APPENDICES

Appendix 1: Table of content from the New Progressive Primary English 4

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II. Uncountable nouns

Uncountable nouns are things we cannot count, for example milk, water, sand and sugar.

Fill in the gaps. Choose the correct words from the box.

| food | air | water | sugar | salt | money |

1. That car costs a lot of ______.
2. The patient was given some soft ______ to eat.
3. How much ______ do I put in your tea?
4. She drank three glasses of ______.
5. The tyres of the bicycle do not have enough ______.
6. You should not put a lot of ______ in your food. It is not good for your health.

III. Nouns with the same singular and plural form

Look at these sentences.

I bought one fish.
I bought two fish.

We do not add an s to the word fish to make it plural.

Fill in the gaps. Use the correct form of the words in brackets.

1. He gave the pupils ten ______. (pencil)
2. The fishermen caught many ______. (fish)
3. Their mother gave them some ______ to do in the house before they went out to play. (chore)
4. The farmer has two ______. (sheep)
5. He left all his ______ at the bus stop by mistake. (book)
IV. Other irregular forms

Some nouns form their plural by changing a letter or some letters in the middle, or by adding some letters at the end. For example:

woman - women
goose - geese
child - children
ax - axes

Fill in the gaps. Make the words in brackets plural.

1. My grandfather is very old. He has lost nearly all his ________. (tooth)
2. There are many ________ in parliament and positions of leadership nowadays. (woman)
3. Nyiraneva keeps five ________, eleven goats and many chickens on the farm. (ox)
4. The ________ ate all the food in the store. (mouse)
5. The ________ were playing in the field. (child)
6. Nyirakamura was playing in the rain so her ________ were very dirty. (foot)

Fun spot

Munga walked into a hotel. He sat near Ngoga. There was a big dog sleeping near Ngoga's feet.

'Does your dog bite?' asked Munga.

'No, it doesn't,' Ngoga replied.

A few minutes later the dog woke up. It jumped at Munga and bit his leg.

'Oh my leg!' cried Munga. 'You told me that your dog doesn't bite.'

'But that's not my dog!' replied Ngoga.

Write on

Look at this poster. Make a similar poster telling other children how to avoid getting sick.

Have you cleaned your teeth today?

Brush every day for healthy and clean teeth.
Driver: Is this Mr Mugenzi's house? I have a crate of chickens, crates of rabbits and two goats. I must get back quickly before dark. This place is farther away from town than I thought.

Mother: Please unload them. Tie the goats to the tree near the verandah.

Matama: Where's my uniform?

Driver: I've unloaded everything. I'm leaving now. Bye.

Matama: Bye. (She does not look up. Ten minutes later there is shouting from inside the house.)

Brother: Aah! Get these chickens off my bed.

Father: Hey, why is there a rabbit on the television? (Matama is still in the compound opening boxes. She looks up and sees a goat chewing her uniform)

Matama: Oh no! The goat is eating my uniform!

Questions

1. Why did Matama's mother ask her to write the names of rooms on the boxes?
2. Why is Matama worried when she cannot find her uniform?
3. Which room did Matama's brother take the blankets and sheets to?
4. Why did Matama use a wheelbarrow to carry the saucepans and pots?
5. What did the driver bring in the pickup?
6. What happened to Matama's uniform?
Wordpower

Are these statements true or false? The first two have been done for you.

1. We put our blankets on the kitchen table. **False**.
2. We put blankets on our beds in the bedroom. **True**.
3. We keep our saucepans in the bathroom.
4. We keep food in the kitchen.
5. We sit on the verandah when it is raining heavily.
6. The goats sleep on the roof.
7. We walk on the ceiling.
8. We grow vegetables in the compound.

Language practice

I. Prepositions of place

Read these sentences.

What is in the box?

The goats to the tree near the verandah.

Words like on and in are prepositions of place. Other prepositions of place are shown in this picture.

![Diagram showing prepositions of place]

Fill in the blanks with the correct words from the brackets.

1. He sat down on a seat ________ me. (behind, on)
2. The teacher asked Mlwana to stand ________ the class. (under, in front of)
3. The tall tree was ________ the house. (outside, between)
4. The bird flew ________ the house. (at, over)
5. Put the plates ________ the table. (in, on)

II. Prepositions of movement

Read these sentences.

