**SIR APOLLO KAGGWA SCHOOLS**

**P.1 ENGLISH BREAKDOWN FOR TERM I – 2017**

**THEME: OUR SCHOOL**

**SUB THEME: GREETINGS AND FAREWELL**

Vocabulary about greetings and farewell structures about greetings and farewell. A dialogue about greetings and farewell..

**PEOPLE FOUND AT SCHOOL**

* Titles of people found at school (Naming them)
* Structures about people found at school i.e
* Who is this? This is a …………………………
* Who are they? They are ……………………………
* Giving the plural form of people found at school.

**VERBS**

* Describing verbs.
* Naming activities/verbs that people found at school do.
* i.e Sweep – sweeping
* mop - mopping
* arrange - arranging

Structures about activities/verbs done at school. i.e

* What is ……………………….doing?
* Harriet/She/Tom/he is …………………………..

………………………. are………………………….

* Completing the given sentences i.e

The cleaners are mopping the …………………(chalkboard, classroom)

Things found in the classroom

* Naming things found I the classroom.
* Using structures i.e

What is this? This is a ………………………………..

What is that? That is a ………………………………

* Giving the plural form of things found in the classroom. i.e

pencil - pencils

duster - dusters

* Using these structures to answer.

Is this a ………………...?

Yes, it is.

No, it is not.

Are these…………………………..?

Yes, they are.

No, they are not.

**ADJECTIVES**

* Words describing the classroom objects

i.e dirty, small, white

* Structures to be used.

The …………………………… .is …………………….. is ………………………….

The …………………………..are ………………………….

Writing and using describing words correctly.

Forming sentences from the table using describing words.

**THEME: OUR HOME**

**SUB THEME: PEOPLE FOUND AT HOME**

* Vocabulary about people fund at home. (naming and drawing)
* Use of “is” to talk about what people are doing.
* Using these structures to talk about what they are doing.

i.e Is mother/father…………………….

Yes, she is ………………………….

No, he is not. She is ……………………………….

**THINGS FOUND AT HOME**

* Vocabulary about things found at home .
* Use of “is” to talk about what people are doing.
* Using these structures to talk about what they are doing

i.e Is ………………………mother/father……………………….

Yes, She is ………………………………..

No, he is not. She is ……………………..

**THINGS FOUND AT HOME**

* Vocabulary about things found at home i.e

saucepan , kettle , hoe , plate , etc

***Structures***

What is this? This is a ………………………….

What is that? That is a ………………………..

Giving the plural form of things found at home.

Using these structures

What are these? These are …………………………….

What are those? Those are …………………………….

* Is this a ………………………..?

Yes, it is a.

No, it is not.

Are these ……………………..? Yes, they are. No, they are not.

Forming sentence from the able about using “these” and “this”

**ALPHABETICAL ORDER**

1. Writing letters in order a – z.
2. Changing letters in capital and small letters.
3. Writing words using capital and small letters.
4. Writing the letter before and after.
5. Arranging letters in alphabetical order.

**NOUNS**

* Identifying nouns.
* Using the plural form of nouns by adding “s”.
* Giving the plural form of nouns by adding “es”.
* Using “is” or “are” in sentences and in a substitution table.
* Using Are or Is at t he beginning of statements.
* using “has” or “have”
* to complete sentences
* to make sentences from the substitution table.

**VERBS**

* Describing verbs
* Identifying verbs in sentences.
* Writing and using verbs in present continuous tense.
* (Verbs that just add “ing”

***Structures***

* Describing verbs
* Identifying verbs in sentences
* Writing and using verbs in present continuous tense.
* (Verbs that just add “ing”)

What is …………………….he/she/they/we ………………………………….doing?

* Verbs that drop “e” and then add “ing”
* Writing verbs in present continuous tense
* Using the verbs in sentences.

**WAS OR WERE**

* Using was or were in sentences
* Using was or were to form sentences e.g from the substitution table.

**PUNCTUATION (Using capital letters)**

* Identifying where capital letters are written.
* Punctuating using capital letters.

Using full stops (.)

* Identifying full s tops at the end of each sentence.
* Punctuating using full stops.

Using a question mark (?)

* Identifying where to w rite a question mark.
* Punctuating sentences using a question mark.

**OPPOSITES**

* Identifying opposites.
* Giving opposites of the given words.

**COMPOUND WORDS**

* Forming compound words.
* Identifying compound words.

**PREPOSITIONS**

Prepositions of places

Drawing pictures

Prepositions of verbs (A few to be taught) i.e

at , to , over , of , in , from , against

look at different from

go to proud of

fly over lean against

suffer from point to

**GETTING A SHORT WORD FROM THE LONG ONE**

Finding a short word from a long one. i.e

teacher - tea, her , each , he , teach

**FINDING THE ODD WORD**

* Find a word from the list that does not match with others.

i.e ear , dress leg hand

chair pen orange pencil

**SIR APOLLO KAGGWA SCHOOLS**

**P.1 ENGLISH LESSON NOTES FOR TERM I – 2017**

**OUR SCHOOL**

A school is a place where people go to learn.

Greetings and farewell

Vocabulary

|  |  |  |
| --- | --- | --- |
| **Lesson 1** | **Lesson 2** | **Lesson 3** |
| Hello  Good morning  Good afternoon  Alright  Good evening  We | i am  fine  how  thank you  are  sir  pupils | teacher  madam  do  bye  children  class |

***Activity***: The teacher gives a filling in exercise.

**Structures**

Good morning/afternoon/ evening children.

Good morning/afternoon/evening teacher/sir/madam

How are you/class/pupils/children?

We are alright teacher, thank you.

***Activity***: Learners read through in groups and pairs.

**Dialogue**

Teacher: Hello…………………..

…………..: Hello teacher

Teacher: Good morning/afternoon/evening

……………: Good morning/afternoon/evening teacher

Teacher: How are you?

……………: I am alright/fine, thank you

***Activity***:

Learners act the dialogue and do filling in exercise.

**Dialogue**

Jane: Good afternoon Paul.

Paul: Good afternoon Jane.

Jane: How are you?

Paul: I am fine, thank you.

Jane: Good bye.

Paul: Good bye

***Activity***

the teacher writes a dialogue for the learners to fill in.

The teacher writes questions about the dialogue two.

**PEOPLE FOUND AT SCHOOL**

Titles of people found at school.

teacher cook nurse cleaner librarian bursar headteacher

secretary gatekeeper children/pupils

***Activity***:

1. Filling in the missing letters
2. Writing the words correctly

**Structures**.

Who is his?

This is a ……………………….

Who are they?

They are ………………………….

***Activity***:

Drawing pictures and using structures to name.

Giving the plural form of people found at school.

one many

teacher bursars

teacher teacher

secretary secretaries

child children, etc.

In sentences

This is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teachers, teacher)

They are \_\_\_\_\_\_\_\_\_(secretary , secretaries)

Activities/verbs that people do at school.

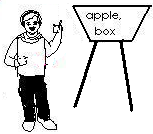
Verbs are activities people do.

Verbs are action words or doing words.

Examples are;

|  |  |
| --- | --- |
| Verb/Activity | Happening |
| read | reading |
| mop | mopping |
| arrange | arranging |
| cook | cooking |
| write | writing |
| read | reading |
| mop | mopping |
| collect | collecting |
| pick |  |
| draw |  |
| learn |  |
| skip |  |
| clean/rub |  |

**Structures**

Ali What is Ali doing?

Ali is ……………………………………

 What are they doing?

They are ………………………

Completing the given sentences.

1. The cleaners are mopping the ……………………………….(chalkboard, classroom)
2. The children are arranging the ……………………………..(roof , books)

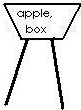
**THINGS FOUND IN A CLASSROOM**

Drawing and naming things found in a classroom.

a duster a book a chair a ruler a bench



Structures.

 What is this? What is that?

This is a …………………………. This is a ………………………

Giving plural form of the classroom objects

**One many**

a pen pens

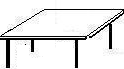
a piece of chalk pieces of chalk

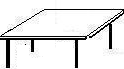
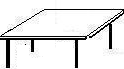
a desk desks

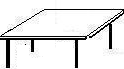
**Structures**

What are these? What are those?

These are…………………… Those are ……………………

Answering questions using Yes or No.

 Is this a table? Are these tables?

 Yes, it is. Yes, they are.



Is this a pencil? Are these dusters?

No, it is niot. No, they are not.

**ADJECTIVES**

Words describing the classroom objects i.e

dirty, small , clean , white , long , short , big , blue

Structures to be used

The ………………is ……………………

The…………………are………………….e.g

***Activity***

the table is dirty.

The chairs are short.

The book is big.

***Activity***

1. Writing and using the describing words correctly e.g

itydr \_\_\_\_\_\_\_\_\_\_ leanc \_\_\_\_\_\_\_\_\_\_

1. Forming sentences from the table using describing words. etc..

|  |  |  |  |
| --- | --- | --- | --- |
| The | book  pens  cupboard  chairs  rulers | is  are | clean  small  white  dirty  big  long |

**OUR HOME**

Describe a home.

Vocabulary about people found at home.

mother , sister , uncle , grandfather , cousin , niece , father , brother , grandmother , nephew

* Drawing and naming people found at home.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

**Structures**

Use of ……………..is ……….to talk about what people are doing..

……………………is cooking food.

Mother is cooking food.

……………………….is sleeping.

Grandmother is sleeping.

……………………is fetching water.

Uncle is fetching water.

**Using these structures to talk about what they are doing.**

UIs mother or father………………………?

Yes, she is. Yes, he is.

No, she/he is not.

He/She is ………………………

**THINGS FOUND AT HOME**

Vocabulary about things found at home i.e saucepan , plate , cup , television , bed , basin , bucket , kettle , brush , how , jerrycan.

**Structures**

What is this?

This is a ……………………..

What is that?

That is a …………………………

Is this a …………………………..?

Yes, it is.

No, it is not.

Giving the plural form of things found at home i.e

Singular (one) Plural

saucepan saucepans

basin basins

plate ………………….

hoe …………………

**Structures**

What are these?

These are ………………..

 What are those?

Those are ……………………….

Are these ………………?

Yes, they are ………………………..

No, they are not.

Forming sentences from the table using these are/ this is / those are/that is

|  |  |  |  |
| --- | --- | --- | --- |
| This  Those  These  That | are  is | a | television.  plates.  chair.  benches. |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ALPHBAETICAL ORDER**

The alphabetical letters (Apital and small letters)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Changing letters from capital to small.

