P.1 ENGLISH LESSON NOTES

WEEK 1

Going through holiday work and completing term two's work.

WEEK 2

THEME: TRANSPORT

SUB-THEME: Types and means of transport.

Lesson 1

VOCABULARY.

road	**lorry**	**tractor**
transport	**bicycle**	**quickest**
railway	**donkey**	**slowest**
water	**horse**	**oxen**
ship	**boat**	**cart**
air	**camel**	**pedestrian**
motorcycle	**canoe**	**cyclist**
bus	**wheelbarrow**	**driver**

Activity

1. **Reading the vocabulary**
2. **spelling the vocabulary**
3. Constructing oral sentences using some of the above vocabulary.

structures

What is this/that?	What is she/he doing?
This/that is----	She/he is------
What are these/those?	Who is on ------?
These/those are-----	They are -------
Where is ----?	Where is/are the --------?
It is a-------	The ----- is/are -------

Activity:

Using the structures with the given vocabulary above.

Exercise :

Answering written questions using the structures and the vocabulary above.

Drawing a bus, lorry, bicycle and an aeroplane.

Reference

Monitor English book 2 pg 43
MK English book 2

Lesson 2
Verbs that double the last letter.
Some verbs double their last letter before adding ing.
Examples:
stop_ stopping
drop _ dropping
run _ running
Exercises:
Add 'ing' to each verb below.

sit _	**slam _**
nod –	**stab _**
slip _	
clap _	
chat _	
rob _	
drag _	
rub _	
grab _	

Use the words in brackets correctly.

1. **The children are _____ to the railway station.(run)**
2. **The man is _____ the bus. (stop)**
3. **The gardener was busy _____ the hedge. (trim)**
4. **Water was _____ from a hole in the can.(drip)**
5. **They are _____ near the taxi park. (sit)**

Lesson 3
Sub- theme: Importance of transport.
Vocabulary:

bus – buses	**ferry - ferries**
lorry – lorries	**boat – boats**
ship – ships	
bicycle – bicycles	

Structures:

What is this/that?
This/That is a ---------
What are these/ those?
These/those are --------
How many ------are there?
Activity
Read and spell the vocabulary.
Use the words with the vocabulary orally.

Plural forms of irregular nouns.

Some nouns change their spellings when in plural form.

Examples.

Noun	**Plural**
tooth	teeth
mouse	mice
foot	feet
ox	oxen
man	men
woman	women
child	children
louse	lice
goose	geese

Exercise.

Change nouns in brackets to plural form to complete sentences.

1. She has white _____. (tooth)
2. He uses _____ to dig. (ox)
3. Jessica has _____ in her hair.(louce)
4. The cat ate all the _____. (mouse)
5. The_____ are playing football. (man)
6. Those _____ are very smart. (woman)
7. The farmer sold ten _____ to Mr. Mwebe. (goose)
8. The _____ are in the field. (child)
9. Paul's _____ are swollen. (foot)

Reference
Junior English book 2 pg
English workbook 2

Lesson 4
Comprehension
Vocabulary:
especially, flat tyre, high speed, cause
Activity
Reading and spelling the vocabulary.
Constructing oral sentences using the given vocabulary.
Read the conversation and answer the questions that follow.

Sarah: Good morning, Peter**?** Our friend Jacob didn't come to school today.

Peter: Why**?** What happened**?**

Sarah: He fell off the bicycle.

Peter: Oh, how did it happen**?**

Sarah: He was riding down the hill when the bicycle got a flat tyre.

Peter: You mean a flat tyre can cause an accident**?**

Sarah: Oh yes, especially if you are riding at a high speed.

Questions:

1. How many people are in the conversation**?**
   _____
2. Why didn't Jacob come to school**?**
   _____
3. What caused the accident**?**

_____

4. Who are the people talking in the conversation?

_____

Lesson 5

Composition:

Sentence re-arrangement

Examples:

1.riding a The is man bicycle.

The man is riding a bicycle

2.did not Father a new buy car.

Father did not buy a new car.

Re-arrange these words to make meaningful sentences.

1. flying is The over the plane.

_____

2. driving is a car The woman.

_____

3. is The ship sailing on the lake.

_____

4. big is airport The very.

_____

5. station is the train at The.

_____

6.aeroplane Where is the**?**

_____

WEEK 3

Sub- Theme : Measures related to transport.

