

P.4 COMPOSITION TERM II

LESSON 1

GOOD BEHAVIOUR

Pre-activities:

1. Vocabulary

excuse, sorry, lend, please, thank you, forgive, borrow, may

2. Construct meaningful sentences using each of the words.

3. Structures

Make sentences. Ask and answer according to the examples.

a) May I use your pen?

Yes, you may.

b) May I use your car?

No, I am sorry you may not.

c) Do you have any oranges?

Yes, I have some.

No, I don't have any.

d) Please, forgive me for losing your pen.

It is fine

Don't worry.

4. Jumbled words.

Re-arrange to form good sentences.

1. likes, children, rude, Nobody,
2. me, please, forgive.
3. good, always, language, polite, it, to, is, use.
4. late, sorry, I, am, am i.
5. pencil, your, please, May, I, use?
6. you, Thank teacher
7. may excuse go out madam me I ?
8. No, I am sorry I don't have it.
9. money, have , any, you Do?
10. 10. some, have, I Yes, left, money.

Written Exercise.

Guided composition

- The Obedient Boy.

Use the following words to complete the story below.

listens, forgive, lends
sorry, dictionary, well behaved
respect, prefect
forgot, greets.

Daniel is about nine years old. He is a pupil in Primary four at Greenhill Academy. Daniel is a _____ boy. He _____ his mother and father every morning. Then he goes to school.

Daniel does not like pupils who abuse teachers. He likes those who _____ their teachers. When he makes a mistake, he apologizes to the teacher by saying, "I am _____, teacher."

One day, Daniel's teacher asked him to take a book to the staff room. He _____ to take the book. He asked the teacher to _____ him. The teacher did so. He asked him to take it there at lunch time.

Daniel is now the class _____ of primary four. He is a very polite boy. He _____ attentively to the teacher in class. His teacher of English always _____ him a dictionary. He wants to learn the meanings of the new words in English from the _____

LESSON 2

BAD BEHAVIOUR

Pre-activities:

1. Vocabulary .

rude, unkind, burn, lie, fight,
careless,
abuse, dodge, steal, hit, cheat, disobey,
damage, quarrel

2. Match correctly

a) rude _____
b) abuse _____
c) damage _____
d) steal _____
e) careless _____
f) lie _____
g) fight _____

- to make bad remarks about somebody; to misuse.
- not giving enough attention
- to harm or spoil something
- to take part in a war; to struggle with
- say or write untruth.
- take something without permission
- showing lack of respect for people.

3. Language structures

Make sentences like the example

- a) It is bad to tell lies.
b) You must not steal.
c) You should not abuse your elders.
d) He must not be rude.
e) We should not fight because it is bad.

4. Punctuation practice

1. bad children are disliked.
2. why are you abusing the old man
3. what a rude girl she is
4. if you steal you won't go to heaven.
5. do not disobey your parents
6. mary is fighting her sister.
7. while quarrelling I abused my friend
8. i was careless on tuesday
9. jane is unkind to elders.
10. stealing abusing fighting cheating and lying are wrong acts.

Written Exercise:

Bad behaviour

Write a descriptive composition on: **A badly behaved child.**

Paragraph 1: Explain what you understand by bad behavior.

Paragraph 2: Mention and explain the different ways of bad behaviour by children.

Give examples.

Paragraph 3: Explain what may happen to badly behaved children. Give examples.

Paragraph 4: Give a piece of advice to children who misbehave.

LESSON 3

SHOPPING

Pre-activities:

1. Vocabulary

some, kilogramme, packet a few, a bar, cost
cheap a litre price, expensive, metre,
item

2. Use the words in sentences.

3. Structures:

Some / any

Make sentences like the examples

- a) (i) I have some sugar.
(ii) I don't have any sugar.
- b) Cheaper than / more expensive than
(i) A pancake is cheaper than a pen.
(ii) A phone is more expensive than a sausage.

4. Conversation Practice:

Chloe goes shopping.

