful mask
Very useful to me indeed
When Covid-19 gets rough
To save me you get tough
I will wear you to the end

My fabric mask
I cannot do without you
For fear of the harsh monster
That cannot spare anyone
An enemy to all

My soft mask
Please stay by my side
To cover my nose and mouth
Whenever I am in public
And make me safe

My pink mask
I only touch your surface
When my hands are clean
I am proud of you
My face mask, oh!

Haman Barks

Questions

1. What is the writer describing in the poem?
2. Why does the writer need the face mask?
3. Which monster has been talked about in the poem?
4. What is the colour of the writer's mask?
5. Which material is the mask in the poem?
6. When does the writer need the mask according to the third stanza?
7. Give another word to mean useful as used in the poem.
8. According to the poem, how does the writer wear this mask?
9. Suggest a suitable title to the poem above.
10. Who wrote the above poem.

Activity 1.19: Poem

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

The play toy
So loved by all children
You give me endless fun
And make me have no worries
I really enjoy your presence
When I play with you the whole day

My play toy
Very beautiful and smooth
Each day I hold you
I feel like not stopping
You give me happiness indeed
And make me shout your name

Oh play toy
Every pupil at school
Mentions your name
Saying your maroon colour is nice

And that you are charming
You are our best friend

Dear play toy
There is one bad thing about you
You make me fail homework
While I concentrate on you
Should I get low marks again
I will come for your head.

Kana Jayden

Questions

1. What is loved by all children?
2. Why is the play toy loved by children?
3. How does the writer enjoy the presence of the play toy?
4. What kind of toy is it?
5. What does the writer do when he is happy with the toy?
6. Who talks about this toy at school?
7. What colour is the toy?
8. In how many stanzas is the poem written?
9. Who is the writer of this poem?
10. Write one bad thing about this toy.

Activity 1.20: Dialogue

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

Alice: What an attractive blue dress you have! Where did you buy it?

Shadia: I bought it from a certain boutique in Jinja City.

Alice: It really looks nice. However, it seems to be very expensive.

Shadia: It is not so expensive as you may think.

Alice: Sure! Then how much did you it cost?

Shadia: I bought it cheaply at fifty thousand shillings only.

Alice: What! Is that cheap?

Shadia: I think so, considering the beauty of the dress.

Alice: Alright. Then you will have to take me there so that I can also get one for myself and look as pretty as you are.

Shadia: It's okay.

Alice: On which days are you always free?

Shadia: On Tuesdays and Saturdays. When would you like me to take you?

Alice: Saturday is probably a good day.

Shadia: It's okay then. We shall go.

Alice: Thank you so much.

Shadia: You are welcome.

Questions

1. How many characters are involved in the dialogue?
2. Who has an attractive dress according to the dialogue?
3. Which colour is the dress?
4. Where did she buy the dress?
5. Was the dress very expensive?

6. How much did Shadia buy the dress?
7. When will the two friends go to the boutique?

Activity 1.21: Dialogue

Read the dialogue below and in full sentences, fill in the missing responses to complete it.

Sasha: I am glad to meet you after a long time.

Ruby:

Sasha: I am alright my dear. How is school after the long break?

Ruby:

Sasha: Good! I am also doing well at school. What's in that package you are carrying?

Ruby:

Sasha: Wow! Who bought you the new smart phone?

Ruby:

Sasha: That's good of your father. So, what did you do to have that gift from him?

Ruby:

Sasha: You are such a bright girl no wonder you won the spelling bee. Congratulations!

Ruby:

Sasha: Your phone is beautiful. I like its shiny surface. Please take good care of it.

Ruby:

Sasha: What will you mainly use it for?

Ruby:

Sasha: You are right. It is going to help you a lot for study.

Ruby:

Sasha: Yes, I have, but it's not a smart phone. My mother promised me one on my birthday.

Ruby:

Sasha: Good bye, Ruby.

Activity 1.22: Interpretation

The table below shows the items Nana bought bought in the first term holidays. Use it to answer in full sentences, the questions that follow.