I'll take them **to** my bedroom.

Get these chickens **off** my bed.

**To** and **off** are prepositions of movement.

Use the words in the box to fill in the blanks.

<table>
<thead>
<tr>
<th>to</th>
<th>from</th>
<th>into</th>
<th>out of</th>
<th>off</th>
</tr>
</thead>
</table>

1. Kazungu fell ________ the roof.
2. He got ________ the bus and started running.
4. We got ________ the house when it started raining.
5. "Get ________ here!" he shouted.

Fun spot

Have you heard this joke?

Imbaya's father came home and was very surprised to see Imbaya sitting on his ox writing something.

"What are you doing?" he asked his son.

Imbaya said, "The teacher asked us to write a composition on our favourite animal. That is why I am sitting on the ox. My sister is sitting on the cat inside the house!"

Write on

In groups tell your friends about the last time you moved from one house to another. Write a composition about what happened.
Join these sentences using the words in the brackets.
1. Kamana listened to the radio. I read a book. (while)
2. The bell rang. I woke up. (when)
3. We read storybooks. We were on holiday. (while)
4. I saw the snake. I jumped up. (when)
5. The rain started. I was still at home. (while)
6. The teacher entered the class. We stood up. (when)

III. While + past continuous tense
Read these sentences.

I was riding a bicycle. Unsue was walking.

While I was riding a bicycle, Unsue was walking.

Join these sentences in the same way using while.
1. I was walking into the room. The phone was ringing.
2. The baby was sleeping. The mother was resting.
3. The choir was singing. We were listening.
4. Some workers were going out. Others were coming in.
5. I was buying sugar. My friend was waiting for me.
6. The teams were playing. The spectators were cheering.

Fun spot
Father: Have you moved your rabbit into the new house?
Banete: No, Dad. I will move her when she dries up.
Father: Dries up? Why is she wet?
Banete: I took her near the pond to feed but she jumped into the pond and almost drowned.
Father: Did you give her first aid?
Banete: Yes, I did. Then I hung her up to dry.

Write on
Write about the most interesting day you had in Primary 4.
**Revision**

**A. If with present tense**
Join A and B to make correct and sensible sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I get a torch</td>
<td>I can write the letter now.</td>
</tr>
<tr>
<td>If Mutemi takes a bath quickly</td>
<td>he can cut the orange.</td>
</tr>
<tr>
<td>If my grandfather gets a knife</td>
<td>I can look for the lost book tonight.</td>
</tr>
<tr>
<td>If you lend me a pen</td>
<td>we can go out and play.</td>
</tr>
<tr>
<td>If we get a ball</td>
<td>she can wear the new dress.</td>
</tr>
</tbody>
</table>

**B. Gerunds**
Fill in the blanks with the words in the box.

swimming  cheating  running  jumping  rolling

1. Mugabo is good at ______. He is in the athletics team.
2. The teacher warned us about ______ in the test.
3. ______ in rivers is dangerous.
4. Kazungu is afraid of ______ down the hill.
5. Kayitsi likes ______ up and down on her bed.

**C. When/While + simple past tense**
Join these pairs of sentences using **when** or **while**.

1. I was walking home. It started raining.
2. She was doing her homework. Her mother came home.
3. The dog was barking loudly. I looked out of the window.
4. The children were playing. The parents talked.
5. The cow was eating. The calf slept.
Appendix 3: Table of content from the New Primary English (pupils’ book for grade 4)

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<th>Pages</th>
</tr>
</thead>
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</tr>
<tr>
<td>2</td>
<td>Plural forms</td>
<td>8</td>
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<td>5</td>
<td>Relative pronouns</td>
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<td>7</td>
<td>More adjectives</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>Revision exercise</td>
<td>46</td>
</tr>
<tr>
<td>9</td>
<td>Adverbs</td>
<td>51</td>
</tr>
<tr>
<td>10</td>
<td>More adverbs</td>
<td>57</td>
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<tr>
<td>11</td>
<td>Prepositions</td>
<td>63</td>
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<tr>
<td>12</td>
<td>Coordinative conjunctions</td>
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<tr>
<td>13</td>
<td>More co-ordinative conjunctions</td>
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<td>14</td>
<td>Present tense</td>
<td>80</td>
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<tr>
<td>15</td>
<td>Past tense</td>
<td>87</td>
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<td>16</td>
<td>Revision exercise</td>
<td>93</td>
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<td>21</td>
<td>Subordinate clause of time</td>
<td>119</td>
</tr>
<tr>
<td>22</td>
<td>Revision exercise</td>
<td>125</td>
</tr>
</tbody>
</table>
Appendix 4: Extracts from the *New Primary English* (pupils’ book for grade 4)

