

APPENDICES

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

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Appendix 2: Extracts from the *New Progressive Primary English 4*

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:



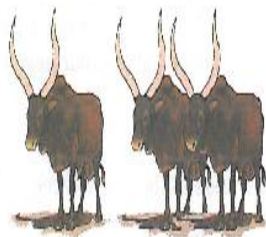
woman - women



goose - geese



child - children



ox - oxen

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. Nyiraneza 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. Nyirakamana was playing in the rain so her _____ were very dirty. (foot)

6

E Fun spot

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

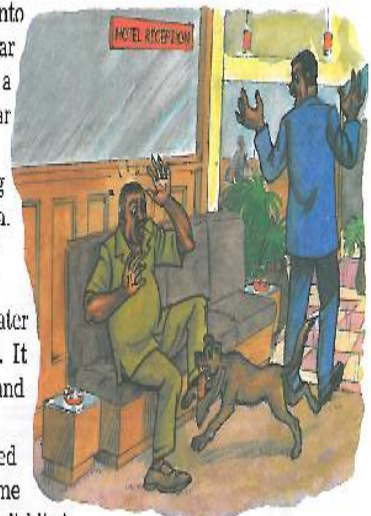
'Does your dog bite?' asked Munga.

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

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

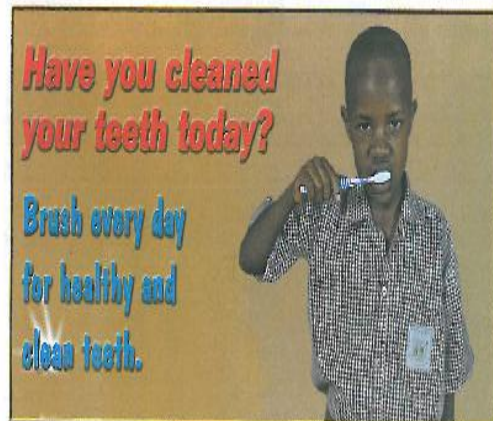
'Oh my leg!' cried Munga. 'You told me that your dog doesn't bite.'

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



F Write on

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



7

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 saucapans and pots?
5. What did the driver bring in the pickup?
6. What happened to Matama's uniform?

C 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.

D Language practice

I. Prepositions of place

Read these sentences.

What is **in** the box?

Tie 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.



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 Matama to stand _____ the class. (under, in front of)
3. The tall tree was _____ the house. (outside, between)
4. The birds 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.

to	from	into	out of	off
----	------	------	--------	-----

1. Kazungu fell _____ the roof.
2. He got _____ the bus and started running.
3. Kanyana gave her book _____ the teacher.
4. We got _____ the house when it started raining.
5. 'Get _____ here!' he shouted.

F 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!'



F 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. Uwase was walking.

While I was riding a bicycle, Uwase 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.

A If with present tense

Join A and B to make correct and sensible sentences.

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

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. Kayitesi 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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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 | furniture |
| 2. uncle, brother, sister | relatives |
| 3. potatoes, rice, meat | food |
| 4. cups, spoons, plates | utensils |
| 5. cabbages, carrots, tomatoes | vegetables |



Read these sentences.

- When we moved to Kigali, mother had to buy new **furniture**.
- Most of Claude's **relatives** live outside the country.
- Mutoni cleaned the **utensils** after supper.
- We ordered **food** at the hotel.

Exercise

Write the collective nouns in the following sentences:

- There were fewer vehicles on the road.
- In order to stay healthy, you need to eat fruits and vegetables.
- The shepherd lost his flock of sheep.
- A large crowd gathered by the roadside.
- Kalisa missed the staff bus because he was late.



2

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. lateness |

Read the following sentences.

- Chantal's **kindness** is admired by many.
- The dolphin's **beauty** dazzles children.
- Mulisa's **sickness** did not stop him from working.
- The rich man's **generosity** was felt by many people.
- His **hatred** for **laziness** made him successful.