Lesson 1

Vocabulary:

tall, short , far, near, shorter, longer (than), heavy, light

bus, lorry
Structures:
My home is (far)----- school.
Where is the -----?
The ------- is
Is the ------- (long, short, far, near)?
Yes, it is. No, it is not.
The ---- is bigger(longer, shorter, bigger) than the --------- .
Activity
Reading and spelling the vocabulary.
Using the structures with the given vocabulary.
Lesson 2
<u>Comparison of adjectives</u>
Some adjectives double their last letter when there is a vowel before it.
In the comparative degree we double the last letter and add 'er'.
In the superlative degree we add 'est' after doubling the last letter.
<u>Examples</u>

big	**bigger**	**biggest**
hot	**hotter**	**hottest**
fat	**fatter**	**fattest**

<u>Exercises.</u>
<u>Complete correctly</u>

wet	**-------**	**wettest**
thin	**thinner**	**---------**
--------	**hotter**	**hottest**
flat	**flatter**	**---------**
--------	**--------**	**biggest**
fat	**--------**	**fattest**

Complete the sentences using the correct form of the words in the brackets.
1.She is the ---------- girl in the class. (fat)
2.Mary's tea is ---------- than mine. (hot)
3.My bag is ---------- than his. (big)
4. She is the ---------- girl in their family. (thin)
<u>Reference</u>

Junior Eng book 2

Lesson 3

Conjunctions

Joining sentences using 'and'

Activity

Making sentences about the pictures orally.(oral work.)

Examples

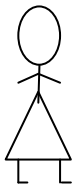
1.Ali a car a lorry

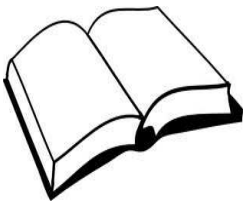




Ali has a car and a lorry.

2. Joy a pencil a book





Joy has a pencil and a book.

3. Alex




a ball



a bat

Alex has a ball and a bat.

4. a farmer a hoe axe





5. Mummy a dress a bag





6. Tom a chair a table





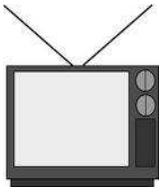


_____

7. Mr. Brown a radio a television





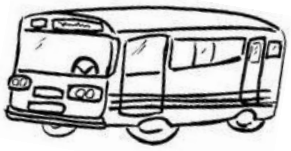


_____

8. Mr. Kato an aeroplane a bus







Joining sentences using 'and'

Examples

1. Jane is driving a car.
   Mary is driving a car.
   Jane and Mary are driving cars.
2. Tom is eating food.
   Jim is eating food.
   Tom and Jim are eating food.

Exercise

Join these sentences using 'and'

1. Mummy is washing clothes.
   Jane is washing clothes.

   _____
2. Susan is doing homework.
   Martha is doing homework.

   _____
3. Peter is reading a story book.
   Joy is reading a story book.

   _____
4. Cedric is pushing a wheelbarrow.
   Ryan is pushing a wheelbarrow.

   _____
5.

Grace is riding a bicycle.
Karen is riding a bicycle.

_____

6. Daddy is reading a newspaper.
Mwebe is reading a newspaper.

_____

7. Kato is running to the railway station.
Wasswa is running to the railway station.

_____

8. The cow is eating grass.
The goat is eating grass.

_____

9. Barbra is swimming.
Claire is swimming.

_____

10. Sarah is waiting for a bus.
Solome is waiting for a bus.

_____

Ref: ***Eng Aid bk 2 page 31.***
Oxford bk 1 pg 20-1

Lesson 4

Comprehension passage about transport.

Vocabulary:

Movement, goods, commonest, quickest, slowest

Activity

Read and spell the vocabulary.

Construct oral sentences using the vocabulary.

Read the passage and answer oral and written questions.

Transport

Transport is the movement of people and their goods from one place to another. There are four types of transport. These are; air, water, road and railway transport. The commonest of the four is the road transport. Air transport is the quickest while water transport is the slowest. A pilot flies an aeroplane.

Questions:

1. What is transport**?**

_____

_____

2. Name the four types of transport.

a)_____ b)_____ c)_____

d)_____

3. Why is air transport the best**?**

_____

4. Which type of transport is commonly used**?**

_____

5. How do we call a person who flies an aeroplane**?**

Lesson 5

Guided composition related to transport

aeroplanes, taxis, buses, bus park, ships, helicopters, railway station, lorries, horse

There are different means we use for transport.

Some of them are bicycles, _____ and

_____. We use _____ to move on

water. _____ and _____ are used

for air transport. Buses collect at the_____

and we catch the train at the _____.

Some animals like donkeys, camels and _____.

Week 4

Theme: Things we make.

Sub-Theme: Things we make at home and at school.

Lesson 1and 2

Vocabulary:

mat, pot, basket, toy, ball, rope, handbag, shaker, necklace, skirt, dolls, in, on, under, mortar, pestle, shaker, charcoal stove, skirt, drum, dress, chair, straw, wood,

Structures:

This/That is a-------

These/Those are-----

Where is/ are the-----?

It is/ they are ----(on/in)---

Exercises:

Reading and spelling the vocabulary.

Using the structures with the given vocabulary orally.