G g

B b

J j

E e

A a

D d

Changing words in capital letters to small letters.

LEG - leg

DOG - dog

HEN - hen

KETTLE - kettle

SCHOOL - school

TABLE - table

SPOON - spoon

CHAIR - chair

Changing letters from small to capital letters.

f - F

p - P

v - V

m - M

s - S

y - Y

Changing words in small into capital letters

teacher - teacher bag - ……………………

bursar - bursar ruler - …………………

mother - mother duster …………………..

cupboard - cupboard pupil - …………………..

Which letter comes just after?

d , \_\_ n , \_\_ e , \_\_ t , \_\_

p , \_\_ y , \_\_ B , \_\_ k , \_\_

Which letter comes just before?

\_\_ , g \_\_ , o \_\_ , B \_\_ , y

Arranging letters in alphabetical order

d , a , c , b \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

l , I , j , k \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

t , c , h , g \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOUNS**

* What is a noun?
* A noun is a naming word

Identifying nouns

* Names of people e.g Mary , Jane , etc
* Names of schools e.g Mengo PS, etc
* Names of places e.g Kampala, Kawempe , Nakasero , Kireka, etc
* Names of objects e.g stone, ball, bag
* Names of lakes , days, months, rivers

***Activity***

Identifying nouns from the written sentences.

1. I live at Buloba.
2. Mary is here.
3. The cat is running.
4. Lake Victoria is a big lake.
5. oday is Friday.
6. Suzan was born in December.

Using articles “a” and “an”

“A” is used when a noun begins with a consonant sound.

“An” is used when a noun begins with a vowel sound.

Using article “An” on words and in sentences.

“an” is used on single nouns that begin with vowel sounds e.g. a, e , I, o , u

Examples of single nouns.

an elephant

an egg

an owl

an arrow

an ox

an inkpot

an insect

an umbrella

an ant

an apple

an axe

an ostrich, etc

“a” is used on single nouns that begin with consonant sounds e.g.

a book

a chair

a table

a knife

a television

a snake

a pencil

a door

a mat

a nest, etc

***Activity***

1. Give an activity about filling “a” or “an” using single nouns.
2. An exercise about using “a” or “an” in sentence form. e.g
3. This is \_\_\_\_\_\_\_\_\_book.
4. Show me \_\_\_\_\_\_\_\_\_orange.
5. She is eating \_\_\_\_\_\_\_\_egg.
6. Musa has \_\_\_\_\_pen and \_\_\_\_\_\_\_book.
7. \_\_\_\_\_\_\_apple is a fruit.
8. \_\_\_\_\_\_\_cow is a domestic animal.
9. Bring me \_\_\_\_\_\_\_\_ umbrella and \_\_\_\_\_\_book.

**Plural of nouns by adding “s”.**

Giving the plural form of nouns by adding “s” in list form and sentence form.

Singular (one) Plural (many)

one hen two hens

one pen two pens

one ship two ships

one farm \_\_\_\_\_\_\_\_\_\_\_\_

one home \_\_\_\_\_\_\_\_\_\_\_\_

one school \_\_\_\_\_\_\_\_\_\_\_\_

one spoon \_\_\_\_\_\_\_\_\_\_\_\_

one basket \_\_\_\_\_\_\_\_\_\_\_\_

one boy \_\_\_\_\_\_\_\_\_\_\_\_

one flower \_\_\_\_\_\_\_\_\_\_\_\_

***Activity***:

Complete the sentences correctly.

1. Tom has one book but Mary has seven \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Dorothy has one chair but Rose has nine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. One orange but three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. One bicycle but twelve \_\_\_\_\_\_\_\_\_\_\_\_\_
5. One \_\_\_\_\_\_\_\_\_\_\_\_\_but many houses.
6. One \_\_\_\_\_\_\_\_\_\_ but many tables.
7. Christine is carrying four \_\_\_\_\_\_\_\_\_\_\_(mat)
8. Maureen is pushing many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (baskets)

**Plurals by adding “es”**

Some nouns which end with x , o , ch , sh, s , add es to change into plural e.g

Singular (one) Plural (many)

a bus buses

a tomato tomatoes

a church churches

a fox foxes

a dress \_\_\_\_\_\_\_\_\_\_\_\_\_

a potato \_\_\_\_\_\_\_\_\_\_\_\_\_

a mango \_\_\_\_\_\_\_\_\_\_\_\_

a glass \_\_\_\_\_\_\_\_\_\_\_\_

a bench \_\_\_\_\_\_\_\_\_\_\_\_

a brush \_\_\_\_\_\_\_\_\_\_\_\_

a brush \_\_\_\_\_\_\_\_\_\_\_\_

a mosquito \_\_\_\_\_\_\_\_\_\_\_\_

ash \_\_\_\_\_\_\_\_\_\_\_

***Activity***:

Change the nouns from singular (one) to plural (many) to complete the given sentences.

1. Put the \_\_\_\_\_\_\_\_\_\_\_\_\_in the basket. (tomato
2. Are these \_\_\_\_\_\_\_\_\_\_\_\_? (bus)
3. \_\_\_\_\_\_\_\_\_\_\_\_are fruits. (mango)
4. \_\_\_\_\_\_\_\_\_\_\_live in the bus. (fox)
5. \_\_\_\_\_\_\_\_\_\_\_\_\_are dangerous insects. (mosquito)
6. All my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are dirty. (dress)

“is” or “an”

1. “Is” is used when talking about one thing and in now time.
2. “Are” is used when talking about many things and in now time e.g

**Talking about one Talking about more than one**

1. The girl is reading a book. The girls are reading books.
2. There is an egg on the tray. There are four eggs on the tray.
3. She is carrying a Bible. They a re carrying bibles.
4. Is this a dog? Are these dogs?
5. Is the girl sick? Are the girls sick?
6. The mango is rotten. The mangoes are rotten.

***Activity***:

Use “is” or “are” to complete the sentences.

1. The boys \_\_\_\_\_\_\_\_\_\_\_\_\_\_playing football.
2. \_\_\_\_\_\_\_\_\_\_\_those your books?
3. The child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_sick.
4. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_a cup on the table.
5. This mango \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sour.
6. \_\_\_\_\_\_\_\_\_\_\_this a butterfly? etc.

Making sentences from the substitution table orally and written ones using “is” or “are”.

|  |  |  |
| --- | --- | --- |
| She  The boy  These  This box  There | are  is | nine apples in the basket.  playing with t he doll.  mangoes  eating food.  full of berries. |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using “are” or “is” at the beginning of a statement.

“Are”;

* It can begin a question and it should be written with a capital letter at the beginning like below.
* It is used when asking about many things. e.g

1. Are these fruits?
2. Are there many people in the room?
3. Are they singing the anthem?
4. Are those red apples ?
5. Are tomatoes fruits?
6. Are we going home now?
7. Are you sick?
8. Are you sick?

“is”

It can begin a question and it should be written with a capital letter at the beginning like in the sentences below.

It is used when talking about one thing e.g

1. is this a bench?
2. Is Mary going to school?
3. Is a mango a fruit?
4. Is Ruth a musician
5. Is Ruth sick?
6. is the orange rotten?

***Activity***:

Fill in the gaps with “is” or “Are” to complete the sentences.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Halima our head girl?
2. \_\_\_\_\_\_\_\_\_\_\_\_we putting on the black shoes today?
3. \_\_\_\_\_\_\_\_\_\_\_\_Agnes a nurse?
4. \_\_\_\_\_\_\_\_\_\_\_\_\_the kitten burnt?
5. \_\_\_\_\_\_\_\_\_\_\_all the girls fat?
6. \_\_\_\_\_\_\_\_\_he visiting the uncle today.
7. \_\_\_\_\_\_\_\_\_\_\_\_the vegetables ready?

Using “has” or “have” to complete the sentences.

“Has” is used on these pronouns.

She

He has Note: Nouns can also be used in the place of pronouns.

It

“Have” is used on these pronouns.

We

They have Note: nouns can also be used to replace pronouns.

I

You

Examples of sentences.

**“has” “have”**

1. She has a blue bag. 1. I have a good bag.
2. Ruth has a nice doll. 2. Solomon and Paul have arrived.
3. The woman has a sharp knife. 3. We have seen the doctor.
4. It has a long tail. 4. We have seen seven cars.
5. He has a tall bicycle. 5. They have eight trains.
6. The lion has big eyes. 6. Ruth and I have nice bags.

***Activity***:

Re-write these sentences by filling in the correct word.

1. Mary and Jane \_\_\_\_\_\_\_\_\_\_\_\_\_long hair.
2. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a nice plate.
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a blue dress.
4. You \_\_\_\_\_\_\_\_\_\_a good pencil.
5. It \_\_\_\_\_\_\_\_\_\_\_\_eaten all the food.

Make sentences from the substitution table below.

|  |  |  |
| --- | --- | --- |
| She  They  I  Mary  We  The snake | have  has | a doll.  nice bag.  big eyes.  mangoes and oranges.  books. |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VERBS**

Verbs are doing words or action words.

examples of verbs are;

look eat play learn sleep

dance read draw kick beat

write sweep run drive sit

go come walk ride, etc

***Activity***:

Identify verbs from these sentences.

1. I can eat bread.
2. She walks slowly.
3. The baby is crying.
4. Who is sleeping?
5. Did she go there?
6. Martha is reading a Bible.

Writing and using verbs in present continuous tense (now tense)

is , are , now , and “ing” on the verb/action indicate present continuous tense.

Writing verbs in present continuous tense.

Verbs that just add “ing”

**Verb Present continuous (now) tense.**

teach teach***ing***

learn learn***ing***

eat eat***ing***

read read***ing***

point point***ing***

look \_\_\_\_\_\_\_\_\_\_

play \_\_\_\_\_\_\_\_\_\_

work \_\_\_\_\_\_\_\_\_\_

draw \_\_\_\_\_\_\_\_\_\_

climb \_\_\_\_\_\_\_\_\_\_

etc \_\_\_\_\_\_\_\_\_\_

**Use the correct form of the verbs given in brackets.**

1. I am \_\_\_\_\_\_\_\_\_\_\_ my teeth. (brush)
2. Grace and Diana are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the floor. (sweep)
3. The milk is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (boil)
4. We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hard. (work)
5. Are t hey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (eat)
6. Why are you\_\_\_\_\_\_\_\_\_\_\_\_\_out? (go)
7. Lule is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a tree. (climb)
8. Deborah is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a novel. (read)

**Verbs that drop “e” and then add “ing” in now tense.**

Verb Present continuous tense

drive driving

dance dancing

move moving

like liking

take taking

make \_\_\_\_\_\_\_\_\_\_\_\_\_\_

close \_\_\_\_\_\_\_\_\_\_\_\_\_\_

save \_\_\_\_\_\_\_\_\_\_\_\_\_\_

drive \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the sentences with the correct form of the given verb.