Exercise

A. Use the following abstract nouns to write correct sentences:

- | | |
|--------------|-------------|
| 1. eagerness | 5. tallness |
| 2. shortness | 6. beauty |
| 3. happiness | 7. pain |
| 4. sweetness | 8. honesty |



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

- | | |
|-------------|---------------|
| hate _____ | late _____ |
| sad _____ | happy _____ |
| sweet _____ | patient _____ |
| faith _____ | angry _____ |

3

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
onlooker	mother-in-law	co-worker
member-of-staff	by-product	nickname

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

Singular	Plural
blackboard	blackboards
spoonful	spoonfuls
policeman	policemen
step-son	step-sons
step-daughter	step-daughters
check-up	check-ups
guest-of-honour	guests-of honour
head-of department	heads-of department



Exercise

Give the plurals of the following nouns.

checkpoint	production	tug-of-war	by-law
passerby	headline	antibody	flowerbed

E Common nouns

Common nouns are names given to things of the same type. They include words such as:

pens	pencils	watches	desks	soil
bags	keys	boys	houses	

Common nouns begin with a capital letter only when used at the beginning of a sentence.

4

Formation of plurals

I. Regular plurals

Singular	Plural	Singular	Plural
door	doors	girl	_____
bundle	bundles	book	books
date	_____	table	_____
lake	lakes	school	schools

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

II. Irregular plurals

Singular	Plural	Singular	Plural
child	children	radius	radii
ox	_____	bacterium	bacteria
goose	_____	focus	foci
man	men	louse	_____

Exercise

Write the plural forms of the following common nouns:

foot	_____	fungus	_____
tooth	_____	axis	_____
oasis	_____	mouse	_____
syllabus	_____	formula	_____

F Read these sentences

What do you need to clean the floor?

You need a bucket of water.

You need a piece of cloth.

You need a brush.



5

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



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 kneel 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.



You can get some at the _____.

2. I need a hoe.



You can get one at the _____ shop.

6

3. I need some petrol.



You can get some at the _____.

4. I need a stamp.



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 posho, eat the posho.



7

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 looked 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 police officer.

Mother: My daughter has lost her glasses.

Police officer: Here they are.

Mother: Thank you very much. Where did you find them?

Police officer: 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.



Use the verbs in the brackets, copy and complete the sentences in past continuous tense.

While his classmates _____, Gato _____ his assignment.
(im, finish)

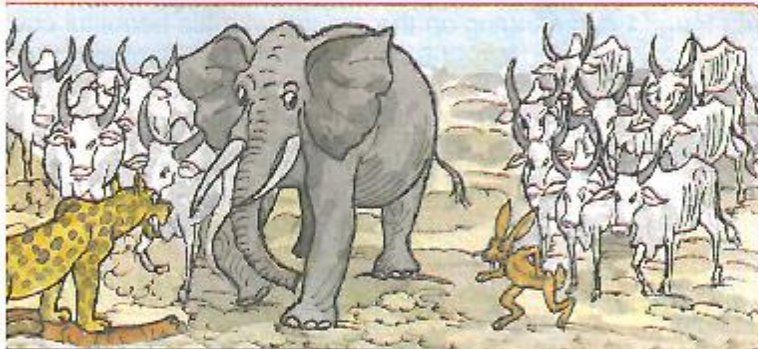
_____ while the other pupils _____. (sing, dance)

Jumba _____ his bicycle while I _____ to the radio. (ride, listen)

While Mr Kagabo and Mr Kabanda _____, the man _____.
(k, work)

_____ to school while Kabatesi _____. (walk, run)

Story: Bakame and Mr Elephant



Bakame, the hare, and Mr Elephant went to market to buy cattle. 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.

When 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."

Bakame 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 Bakame 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?"

Bakame repeated the answer that made Mr Elephant very angry. Bakame 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.

"Bakame 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 Bakame's cows. Bakame can't fight both of us." So Mr Leopard and Mr Hyena went into the forest.

They found Bakame lying on the ground with his beautiful cows standing around him. When Bakame 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 Bakame. "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, Bakame escaped with his cattle. He took them far away.