(use real objects)

Lesson: 3

Joining sentences using ----and -----have

Examples

1. Apollo has a bicycle.
   James has a bicycle.
   Apollo and James have bicycles.
2. Musoke has a motorcycle.
   Daniel has a motorcycle.
   Musoke and Daniel have motorcycles.

Exercise.

Joining sentences using ----and -----have

1. Sarah has a toy car.
   Joy has a toy car.
   _____
2. Ben has a pen.
   Paul has a pen.
   _____
3. David has a lorry.
   Tom has a lorry.
   _____
4. Musoke has banana fibres.
   Mwebe has banana fibres.
   _____
5. Nalule has a bag.
   Betty has a bag.
   _____
6. Musisi has a ball.
   Kato has a ball.
   _____
7. Kate has palm leaves.
   Ronny has palm leaves.
   _____
8. Peter has a rope.
   Tom has a rope.

Reference

English Aid bk.2
Oxford bk. 1
Junior English bk 1

Lesson: 4

Read the poem and answer questions.

Things we can make.

Peter is going to make a little ball.

He is going to use banana fibres.

Jane is going to make a little doll.

She is going to use pieces of cloth.

Musa is going to make a toy car.

He is going to use straws and strings.

Susan is going to make a small mat.

She is going to use palm leaves.

We can make a lot of things using

all things God made.

Questions:

1.Who made a little ball?

_____.

2.What did Musa use to make a toy car?

_____.

3.Who made a small mat?

_____.

4.Draw a ball, a doll, a mat and a basket

Lesson 5
Composition:
Picture composition
Guiding words
Mats, pots, drum, men, women sitting, stool
(Nile Eng. Course Bk.5 pg 195)

WEEK 5 (Mid- term)

Sub-Theme: Materials we use and their sources.
Lesson 1
Vocabulary:
Sisal, paper, palm leave, seeds, soils, clay, banana fibre, stick, raffia wood, cloth
Structures:
What do you use to make ----?
I use ----- to make-------
What are you doing?
Iam ---------.
What is she/he making?
She/He is making -------.

Activity:
Reading and spelling the vocabulary.
Constructing oral sentences using the vocabulary above.
Lesson 2 and 3

<u>Joining sentences using 'because'</u>
<u>Examples.</u>

1. John did not come to school.
   His shoes were wet.
   John did not come to school because his shoes were wet.
2. She missed the train.
   She arrived at the station late.
   She missed the train because she arrived at the station late.

Exercise.

1. Mary did not make a doll.
   She did not have banana fibres.

   _____

2. Joseph did not do his work.
   He lost his pencil.

   _____

3. The teacher punished him.
   He shouted in class.

   _____

4. Esther did not go to church.
   Her clothes were dirty.

   _____

5. Father did not buy a new car.
   He did not have enough money.

   _____

6. Mark did not play.
   He did not have a ball.

   _____

7. Tom cut his hair.
   It was very long.

   _____

8. The little missed lunch.
   She did not have a plate.

   _____

9. Ivan cried for a long time.
   He hurt himself.

Reference: **Junior Eng Bk 1.**
Read and write Bk 2.

Lesson 4

Comprehension.

Read the conversation and answer the questions that follow in full sentences.

Asiimwe: What are you doing Kugonza**?**

Kugonza: Iam making a doll.

Asiimwe: What are you using to make a doll**?**

Kugonza: I am using banana fibres.

Asiimwe: I can also make a pot out of clay.

Kugonza: Other people use palm leaves to make mats, papyrus to make carpets and sisal to make ropes.

Questions:

1. How many people are talking in the conversation**?**
   _____
2. Who was making a doll?
   _____
3. What is Kugonza using to make a doll**?**
   _____
4. **Match correctly**

mats	clay
ropes	palsm leaves
pots	banana fibres

Lesson 5
Composition

Guided composition about things we make and their uses.

Some things are not made by God. They are man- made things. We make baskets using palm leaves and _____. We make _____ using clay.

Some ropes are made using _____. We can make _____ for playing football. All the _____ we use is made from wood.

balls, banana fibres, furniture, sisal, pots

WEEK 6
Sub- Theme: Importance of things we make.
Lesson 1
Vocabulary
ball- balls
bag –bags
pot- pots
basket –baskets
toy –toys
doll –dolls
Structures:
What is this/that?
This/That is…..
What are these/those?
These/Those are ……
How many …… can you see?
I can see …..
How many …. do you have?
I have …….
Activity:
Using the structures with the given vocabulary above.

Lesson 2 and 3
<u>Join sentences using "but"</u>

Examples:

1. Mummy gave you a sweet.
   You did not thank her.
   Mummy gave you a sweet but you did not thank her.
2. The boy fell down.
   He did not cry.
   The boy fell down but he did not cry.