**B: Collective nouns**

Collective nouns are used to name a group or a collection of things, animals or people.

**Examples**
1. chairs, cupboard, bed
2. uncle, brother, sister
3. potatoes, rice, meat
4. cups, spoons, plates
5. cabbages, carrots, tomatoes
6. vegetables

Read these sentences:
1. When we moved to Kisii, mother had to buy new furniture.
2. Most of Claudia’s relatives live outside the country.
3. Wanjiru cleaned the utensils after supper.
4. We ordered food at the hotel.

**Exercise**

Write the collective nouns in the following sentences:
1. There were fewer vehicles on the road.
2. In order to stay healthy, you need to eat fruits and vegetables.
3. The shepherd lost his flock of sheep.
4. A large crowd gathered by the roadside.
5. Kalisa missed the stuff bus because he was late.

**C: Abstract nouns**

An abstract noun names a feeling, quality or state of an object or a person. Examples:

1. hunger 2. happiness 3. pity
4. anger 5. luck 6. childhood
7. honesty 8. sweetness 9. patience
10. hatred 11. arrival 12. loneliness

Read the following sentences:
1. Chronto’s kindness is admired by many.
2. The dolphin’s beauty dazzles men.
3. Mulisa’s sickness did not stop him from working.
4. The rich man’s generosity was felt by many people.
5. His hatred for laziness made him successful.

**Exercise**

A. Use the following abstract nouns to write correct sentences:
1. eagerness 5. lolliness
2. shortness 6. beauty
3. happiness 7. pain
4. sweetness 8. honesty

B. Copy and fill the blanks with the correct abstract nouns.

late

happy

patient

angry
**D. Compound nouns**

Compound nouns are nouns that are made up of two or more words. Some are separated by hyphens but others are not. Look at the following examples:

- policeman  agemate  rainbow
- by-election  outlaw  classmate
- cousin  mother-in-law  co-worker
- member-of-staff  by-product  nickname

Look at the table below. It shows how some compound nouns form plurals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>blackboard</td>
<td>blackboards</td>
</tr>
<tr>
<td>appoint</td>
<td>appointees</td>
</tr>
<tr>
<td>policeman</td>
<td>policemen</td>
</tr>
<tr>
<td>step-son</td>
<td>step-sons</td>
</tr>
<tr>
<td>step-daughter</td>
<td>step-daughters</td>
</tr>
<tr>
<td>check-up</td>
<td>check-ups</td>
</tr>
<tr>
<td>guest-of-honour</td>
<td>guest-of-honours</td>
</tr>
<tr>
<td>head-of-department</td>
<td>heads-of-department</td>
</tr>
</tbody>
</table>

**Formation of plurals**

I. Regular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>doors</td>
<td>gift</td>
<td>gifts</td>
</tr>
<tr>
<td>bundle</td>
<td>bundles</td>
<td>book</td>
<td>books</td>
</tr>
<tr>
<td>date</td>
<td></td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>lake</td>
<td>lakes</td>
<td>school</td>
<td>schools</td>
</tr>
</tbody>
</table>

Add 's' at the end to form the plural.

II. Irregular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
<td>radius</td>
<td>radii</td>
</tr>
<tr>
<td>ox</td>
<td></td>
<td>bacterium</td>
<td>bacteria</td>
</tr>
<tr>
<td>goose</td>
<td></td>
<td>focus</td>
<td>loci</td>
</tr>
<tr>
<td>man</td>
<td>man</td>
<td>mouse</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise**

Write the plural forms of the following common nouns:

- foot
- tooth
- oasis
- syllabus

**F. Read these sentences**

What do you need to clean the floor?