E Answer the questions

1. Who bought the fattest cows, Mr Elephant or Bakame?
2. Why was Mr Elephant ashamed of his cows?
3. Who was the King of the animals?
4. What did Mr Elephant ask Bakame to tell others about his cows?
5. What did Bakame 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 Bakame?
8. How did Bakame 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



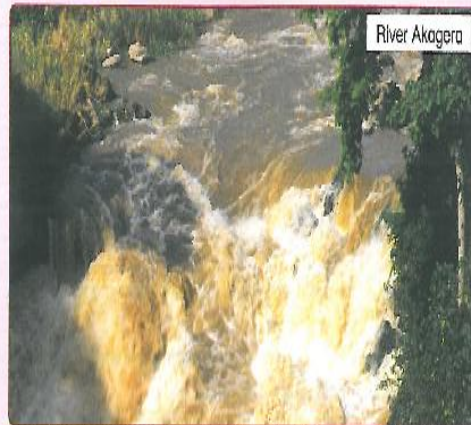
cook/read

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.

Types of proper nouns	Examples
1. Names of persons	Roselyne, Gakuru, Mrs Mugisha
2. Names of physical features	Mt. Sabyinyo, River Akagera
3. Names of places	Kigali, Rubaru, Rwanda
4. Days of the week	Sunday, Monday, Friday
5. Months of the year	February, August, October



Exercise

Copy the following sentences. Underline the proper nouns.

1. Mr Kalisa 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 Remera on Saturday.
6. The date today is Tuesday, 2nd March, 2009.

Appendix 5: Table of content from the *Keynote English Primary 4*

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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.
The teacher	was waiting	everywhere.
The bus	lived	in the staffroom.
The girls	were playing	at home.
They	looked	at the bus stop.
We	took the toys	outside.
		abroad.

2. Adverbs of manner

They show **how** an activity was done.

- For 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 _____ yesterday. (slow)
2. The choir was singing _____ at the party. (loud)
3. The boys ate _____. (quick)
4. The class waited _____ for Mrs. Kagame. (silent)
5. We danced _____ for the guests. (happy)
6. He drove _____. (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. |

i) Make six sentences from the table below.

Will you	will come	tomorrow	
The teacher	visit us	at noon	
The train	leaves	every morning	.
Our school bus	collect pupils	today	?
Our school	go to the market	at eight o'clock	
We will	is swept	once a day	

Reading comprehension

ii) Read the dialogue carefully and answer the questions in full sentences.

Gahima meets the Principal.



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.

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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?

4. 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.

i) 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. Annet plays _____ and reads a lot.
7. The bridge is strong _____ for a lorry to cross.
8. Monda is _____ polite at school.

5. Adverbs of frequency

They show how often an activity takes place.

i) 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.

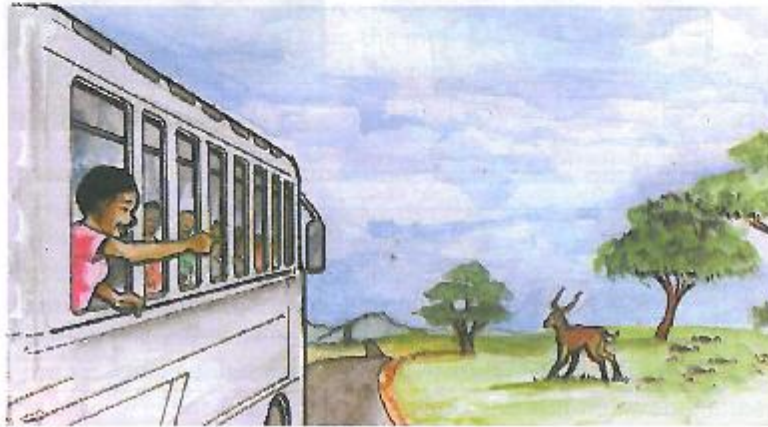
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Unit 7: Clauses

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
play

pray
eat

grandfather

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, Mugizi watched football on television.



i) Make sentences from the table.