Chloe : Do you have any biscuits, please?

Shopkeeper: Yes, I have some. How many packets would you like to buy?

Chloe : I would like two packets. How much money does each packet cost?

Shopkeeper: Each small packet costs two hundred shillings only.

Chloe : Here is five hundred shillings.

Shopkeeper: Here are two packets of biscuits and your change. Thank you very much.

Chloe : You are welcome.

Written Exercise:

Guided Conversation.

The following conversation took place at Owino Market between Bagaya and the trader. Study it and fill in what you think were Bagaya's words.

Bagaya: _____

Trader: Good morning, young girl.

Bagaya: _____

Trader: The cost of a sweet is two hundred shillings.

Bagaya: _____

Trader: No, I don't have any for one hundred shillings.

Bagaya: _____

Trader: Yes, I also sell chewing gum.

Bagaya: _____

Trader: A packet is one hundred shillings.

Bagaya: _____

Trader: With two hundred shillings you get two packets.

Bagaya: _____

Trader: Oh! You have five hundred shillings! You will get two sweets and a packet of chewing gum.

Bagaya: _____

Trader: No, you don't have any change.

Bagaya: _____

Trader: Here they are. Thank you.

Bagaya: _____

LESSON 4

TIME (PAST SIMPLE)

Our Trip to Entebbe

Pre-activities:

1. Vocabulary

Weather, weather forecast, weather station, Stevenson screen, meteorology, meteorologist, beach, fishing, landing site, preserve, preservation, revenue, tax, gillnet, storm.

2. Match the words to their meanings.

Weather
Weather forecast.....
Meteorologist.....
Beach.....
Fishing.....
Revenue.....
Storm.....
Preserve.....

- very bad weather with strong wind and rain.
- to prevent something from going bad, to keep in good condition.
- money a government receives from taxes.
- the condition of the atmosphere at a given time and place.
- foretelling of future state of the atmosphere.
- an area of sand or small stones beside the sea or lake.
- the act of getting fish from a water body.
- a scientist who studies the atmosphere and weather changes.

3. Structures:

- having
- after

Example:

1. After eating food, I went home.

- Having eaten food, I went home.

Change the sentences like the example.

- a. After writing homework, I handed in my book.
- b. After packing my drink, I went into the car.
- c. After reaching school, I went to class.
- d. After greeting the teacher, I sat down.
- e. After taking tea, we crossed to the parking yard.
- f. After entering the buses, we opened the windscreens.
- g. After reaching the landing site, we got out of the buses.
- h. After touring the beach, we had our lunch.
- i. After playing in the sand, our teacher called us.
- j. After writing our compositions, the teacher marked them.

Jumbled Story.

Rearrange to form a story that flows.

- 1. The information was in letter form.
- 2. I took the letter to my parents.
- 3. Last week was my class trip.
- 4. Before that day, I got information from my teacher.
- 5. I enjoyed the journey very much.
- 6. We took the things home and waited for the day to come.
- 7. I gave them a list of the things I wanted.
- 8. The lady at the counter helped us to pack the items.
- 9. We bought them from Game Supermarket.
- 10. My parents were happy, too and they asked me for what I wanted.

Written Exercise:

My Class Trip.

Write a composition about your trip to Entebbe. Discuss with your teacher.

1st paragraph- how you came to know of the trip and how you prepared both at home and at school.

2nd paragraph- the beginning of the journey, where you passed, the time you arrived at the landing site, what you saw and learned.

3rd paragraph- how you left Kasenyi for the weather station, the time you arrived, the teachers who taught you, the instruments you saw and learnt, the uses of various instruments, etc.

4th paragraph- how you left the meteorological centre, the time you arrived at the beach, the food you were served, other eats you ate, how people behaved, the entertainment and games you played.

5th paragraph- the journey back to school, the time you arrived, the most interesting place and why, thanking the parents for paying the money and the teachers for the good organization.