You need a bucket of water.

You need a place of cloth.

You need a brush.
What do you need to make a fire? Name four things. You need:

- sticks
- charcoal
- matches
- fireplace

G  Guided writing

Copy and fill in the blanks.

How do you make a fire?

First we get some __________ and some __________

Then we find a box of __________. We strike a __________ and light the __________.

We blow by the __________ and blow gently on the flames until the sticks are burning. Later we add some more firewood or some __________ to keep the fire alight.

H  Copy and complete the sentences

1. I need some meat.
2. I need a hoe.

You can get some at the __________.
You can get one at the __________ shop.

3. I need some petrol.
4. I need a stamp.

You can get some at the __________.
You can get it at the __________

I  A song

Fire is burning, fire is burning.
Boil the water, boil the water.
Add the maize flour, add the maize flour.
Eat the porridge, eat the porridge.
So the giant picked up the goat. The small goat asked, "What's your name?"

The giant laughed and said, "My name is Always-eat-a-fool."

So the giant carried the small goat to the other side of the river. The small goat said, "Please put me down over there."

But the giant said, "I'm sorry. I must put you down here."

The small goat asked, "What's the matter?"

The giant said, "I feel sick. I feel hungry. I feel like eating a goat's heart."

The small goat was very afraid, but she said, "I'm very sorry. I never carry my heart with me. It's at home in my house. Please carry me back to my cave and I will give it to you."

The giant carried the small goat to her cave. The giant locked at the door to the cave. He said, "I am very big, but the door to your cave is very small. Go in and get your heart. I will wait here."

The small goat ran inside the cave. Then she shouted, "Ha, ha, Mr Always-eat-a-fool. You can't catch me now. You'd better go and find another fool like yourself to eat!"
D) Answer the questions on the story
1. Why did the small goat want to cross the river?
2. What did the giant look like?
3. What was the giant’s name?
4. Why did the giant want to help the goat?
5. Why did the giant take the goat back to the other side of the river?
6. Why didn’t the giant eat the goat after all?

E) Guided writing
The small goat liked eating grass more than swimming.
What do you like doing? Write four things you like doing and four things you don’t like doing.
Begin: “I like... more than...”
I don’t like... .”
Now ask your friend: What do you like?
What don’t you like?

F) A conversation
Make up conversations about people and the things they have lost.

Example: Mother talking to a policeman.
Mother: My daughter has lost her glasses.
Policeman: Here they are.
Mother: Thank you very much. Where did you find them?
Policeman: I found them at the bus station.

Now make up similar conversations about these people and the things they have lost:
1. Man talking to a policeman: His brother lost a watch and it was found in the market.
2. Girl talking to a friend: Her teacher dropped his car keys and they were found in the classroom.
3. Woman talking to a policeman: My friend lost her purse and it was found in a shop.
The verbs in the brackets, copy and complete the sentences in past continuous tense.

While his classmates were finishing, Gato was finishing his assignment.

While the other pupils were singing, the pupils were dancing.

I was riding my bicycle while you were listening to the radio.

While Mr Kagabo and Mr Kabanda were working, the man was walking.

The boys walked to school while Kabatesi was running.

**A story: Bakame and Mr Elephant**

Bakame, the hare, and Mr Elephant went to market to buy tulle. Bakame bought some big, fat cows. Mr Elephant bought small, thin cows. Bakame was very proud of his cows, but Mr Elephant was very ashamed of his.

It was time to go home. Mr Elephant said, "If we meet anyone on the way, please say the big, fat cows are mine and the small, thin cows are yours."

They agreed, and the two began to walk home. On the way they met a leopard. "Good afternoon," said Mr Leopard. "Whose big, fat cows are those?"
"They’re mine," said Bakome proudly. "The small thin cows belong to him," he said, pointing to Mr Elephant.

This made Mr Elephant very angry. When Mr Leopard left, he said, "You broke your promise. Don’t say that to the next person we meet or I’ll beat you."

After a little while they met Mr Hyena. "Good afternoon," said Mr Hyena. "Whose big, fat cows are those?"

Bakome repeated the answer that made Mr Elephant very angry.