When	I	played outside, I did my homework.
	we	went to school, we saw many children.
	they	was running, I hurt my toe.
While		met the teacher, he was carrying books.
	Buguza	wrote 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. Ndekezi fell off the bicycle while _____.
3. Vicky was serving meals while Nziza _____.
4. While Obama was campaigning, the people cheered _____.
5. The teachers were in the meeting when _____.
6. When she finished bathing her baby, _____.
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 P5 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.
 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?

Revision Exercise III

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 toys.

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.

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22. I am ten years old.
23. The baby drank milk.
24. They are good children.
25. The bag is made of leather.

E. Complete the sentences using the words given.

already just yet for since

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, _____.

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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 may take the water.
 Martha : Can I pay for the flour?
 Shopkeeper: Yes, you can.
 Margaret : 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.

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iv) Guided composition

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

paraffin	fire	dust
grass	mud	water
rain	hair	quickly

Umutoni went to the shop to buy some 1. She wanted to use it in her lamp. Her mother had also sent her a matchbox to light a 2. When Umutoni was coming back, she burnt some dry 3 along the side of the road. The grass started burning 4 and the fire spread to a bigger area. People reprimanded her because it was wrong to burn grass along the road. They quickly got 5 and poured it on the burning grass to stop the fire from spreading.

Soon there was lightning and thunder and then 6. Rain water mixed with the 7 on the road and formed a lot of 8. Everybody started running to their houses. Umutoni also ran home but her 9 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

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Appendix 7: Extracts from the teacher's guides

a) Teacher's guide New Progressive Primary English 4

Syllabus summary

Unit	Listening & speaking	Reading	Wordpower	Language practice	Fun spot	Writing
Unit 1: In the forest	Talking about pictures.	Reading a story about an animal that is scared to go into the forest.	handle, imbalance, signify, bandage, word	Nouns: - Plural of nouns by adding -es/-ies. - Uncountable nouns. - Nouns with the same singular and plural form. - Other irregular forms.	Reading a funny story about Mungu who is bitten by a dog that he thinks belongs to Ngege.	Making a poster promoting good health habits. Writing answers to comprehension questions.
Unit 2: Out in the open	Talking about road signs.	Reading a passage on the consequences of cutting down trees.	shade, mountain, valley, forest, plane, countryside	Nouns: - Collective nouns. - Abstract nouns. - Compound nouns.	Reading a poem on Mt. Kenya.	Writing sentences about the uses of trees. Writing answers to comprehension questions.
Unit 3: A zigzag story	Listening to a story read by the teacher. Answering questions on the story read by the teacher.	Reading about the birthday party held for a girl, called Uwange.	speech, celebration, invitation, excitement, attendance	Possessive case: - Singular. - Plural.	Reading about the funny things that some people do.	Writing a letter inviting a friend to a birthday party. Writing answers to comprehension questions.
Unit 4: A good farmer	Talking about a picture of a farmer.	Reading about Balambo who thinks that he is a good farmer.	soil, plough, seeds, tired, worms, manure, wheelbarrow, hoe, fence, tractor	Personal pronouns as subjects. Personal pronouns as objects. Emphatic pronouns.	Reading sentences which are unusual.	Drawing a simple farm and writing down six sentences about it. Writing answers to questions and exercises.

