



Ministry of Education
and Sports

HOME-STUDY LEARNING

PRIMARY
4

ENGLISH LANGUAGE

August 2020





Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning

TERM 1

Lesson 1: Directing people to places

COVID -19 kills. Wash your hands using soap or sanitizer before entering the house.

By the end of this lesson you should be able to give directions using the Present Simple tense.

You will need:

an exercise book, a pen, a pencil

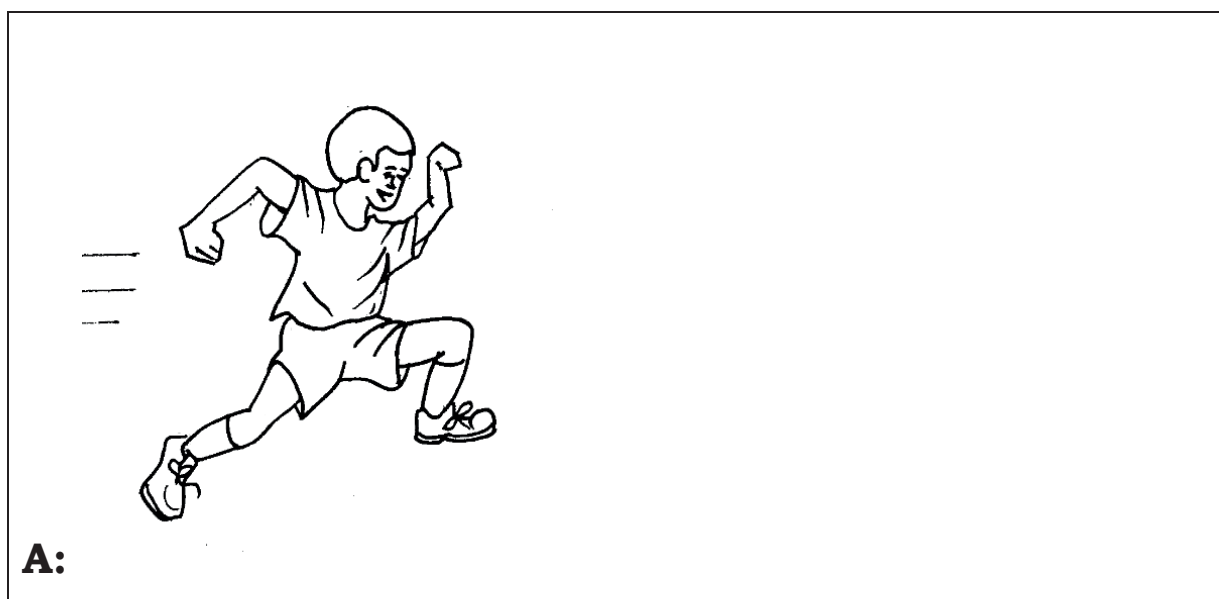
What to learn

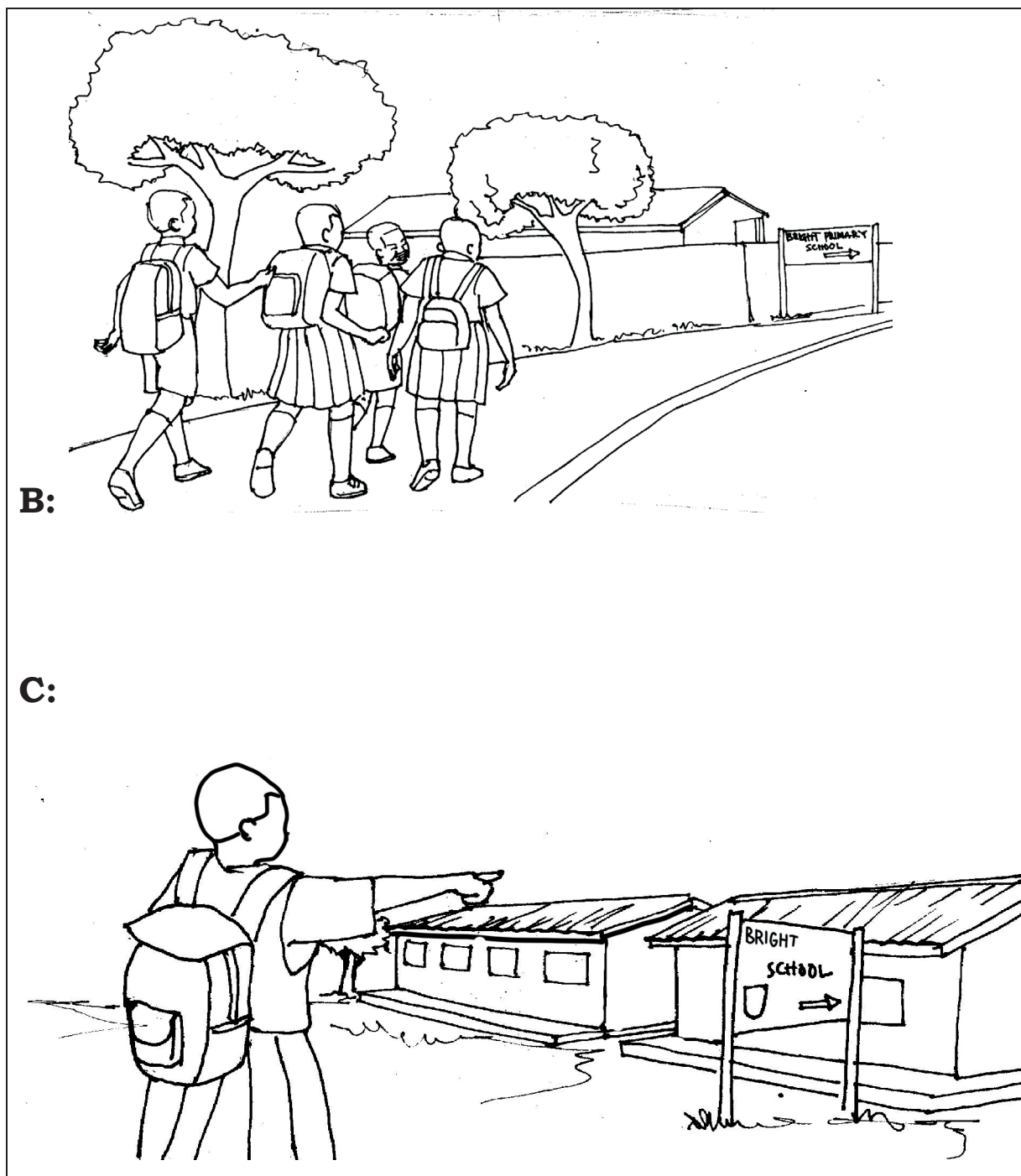
You will learn to give directions using the present simple tense

Introduction

We use the present simple tense to describe the things that happen every day in your home.