Item bought	Colour	Material	Purpose
Skirt	black	cotton	church wear
Blouse	hot pink	silk	weekend wear
Pair of trousers	navy blue	jean	evening walk
Dress	lime green	sateen	party wear
Shoes	black	leather	school
Bag	red	leather	shopping

Questions

1. Who wrote the information above?
2. What does the information show?
3. When were the items above bought?
4. What colour is the blouse?
5. Why did Nana buy the sateen dress?
6. Which item has silk material?
7. What kind of shoes did she buy?
8. For what purpose is the leather bag?
9. How many items are described?
10. Name the navy blue item.

Topic 2: Giving directions

Sub-topic: Directing people to places

Vocabulary

Read these words with your neighbour.

far	near	next to	across
in front of	behind	roundabout	signpost
after	middle	opposite to	junction
corner	before	down	

Activity 2.1

Read these sentences correctly.

1. Our home is far from the school.
2. The district headquarters are found across the river.
3. The mosque is behind the L.C1's shop.
4. My home is in front of the market.
5. The borehole is near the junction.
6. There is a sharp corner after the roundabout.

Activity 2.2

Rearrange the letters below to form correct words.

1. ppositeo
2. nctjunio
3. raf
4. tuabrndoo
5. dinbhe
6. ercnor
7. oescl

Language structure

The use of ‘nearer/farther/closer’

They are used when comparing two places in relation to distance. The comparative word ‘than’ is used to show the comparison.

Examples:

1. Ruth’s home is farther than Jane’s home. (far)
2. This mosque is nearer to our home than to our school. (near)
3. The theatre is closer to the main road than to the police station. (close)

Activity 2.3

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

1. The bookshop is to the school than to the hospital.
(near)
2. Our house is from the toilet than from the kitchen. (far)
3. Lego Hospital is to Kama Town than to Badge Towers.
(near)
4. Kigali is to Bujumbura than to Kampala. (close)
5. Nalule and her sister are seated from the television than from the amplifier. (far)
6. Boma route is to our home than the Gaza route.
(near)
7. The school canteen is to the offices than to the classrooms. (close)
8. The borehole is from the lake than from the waterfall. (far)

Comprehension

Activity 2.4: Passage

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

Zabron is a well-known craftsman in Luba Zone. He makes items like sisal ropes, door mats and shopping bags. He carries his products to the market every weekend. Last week, he decided to take them to Safari Market, but he was not sure of the direction to the market. On the way, he met Laban near Kandi Bridge and asked him for the direction to the market.

Laban trades the same items. He did not want to share the market space with Zabron. He therefore gave him wrong directions. Zabron ignorantly took the wrong direction. Laban smiled to himself. He was sure Zabron would reach the market very late. Laban quickly picked his items to go to the market.



Zabron got lost of course. Some young girls who saw him helped him with the proper direction. Residents saw his nice items and liked them. One after another, they started buying his items. More people bought the items on the way as he moved. When he finally reached the market, he had very few items left to sell. The wrong direction had been a blessing in disguise.

Laban was already at the market, but he had not sold even a single item. Zabron just thanked him for giving him the direction which had many buyers. Laban apologised for his craftiness.

Questions

1. In which zone does Zabron live?
2. What does Zabron do?
3. Where was he taking his items for sale?
4. Whom did he meet at the bridge?
5. Apart from ropes, mention any other product Zabron sells.
6. Why did Laban give Zabron the wrong direction?
7. How did the wrong direction help Zabron?
8. What lesson do you learn from the story?
9. Give a word to mean trades as used in the story.
10. Suggest a suitable title for the story.

Activity 2.5: Passage

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

Amos is a well known farmer in Paka, the biggest village in the Southern part of our municipality. He grows a lot of fruits for sale. Fruits such as mangoes, oranges, lemon and tangerine are the commonest on his farm.

When the fruits are grown, it is a busy season. Buyers start coming with trucks to buy the fruits. They load the fruits on trucks and take them to the city. Yesterday, a truck came, but

the driver did not know the direction to Amos' home. When he found us, he stopped. He then requested us to help him locate Amos' home.

"The road to his home has several corners," we said. We told him that he needed to go with us to show him the direction. He told us to board the truck and direct him as he drove. This was a golden chance for us. We had never sat in a vehicle before. As we moved, trees were running in the opposite direction. This confused us a lot but it was enjoyable. We directed him to the longer route so that we could enjoy the ride. Soon he turned left at the bend near Amos' farm. We picked ripe mangoes while on the truck. At last, we reached the home. The driver thanked us for directing him. We also thanked him for the ride, the first in our lives.