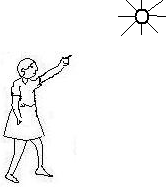
1. Dad is \_\_\_\_\_\_\_\_\_\_\_a car. (drive)
2. Is teacher \_\_\_\_\_\_\_\_ on the chalkboard? (write)
3. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to visit us (come)
4. Mummy is \_\_\_\_\_\_\_\_\_\_\_a cake. (bake)
5. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very well. (dance)
6. We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very fast. (move)

**Structures**

 What is she/he/they, we\_\_\_\_\_\_\_\_\_\_\_doing?

What is he doing?

He is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



What are they doing?

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

**WAS OR WERE**

Using “was” or “were” in sentences.

“was” is used for one item or person in the past.

“Were” is used for more than one item or person in the past. e.g

**“was” “were”**

1. One egg was cracked. 1. There were four tins on the box.
2. The apple was in the basket. 2. Molly and Al were sick.
3. Was it a good pen? 3. Were there tomatoes in the market.
4. Was the teacher in the room? 4. were the oranges rotten?
5. There was a bee in the hive. 5. Nine chicks were hatched.

***Activity***:

Fill in the sentences with “was” or “were”

1. The boys \_\_\_\_\_\_\_\_\_\_reading their books.
2. The dress \_\_\_\_\_\_\_\_\_\_\_\_beautiful.
3. \_\_\_\_\_\_\_\_\_\_\_\_the oranges ripe?
4. The birds \_\_\_\_\_\_\_\_\_flying over the airport.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_she taken out?
6. The cat \_\_\_\_\_\_\_\_\_\_\_\_\_playing with the kitten.
7. The apples \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_green.

Using the substitution table to form sentences.

|  |  |  |
| --- | --- | --- |
| The girl  The boys  Mary  He | were  was | sleeping on the mat  reading books.  eating food.  saying prayers. |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PUNCTUATION**

Punctuating using capital letters.

Where should capital letters be written.

* at the beginning of a name of a person, titles of books, plays or films.
* at the beginning of a name of a place.
* at the beginning of a statement.
* at the beginning of days of the week.
* at the beginning of months of the year.

For example

1. Sarah is a doctor in Mulago hospital.
2. Paul lives in Kampala.
3. Gertrude is reading a Bible.
4. Juma watched That’s life Mwattu.
5. The baby was born in December.
6. Were there ready guavas?
7. Did you visit the zoo yesterday?
8. The little boy will come on Monday.

***Activity***:

Use capital letters to punctuate.

1. rose is a girl.
2. her mother’s name is mary.
3. mengo is a big school.
4. my name is esther.
5. anitah is my sister.

Punctuating using a full stop (.)

* A full stop is a dot written at the end of a telling sentence.
* A telling sentence does not need an answer.

For example

1. A dog is a domestic animal.
2. Butter is made from milk.
3. Lule is a handsome man.
4. There are two teachers in the room.
5. She is cooking beans.

***Activity***:

Punctuate using a full stop at the end of each telling sentence.

1. Sugar is sweet.
2. Bees make honey
3. A young cat is called a kitten.
4. I am seven years old.
5. The teacher is teaching now.

Testing exercise about using capital letters and full stops.

1. i live at kawempe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. my name is agnes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. he was born in july

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. today is monday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. reading is fun

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Punctuating using a question mark (?)

* A question mark is written at the end of an asking sentence.
* It is a statement that needs an answer.

For example

1. What is your name?
2. Why are you crying?
3. Were there many soldiers?
4. Is he sick?
5. Where do you live?
6. How old are you?
7. Have you seen the doctor?

***Activity***:

* Children shall form asking sentences orally.
* Put a question mark at the end of these asking statement.

1. Which of these toys do you like
2. Are you a doctor or a nurse
3. How many days make a week
4. In which month do we celebrate Christmas?

A mixed exercise about using capital letters. Full stops and question marks.

1. today is friday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. my school is fairways primary school

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. who is your friend

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. is peter sick

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. the girl is reading a quran

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. how many fingers do you have

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. why are you late

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. where is grace’s bag

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. there are thirty eggs on the tray.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OPPOSITES**

Opposites of adjectives and verbs

* Adjectives are describing words.

Identify the opposites of these adjectives

**word opposite**

tall - short

big - small

hot - cold

poor - rich

fat - thin

good - bad

first - last

wet - dry

late - early

**Word Opposite**

dirty - clean

new - old

quick - slow

strong- weak

full - empty

go - come

give - take

start - end

hard - soft

***Activity***

Give the opposites of the underlined adjectives.

1. Pretty is a fat girl. \_\_\_\_\_\_\_\_\_\_\_\_\_
2. This is a big animal. \_\_\_\_\_\_\_\_\_\_\_
3. A horse is a weak animal. \_\_\_\_\_\_\_\_\_\_\_\_\_
4. That nail is hot. \_\_\_\_\_\_\_\_\_\_\_\_\_
5. It is a good habit to greet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Ritah came early to school. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Joan had a basket full of tomatoes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Sophia has a hard board. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. A young man. An \_\_\_\_\_\_\_\_\_ man.

**COMPOUND WORDS**

Compound words are words formed by joining two words e.g

tea + pot - teapot

rail + way - railway

bed + room - bedroom

***Activity***

Join the two words together and form compound words

arm + chair - \_\_\_\_\_\_\_\_\_\_\_\_

table + cloth - \_\_\_\_\_\_\_\_\_\_\_\_

dust + bin - \_\_\_\_\_\_\_\_\_\_\_\_\_

sick + bay - \_\_\_\_\_\_\_\_\_\_\_\_

key + board - \_\_\_\_\_\_\_\_\_\_\_\_

hand + bag - \_\_\_\_\_\_\_\_\_\_\_\_

match + box - \_\_\_\_\_\_\_\_\_\_\_\_\_

butter + fly - \_\_\_\_\_\_\_\_\_\_\_\_

school + flag - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

slower + vase - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the sentences and form compound words.

A pot used for tea is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A room for bath is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A vase for a flower is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_

A room for beds is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bell used at school is a \_\_\_\_\_\_\_\_\_\_\_\_

A bell at the door is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work to be done at home is \_\_\_\_\_\_\_\_\_\_\_\_\_

A man who brings milk is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identifying compound words from the given sentences.

1. The classroom is dirty.
2. The chalkboard is broken.
3. The teacher will visit the airport.
4. Kaliisa has a handbag.

**PREPOSITIONS**

**Prepositions are words that show positions**

Examples of prepositions are ;

under, on , in , over , behind , infront of , near , between , at the side of

* Writing the correct preposition about the given pictures.
* Making sentences about the given pictures.



1. The birds are flying \_\_\_\_\_\_\_\_\_\_\_\_\_ the tree.



1. The pencils are \_\_\_\_\_\_\_\_\_\_\_\_the tin.



1. The tree is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house.



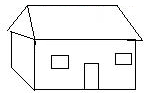
1. The ball is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boys.



1. The cat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the box.

Learners writing their own sentences about drawn pictures.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





1.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GETTING A SHORT WORD FROM A LONG ONE**

Getting a short word from the long word.

schoolgirl - school , girl

prepositions - positions , sit , on

teacher - tea , each , he , her

doing - do , in

compound - pound , un

office - off , of , ice

afternoon - after , noon ,on

Pigeon - pig , on

donkey - don , key , on

**FINDING THE ODD WORD**

The odd word is the one which does not rhyme with others .e.g

1. ear leg hands dress
2. chair pen orange pencil
3. vest pen dress vest
4. hen dog cat sheep

Find the odd word going across.

1. flag anthem motto pencil
2. cassava stone rope chair
3. teacher headteacher milkman cook
4. on under in big
5. tent ruler bungalow hut

***NB:*** The odd word can be got rid of by;

1. underlining
2. circling/ringing
3. ticking
4. writing out

2. Give as many exercises as possible depending on the different subtopics in different subjects or learning areas.

**PRIMARY ONE ENGLISH LESSON NOTES TERM II 2016**

**THEME: WEATHER**

1. Vocabulary on the elements of weather (rain, wind , rain , clouds)
2. Structure: (is this a ……………………….., It is raining)
3. Vocabulary on types of weather (rainy, sunny, windy, cloudy)
4. Structures: (What is the weather like?) It is ….
5. Vocabulary on garden tools
6. Structures: (What is this/that? This is/That is………………….)
7. Vocabulary on things we use on different types of weather. (shirt, sweater, jacket, umbrella)

**THEME 2: Accidents and safety**

1. Vocabulary: Things that cause accidents) fire, razorblades, needle

Structure: Show me a knife.

1. Vocabulary : (Types of accidents) cuts, falls, burns

Structures: A …………….…..cuts

**THEME 3: FOOD AND NUTRITION**

1. Vocabulary (examples of food) banana, fish, beans, ….

Structure: What a re they: Is this a……………………

1. Vocabulary : (Places where we get food from) market, garden, lakes

Structures: Where we get eggs?/Is this a ………………..?

1. Arranging letters in alphabetical order.
2. Arranging words I alphabetical order
3. Prepositions
4. Plurals (y – ies) (f – ves)
5. Doing words doubling the last letter
6. Past tense of words doubling add (ed)
7. Use a comma
8. Use of capital letters
9. Short forms of days of the week.
10. Short forms of months of the year
11. Opposites
12. Adjectives
13. Comparing adjectives
14. Pronouns
15. Past tense of “d”.
16. Past tense of “ed”.
17. Past tense of ied.
18. Present simple tense “s”.
19. Present simple tense “es”
20. Present simple tense “ies”
21. Do or does

**THEME 4: LIVING TOGETHER**

1. Vocabulary (family members) sister, brother, mother …..

Structures: He is my…………/The ………..of my………….is my………..

**THEME: WEATHER**

**Sub theme: elements of weather**

Content: vocabulary

Sun, rain, clouds, wind

Structures

Is it……………? (raining)

Yes, it is …………………….. Or No, it is not………………….. It is………………

**Examples**

1. Is it shining?

No, it is not. It is raining.