Step 1: Study the pictures A-C





Step 2 Answer the following questions about the pictures

- A. What is the boy doing?
- B. What are the children doing?
- C. Why do you think the girl is pointing to the signpost?

Step 3: Use the words below to describe the actions of the children in the pictures using the present simple tense

(walks, runs, read)

Examples

1. The boy runs to the shops.
2. The children walk to school.
3. The girl reads the sign post.

Step 4: Remember the following

We add **s/es/ies** to the verb when describing the action of one person.

Examples

1. The girl **directs us** at the roundabout.
 2. He always **asks** the way to my village.
 3. The boy **crosses** the road before reaching the junction.
 4. Peter **reaches** home before curfew time.
- We do not add letter **s** to the verb when describing action of more than one person.
 - When we use the pronoun I or You, the verb does not take the letter-**s**

Examples

1. We cross the road after the mosque.
2. I direct the visitors every Sunday.
3. They fly to Nairobi every year.
4. My friends forgot the direction to our home.

Write the Exercise

A. Construct 5 correct sentences from the table below.

Examples

1. The bus arrives at the stage before curfew time.
2. I read the signpost before reaching the junction.

The bus	cross the road	to Jeru village.
I	crosses the bridge	before curfew time.
We	read the signpost	after the roundabout.
He	directs the visitors	before reaching the junction.
Apio	arrives at the stage reaches home	

Complete the given sentence using the correct form of the word given in the brackets

Examples

- i) She the map of Limoto village. (draw)
She draws the map of Limoto village.
 - ii) You.... the way to our home every day. (forget)
You forget the way to our home every day.
1. Theyto the village every day. (travel)
 2. Sheto Rwakitura every day. (fly)
 3. Odwori.....for the way to Simbiri. (ask)
 4. You the map of Kinyasano village. (read)
 5. The children a song about directions. (sing)

6. Johna bicycle every weekend. (ride)

Lesson 2: Giving Directions

COVID -19 kills. Wash your hands using soap or sanitizer before entering your house.

By the end of this lesson, you should be able to answer questions about the given table.

You will need

an exercise book, a pen

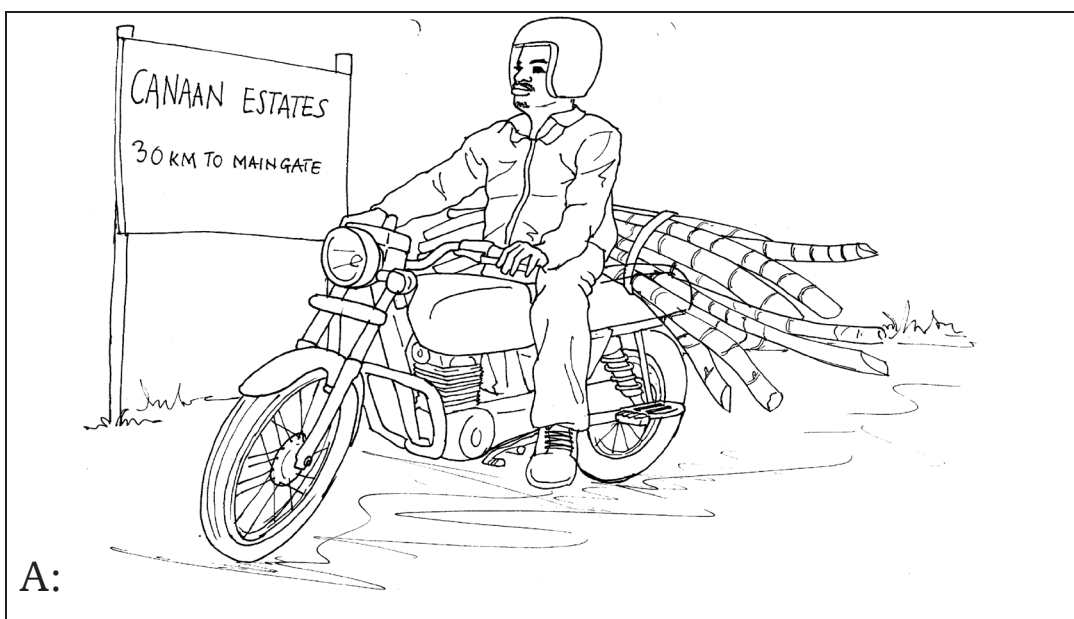
What to learn:

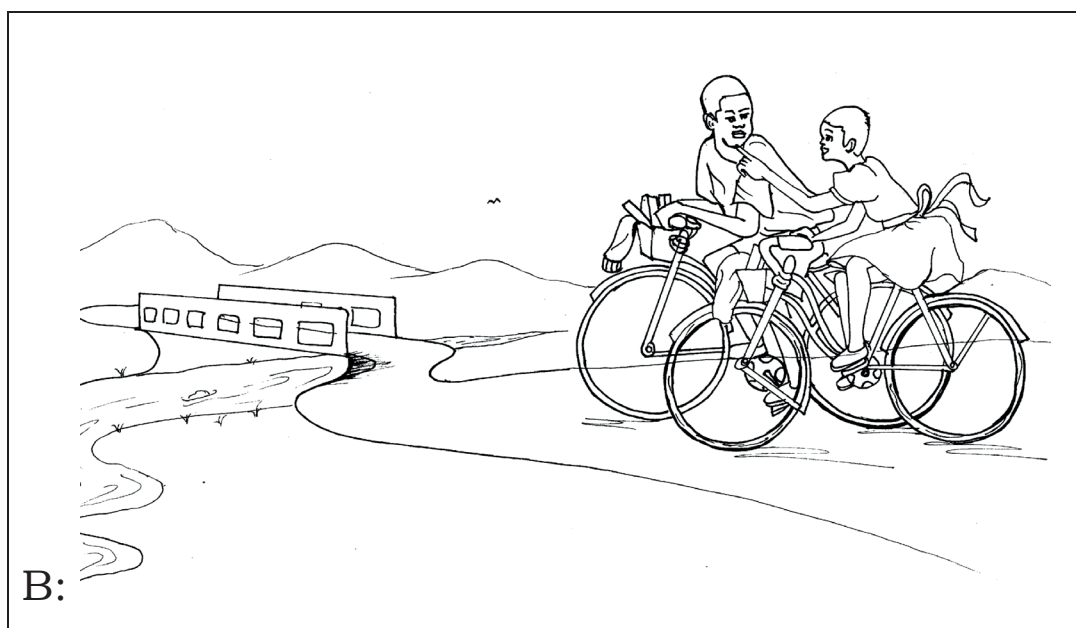
You will learn to answer questions about the table.