Questions

1. Which village is well known for fruit growing?
2. Write one example of fruits grown in this village?
3. Where is this village located?
4. Why do trucks come to this village?
5. Which road had corners?
6. Why did the children board the truck?
7. What did these children refer to as the golden chance?
8. How did these children help the driver?
9. Give another word or group of words with the same meaning as these words in the story.
 - (i) locate
 - (ii) bend

Activity 2.6: Passage

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

A Journey Back Home

My name is Goodluck Jonathan. Last year, I travelled back to my home village. I rang my grandfather so that he would give me the clear direction to the village because I had forgotten the route. I left home and went to the nearby bus stop to wait for the bus. The bus stop is near the market. So, I decided to buy a yellow banana and eat it as I waited for the bus to arrive.

At about ten O'clock in the morning, the bus arrived and I boarded. This was my first time to travel by bus. I sat next to the conductor because I did not know where I was heading to. Shortly after I had boarded, I paid my bus fare and then asked the conductor how long it would take to reach the Doha stage near the roundabout. The conductor told me that it was 2 km from the bus stop to the stage. He then promised to remind me when we reached there.

When we reached the stage, I was very surprised to see a well-built hospital near the roundabout. I was extremely impressed by the developments in the area. Our home was just a short distance behind the hospital. When grandfather saw me, he was very happy because it had been a long time since we had last met. He prepared me my best dish of rice and beef. I was very happy to see my grandfather and village mates again. What a journey to remember!

Questions

1. What is the passage about?
2. Who is telling the story?
3. Where is the writer's village found?
4. Whom did the writer call for direction to the village?
5. Where did Jonathan board from?

6. What did he buy as he was waiting for the bus?
7. At what time did the bus arrive at the bus stop?
8. Where did Jonathan sit?
9. How long was Jonathan's home village from the bus stop?
10. What was near the roundabout?
11. Where was his home?
12. What did grandpa serve Jonathan?
13. Give another word to mean the same as extremely.
14. Write in full.
 - (a) km
 - (b) O'clock

Activity 2.7

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

That big bungalow
On a hilly ground it stands
Surrounded by tall trees
Just close to the village square
Is our new home

A rectangular house
In a quiet village corner
Along Tasha Road
Behind the chief's residence
Is our nice home

On a large piece of land
Opposite the church building
After Mike's hut
Very easy to locate
Is our village

Naamu Catrina

Questions

1. What kind of building is the house in the poem?
2. Where does the house stand?
3. Describe the shape of the house mentioned.
4. Where can you find this house?
5. Which building is in front of this house?
6. Write one of the writer's neighbours.
7. How many stanzas make the poem above?
8. Who is the writer of the poem?
9. Give another word or group of words to replace the underlined words in the poem:
(i) surrounded
(ii) locate

Activity 2.8: Guided dialogue

The conversation below took place between Frank and Jack. It took place at 10:30 a.m on Monday, 14th June, 2021. Study it critically and fill in what you think were Frank's words. Then answer the questions that follow in full sentences.

Frank:

Jack: Good morning to you, Frank.

Frank:

Jack: I am going to the police station.

Frank:

Jack: The police station is opposite the Baroda Bank building.

Frank:

Jack: It is 5 km from here.

Frank:

Jack: I am going to file a case on my neighbour.

Frank:

Jack: He encroached on my piece of land.

Frank:

Jack: That land is near Vanessa's Boutique in Kamwenge district.

Frank:

Jack: Thank you, Frank. Safe journey to you too.

Questions

1. Which people are in the dialogue?
2. How many people are involved in the conversation?
3. When did the conversation take place?
4. At what time did Frank and Jack talk?
5. Where is Jack going?
6. How far is the police station from Jack's home?
7. Where is Jack's land found?
8. What is opposite the Baroda Bank building?

Activity 2.9: Guided dialogue

A ten- year old boy, Bento was moving to the health centre for vaccination. He got lost along the way, but he met a police officer. Read the dialogue below and fill in what you think the little boy said to the police officer.

Little boy:

Officer: Good morning young boy. What is your name?

Little boy:

Officer: How old are you, Bento?

Little boy:

Officer: Where are you going alone this morning?

Little boy:

Officer: Why did you move alone and where are your parents?

Little boy:

Officer: I understand. All parents are busy at work now.