"Bakome was beaten. He was left lying in the forest. On his way home, Mr Elephant met Mr Leopard and Mr Hyena. "Where is your friend and his big, fat cows?" asked Mr Leopard.

"Bakome can’t walk very fast, so I left him in the forest," Mr Elephant replied. As soon as Mr Elephant left, Mr Leopard said, "This is good news. Let’s go and steal Bakome’s cows. Bakome can’t fight both of us." So Mr Leopard and Mr Hyena went into the forest.

They found Bakome lying on the ground with his beautiful cows standing around him. When Bakome saw the leopard and the hyena, he said, "I’m very glad to see you. Mr Lion, the King of the animals, is going to have a feast. He is going to eat these cows. Mr Lion wants me to cook the feast, but Mr Elephant beat me and I can’t move. Please help me and you can come to the feast."

"How can we help you?" asked Mr Leopard.

"This is a special feast," said Bakome. "We must cook the meat in people’s tears. We must put the tears in a pot and boil them on a fire of people’s hair. Mr Leopard, please will you collect a pot of people’s tears? Mr Hyena, please make a fire with people’s hair?"

Mr Leopard and Mr Hyena agreed. They tried to collect the tears and the hair. They went to many villages, but when the people saw them, they ran away. While the hyena and the leopard were trying to get tears and hair, Bakome escaped with his cattle. He took them far away.

E Answer the questions

1. Who bought the fattest cows, Mr Elephant or Bakome?
2. Why was Mr Elephant ashamed of his cows?
3. Who was the King of the animals?
4. What did Mr Elephant ask Bakome to tell others about his cows?
5. What did Bakome tell Mr Leopard and Mr Hyena?
6. What did Mr Elephant do?
7. Why did Mr Leopard and Mr Hyena go into the forest to look for Bakome?
8. How did Bakome trick Mr Leopard and Mr Hyena?

F Writing

You do not go to school on Saturdays and Sundays. Write about what you did last weekend. For example: went to the market, went to church, shopping...

Use subordinate clauses of time to explain when different actions took place.

G When did it happen?

wash/sweep cook/read
Unit 1 Types of nouns

A Proper nouns

Proper nouns are specific names given to a person, an animal or a place. All proper nouns start with a capital letter.

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<th>Examples</th>
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<td>Mt. Sabinyu, River Akagera</td>
</tr>
<tr>
<td>3. Names of places</td>
<td>Kigali, Rubara, Rwanda</td>
</tr>
<tr>
<td>4. Days of the week</td>
<td>Sunday, Monday, Friday</td>
</tr>
<tr>
<td>5. Months of the year</td>
<td>February, August, October</td>
</tr>
</tbody>
</table>

Exercise

Copy the following sentences. Underline the proper nouns.

1. Mr Kako will teach us English on Friday.
2. Kigali is the capital city of Rwanda.
3. Tom is older than my brother, Claude.
4. January is the first month of the year.
5. Chantal and her friends will go to Mount Rermers on Saturday.
6. The date today is Tuesday, 2nd March, 2009.
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Appendix 6: Extracts from the *Keynote English Primary 4*

### Types of Adverbs

1. **Adverbs of place**
   They show a place where something happened.
   - Example: 1. everywhere - There is water everywhere.
   - 2. here - Put your shoes here.
   - 3. there - She is there.
   - 4. where - Where is my book?

   **i) Make sentences from the table below.**
   
   | The children | was seen | upstairs, everywhere.
   | The teacher | was waiting | in the staffroom, at home.
   | The bus | lived | at the bus stop.
   | The girls | were playing | outside.
   | They | looked | abroad.
   | We | took the toys |

2. **Adverbs of manner**
   They show how an activity was done.
   - Example: slowly, freely, quickly.
   - We walked *slowly*.

   **i) Change the words in brackets into adverbs to make correct sentences.**
   
   Example: The first lady was *smartly* dressed. (smart)
   1. Walter walked *slowly* yesterday. (slow)
   2. The choir was singing *loudly* at the party. (loud)
   3. The boys are *quickly* running. (quick)
   4. The class waited *silently* for Mrs. Kogame. (silent)
   5. We danced *happily* for the guests. (happy)
   6. He drove *badly*. (bad)

3. **Adverbs of time**
   They show when an action was done. They help to answer the question, ‘when?’.