Introduction

A table is a group of words written in rows that go across and down the page.

Step 1: Study the pictures





Step 2 Answer the following questions about the pictures

- i) What can you see in the pictures?
- ii) Who in the picture will cross the bridge?
- iii) Why do you think the man is reading the sign post?

Write the Exercise

Study the table above and in full sentences answer the questions that follow.

1. How many children are shown in the table?
2. Who travelled the longest distance?
3. What was the shortest distance travelled?
4. Who travelled to the Eastern direction?
5. What can you see in Iringa?
6. Which important place did Mwesigwa Ethan see?
7. Which direction did Mwesigwa Ethan take?

Lesson 3: Giving Directions

COVID 19 kills. Wash your hands using soap or sanitizer before entering your house.

In this lesson you are going to:

- read the story.
- answer questions about the story.

You will need

an exercise book, a pen

What to learn

To read the story and answer in full **sentences** the questions that follows.

Introduction

Step 1: Study the picture



Step 2: Answer questions about the picture.

- What can you see in the picture?
- Where are the people in the picture?

Step 3: Read the story below**A VISIT TO GRANDPARENTS**

Last holiday, Nampeera Grace, Opio Hassan and Tiba Agnes visited their grandparents. They boarded a taxi from Kampala City and travelled via Jinja City to the village. When the driver reached Iganga town, he turned left and travelled towards Mbale City. After crossing the bridge at river Mpologoma, they moved for about 30minutes before turning left. After driving for only 15minutes, the children asked the driver to stop at Kameme stage.

Their grandparents were already waiting for them. The grand children had been ringing them while they travelled. They were very happy to meet their grandparents after a year. After exchanging greetings, their grandmother made them to board them *bodabodas*. They rode in the Western direction off the main road. The grandparents live on the Western side of Lake Kyoga near Molu rock. Their grandchildren were very happy with their grandparents in the village.

Write the Exercise

Answer questions about the story you read in Step 3.

1. How many children are mentioned in the story?
2. When did the children go to visit?
3. Where did the children get on the taxi?
4. Which cities are mentioned in the story?
5. Where did the taxi cross the bridge?
6. At which stage did the children get off the taxi?
7. How did the grandparents know that their children were coming?

8. Which rock is near the home of the children's grandparents?

Lesson 4: Giving Directions

COVID -19 kills. Wear your masks before you go to a public place.

You should be able to locate places using the correct words.

You will need

an exercise book, a pen, a ruler

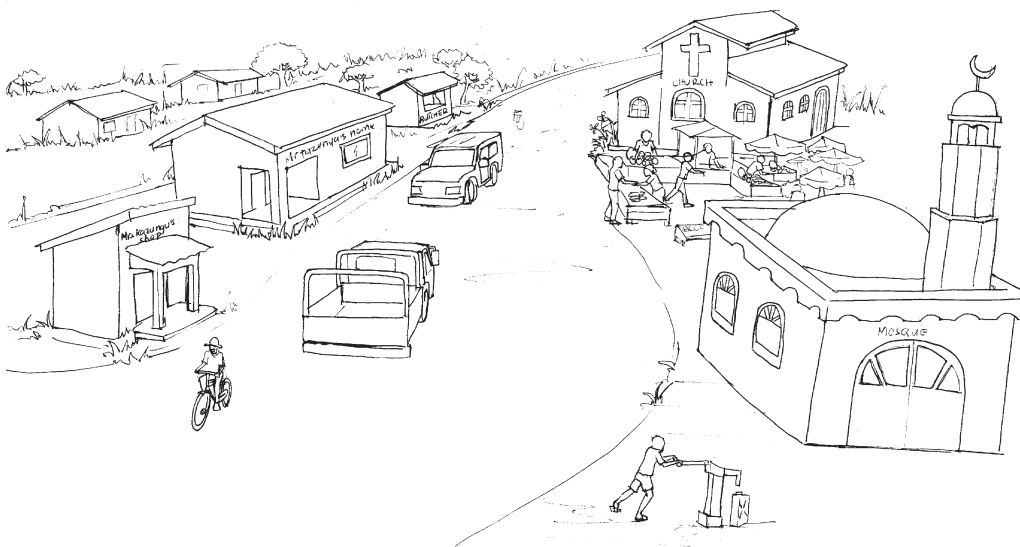
What to learn

To locate places.

Introduction

We locate places by the help of commonest features. We use features like markets, hills, bridges, hospitals, forests, and water bodies.

Step 1: Study the picture



Step 2 Answer the following questions about the picture

- i) What can you see in the picture?
- ii) How many important places are shown on the picture?
- iii) Which places of worship are shown in the picture?

Step 3:

Use the words below to complete the sentences below about the pictures in Step 1.

after, between, before, opposite,
near, in front of , behind, far

Examples

i) The mosque isthe market.

The mosque is before the market.

ii) Mr Obang's butcher is Mrs Kazungu's shop.

Mr Obang's butcher is after Mr Kazungu's home.

1. Mr Tazanya's home is Mr Jiji's butcher and Mrs Kazungu's shop.

2. The market is located Mr Tazanya's home.

3. The mosque is the bore hole.

4. The flowers are of the church.

5. The church is to the market.

6. The mosque is from the market.

TOPIC: WHAT I LIKE AND HOW I FEEL

Lesson 5: What I like

COVID -19 kills. Wear your mask when you go to public places.

You should be able to compare different people's likes.

You will need:

an exercise book, a pen, a pencil

What to learn

To compare different people's likes

Introduction

What you like means what you enjoy or you find it nice.

Step 1: Study the pictures





1. What can you see in the picture?
2. What are the children doing?

**Step 2 Complete the sentences in the table below
(I like, I do not like)**

Action	Choice
drinking lemon juice	<u>I like</u>
playing football	<u>I do not like</u>
eating fruits	.....
riding a bicycle	.....
dancing	.....
singing	.....
cooking	.....

Write the Exercise

Study the table below and make sentences from it.

Examples

1. I like eating yellow bananas.
2. We do not like drinking lemon juice.
3. Rukiza does not like playing netball.
4. Matilda likes watching UBC Television.

I		eating yellow bananas.
We	like	drinking lemon juice.
You	likes	watching UBC Television.
They	do not like	playing netball.
He	does not like	harvesting coffee.
She		collecting firewood.
		shouting in class.
		coming to school late.

Make eight sentences from the table above.