1. Is it shining?

Yes, it is shining.

**Activity**

**Answer correctly**

1. Is there wind?
2. ………………………………
3. Is it raining?
4. ………………………………

**Vocabulary (types of weather)**

Windy, rainy, cloudy, sunny

**Structures**

What is the weather like?

It is …………………….

Is it …………………?

Yes, it is .

No, it is not.

**Examples**

1. What is the weather like?

It is rainy.

Is it rainy?

Yes, it is

1. What is the weather like?

It is sunny

Is it rainy?

No, it is not.

***Activity***

**Answer correctly**

1. What is the weather like?

……………………………………………………………..

1. Is it sunny?

……………………………………………………………….

**Vocabulary**

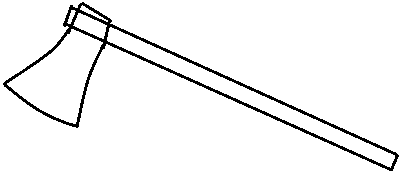
Water, axe, knife, panga, hoe, spade, rake

**Structures**

What is this / that?

It is a………………….

This / that is a ………………………

**Examples**

1. What is this?

It is an axe.

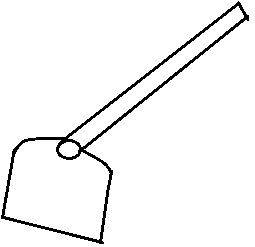
1. What is that?

It is a spade.

***Activity***

**Answer correctly**

1. What is this?

……………………………………….

1. What is that?

…………………………………………..



1. What is this?

………………………………….

**Vocabulary**

Seed, plant, weed

**Structures**

Is he/ she ………………..(weeding)

Yes, he/ she is.

Examples

1. Is it a seed?

Yes, it is a seed.



1. Is he digging?

……………………………..

**Vocabulary**

Shirt, dress, sweater, hat, jacket, socks, umbrella, gumboots

**Structures**

What is this/ that?

This / that is a ………………………

It is a ……………………..

Examples

1. What is this?

It is a dress.



1. What is that?

………………………….



1. What is this?

…………………………………………………………………..

**THEME: ACCIDENTS AND SAFETY**

**Vocabulary**

Pin, knife, fire, razorblade, stone, broken glass, needle

**Structures**

Show me a…………….

This is a ………………..

Don’t play with a ………………

That is a …………………..

**Examples**

1. Show me a knife.

This is a knife.

1. That is a broken glass.

Don’t play with a needle

***Activity***

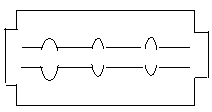
**Answer correctly**

1. Show me a stone.
2. Show me a razorblade.
3. Show me a broken glass.

Form a sentence using “That is a ………”



……………………….



……………………….



………………………

Vocabulary hurt, cut, burn, poison, fall

**Structures**

…………………kills. (poison, juice)

A…………………. cuts. (razorblade, needle)

The tree is falling.

**Vocabulary**

Ill, sharp, prick, drown, fracture

**Structures**

Are you ill?

Is he hurt?

***Activity***

Answer correctly using the words in brackets

1. Are you………………….? (ill, prick)
2. Is it………….? (drown, sharp)
3. Are you ………….? (hurt, hat)

**THE ALPHABET**

Arranging letters in a b c order

Arranging words in alphabetical order or a b c order

***Activity***

Arrange these letters in a b c order

1. d , c, a 3. m, j, k, l

2. h, f, e, g 4. w, y, x, z

Arrange these words in alphabetical or a b c order.

a) cat, apple, bag

b) flower, dog, cow, boy

c) jug, hut, kennel, leaf

d) umbrella, zoo, web, yam, tree

**PREPOSITION**

in, on, under, over, near, next to.

Activity I

**Fill in a correct word**

On, under, near, in over

a) The pencil is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the tin.

b) The bird is flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the church.

c) The ball is \_\_\_\_\_\_\_\_\_\_\_\_\_\_the box.

d)  The basket is \_\_\_\_\_\_\_\_\_\_\_\_\_\_the bottle.



e) The fish is \_\_\_\_\_\_\_\_\_\_\_\_\_\_the basket.



c) The cat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_the table.

***Activity 2***

**Fill in the correct preposition**

a) Mary is sitting \_\_\_\_\_\_\_\_\_\_\_\_\_the mat.

b) The boy is pointing \_\_\_\_\_\_\_\_\_\_\_\_\_the sun.

c) The bird is flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_the tree.

d) The fish is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_water.

e) Is she looking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the flower.

**Underline the preposition in the sentence**

a) Tom is looking ( to, on, at ) the aeroplane.

b) Marvin is pointing ( under, to, over) the bird.

c) The aeroplane is flying ( near, over ) the church.

d) She comes to school ( by, on, in ) foot.

e) Mother goes to work ( on, by ) car

**Make correct sentences using the picture.**

 a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLURALS**

**Changing y to ies**

Lorry lorries fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_ city \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Puppy \_\_\_\_\_\_\_\_\_\_\_\_\_\_ country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Family \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lady \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Society \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 1**

**Complete the sentences by filling in the plurals of the words in the bracket.**

1. A dog had two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (puppy)

2. My aunt has four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (lorry)

3. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the toilet. (fly)

4. Those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are very smart. (lady)

5. The woman is carrying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (baby)

**Activity 2**

**Change the underlined nouns to the plural form**

1. It is a big family. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. I like my country. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. she is a smart lady. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Kampala is a big city. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Tom is driving a lorry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLURALS**

Changing f to v before adding es

Leaf - leaves half - halves

Calf - calves shelf - shelves

Knife - knives hoof - hooves

Thief - thieves loaf - loaves

Wife - wives

**Activity 1**

**Complete these**

One leaf three \_\_\_\_\_\_\_\_\_\_\_\_

One knife four \_\_\_\_\_\_\_\_\_\_\_\_\_

One thief two \_\_\_\_\_\_\_\_\_\_\_\_\_

One loaf five \_\_\_\_\_\_\_\_\_\_\_\_\_

One shelf six \_\_\_\_\_\_\_\_\_\_\_\_\_

One wife seven \_\_\_\_\_\_\_\_\_\_\_\_\_

**PRESENT CONTINOUS TENSE**

**Verbs which double the last letter**

get getting shut shutting

sit sitting swim swimming

dig digging mop mopping

run running win winning

cut cutting shop shopping

stop stopping put putting

skip skipping clap clapping

***Activity 1***

**Add ing to the words in brackets and fill in the gaps**

a) The man is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden. (dig)

b) The children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their hands. (clap)

c) We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to school. (run)

d) She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on the chair. (sit)

**PUNCTUATION**

**a) comma**

A comma is used to separate items and to show a pause in a long sentence.

Example

1. Peter, Jane and Sarah are my friends.

2. Marvin bought sweets, cakes, toys and pencils.

Activity 1

Put a comma where necessary

1. My mother gave me bread milk and eggs.

2. I have books pencils and money in my bag.

3. Kato Mary Bbosa and Jane are my friends.

4. John bought tomatoes meat fish and rice.

5. I have a bag a dress and a pair of shoes.

Capital letters

Write capital letters where necessary

a) today is Monday.

b) my name is alice.

c) He is going to bukoto.

d) bob and Alvin are friends.

e) I was born in december.

**Short forms**

**Days of the week**

Sunday - Sun.

Monday - Mon.

Tuesday - Tue.

Wednesday - Wed.

Thursday - Thur

Friday - Fri

Saturday - sat.

***Activity 1***

**Write the names of days in short**

a) Friday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Wednesday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Saturday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) Monday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write in full**

e) sun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) Thur \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) Wed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ h) Fri \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Months of the year**

e.g. January - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ February - \_\_\_\_\_\_\_\_\_\_\_\_

***Activity 1***

1) Write in short

a) December \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) March \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) October \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) November \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Write in full

a) Aug \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Feb \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Jan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***NB*** - There are some months which do not have short forms e.g.

April, May, June , July

Short forms of other words

Doctor Dr. School Sch.

Hospital Hosp. Teacher Tr.

Road Rd number No

Master/mister Mr.

***Activity***

Write these words in short

Master \_\_\_\_\_\_\_\_\_\_\_\_\_ school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hospital \_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Road \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write in full form**

a) Dr.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Tr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Mr.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) Hosp. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OPPOSITES**

**Give the opposites of these words e.g.**

Long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ short \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Describing objects**

* A tall tree
* A big box
* A dirty shirt

***Activity 1***

**Use these words correctly**

(big, short, tall, small, long)

 A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tree.

A B B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tree.

B

A

A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ box.

B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_box.

****

**** A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pencil.

B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_pencil.

A B

**Adjectives - comparisons**

|  |  |  |
| --- | --- | --- |
| long | longer | longest |
| tall | taller | tallest |
| small | smaller | smallest |
| short | shorter | shortest |
| smart | smarter | smartest |

**Complete the table**

|  |  |  |
| --- | --- | --- |
| tall | \_\_\_\_\_\_\_\_\_\_ | tallest |
| \_\_\_\_\_\_\_\_\_\_ | smaller | smallest |
| short | smarter | smartest |
| long | longer | \_\_\_\_\_\_\_\_\_\_ |

**THEME FOUR**

**LIVING TOGETHER**

**Vocabulary**

mother , sister , father , baby , uncle , aunt , daughter

niece , nephew , son , grandfather m grandfather

Structures

he is my ……………………………

The ……………….of my……………….is my .

For example

He is my ……………………(brother, daughter)

She is my ………………………(grandmother)

The son of my mother is my ………………………………..

*Activity*

Complete the sentences correctly.

1. Andrew is my …………………..(sister, brother)
2. Sanyu is Mrs. Kalule’s …………………………. (daughter, son)
3. Arnold is Jane’s .(grandfather, grandmother)

**THEME FOUR**

**FOOD AND NUTRITION**

Examples of food

potatoes, fish , bananas , beans , millet , peas , eggs , hens

**Structures**

What are they?

They are …………………………

What are these:

These are………………….

For example

 What are they?



What are these?

***Activity***

Answer correctly.

What are they?



What are these?

Sources where we get food from.

**Vocabulary**

shop , market , garden , farm , lakes , plants

Chicken like hens , turkeys , ducks , cocks

**Structures**

Where do you get ……………………from?

