PRIMARY 5

ENG

NOTES

FULL YEAR

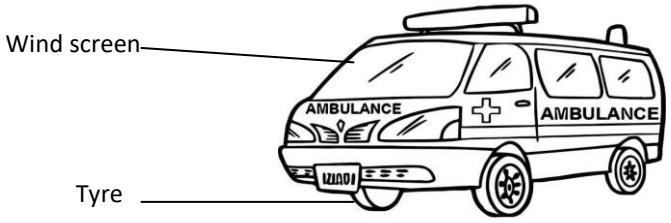
EXOTIC TEACHER

ENGLISH: TERM 1

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

SUB-TOPIC 1A: PARTS OF A VEHICLE

VOCABULARY LESSON I

engine	A machine that convert any form of energy in to a mechanical force. **John bought a new engine for his lorry.**
tyre	A rubber covering surrounding an inflated inner tube placed around the wheel. **My car tyres have some punctures.**
steering wheel	Steering control in a vehicle. **A steering wheel is in front of the vehicle.**
windscreen	A front window which provides visibility while protecting occupants from the elements. **Arina hit the ambulance windscreen and got broken.** 
driving mirror	A mirror that enables you to see the traffic behind when you are driving. **She looked in the driving mirror but the boot lid blocked her view.**
boot	An enclosed space at the back of the car for carrying luggage or other goods. **I packed my entire luggage in the boot before starting the journey.**
seatbelt	A belt used for securing someone in the seat of a motor vehicle against harmful movement. **Most of the vehicles have seatbelts for the drivers.**

VOCABULARY PRACTICE I

Fill in the blank spaces to complete these sentences.

1. Our mother cleans the windscreen and so……our father.
2. At the……,the father bought two tyres.
3. We prefer travelling by taxi ……travelling by bus.
4. His car driving……got broken.
5. They said they ……see me the following day.
6. The driver did not fasten the ……before starting the engine.

Use the correct form of the word in the brackets to complete the sentences.

7. The tyre……as the driver was speeding on the hill. (burst)
8. Their grandfather was an……in that garage. (engine)
9. The ……of your uncle's bicycle is very weak. (carry)
10. That car has both……faulty. (indicator)
11. His father bought a new ……for his car. (steer)

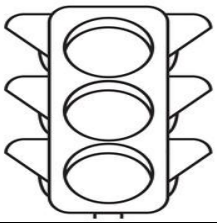
Arrange the words below in correct alphabetical order.

12. brakes, bell, boot, bonnet
13. spokes, seat, saddle, steering

Re-write these sentences giving one word for the underlined group of words.

14. The mechanic replaced two **rubber coverings surrounding an inflated inner tube placed around the wheel** for his vehicle.
15. We shall put our luggage in **an enclosed space at the back of the car for carrying luggage or other goods** for our taxi next week.
16. The head teacher said that the mechanic will buy a new **machine that converts any form of energy in to a mechanical force** for the school bus.

VOCABULARY LESSON II

seat	A thing made or used for sitting on while in the vehicle. **A taxi has seats for 14 passengers.** A person's buttock. **Our teacher of English caned my seat badly.**
wiper	An item for wiping a smooth surface. A long metal part with a rubber edge that moves across windscreen to make it clean. **That is the boy who broke our father's car wiper.**
headlamp	A powerful light at the front of the vehicle. **The bus got involved in an accident because its headlamp has deemed light.**
indicator	A part of a motor vehicle used forsignaling the turning direction. **Mark switched on left indicators when he was branching off to the bank.**
spokes	Bar rods that connects the centre of a wheel to its outer edge. Musa **bought ten spokes for his motor cycle last week.**
Traffic light	 A signaling device put at the road roadsin order to control flows of traffic. **Traffic lights have three colours.**
chain	A series of linked metal rings used for pulling loads. **Both the bicycles and the motorcycles have chains.**
mudguard	A curved cover put on top of a wheel to protect the cyclist from the mud. **Byamugisha bought an old mudguard for his motor cycle.**

VOCABULARY PRACTICE II

Fill in the blank spaces with a correct word.

1. The driver did not fasten the……properly.
2. Our bicycle failed to stop because its……were faulty.
3. My father's car……got a puncture on his way to work.
4. The man ……we talked was jailed.
5. It is good for a cyclist to put on a ……jacket at night.

Use each of the words given below in a sentence to show that you know the difference in their meaning.

6. sit:
7. seat:

Arrange these words to form a meaningful sentence.

8. bought an indicator John for car his.
9. used What is for mudguard a?
10. long chain What a is this!

Rewrite these sentences giving the opposite of the underlined words.

11. Kandi bought a **new** mudguard for his motorcycle.
12. His bicycle has **tight** spokes from in front wheel.
13. This is the mechanic who **repairs** our car last weekend.

VOCABULARY LESSON III

carrier	A part of a bicycle or motorcycle where luggage are put. **Miriam was carried on the bicycle carrier by Ariam.**
saddle	A seat on a bicycle or motorcycle. **The drunkard sold his bicycle saddle because of poverty.**
reflector	A piece of metal or glass used for reflecting light in a required direction.
brake (noun) brake (verb)	A device for slowing or stopping moving bicycle, vehicle or motor cycle. **We shall buy new brakes for our bicycle tomorrow.** To slower or stop moving bicycle, motor cycle or vehicle. **The driver braked suddenly when he saw my father.**
bell	A hollow cup shaped, metal object that makes a ringing round when it is hit. **His fixed the bell on the left part of the bicycle hand bar.**
Peddle(noun) Peddle(verb)	 To sell goods to people by moving from one place to another.
handlebar	A curved part of a bicycle for holding from while riding **She bought a new bicycle handle bar.**

VOCABULARY PRACTICE III

Fill the blank spaces with a correct word.

1. Our bicycle failed to stop because its……were faulty.
2. My father's car……got a puncture on his way to work.
3. His car driving……got broken.
4. It is good for a cyclist to put on a ……jacket at night.

Use each of the words given below in a sentence to show that you know the difference in their meaning.

5. bell:
   belt:

Use the correct form of the word in the brackets to complete the sentences.

6. The tyre……as the driver was speeding. (burst)
7. Their grandfather was an……in that garage. (engine)
8. The ……of your uncle's bicycle is very weak. (carry)
9. That car has both……faulty. (indicator)
10. His father bought a new ……for his car. (steer)

Arrange the words below in alphabetical order.

11. brakes, bell, boot, bonnet
12. spokes, seat, saddle, steering

Re-write the following sentences giving one word for the underlined group of words.

13. There was **a small hole** in the motorcycle tyre.
14. The **man who repairs cars** was very busy today.
15. The **part of a bicycle on which luggage is carried** was very small.
16. A good bicycle should have **curved covers over its wheels**.
17. The traffic officer ordered the **man driving the car** to stop.

LANGUAGE STRUCTURES

The use of ……..has/ have…….

has and **have** are auxiliary verbs used with past participle tenses to form present perfect tense.

_____**has**_____

_____**has**_____ is used with singular nouns and singular personal pronouns

____**have**_____ is used with plural nouns, plural personal pronouns and pronoun I.

Examples

1. He has arrested the notorious thief in the garage.
2. Ogule has bought new tyres for his car.
3. Terrorists have attacked many countries in the world.
4. Murderers have no mercy about human beings.

Activity

Complete the following sentences using: ____ has/ have____

1. None of the pupils ……failed the test.
2. One of the suspects ……admitted that he committed the offence.
3. Neither the judge nor the magistrate ……convicted him.
4. I ……proved to them that I am innocent.
5. The driver who caused the accident……been arrested.
6. ……you ever driven a car?
7. That garage ……very many customers.
8. Peter, tom and Sam ……a plan to buy a vehicle each.
9. His father's cars ……small boots.
10. A drunkard ……broken the windscreen of Mr. Baraka's car.

Use the correct form of words in the brackets to complete these sentences.

11. They ……brokenthe windscreen of Mr. Kasozi's car.(has)
12. He has ……to Kampala to buy some spare parts. (go)
13. They have ……repairing my car. (is)
14. I have……how to drive vehicle on my own. (learn)
15. Margret has ……the thief who stole your car tyre. (see)

LANGUAGE STRUCTURES

The use of: ……looking forward to……

The structure is used to predict near future events and activities.

It is proceeded by the helping verb **is/ are** and the verbs to follow this structure is expressed in continuous tense (-ing)

Examples

1. The P7 pupils will do their PLE in November.

The P7 pupils are looking forward to doing their PLE in November.

2. Nambi will visit his relatives next month.

Nambi is looking forward to visiting his relatives next month.

3. The mechanic will repair my father's vehicles tomorrow.

The mechanic is looking forward to repairing my father's vehicles tomorrow.

ACTIVITY

Rewrite the sentences using: _____looking forward to_____

1. I shall come back tomorrow.
2. We shall be leaving for Nairobi next week.
   I shall buy a new taxi next month.
3. The boy will clean the blackboard after the lesson.
4. Elizabeth will get a big prize at the party.

5. The pupils will attend the headmaster's birthday party on Friday.
6. We shall receive our letters tomorrow morning.
7. They will be learning French next year.
8. We shall go to P6 next term.
9. I will inform him about our plan on Monday.

GRAMMAR

Use of the Present Simple tense

Present simple tense is every day. In this tense, singular subject of the sentence, you add "s" to the main verb. For the singular third person while with plural subjects and "I" you don't add "s".

Examples:

1. **Robert replaces windscreen everyday.** (***Affirmative sentence***)
   Robert replaces windscreen every day. (***Negative sentence***)
2. **We play football every evening.** (***Affirmative sentence***)
   You don't play football every evening. (***Negative sentence***)

ACTIVITY

Turn the following affirmative sentences into negative sentences.

1. That mechanic speaks English fluently every day.
2. Whenever Rita is put in a car, she cries loudly.
3. My mother drives me to schoolevery day.
4. Joyce lies on the bed every day.
5. We ring the bell after every hour.

Fill in the blank spaces sensibly.

6. She _____ fetches water in the morning.
7. Tom and Aaron do homework from home _____day.
8. The drivers drive their_____ every week.
9. The _____repairs the vehicles every day.
10. Joseph and Mary _____ at Rubaga Primary school daily.

Use the correct form of words in the brackets to complete these sentences.

11. Sam always……on the headlamps whenever he is driving. (switch)
12. Maragwe……down pedestrians every month. (knock)
13. I usually ……my car to the school. (drive)
14. We normally ……before starting the journey. (prepare)
15. None of those mechanics ……my father's car. (repair)

GRAMMAR

Use of Present Continuous tense

It is also called the now tense. The helping verbs are "is" "am" and "are" when constructing a sentence, you add "_ing" to the main verb.

Note: Main verbs with short vowels before the final consonant double the final consonants and then take "ing" at the end.

Examples

slap - slapping sit - sitting
clap - clapping mop - mopping
put - putting get- getting

Examples

Affirmative sentences

1. She is working now.
2. They are swimming in the river.
3. My sister is putting the cup on the table.

Affirmative sentences can be changed to negative sentences.

1. **The mechanic is working now.**
   The mechanic is not working now.

2. **I am going with my father today.**
   I am not going with my father today.
3. **My sister is putting the cup on the table.**
   My sister is not putting the cup on the table.

ACTIVITY

Turn the following sentences into affirmative

1. John is not cutting grass now.
2. David is never making a toy at this moment.
3. The girls are washing clothes
4. Mary is eating mangoes.
5. We are bringing the chairs.

Use the correct word in the brackets to complete these sentences.

6. The cat …… the rat now. (kill)
7. Phillip is …… new wipers. (fix)
8. Many women are …… cars nowadays. (drive)
9. I am ……the windscreen. (wipe)
10. We are …… at a very high speed today. (drive)

Fill in the blank spaces sensibly.

11. The mechanics ……removing the broken wind screen.
12. His father……bargaining with the mechanic.
13. Morgan is painting ……new car now.
14. John was leaning……the dirty car packed in the garage.
15. The driver is coming ……our school late I the evening.

GRAMMAR

Interrogative sentences (questions) in present continuous tense

Affirmative sentences can be changed into interrogative sentences
To change sentences to interrogative begin with a helping verb

Examples

1. **David is breaking a windscreen now.**
   Is David breaking a windscreen now?
2. **I am looking at the flower.**
   Am I looking at the flower?
3. **They are watching the match.**
   Are they watching the match?

ACTIVITY

Rewrite these sentences in interrogatives.

1. Jack is blowing the whistle.
2. They are buying a pen.
3. The lady is feeding a baby.
4. We are seeing our neighbour's motorcycle.
5. He is playing with a pen.
6. My mother is preparing tea.
7. I am writing a letter.
8. You are eating apples.
9. We are making boxes.
10. Joan is singing a song.

GRAMMAR

FUTURE SIMPLE TENSE

It expresses what will happen in future/ tomorrow.
We use **will** and **shall** as the helping verbs in this tense.

I	shall	It	will
We	shan't	He	
She	won't		
They			

The negative forms of these helping verbs are **won't** for will and **shan't** for shall.

Examples

Affirmative sentences

1. We shall help you.
2. You will pay for this repair.
3. He will bring new spares for this car.

Affirmative sentences can be changed to negative sentences.

When changing affirmative to negative sentences in this tense, we only change tehlping verbs as below.

- **Shall** changes to shall not which in short is **shan't**
- **Will** changes to will not which in short is **won't**

Examples

1. **We shall help you.**
   We shan't help you.
2. **You will pay for this repair.**
   You won't pay for this repair.
3. **He will bring new spares for this car.**
   He will not bring new spares for this car.

ACTIVITY

Rewrite these sentences in negative forms

1. The woman will sell her car.
2. He will play very well.
3. We shall win the match.
4. I shall come to school tomorrow.
5. He will tell you everything.
6. The child will cry in the room.
7. My father will go to Kampala.
8. They will bring soft drinks.
9. She will sing a nice song.

GRAMMAR

Interrogative sentences in future simple sentences

Both affirmative and negative sentences can be changed to interrogative sentences.

Examples

1. **The dogs will run on the ground.**
   Will the dogs run on the ground?
2. **We shall repair our car on our own.**
   Shall we repair our car on our own?
3. **She will break the side mirror.**
   Will she break the side mirror?

NB: The helping verb begins the sentence while writing in interrogative.

Activity

Change these sentences to interrogative structures

1. I shall do my work.
2. Joyce will write on the blackboard.
3. My father will learn how to drive.
4. She will keep her promise.
5. Your mother will come to school on foot.

6. They will put you in trouble.
7. They will stay here.
8. We shall go there.
9. They will help you in this game.
10. I shall go to his house.

GRAMMAR

The Present Perfect Tense

This tense names an action finished in the past but which still has something to do with the present. The action happens a few moments before the present time.

The present perfect tense is formed with has or have+ past participle

Has is used with singular while **have**is used with plural pronoun and pronoun I.

Examples

1. We have sung beautifully.
2. He has gone out.
3. I have finished my work.
4. She has learnt English today.

Examples of past participles

Verb		**past participle**
(i)	**go**	**gone**
(ii)	**sweep**	**swept**
(iii)	**teach**	**taught**
(iv)	**steal**	**stolen**

ACTIVITY

Rewrite the following sentences in the present perfect tense.

1. They will steal your vehicle.
2. She is tearing my exercise book.
3. Birds are flying high in the sky.
4. You are lying to me.
5. The prisoner is running away.