   Examples: now - It is raining now.
   - today - I must finish the work today.
   - tomorrow - Will you come back tomorrow?
   - at noon - We went for lunch at noon.
Principal: Good morning Gahima.
Gahima: Good morning teacher.
Principal: How do you do?
Gahima: How do you do Sir?
Principal: Why are you late?
Gahima: Sir, I am sorry I woke up late.
Principal: Gahima you are always late and where are your books?
Gahima: Sir, forgive me. I forgot my bag in the bus.
Principal: I am sorry I will not forgive you today.
Gahima: Please sir, I will always be punctual from now on.

Principal: No! I need to talk to your guardian. I will give you a letter to take to your guardian.
Gahima: Thank you, Sir.
Questions
1. List the polite words used in the conversation.
2. Why was Gahima late?
3. Where did Gahima forget his books?
4. What will the principal give Gahima to take to his guardian?
5. Is Gahima a good boy?

Adverbs of degree
They include very, too, quite, more, less.
Read the following examples:
1. very -- The food is very cold.
2. too -- The dog is too old to run.
3. much -- There is too much salt in this food.

Fill in the gaps using the words in the box.
less a little too quite
extremely enough very
1. The path is _______ lonely. I cannot use it.
2. That food is _______ hot to be eaten.
3. I could not eat the food. It was _______ salty.
4. He is _______ right. I cannot go alone at night.
5. The classroom is _______ small for twenty pupils.
6. Ann is _______ good at reading.
7. The bridge is strong _______ for a car to cross.
8. Mamba is _______ polite at school.

Adverbs of frequency
They show how often an activity takes place.
Read the following sentences.
1. once -- We go to church once a week.
2. twice -- Mother cooks meat twice a week.
3. daily -- We say our prayers daily.
Unit 7: Clauses

a) Subordinate clauses

1. When + Simple present tense
   
   Example: When David goes to Kigali, he will see a gazelle.

i) Use the words in the box below to fill in the blank spaces.

   pass  pray  grandfather
   play  eat

1. When we go on our holiday, we will visit our ____________.
2. When you work hard, you will ____________ the exams.
3. When we go to church, we ____________.
4. We will ____________ cakes when mother arrives.
5. Lanziba will ____________ with the cat when he gives it milk.

2. When / While + Simple Past
   
   Examples:
   1. While we ate our food, the baby drank milk.
2. While Bonita washed clothes, Mugia watched football on television.

i) Make sentences from the table.

| When we went to school, we saw many children. | played outside, I did my homework. |
| When they were running, I hurt my toe. | we were studying books. |
| While the teacher was explaining, I was writing a letter. | I painted a picture. |

3. While + Past continuous tense

Example: While we were reading, those boys were playing.

i) Copy and complete the sentences in your own words.
1. When Joseph comes home, _________.
2. Ndikasili fell off the bicycle while _________.
3. Vicky was serving meals while Nita _________.
4. While Obama was campaigning, the people cheered _________.
5. The teachers were in the meeting when _________.
6. When she finished brushing her teeth, _________.
7. _________. while we were saying prayers.
8. While the cat was chasing the mouse, _________.
9. The nurses were attending the patients, _________.

Reading comprehension

ii) Read the conversation and answer the questions that follow.

James: Good morning Peter.
Peter: Good morning James, How are you?
James: I am well, thank you.
Peter: What will you do when you finish your exams?
James: I will visit my uncle in Mombasa when I finish my exams.
Peter: That is interesting, I will go and visit my grandmother when I finish exams.
James: Which class will we be in when we return from our holidays?
Peter: We shall be in PS A when we come back from the holidays.
James: Did you see what Michael was doing?
Peter: No, I did not see.
James: He was playing while we were praying.
Peter: While we ate food, he drank porridge.

Questions
1. Who was James talking to in the dialogue?
2. Where was James planning to go after finishing his exams?
3. To which class were Peter and James going the following year?
4. What was Michael doing when others were praying?
5. What was Michael doing while others ate food?
A. Complete the sentences using the correct form of verbs in brackets.