Lesson 7: What I like

COVID -19kills.Stay at your home, stay safe.

In these lessons, you are going to complete the given story using the correct word.

You will need:

an exercise book, a pen, a pencil

What to learn

- To complete the given story using the correct word.

Introduction

Read through the story before choosing the correct word you will need for each gap.

Step 1: Fill in the missing letter in the words below**Examples**

- i) pl....yed –played
- ii) cook.....ng–cooking
- 1. si....ging
- 2. ri.....ing
- 3.....ewing
- 4. W.....tching

Step 2: Use the correct words in the table to complete the sentences.**Examples**

barber, baker, fruits, dairy, dentist, grocery, robbers

- i) They like climbing the mango tree to pick **fruit**.
- ii) I do not like the **dairy** that sells bad milk.
- 1. They like the who shaves their hair.
- 2. We like thewho sells bread.
- 3. I do not likewho break into houses in the night.
- 4. He likes the who treats his tooth.
- 5. We dislike buying bad tomatoes from the.....

Write the Exercise**Complete the story below using the words correctly.**

digs, dislikes, likes, friends, onions, weeds, wild, disobeying, praying, working,
--

Nambi and Zowe are my bestNambi..... reading and writing stories.

She likes reading and writing about..... animals. She wild animals that feed on others. Nadia likesin her garden. Zowe likes growingZowe..... in her garden every morning.Zowe dislikes because they compete with onions for water. Both Nambi and Zowe like to God. They dislike parents and teachers.

Using:...prefer.... to.... (to like one thing more than another).

Read these sentences:

1. I prefer fish to meat.
2. He prefers meat to fish.
3. Jane prefers potatoes to rice.

Peter prefers rice to potatoes.
Do you prefer meat to chicken?
Yes, I prefer meat to chicken.
No, I prefer chicken to meat.

Make sentences form this table orally:

A. Using: like/enjoy

I You Mary John They We	like enjoy	eating Matooke. cooking food. riding a bicycle. playing football. dancing.
--	---------------	--

B. Using: Prefer/prefers

I You They We	prefer prefers	meat to fish. fish to chicken. porridge to tea. soda to water.
------------------------	-------------------	---

Project work

Ask your parents or guardians to tell you a story about what they liked or disliked when they were young.

Lesson 8: How I feel

You should be able to construct sentences using ...when....

You will need:

an exercise book, a pen/a pencil

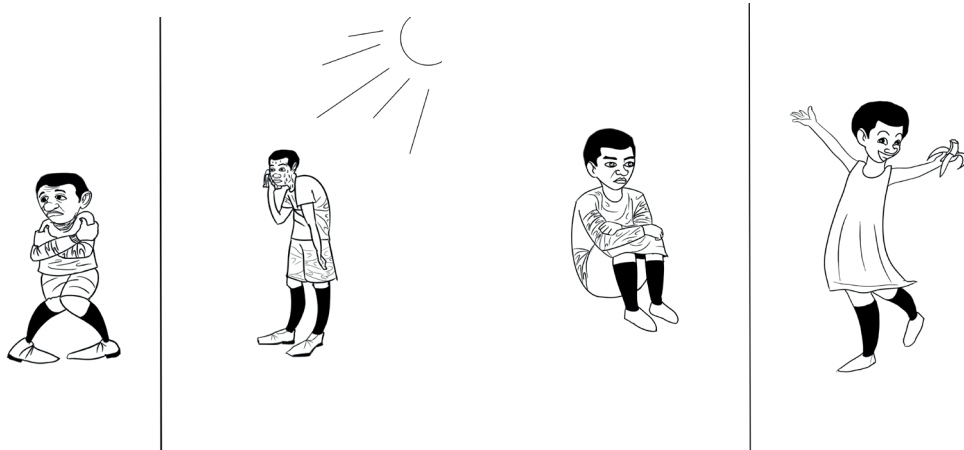
What to learn

To construct sentences using...when...

Introduction

You will read through the story before choosing the correct word you will need for each gap.

Step 1: Study the pictures below



Step 2: Answer questions about the pictures

1. What can you see in the pictures?
2. How many children are in the pictures?
3. Why do you think the boy in picture B is happy?

Step 3: Fill in the table below using (happy, sad)

sad- making you feel unhappy.

happy- to feel good about something that has taken place.

Condition	What you feel
at home	happy
not at home	sad
in class	.....
not in class	.....
go to visit	.....
in hospital	.....
hungry	.....

Write the Exercise**Make sentences from the table below:****Examples**

1. I feel happy when I'm at home.
2. Rose feels happy when we are smart.

I					at home.
He				they	not at home.
She	feel	happy	when	are	in class.
My	feels	sad		I am	not in class.
parents				he is	I am sick.
My				we	are shabby.
friends					are fighting.
					are smart.
					visit them.

Lesson 9: How I feel

COVID -19 kills. Do not shake hands or hug friends.

You should be able to express your feelings using ... because...

You will need:

an exercise book, a pen/a pencil

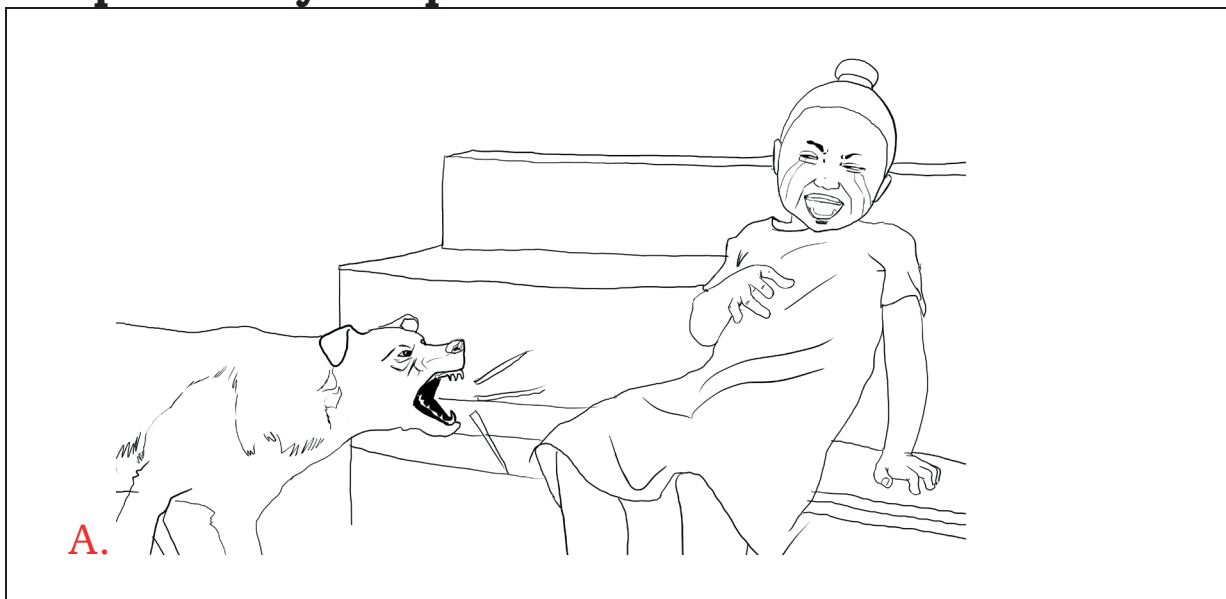
What to learn

To express feelings using ... because...