Put the verbs in brackets in the present perfect tense

1. The plumber……an interesting book.(buy)
2. Joseph……all the homework alone.(do)
3. My parents ……to the coast.(go)
4. We ……enough food today.(eat)
5. Percy ……hard this term.(work)

Fill in the blank spaces to make the most correct sentences in the present perfect tense.

6. Farmers ……growna lot of beans in the garden.
7. Mr. Mukaru…… been preparing some work for the children.
8. I ……learnt English in ten years.
9. We have ……the wind screen using the wipers.
10. The time keepers……rang the bell.

LANGUAGE STRUCTURES

The use of: _____prefer_____to_____

Prefer is used to mean –liking more than or better than.

It is used when one has to choose one particular item from a given list or one out of the two. It is wrong to use **…..prefer….**with the comparative, like more than or better than in the sentence and others like, much, most or very.

Examples

1. **I like English better than French.**
   I **prefer** English **to** French.
2. **My mother likes posho very much but she likes millet most.**

My mother prefers millet to posho.

ACTIVITY

Rewrite the sentences using …….prefer…….to…….

1. Bamwine likes irish potatoes more than sweet potatoes.
2. Mary enjoys volley ball more than cricket.
3. I don't like tea the way I like juice.
4. His uncle likes swimming better than football.
5. I like poems more than plays.
6. Michael likes oranges more than yellow bananas.
7. My friend liked swimming more than netball when she was still at school.
8. Babies like soft foods better than hard ones.

LANGUAGE STRUCTURES

Use of: _____must_____
_____mustn't_____

We use **must** as a helping verb when we are saying that something has to be done as a command.
Its negative form is **must not**. Must not is contracted as **mustn't**.
We use mustn't to mean that something is not supposed to be done.

Examples

Rewrite these sentences using: _____must_____

1. **We need to respect traffic lights in order to reduce road accidents.**
   We must respect traffic lights in order to reduce road accidents
2. **We ought to cross the road when it is clear.**
   We must cross the road when it is clear.

Use: _____mustn't_____ to rewrite these sentences.

1. **We should not throw stones at moving vehicles.**
   We mustn't throw stones at moving vehicles.
2. **We need not stand behind parked cars.**
   We mustn't stand behind parked cars.

ACTIVITY

Rewrite these sentences using: _____must_____

1. He needs to fasten the seatbelt before starting the engine.
2. They needn't worry about their cars.
3. We needn't go by air but by road.
4. I needn't play with my neighbour's motorcycle.
5. John needs to go to church tomorrow.
6. She can't be preparing for marriage because she is still very young.

Use: _____must _____to fill in the blank spaces sensibly.

7. The city was crowded. There _____be an important visitor.
8. She is looking unhappy. She _____be sick.
9. I can't fast when I am sick. I _____be fooling myself.
10. The driver _____be talking about a different **man.**

PASSAGE

Read the passage below carefully and answer the questions about it in full sentences.

APOLLO'S SPARE PARTS

Apollo is a businessman in Kiseka Market. He is a dealer in motor vehicle spare parts from Japan and Germany. Spare parts are parts of a machine which are used by a mechanic to replace the damaged ones.

Apollo imports spare parts like engines, head lamps, gear boxes, windscreens, wipers, piston, driving mirrors, tyres, wheels, pedals, indicators, mudguards and many others. Wipers are blades with a rubber edge which moves across a windscreen to make it clear for example when it is raining.
In addition, he imports tools used in vehicle repair such as car jacks, files, testers, adjustable, spanners, pliers and many others.
Apollo receives customers every day. His customers come from near and far. They come to purchase spare parts for their vehicles which have broken down or to replace the old ones that are worn out. People like Apollo's spare parts because they are original and durable.

QUESTIONS

1. What is the passage about?
2. Where does Apollo work?
3. What does Apollo deal in?
4. From where does Apollo import the spare parts?
5. Why do the customers like Apollo's spare parts?
6. Give another word or group of words with the same meaning as;
   a) Everyday:
   b) purchase:
7. How often does Apollo receive customers?
8. Write "and many others" in short.
9. Write the title of the passage.

TABLES

The table below shows parts of a vehicle sold by Makumbi Morgan at Asante Auto Garage in Bulo Town. Use it to answer the questions that follow in full sentences.

Item	**Cost per item**
Wipers	Shs. 20,000= per pair
Tyres	Shs. 500,000= each
Indicators	Shs. 30,000= each
Headlamps	Shs. 40,000= each

QUESTIONS

1. What does the table above show?
2. Which garage sells the above parts of a vehicle?
3. Who sell these spare parts?
4. How many items are shown on the table?
5. According to the table, what is the cheapest item sold in the garage?
6. If Olum bought one tyre and two indicators, how much money would he pay?
7. What is the cost of a pair of wipers?
8. What is the most expensive spare part according to the table?
9. Which item costs the same as a pair of wipers and an indicator?
10. How much is a pair of indicators and a single headlamp?

POEM

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

Brothers and sisters,
Did you know?
Here we are, at the garage,
My helper is busy at work,
Repairing and fixing parts of vehicles,
Using different tools,
Which carry out different functions.

My helper, bring the toolbox and open it
I need a spanner for holding and turning the nuts
Give me the screw driver
So that I can turn these screws easily
Don't forget the pliers because
They help me hold things firmly

Draw that hammer closer
Such that I can hit these nails
Pick out the saw so that I can cut these metals
If you don't give me the tester
I will not be able to test the presence of power
Just extend that sand paper so that
I can smooth these metals.

QUESTIONS

1. What is the poem about?
2. Where is the writer according to the poem?
3. What is the writer doing at the garage?
4. Who should open the toolbox?
5. How useful is a spanner?
6. Why does the mechanic need the screw driver?
7. What helps the mechanic hold things?
8. How useful is a hammer?
9. How many stanzas are there in the poem?
10. Give a word or group of words to mean the same as function.

DIALOGUE

Kasaadha repairs Ssali'sbicycle

Ssali	Good afternoon, mechanic.
Kasaadha	Good afternoon, young man.
Ssali:	Mr. Kasaadha, can you please repair my bicycle?
Kasaadha:	Why not? I repair bicycles and even motor vehicles. What is the matter with your bicycle?
Ssali:	It has a flat tyre.
Kasaadha:	That could simply be a puncture caused by a sharp nail. How long have you been using your tube?
Ssali:	Since I bought this bicycle. About a year ago.
Kasaadha:	Let me take a closer look at the tyre.
Ssali:	Please, go ahead.
Kasaadha:	This is certainly a puncture. Please, help me carry that tool box nearer to the bicycle.

Ssali Ok mechanic. Here it is.

QUESTIONS

1. What is the dialogue about?
2. At what time of the day did the conversation take place?
3. Who took his bicycle for repair?
4. What else can Kasaadha repair apart from bicycles?
5. What happened to Ssali's bicycle?
6. What caused the puncture in Ssali's bicycle?
7. How long had Ssali used the tube?
   What is Kasaadha's job?
8. Where do you think this conversation took place?
9. What is a tool box used for?

COMPREHENSION

TABLES

Opio owns a vehicle spare parts shop in Ntinda. The table below shows some of the spare parts he sold in a particular week. Use it ot answer the given questions in full sentences.

ITEM	DAYS					
	MON	TUE	WED	THUR	FRI	SAT
Wind screen	4	5	-	6	10	8
Brakes	6 pairs	6 pairs	-	1 pair	7 pairs	3 pairs
Indicators	-	3	-	4	4	4
Wipers	2 pairs	-	-	-	6 pairs	10 pairs
Tyres	-	1	-	5	2	3
Headlamps	5	-	-	-	-	4
seatbelts	10	-	-	17	10	5

QUESTIONS

1. What does the table show?
2. Where is Opio's shop located?
3. How many items are shown on the table?
4. How many wind screens did Opio sell on Monday and Thursday?
5. Which spare parts did he sell most in this particular week?
6. When did he sell the least number of spare parts?
7. Which items are sold in pairs?
8. When did he sell the greatest number of spare parts?
9. How many days does Opio's shop operate a week?
10. When did Opio never sell any spare part?

COMPOSITION

The sentences below are in a wrong order. Rearrange them to make a good composition.

a) Most especially when the engine runs out of oil.
b) All motorists must check their vehicles before driving them.
c) This is a very interesting question to answer.
d) This usually occurs when the wires are not well connected or loose.
e) Sometimes vehicles break down while we are travelling on the road.
f) Secondly, the problem may arise from the engine.
g) However to avoid such dangerous mechanical conditions.
h) In addition, it may happen because of the wiring system in the vehicle.
i) Firstly, the vehicle may break down on the way due to lack of fuel or when the tyre bursts.
j) Why do these vehicles break down?

GUIDED COMPOSITION

Use the worlds in the box to complete the passage.

steering wheel,	seat belts,	diesel,	engine,	brakes,
damage,	headlight,	indicators,	vehicle,	driving mirror

A car is a good _____with many parts working together. It has_____ that control the speed of the car. The_____ is used to turn the car in any direction. The _____is for seeing vehicles that are coming from behind. The _____provides power for the car to run. Some of them use petrol while others use_____ as fuel. When the _____flash, it may be a warning to the drivers. We have two lighters in a car. They are called _____.They show the drivers when we want to make a turn to either the right or to the left side. _____are used in cars and aeroplanes because if there is an accident, you will not fall forward and _____any part of your body.

SUB-TOPIC 1B: EQUIPMENT USED IN VEHICLE REPAIR

VOCABULARY LESSON I

toolbox	A box or container for keeping tools in. **The snake was in the toolbox.**
pliers	A small tool with two hands for holding or pulling small things like nails. **A pair of pliers costs two thousand shillings each.**
spanner	An adjustable wrench A tool with shaped opening or jaws for gripping or turning a nut or bolt. **Calvin lost our spanners in the garage**.
screwdriver	A thin piece of metal used for driving screws into metal or wood. **A hammer is heavier than a screwdriver.**
hammer	A tool with heavy metal head used for fixing nails and breaking things. **He hit himself with a hammer.**
file	A small tool for sharpening objects like knife. **Balam lent me his new file last night.**
car jack	A machine used for lifting a car off the ground in order to make a repair. Mark has a small blue Jamaican car jack.

VOCABULARY PRACTICE I

Fill in the blank spaces with a suitable word.

1. The ……who repaired our father's car forgot his spanner.
2. My mother put her tools for repairing vehicles in her……
3. We left our school truck at the ……to be repaired.
4. ……you buy a new engine, your taxi won't move again.
5. The head teacher's vehicle……down as we were going to town.

Use the correct form of the word in brackets to complete the sentences.

6. The old woman……the mechanic because he had repaired her vehicle. (pay)
7. They ……the spanner to remove the wheel. (bring)
8. Otim is ……to School now. (to ride)
9. If I ……a mechanic, I would repair your car. (to be)

10. The lorry was……loaded with spare parts. (heavy)
11. James is a ……mechanic in Jinja town. (skill)
12. The lorry driver has……carelessly. (drive)
13. He ……his engine yesterday to reduce friction. (grease)
14. Mother ……the steering and drove off. (hold)
15. If you are a……mechanic, you will cause a lot of accidents. (care)

VOCABULARY LESSON II

Saw	A hand tool for cutting wood or other hard objects. **We lost our handsaw in the forest.**
Greese	Soft and melted oil used as lubricant **We put greese on the chain to reduce friction.**
Oil	A viscous liquid derived from petroleum and used as fuel or lubricant. **How much is the engine oil?**
Sandpaper	A strong paper that has sand coating inside used for rubbing wood or metal surface to make them smoother. **We bought a roll of sandpaper from Makumbi's garage.**
Tester	A person who test something A machine used to test whether another machine or device is working well. **His father bought two electric testers last week.**
wire	A metal drawn out into the form of a thin flexible thread **The mechanic used coated wires to wire my car.**

VOCABULARY PRACTICE II

Use each of these words in the sentences to show that you know the difference in their meanings.

1. saw:
2. sow:

Re-write the sentence giving the plural form of the underlined words.

3. If Barbra gets a pair of pliers, she will tighten the nuts.
4. My brother put all the spanners in the toolbox.
5. Daddy's car was stolen from the garage last week.

Rewrite these sentences giving the opposites of the underlined words

6. That mechanic is always very **shabby**.
7. John bought a very **short** wire.

Arrange these words in correct dictionary order.

8. test, tester, testing, tested
9. oil, tester, wire, sandpaper

Rewrite these sentences giving one word for the underlined group of words.

10. Marriam put **soft and melted oil used as lubricant** on the chain to reduce friction.
11. Mark lost our **hand tool for cutting wood or other hard objects** in the garage.
12. The mechanic used coated **metals drawn out in form of a thin flexible thread** to wire my car.

LANGUAGE STRUCTURES

The use of: _____in order to_____

The structure is used to tell the motive or reason for doing something.
The verb to follow this structure must be in infinitive form.

Examples

1. **Kirya used a pair of pliers. He wanted to cut the wire.**
   Kirya used a pair of pliers in order to cut the wire.

2. Musa drove very fast. He wanted to reach school early.
Musa drove very fast in order to reach school early.

ACTIVITY

Join these sentences using:_____in order to_____.

1. Jolly bought a new tool box. He wanted to keep his tools safer.
2. Gerald went to the garage. He wanted to buy some sand papers.
3. We went to the garage. We wanted to learn parts of vehicles.
4. Nicloas and Andrew went to the tyre clinic. They wanted to buy new tyres.
5. The rich man fenced his home. He wanted to protect his cars from thieves.
   Dad went to town. He wanted to buy new windscreen for his motor vehicle.
   We borrowed a car jack. We wanted to remove the car tyre.

OPPOSITES

Opposites are words with reversal meanings.
Opposites can be for nouns, pronouns, verbs, adverbs and adjectives.

Examples of opposites of adjectives

word	**opposite**	**word**	**opposite**
danger	safety	Absent	present
Accept	refuse	Admit	deep
shallow	deny	Ancient	modern
defeat	victory	difficult	easy / simple
Arrival	departure	divide	multiply
Attack	defence	Beautiful	ugly
dwarf	giant	drunk	sober
Bent	straight	empty	full
Bitter	sweet	entrance	exit
Blunt	sharp	exterior	interior
Bold	timid	external	internal
Bravery	cowardice	failure	success
Bright	dull	false	true
Broad	narrow	foolish	wise
Build	demolish	found	lost
Capture	release	future	past
Cheap	expensive / dear	generous	selfish
Coarse	fine	guilty	innocent
Contract	expand	hatred	love
Coward	hero	heavy	light
Hollow	solid	humble	proud
Ignorance	knowledge	inferior	superior
Junior	senior	majority	minority
Noisy	quiet	peace	war
Often	seldom	opaque	transparent
Permanent	temporary	plentiful	scarce
Poverty	wealth	punishment	reward
Rough	smooth /calm		

ACTIVITY

Write the opposites of the underlined words

1. That perimeter wall will soon be <u>demolished</u>.
2. Some roads in this country are very <u>narrow</u>.
3. The mathematics teacher <u>punished</u> me because I drew a bent line.

I denied having stolen Musa's pen.

4. The sea was calm by the time our ship sailed.
5. The floor of our dining room is very rough.
6. Most girls in our school carry heavy bags.
   Mathematics is the subject in which I hope for success.
7. My grandmother has constructed a temporary house.
8. Our fore fathers used not to go to school because of poverty.

GRAMMAR

OPPOSITES USING PREFIXES

A prefix is a letter or group of letters added to the beginning of the word to change its meaning.