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Unit	Listening & speaking	Reading	Wordpower	Language practice	Fun spot	Writing
Unit 5: A tyre burst	Talking about pictures.	Reading a story about a bus journey during which a tyre bursts.	arrive, kilometre, tyre burst, transport, kind, leave	Possessive pronouns: - Singular. - Plural.	Reading a dialogue between the parts of a tree that shows that all parts are important.	Writing about activities planned for the school holiday. Writing answers to comprehension questions.
Unit 6: A minister	Listening to a passage about a school, and answering oral questions.	Reading a story about a visit by the Provincial Governor.	Deputy Mayor, Executive Assistant, Provincial Governor, Executive Secretary, province, district, sector, cell	Relative pronouns used as subjects and as objects.	Reading a funny story about Rubaga who likes showing off. He teaches a lesson when he shows off on his new bicycle.	Writing about a meeting. Writing answers to questions.
Unit 7: Human rights	Talking about pictures of children enjoying their rights.	Reading a passage on children who are denied their rights.	charged, wounds, master, curfew, misdeed, rights, rescued, enjoy	Comparisons: - Adjectives ending in a vowel. - Adjectives ending in -y. - Adjectives ending in a consonant. - Adjectives of two or more syllables. - Irregular adjectives. - Equality (negation).	Reading a poem about child rights.	Writing a pictorial composition. Writing answers to comprehension questions.

v

Unit	Listening & speaking	Reading	Wordpower	Language practice	Fun spot	Writing
Typhoid	Practising a dialogue between the doctor and Deneka.	Reading a passage on how typhoid struck Nainda Sector.	patients, staff, disease, blood tests, infection	Forming adverbs with -ly. Regular adverbs Types of adverbs - Adverbs of place. - Adverbs of manner. - Adverbs of time. - Adverbs of degree. - Adverbs of frequency.	Singing a song in groups.	Writing a plotline composition. Writing answers to comprehension questions.
3. Safety in school	Practising a dialogue between pupils and their teacher.	Reading a passage on being sensitive about safety at school.	instruct, comfort, year term, uniform	Comparisons of adverbs: - By adding -er and -est. - By adding more and most. - By adding less and least.	Reading a cartoon by Anniela.	Writing about an accident. Writing answers to comprehension questions.
1. Moving to a new house	Listening and responding to the teacher's instructions.	Reading a passage on moving to a new house.	blankets, kitchen, table, bed, bedroom, soapstone, bathroom, verandah, roof, ceiling, compound	Prepositions: - Prepositions of place. - Prepositions of movement.	Reading a joke about children who do not understand prepositions.	Writing a composition about moving from one house to another. Writing answers to comprehension questions.
2. A good neighbour	Talking about a picture.	Reading an animal story about being a good neighbour.	community, relative, drought, don, neighbour	Conjunctions: - And, or, but. - Both ... and. - Not only ... but also. - Either ... or. - Neither ... nor.	Singing a song that keeps growing longer and longer.	Writing a letter to a friend. Writing answers to comprehension questions.

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Unit	Listening & speaking	Reading	Wordpower	Language practice	Fun spot	Writing
13. Hare and Crocodile	Listening to a story and putting pictures in the right order.	Reading an animal story about Hare, the Inkeeper, and Crocodile.	prepare, relative, vegetable, length, join, invite	Simple past tense: - Affirmative form. - Negative form. - Interrogative form. Past continuous tense.	Solving riddles that have rhyme.	Writing a plotline composition. Writing answers to comprehension questions.
14. Revision						
A. Adverbs		B. Prepositions		C. Comprehension passage		D. Write on
15. Conserve the environment	Practising a conversation between Mujangzi and Mukindwa.	Reading a passage about conserving the environment.	environment, conserve, contribute to, pollute	Present perfect tense: - Affirmative form. - Negative form. - Interrogative form. Use of present perfect tense with adverbs of time.	Reading a joke: The magician's shirt.	Writing a guided composition about a wild animal. Writing answers to comprehension questions.
16. You will have time to play	Talking about a picture.	Reading a story about children helping out in the house.	responsibility, look after, honest, hard-working, child rights, obedience	The future. Future continuous.	Reading a funny story about Binyame who makes school to water a football match.	Writing a composition about an exciting event. Writing answers to comprehension questions. Writing a friendly letter. Writing answers to exercises.