Introduction

We use because to join two sentences to give a reason for doing something.

Step 1: Study the pictures





Step 2: Answer questions about the pictures

1. What can you see in the picture?
2. Where is the boy in picture B?
3. What do you think made the boy angry in picture C?

Note: The answers to the above questions show the reason why something is done. They are given using the word **because**

Activity:

Use **feel** or **feels** to complete the sentence correctly.

1. I happy because I eat fruits every day.
2. He sad because he is hungry.
3. They scared because of the dogs.

4. Mary cold because it is windy.
5. She thirsty because there is no water to drink.
6. We..... sad when our parents are not at home.
7. Mr Opusi..... happy when primary children can read.

Write the Exercise

Join the following sentences using...because...

Examples

- i) Kenneth feels happy. He has caring sisters.

Kenneth feels happy because he has caring sisters.

- ii) Ismael feels sad. He has a cough.

Ismael feels sad because he has a cough.

1. You feel lazy. You are sick.
2. I feel cold. It is raining outside.
3. They feel hot. The windows are closed.
4. Opusi feels thirsty. He wants to drink water.
5. We feel hungry. Lunch is not ready.
6. MrMugweri feels unhappy. We are shabby.
7. Kisuki feels angry. We do not greet him.
8. Rubunda feels worried. His sweater is missing.
9. Mr.Awirafeels tired. He rides a long distance.
10. Mrs. Mupere feels good. Her grandchildren are well behaved.

LESSON:

In this lesson, you are going to:

- fill in the missing letters.
- arrange the given words in alphabetical order.

You will need:

an exercise book, a pen/a pencil

What to learn

You will learn to read the poem.

Introduction

Remind yourself about the alphabet

Step 1: Fill in the missing letters

Which are the missing letters of alphabet?

a	<u> </u>	<u> b </u>	c
	<u> </u>	e	f
	i	j	<u> </u>
l	<u> </u>	<u> </u>	n
	<u> </u>	p	q

Step 2: Re-arrange the following words in the alphabetical order.

Examples

i) sad, happy, kind

happy, kind, sad

ii) hot, cold, rain

Cold, hot, rain

1. bananas, table, family
2. dad, mother, parents
3. breakfast, prayer, happy
4. invite, ready, prepare
5. lay, says, bless

Step 3: Rearrange the following words to make correct sentences.

Examples

i) prayers say I my.

I say my prayers.

ii) greet I family my

I greet my family.

1. breakfast prepare I.
2. the help my to mother table lay I.
3. prepare my help breakfast to I mother.
4. when I strong feel I up wake.
5. breakfast family I to my serve.

TERM 2

Lesson 1: BEHAVIOUR: Good behaviour

COVID -19 KILLS: OBSERVE SOCIAL DISTANCING, STAY SAFE AND HEALTH.

You should be able to complete sentences using polite words.

You will need:

an exercise book, a pen/a pencil

What to learn

To complete sentences using polite words.

Introduction

We use polite words to show respect to others.

Step1: Fill in the missing letters

Read these words.

Write the following exercise:

Use the words in the table to complete the sentences below.

Please, sorry, thank you, excuse, lend, borrow
--

Examples

1. May I your book?

May I **borrow** your book?

2.me your pen?

Lend me your pen?

1. Will you _____ me your ruler?

2. I am very _____ for breaking your cup

3. May I use your chair _____?

4. May I _____ us your bottle please?

5. _____ us for breaking your glass.

6. We _____ you for loving your sister.

7. You will _____ for leaving before time.

Lesson 2: BEHAVIOUR: Good behaviour

COVID -19 Kills: Observe social distancing, stay safe and health

Step1: Study the picture



Step 2: Answer questions about the picture

1. What is happening in the picture?
2. Where are the people in the picture?
3. Who do you think is the woman in the picture?

Step 4: Read the story and answer in full sentences the questions that follow.

Using polite words

“Excuse me Mrs Muganzi, May I get in?” Joel asked.”

Yes, Eria, you may,” Mrs Muganzi answered. Thank you Joel, you have good behaviours. We should always use polite words when talking to elders.

While talking to friends or classmates, it is also good to use polite words.

When we annoy our friends, parents, and teachers, we should tell them that we are sorry. This helps them to forgive us.

If you want to use something that somebody else is having, you have to ask **for it**.

For example, “Excuse me, will you lend me your ruler?”

If someone is blocking a path you want to use, tell the person, ‘Please excuse me. The person will move away without getting annoyed.

If you didn’t hear well something, ask the speaker to repeat for you by saying, “I beg your pardon, Sir/Madam”. We must always use polite words in a polite tone.

Good behaviours help us to live **in** peace with other people.

“Thank you.” is used to show that we are grateful. When neighbours, friends, and family members do something good to us, we should thank them.

If you need help from someone, use “please” in your language.

Write the Exercise

Answer questions about the story

1. What is the story about?
2. What shows that Joel has good behavior?
3. How should we talk to our friends?

4. What should we do when we annoy people?
5. What words should one use when grateful?
6. In which tone should we always use polite words?
7. What lesson do you learn from the story?

Lesson 3: BEHAVIOUR: Bad behaviour

COVID -19 Kills: Wear your mask when you go to the market

You should be able to write correct sentences about bad behavior

You will need:

an exercise book, a pen/a pencil

What to learn

To write sentences about bad behavior.

Introduction

Bad behaviour means to act in a way that does not please others.