Using the prefix - un

Armed	Unarmed		wise	unwise
equal	unequal		friendly	unfriendly
Certain	Uncertain		dress	undress
common	uncommon		happy	unhappy
Healthy	Unhealthy		suitable	unsuitable
welcome	unwelcome		grateful	ungrateful
Popular	Unpopular		willing	unwilling
skilled	unskilled		reasonable	unreasonable
True	Untrue		reliable	unreliable
conscious	unconscious		steady	unsteady

Using the prefix in

Capable	Incapable		sane	insane
visible	invisible		gratitude	ingratitude
complete	incomplete		direct	indirect
audible	inaudible		expensive	inexpensive
correct	Incorrect		curable	incurable
attentive	inattentive		dependent	independent
sincere	Insincere		Justice	injustice
efficient	inefficient		equality	inequality
distinct	Indistinct		decent	indecent
offensive	inoffensive		sufficient	insufficient

Using the prefix dis

Appear -	Disappear		comfort	discomfort
connect -	disconnect		satisfied	dissatisfied
Loyal -	Disloyal		believe	disbelieve
courteous –	discourteous		advantage	disadvantage
Honest –	Dishonest		arm	disarm
orderly –	disorderly		contented	discontented
Agree -	Disagree		obedient	disobedient
allow -	disallow		arrange	disarrange
Like –	Dislike		continue	discontinue
pleasure –	displeasure		respectful	disrespectful

Using the prefix im ...

Movable	Immovable		patient	impatient
possible	impossible		Proper	improper
Perfect	Imperfect		mortal	immortal
pure	impure		polite	impolite
Penetrate	impenetrable			

Using the prefix il .. , ir...

Legal	Illegal	legible	illegible
literate	illiterate	Regular	_____
resistible	_____	Responsible	Irresponsible
reverent	irreverent		

Using non....

Sense	Nonsense	intoxicating	non – intoxicating
Existent	Non –existent	essential	non – essential
flowering	non flowering		

Opposite using suffix -less

Hope	Hopeless	care	careless
cheer	_____	use	useless
doubt	doubtless	help	_____
thought	Thoughtless	Pain	painless
harm	harmless	pity	pitiless
power	powerless	shame	Shameless
Rest	restless	tank	thankless

GRAMMAR

CONDITIONAL SENTENCES (IF CLAUSE)

Conditional clauses are used to express conditions. They are also called if clauses. They are called conditional clauses because of a certain condition is supposed or imagined to be fulfilled in order for an action to take place. Conditional clauses contain the word if or unless

Example

John will be pleased if he passes exams (It means that John will be pleased only when he passes exams)

Conditional sentences are divided into three; conditional clause I (if 1) conditional clause 2 (if 2), conditional clause 3 (if 3)

Conditional clause I (if 1)

Conditional clause I expresses that something is going to happen or chances for it to happen are high if a certain condition is fulfilled

Examples

1. If Mary buys that skirt, she will become smart.
2. I shall fall sick if I eat dirt.
3. If your father gives you school fees, you will go to school

Guidelines on the use of if 1

We use the present simple tense in the if clause and the future simple tense in the main clause

Example

1. If I get money, I shall buy a radio
2. Mother will punish us if we don't complete the work
3. If Juma comes, we shall go together

The condition to be fulfilled is contained in the if clause and the action to take place is in the main clause
We use the present tense in the if clause and the imperative in the main clause when telling or advising a person to do something because of a relevant condition
Examples

NOTE

(a) If I get time, I will visit my grandmother.

If clause **main clause**

(b) I will visit my grandmother if I get time.

Main clause **if clause**

(c) In part (a) above, a comma is very important whereas in part (b) no comma is needed.

When talking or asking about facts or general truths we use the present tense in both the main and if clauses

Examples

1. If you heat metals, they expand
2. If you uproot a plant, it dries up
3. If I have a bad dream, I experience the opposite

When an **if clause** comes first put a comma after it and before the main clause.

Example

1.If he comes, I shall go

When the main clause comes first there is no need of a comma
Example
I shall go if he comes early.
At times the word 'when is used instead of 'if' once we are sure that the condition will be fulfilled
Example
When I die, I will rot
When mercy fails, force is applied

ACTIVITY

Complete the following sentences using the correct form of the words in brackets.

1. If it rains heavily, farmers ……plant their crops.(to be)
2. The work will be easy if he……us more examples.(give)
3. If the gardener doesn't water the plants, they ……(die)
4. If he ……the exams ,he will be promoted to the next class.(pass)
5. The table will ……if you swing it. (breaking)

Complete the following sentences to form a correct if 1 conditional sentence.

1. If I go home early, ……
2. If you complete your home in time, ……
3. If we get there on time, we ……
4. If she sees him today, she ……
5. if my father comes tomorrow, I ……

Use of: Unless……

Unless means **If ……not** ……

Examples

1. **If it doesn't rain, I shall go swimming.**
   Unless it rains, I shall not go swimming.
2. **If I don't come early. I shall not enter the classroom.**
   Unless I come early, I shall not enter the classroom.

ACTIVITY

Rewrite the given sentences using:_____ unless_____

1. If Peter does not pay my money, he will end up in prison.
2. If it doesn't rain soon, farmers will not plant crops.
3. If James does not drive carefully, he will cause an accident.
   If those boys don't wash the car, I won't give them food.
4. If Joseph does not come, we shall ring him.
   If you don't see him, he will go away unhappy.
5. If I don't hear from you, I will not do anything about it.
6. If I don't get a first grade, I shall repeat the class.
7. If Opio and Okia are not late for school, they will be permitted in class.
8. If we don't reply to their letter, we shall not be considered good people.

COMPREHENSION

PASSAGE

Ssenyonga's Second Hand Vehicle

Ssenyonga was overjoyed when he bought a car. Although it was old, he liked it very much. He knew that there were a number of good mechanics around who could help him repair his car in case it broke down.

One day, Ssenyonga wanted to travel to his home area, Kabwohe. Kabwohe village is about twenty kilometers away from Mbarara town. He did not want to travel alone. He asked his friend, Waboineki, to accompany him. Ssenyonga started the car engine. They drove off. The car picked faster and faster. He started overtaking other cars. Waboineki got worried and reminded Ssenyonga about the dangers of driving at such a high speed. "You should not drive so fast, It is not safe with an old car like this", said Waboineki. Ssenyonga did not pay attention. Instead he answered, "This is not my first time to drive. May be it is your first time to travel by car"

No sooner had Ssenyonga said this than they started hearing a funny noise from the engine. The car certainly had a mechanical problem. Waboineki looked at his friend and said, "You didn't pay attention to my advice. "You see what I told you." Luckily, a breakdown vehicle came from the opposite direction. The driver of the breakdown got out and asked, "What happened to your car?"

Ssenyonga answered, "First, there was a funny noise then the engine just stopped. I do not know what the matter is. "The breakdown towed Ssenyonga's car to a nearby garage. The mechanic repaired the vehicle and told Ssenyonga that travelling at a high speed, especially in an old car is, is not safe. He advised him to drive more carefully.

QUESTIONS

1. Who bought a second hand car?
2. Why did he buy a second hand car?
3. Where is Ssenyonga's home village?
4. With whom did Ssenyonga travel?

5. How far did the two people want to travel?
6. Who drove the car?
7. What advice did Waboineki give Ssenyonga?
8. What is the danger of driving fast?
9. Why did the engine produce a funny noise?
10. How was the car taken to the garage?

COMPREHENSION

POEM

Read the poem below and then answer, in full sentences the questions about it.

Everything on earth
Was created on purpose
And so are the parts of a vehicle.
A vehicle is called so
Just because it is made up of many parts
These parts act differently.
Without one, that's a problem.

The engine produces power
But that isn't enough.
Tyres are needed for support
A steering wheel for control
At night, one needs a headlamp most
When it rains, the windscreen is important
As the wipers are very active.

You want to turn on either side,
Use an indicator to stop confusion.
Got an obstruction
The brake pedal is the solution.
The home for luggage is the boot
But remember, before you set off,
Tightening your seatbelt first,
For safe drive, saves life.
Doreen

QUESTIONS

a) What was created on purpose?
b) When does a vehicle have a problem?
c) According to the poem, why is a vehicle called so?
d) What supports a vehicle?
e) Why do you think the windscreen needs to be water free?
f) When does the driver need a headlamp?
g) Which part is used when the driver gets an obstruction?
h) Who wrote the poem?
i) How many stanzas does the poem have?
j) Give a word or group of words with the same meaning as the underlined in the poem.
   i) purpose:
   ii) obstruction:

COMPREHENSION

CONVERSATION

Tool Box in the Garage

Birungi (Shouting) Jumba, Konde, Odeta. Come here!
Konde: A snake again.
Birungi: It is not a snake. It is a box, look over there!
Jumba: What kind of box is that?
Odeta: Never touch what you are not sure of!
Konde: It seems you are right. Our parents and teachers warned us not to touch objects left lying around.
Birungi: But you always come to this garage and you don't know what kind of box this is!
Odeta: If you are so informed then tell us what the box is!
Konde: Ah! She is just teasing us again. I remember now. That is where daddy keeps rat poison.
Birungi: (Laughs) A box for rat poison in a garage! Be serious my friend.
Odeta: You just called us to tease us.
Birungi: Ok, now, it is a tool box.
Jumba: Yes, that is what I was about to say.
Odeta: But you did not say it.
Jumba: Let me open the tool box now. (He opens the box). This is a pair of scissors.
Birungi: You mean you are really ignorant? That is a pair of pliers. That is a spanner. We should know what these tools are used for. One day we may have to use them ourselves.

QUESTIONS

1. Where was the tool box?
2. Who wanted to touch the box?
3. Why did Birungi laugh at Kakande?
4. What tools are kept in the tool box?
5. How many people are in the dialogue?
6. Why do you think that one should not touch things left lying around?
7. Why did Jumba think that a pair of pliers was a pair of scissors?
8. Who seems to know more about tool boxes in the play?
9. Who was the first to speak in the dialogue?
   Who wanted to touch the tool box?

COMPOSITION

JUMBLED SENTENCES

The sentences below are in wrong order. Re-arrange them correctly to form a good story.

a) As he continued driving, the shaking worsened.
b) On going out, he found that one of his tyres was flat.
c) One morning, Alex woke up very fast ready to go to work.
d) While driving, his car started shaking and it appeared not to be balancing.
e) He called a mechanic and used a motorcycle to go to work.
f) He prepared himself, picked the car keys and headed to the car.
g) Since then, Alex first checks the car before using it.
h) So, he started the car engine and set off.
i) He therefore braked the car and got out.
j) He did not mind about it and continued driving.

SOLUTION TABLE

Incorrect order	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Correct order										

COMPOSITION

GUIDED DIALOGUE

The conversation below took place between Tom and Tito. Study it carefully and fill in Tom's responses.

TOM AND HIS BICYCLE

Tito: Hello Tom, how come you are pushing your bicycle?
Tom:_____
Tito: Flat tyre! What happened?
Tom:_____
Tito: Nails, sorry! Didn't you see them?
Tom:_____
Tito: Why didn't you switch on the headlamp?
Tom:_____
Tito: Better replace the bulb. And who will repair this flat tyre?
Tom:_____
Tito: Kato the mechanic? Alright. Aren't the spokes broken?
Tom:_____
Tito: So they must be……, mustn't they?
Tom:_____
Tito: Can you afford replacing them?
Tom:_____
Tito: Well and good. Won't it take long?
Tom:_____
Tito: It is ok, Good luck!
Tom:_____

COMPOSITION

GUIDED COMPOSITION

Use the words in the box below to fill in the gaps and form a complete story.

Kassim grew up when he was …… in becoming a mechanic as well as a business man. He started off with little …… and dealt in spare …… .
Kassim used to buy them in whole sale from Kampala, taking them to ……This business grew day by …… because he had captured a good …… of customers.
He only dealt in bicycle …… including the handle …… frames, tyres, …… free wheels, bells, indicators etc.
Nowadays, he made a step further and he is now buying and selling……

Hoima,	chains,	day,	parts,bicycles,
number,	interested,	bars,	spare, capital

TOPIC 2: PRINT MEDIA

VOCABULARY LESSON 1

Cartoon	A funny drawing in the newspapers or magazines. **Ceaser drew the cartoons of president Museveni.**
cartoonist	An artist who draw pictures to amuse, entertain, educate and persuade people. **Welbeck is a good cartoonist.**
Puzzle	A game or problem designed to test ones knowledge. **We answered all the crossword puzzles correctly.**
Story	Imaginary events told for entertainment. **Our grandfather told us an interesting story last week.**
news	Newly received information about current events **John reads the news of Balony FM.**
newspaper	A printed publication which contain news, adverts and articles of opinion. **We bought Sunday Monitor newspaper.**

VOCABULARY PRACTICE 1

Fill in the blank spaces with a correct word

1. She likes reading newspaper …….listening to the stories.
2. Both cartoons …….stories are interesting.
3. She failed…….complete the puzzle last night.
4. Peter is …….shortest cartoonist in our school.
5. The journalist reached the scene late …….of bad weather.

Arrange these vocabularies in ABC order.

6. news, newspaper, cartoon, cartoonist
7. story, puzzle, stories, puzzled

Re-write each of these sentences giving a single word for the underlined group of words.

8. That **gamedesigned to test one's knowledge** is very hard.
9. His mother has very many **imaginary events told for entertainment**.
10. Mark is the best **artist who draws pictures to amuse, entertain, educate and persuade people.**
11. Melisha likes shading **funny drawings in the newspapers or magazines**.

Give the plural forms of these vocabularies

12. Newspaper
13. Cartoonist

VOCABULARY LESSON II

magazine	A type of thin book with large pages and paper cover that contain articles and photograph
back page	Final page of a newspaper or a magazine.
front page	The first page of a newspaper which have main stories and headlines **The story about the president's burial was on the front page.**
reporter	**The reporter who wrote false information was arrested.**
editor	a person who edits and determines the last content of a written material **Wanda Gerald is an editor at Kolfram Educational Services.**
editorial	An article that expresses the opinion of a person or organization who wrote it. **His uncle bought two sports editorials.**

VOCABULARY PRACTICE II

Use the correct form of the word in the brackets to complete the sentences.

1. Our class ……very many cartoons last Friday. (draw)
2. The ……will appear in the newspaper tomorrow. (editor)
3. The ……travelled to the war zone alone yesterday. (journal)
4. That ……is the tallest man I have ever seen. (report)
5. The ……is very sick. (edit)
6. Most interesting headlines are found on the ……of newspapers. (front page)
7. Our class……its artwork in the school magazine every Tuesday. (advertise)

Construct meaningful sentences using each of the words below.

8. write
9. right:

Write the abbreviations in full

10. TV.:
11. they're
12. Advert:

Give the opposite of the underlined words in the sentences

13. The sports stories are always on the **front page**.
14. Wenkya drew cartoons **accurately**.
15. Pauline is the **most hardworking** editor at KESK newspapers.

VOCABULARY LESSON III

journal	
journalist	A person whose job is to discover new information about news events for newspaper, television or radio. **My father invited the journalist to his birthday celebration.**
journalism	The work done by journalist **Lameck studied journalism from Makerere University.**
column	
columnist	**The most common writer in the newspaper** Haggard is a sports columnist in Etop newspaper.
crossword	A word puzzle that usually takes the form of a square or a rectangular grid. **This crossword puzzle is very hard.**
media	The main mean of communication Plural form for **medium** A phone is an example of electronic media.