LESSON 5

TIME (PAST CONTINUOUS)

Pre-activities:

1. Vocabulary

continue	hold	was	bite off	eat	were
while	swing	when	read	as	hide

2. Use the correct forms.

1. I saw her when she was _____. (drive)
2. While we were _____, they called us. (hide)
3. As I was _____ the food choked me. (eat)
4. They were _____ maize while the rain was falling. (eat)
5. Monkeys were _____ from branch to branch. (swing)
6. We were _____ our hands when he came. (hold)

3. Structures

Make sentences like the examples.

1. When I was playing, I fell down.
2. As Sarah was sleeping, the bell rang.
3. When we were swimming, the teacher was resting.
4. I was peeling when I cut my finger.
5. They were playing while I was reading.
6. She met me as I was coming out.

4. Make meaningful sentences from the substitution tables.

A

Musa		weaving a mat.
The boy		playing football.
The children	was	stealing mangoes.
We	were	reading our books.
They		travelling to Canada.

B

When	I		reading, the bell rang.
While	we		playing, the rain started.
As	he	was	dancing, power went off
	Kato	were	eating, Osama died.

Written Exercise:**Guided composition.**

Study the story below and complete it with words from the following list.

living	thinking	raining	wondering	sleeping
developing	threatening	laughing	having	happening

Long ago, Mr. Cock and Mr. Leopard were ____together in the same village. Let's see how they separated.

Every animal knew that Mr. Cock was _____ fire on his head. He was always _____ that he would burn anyone who went near.

One night, it rained heavily.

As it was _____, the leopard was _____of where to get fire to cook food for his children. While he was _____ a plan, he remembered that his friend, Mr. Cock had fire on his head.

He quickly picked up some dry grass and went to Mr. Cock. All that was_____ while the cock was _____.

On reaching there, he decided to get fire without

He quietly put the dry grass on Mr. Cock's comb. But there wasn't any fire!

Then he was tempted to touch it. Mr. Leopard was shocked; the comb was

as cold as ice! Mr. Leopard burst into laughter. As he was _____, the cock woke up. He tried to scare off the leopard but in vain. As the cock was trying to scare off the leopard, he laughed even more loudly. The leopard's children were _____ how brave their father was!

When the cock realized that his trick had been known, he fled to a person's home; up to today.

LESSON 6.

DEBATING (Revision)

Pre-activities:

1. Vocabulary

motion propose opinion debate chairman inquire
proposer audience point current speaker

2. Make correct words:

- a) badete _____
- b) prospero _____
- c) keaspre _____
- d) ponioni _____
- e) chiramna _____
- f) iedeauc _____
- g) opitn _____
- h) tmoon _____

3. Read and learn the following phrases.

- 1. Point of information – when you want to give information.
- 2. point of inquiry - when you want to ask a question.
- 3. point of order – when you want things to be done the right way.
- 4. point of correction / education – when you want to correct or educate a member.
- 5. Point of defence – when you are defecting a member of your side.
- 6. point of clarification – when you wish to have a point made clearer.
- 7. Point of addition – when you feel some information needs to be added.

4. Roles

- a) Chairman : Is in charge of debate and grants permission to speakers.
- b) Secretary – records the good points of the debaters.
- c) Opposer: Speaks against the motion.
- d) Proposer: supports the motion.
- e) Time keeper: observes time.
- f) Critic: notes and corrects the mistakes made during the debate.
- g) Chief whip:- oversees order and discipline.
- h) Audience : people listening to and watching.

5. Procedure

1. The chairman introduces and explains the motion.
2. He invites the Secretary and main speakers to take their seats.
3. He invites the main speakers to give their views in turn.
4. He invites members from the audience to give their views.
5. He invites one proposer and opposer to summarise points for their side.
6. He invites the critic to give his / her remarks.
7. He invites the Secretary to give his / her report.
8. He concludes and closes the debate officially.

Written Activity.