Little boy:

Officer: Surely. Why not? I will direct you to the health centre.

Little boy:

Officer: Not really. It is not far from here. First you will take the main road to Saka Trading Centre, and then turn off to your left before you reach the supermarket. The next building is the health centre.

Little boy:

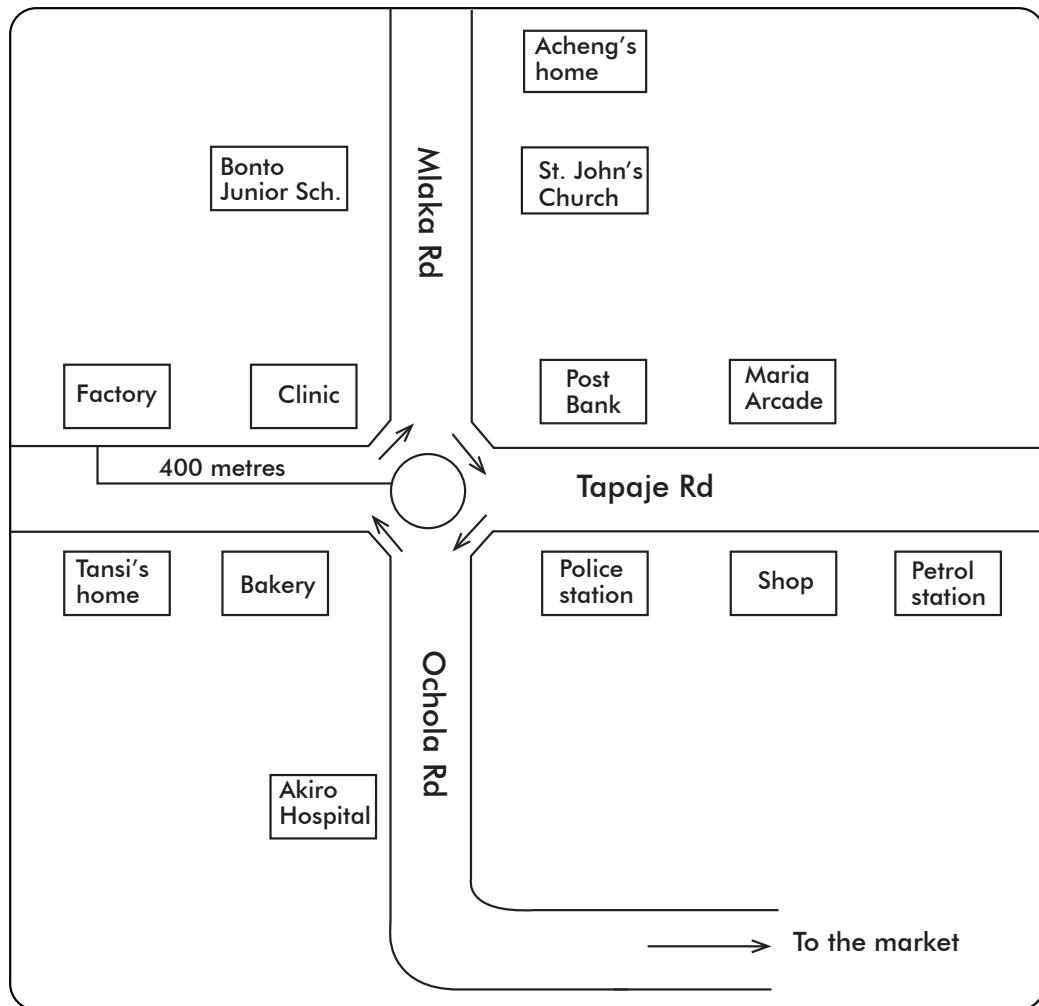
Officer: You are welcome. Why are you going to the health centre?

Little boy:

Officer: Alright. Safe journey to your vaccination.

Activity 2.10: Interpretation

Study the map of Moro village found in Arua District carefully and answer the questions that follow in full sentences.