Step 1: Write the correct words

Examples

Read these words.

rude, fight, steal, cruel, grab shame, unruly,
dodge, sorry

Read these sentences:

1. It is bad to fight.
2. It is not good to dodge going to school.

3. It is wrong to steal your friend's property.
4. It is good to say sorry when you annoy others.

Complete the sentences using the correct words in the table below.

damage, fight, bad, burn, quarrel, cheat, dodge, steal, rude, escape, late, disobey

Examples

- i) It is....to tell lies
It is bad to tell lies.
 - ii) You should not teachers.
You should not **disobey** teachers.
1. You must not _____ with your parents.
 2. It is bad to _____ from school.
 3. Anna was punished for being _____ in class
 4. It is not good to _____ money from other children.
 5. You must not _____ school property.
 6. You should not _____ class work.
 7. It is bad to be _____ to other children.
 8. You must not _____ for food.
 9. It is bad to _____ in examinations.
 10. You must not _____ other people's houses

Lesson 4: BEHAVIOUR: Bad behaviour

COVID -19 Kills: Observe social distancing, stay safe and health

In this lesson you are going to:

- Read the poem.
- Answer questions about the poem.

You will need

- an exercise book, a pen/a pencil

What to learn

- To read the poem.

Introduction

A poem is a piece of writing arranged in lines of the same length.

Step 1: Fill in the missing letters

Examples

a. W___ ile-**while**

b. La_____ y-**lazy**

1. Mo_____ ey-

2. Sn_____ cks-

3. St_____ al

4. Sh_____ me

5. Gr_____ b

Step 3: Read the poem

My friends! Don't shame me!
Don't come to school late,
Don't play while in class,
Don't be lazy in class.

My friends! Don't shame me!
Don't steal money from others,
Don't grab snacks from others,
Don't tell lies to teachers.

My friends! Don't shame me!
Don't be cruel to friends.
Don't be unruly to teachers,
Don't be rude to parents.

(By Elly Musana Wairagala)

Write the Exercise**Answer questions about the poem.**

1. What does the writer of the poem eat?
2. How many people does the writer of the poem visit?
3. Who cares for the writer of the poem?
4. Why is the writer of the poem happy with sisters?
5. Why does the writer of the poem feel happy with the parents?

6. What is the title of the poem?

Project work

Learn the poem and recite it to another learner

Lesson 5: SHOPPING: Buying and selling

COVID -19 Kills: Observe social distancing, stay safe and health

You should be able to:

- read the words correctly.
- complete sentences using the correct words.

You will need:

- an exercise book
- pen
- a pencil
- a dictionary

What to learn:

To use different words about buying and selling.

Introduction

Buying: to get something in exchange for **money**.

Selling: to give something in exchange for money.

Step 2: Fill in the Missing Letters

Examples

i) b _____ r-**bar**

ii) ch _____ ap-**cheap**

1. pac _____ et-

2. expe _____ sive-

3. m _____ tre-

4. pr _____ ce

5. so _____ e

6. cos _____

7. l _____ tre

8. _____ tem

9. fe _____

10. kilog _____ amme

Write the Exercise

Complete the sentences below using the correct word

Examples

i) The shop has acustomers.

The shop has a **few** customers.

ii) My mother bought aof soap last week.

My mother bought a **bar** of soap last week.

Use the words in the box to complete each sentence below

1. I am going to buy a..... salt from the market.

2. Bagerenga is carrying a litre ofoil.

3. Kobere is buying a of beans.

4. What is theof sugar in your village?

5. The tailor needs a of cloth to make my shirt.

6. A litre of milk is morethan a bottle of soda.

7. Apart from a match box, which other items are in his shop?

8. Howis a packet of salt in their school canteen?

9. My parents gave our neighbour aof soap.

much, sold, expensive, kilogramme, cooking, price, bar, piece, packet

COVID -19 Kills: Observe social distancing, stay safe and health.

Lesson 6: TIME: Past Simple Tense

You should be able to make sentences using the past tense.

You will need:

- an exercise book
- pen
- a pencil

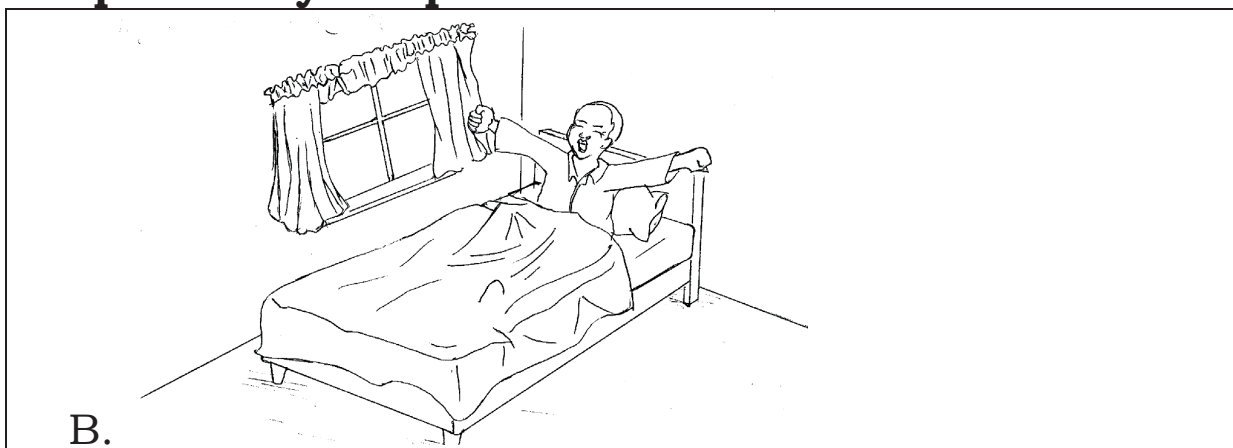
What to learn:

You will learn to make sentences using the past tense.

Introduction

We use the past to talk about actions that took place before now.

Step 1: Study the pictures





C.



D.



E.



Step 2: Answer questions about the pictures

1. What can you see in the pictures?
2. What is the boy doing in picture E?
3. What is happening in picture F?

Write the Exercise

Use the pictures in Step 1 to complete the sentences using before or after.

Examples

- i) The boy woke up...taking break tea.
The boy woke up **before** taking break tea.
- ii) The boy took break tea waking up.
The boy took break tea **after** waking up.

1. The boys played..... eating lunch.
2. The boy swept.....eating lunch.
3. The boy prayed.....he slept.
4. The boy swepthaving break tea.
5. The boy slept.....he prayed.
6. The boy ate lunchhe swept.
7. The boy played.....he prayed.
8. The boy took break teahe swept.
9. The boy ate lunch ...he played.
10. The boy prayed....he had played.

Lesson 7: TIME: Past Simple Tense: A Dialogue

COVID -19 kills. Wash your hands using soap or sanitizer before entering a taxi.

By the end of the lesson, you should be able to act out a dialogue.