Write points on the motion: -

Boys/Girls should be given bigger punishments. (Class discussion)

Para 1: Explain the meaning of punishment.

Para 2: Mention examples of people who normally punish children. Mention reasons why children are punished.

Para 3: Give and explain the reasons why you think (**boys or girls**) should be given bigger punishments. Give examples.

Para 4: Tell the young boys / girls how they should behave and the things they can do to avoid being punished.

LESSON 7

PICTURE COMPOSITION (ROADSIDE HAWKERS)

Pre-activities:

1. Vocabulary

hot	stomach-ache	afternoon	doctor
walk home	dirty	hawker	horrible
roadside	medicine	stall	swarming
hygiene	cleanliness		

2. Fill in missing letters

- | | |
|--------------------------|------------------|
| a) m _ _ d _ _ c _ _ n _ | f) h _ _ _ _ ene |
| b) d _ _ _ y | g) h _ _ k _ _ |
| c) _ _ _ _ tor | |
| d) a _ _ _ e | |
| e) a _ _ ern _ _ n | |

3. Structure

--too - to----

Make sentences like the example

- a) The tea is too hot for me to take.
1. It is very hot. I cannot continue.
 2. The drink is very sweet. I cannot miss it.
 3. The ice cream is very tasty. I can't pass without buying.
 4. The pain is very much. I cannot bear it.
 5. The journey is very long. I can't walk it.
 6. This medicine is very horrible. I cannot swallow it.
 7. The food is very dirty. We can't buy it.

4. Guided composition.

Use the following words to complete the passage below.

afternoon flies drinks hygiene doctor
Kagga not bottles it to

It was a very hot _____. Kagga was walking home from school. He saw a roadside hawker selling _____. The stall was swarming with _____, but Kagga was too thirsty to bother about _____. He bought a drink from the hawker.

Further down the road, he saw an ice cream stall. He bought an ice cream and started eating _____ happily.

When _____ reached home, he had a terrible stomach-ache. He started _____ cry. His mother quickly took him to a _____. The doctor told Kagga that he must have eaten some dirty food. He gave him two bottles of horrible medicine.

The next time Kagga walked past a roadside hawker, he did _____ buy anything.

Written Exercise.

Study the pictures and write one sentence about what is happening in each picture.

The following words may guide you:

- | | |
|------------|-------------|
| 1. walking | 2. drinking |
| selling | watching |

3. eating
 swarming
4. crying
 looking at
5. examining

- asking
 listening
6. by passing
 selling

Answer in full sentences.

7. What time of the day is it?
8. Why are flies dangerous?
9. What is the doctor doing in picture 5?
10. What lesson did the boy learn?

LESSON 8

LETTER WRITING (FRIENDLY)

Pre-activities:

1. Vocabulary

address	receiver	name	date	salutation
writer	body	sender	conclusion	

2. Use some of the words in meaningful sentences.

3. Sample letter

Greenhill Academy,
P.O.Box 7490,
Kampala.

10th July 2013

Dear Mummy,

Hoping that you and my baby sister are in good health.

I have written to inform you that life at school is very good. I am working very hard to get a first grade. My teachers give me a lot of support. I keep on asking them whenever I get a challenge.

Please, pray for me.

Your son,
Agaba.

4. Guided letter writing

Use the following words to complete the letter below.

Box tear dress Olivia, July, of, uniform
dear to be

Kabojja Junior School,
P.O.____80,
Kampala.

12th _____, 2013.

_____ Daddy,

How is your new place of work?

We heard that you survived the _____ gas! How did you escape?

The purpose _____ writing this letter is to request you _____ buy for me a new _____ for the school _____. The old one has become too short for me to put on.

I will _____ very grateful if you accept my request.

Your daughter,
_____.

Written Activity:

Your birthday is next Friday. Remind your parent or guardian about it. Tell him or her when the party will take place, the place, the people you want to

attend your party, the party wear you want and the eats and drinks they should prepare for you.

Use your school address.