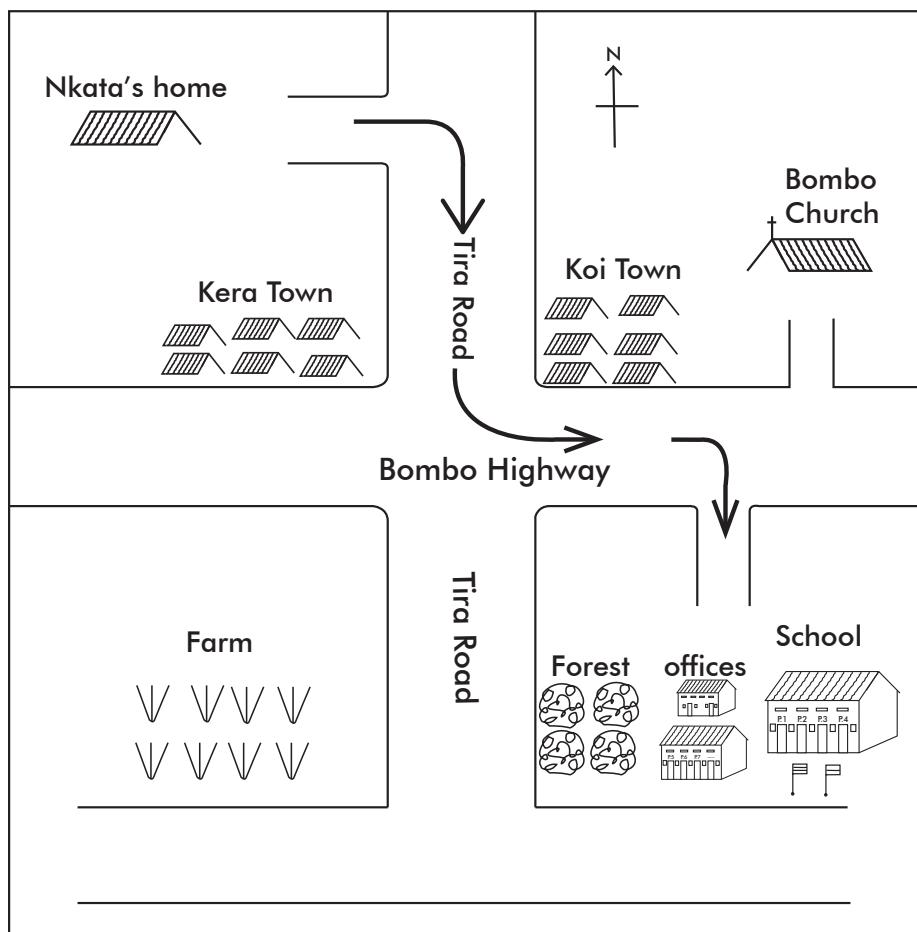
Questions

1. For which village is the above map?
2. In which district is the above village found?
3. Which road leads to Maria Arcade?
4. Along which road is Acheng's home?
5. What is opposite the school?
6. How far is the factory from the roundabout?
7. What is next to the bakery?

8. What is opposite the police station?
9. Which road leads to the village market?
10. Where is Akiro Hospital?
11. Of the factory and the clinic, which is nearer to the school?

Activity 2.11: Interpretation

The map below shows Nkata's journey from home to school. Study it and answer in full sentences, the questions that follow.



Questions

1. What does the map show?
2. In which direction is Nkata's home from Tira Road?

3. Which road does Nkata take when he leaves home?
4. What feature is opposite the farm?
5. What trading centre is on Bombo Highway?
6. What building is opposite the school?
7. Where do you think Nkata goes for milk?
8. From which town does Nkata buy items?
9. To which church does Nkata go on Sunday?
10. Which direction does Tira Road go?

Topic 3: What I like and how I feel

Sub-topic 3A: What I like

Vocabulary

Read these words with your neighbour.

foods	drinks	fruits	dancing
reading	riding	enjoy	prefer
soda	singing	desires	cooking
football	sewing	playing	

Activity 3.1

Complete these sentences using the correct form of the words in brackets.

1. They good life to suffering. (erpref)
2. Sarah likes and singing. (ngindac)
3. We ate and drank soda. (ofod)
4. I football. (jyoen)
5. Our school team lost the match. (nteblla)
6. Covid-19 patients should take a lot of (riutsf)
7. Namuddu likes more than reading. (weings)
8. She found Kansiime a bicycle. (idirng)
9. Aidah prefers to mineral water. (daos)
10. Tendo doesn't have any of singing and sewing. (erdeis)

Language structures

The use of ‘like(s) ... more than’

This structure is used to mean that we like something or someone more than the other. We use ‘**likes**’ for singular pronouns and nouns. We use ‘**like**’ for plural nouns, pronouns and the pronoun I.