Exercise

Join the sentences using "but".

1. Peter had a ball.
   He did not play with it.
   _____
2. My aunt has money.
   She does not use it.
   _____
3. Martin washed his shirt.
   He did not iron it.
   _____
4. Moses had a pencil.
   He did not do his work.
   _____
5. Alfred asked for some food.
   He did not finish it.
   _____
6. Kevin had a book.
   He did not do the work.
   _____
7. Mummy bought potatoes.
   She forgot to buy beans.
   _____
8. She went to visit her sister.
   She did not find her.
   _____
9. Isaac has a story book.
   He is not reading it.

_____

10. Cedric woke up early.
    He reached school late.

    _____

Ref:

Standard 2 Eng Aid pg…….

English Aid bk.English
Oxford bk. 1
Junior English bk 1

Lesson 4

Comprehension

Comprehension passage about things we make and their use.

Vocabulary: environment, raffia skirts, skipping, money, sold,decorations

Activity:

Reading and spelling the vocabulary.

Constructing oral sentences using the vocabulary

Reading the story and answering the questions.

Things we make

There are many things we make out of our environment. These things are useful to us. We make dolls for playing, mats for sitting, baskets for carrying things, pots for keeping water and cooking, ropes for skipping and raffia skirts for dancing. Some of these things can be sold to get money and for decorations.

Questions:

1. What do we use dolls for**?**

   _____

2. Apart from keeping water, identify another use of pots at home.

   _____

3. Draw and colour these activities.

   a) girls skipping b) a boy dancing

Lesson 5

Free Composition

Writing a free composition about things we make.

Guiding words:

Make, materials, clay, palm leaves, mats, chairs, sitting, playing God, use

Activity:

Giving sample composition.

Reading through the words.

Guiding learners to write the composition.

Exercise:

Writing the composition.

WEEK 7

THEME: OUR ENVIRONMENT

Sub- Theme: Components and importance of things in our environment.

Lesson 1

Vocabulary:

tree, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion elephant, snake, flower, living, non living things, feed, grow respire, move

Structures:

Show me a/an/ the ------ ?
This is a/an/the -------.
That is a/an -------.
What are these/those?
These/Those are -------.
There are -----.
Using the structures with the vocabulary.

<u>Activity</u>

1. **Reading through the vocabulary.**

2. **Constructing oral and written sentences using some of the vocabulary.**

Lesson 2

Animal homes
Examples

Lion - den
cow - kraal
dog - kennel
horse - stable
bird - nest
fish - water
monkey - trees
rabbit - hutch/burrow
sheep - byre/pen/fold

<u>Match correctly.</u>

lion	**nest**
cow	**water**
dog	**yard**
horse	**den**
bird	**trees**
fish	**hutch**
monkey	**kraal**
rabbit	**stable**

sheep **kennel**

Exercise.

Complete the sentences correctly.

1. **A bird lives in a _____ .**
2. **A cow lives in a _____ .**
3. **A _____ lives in a stable.**
4. **A _____ lives in a kennel.**
5. **A rabbit lives in a _____ .**

Young ones of animals.

Examples

Sheep	**lamb**	**crocodile**	**hutchling**
cat	**kitten**	**rabbit**	**bunny**
cow	**calf**	**lion**	**cub**
dog	**puppy**	**snake**	**snakelet**
horse	**stable**	**bird**	**nestling**
frog	**tadpole**	**duck**	**duckling**
fish	**fry**	**elephant**	**calf**
man	**baby**	**goat**	**kid**

Exercise

<u>Complete correctly</u>.

<u>Animal</u>	**<u>young one</u>**
horse	**_____**
cow	**_____**
goat	**_____**
rabbit	**_____**
bird	**_____**
dog	**_____**
cat	**_____**
lion	**_____**
duck	**_____**
sheep	**_____**
pig	**_____**

Lesson 3

<u>Group Names</u>

Group names – Names given to certain groups of things.

e.g furniture, fruits, birds, animals, building materials vehicle, flowers e.t.c

Examples

A cat, a goat, a pig are all domestic **animals.**

A sparrow, a parrot, a robin, a weaver bird are all **birds.**

An apple, an orange, a jackfruit, a mango are all **fruits.**

A tent, a bungalow, a hut all are **houses.**

Exercise

<u>write a group name for each of the group of words below.</u>

1. Red, Blue, Yellow, Orange and Green are all _____
2. Pears, apples, mangoes and jackfruits are all_____
3. Rose, Lilly, tulip and daisy are all _____
4. Lions, tigers, zebras, elephants and leopards are all_____
5. Cows, goats, dogs, cats and sheep are all _____
6. wasps, mosquitoes, houseflies are all _____
7. coats, shirts, dresses, blouses and vests are all _____
8. lorries, buses, vans, motorcycles and tractors are all_____
9. tables, chairs, benches, desks and beds are all _____
10. uncles, aunts, grandmothers, cousins are all _____

Ref: English Aid bk. 2/3

Lesson 4

Comprehension

A Conversation

Read the conversation and answer the questions in full Sentences.