VOCABULARY PRACTICE III

Fill in the blank spaces with a correct word

1. Mutoni's father is a ……because he studied journalism.
2. The reporter……works for the New Vision visited us.
3. The lady ……camera got lost is sad.
4. The article……I wrote appeared in the newspaper.
5. ……the editor or the reporter is sick.

Arrange the words in alphabetical order.

6. editor, cartoon, editorial, columnist
7. advert, article, advertisement, advertises

Re-write each sentence giving a single word for the underlined group of words.

8. Two female **people whose job is to discover new information about news events for newspaper** came here yesterday.
9. All **radios, televisions, newspapers and magazines** should obey the laws of the country.

Write these vocabularies in plural form.

10. Medium
11. Crossword:

Rewrite the sentences giving the opposites of the underlinedwords.

12. The journalist who **visited** us is very handsome.
13. That columnist walks **slowly**.

Give the full form of these words

14. won't
15. Sch

VOCABULARY LESSON IV

announcement	A formal public statement about facts, occurrence and intention **Mark reads the announcements on Sanyu television.**
advertisement	Full form for advert. A public communication that promote a product and service. **We saw Kolfram advertisement of Bukedde newspaper.**
article	A piece of writing in a newspaper. **Monica wrote the most interesting article in Rupiny newspaper.**
brochure	A book or magazine containing picture and information about products and services. **I was given Kolfram Brochure for free.**
pull-out	To get out of an agreement or difficult situation **John pulled out of prison after two years sentence.**
newsletter	A small publication which contain news of interest. **I received my newsletter very late in the evening.**

VOCABULARY PRACTICE IV

Arrange the vocabularies in correct alphabetical order.

1. article, brochure, advert, column
2. newspaper, newsletter, news, new

Rewrite these sentences giving one word for the underlined group of words.

3. Anita will send me a **small publication which contains news of interest** through E-mail.
4. There are very many**public communications that promote a products and services** in this newspaper.

Give the plurals of the underlined group of words.

5. Newsletter:
6. Advertisement

LANGUAGE STRUCTURES

The use of: _____ will/ shall_____

Will and **shall** are auxiliary verbs used to indicate sentences in future simple tenses.

We use **will** with pronouns like **he, she, it**, **they** and **shall** for pronoun **I** and **we**.

Examples

1. The advertisement on games and sports **will** be in the newspapers next week.
2. We **shall** write an article next week.
3. He **will** buy some newspapers for us.

ACTIVITY

Fill in the blank spaces using: _____will/ shall_____

1. Grandparents ……tell us interesting stories tonight.
2. We ……listen to the news on Wanduc F.M

3. Tom ……draw more cartoons tomorrow.
4. They ……complete their crosswords later.
5. The columnists at Kolfram newspapers ……come here tomorrow.

Use the correct form of the word in the brackets to complete the sentence.

6. We shall ……cartoons drawn by Isaac. (shade)
7. He will ……home today. (come)
8. They will ……to the head teacher by midday. (going)
9. I shall ……you the reporter who gave false information about me.(show)
10. Keren will ……to answer that crossword puzzle because it is too hard. (fail)

LANGUAGE STRUCTURES

The use of: _____and so_____

This structure is used with affirmative sentences to mean also and to avoid repetition.

The structure is followed by the helping or auxiliary verb used in the first part of the structure.

Examples

1. Wasswa can drive a car. Kato can also drive a car.
Wasswa can drive a car and so can Kato.

2. The teacher is going on a tour. The pupils are going on a tour.
The teacher is going on a tour and so are the pupils.

When the helping or auxiliary verb is not given in the sentence, bring the word **do** and change according to the tense given.

Examples

3. Mum sent me a birthday gift. Dad sent me a birthday gift.
Mum sent me a birthday gift and so did Dad.
*Here the main verb **sent** is in past tense. Introduce **do** and change it to past tense.*

4. Morgan repairs vehicles every day. Challie repairs vehicles every day.
Morgan repairs vehicles every day and so does Challie.
*Here the main verb **repairs** is in present simple tense. Introduce **do** and change it to present simple tense.*

ACTIVITY

Join these pairs of sentences using: _____and so_____.

1. Peter is a lazy mechanic. Mary is a lazy mechanic.
2. Jesca wants something to drink. Ritah wants something to drink.
3. The boys do their work well. The girls do their work well.
4. The driver has gone home. The mechanic has gone home.
5. The doctor has a car. The nurse also has car.
6. Mother is going to the garage. Other ladies are going to the garage.
7. Gilbert ate an apple. Henry ate an apple.
8. The men have finished their work. The women have finished their work.
9. Musa is going to school. Ali is going to school.
10. The dog was killed. The cat was killed.

GRAMMAR

ARTICLES

These are ‘a’, ‘an’, ‘the’

Article “a”

The singular common nouns which start with consonants take the article “a” before them.

These consonants are b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

Examples

A kite, a boy, a tree, a mango, a car

It is also used in nouns which start with vowel letter but have consonant sounds.

Examples

a European , a university , a one way street, a Ugandan, a ewe, a uniform.

Article "an"

The singular common nouns which start with vowels take the article "an" before them. These vowels are; a, e, i, o, u

Examples

An example, an orange, an ant, anelephant, an ox, an umbrella

However, some words which begin with a consonant but sound like a vowel also take "an" before them.

Examples
An hour, an x – ray, an M.P, an honest man, an heir, an honourable

Article "the"

This article is used for the class, definite things, superlative degree, some rivers and mountains, countries, islands and water bodies. We always use it with nouns already known very well.

Examples
The kind, the poor, the rich, the moon, the sun, the soil, the biggest boy, the most beautiful girl, The Nile, The Amazon, The Red sea, The Rwenzori , The Himalayas , The United States of America.

NB.

"**The**" is used in front of all common nouns except proper nouns or when referring to something for second time and thereafter.

When the listener knows exactly what the speaker is talking about. E.g. shut the door

"The" is used before ordinal number like I was the first in the face.

"The" is used to refer to one thing or group of things commonly known e.g. the moon etc

ACTIVITY

Complete the following sentences by filling in 'a', 'an' or 'the'

1. I am not ……Honourable Member of Parliament.
2. The man who repaired our car is ……graduate.
3. Nyapendi is ……very beautiful girl.
4. ……European mechanic is different from an African mechanic.
5. Ocaya was both ……M.P and - ……mechanic.
6. Otim is ……clever mechanic.
7. I found ……interesting film at the movie centre opposite my favorite garage.
8. Did you see how blue ……sky was?
9. ……windscreen protects us from strong wind while travelling.
10. There is ……union of conductresses in Kamuli.
11. They saw ……snakes in the toolbox.
12. Where is ……rubber band that I gave you?

ACTIVITY

Choose a single word from the list of words below to complete the sentences

bird	flower	mountain	river	Musical instrument
game	fruit	planet	tool	vegetable

1. A duck is ……
2. A carrot is ……
3. Tennis is ……
4. A hammer is ……
5. Everest is ……
6. Jupiter is……
7. A spear is ……
8. The Amazon is……
9. A rose is……
10. A trumpet is……

GRAMMAR

RELATIVE PRONOUNS

A relative pronoun is a pronoun that begins a subordinate clause and relates to an idea in the sentence.

These pronouns are: that, who, whose, whom, which

The use of: _____who_____

This is a relative pronoun used to relate people to different ideas.

Examples

1. That is the boy. The boy hit me.
That is the boy who hit me.

2. Mary is the girl. She caused the accident.
Mary is the girl who caused the accident.

ACTIVITY

Join these sentences using: _____who_____

1. The man was taken to the hospital. The man was seriously injured.

2. The house girl was taken away. The house girl was a fool.
3. The sweepers will re-sweep today. The sweeper swept yesterday.
4. The lazy boy will do the punishment alone. The lazy boy is lame.
5. The lady was carrying a beautiful bag. The lady was ugly.
6. The beggar is poor. The beggar is dressed in rags.
7. The pupil was ashamed. The pupil gassed in the class.
8. I saw the man. The man saved the girl from the lion.
9. That is the teacher. The teacher took us to the garage.
10. Those are the men. They snatched my bag yesterday.

Using: _____whose_____

"Whose" refers to people or things it shows possession.

Examples

1. **He married a girl. Her father was rich.**
He married a girl whose father was rich.
2. **They gave her a horse. Its legs were very short.**
They gave her a horse whose legs were very short.
3. **We saw a house. Its windows were all broken.**
We saw a house whose windows were all broken.

ACTIVITY

Join these sentences using: _____whose_____

1. That is the man. His garage was robbed.
2. That is the car. The car's tyre was stolen.
3. I met a Dutch journalist. The Dutch's name was Adams.
4. Jane is the girl. Her book was stolen yesterday.
5. The cow died. The cow's tail was cut off.
6. Doreen is the girl. Her leg got broken.

7. Those are the desks. Their legs broke off during our play.
8. Joel is the pupils. His money has been stolen.
9. Those are David's shoes. Their soles are worn out.
10. She is the girl. Her father died in the accident.

GRAMMAR

Using: _____whom_____

When a pronoun is the object of the clause, you can use whom, instead of **who**.
Whom is used after a preposition for people.

Examples

1. **You spoke to the man. The man is the manager.**
   The man to whom you spoke is the manager.
2. **The person will be back soon. You have an appointment with him.**
   The person with whom you have an appointment will be back soon.

ACTIVITY

Join these pairs of sentences using: _____whom_____

1. My Cousin is a candidate already. I beat him by age.
2. That is the librarian. I got reading books from him.
   The child was about seven years old. The policemen were moving with her.

3. The rich man said it was no good. The butcher took the meat to him.
4. The Zairwa gave him some water to drink. The Rwandan was begging from him.

5. The thief was arrested by the passerby. The defence forces were looking for it.
   The officer bought him a pancake. Robert delivered the message to him.

6. The disease was a scourge. The minister died of it.
7. The two girls didn't like him. Tom used to sit between them.

GRAMMAR

Use of "which" or "that"

Relative pronouns **which** and **that** are used for things and animals.

Examples

1. **The dog was killed. The madman was chasing it.**
   The dog which the madman was chasing was killed.
   The dog that the madman was chasing was killed.

2. **That is the tree. The tree fell over the house last week.**
   That is the tree which fell over the house last week.
   That is the tree that fell over the house last week.

ACTIVITY

Join these sentences using: _____which_____

1. The rabbit was later trapped. The rabbit had run.
2. The money was stolen. The money was in the bank.
3. The puff- adder was running down the river. The puff adder was killed.
4. The mat was not very strong. The mat was mad of banana leaves.
5. The book has a poor cover. The book has good material.

Join these sentences using: _____that_____

6. The tree had very good timber. The carpenter cut it.
7. The house was really weak. The thieves broke into it.
8. The buffalo later killed all of them. The hunters were chasing it.
9. The hospital was a long way. The patient went to it.
10. The stone has to cut off my nose. The stone was thrown at me.

COMPREHENSION

PASSAGE

Read the passage below and in full sentences, answer the questions about it.

THE MEDIA HOUSE

Media are the different means used to communicate to millions of people. They spread information, news and entertainment to many people. That is why they are called mass media. Print media are newspapers, magazines, photographs, brochures and newsletters.

Newspapers are the most popular. They are made of sheets of paper printed on both sides and folded in half. Newspapers contain news, opinions, entertainment, photographs, cartoons, advertisements and much more.

In Uganda, there are daily newspapers which are usually sold very early in the morning. Newspapers report about what happens in the country and the rest of the world. How is a newspaper produced?

Journalists get the stories from people. They talk to them face-to face or on telephone. They write the stories with the help of computers. The stories are proofread to make sure that there is correct reporting. The newspapers are printed, arranged, folded and packed. They are now ready for sale.

QUESTIONS

(a) What kind of print media are mentioned in the story?
(b) Why are they called mass media?
(c) Why do you think newspapers are delivered very early in the morning?
(d) What kind of newspapers are there?
(e) What do newspapers contain?
(f) Suggest another word which means daily.
(g) Who collects news from the people?
(h) Who edits the news?
(i) Why do they proofread the newspapers?
(j) Where are the newspapers sold?

COMPREHENSION

ANNOUNCEMENT

The invitation letter below was written on the new vision of Monday16th January, 2024. Use it to answer the questions that follow in full sentences.

CLASSFIED ANNOUNCEMENT
THE NEW VISION
MONDAY, January 16, 2024

The family of Mr. and Mrs. J.B Walusimbi
with pleasure invites the company of
Mr. /Mrs. O.M. Obina to the graduation party of their beloved daughter
Alice Walusimbi.
The graduation ceremony will be held at Kampala International University and the reception will be at Uganda Youth Sharing Hall Nsambya.
Your positive response is our pride.
Organizing Chairman Committee

R.S.V.P
0777292922

QUESTIONS

1. On which day was the above announcement made?

2. Who wrote the announcement?
3. In which newspaper did the announcement appear?
4. Who is graduating?
5. Where will the graduation ceremony take place?
6. Write R.S.V.P in full.
7. If I want to know more about the party, which number should I call?
8. Who was invited to the above party?
9. What is the relationship between O.M. Obina and Alice?
10. Where will the reception be held?

COMPREHENSION

RADIO PROGRAMME

RADIOSOLO FM 73.3

Read the Radio Programme below and answer questions in full sentences.

Time	**programme**
06: a.m. -09:00 a.m.-	Ear opener with Adriko and John.
09:00 a.m.- 11:00 a.m.	Out and about Kizito Ken.
11:00a.m.-12:00 p.m.	Radio Safari
02:00 p.m.-03:00 p.m.	Behind the headlines with Daniel.
05:00 p.m.-06:00 p.m.	Talk of the Nation. Lubowa Martin
06:00 p.m.-07:00 p.m.	Score line by Irene.
07:00 p.m.- 08: 00 p.m.	Writers club
08:00 p.m.-09:00 p.m.	National news by Night Mpora
12:00 a.m.--02:00 a.m.-	The midnight caller with Peace

MANAGER

QUESTIONS

1. What is the notice about?
2. Who presents the last programme?
3. Which radio aired the programme?
4. On which frequency is the above radio found?
5. How many programmes does the above radio have?
6. Who wrote the programme?
7. How long is the second programme?
8. At what time is the writers club presented?
9. What programme does Lubowa Martin present?
10. How many presenters have been talked about?

DIALOGUE

Read the dialogue below and answer the questions about it in full sentences.

Sylvia:	Good morning, Mr. Asante, Have you seen today's newspaper yet?
Mr. Asante:	Oh, yes I have. Two of our pupils wrote letters to the editor.
Sylvia:	I am one of the pupils who wrote!
Mr. Asante:	I am very pleased to hear that.
Sylvia:	I feel pleased to write about what goes on in our village.
Mr. Asante:	What did you write about?
Sylvia:	I wrote about newspapers. Lenny wrote about hygiene.
Mr. Asante:	I must read those letters you wrote.
Sylvia:	I promise to write even more.

QUESTIONS

(a) Who are taking part in the dialogue?

(b) How many pupils wrote to the editor?
(c) At what time of the day did the dialogue take place?
(d) What did Sylvia write about?
(e) Who wrote about hygiene?
(f) How is Sylvia related to Mr. Mwebaza?
(g) What did Sylvia promise to do?
(h) Where do you think this dialogue took place?
(i) Write in full: Mr
(j) Write the past tense of **feel**

COMPOSITION
JUMBLED SENTENCES

The sentences below are not in correct order. Rearrange them to form a good story.