For example:

1. I like sweet potatoes. I like rice more.
I like rice more than sweet potatoes.
2. Wako enjoys playing football more than singing.
Wako likes playing football more than singing.

Activity 3.2

Join these sentences using ‘like ... more’

1. Opio likes watching television. He likes watching football more.
2. We like our teachers so much. We like our classmates.
3. Monkeys like dry maize. They like ripe bananas more.
4. Jonah likes riding horses. He doesn’t like riding bicycles.
5. Aditia and Aminah like Pepsi. They dislike CocaCola.
6. We enjoy watching news. We enjoy watching cartoons more.
7. Mahad enjoys playing more. Mahad enjoys reading.
8. Joan prefers reading novels to watching movies.
9. They like baking. They like knitting more.
10. P.4 children like helping their parents more. They like fishing.

The use of ‘prefer(s) ... to’

- ‘Prefer ... to’ is used to mean that something or someone is liked more than the other.
- We use ‘prefers’ when talking about singular nouns and pronouns and ‘prefer’ for plural nouns and the pronoun I.
- It can be used instead of ‘like ... more than ...’. When used to replace ‘like ... more than ...’, ‘prefer’ replaces ‘like’ and ‘to’ replaces ‘more than’.

For example:

1. I like grammar. I like comprehension more.
I prefer comprehension to grammar.
2. Jaiden likes English more than Mathematics.
Jaiden prefers English to Mathematics.
3. Sarah and Mercy enjoy swimming more than skating.
Sarah and Mercy prefer swimming to skating.
4. She is more interested in dancing than singing.
She prefers dancing to singing.

Activity 3.3

Rewrite these sentences using ‘prefer’

1. Joy likes running more than jumping.
2. Emmanuel likes baking more than tailoring.
3. Mubeezi and Caren like schooling more than digging.
4. I like debating more than playing.
5. Jakai likes making dough more than toy cars.
6. Do you like reading stories more than poems?
7. Shakira likes striped dresses more than plain ones.
8. They like matooke more than posho.
9. My cousin sister likes wearing short skirts more than long ones.

10. All women like getting married to handsome rich men more than the poor ones.
11. You like driving more than riding.
12. You enjoy drawing cartoons more than any other pictures.
13. They enjoy listening to African folk songs more than watching legendary movies.

Activity 3.4

Form correct sentences from the table below.

She		rugby		netball.
He		dodging		
Jessica and Doreen	prefers		to	passion juice.
I		mango juice		skating.
We	prefer			
They		skipping		
You				dribbling.

Comprehension

Activity 3.5: Passage

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

My name is Grace Nasia. I go to Kati-Kati Model School, Jinja and I am in Primary Four. At home, I am always very busy. I like washing clothes and trimming the hedge on our compound. My brother does not like doing anything. Most of what he likes is got from his favourite television station, Nickelodeon.

I wake up early everyday to prepare for school then take my breakfast. I like black tea with Samosas for breakfast. Some days, I take porridge but I do not like milk. When I reach school, I read story books, however, I hate playing during morning hours. Whenever there is no teacher in our class, I read and write stories. English is my favourite subject.

I have many friends at school. We do work together and share most of the things. At break time, we play together. We enjoy playing dodge ball though we sometimes play hand ball. After playing, we sit down and eat cakes, our best snacks. I like sharing my cakes with my friends. After we have had our snacks, we sing and dance. I prefer singing to dancing. I then read my stories for my friends and we feel happy together.

Questions

1. In which school is the writer?
2. Which activities does Grace Nasia do at home?
3. What television station does Grace's brother like watching?
4. Why does Grace wake up early?
5. When does Grace read and write stories?
6. What does she eat for breakfast?
7. According to the passage, which snacks do these children share at school?
8. Give another word to mean favourite as used in the passage.
9. What do the children enjoy doing after having their snacks?
10. Suggest a suitable title for the story above.

Activity 3.6: Passage

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

Everyone of us is special in his/her own way. I am special and you are special too. We were specially made by God, so we have different desires and interests. We like different things.

For example, my special friend Salima likes animals. She keeps pets around her all the time. She feels good when she's with her pet dog. I don't like pet dogs. I feel disgusted when I see her with the pet because I really don't like animals. I like birds instead. I like Mikie, the parrot. My parrot likes talking after me. This makes me feel happy.