1. She _______ the stick into pieces. (break)
2. He _______ a letter to his mother last year. (write)
3. I will _______ my grandmother during the holiday. (visit)
4. Jim is _______ to town to buy a new car. (come)
5. The girls _______ netball yesterday. (play)
6. She _______ the bottle in the crate last evening. (put)
7. The sun _______ early today. (rise)
8. They _______ the fruits before Javan came. (finish)
9. My mother is _______ to the chief about it. (talk)
10. He will _______ the work in a few days. (do)

B. Rewrite the following sentences into negative sentences by adding ‘not’.

11. You must come here.
12. The maid has finished cooking.
13. We shall call you tomorrow.
14. Mimi did break the bottle.
15. The child played with boys.

C. Rewrite the sentences as shown in the example.

Example: He does not write well. - He writes well.

16. She does not bake sweet cakes.
17. I do not like the idea.
18. We have not received the letter.
19. I shall not wait for her.
20. The police did not come in time.

D. Change the sentences into the questions.

Example:

It was difficult to climb the tree. - was it difficult to climb the tree?

21. He can run fast.

E. Complete the sentences using the words given.

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<th>just</th>
<th>yet</th>
<th>for</th>
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26. He has been reading a newspaper _______ he came here.
27. They have lived in that house _______ ten years.
28. We have _______ washed the clothes.
29. They have _______ gone out.
30. I have _______ had my breakfast.

F. Complete the sentences correctly using your own words.

31. If he gives the books to me, _______.
32. We shall reach home safely, if _______.
33. If I get money, _______.
34. If Mimi gets here in time, _______.
ii) Write the following words in their plural forms.

water  soap  sheep
wood  sugar  furniture
flour  sand  deer

iii) Read and act

Michael: Good morning, sir. May I have some milk?
Shopkeeper: Good morning, Michael. Yes, you may.
Margaret: May I have some sugar?
Shopkeeper: Yes, you may have some.
Martha: May I have some salt?
Shopkeeper: Yes, you may.
Michael: Can I take the water?
Shopkeeper: Yes, you can.
Martha: Can we sit on this furniture?
Shopkeeper: No, please you cannot.
Michael: May I eat this banana?
Shopkeeper: Yes, you may.
Martha: May I have some paraffin?
Shopkeeper: Yes, you may.
Martha: May I have a loaf of bread?
Shopkeeper: Yes, you may.

iv) Guided composition

Complete the following composition by filling in the gaps with the words given below.

paraffin  fire  disc
grass  mud  water
rain  hair  quickly

Umuntoni went to the shop to buy some __. She wanted to use it in her lamp. Her mother had also sent her a matchbox to light a __. When Umuntoni was coming back, she burnt some dry __ along the side of the road. The grass started burning __ and the fire spread to a bigger area. People reprimanded her because it was wrong to burn grass along the road. They quickly got __ and poured it on the burning grass to stop the fire from spreading.

Soon there was lightning and thunder and then __. Rain water mixed with the __ on the road and formed a lot of __. Everybody started running to their houses. Umuntoni also ran home but her __ got wet. She reached home feeling very cold. She was sorry about the trouble she had caused in the village.

e) Irregular nouns

These are nouns whose plural formation does not follow any particular order.

Example:

tooth - teeth
mouse - mice
man - men
woman - women
goose - geese
Appendix 7: Extracts from the teacher's guides  

a) Teacher's guide New Progressive Primary English 4

### Syllabus summary

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<td>vocal, intonation, phrasing, vocabulary</td>
<td>- Subject - Object - Predicate</td>
<td>Reading a story about a girl that is good at singing</td>
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<td>Reading a story about a boy that is good at science</td>
<td>science, technology, reading, presentation</td>
<td>- Collective nouns - Compound nouns</td>
<td>Reading a story about a boy that is good at science</td>
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<td>Reading a story about a boy that is good at science</td>
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<td>Reading a story about a boy that is good at science</td>
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<td>art, picture, story, science, technology, presentation</td>
<td>- Pronouns - Verbs</td>
<td>Reading a story about a boy that is good at science</td>
<td>Writing activities for grammar, vocabulary, and comprehension exercises</td>
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**Collective nouns**
- Family
- Group
- Team
- Class
- School
- City
- Country

**Compound nouns**
- Telephone call
- House party
- School trip
- Class project
- Team activity
- City trip
- Country tour

**Pronouns**
- I
- You
- He
- She
- It
- We
- They

**Verbs**
- To be (am, is, are)
- To do
- To have
- To see
- To hear
- To read
- To write
- To talk
- To play
- To go
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II. Uncountable nouns
Discuss with examples the definition of uncountable nouns given in Section D (III) on page 5 of the Pupil's Book. Encourage the pupils to write down the whole sentence and not just the one word required to complete the sentence.