1. These pictures draw my attention so much.
2. Some of the cartoons are Kingo and Ekyanya.
3. I like the paper for various reasons.
4. The New Vision is my favourite paper.
5. Which covers a wide range of sporting activities.
6. First of all, its language is clear.
7. Thirdly, there are interesting cartoons.
8. And lastly, the sports pages.
9. Secondary, it has attractive coloured pictures.
10. It is so clear that at my age, I can get some interesting parts.

GUIDED COMPOSITION
NEWS PAPERS

Timothy and Diana were wondering why _____ father always reads different types of news papers. They _____to ask him. He told them that news papers are written by different news reporters. Each_____writes information different from the other. Some news reporters record _____Information in order to earn money from the public. Therefore, he reads different news papers to compare _____.
Another_____why he reads different news papers is that it enables him to get information on what is happening in Uganda and other parts of the _____He wants to be informed, educated and entertained as some news papers have interesting and exciting news items. He also_____them that he wants to get business_____which are commonly advertised. After his clear_____, the children thanked him and were encouraged to read news papers too.

explanation	false	decided	their	opportunities
journalist	told	notes	world	reason

TOPIC 3: TRAVELLING

VOCABULARY LESSON I

Further	A greater distance **His lorry broke down when he had driven further.**
Conductress	A female person who collects fare and guides passengers where to sit in the bus in a taxi or bus. **Margie is my best conductress in Global coach.**
Fare	Amount of money paid to bus/ taxi for travelling. **I paid my fare to the conductor.**
Conductor	A male person who collects fare and guides passengers where to sit in the bus in a taxi or bus. **Tom is a conductor at Makome bus.**
Ticket	A piece of paper or a card given to the passenger to show payment made. **Jimmy lost his ticket before entering the bus.**
Seat	A thing made or used for sitting on while in the vehicle. **We got front seats next to the driver.**
cycle	To ride a bicycle **Kevin cycled to town last week.** To move in or follow a repeated sequence of events.

VOCABULARY PRACTICE I

Fill in the blank spaces with the most suitable word or a group of words

1. That is the _____ who collected our fare.
2. Either the conductor_____ the conductress will come here shortly.
3. How _____is the fare from Soroti to Masaka?
4. I was given a blue _____ after paying for the journey.
5. _____beautiful that conductress is!

Use these words in the sentences to show that you know the difference in their meaning.

6. fair
   fare

Arrange these words to form a meaningful sentence.

7. bicycle Do have you a ?
8. conductor careless What a are you!
9. prefer travelling bus by I bicycle to riding a.

Rewrite these sentences giving the plural form of the underlined words.

10. There are more seat in a bus than in a taxi.
11. The conductress will come for us.

VOCABULARY LESSON II

Speed	The rate at which someone or something moves **Dad was driving a car at a high speed.**
Fast	Move or capable of moving at high speed **Sungura coach is the fastest bus.**
Reduce	To lower speed or size of something **The driver reduced the speed when we reached the black spot.**
Arrive	To reach a place at the end of the journey **We arrived at Kampala at midnight.**
reach	Arrive at/ get as far as **They reached school at 9 O'clock.**
Set off	To start a journey

	We set off from Kampala for Arua at midnight.

VOCABULARY PRACTICE II

Arrange these vocabularies in correct dictionary order.

1. speed, reduce, speeding reduced
2. reach, reduce, fast, arrive
3. seat, set, seen, sew

Re-write the sentences giving a single word for the underlined group of words.

4. We arrived at Kampala at midnight.
5. His rate of movement was very high.

Write given abbreviations in full

6. PSV:
7. PMO:

Use the correct form of the words in brackets to complete the sentences.

8. The…… rode so carelessly that he knocked a parked car. (bicycle)
9. That passenger…… on the seats of the bus. (lie)
10. My mother…… looked at the lazy conductress. (worry)
11. The cyclist dodged the pothole…… (wise)
12. The pilot…… the helicopter. (fly)
13. The bus company is looking for ……qualified drivers. (suitable)

Use each of the words in a sentence to show that you know the difference in their meaning

14. fast:
15. first:

VOCABULARY LESSON III

departure	The act of starting a journey **His departure marked the end of the meeting.**
destination	A final point of the journey **We reached our destination late in the evening.**
luggage	A bag or a container in which you pack your possessions while travelling **Conductors rarely ask for money for light luggage.**
passenger	A person travelling by a bus/ taxi/ plane or train **A taxi is licensed to take 14 passengers.**
travel	To move from one place to another using a bus/ taxi, train or by aero plane **His uncle travelled to Nairobi last week.**
taxi	A small vehicle that transports passengers **Our school was donated two taxis by the prime minister.**
coach	A comfortable single decker bus for travelling over a long distance **Gulu Luxury coach transports passengers from Gulu to Kampala.**

VOCABULARY PRACTICE III

Use the correct form of the words in brackets to complete the sentences.

1. The ……of the bus was delayed by the driver. (depart)
2. The…… she went, the faster she drove.(far)
3. Before the…… asked for money, she informed the passengers first. (conductor)
4. Atim often ……to school. (cycle)
5. John came with a lot of …… from town. (luggage)

Re-write giving a single word for the underlined group of words.

6. The passengers moved out of the bus **without making noise**.
7. My aunt is a **woman who collects the fare** in Gulu Luxury bus.
8. There were many **people ridingmotorcycles** in the town.
9. The Nile Star Coach's boot was full of **bags, suit case and mattresses**.

Rewrite these sentences giving opposites for the underlined word or group of words.

10. The conductor departed earlier than the driver.
11. The driver collected the fare from none of the passengers.

Rewrite these sentences giving singular form for the underlined word or group of words.

12. I saw our taxis in town yesterday.
13. Their travelling speed was too high.

Write these short forms in full.

14. Shan't:
15. e.g.:

LANGUAGE STRUCTURES

The use of: ……..while……..

The structure is used to talk about an activity which happens/ happened when another activity was / is also going on.

The structure can be used at the beginning or in the middle of the sentences.

Examples

Join these sentences using: _____while_____

1. **The conductor collected the fare. The taxi was moving.**
   The conductor collected the fare while the taxi was moving.
2. **The passenger stood up. The car was moving.**
   The passenger stood up while the car was moving.
   Join these sentences beginning: While_____
3. **The driver was talking on his phone. He was driving at a high speed.**
   Whilethe driver was driving at a high speed, he was talking on his phone.

ACTIVITY

Join these sentences using: _____while_____

1. John was driving a lorry. He was drunk.
2. The conductresses collected the fare. We were eating bread.
3. It was still raining. We drove to school.
4. He paid for his ticket. He was in another bus.
5. The funny boy jumped off the car. It was moving.
6. We came to school. They were in the class.

GRAMMAR

ADVERBS

Adverbs are words that modify verbs or tell us how, when an action take place.

FORMATION OF ADVERBS

Most adverbs are formed out of adjectives by simply adding "ly"

Adjective	**adverb**	**Adjective**	**adverb**
clear	clearly	pain	painful
accidental	accidentally	proud	proudly
sudden	suddenly	skilful	skillfully
quick	quickly	anxious	anxiously
royal	royally	poor	poorly
grateful	gratefully	annual	annually
fair	fairly	careful	carefully
mental	mentally	cheap	cheaply
equal	equally	hopeful	hopefully
clever	cleverly	practical	practically

Adverbs which are formed from adjectives by adding 'ly' after changing 'y' to 'I'

Examples

Adjective	Adverb	Adjective	Adverb
angry	angrily	easy	easily
lucky	luckily	hungry	hungrily
steady	steadily	noisy	noisily
heavy	heavily	merry	merrily
lazy	lazily	clumsy	clumsily

Other adverbs are formed by dropping 'e' and adding 'ly'

Adjective	Adverb	Adjective	Adverb
sensibly	sensibly	simple	simply
possible	possibly	terrible	terribly
gentle	gently	miserable	miserably
suitable	suitably	probable	probably
immediate	immediately	humble	humbly

Some adverbs are the same as adjectives e.g. hard, fast, well, late, early, better, next

Adverbs formed from nouns

Noun	adverb	Noun	adverb
danger	dangerous	force	forcefully
haste	hastily	nature	naturally
courage	courageously	office	officially
wonder	wonderfully	centre	centrally
cheer	cheerfully	active	actively

Comparison of adverbs by adding 'more' and 'most'

bravely	more bravely	most bravely
clearly	more clearly	most clearly
briefly	more briefly	most briefly
easily	more easily	most easily
freely	more freely	most freely
happily	more happily	most happily
loudly	more loudly	most loudly
quickly	more quickly	most quickly
slowly	more slowly	most slowly

ACTIVITY

Form adverbs from each of the following words

Horrible, able, nice, bad, cruel, whole, worth, careful, cheer,

Use the correct form of the words in brackets to complete each sentence

1. That girl writes very_____ .(slow)
2. I did my work _____.because I was in a hurry. (bad)
3. The headmaster _____walked into his office. (hurry)
4. It rained _____last night. (heavy)
5. The little girl _____gave a speech. (courage)
6. The basket was _____woven. (beauty)
7. _____the teacher entered the room the pupils stoop up. (immediate)
8. We were _____welcomed by the waiter. (warm)

GRAMMAR

SIMILES

Similies is when a description of something or someone is made in comparison to something else. They shoe special characteristics and qualities of things.

Examples of similes

As ageless as the sun
As agile as a money
As alike as two peas
As angry as a wasp
As bare as a stone
As black as coal
As blind as a bat
As busy as a bee/ant
As bright as new silver coin
As brittle as a glass
As brown as a berry
As careless as wind
As clean as a new pin
As cold as ice
As cool as cucumber
As crafty as a fox
As cunning as a fox
As cruel as death
As cunning as a fox
As dead as a door nail
As deaf as a door post
As deep as the sea
As delicious as a forbidden fruit
As dry as a bone
As dump as a mouse
As easy as ABS
As empty as space
As fast as light
As fat as a pig
As flat was a pancake
As foolish as a calf
As flesh as daisy
As friendly as a puppy
As glad as a fly
As gloomy as night
As good as gold
As graceful as the swam
As green as grass
As hairless as an egg
As hairy as a gorilla
As handsome as paint
As happy as a king
As harmless as a dove
As hasty as a dove
As heavy as lead/elephant
As weak as water

as high as heaven
as hot as fire
as ignorant as a child
as impatient as a lover
as innocent as a lamb
as jealous as a cat
as large as life
as lazy as a toad
as light as a feather
as loud as thunder
as low as the grave
as mean as a miser
as merciless as a grave
as obstinate as a mule
as old as the hills
as patient as job
as peaceful as sleep
as playful as a kitten
as poor as a church mouse
as proud as a peacock
as quick as lightening
as quite as a mouse
as rare as a blue rose
as round as an orange
as secret as a thought
as lifeless as stones
as serious as a doctor
as sharp as a razor blade
as sick as a dog
as silent as a grave
as slow as a snail
as sober as a judge
as solid as rocks
as steady as a rock
as strong as an ox
as sweet as honey
as swift as a deer
as tall as a giant
as timid as a rabbit
as thick as thieves
as thin as a stick
as ugly as a sin
as useful as a cow
as voiceless as a tomb
as warm as wool
As wise as an owl
As white as snow
As wise as king Solomon

ACTIVITY

Complete the following exercise

1. as _____as an owl
3. as soft as _____
4. as sharp as _____
5. as _____as a feather.
6. as _____as a kitten
7. as fat as _____
8. as _____as lighting
9. as busy as _____
10. as black as _____
11. as _____as a horse
12. as warm as _____
13. as _____as a grave.
14. as _____as a giant.
15. as happy as _____.

LANGUAGE STRUCTURE

The use of positive degree with

_____as _____as_____

_____not so _____as_____

(i) _____as _____as_____

This structure …….**as …….as……**is a conjunction used when comparing things or people with same or equal quality.

It is used in affirmative sentences.

as ……as…… is used to illustrate the equality of the nouns being compared.

Examples

1. The conductor is hardworking. The conductress is hardworking.

The conductor is as hardworking as the conductress.

2. My sister is proud. I am also proud.

My sister is as proud as I am.

NB. After as ……as……. , any pronoun used should be in a nominative case.

e.g. I, they, she, he, it, you

_____not so _____as_____

It is used when one sentence is negative and another is am affirmative sentence.

In negative sentences we say ……not so …….as …….

Examples

1. This room is big. That room is not big.

That room is not so big as this one.

2. Our driver is not old. The conductor is old.

Our driver is not so old as the conductor.

3. My father is tall. My mother is taller.

My father is not so tall as my mother.

ACTIVITY

Re-write using: ____as ____as_____

or ____not so ____as_____

1. Simiyu is very clever. Basibala is very clever.
2. Awino is very brave. She is like a lion.
3. Sanyu is bright. Her sister Betty is brighter.
4. Wamanga is kind. I am also kind.

5. Mary is ten years old. Suzan is ten years old.

6. My hen lays 5 eggs in a week. James' hen lays 3 eegs in a week.
7. Weneloba is a cunning boy. He is like a fox.
8. The boys were active. The girls were more active.
9. Wesonga is tall. Wanjusi is taller.

COMPREHENSION
PASSAGE

Read the following passage and answer the questions that follow in full sentences.

Travelling is an exciting activity. This is because it exposes you to many places of interest. When you travel, you learn and discover many things but most people travel for fun.

When you travel, the type of transport you use is very important. For example travelling by air is very exciting. The air hostesses will treat you like kings and queens. You eat a lot of snacks and get enough drinks at any time you want. Travelling by air is the fastest type of transport and therefore you do not need to stay on a plane for days to reach Europe. However, air transport is very expensive and that is why many people do not use it.

Most people in Uganda use buses to visit places of their interest. Although buses give you an opportunity to see all the features on the way, they will make you extremely tired especially if you are travelling long distances.

When children travel, they must be in the company of an adult who gives them guidance. Some adults travel to get rid of stress while others go on business trips. Travelling must be taken to be important because it is a way of life. You cannot talk of enjoying life when you have never travelled. So, next holiday I intend to travel to China.

QUESTIONS

1. Why is travelling an exciting activity?
2. How many means of transport are mentioned in the story?
3. What is the fastest type of transport?
4. What is commonly served on a plane?
5. Why is air transport not commonly used by people in Uganda?
6. Why it important for children to travel in the company of adults?
7. Write one good thing about travelling by bus?
8. Why do some adults travel?
9. Who treats passengers like queens and kings?
10. Write a suitable title to the story.

COMPREHENSION
PASSAGE

Read the following passage and answer the questions that follow in full sentences.

Travelling is an exciting activity. This is because it exposes you to many places of interest. When you travel, you learn and discover many things but most people travel for fun.

When you travel, the type of transport you use is very important. For example travelling by air is very exciting. The air hostesses will treat you like kings and queens. You eat a lot of snacks and get enough drinks at any time you want. Travelling by air is the fastest type of transport and therefore you do not need to

stay on a plane for days to reach Europe. However, air transport is very expensive and that is why many people do not use it.

Most people in Uganda use buses to visit places of their interest. Although buses give you an opportunity to see all the features on the way, they will make you extremely tired especially if you are travelling long distances.

When children travel, they must be in the company of an adult who gives them guidance. Some adults travel to get rid of stress while others go on business trips. Travelling must be taken to be important because it is a way of life. You cannot talk of enjoying life when you have never travelled. So, next holiday I intend to travel to China.

QUESTIONS

(a) Why is travelling an exciting activity?
(b) How many means of transport are mentioned in the story?
(c) What is the fastest type of transport?
(d) What is commonly served on a plane?
(e) Why is air transport not commonly used by people in Uganda?
(f) Why it important for children to travel in the company of adults?
(g) Write one good thing about travelling by bus?
(h) Why do some adults travel?
(i) Who treats passengers like queens and kings?
(j) Write a suitable title to the story.