Fred: Sam, come and see this beautiful cat.
Sam: Where is it?
Fred: It is here in the compound.
Sam: Oh yes, it is a beautiful cat.
Fred: I like cats and their young ones.
Sam: Can I take it to my home?

Fred: Yes, you can. It will help you to reduce the mice in your house.

Questions:

1. **How many people are in the conversation?**

   _____.

2. **Who saw the beautiful cat?**

   _____.

3. **Where was the cat?**

   _____.

4. **Who likes cats and their young ones?**

   _____.

5. **Name the young ones of the following animals:**

Cat _____ **dog _____**

Horse _____ **sheep _____**

Lesson 5

Composition:

Guided composition related to things in our environment.

People, snakes, animals, grow, respire, plants.

Living things are things which feed, excrete, reproduce, _____, _____ and move.

There are two groups of living things. These are _____ and _____.

Examples of living things are _____, hens, grass, _____, trees, flowers, bananas, plants, frogs, sheep and rabbits.

WEEK 8

Sub –Theme: Factors that damage our environment.

Lesson 1

Vocabulary:

tree, cut, axe, grass, fire, graze, land, sand, ground, cow, goat, wind

cows,
Structures:
What is this?
This is a/an ----.
What are these?
These are ------.
What is he/she doing?
He/She is --------.
What are you/they doing?
I am/they are ---.
Why are you ----?
I----to-----.
Lesson 2
<u>Animal weapons</u>
Examples
bird - beak
dog - teeth
snail /tortoise - shell
man - hands
cow /goat - use horns and legs
chameleon - changes colour
cat - claws
snake - poisonous fangs
bee - sting
horse - legs
caterpillar - prickly hair
millipede - coils itself

Activities.
Matching animals to their weapons.
Spelling the given words orally.

Exercise
Complete correctly.

<u>Animal</u>	**<u>weapon</u>**
cat	**_____**

caterpillar	**_____**
snake	**_____**
_____	**horns**
bird	**_____**
dog	**_____**
_____	**hands**
_____	**fangs**

Lesson 3

Collective Nouns

Names given to groups of objects e.g. Herd, bunch, fleet, etc

Examples

a herd of cattle
a herd of elephants
a chest of drawers
a bunch of keys A bunch of grapes
a fleet of cars
a swarm of bees
a flight of birds.
a gang of thieves
a crowd of people
a park of wolves
a team of players
a choir of singers
a flock of sheep
a shoal of fish
a bouquet of flowers
a bunch of flowers

Activity

1. Constructing oral and written sentences using any of the above collective nouns.

Examples

We saw a herd of elephants at the zoo.
A team of players was getting ready for the match.

Exercise

2.Completing the sentences correctly.

1. A large _____ of doves flew over the trees.
2. I have lost my _____ of keys.
3. The clothes were kept in the _____ of drawers.
4. A _____ of thieves broke into her shop.
5. There is a _____ of cattle in the field.
6. A _____ of people gathered in the park.
7. A _____ of singers sang very well.

8. A _____ of cars moved slowly in the street.
9. A _____ of fish swam past the boat.
10. We saw a _____ of sheep near our school gate.

Ref: English Junior bk. 1/2 59, 35
Progress in English pg----

Lesson 4

COMPRENSION

Comprehension passage about parts we eat on different plants in our environment

Plants are useful to people and animals. They have three main parts. These are leaves, stem and the roots. We eat the leaves of some plants like onions, cabbage, spinach, dodo and others. We eat the stem of the sugarcane and yam plants. The roots of plants like cassava, potatoes are eaten as food.

Questions:

1. What are the three main parts of a plant.

_____.

2. What are the uses of plants to people**?**

_____.

3. Which part of the sugarcane do people eat**?**

_____.

4. Draw a plant and name the following parts:

leaves, stem and roots

COMPOSITION:
Jumbled story
Lesson 5

Re-arrange these sentences to form a good story.

1. She got a knife.

2. One day, Jane wanted to make a play toy.
3. She sat down and made a nice ball.
4. She cut the fibres.
5. She went to the garden.

WEEK 9

Sub- Theme: Conservation of our environment.

Lesson 1

Vocabulary:

Soil, tree, watering can , weed, watering, rake, hoe, slasher,

Structures:

What are they doing?

They are ----.

What is she/he doing?

She/He is ---.

When do we/they(plant, water)?

We/They ------.

Lesson 2

PUNCTUATION MARKS

Commas

Commas separate items in a list or sentences.

Commas help to pause in listing items in a sentence.