Expected answers
1. money 2. food 3. sugar
4. water 5. meat 6. salt

III. Nouns with the same singular and plural form
Go over the explanation and the examples in Section D (III) on page 5 of the Pupil's Book. Let the pupils give oral answers before they write down the answers in their exercise books.

Expected answers
1. pencils 2. fish 3. shoes 4. sheep 5. books

IV. Other irregular forms
Discuss the explanation and the examples given in Section D (IV) on page 6 of the Pupil's Book. The pupils should give oral answers before writing down the answers in their exercise books.

Expected answers
1. teeth 2. women 3. men
4. mice 5. children 6. men

F. Fun spot
Let the pupils read the story in Section F on page 7 of the Pupil's Book and enjoy the fun. Help them to understand the ambiguity of the question: the Mungo asked. Mungo was talking about the dog sleeping at Nyoga's while Nyoga was talking about the dog in his Nyya's home.

F. Write on
Ask the pupils to discuss the contents of the poster in Section F on page of the Pupil's Book in groups. Go around helping the pupils. Then let the pupils, still in groups, come up with health messages that can be managed using posters.
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### 12. Lesson Plan

An English lesson plan sample for upper primary

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<td>2:00-2:40</td>
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**Topic:** Nouns

**Subtopic:** Proper nouns

**Objectives:** By the end of the lesson, pupils should be able to:

- know what nouns are
- identify proper nouns
- give examples of proper nouns
- use proper nouns in sentence construction

**Skills:** Listening, speaking, reading and writing

**Methods:** Discussion, case presentation, group work, etc.

**T&L aids:** Visual aids, a chart having a list of proper nouns, flashcards, etc.

**References:**
- The English Grammar page 4 by J. S. Uniyal
- English Composition and Grammar page 4 by C. K. Subramaniam

**Introduction phase:** The teacher will introduce the lesson by reciting the following sentence: "Which is your name?" and then asking the students to answer.

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<td>The teacher will raise the hands of the class and ask, &quot;What is your name?&quot;</td>
</tr>
<tr>
<td>III</td>
<td>The teacher will then ask the students to write their names on the board.</td>
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<td>IV</td>
<td>The teacher will then ask the students to write their names in proper nouns.</td>
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<td>V</td>
<td>The teacher will then ask the students to write their names in the plural form.</td>
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<td>VI</td>
<td>The teacher will then ask the students to write the names of their parents.</td>
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**Self-evaluation:**

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**Note:** Proper nouns are the names of things, people, and places. They start with a capital letter.

**Conclusion:**}

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UNIT 1: NOUNS

Specific objectives
At the end of the unit, learners should be able to:
1. identify countable and uncountable nouns and their plural forms.
2. identify words that remain the same in the singular and plural form.
3. irregular forms that have no particular pattern in the plural.
4. differentiate the different concepts of nouns and make correct sentences.
5. learn where the apostrophe should be in the different possessive cases.

LESSON I
Naming pictures
(PB 4 Page 1-4)
Objective: At the end of the lesson, the learners should be able to explain what a noun is. Remind them what they learnt in Primary three.

LESSON II
Plurals in nouns by adding s (PB 4 Page 4 - 5)
Objective: At the end of this lesson, learners should be able to write plurals of words. Introduce the subject by reminding them what they

In pairs or groups, let them do exercise (i) and (ii) before you do it together as a class activity.

Besides what they have been able to name on pg 1 - 4, let them name what they can see in their own classroom. Let them do (ii) in their exercise books and exercise (iii) or do it orally while you write it on the blackboard.

Remember, this is their first lesson in primary four. Therefore, make it as interesting as possible so that the learners can look forward to the following English lessons.