A TIMETABLE

Study the timetable for some of the buses at Namayiba Bus Park in Kampala and answer the questions that follow in full sentences.

DAY	BUS	ARRIVAL	DEPARTURE	DESTINATION
Sunday	Horizon	11:00am	6:00am	Mombasa via Nairobi
Monday	Link bus Gateway	10:00am 10:00am	12:00noon 11:45am	Masindi Mbale
Tuesday	Otada	2:00pm	7:00am	Lira via Mbale
Wednesday	Link bus Teso Coach	9:30am 8:45am	2:00pm 10:30am	Tororo Soroti
Thursday	Gulu coach	5:00pm	7:00am	Gulu city
Friday	Link bus YY coach	12:00noon 6:00am	4:00pm 4:00pm	Apac Mwanza via Mutukula
Saturday	Akamba Royal coach	7:00am 9:00am	9:00pm 7:00pm	Kisumu Kigali via Kabale

QUESTIONS

(a) Which bus travels more than the rest according to the timetable?
(b) How many buses arrive at night?
(c) which bus goes to Rwanda?
(d) What time does Otada bus depart from Kampala?
(e) Which bus leaves Kampala earlier?
(f) What bus goes to Nairobi?
(g) Where does Royal Coach make its first stop over?
(h) Which bus arrives latest in Kampala?
(i) Give another word to mean **destination**.
(j) What does **via** mean?

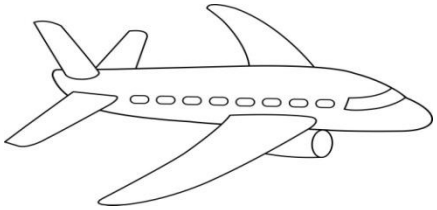
POEM

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

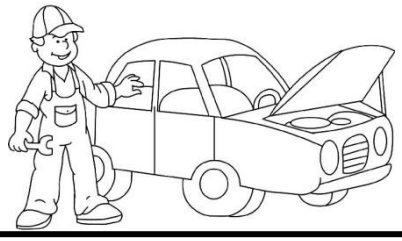


Travelling

Travelling is a good thing,
Whether by water,rail,
By road or by air,
There is plenty to see,
Gardens and plantations,
Islands and animals.



Passengers from all over the world,
With or without Luggage,
Pupils on their way to school,
Patients on their way to clinics,
Tourist on their way to the zoo,
And holiday makers of all races.



Travelling by train is fun,
As the engine pulls along "snake"
Wagons getting faster down the valley,
As passengers see the beautiful landscape,
As they share experiences,
With the different people they meet.

Okello Isaac- P5

Questions

a) What things are you able to see as you travel?
b) Why is travelling good?
c) What is the "long snake"?
d) Explain what the word "Passenger" means?
e) Why does travelling interest the traveler more?
f) Where does a tourist always go?
g) Why is travelling by train best during the day?
h) Name any two means of transport used by passengers when travelling.
i) What word means the same as "people walking on the road"?
j) With whom do passengers share experiences?

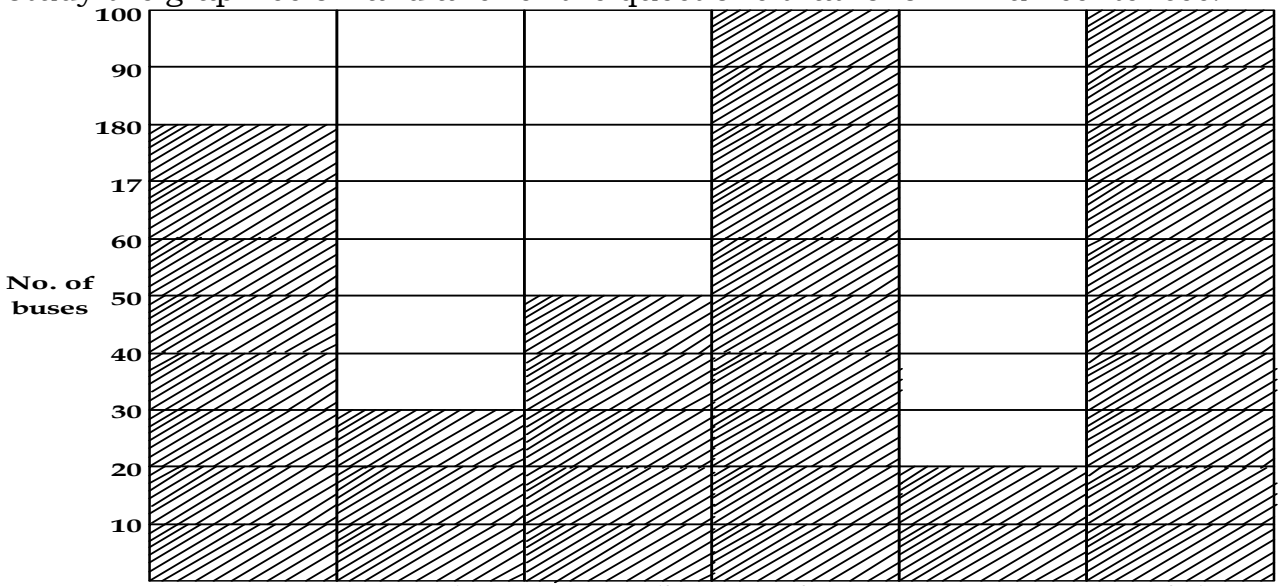
JUMBLED SENTENCES

The sentences below are in wrong order, write them in correct order
Rearrange the following jumbled sentences to form a meaningful story

1. The plane landed at Dubai airport and my aunt received me happily.
2. I was very much excited and anxious to get into the plane.
3. Last December holiday, I got a letter from my aunt.
4. Indeed it was an exciting journey for me and I will never forget it.
5. My parents processed my travel documents very fast.
6. She was inviting me to spend my holidays with her in Dubai.
7. At the airport, I was checked in using scanners and given a boarding pass with a seat number.
8. On the day I travelled, my dad drove me to the airport.
9. I was very much overjoyed because it would give me a chance to travel by air for the first time.
10. After the checking, I entered the plane and the flight was seven hours.

COMPREHENSION
GRAPH INTERPRETATION

Study the graph below and answer the questions that follow in full sentences.

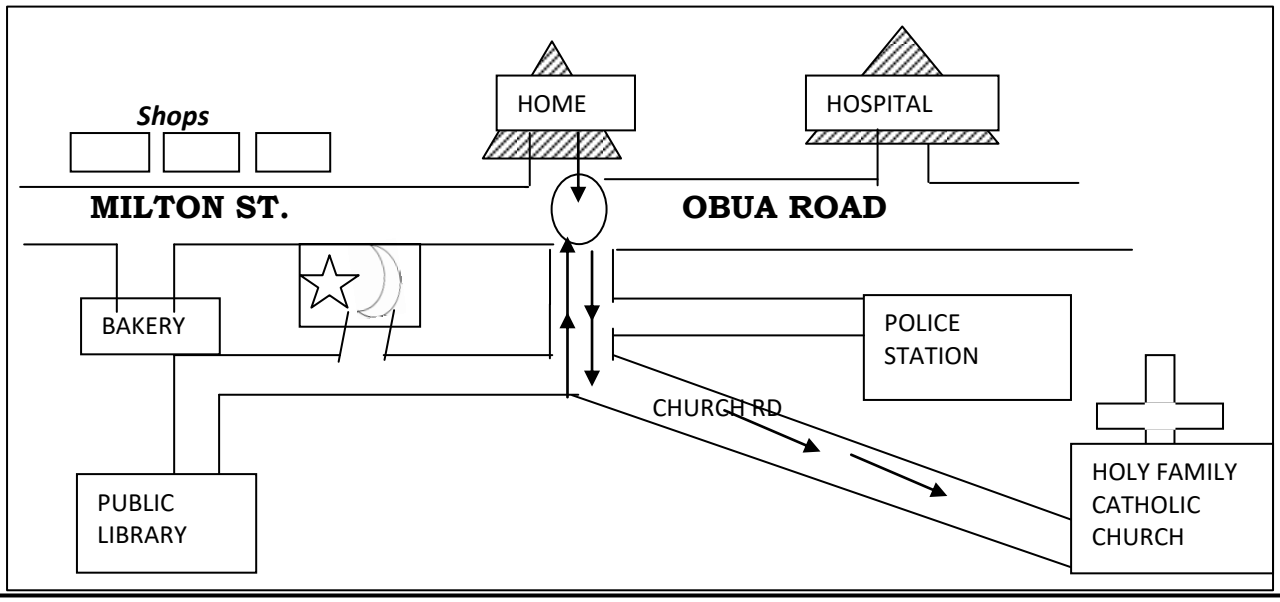


QUESTIONS

1. What is the graph about?
2. Which company has the least number of buses?
3. Which companies have the same number of buses?
4. What do we call a person who collects bus fare?
5. Which is the second richest company on the graph?
6. Why do you think Comfort has few buses?
7. How many buses does Zawadi have?
8. What is the total number of buses for gaga and link companies?
   What do you call people travelling by bus?
9. How many companies have been talked about on the graph?

COMPREHENSION
MAP INTERPRETATION

The diagram shows John's journey to the church to prayers. Study it carefully and answer and answer the questions in full sentences.



Questions

1. Where did John start his journey from?
2. Which direction does he take from home?
3. Where does Obua road lead to?
4. What do you think John is by religion?
5. Give a reason to support your answer in No.4 above.
6. In which direction is the police station from the public library?
7. Why did John make this journey?
8. On which street are the shops?
9. Write in full
   i) Rd: ii) St.:
10. Where is Mary a P.5 pupil likely to go and borrow a book if she wanted to read?

GUIDED DIALOGUE

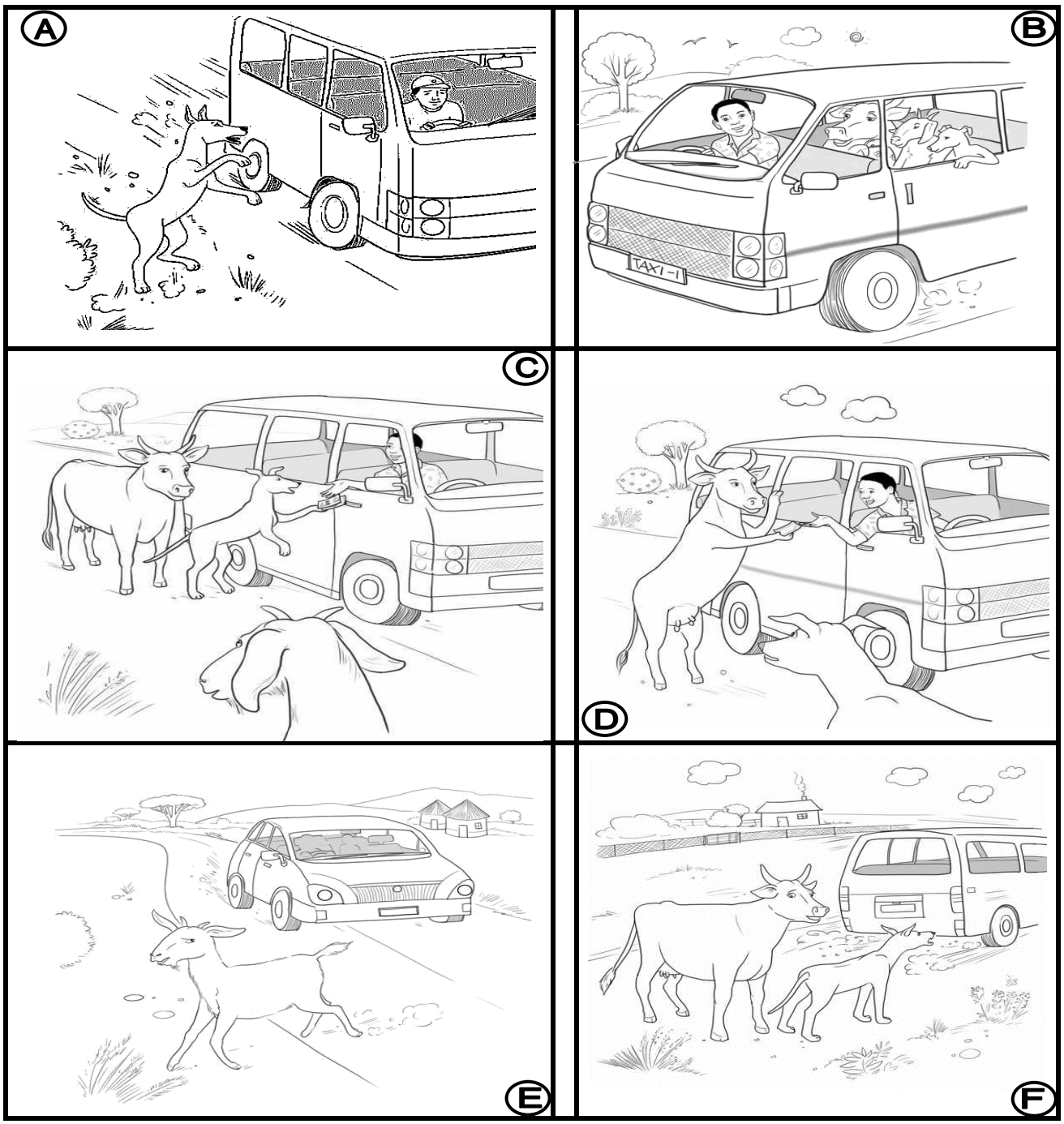
Study the conversation between the teacher and Peter. Fill in what you think are the right responses

Peter : Good morning, Teacher Mukasa.
Teacher:_____
Peter : I am late because there was a lot of jam on the way to school today.
Teacher:_____
Peter : Teacher, it is a long way from here, and by the time I reach town, the jam is already heavy.
Teacher:_____
Peter : I come from Nansana.
Teacher:_____
Peter: Excuse me sir, forgive me and do not punish me today. I will never come late again
Teacher:_____
Peter : I am going to tell my parents to drive me to school by six o'clock in the morning
Teacher:_____
Peter : I shall not forget to tell them.
Teacher:_____
Peter : Sir, I do not think I will ever come late again
Teacher:_____
Peter : Thank you teacher.
Teacher: now you can enter.
Teacher:_____

PICTURE COMPOSITION

Pictures A-F tells a story about animals' journey to the village. Study them and describe what is happening in each picture. You may use the words below to help you.

driving	stopping	paying	taxi	sitting
collecting	board	fare	running	annoy



1. Picture A:
2. Picture B
3. Picture C:
4. Picture D:
5. Picture E:
6. Picture F:
7. What is the dog doing in picture C?
8. Who do you think did not pay the fare?
9. Why are the two passengers annoyed in picture F?
10. Give another word or a group of words to mean the same as '**passengers'**.