We get …………….from …………………..

Do you like ………………………?

Yes, I do or No, I don’t

***Activity***:

Write these words correctly

1. denrga \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. ketmar \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. opsh \_\_\_\_\_\_\_\_\_\_\_\_\_
4. armf \_\_\_\_\_\_\_\_\_\_\_\_

Answer correctly

1. Where do we get beans from?
2. Where do we get fish from?
3. Do you like peas?

**Vocabulary**

goat , cow , pig , rabbit

**Structures**

This is a ………………….

That is a ………………….

***Activity***

Form correct sentences



Here is a \_\_\_\_\_\_\_\_\_\_\_\_\_



This is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The present simple tense**

**Vocabulary**

sleep store

keep drive

sweep cook

peel dig

move clean

take bathe

boil pay

**Add “s” to the verb below**

**Verb present simple tense**

sweep sweeps

bathe

boil

clean

take

pay

move

sleep

cook

Change the word in brackets to present simple tense

1. Rose …………………food every evening. (eat)
2. Musa……………water every day. (boil)
3. Daddy……………….us to school every morning. (drive)
4. That boy…………….three times a day. (bathe)

Lesson twenty four

Present simple tense by adding “es”

Vocabulary

Wash watch preach teach hatch match go box do brush

NB: Verbs that end with sh, x, ch, o, s we add ‘es’ to form present simple tense

***Examples***

wash washes

watch

preach

brush

box

fetch

*Activity* I

Use the word in brackets to fill the gaps correctly

1. Joy ……………her dresses every day. (wash)
2. The hen……………….many eggs every month. (hatch)
3. Sarah…………………her teeth every night. (brush)
4. Who …………….water every morning? (fetch)

**Lesson 25**

Changing ‘y’ to ‘I’ before adding ‘es’

Examples

Cry - cries

Fly - flies

Carry - carries

Marry - marries

Copy - copies

Try - tries

***Activity***

Add ‘ies’ to the words in brackets

1. The baby ………….every day. (cry)
2. A bird……………..(fly)
3. He………………..a big box on his heads. (carry)
4. She………………groundnuts every day. (fry)
5. Peter…………..his friend’s work every day. (copy)

**Lesson 26**

The present simple tense “do and does”

Does - is used for one thing or person. (he, she, it)

Do – is used for I, you, they, we

Examples

1. I do my homework every day.
2. Do you like that teacher?
3. He does his best to help me.

***Activity I***

Make correct sentences from the table

|  |  |  |  |
| --- | --- | --- | --- |
| He  She  It  Joy and Ruth  They | does  do | his  her  its  their  our | work weekly  homework  things daily  work. |

……………………….

………………………….

……………………………..

Activity 2

Use ‘do’ or ‘does’ to fill the gaps

1. Lucy ……………….her work neatly.
2. I ……………….my homework every evening.
3. You must………………..well in your exams.
4. She…………….her work quickly.
5. They………………..their work confidently
6. ……………………..she sing sweetly.
7. ………………you know your school anthem?
8. ……………..it eat rats?

**Lesson 13**

**The past tense**

Adding “d” to verbs to change them to past tense

We add “d” to some verbs to change them to past tense

*Examples*

save - saved waste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

move - \_\_\_\_\_\_\_\_\_\_\_\_ sneeze \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

love - \_\_\_\_\_\_\_\_\_\_\_\_ taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bathe - \_\_\_\_\_\_\_\_\_\_\_\_ shore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

live - \_\_\_\_\_\_\_\_\_\_\_\_ use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

chase - \_\_\_\_\_\_\_\_\_\_\_\_ hope \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Activity 1*

discussing the verbs which take “d” in the past tense

activity 2

change the verbs in brackets to past tense and fll the blank spaces

1. Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_loudly. (sneeze)

2. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_all the sugar. (use)

3. Joy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her new dress. (like)

4. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ loudly last night. (snore)

5. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the new home. (move)

***Lesson fourteen***

Adding “ed” to verbs to change them to past tense

Look - looked help \_\_\_\_\_\_\_\_\_\_\_\_\_\_

push \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ end \_\_\_\_\_\_\_\_\_\_\_\_\_\_

play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wash \_\_\_\_\_\_\_\_\_\_\_\_\_\_

stay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ touch \_\_\_\_\_\_\_\_\_\_\_\_\_\_

fill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ borrow \_\_\_\_\_\_\_\_\_\_\_\_\_\_

help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ post \_\_\_\_\_\_\_\_\_\_\_\_\_\_

paint \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talk \_\_\_\_\_\_\_\_\_\_\_\_\_\_

call \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity*** *1*

**Make sentences using “any” of the above words orally**

e.g. 1. James touched the hot saucepan.

2. she helped me to sweep the house.

3. Joy played with a doll yesterday.

**Verbs which double the last letter before adding ‘ed’**

Stop – stopped

Clap – clapped

Drop – dropped

Mop – mopped

Skip – skipped

Shop – shopped

***Activity***

**Add ‘ed’ to the verbs in brackets and fill in the gaps**

1. I ……………………..a rope yesterday. (skp)
2. The children……………their hands in the classroom. (clap)
3. Daddy………………..at school last Friday. (drop)
4. The policeman…………………the cars last week. (stop)
5. She……………….the house neatly. (mop)

**Verbs which drop ‘y’ and add ‘ied’**

*Examples*

Verbs past tense

Dry dried

Fly flied

Cry cried

Marry married

Carry carried

Burry buried

***Activity***

**Write the past tense of the following verbs**

1. Hurry
2. Study
3. Try

**Complete the sentences with the words in brackets**

1. The baby ………….loudly. (cry)
2. Father………………my mother. (marry)
3. He…………………..driving a car. (try)

**Pronouns**

Pronoun is a word that is used in the place of a noun

**Pronouns in singular and plural form**

**Singular plural**

He they

She we

It you

You you

Examples

1. Jerry is going to school. He is going to school.
2. Mother is sleeping. She is sleeping.
3. Paul and John are friends. They are friends

***Activity 1***

**Constructing sentences using any of the above pronouns orally**

***Activity 2***

**Reading sentences**

***Activity 3***

**Match words to their correct pronouns**

The children he

Paul it

The cat she

Mary and Jane thye

Daddy he

Juma and I we

***Activity 4***

**Use the given pronouns in place of nouns correctly (it, she, they, he)**

1. Joan is cooking.
2. The boy is washing the shirt.
3. The cat has a rat.
4. Annet and Aisha are playing.
5. The cow is eating grass.
6. Julius is running.

***Activity 5***

**Underline the pronouns from these sentences**

1. He is eating a banana.
2. We are going to attend a wedding
3. They were school symbols.
4. I was given one book.
5. You opened the door widely.

**TOPICAL QUESTIONS FOR TERM II P.1 2016**

**The alphabet**

1. Arrange these letters in alphabetical order

a) d, c, b, a b) m, j, k, l

c) h, f, e, g d) w, y, x, z

2. Arrange these words in alphabetical order

a) sun, clouds, wind, rain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) rainy, sunny, cloudy, windy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) cat, apple, bag \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) jug, hut, kennel, leaf \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Arrange these words in alphabetical order

a) umbrella, jacket , gumboots, sweater

**The prepositions**

1. Write the correct prepositions for each picture





\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

2. Fill in the correct prepositions

a)

 The aeroplane is flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_the tree.

b) The pencils are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the tin.

c) The bottle is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the basket.



d) The ball is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the chair.

3. Read and fill in the correct prepositions

a) The bird is flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the mosque.

b) Sarah is pointing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the sun.

c) The boy is sitting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the chair.

d) The pencils are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the tin.

4. Tick the correct preposition in these sentences

a) Mary is pointing (under, to, at) the sun.

b) The aeroplane is flying (near, over) the hills.

c) Mummy goes to work (by, on, in ) car.

d) Safina comes to school (by, on, in ) foot.

e) Peter is looking (at, over, in ) the snake.

5. Make correct sentences using the snake.

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plurals**

1. **Give the plurals of these words**

a) lorry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) family \_\_\_\_\_\_\_\_\_\_\_\_

b) berry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) lady \_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) puppy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g) city \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ h) fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Give the plurals of the words in the brackets**

a) Daddy has four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (lorry)

b) There were many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the saloon. (lady)

c) Mrs. Bbale has produced two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(baby)

d) There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the pit. (fly)

e) Kampala and Nairobi are good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (city)

**Change the nouns to plural**

a) Uganda is my country. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Bob is carrying a baby. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Dad has a lorry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) We have a big family. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) She is a beautiful lady. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plurals f to v**

1. Complete these

a) One leaf ten \_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) One wife two \_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) One shelf seven \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) One loaf three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) One thief six \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Give the plural of the words given

a) hoof \_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) calf \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) knife \_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) half \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) wife \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Change the underlined word to plural form**

a) The cow has a calf. \_\_\_\_\_\_\_\_\_\_

b) Mr. Musis married a beautiful wife. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) The thief was found stealing our hens.\_\_\_\_\_\_\_\_\_\_\_\_

d) The leaf is on my bed \_\_\_\_\_\_\_\_\_\_\_\_\_

**Fill in the plurals of the words in brackets**

a) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are green. (leaf)

b) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_were killed and burnt. (thief)

c) Betty bought two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of bread for break. (loaf)

d) Our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are sharp. (knife)

**Present continuous tense.**

1. Change the given verbs to present continuous tense

a) get \_\_\_\_\_\_\_\_\_\_\_ e) clap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) run \_\_\_\_\_\_\_\_\_\_\_\_ f) win \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) stop \_\_\_\_\_\_\_\_\_\_\_\_ g) swim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) skip \_\_\_\_\_\_\_\_\_\_\_\_ h) mop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Use the given verb in the bracket and add “ing”

a) We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on the floor. (sit)

b) The children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for the visitors. (clap)

c) The girl is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school. (run)

d) Bbale is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the garden. (dig)

**3. Write a correct sentence about the pictures using these verbs**

Sitting, skipping, digging, running

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Past tense

1. Give the pas tense of the given verbs

a) stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) clap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) mop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) skip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) drop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) shop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Add “ed” to the verbs in brackets and fill in the gaps**

a) The children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for the visitors. (clap)

b) The girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their classrooms last Saturday. (mop)

c) Sarah and Betty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a rope yesterday. (skip)

d) Our driver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us at school in the morning. (stop)

**Punctuations (comma)**

1. Put a comma where necessary

a) Patricia has a book a pencil and a rubber.

b) Mary bought ice cream soda and safi juice.

c) My mother gave me bread milk and eggs.

d) Betty Berna and Bridget are sisters.

e) Mummy has a bag a coat and a scarf.