You will need:

an exercise book, a pen/a pencil

What to learn

To act a dialogue

Introduction

A dialogue is a talk between two people.

Step 1: Write the following words correctly

Examples

i) nemd- **mend**

ii) esoh -**shoe**

1. robcelb
2. ginrb
3. hucln
4. royu
- 5. kebor**

Step 2: Read the dialogue below

Mary and John

Mary: John, did you mend your shoe?

John: Oh yes, I did.

Mary: Who mended it for you?

John: My friend Bruno, he is a cobbler.

Mary: Can I bring my red shoe after lunch. It broke yesterday.

John: **It's** okay. I will take it to him in the evening.

Step 3: Answer questions about the dialogue

1. How many people are taking part in the dialogue?
2. Whose shoe was mended by Bruno?
3. Why was Bruno able to mend the shoe?
4. Which colour is mentioned in the dialogue?
5. What lesson do you learn from the dialogue?

Exercise

With another learner, act out the dialogue above to an adult.

Tips to follow

- One of you learns the part of Mary or John.
- Repeat your part many times until you learn it.
- Practise with your partner many times until you are ready to act.
- Speak loudly as you act out the dialogue.

Lesson 8: TIME: Past Continuous Tense

COVID 19 Kills: Stay at home and keep safe.

By the end of this lesson, you should be able to construct sentences using *while*.

You will need

- an exercise book
- pen
- a pencil

What to learn:

You will learn to make sentences using *while*.

Introduction

We use while to talk about two actions that took place at the same time.

Step 1: Re-arrange the following words to form correct sentences.

Examples:

1. **bicycle** Timmy a riding was
Timmy was riding a bicycle.
2. was plates Milly washing

Milly was washing plates.

1. book Angella a reading was
2. water Yahaya fetching was
3. harvesting was Candiga maize
4. clothes washing was Muhwezi
5. mother food preparing was my

Step 2: Join these sentences using while**Examples**

1. Timmy was riding a bicycle. Milly was washing plates.
Timmy was riding a bicycle while Milly was washing plates.
2. Kembabazi was riding a bicycle. Tom was preparing food.
3. **Kembabazi was riding a bicycle while Tom was preparing food.**

Step 3: Join sentences beginning with while**Examples**

1. Twine was dancing. Nyakato was playing a guitar.
While Twine was dancing, Nyakato was playing a guitar.
2. Jacinta was planting maize. Hasifa was fetching water.
While Jacinta was planting maize, Hasifa was fetching water.

Note:

A comma is used when we begin a sentence using *while*.

Write the Exercise**A. Join the following sentences using...while...**

1. I was eating food. My brother was reading a book.
2. I saw a woman driving a tractor. I was cutting a tree.
3. I was mending my shoe. Joyce was cooking food.
4. I saw a woman carrying a jerry can of water. I was picking ripe mangoes.
5. Brenda was riding a bicycle. Bruno was cleaning the **compound**.

A. Join the following sentences beginning with: While...

1. Caleb was drawing a map. I was reciting a poem.

2. We were going home. We met Mr. Kucana.
3. They were playing football. It started raining.
4. Doris was running. She lost her pencil.
5. Mr. **Muzaale** was teaching us English. The boys started laughing.

Lesson 9: TIME: Past Continuous tense

COVID -19 Kills. Do not touch your mouth, eyes, and nose with your hands.

By the end of this lesson, you should be able to make sentences using when.

You will need:

- an exercise book
- pen
- a pencil

What to learn:

To construct sentences using *when*.

Introduction

We use when to talk about the time that something else happens.

Step 1: Re-arrange the following words to form correct sentences.

Examples:

- i) simsim Lakony frying was
Lakony was frying simsim.
- ii) was basket Namukaya a weaving
Namukaya was weaving a basket.

1. picture Otim a drawing was
2. firewood Lucy collecting was
3. pounding was Uhuru groundnuts
4. hair the cutting was barber
5. boys the bananas peeling were

Step 2: Join sentences beginning with: When Examples

i) Otule was pounding groundnuts. Kemiza was mopping the house.

When Otule was pounding groundnuts, Kemiza was mopping the house.

ii) Isingomawas playing the drums. Payodish was dancing.

When Isingomawas playing the drums, Minoti was dancing.

Note:

A comma is used when we begin a sentence using while

Step 3: Join sentences using ... when...

Examples

i) Alikoli was harvesting cotton. Mwene was fetching water.

Alikoli was harvesting cotton when Mwene was fetching water.

ii) Dramudru was washing clothes. Ninsiima was reading a newspaper.

Dramudru was washing clothes when Ninsiima was reading a newspaper.

Write the Exercise

A. Join these sentences using beginning with: When...

1. We were learning English. Mrs Maraka came to our class.
2. Mr Ituuma was teaching our class. It started raining heavily.

3. They were having lunch. Mr Kiyuba talked to them.
4. He was doing homework. Mr Ekiri came for him.

B. Join sentences using: when...

1. The lights went off. Ochieng was reading.
2. I hurt my toe. I was digging.
3. I was carrying a baby. I fell down.
4. Gudula saw a caterpillar. She was walking to the market.
5. We met a mad woman. We were going to the shops.

Activity

Study Mukulo's timetable below and answer the questions that follow.

	MORNING	NIGHT
MONDAY	English	Mathematics
TUESDAY	Science	Mathematics
WEDNESDAY	S.S.T	Science
THURSDAY	Mathematics	English
FRIDAY	English	Mathematics

Questions:

1. What is the information about?
2. Who used the above table?
3. What does he study on Monday morning?
4. Which subject did he study most?
5. How many times does he study science?
6. How many subjects does he study for a week?
7. Which days of the week does he study S.S.T?
8. Which subject does he study on Saturday?

Lesson 2: Expression of the Future: Keeping a Diary.

By the end of this lesson, you should be able to:

- read the diary.
- answer questions about the diary.

You will need:

an exercise book, a pen and a pencil

What to learn:

To read a diary and answer the questions about it.

Introduction

A diary is a book where one records important events of each day.

Step I: Fill in the missing letters

Examples

- i) D _y-**day**
- ii) Not _-**note**
1. Da _e-
2. Mon _ h-
3. D _ ary-
4. Yea _-
5. W _ ek-

Examples

- i) **day**-the time of light between one night and the next one.
- ii) **year** -a period of 12 months.