My twin sisters too have special interests. Nakato likes hot baths. She sometimes enjoys sunbathing. Her twin sister, Babirye doesn't like hot things. She enjoys cold stuff. Cold water quenches her thirst. A cold bath in the afternoon makes her feel relaxed.



My mother's likes are different from my father's. My mother is a great fan of football. She enjoys watching Arsenal play. My father can't stand watching football. His favourite thing to do is gardening. I really like my family because we are all special.

Questions

1. Who made the special people?
2. Why do people have different interests?
3. What does the writer's special friend like?
4. What doesn't the writer like?
5. Why is the parrot in the story special?
6. Who enjoys hot stuff?
7. How does cold water help Babirye?
8. Who likes football?

9. What does the father like doing?
10. Give this story a suitable title.

Activity 3.7: Passage

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

My name is Ruhanga Simon. I go to Precious Joy Nursery and Primary School. I am in Primary Four class.

On Saturday last week, I picked fifty thousand shillings as I was coming back from school. I was happy because I knew I would buy everything I liked. When I reached home, I told my elder brother, Steven and mother about the money I had picked on my way back home. I requested Steven to escort me to the nearby town.

When we reached there, we went to Delicious Meals Restaurant and ordered for our best dishes. I ordered for fried Irish, fish and beef and my brother ordered for fried matoke and beef. When the waitress brought our food, we hurriedly and greedily started eating. We ate to our satisfaction, paid the bills and a change of twenty five thousand shillings was given to us. We then went to the boutique and bought some clothes and sandals. After that, we went back home very happy because we had got what we always wished to have.

On reaching home, I gave the change of five thousand shillings to our mother and she was also very happy.

Questions

1. Who is telling the story?
2. To which school does he go?
3. In which class is Ruhanga?
4. When did Ruhanga pick the money?
5. How much money did Ruhanga pick?

6. Who is Ruhanga's elder brother?
7. What did the two boys buy?
8. How much money did they spend at the restaurant?
9. Give another word or group of words to mean the same as boutique.
10. Suggest a suitable title for the passage.

Activity 3.8: Poem

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

FOOD

Food! Food! Food!
You are everybody's best friend,
You are liked by the young, youth and old,
The source of everyone's happiness,
Because of your values to their bodies.

Food! Food! Food!
People look for you in different places,
Some go to the gardens to look for you,
Others go to the shops and markets to get you,
You are the fluid that moves our body joints,
The energy giver to every mankind.

Food! Food! Food!
You are everywhere,
At school and home, we find you,
On burial ceremonies, you are there,
On graduations and parties, you're the one,
When will you ever miss on a function?

Atukunda Christella, P.4 East.

Questions

1. What is the poem about?
2. What is everyone's best like?
3. How many stanzas does the poem have?
4. Where can people get food?
5. What do you think is the source of happiness?
6. Who wrote the poem above?
7. In which class is the poetess?

Activity 3.9: Jumbled story

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

1. The money was for buying my breakfast and lunch at school.
2. I stopped her and bought pancakes for five hundred shillings.
3. One morning, as I was going to school.
4. When I reached school, I hid myself behind the classroom and ate my pancakes.
5. My mother gave me two thousand shillings.
6. I then used the remaining money to buy food for my lunch.
7. Of the remaining money, I gave five hundred shillings to my friend, Kozo Peter who hadn't eaten anything since morning.
8. As I was going to school, I found a girl selling pancakes.

Activity 3.10: Interpretation

The information below shows Paul's children and what they like doing during their free time. Study it and answer in full sentences, the questions that follow.

Name	Sex	Age	What they like		
			Social media	Sports	Movies
Batek	M	10	X	✓	✓
Magda	F	8	✓	✓	X
Jodo	F	11	X	✓	✓
Nina	F	12	✓	✓	✓

Key

✓ Likes M - Male
X Does not like F - Female

Questions

1. Whose children are written in the table above?
2. How many males are there?
3. Who of the children doesn't like movies?
4. Name Paul's eldest child.
5. How old is the male child?
6. Which activity do all the children like?
7. Which child likes all the activities?
8. Why do you think all the children like sports?
9. How many children like only two activities?
10. What doesn't Jodo like?

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