Examples

She bought bananas, meat, oranges, eggs and beans.

James has a long bag, a pencil, a ruler, a rubber and a book.

That farmer has cabbages, tomatoes, cassava, maize and yams in his garden.

Commas do not come after 'and'

Exercise

Punctuate correctly using commas.

1. John has a ruler a rubber a pen and a pencil in his bag.

2. Cats cows sheep and pigs are domestic animals.

_____

3. Ann Ritah Jean Sarah and Joy are friends.

_____

4. Moses Tom Fred and Sam are in Primary one.

_____

5. Lorries cars bicycles and buses move on roads.

_____

6. Mother father aunt and uncle came to visit us.

_____

7. Animals trees people and insects are all living things.

_____

8. She packed juice cakes sausages and apples for lunch.

_____

9. Cassava sweet potatoes Irish potatoes and yams are food crops.

_____

10. Kittens calves piglets and cubs are young ones of animals.

_____

Ref:
-Junior Eng BK 2 pg 22.
-Essential Eng Workbook bk2

Lesson 3

Past tense of irregular verbs

Irregular verbs are verbs which don't take**'d' or 'ed'** in the past tense but change the spelling.

Examples of irregular verbs

Verbs	**past tense**		
blow	blew	come	came
eat	ate	do	did
run	ran	see	saw
sit	sat	sell	sold
go	went	tell	told

grow	grew	catch	caught
fly	flew	fight	fought
drive	drove	get	got
break	broke	buy	bought
know	knew	speak	spoke
pay	paid	draw	drew
say	said	take	took
think	thought	make	made
write	wrote		

Activities
Reading through examples.
Constructing oral sentences using some of the above words.
Exercise.

A. Pick any words from the list and use them in sentences.

Exercise.

A. Fill in the gaps with the past tense of the words given in brackets.

1. She _____ to him on telephone. (speak)
2. He _____ his work very fast. (do)
3. My father _____ to his house to see him. (drive)
4. The child _____ his milk bottle. (break)
5. Paul _____ a nice picture of an elephant. (draw)
6. My mother _____ all the bills. (pay)
7. I _____ the letter to Mark. (write)
8. The cat _____ a rat in the store. (catch)
9. Nancy _____ all the money to me. (give)
10. She _____ down and hurt herself yesterday. (fall)
11. We _____ the books in the drawer. (keep)
12. The teacher _____ us well. (teach)

Ref: English Aid Bk 3 pg 29-30.
English Aid BK 2 pg
Junior English Bk 2 Pg 4

Lesson 4

COMPREHENSION

Read the story and answer the questions in full sentences.

Vocabulary:

Rows, coffee, berries, plantation, vegetables, herd, grows, Neighbour, thought, harvest

MALE THE FARMER

Male wanted to be a farmer when he grows up. He wanted to have a farm of his own so that he could have rows of coffee trees with lovely brown berries to take to market. He wanted to have a good banana plantation and grow vegetables for the market. Most of all he wanted to have a herd of fat cows. Male knew that he had to learn many more things before He could become a good farmer, so he thought about it Very deeply. At last he had an idea. He asked a neighbour if he could have one of his chicks. The neighbour said that he could have the chick if Male helped him gather his cotton harvest. Male helped with the cotton harvest and because he had worked well his neighbour gave him three chicks.

Questions:

1. What did Male want to be when he grew up?

_____

2. What were the crops that Male wanted to grow?

_____

3. What did he want to keep most?

_____

Lesson 5

COMPOSITION:

Free Composition

Caring for Plants

Guiding words

watering, spraying, weeding, watering can, thinning water

Activity:

Reading through the words.

Exercise:
Writing the composition using the given w3ords.

WEEK 10
THEME PEACE AND SECURITY
Sub-Theme: Peace and security in our homes.
Lesson 1
Vocabulary:
fire, fight, spear, gun, knife, needle stick, stone,
thorn, share, help, pray, play, protection, maids, parents
relatives, medicine

Structures:
Who has a (gun)?
Tom/She/He has a ------
Who is your friend?
_____ is my friend.

Reading and spelling the vocabulary.
Using the structures with the vocabulary.

Lesson 2 and 3
<u>Similes as ---------- as</u>
(Comparing one thing to another)
Examples

as hot as fire
as light as a feather
as cold as ice
as good as gold
as white as snow
as sweet as honey
as thin as a rake
as heavy as lead
as busy as a bee / ant
as black as charcoal
as fast as lightning
as happy as a king
as proud as a peacock
as big as an elephant
as playful as a kitten
as brave as a lion
as fat as a pig
as wise as an owl
as poor as a church mouse
as strong as a horse
as mischievous as a monkey
as timid as a rabbit

as loud as thunder
as easy as a, b, c
Exercise.