ENGLISH: TERM 2

TOPIC 4: LETTER WRITING

Vocabulary lesson I

Invite	to ask somebody to come to a social event **My elder sister has been invited to a wedding party.**
Letter	a written or printed message that is usually put in an envelope and sent to somebody **Judith knows how to write a letter.**
Envelope	a flat paper container that is used for sealing in letters **Having written a letter, Jane sealed it in an envelope.**
Address	the name and details of where somebody lives or works and the post office box number to which letters etc. can be sent. **Our school address is Kingston Junior School, P.O. Box 1523, Gulu.**
Card	a small piece of hard paper or plastic with information on it. **John received an invitation card from a friend of his yesterday.**
Occasion	a special event, ceremony or celebration **The King's birthday is always a memorable occasion.**
Party	a feast or a social occasion often in a person's home where people eat, drink, talk, dance and enjoy themselves. **Jennifer's parents have organized a birthday party in their home at Ntinda.**

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POINT TO REMEMBER

a) When arranging vocabulary words in ABC/ dictionary/ Alphabetical order:

Do not change the words but change the order of the words and avoid full stops

Example

Arrange these words in a dictionary order

1. party , occasion, invite, envelope

   ✓envelope, invite, occasion, party

   ☒Envelopes, invited, occasion, party.

Vocabulary practice

Arrange these words in a dictionary order

1. address, occasion, invite, envelope
2. invite, inviting, invitation, invited
3. car, card, crush, curse

Use each of these words in a sentence to show that you know the difference in their meanings.

4. later
5. letter

Rearrange these words to form a meaningful sentence.

6. knows Ritah how letter write to a.
7. beautiful What a it is card!
8. Part birthday your When is?

Rewrite these sentences giving one word for the underlined group of words.

9. The King's birthday is always a memorable **special ceremony**.
10. Sarah has a blue **small piece of hard paper with information on it.**
11. We shall buy three **flat paper containers that are used for sealing in letters** from that shop.

Vocabulary lesson II

Guest	a visitor or a person who is invited to a particular ceremony **Maria invited a lot of guests but a few of them attended the party.**
Signature	a signed name or the act of signing something **Somebody had forged my signature on the cheque.**
Host	a person who invites guests to a meal or party **The host was too excited to address his guest.**
Hostess	a woman who invites guests to a meal or a party. **The hostess was smartly dressed for the party.**
Ceremony	a public or religious occasion that involves a series of events **My brother and I attended a wedding ceremony last Saturday.**
Affectionate	expressing caring feelings and love for somebody **Mr. and Mrs. Tom are very affectionate towards their children.**
Sincerely	part of the conclusion used at the end of a letter before the writer's name **After writing yours sincerely, John wrote his name.**
Sender	A person who sends a letter or something **Mary is the sender of this letter.** 

Vocabulary practice II

Use the correct form of words given in the brackets to complete the sentences.

1. Magogo is very good at _____friendly letters. (write)
2. The writer's _____was very complicated. (sign)
3. I wrote a _____ letter last week. (friend)
4. It is not easy to write an_____letter. (office)
5. Joan didn't receive his _____card to the party. (invite)
6. Peter's letter has no _____ . (conclude)
7. I received a parcel from a friend of_____. (you)
8. It is _____ to send a mail than to post a letter.(easy)
9. All the girls will write the letter by_____ (them)
10. The chief guests will be_____ by our head prefect. (address)

Use each of these words in a sentence to show that you know the difference in their meanings.

11. horse
12. host

Vocabulary lesson III

vocabulary	Meaning and usage in sentence
Receiver	a person who receives a letter or something **Mummy was the receiver of my letter.**
Writer	A person who writes a letter or something

	The head teacher is the writer of this letter.
Friend	A person who is not your relative but closely associated with you **Peter is my best friend.**
Reply	**(V) to give an answer** She will not reply to your letter because she is sick. **(N) an answer** Most of his replies were tricky.
classmates	**A person with whom you share the class.** Peter is my P7clasmate.

Vocabulary practice III

Fill in the blank space with a suitable word.

1. The_____ more letters you read, the more perfect you become.
2. I would _____ write personal letter than official letter.
3. He visited the _____because he had toothache.
4. Lina was knocked _____by a speeding car.
5. How _____does a bottle of soda cost?

Use the correct form of the word given in brackets to complete these sentences.

6. Lucy was _____to me that she ate my fruits. (lie)
7. Godwin is the _____Boy in the class. (happy)
8. Children should pray for _____everyday. (wise)
9. I took the _____ position in the composition writing competition. (five)
10. Our teachers have very neat hand_____. (write)

Re-write the sentence, giving one word for the underlined group of words.

11. I have been writing the letters **every day.**
12. We shall write the letters to our **mothers and fathers**.
13. My friend was seated in the **direction where the sun rises from**.

Vocabulary lesson IV

informal letter	A letter addressed to a relative for a personal interest **Informal letter is another name for personal letter.**
personal letter	A letter addressed to a relative for a personal interest **I wrote a personal letter to my uncle.**
first name	The name before the Christian name. **My first name is Mutiama.**
body	The part of the letter where main points are expressed **The body of his letter has a lot of grammatical errors.**
date	A day, month and the year in which something happened. **On which date was the letter written?**
affectionately	A word used to end a letter She ended her letter as ***Yours affectionately***.

Vocabulary practice IV

Arrange these words in a dictionary order.

1. body, boy, toy, try
2. date, name, same, shame

Rewrite these sentences giving the opposites of the underlined words.

3. His **first** name is very long.
4. The date he wrote on his letter was **incorrect**.

Write these short forms in full

5. When's:
6. RE

Use the most correct form of the words in the brackets to complete these sentences.

7. Tembo has the ……handwriting in our class. (good)
8. Asilam was reading his letters …… (silent)
9. Our teacher's …… of the word ewe was tricky./ (pronounce)
10. We are learning letter writing, …… we? (are)

Vocabulary lesson V

relatives	People who are related to you M**ost of my relatives live in villages.**
informal	Not in a formal way **The letter was written in informal way.**
introduction	The beginning part of something **The introduction part of his letter is very organized.**
Purpose/reason	Intention of doing something **What were the reasons/ purposes of writing those letters?**
inform	To make someone aware of something **I informed my mother about my sickness**.
ask	To request/ inquire something **We shall write a letter asking for football match competition.**
thank	A word used to appreciate someone for something well done. **Mummy thanked me for writing a neat letter.**

Vocabulary practice V

Write the full form of the given contractions

1. Shan't
2. Sr.

Re-arrange the given words to form a correct sentence

3. have good It friends to is.
4. country is Uganda beautiful a What !

Arrange the given words in alphabetical order.

5. Mbarara, Kampala Jinja, Lira
6. blunt, blink, black, block
7. thank, think, thinking, thanking

Fill in the blank spaces with the most suitable words or a group of words

8. What is ……purpose of writing this letter?
9. Sarah knows …… to write an official letter.
10. Uncles Moses is a best relative ……mine.
11. The reference is not a part of a friendly……
12. Either Mummy ……dad will teach me how to write the informal letter.

Language structures

…… would ……

This structure is used to express something that is likely to happen

Examples

I shall fly like an aero plane if the timekeeper rings the bell.
I **would** fly like an aero plane if the timekeeper **rang** the bell.

Further examples

Join these sentences using: _____would_____

1. If we ask Sarah, she will give us her radio.
   a) If we asked Sarah, she **would** give us her radio.
   b) Sarah **would** give us her radio if we asked her.

In the statements above, let's have the highlights

In sentence (a), we started the conditional sentence with **if clause** and the comma is used to separate the **two** statements.
In sentence (b), we started the conditional sentence with **main clause** and no comma is used to separate the two statements.



POINT TO REMEMBER

When we start the conditional sentence with **if clause,** the noun must come before the pronoun when referring to the same subject.

☑If we asked Sarah, she **would** give us her radio.

☒If we asked her, Sarah **would** give us radio.

----------would---------- is used in if (2) conditionals.

2. We shall learn how to write a friendly letter if teacher Mark comes in the morning.
   We **would** learn how to write a friendly letter if teacher Mark came in the morning.
   If teacher Mark came in the morning, we **would** learn how to write a friendly letter.

✍Activity✍

Rewrite these sentences using: _____would_____

1. If we get time, we shall sing the anthem.
2. Mummy will visit us if she gets money.
3. Bogere will write to his uncle if he buys a new pen.
4. He will come to our party if we invite him.

Would_____?

We use would when we are asking someone to do for us something.

Examples

1. Would you write a letter to your mother if she was sick?
2. Would you tell your father that I had come to see him?

Rewrite these sentences beginning with: Would.....?

1. Anita will write a letter if I tell her.
2. Dad will buy some juice if we remind him.
3. Maria will collect our books if we hurry writing.
4. Tembo will come home early id he finishes his homework.
5. Bingo will come to the party if we invite him.

LANGUAGE STRUCTURES

The use of: _____could_____

____could _____ is used to make suggestion about something that will happen in future.

Examples

a) Maria could write a letter inviting Maggy to a birthday party.
b) Obed could write a letter to his uncle next week.
c) Bob could deliver the letter to Musa.

The use of: Could_____?

We use could at the beginning of the sentence to make requests.

Examples

a) Could you come to assist me at the party?
b) Could he reply to that letter immediately?

Exercise

Fill in the blank spaces using the most sitable word or group of words

1. Could Nameere _____the national anthem properly?
2. _____you stop shouting in class?
3. Ocemere _____ reply tomy letter tomorrow.
4. We could write invitation letters to _____uncles and aunts.

Grammar

Interjections

These are words or phrases that express strong emotions or feelings such as: - excitement, anxiety, sorrow, surprise, etc.

Interjections are written with exclamation marks e.g. Alas, hurray, gosh, wow, oh, ah, eh, hey, good gracious, my goodness, good heaven, my dear, etc.

Examples

(a) Hurray! We have won the match.
(b) "Stop it! "Ordered the teacher.
(c) Alas! I have failed to make it again.
(d) What an interesting book this is!

Exercise

Use each of the following interjections to complete the statements correctly. (alas, hurray, gosh, oh, wow, hallelujah)

(i) _____! You looks smart.
(ii) _____!i have poured soup on my shirt.
(iii) _____!i forgot the letter.
(iv) _____!! The injection is painful.
(v) _____! we are the winners!
(vi) _____! The child is dead.

Grammar

Punctuation

Punctuate the following sentences correctly

1. our teacher mr.tusiime is to wed this saturday.
2. the little boy drowned into lake Victoria
3. i won't attend the party said kabuusu
4. you ought to be more careful, ought you
5. the teacher asked me why are you late
6. how old is your mother
7. what a lovely day it was
8. why don't you come with us james
9. our head teacher will leave for london on Thursday
10. she was told to buy oranges pawpaws pineapples and pumpkins
11. today is monday 18thjanuary 2024
12. joyce and jane go to sir apollo kaggwa primary school

Grammar

Personal pronouns

A pronoun is a word that is used in the place of a noun.

A personal pronoun is a pronoun that we use to refer to people or things.

When we talk of persons, we mean the 1st person, 2nd person and 3rd person. These persons appear in singular and plural.

Examples

1. **Kennedy** normally writes good letters.
   He normally writes good letters.



I and Peter are rich.

Those are used as subjects in the nominative case. They are also works as the doer of the action in a sentence.

Person	**Singular**	**Plural**
1st person	I	We
2nd person	You	You
3rd person	He, she, it	they

(a) **I** came late yesterday.
(b) **You** are my chief enemy.
(c) **He** fasted for two days.

Those used as objects (objective case)

Objective pronouns act as the receiver of the action in a sentence. They are commonly used in passive voice.

Singular	Me, him, her, you, it
Plural	Us, you, them

More examples

(i) The teacher told us to go home.
(ii) The nice story was read by **them**.
(iii) Baguma was visited by us.

Activity

Fill in the blank spaces with correct personal pronoun.

1) Two pedestrians were involved in the accident. _____were badly injured.
2) The doctor applied some medicine to the wound, and then _____ bandaged it.
3) Abdul cannot take part in the school sports because _____sprained his ankle yesterday
4) A triangle has three sides, _____also has three angles.
5) _____have a brother and a sister. My brother and sister are teachers.
6) I am a member of the school band. _____ have learnt a lot about music.
7) Lingling and Meimi are orphans. _____have no parents.
8) My father wears spectacles. _____has been wearing them for several years.
9) Mr. Wannie took a picture of the leopards. _____were sleeping in their cage.
10) I sent a postcard to my uncle and aunt. _____live in Hong Kong.

Comprehension

PASSAGE

Read the story below carefully and answer in full sentences, the questions that follow.

Personal letters and invitations

We often write to our friends and relatives to inform them about the good or bad things that may have happened. These are called friendly or personal letters.

A personal letter should show the writer's address or a place of contact first. This is very useful to the addressee in case one would like to write a reply. The addressee is the person to whom the letter is being written. The address should show a box number and a city or town where the post office is. In some countries, an address indicates the road, street or avenue and plot number of where one stays or works.

The letter bears the date on which it was written. This is followed by the salutation or greeting in simple words "Dear, and the name". The writer may then write the body which includes the things that one intends to tell the reader of the letter.

Some writers are fond of including many interesting things. This makes the letter lengthy. A good letter should be written in good language, good handwriting and correct spellings. Good punctuation and neatness make a good letter. It is good to read through the letter before sealing and posting it to make sure that the letter has no mistake. You should remember that all letters that are posted should bear a postage stamp to make sure the letters reach the intended destination.

Questions:

a) What is the story about?
b) Write the other name for a personal letter.
c) Why do we write personal letters?
d) What should a personal letter show first?
e) What is the importance of a plot number on some letters?
f) What should an address have?
g) Who is an addressee?
h) What should you do before sealing a letter?
i) Write any **two** things that make a good letter.

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POINT TO REMEMBER

a) *The questions which start with: write, mention, state or give require short answers mostly question demands only. No long sentence is allowed. No full stop is allowed.*

Examples

Mention any two types of letters.

✓(i) official/ formal letters (ii) Personal/ Informal letters

☒Official/ formal letters and Personal/ Informal letters are the types of letters.

<u>A personal letter</u>

Imagine that the letter below is from your young cousin, Sam
Read the letter carefully and in full sentences answer the questions that follow.

Buto village,
Po Box 2312,
Arua

17th June, 2023

Dear cousin,
I am writing this letter to you with a lot of sadness in my heart. I am asking you to help me in this problem. My armpits smell a lot. I bathe every morning and evening but the smell never stops. My grandmother told me to bathe with a certain herb, which I did but the smell has not stopped.

The smell has caused me a lot of problems at school. The friends I make always run away from me because they cannot stand it. I have no friend and life at school is very hard. I am thinking of dropping out of the school to go and work I my parents' garden.

I fear to tell my **parents** about this problem. Please help me now. It is urgent.
Kind regards,
Sad Boy Sam

Questions

a) Who wrote the letter?
b) In which village does the writer live?
c) When was the letter written?
d) Why is the writer asking for the help?
e) Who told the writer to bathe with a certain herb?
f) What happened when the writer bathed with the herb?
g) Why do the writer's new friends always run away?
h) Why doesn't the writer have friends at school?
i) Where did the writer thought of going after dropping out of the school?
j) Give a word or a group of word to mean the same as " parents"

Read the dialogue below and answer the questions in full sentences.

Ssentongo : Hullo! Nakanwanzi, where have you been?

Nakanwanzi:	Have been to the post office to check my father's mail box.
Ssentongo:	A mail box? What does it look like?
Nakanwanzi:	It is a small box in the post office with a personal number called post office box number.
Ssentongo :	I have never had anything about the Post Office. What is your father's post office box number?
Nakanwanzi:	It is P.O. Box 2481, Kampala.
Ssentongo :	So did you get any mail in it?
Nakanwanzi:	Certainly yes, I got a parcel from our aunt who lives in London.
Ssentongo :	What do you think is in the parcel?
Nakanwanzi:	I can't tell, I have to wait for father to open it..
Ssentongo	**:** Your aunt is a good lady.
Nakanwanzi:	Definitely, she promised to take me with her during Christmas if I pass well.
Ssentongo :	When will I meet you again?
Nakanwanzi:	Obviously I am always here to check my father's mail box on a day like this.
Ssentongo :	See you.
Nakanwanzi:	See u too.