**Capital letters**

2. Write capital letters where necessary

a) my name is jane.

b) I live at busega.

c) my school is kampala model.

d) betty and bosco are friends.

e) I was born in april.

f) today is Friday.

**Punctuate these sentences correctly**

a) alice is a beautiful girl.

b) today is monday

c) keith is going to bwaise.

d) I have a bag a coat and an umbrella.

2. Write these words in full

a) sun. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Tue. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Thur. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write the names of the days in short

a) Wednesday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Saturday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Monday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Fill in the missing days of the week

a) Sunday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, Tuesday, Wednesday, \_\_\_\_\_\_\_\_\_\_\_\_\_, Friday, Saturday

5. Write in short these months of the year.

a) December \_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) October \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) November \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Write in full

a) Aug. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Feb. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Jan. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Write the short forms of these words

a) Doctor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Write in full

a) Hosp. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) Rd. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Opposites

1. Give the opposites of these words

a) long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) near \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Give the opposite of the word given in brackets to complete the sentences

a) Mary’s pencil is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (long)

b) Our compound is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (dirty)

c) I have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ head. (small)

d) The baby’s tea is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (cold)

3. Write the opposite of the underlined word

a) Sarah comes from far. \_\_\_\_\_\_\_\_\_\_\_\_

b) Our school is big. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) A giraffe is very tall. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) The tea is very hot. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Describing objects**

**Use these words correctly**

(big, short, tall, small, long)



Tree A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tree.

A B Tree B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tree.

B

Box A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ box.

A

Box B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_box.

Ruler A is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ruler.

Ruler B is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ruler.

A B

**Adjectives**

**Complete the given table correctly**

|  |  |  |
| --- | --- | --- |
| tall | \_\_\_\_\_\_\_\_\_\_\_ | tallest |
| short | shorter | \_\_\_\_\_\_\_\_\_\_\_ |
| long | \_\_\_\_\_\_\_\_\_\_\_ | longest |
| big | bigger | \_\_\_\_\_\_\_\_\_\_\_ |
| small | \_\_\_\_\_\_\_\_\_\_\_ | smaller |

**Doing words**

1. Add ies to the given verbs

a) try \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c) dry \_\_\_\_\_\_\_\_\_\_\_\_

b) cry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) fly \_\_\_\_\_\_\_\_\_\_\_\_

**Use the verb given in brackets to complete the sentences**

a) My grand mother \_\_\_\_\_\_\_\_\_\_\_\_\_groundnuts everyday. (fry)

b) The baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for milk. (cry)

c) An aeroplane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_over our school everyday. (fry)

d) Teo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a basket of yellow bananas every evening. (carry)

**SIR APOLLO KAGGWA SCHOOLS**

**ENGLISH LESSON NOTES FOR PRIMARY ONE TERM III 2016**

**THEME 1: OUR TRANSPORT**

1. Vocabulary: Types of transport (road, air, water, railway)

Structures: What is this/that………………..?

Where is the…………………?

1. Vocabulary: Means of transport (road, car, bus, bicycle, etc and air aeroplane)

Structures: Is this a car?

Yes/No it is.

1. Vocabulary: far, near, heavy, light

Structures: The …………………..is heavier than a ……………………….

Is it far/near?

Comprehension exercise

THEME 2: THINGS WE MAKE

1. Vocabulary: (Examples of things we make() balls, ropes, baskets

Structures: (Are these………………..?

Can you make a …………………..?

1. Vocabulary: (Things used to make crafts) banana fibres, papyrus

Structures: What do you use to make………………..?

1. Vocabulary: (Where we get things used to make crafts) swamps , plants, etc

Structures: Where do we get………………?

THEME 3: OUR ENVIRONMENT

1. Vocabulary: (Animals found in the environment) cow, goat, sheep

Structures: Is this a..?

1. Vocabulary: (Plants found in the environment. Pawpaw, mango, orange)

Structures: Is this a …………………………

Comprehension about animals.

THEME 4: PEACE AND SECURITY

1. Vocabulary: (fight, fire , hate, like play, pray, share)

Structures: What do you like/ hate……………..?

1. Vocabulary: (gun , spear , knife , needle, stone, stick)

Structures: Do you have a …………………….

What is this?

1. Vocabulary: (Peace , love, safe, share, play, talk)

What are they doing?

Structures: Dialogue

1. Vocabulary: (Policeman/woman, teacher, elder, soldier)

Structures: What can you see?

1. What is she/he?

Comprehension about peace and security.

1. and
2. but
3. similes
4. because
5. group names
6. collective nouns
7. use of a comma
8. use of a question mark
9. past tense
10. plural (man-men)
11. synonyms
12. analogies
13. homophones
14. THINGS WE MAKE

Comprehension about things we make

1. gender
2. comparing adjectives
3. apostrophe
4. short forms using an apostrophe

**P.1 ENGLISH LESSON NOTES TERM III**

**THEME : TRANSPORT**

Sub theme : types of transport

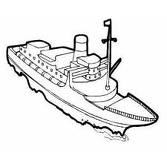
**Vocabulary**

Road, water, air, railway

**Structures**

What is this / that? What type of transport is this/that?

This/ that is ……………………………

**Examples**

What is this?

This is water transport



**What** is that?

**That** is railway transport

**Activity**

Answer correctly

What is this? (aeroplane)

……………………………………………..



What is this? (car)

………………………………………..

**SUB THEME: MEANS OF TRANSPORT**

**Vocabulary**

Car, bus, train, aeroplane, bicycle , wheel barrow, ox, motorcycle, tricycle, train, lorry, trailer, helicopter, boat, s hip, parachute,

**Structures**

What are these/ those? far, near, height, fast, slow, common

These are ……………….

Those are ……………………………..

***Activity 1***

**Examples**

What are these?

These are bicycles.





What are those?

Those are cars.

***Activity 2***

1. Match means of transport and their types.
2. Match means of transport with places.
3. Making sentences about t he given pictures.
4. complete the sentences correctly. (analogies)
5. Write words correctly.
6. Fill in the missing letters.
7. Comprehension work

**THEME: THINGS WE MAKE**

**Sub theme: things we make**

**Content: vocabulary**

Pots, ropes, baskets, balls, stools, brooms, mats, hats, carpets, shoes, sandals, stools

1. This is a/That is
2. Composition (guided pictorial)

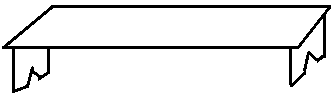
**Structures**

1. Where is the…………….? on, in, under, near, between, over, infront of, behind
2. What are these/those?

**Examples**

What are these?

These are……………….



Where is the ball?

****The ball is under the bench.

***Activity***

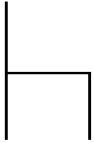
1. What are they?

……………………………………..

Use, yes, it is./No, it is not.

1. Is this a stool?

………………………………………



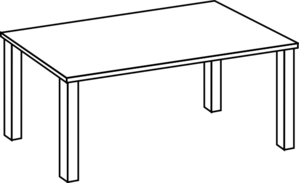
1. Where is the pot?

……………………………………..

Use Yes, they are./No, they are not.

1. Are these ropes?

……………………………….



1. What is this?

…………………………….

**Sub theme: things we use to make crafts**

**Vocabulary**

Banana fibre, strings, paper, papyrus, leaves, clay, raffia, sisal, wires, bottle tops, beads, seeds, threads, reed, sticks, straws, soil

**Structures**

What do you use to make……………………….?

I use ……………….to make……………

**Example**

What do you use to make a mat?

We use palm leaves.

**Activity**

1. What do you use to make a ball?

…………………………………………………

1. What do you use to make a stool?

……………………………………………….

Comprehension about things we make

**THEME: ENVIRONMENT**

**Sub theme: things found in our environment**

Content: vocabulary

Animals, plants, stones, buildings, birds, insects, soil, air, water

**Structures**

What are they? They are……………..

What are these? These are ……………..

**Examples**

What are these?

These are insects.

Are these stones?

Yes, they are.

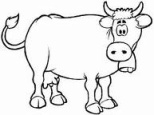
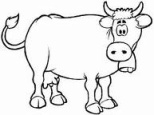
**Activity**

**Answer correctly**

**Use:** Yes, they are./No, they are not….. It is a …………

1. Is this a bird?

……………………………………………..



1. Are these animals?

……………………………………………..

**Use:** Yes, they are./No, they are not….. They are …………

1. Are these buildings?

………………………………………………



1. These are ………………………



1. They are……………………………

**SUB THEME: ANIMALS IN OUR ENVIRONMENT**

1. **Vocabulary**

Cow, pig, goat, sheep, monkey, lion, zebra, snake

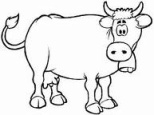
1. **Structures**

What is this………..?

This is a ………………..

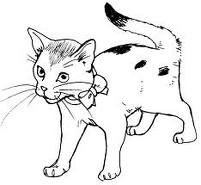
Is this a ……………….?

Yes, or No, it is ……………….

**Examples**

What is this?

This is a cow.



Is this a pig?

No, it is not.

*****Activity***

1. What is this?

……………………………………………………..



1. Is this a monkey?

…………………………………………………..



1. What are these?

…………………………………………………..

1. Are these snakes?

………………………………………………….

1. **Animal young ones**
2. **Animal homes**
3. **animal movements**
4. **animal sound**
5. **animal meat/products**
6. **Comprehension about animals**

**THEME: PEACE AND SECURITY**

**Sub theme: good behavior**

Content: vocabulary

Peace, love, safe, share, work, pray, forgive, thank, obey, apologize, (sorry) excuse, abuse, fight, cheat, steal, quarrel

**Structures**

What are they doing?

They are ………………….

**Examples**

We should work together.

We should love one another.

***Activity***

1. We should keep………………………
2. We should………………………
3. We should ………………..one another.

**Sub theme: Things that cause harm**

**Vocabulary**

Gun, spear, knife, needle, stone, stick, pins, razorblade, panga, axe, arrow, fire, electricity, poison, medicine, broken bottles, nails, snake, barbed wire

**Structures**

Do you have a ………………?

Yes or No

**Examples**

Do you have a gun? No, I don’t have a gun.

Do you have a knife? Yes, I have.