<u>Fill in the missing words to complete the sentences.</u>

1. Musa is as playful as a _____
2. Phillip is as strong as a ----------
3. He is as wise as an _____
4. Her dress is as white as _____
5. Mummy's hair is as black as _____
6. The old man is as poor as a _____
7. All the teachers are as busy as a _____
8. The box is as light as a _____
9. My uncle is as _____ as a lion.
10. Tony is as _____ as a peacock.

Ref; Junior Eng. Bk .2 pg 87.
Junior Eng bk. 1
English Aid bk 2

Lesson 4
COMPREHENSION
A Letter
Read the letter and answer the questions that follow.

Bukoto,
P.O BOX 156,
Kampala.
20th, October, 2015.
Dear Jane,
Last Sunday my sister and I went to visit our grandmother in Kisasi. We walked for an hour before we reached. Whe she saw us, she was very happy and told us to come in and greet our uncles. We ate food and rested. After resting she took us around the village to visit other relatives. In the

evening, we walked back home. We enjoyed the visit.
Your loving cousin,
Mary.
Questions:
1.To whom was the letter written?

_____
2.Who visited their grandmother?

_____
3.Where does grandmother stay?

_____
4.Who wrote the letter?

_____

Lesson 5
COMPOSITION
Guided composition
Use the words bellow to complete the story.
Brother, fought, job, garden, went, food, eat
The Angry Sister
Last year, there was a sister and brother who_____ everyday. The _____ was always angry with her brother. One day she said, " You sit in the house and _____ the food which I prepare. But you do nothing else. Go and find a _____". The man went out to find a job. That night he did not come back. He slept outside in the _____ for some days and was not eating food. His sister became worried. She looked for him, found him and brought him back home.

WEEK 11
Sub-Theme: Peace and security in our school.
Vocabulary:
Share, help, play, pray, friends
Structures:
What do you like?
I like---.

I don't like---.
What are they doing?
They are------.
What is she/he doing?
He/She is ------
Activity:
Using the structures with the given vocabulary.

Lesson 2

Similar

Different words with same meaning.

Examples.

weep	cry	speak	talk
finish	end	assist	help
start	begin	wide	broad
stop	halt	rich	wealthy
start	commence	goodbye	farewell
creep	crawl	look	gaze
tug	pull	reply	answer
tear	rip	present	gift
stout	fat	repair	mend
large	big		

Activity

Reading through the examples
Giving more examples.

Exercise.

In place of each underlined word, write a word which has a similar meaning.

1. I start work at eight o'clock. _____
2. Snakes creep along the ground. _____
3. John gave Jane's hair a playful tug. _____
4. A large crowd saw a fire game. _____
5. They do not speak to each other now. _____
6. Cars must halt at the cross roads. _____
7. Can you assist me, please? _____
8. We stopped to gaze in the zoo._____

9. Carol had a lovely present from her aunt. _____
10. We reply when a teacher asks a question. _____

Ref: Junior English bk 1 page 63 and 32.
Bk 2 pg 23 and 59.

Lesson 3

Analogies

Examples

1. Cat is to kitten as calf is to cow.
2. Dog is to bark as lion is to roar.
3. Boy is to girl as father is to _____
4. Bird is to nest as lion is to _____
5. Frog is to jump as butterfly is to _____

Activity

Giving more examples.

Exercise

1. Cow is to beef as pig is to _____
2. Ship is to sea as bus it to _____
3. See is to eyes as smell is to _____
4. Blouse is to girl as shirt is to _____
5. Goose is to geese as foot is to _____
6. King is to queen as bull is to _____
7. Big is to small as long is to _____
8. Doctor is to hospital as teacher is to _____
9. Nephew is to niece as uncle is to _____
10. Happy is to sad as late is to _____

Ref: Junior Eng bk 2 pg 67.
Junior Eng bk 1

Lesson 4

COMPREHENSION

A CONVERSATION

Teacher: Who are you and what do you do?
Dan : I am a policeman. I keep law and order.
Teacher: What about you?
Paul : I am a teacher. I teach children at school.

Teacher: And you?
Peter : I am a priest. I lead prayers in church.
Teacher: You too?
Musa: No, I am not. I am an Imam. I lead prayers in the mosque.
Teacher: What about you?
Otim: I am an army man. I protect the country and keep security.
Teacher: Oh! What a good team we have.
Questions:

1. **How many people are in the conversation?**

2. **Who talked first?**

3. **Who is the Imam in the conversation?**
4. **Who leads prayers in the church?**

5. **Who protects the country and keeps security in the conversation?**

Lesson 5
COMPOSITION
Picture interpretation

REF: Uganda Primary English course bk 1 pg 12

WEEK 12

Sub-Theme: Peace and security in our community.