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Unit	Listening & speaking	Reading	Wordpower	Language practice	Fun spot	Writing
17. Celebrations	Talking about pictures.	Reading a passage about different types of celebrations.	celebrating, attend, celebrate, invitation, decorations, excitement	Gerunds	Reading a funny story about a boy who is paying for presents.	Writing about the holidays. Writing answers to comprehension questions.
18. Intra-house sports day	Reading a dialogue between Benjamin and Emma	Reading about a sports day in a school.	high jump, stoner, balloon, nucleus, coach	Modals: - Must have to/should be. - Can and may. - Used to.	Reading about something funny that Mumma does.	Writing a composition about a sports day in school. Writing answers to comprehension questions.
19. I'm not the cashier!	Telling the difference between two pictures.	Reading a story about Mopango's shopping experience.	supermarket, counter, pocket, floor, shopping list, items, customers, queue	Conditional: - If with present tense.	A funny story about Hakim's brother.	Writing a shopping list. Writing answers to comprehension questions.
20. Rats everywhere!	Telling and solving riddles and puzzles.	Reading a story about rats invading a market.	screamed, whispered, asked, replied, squeezed, cowered, shouted, cried, pelted	Subordinate clauses of time introduced by: - When + simple present tense. - When/While + simple past tense. - While + past continuous tense.	Reading a funny story about Baniela and the water rabbit.	Writing a composition about an interesting day. Writing answers to comprehension questions.
21. Revision	A. If with present tense E. Vocabulary	B. Gerunds F. Comprehension passage	C. When/While + simple present tense G. Write on	D. Answers		

II. Uncountable nouns

Discuss with examples the definition of uncountable nouns given in Section D (II) 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. chores | 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. oxen |
| 4. mice | 5. children | 6. feet |

E. Fun spot

Let the pupils read the story in Section E on page 7 of the Pupil's Book and enjoy the fun. Help them to understand the ambiguity of the question the Munga asked. Munga was talking about the dog sleeping at Ngoga's farm while Ngoga was talking about the dog in his (Ngoga's) house.

F. Write on

Ask the pupils to discuss the contents of the poster in Section F on page 8 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 conveyed using posters.

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12. Lesson plan

An English lesson plan sample for upper primary

Date	Class	Subject	Time	Number of pupils
05.05.09	P4	English	2.00 – 2.40	15

Topic: Nouns

Subtopic: Proper nouns

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

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

Skills: Listening, speaking, reading and writing

Methods: Discussion, question and answer, group work, etc.

T/L aids: Real objects, a chart having a list of proper nouns, flash cards, etc.

References: Detailed English grammar book by Salvatore Ametenda Page 79.

Precise English Grammar page 1 by Marshal Obonyo.

Junior English Composition and Grammar page 1 by Crammer Kalinda.

Introduction phase: The teacher will introduce the lesson by reviewing the previous work using question and answer technique if it is not the first lesson in the class.

Example: what is your name?

Expected answer: my name is Kagabo Mike.

Step II: The teacher will now embark on the topic of the day, which is about "proper nouns" using question and answer technique.

Example: in the previous class, you looked at nouns

T: What are nouns?

Expected answer: Nouns are names of things, people or objects.

T: The teacher will ask the learners to give example of nouns i.e. names of persons, things

Expected answers: man, cow, house, foot etc

Step III: The teacher will write a list of proper nouns on the chalkboard and then ask the learners to read them

Step IV: The teacher will explain to the learners what proper nouns are and how they are used in sentences.

In the course of the explanation, the teacher will provide the following particular examples:-

Names of people: Muliisa, Kalico, Habayana, Sebigeziro

Places: Kigali, Rubavu, Kenya, Ibitanga, etc.

Animals: Gaju, Bihaga, Nannu, Kityi etc

Note: Proper nouns are particular names of things, people and places. We write those names beginning with a capital letter.

Step V: The teacher will ask the learners to suggest more examples proper nouns learnt. The teacher will thereafter construct sentences using those proper nouns together with the learners.

This should be done orally.

Step VI: The teacher will end the lesson by giving written exercises on page 81 in detailed English grammar book.

(a) Punctuating the given sentences with proper nouns

(b) Writing proper nouns.

Self evaluation

.....

.....

b) *Teacher's guide Keynote English Primary 4*

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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.

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.

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