**Picture expressions**

***Activity***

1. Do you have a spear?
2. Do you have a needle?

THEME : Transport and Communication

SUB THEM : Types of transport

CONTENT : Conjunctions

Joining sentences using “and”

Examples

1. Ali is going to the lorry. Ann is going to the lorry.

Ali and Ann are going to the lorry.

2. The bird is flying in the air. The aeroplane is flying in the air.

The bird and the aeroplane are flying in the air.

Exercise

1. John drove the car very fast. Peter drove the car very fast.

2. Henry rode the bicycle. He went home.

3. Tom is a fat boy. Tim is a fat boy.

4. My father has a boat. My mother has a boat.

5. The baby is eating food. The baby is drinking milk.

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : joining sentences using “but”

Pictorial expressions on but using adjectives

 A cat is big.

A rat is small.

A cat is big but a rat is small.

**Examples**

1. Musa went to the airport. He did not see the aeroplane.

2. Musa went to the airport but he did not see the aeroplane.

3. My brother went to the stage. He missed the bus.

My brother went to the stage but he missed the bus.

**Exercise**

1. Sarah has a bicycle. She doesn’t know how to ride it.

2. Tim fell off his motorcycle. He did not get hurt.

3. They went to the port. The ship had gone.

4. Sandra is ill. She does not want medicine.

5. The fox chased a rabbit. It did not catch it.

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : Joining sentences using “because”

**Examples**

1. Tom went to the hospital. He was sick.

Tom went to the hospital because he was sick.

1. I didn’t go to school. It rained heavily.

I didn’t go to school because it rained heavily.

**Exercise**

1. The baby is crying. It is hungry.
2. We go to school. We want to learn.
3. The girl is using an umbrella. It is raining.
4. The children are laughing. They are happy.
5. Sarah was punished. She failed the work.

**SIMILES**

Examples

1. as green as grass
2. as cold as ice
3. sweet as honey.
4. as hot as fire.
5. as white as snow.
6. as black as charcoal.
7. as fat as a pig.
8. as busy as a bee.
9. as easy as ABC
10. as wise as a King/King Solomon.cat/fish
11. as happy as a king.
12. as playful as a kitten/puppy
13. as blue as the sky
14. as yellow as the sun
15. as heavy as an elephant
16. as tall as a giraffe
17. as gentle as a lamb/dove
18. as silent as a grave
19. as proud as a peacock
20. as fast as a deer
21. as quick as lightning

**Exercise**

Complete these sentences

This water is as cold as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The tea is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as fire.

Her blouse is as white as \_\_\_\_\_\_\_\_\_\_\_\_\_\_

My friend is as \_\_\_\_\_\_\_\_\_\_\_\_as a pig.

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : Group names

**Examples (fruits, furniture, shapes, vehicles, houses, utensils, cutlery, weapons, bedding, food, birds, tools)**

1. Oranges, mangoes, apples, pineapples are fruits.
2. Flat, bungalow, hut, unipot, are houses.
3. Shirt, blouse, skirt, dress are clothes.
4. Chairs, tables, beds, cupboards are furniture.

Exercise

Circle the odd word out

1. Hen, turkey, monkey, duck.
2. Monkey, cow, lion, elephant
3. Plates, cups, saucepans, forks
4. Blue, yellow, goat, black

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : collective nouns

**Examples**

1. A bunch of bananas/keys
2. A pair of shoes.
3. A suit of clothes.
4. A herd of cattle.
5. A flock of sheep.
6. A crowd of people.
7. A bouquet of flowers.
8. A heap of sand.
9. A swarm of bees/ grasshoppers/white ants
10. A choir of singers
11. A team of players
12. A congregation of worshippers
13. a chest of drawers
14. a bench of bishops/judge
15. a galaxy of stars
16. a bunch of flowers
17. a company of actors
18. a staff of lions
19. a staff of workers
20. a gang of thieve/robbers
21. a fleet of cars/ships
22. a pack of wolves

**Exercise**

Complete these sentences using a correct word from the list below.

Bunch, bar, pair, people, cattle

1. I am going to buy a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of soap.
2. I saw a crowd of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Daddy bought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of bananas.
4. A herd of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. She was given a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of shoes.

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : punctuation

Use of a comma (,)

Why do we use a comma?

* To separate items on the list and to show a pause.
* We do not use a comma after “and”

**Examples**

1. Peter, James and Sarah are my friends.
2. My sister bought sweets, cakes toys and pencils.

**Exercise**

Put a comma where necessary.

1. My brother gave me an egg a sweet and bread.
2. I have books pencils and rubbers.
3. Kato Bbosa and Brian are friends.
4. Jane bought mangoes oranges pineapples and apples.
5. We learn English Maths News and Literacy

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : punctuation

Use of a question mark (?)

We put a question mark at the end of an asking sentence

Examples

What is your name?

Is this your pencil?

How old are you?

Exercise

1. Why were you crying this morning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Can you lend me a pen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you seen that cat.?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is this your book?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where are you going?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : Past Simple tense

Examples

Go - went drive - drove buy - bought

See - saw do - did catch - caught

Eat - ate fall - fell fight - fought

Run - ran sit - sat throw- threw

Write - wrote draw - drew blow - blew

know - blew know - knew kneel - knelt

stand - stood feel - felt take - took

grow - grew fly - flew crow - crew

bring - brought come - came

**Exercise**

Verbs which don’t change

**Example**

Cut - cut burst - burst

Put - put cost - cost

Shut - shut set - set

Beat - beat read - read

Hurt - hurt hit - hit

**Exercise**

Give the past tense of these words

Put \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ set \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Beat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Burst \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cut \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fill in the gap with the correct form of the verb given in brackets

1. The boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a snake under the bed yesterday. (see)
2. My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to London last week. (go)
3. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_rice last night. (eat)
4. Joseph \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lorry last week. (drive)
5. My teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on the chalkboard yesterday. (write)

THEME : Transport and Communication

SUB THEM : Types and means of transport

CONTENT : plurals

Plurals of nouns which change

Examples

Man - men ox - oxen

woman - women child - children

tooth - teeth louse - lice

goose - geese mouse - mice

foot - feet person - people

Exercise

Give the plurals of the underlined word

1. My tooth is broken. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The child is running in the field. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The cat caught a mouse. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Mukasa is a man. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The woman is carrying a baby. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THEME : Things we make

SUB THEM : Things we make at home and at school

CONTENT : words with similar meaning (synonyms)

Examples

Close - shut big - large rush - run

correct - right sick - ill finish - complete

begin - start happy - glad/merry eat - feed

fast - quick money- cash/boom

boy - lad girl - lass

stop - end give - offer

write - jot easy - simple

Exercise

Make sentences using these words

big: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sick: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

money: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

shut: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

right: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comprehension about transport

THEME : Things we make

SUB THEM : Things we make at home and at school

CONTENT : analogies (comparing things)

Examples

A cat is to kitten as a cow is to calf.

A driver is to car as a pilot is to an aeroplane.

A puppy is to dog as a duckling is to duck.

Exercise

Complete these sentences

1. A chick is to hen as a kid is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to barking as a snake is to hissing.
3. A teacher is to teach as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to cook.
4. A cow is to kraal as a lion is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. A pencil is to write as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to sweep.

THEME : Things we make

SUB THEM : Things we make at home and at school

CONTENT : Homophones

These are words with similar sound but different meaning.

Examples

Hear - here their - there

It - eat ship - sheep

Shut - shirt sun - son

Meet -meat sit - seat

Write -right knows- nose

Exercise

Match words with similar sounds

Ship son

It there

Meet sheep

Their eat

Sun meat

THEME : Things we make

SUB THEM : Things we make at home and at school

CONTENT : Vocabulary

Examples

mat toys

ball hats

rope chairs

pot stools

basket dolls

exercise

Name these things we make

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THEME : Peace and Security

SUB THEME : People who keep peace and security

CONTENT : Gender

**Examples**

**Male Female**

Boy girl

Man woman

King queen

Prince princess

He she

Mr. Mrs.

Lion lioness

Tiger tigress

Bull cow

Horse mare

Cock hen

Uncle aunt

headmaster headmistress

Mister messrs

**Exercise**

Change the female noun to male

1. My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is hardworking. (daughter)
2. I love my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (grandmother)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has not come to school. (she)
4. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_stood up. (girls)
5. Faridah spent holidays with her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (aunt)

THEME : Peace and Security

SUB THEM : People who keep peace and security

CONTENT : Adjectives

Comparing adjectives

Examples adjectives which double their last letters

|  |  |  |
| --- | --- | --- |
| big | bigger | biggest |
| Thin | Thinner | Thinnest |
| fat | fatter | fattest |
| Wet | Wetter | Wettest |
| Hot | Hotter | Hottest |
| Sad | Sadder | saddest |

**Examples**

A cow is bigger than a goat.

Father is fatter than mother

***Activity***

Complete the sentences with the words in brackets

1. Annet is ………………….than Lynn. (tall)
2. My tea is ……………..tha yours. (hot)
3. An elephant is……………..than a pig. (big)

Exercise

**Complete this table**

|  |  |  |
| --- | --- | --- |
| Wet | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Wettest |
| thin | thinner | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Bigger | Biggest |
| Sad | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Saddest |
| Hot | Hotter | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Apostrophe**

It shows ownership or belonging

Sarah’s bag

Daddy’s car.

***Activity 1***

**Put the apostrophe where necessary**

Peter s bicycle

Mum s bag

Daddy s coat

Teacher s phone

Annets dress

**Joining other words to pronouns in sentences**

**Examples**

He is running

He’s running

***Activity***

**Write the underlined words in short**

She is sitting on the chair.

I am going to school.

It is raining.

I have a bag.

***Activity***

**Write the short way of these sentences**

1. The car which belongs to Jane. Jane’s car.
2. The den of the lion.
3. The toil of the cat.
4. The book belonging to Tom.
5. The horn of the cow.

**The apostrophe used to join two words**

Not – n’t

Write in short using an apostrophe

Is not isn’t

Do not don’t

Have not haven’t

Does not doesn’t

Are not aren’t

Has not hasn’t

Did not didn’t

Cannot can’t

***Activity***

**Write the short forms of the underlined words**

1. Peter does not like porridge.
2. He did not go to school.
3. I have not eaten food.
4. Joshua is not my friend.

**Write in short form using an apostrophe**

Is – ‘s

Are – ‘re

Have – ‘ve

She is - she’s

We are – we’re

That is – that’s

They have – they’ve

It is – it’s

I have – I’ve

She has – she’s

**Sentences**

She is my friend

She’s my friend

That is her bag

That’s her bag.