Hanifa's Diary for October, 2019

Day	Time	Activity
Sunday	2.00p.m- 4.00p.m	visiting aunt Gayola
Monday	8.00a.m- 10.00a.m	planting groundnuts
Tuesday	1.00p.m-2.00pm	having lunch with friends Kifaya, Akimi and Buluhani
Wednesday	7.00a.m- 9.00a.m	fetching water from the borehole.
Thursday	3.00p.m- 5.00p.m	Playing volleyball.
Friday	12.00noon- 1.30p.m	attending prayers
Saturday	8.00a.m- 11.00a.m	helping parents on the poultry farm

Write the Exercise

Answer questions about the diary

1. **For which** month is the above diary?
2. How many days are shown on the diary?
3. Which game will Hanifa play?
4. On which day will Hanifa visit?
5. For how long will Hanifa attend prayers?
6. How many friends does Hanifa have?
7. Where will Hanifa get water from?
8. What will Hanifa do on Monday?
9. Why do you think Hanifa is God fearing?
10. What work do you think Hanifa will do on the poultry farm?

COVID-19: Keep safe by washing hands with soap.

TOPIC: DEMOCRACY

Subtopic 8.2: Music Dance and Drama

By the end of this lesson, you should be able to:

- read and spell the words correctly.
- fill in the missing letters.
- study the table and answer the questions in full sentences.

You will need:

a book and a pen

What to learn:

You will learn different words in Music, Dance and Drama.

Introduction

Music is the arrangement of sounds in pleasant tunes.

Dance: is to move the body and feet to music.

Drama: **is a play in a theatre on radio and on television.**

Step1:

We are going to read the given words used in Music, Dance and Drama.

Read and spell the following words.

actor	dance	conductor	drama,	music	recite
-------	-------	-----------	--------	-------	--------

Step 2: Now fill in the missing letters.**Examples**ConduuctorActoor**Exercise**

1. Rec__te

5. Dr__m

2. D__nce

6. Conc__rt

3. St__ge

7. Cost__

4. Cho__r

8.

COVID - 19: Observe social distancing, stay safe and health.

We are going to study the table and answer the questions carefully in full sentences.

The table below shows the performance of three schools in Music, Dance and Drama in Kkande Sub-county in the month of June 2018. Study it and answer the questions that follow in full sentences.

School	Item drama	Speech	Dance	Solo	Sight singing	Total
Malir	30	80	91	85	68	354
ememe	60	-	93	88	44	285
Kachinga	96	89	93	95	89	464

Questions

1. What does the above show?
2. Where did the above activity take place?
3. Which schools participated in the above activity?
4. What did Malir Primary school score in Drama?
5. Which school did not participate in speech?
6. In which activity did Kachinga Primary School perform best?
7. Which school won the competitions?
8. In which sub-county did the activity take place?

Topic: Elections

In this lesson, you are going to:

- read the given instructions carefully.
- read the table carefully.
- answer the questions about the table.

You will need:

a book and pen

Introduction

You are going to study the given table then answer the questions in full sentences.

Exercise

The table below shows an election exercise which took place in **Miniwan Primary School** on 3rd March 2018. Study it and answer the questions that **follow** in full sentence.

Posts	No. of candidates	Votes cast	Valid	Invalid	Winner
Head prefect	08	220	209	11	Manja
Head boy	10	220	200	20	Musana
Head girl	10	220	180	40	Ichat

Questions

1. What is the table above about?
2. In which school did the exercise take place?
3. How many candidates contested for the post of head prefect?
4. Who won the post of head prefect?

5. How many invalid votes were cast on the post of head boy?
6. Who won the post of head boy?
7. Who became the head girl of **Miniwan Primary School?**

Exercise:

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

MONTHS OF THE YEAR

There are twelve months in the year.

January, February, March

April, May, June, July,

August, September, October,

November and December

I love all the months of the year

But my best month is December

Because we celebrate Christmas

In December we eat a lot of food and drink sodas

We play and have fun.

By BwiikVovicent

Primary four

Questions

1. What is the poem about?
2. In which month do we celebrate Christmas?
3. How many stanzas does the poem have?
4. How many months are in the year?
5. What is the first month of the year?
6. What is the writer’s best month?
7. In which class is the writer of the poem?
8. Who wrote the poem?

Exercise:

Make sentences from the table using: ‘will’ orally.

He Anna They Aisha	will	visit us on go to church on bring the book on	Christmas. 1 st December. Monday.
-----------------------------	------	---	--

Exercise

Write down five sentences from the table above.

Example:

- a) He will visit us on Monday.
- b) Anna will bring the books on Monday.
1.
2.
3.
4.
5.

COVID-19: Wash your hands with soap and cover your nose with a mask.

TOPIC: GAMES AND SPORTS

By the end of this lesson, you should be able to:

- pronounce the words correctly.
- give the opposite of the words given.
- arrange the words in alphabetical order.

You will need:

an exercise book, a pen and a pencil

What to learn:

How to use different words about games and sports.

Introduction

Games are exercises done out of classrooms.

Step 1

Read the following words that are under Games and Sports.

- **Winner:** a person who cannot be defeated.
-The winners will receive their medals shortly.
- **Loser:** a person who is defeated or someone who fails to win.

Michael became a loser when all his books were burnt inside their house.

- **Coach:** a person who trains people for games.
Our coach fell down and broke his leg.
- **Quick:** Doing something in a short time.
Anna was quick in reading the novel.
- **Volleyball:** It is a team sport in which two teams are separated by a net.
Tom is very good at playing volleyball.

Step 2

The words read in step I about Games and Sports are called **nouns**. These nouns have opposites.

Give the opposites of the following nouns;

Examples

Netball _____ football.

Winner _____ loser

Exercise

1. Quick _____

4. Run _____

2. First _____

5. High _____

3. Long _____

6. Happy _____

Step 3

Arrange these words in alphabetical order.

Examples

(a) high, height, hard, home.

hard, height, high, home.

(b) first, fast, fall, fail.

fail, fall, fast, first.

Exercise

1. happy, hard, high, harm.

2. run, rain, raid, rise.

3. win, work, wall, work, wallet.

4. lose, love, live, life.

5. net, note, name, nose.

Health tip: Observe social distancing, stay safe and health.

Read the poem below and answer the questions that follow

Year! Year! Year!

How many months make a year?

Twelve months make a year.

These are: January, February, March, April

May, June, July, August

September, October, November, December.

By Kawudha Brenda

Primary Four G

Questions

1. What is the poem about?
2. How many stanzas does the poem have?
3. How many days make a week?
4. How many months make a year?
5. In which class is the writer of the poem?

Step 3

The words used in step I have plurals. Give the plurals of the following words.

Example: diary _____ diaries.

1. calendar _____
2. year _____
3. note _____
4. day _____
5. date _____
6. month _____



National Curriculum
Development Centre,
P.O. Box 7002,
Kampala.

www.ncdc.go.ug