Lesson 1

Vocabulary:

policeman, policewoman, elder, religious leader, children, boy, girl, soldier, man, woman

Structures:

Who is she/he?

She/He is -------.

What does he/she do?

She/ He -------.

What can you see?

I can see ---.

Who are they?

They are ---.

What are they doing?

They are ---.

Activity:

Reading and spelling the vocabulary.

Using the structures with the given vocabulary.

Lesson 2 and 3

Homophones - Words with same sound but different meaning.

Examples.

year - ear
here - hear
Week - weak
plain - plane
tail - tale
Son - Sun
right - write
bye - buy
road - rode
sail - sale
dear - deer
knows nose

there- their
hours ours
pair - pear
know- no
heal - heel
too - two
check - cheque

Exercise

Choose the correct word given in brackets to complete the sentences.

1. We hear with our ears. (years, ears)
2. There is nobody _____. (here , hear)
3. The _____ rises in the east. (son, sun)
4. There are seven days in a _____. (weak, week)
5. My _____ hand is paining. (right, write)
6. Our teacher wants to _____ our books. (check, cheque)
7. Where is my _____ dress? (new, knew)
8. That is _____ house. (there, their)
9. Two halves make a _____. (whole, hole)
10. The monkey has a long _____. (tail, tale)

Ref: English Aid 3 pg. 66.
Junior Eng. Bk. 2 Pg. 21, 51, 79.

Lesson 4

Comprehension

Read the story and answer the questions that follow.

Mukisa's Village

Mukisa lives in a small village called Buwesa.There are many old buildings in this village. Mukisa's mother sent him to the butcher's shop to buy meat. There wasn't any butcher's shop in Buwesa. Mukisa went to the Magale village. Magale trading centre has new buildings. There is one large building in the middle of the trading centre called Nsimbi house. This is where Mukisa bought meat.

Questions:

1. **In which village does Mukisa live?**

   _____

2. **Who sent Mukisa to buy meat?**

   _____

3. **Which place has new buildings?**

   _____

4. **Where is Nsimbi house found?**

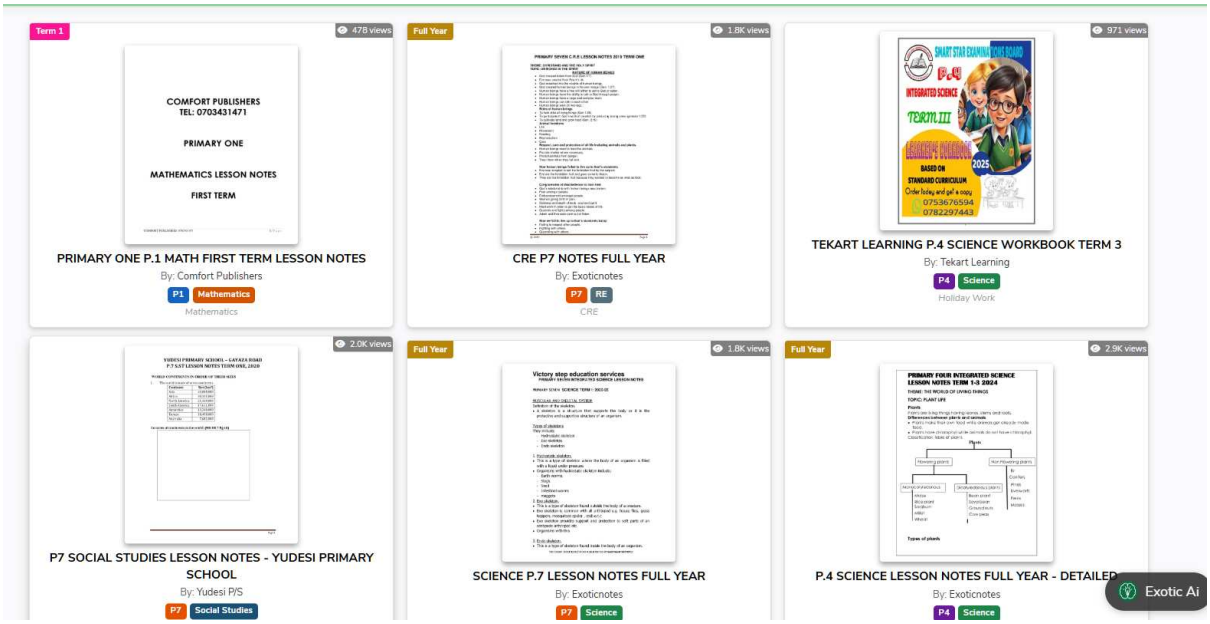
Lesson 5
Composition
Picture composition
A Thief

Revision
-Present continuous tense

Peace and security at school.
- Past tense of irregular verbs.
- Similars

Peace and security in our community.
_Inviting a resource person.
- Gender
- similes

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/