***Activity***

**Write the short form of the underlined words**

1. I have a book.
2. We are singing.
3. It is a bottle
4. They have gone to school.

**Possessive pronouns**

**Examples**

Yours, ours, theirs, his, hers, mine

**Sentences**

This is your bag. It is yours.

That is our school. It is ours.

***Activity***

**Fill in the correct pronoun below**

1. This is our dog. It is …………………..
2. Here is my cat. It is …………………….
3. This is Tom’s pencil. It is ……………………
4. Here is Mary’s dress. It is ……………………

**TOPICAL REVISION QUESTIONS FOR TERM III PRIMARY ONE**

**Join these sentences using “and”**

1. John is a boy. Tom is a boy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sarah has a car. Sarah has a lorry.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Use “but” to join these sentences**

a) Mary has a mat. Ann has a ball.

b) We went to the airport. We didn’t not see the aeroplane.

c) James fell off his bicycle. He was not hurt.

**3. Complete these sentences**

a) As green as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of sound.

c) Her porridge is as hot as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) We saw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of cattle when going to village.

4. Underline the odd one out

a) blue mango black red

b) cow goat sheep lion

c) man woman girl tree

**Past tense**

1. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the airport the previous term. (go)
2. Jane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her finger yesterday. (cut)
3. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by a stone last night. (hit)
4. The bird \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_over the tree yesterday. (fall)
5. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her books on the book shelf last evening. (put)

**Plurals of nouns which change**

**Write the plurals of these nouns**

1. Child \_\_\_\_\_\_\_\_\_\_\_\_\_ d) woman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Man \_\_\_\_\_\_\_\_\_\_\_\_\_ e) louse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Foot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) ox \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write the plurals of the underlined words**

1. My tooth is broken. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. We have one ox at home.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A cat caught a mouse. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Mukisa is a good man.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Change the given words to their correct form of plurals**

1. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are very rich. (woman)
2. We have many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at home. (mouse)
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are playing. (child)
4. There are three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (man)

**Synonyms:**

1. **Match word with similar meaning**

Sick large

Correct glad

Big cash

Happy ill

Money right

1. Make sentences using these words

shurt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

right \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a similar word of the underlined word

1. My answer is right. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The lesson has started. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Give me some cash. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Close the door. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. My car is fast. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Analogies**

1. **Complete these sentences**
2. A pen is to write as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to sweep.
3. A dog is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as a cow is to kraal.
4. A chick is to hen as a kitten is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. A teacher is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as a cook is to cock.
6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to dog as a duckling is to duck.
7. Carry is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as go is to going
8. Woman is to women as louse is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is to car as a pilot is to an aeroplane.
10. A dog is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as a snake is to hissing.

**Homophones**

1. **Match words with similar sounds**

Sheep sun

Their sit

Son ship

Meet hear

Seat there

Here meat

1. **Choose a correct word for the given sentence**
2. My father has one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (son, sun)
3. We ate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last supper. (meet, meat)
4. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my name. (nose, knows)
5. My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is small for me. (shut, shirt)
6. We travelled by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on water. (ship, sheep)
7. \_\_\_\_\_\_\_\_\_\_\_\_\_ are many cars in town. (There their )
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is mother and daddy. (Hear, Here)

**Things we make at home and at school**

Name these things we make

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write these words correctly

1. oostl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) tbale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) blal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) basket \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) hacir\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ f) pero \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. fill in the missing letters

a) m\_\_\_\_t b) cu \_\_\_\_\_\_ c) st \_\_\_ \_\_\_\_l

d) ta \_\_\_\_le e) de \_\_\_\_k f) be \_\_\_\_\_ch

g) b \_\_\_\_sk \_\_\_\_t h) ch \_\_\_\_ir

**Gender**

1. Fill in a correct gender word

**Male Female**

Lion \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prince \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ cow

Cock \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Uncle \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ queen

Horse \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Change the given female nouns to male
2. My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is hardworking. (daughter)
3. I love my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (mother)
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has not come to school. (she)
5. All the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_stood up. (girl)
6. My father’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is dead. (cow)
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_arrived very late. (queen)
8. Write the opposite gender of the underlined words.
9. Mary is a good girl. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. The lioness is hungry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. The bitch has four puppies. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Mr. Kato is a tall man. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. The cock is scratching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Comparing adjectives

Complete the table correctly

|  |  |  |
| --- | --- | --- |
| big | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | biggest |
| thin | thinner | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| strong | stronger | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | fattest |
| wide | wider | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**TOPICAL BREAKDOWN FOR TERM I ENGLISH FOR PRIMARY ONE 2016**

**Theme: Our school**

1. Vocabulary: greetings (good morning, evening, good afternoon, fine, how are you)

Structures: a conversation

1. Vocabulary: people in our school (teacher, bursar, cook, secretary etc)

Structures: is this a ……………?

1. Vocabulary: (Things we do at school) mop, learn, sweep, write

Structures: the children are……….

1. Vocabulary: things in the classroom (pencils, books, tables, desks etc)

Structures: is this a …………..?

1. Vocabulary: (describing things) fat, thin, big, small

Structures: The table is……………

The book is ………………..

**Theme 2: Our home**

1. Vocabulary: people in our home (Father, mother, sister)

Structures: mother is cooking food.

1. Vocabulary: Things found at home (cup, plate, basin)

Structures: that / this is a …………………

**Theme 3: Our community**

1. Vocabulary: People in our community (nurse, farmer)

Structures: Is this a …………?

1. Vocabulary: Places in our community. (bank, shop, mosque)

Structures: where does a nurse work? A nurse works in a ………………….

**Theme 4: The human body and health**

1. Vocabulary: parts of the body (head, hand, toes)

Structures: this is my………………..

These are my…………………….

1. Vocabulary: things we use to learn our bodies. (soap, towel, water)

Structures: Is this a …………….

1. Vocabulary: Common diseases (flu, malaria, cough, mumps)

Structures: Are you well?

No, I have……………

**Sub theme: people in our home**

1. The alphabet
2. Nouns
3. A, or an
4. Plurals (s, es)
5. Is and are
6. Has and have
7. Verbs
8. The present continuous tense (now tense)
9. Dropping ‘e’ and adding ‘ing’
10. Was and were
11. Missing letters in verbs and nouns
12. Writing words correctly
13. Punctuation
14. Capital letters
15. Full stop
16. Question mark
17. Opposites
18. Compound words
19. Prepositions
20. Forming small words from big words
21. Finding the odd word out

**TERM II TOPICAL BREAKDOWN FOR ENGLISH PRIMARY ONE 2015**

**Theme 1: Weather**

1. Vocabulary on the elements of weather (sun, wind, rain)
2. Structures: (IS this a ………, Is it raining?)
3. Vocabulary on types of weather. (rainy, sunny, windy)
4. Structures: (What is the weather like? It is ……………….)
5. Vocabulary on garden tool
6. Structures: What is this/ that , This / that is ………………)
7. Vocabulary on things we use on during different weather (shirt, sweater, jacket, umbrella)

**Theme 2: Accidents and safety**

1. Vocabulary: (things that cause accidents) fire, razorblade

Structures: show me a knife

1. Vocabulary: (Types of accidents) cuts, falls, burns

Structures: A ……………….cuts

**Theme: 3: Living together**

1. Vocabulary: (family members) sister, mother, father

Structures: He is my…………

**Theme 4: Food and nutrition**

1. Vocabulary: (examples of food) bananas, fish, beans, peas, eggs etc

Structures: What are they?

Is this a …………….

1. Vocabulary: (Places where we get food from) market, garden, lakes, shop

Structures: Where do we get eggs? / Is this a ………….?

1. Arranging letters in alphabetical order
2. Arranging words in alphabetical order
3. Prepositions
4. Plurals e.g. (y – ies)
5. Plurals (f, ves)
6. Doing words doubling the last letter, then add(ing)
7. Doubling the last letter add(ed)
8. Use of a comma
9. Use of a capital letters
10. Short forms for days of the week
11. Short forms for months of the year
12. Opposites
13. Adjectives
14. Comparing adjectives
15. Pronouns
16. Past tense of adding ‘d’
17. Past tense of adding ‘ed’
18. Past tense of adding ‘ied’
19. Present simple tense of adding ‘s’
20. Present simple tense of adding ‘ies’
21. Do or does

**TERM III TOPICAL BREAKDOWN FOR ENGLISH 2015 PRIMARY ONE**

**Theme 1: Our transport**

1. Vocabulary: Types of transport (road, air, water, railway)

Structures: What is this / that………?

Where is the ………….?

1. Vocabulary: Means of transport (road – car, bus, bicycle etc and Air – aeroplane

Structures: Is this a car? Yes/ No it is……….

1. Vocabulary: far , near, heavy, light

Structures: The ……………is heavier than a ……………..

Is it far/ near?

**Theme 2: Things we make**

1. Vocabulary: (examples of things we make) balls, ropes, baskets

Structures: Are these……….?

Can you make a ………….?

1. Vocabulary: (Things used to make crafts) banana fibres, papyrus, clay

Structures: What do you use to make…………..?

1. Vocabulary: (Where we get things used to make crafts) swamps, plants etc

Structures: Where do we get………?

**Theme 3: Our environment**

1. Vocabulary: (animals found in the environment) cow, goat, sheep etc

Structures: Is this a …………?

1. Vocabulary: (plants found in the environment pawpaw, mango, orange

Structures: Is this a………..?

**Theme 4: Peace and security**

1. Vocabulary: (fight, fire, like, hate, play, pray, share)

Structures: What do you like/ hate…………?

1. Vocabulary: (gun, spear, knife, needle, stone, stick)

Structures: Do you have a……….

What is this?

1. Vocabulary: (peace, love, safe, share, play, talk) What are they doing?

Structures: dialogue

1. Vocabulary: (policeman/ woman, teacher, elder, soldier)

**Structures**: What can you see?

1. What is she/he?
2. And
3. But
4. Similes
5. Because
6. Group names
7. Collective nouns
8. Use of a comma
9. Use of a question mark
10. Past tense
11. Plurals (man – men)
12. Synonyms
13. Analogies
14. Homophones
15. Things we make
16. Gender
17. Comparing adjectives
18. Apostrophe
19. Short forms using an apostrophe