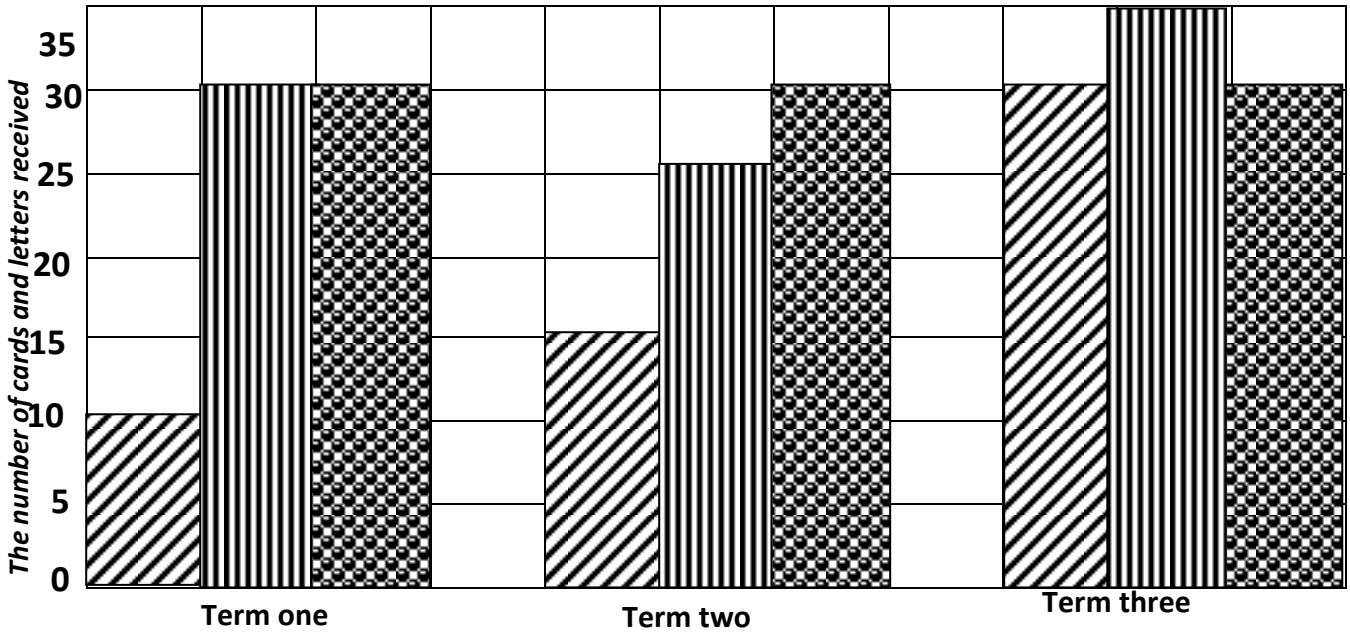
Questions

1. Who are the two people talking in this dialogue?
2. Where had Nakanwanzi been?
3. Who did not know about a mail box?
4. Whose mail had Nakanwanzi gone to check?
5. Write Post Office Box in short.
6. What is Nakanwanzi's father's Post Office Box Number?

7. In which town does Nakanwanzi and her parents live?
8. Who lives in London?
9. What did Nakanwanzi find in the Post Office mail box?
10. Suggest a suitable title to the dialogue.

GRAPH

The graph below shows the letter that was received by Okello Walter, Head teacher Ajaga Primary School found in Minakulu Sub County in Oyam District. Study it carefully and use it to answer the questions that follow in full sentences



The three terms in the year

Key

Invitation letters | *Application letter* | *Personal letters*

Questions

(a) Who received the leters above?
(b) In which sub county is Ajaga Primary School found?
(c) Where is Minakulu Sub County found?
(d) In which term did Walter received the most letters?
(e) What was the total number of application letters received throughout the year?
(f) In which term did Walter received the least number of personal letters?
(g) In which term was the number of personal letters and application letters the same?
(h) How many invitation letters were received in first term?
(i) Suggest one job whose application letter was addressed to Walter.
(j) Why do you think Walter received many invitation cards in third term?

Composition writing

Rewrite the jumbled story to end up with a letter

1. Your loving friend.
2. PO Box 478, Masaka
3. I want you to come with your sister Diana.
4. In Nairobi, we hope to meet Ronnie Jumba, the business man.
5. How is life in Kampala and how did you spend your Christmas?
6. Dearest Monica,
7. Mugisha Edward,

8. I would like you to come over to Tororo on 1st December, 2024
9. Please, reply very soon to confirm that you are coming.
10. We shall organize a trip to Nairobi if both of you come.
11. 14th July, 2022
12. Masaka town council.

Guided Composition

Fill in the blank spaces with a suitable word to complete the letter below.

Word box				
Box	Yours	able	to	are
doctor	Disease	23/03/2023	meals	hard

Green Field Primary School,
P O, _____ 113,
Masaka.

_____

Dear Gloria,
How _____ you doing? What about studies? I believe you are studying very

_____ for excellence.
The purpose for writing letter is to let you know that I won't be _____

to attend your birthday because I have got chicken pox. I was advised by the _____to stay in isolation since the_____ is infectious.
I am so disappointed I will miss the party especially that beautiful and delicious _____.
Please give my regards _____your parents and friends.
Happy birthday
_____affectionately,
Annette Nakagwa.

LETTER WRITING COMPOSITION

Write a letter to your friend inviting him / her to your birthday party which will take place on 6th June, 2017 at Freedom City at exactly 2:00p.m. Remind your friend not to forget to carry play station 2.

TOPIC 5: COMMUNICATION

SUB TOPIC 5A: THE POST OFFICE

Vocabulary I

letterbox :	A narrow opening in which a letter is delivered **The letter slot was too narrow for my letter to pass through.**
stamp	to send a letter to somebody through the post office **The secretary posted two letters yesterday.**
post	to send a letter to somebody through the post office **The secretary posted two letters yesterday.**
postage :	the cost of sending a letter by post **When the dollar rose, there was an increase in postage rates.**
post office	a place where you can buy stamps and send letters **My sister went to the post office because she wanted to post a**

	letter to our father
directory:	a book containing information such as lists of people's telephone numbers or the names and addresses of their business **To my surprise, I saw the name of our school in the directory.**
box rental	a public box in which letters are put when you send them **The little girl dropped her letter into the letter box yesterday.**

Vocabulary practice I

Arrange these new words in a dictionary order.

1. director, directory, direct, direction
2. post, posting, postage, poster
3. directory, postage, stamp, letter

Arrange these words to form a meaningful sentence each.

4. is the What use of a directory?
5. That post office is the building.
6. What big a directory is this!
7. **Rewrite these sentences giving the opposite of the underlined words.**
8. We met the **most hardworking** lady in the post office.
9. Is a dictionary **heavier** than a directory?
10. His **Uncle** will post his letter on Sunday.

Rewrite these sentences giving one word for the underlined group of words.

11. We went to a **place where you can buy stamps and send letters** in Kampala.
12. We saw two **vehicles used for transporting casualties** at the post office.
13. The post office is **not far from here**.

Vocabulary lesson II

Money order	An official paper used to pay money by someone **Kalinda will send his money order in the morning.**
Parcel	Something that is wrapped in paper or put into a thick envelope so as to be sent by mail or carried easily **The postman delivered two parcels from the general post office last week.**
Telegram	a printed message sent by a telegraph **John has never received a telegram from his uncle.**
Mail	letters, packages or parcels that are sent and delivered **The post woman will deliver our school mail tomorrow morning.**
Aerogram	a sheet of light paper that can be folded and sent by air as a letter **My class teacher has just received an aerogram from his brother in South Africa.**
Registered mail	a method of sending a letter of package whereby the person sending it can claim money if it gets lost or is delivered late **The bank manager usually sends registered mails to his clients.**
Package	**:** a box or bag in which things are wrapped or packed. **We received a package of envelopes and stamps from the post office**

Vocabulary practice II

Use the correct form of the words given in brackets to complete the sentences

1. The postmaster was _____by a bee yesterday. (sting)
2. Having _____a nice letter, Sandra posted it. (write)
3. That little girl always _____her father's parcel. (carry)
4. The secretary _____two letters last week. (post)
5. _____was misplaced in the post office. (apply)
6. I _____an aerogram to my uncle last December. (send)

Fill the blank space with a suitable word or group of words.

7. I have forgotten _____ I put my mails yesterday.
8. Your parcel is clean, _____it?
9. You cannot buy an envelope_____ you have a lot of money.
10. The writer of this letter is _____ honourable Member of Parliament.
11. Mr. Kizito is interested _____ sending telegram.

Write the following abbreviations in full

a) shan't_____ b) P.O. _____ c) Rev._____

The use of: Both _____and_____

Both ….. begins a sentence if the subject of the sentences are different.
Both is written in the middle when subjects are similar or the **same**.
It cannot stand on its own to join two sentences. It works hand in hand with "**and**"

Examples

1. **The teacher is going on a tour. The pupils are going on a tour.**
   Both the teacher and the pupils are going on the tour.
2. **Mary has a red bag. Sarah has a red nag.**
   Both Mary and Sarah have red bags.
3. **The drink was sour. The drink was expired.**
   The drink was both sour and expired.

Join the following sentences using: _____both _____and_____

1. Brenda prepared tea. Brenda prepared food.
2. The fruit was juicy. The fruit was delicious.
3. Stella was a bright pupil. Stella was a smart pupil.
4. Janet is my friend. Janet is my cousin sister.
5. I don't eat meat. I don't eat fish.

Join the following sentences beginning: Both _____and_____

6. Peter is a lazy pupil. Mary is a lazy pupil.
7. My parents were absent. I was absent.
8. The dog drinks milk. The cat drinks milk.
9. She is my guardian. She is my benefactor.
10. Musa is going to the market. Ali is going to the market.

Using: Either .....or.....

This conjunction is used to show that one of the things will happen.
It is used to talk about a choice between two possibilities and sometimes more.
It is used in affirmative sentences.

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POINT TO REMEMBER

1. We begin with **Either** when the subjects are different
   Examples
   a) Sarah knows the post office. John knows the post office.
      Either Sarah or John knows the post office.
2. we use **___either ___or___** when the subjects are the same.
   b) He must laugh. He must cry.
      He must either laugh or cry.

Examples

4. **Sarah may go and watch a movie. Deborah may go and watch a movie.**
   Either Sarah or Deborah may go and watch a movie.
5. **They will win. They will be defeated.**
   They will either win or be defeated.

Activity

Join these sentences beginning: Either _____or_____

1. James will go to church. Alex will go to church.
2. You may go to Namakata next month. I may go to Namakata next month.
3. My friend will attend the party. My enemy will attend the party.
4. The teacher is coming. The pupils are coming.
5. Daddy drove the car. Mummy drove the car.

Join these sentences using: _____either _____or _____

6. He can eat. He can drink.
7. He will greet the visitors. He will smile at them.
8. I shall play a piano. I shall play a guitar.
9. The pupils will sing. The pupils will dance.
6. The maid must cook supper. Mother must cook supper.

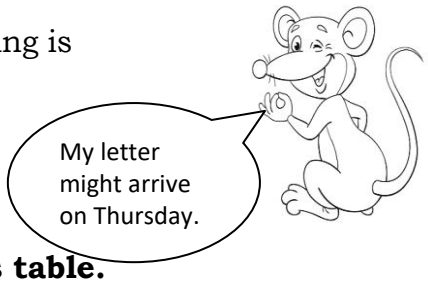
Language structures

_____might_____

Might is used as the past tense of **may** to show that something is possible.

Examples

1. She might receive her parcel this evening.
2. My letter might arrive on Thursday.



Read and write at least 6 correct sentences from this table.

The postman		collect the letters today.
I		post my letter next week.
The children	might	visit the post office soon.
My pen pal		write to me a letter soon.
Mummy		send some money by mobile money.
Daddy		

Example

The postman might collect the letters today.

Language structures

Activity

Rewrite these sentences using: _____might_____

1. The postman will collect our letters today.
2. I am going to post my letter next week
3. Primary seven pupils will visit the post office very soon
4. My pen pal is likely to write to me next week.
5. Daddy may write to me a letter very soon.
6. Shilla may send me some money next week.

THE USE OF UNLESS AND THE CONDITIONALS

Unless refers to "if___ not___" or "___except if____"

If you are to use unless at the beginning of a sentence, the following rules are followed

1. If you have positive sentences in both, the if clause and the main clause and you are told to begin with unless, makes the main clause negative.

Examples

(a) If I go to the post office, I will post my letter.
Unless I go to the post office, I won't post my letter.

(b) If I see him, I will believe he is an American.
Unless I see him, I won't believe he is an American.

2. If you have negative sentences in both clauses and you are told to begin with unless, leave the main clause as it is.

Examples

(a) If you don't practice the language, you won't learn it.
Unless you practice the language, you won't learn it.

(b) If you don't have enough airtime, you won't make an international call.
Unless you have enough airtime, you won't make an international call.

3. If you have a positive sentence in the If clause but a negative in the main clause and you are told to begin with unless, make the main clause positive.

Examples

(a) If I receive your letter, I will not reply it.
Unless I receive your letter, I will reply it.

(b) If the army gets the rebels, it will not forgive them.
Unless the army gets the rebels, it will forgive them.

4. If you have a negative sentence in the if clause but a positive one in the main clause and you are told to begin with unless, don't make any other changes in the main clause, and leave it positive.

Example:

(a) If you don't come to my birthday party, I will get annoyed with you.
Unless you come to my birthday, I will get annoyed with you.

(b) If Rajab doesn't stop playing in class, he will fail.
Unless Rajab stops playing in class, he will fail.

NOTE:
A comma is very important in this conditional structure.

Exercise

Re-write the following sentences beginning with: Unless_____

1. If the driver comes early, we shall go to the party.
2. If she doesn't hurry, she won't catch the train.
3. If it doesn't rain, we shall go for a picnic.
4. If I get money, I will visit my aunt in America.
5. If it shines the whole day, I will use an umbrella.
6. If the headmaster doesn't reduce the fees, the parents won't pay the money.
7. If we don't work hard, we shall fail the test.
8. If you don't come early, I will leave you.
9. If my watch gets lost, I will buy another one.
10. If you play in class, the teacher won't be happy.

Grammar

CORRELATIVE CONJUNCTIONS

A conjunction is a word that joins or connects word, phrases, clauses and sentences together.

Examples

1. Musa **and** Ali are Moslems.
2. I have had lunch **but** I am still hungry.
3. We delayed **because** it was raining.

CORRELATIVE CONJUNCTIONS

A correlative conjunction is a word that uses preposition or other extra word to joins or connects word, phrases, clauses and sentences together.

Correlative conjunctions are conjunctions that consist of two or more words that function in pairs.

Examples

1. The boy is **so** brilliant **that** all the villages like him.
2. You **either** keep quiet **or** go out.

In the above sentences, the underlined words are examples of conjunctions.

Examples of correlative conjunctions

1. Either …… or ……
2. Neither …… nor ……
3. …… so …… that ……
4. …… such a …… that ……
5. ……too……to……
6. ……because of……

Activity

Fill in the blank spaces with the most suitable words.

1. _____the head teacher or the deputy head teacher will teach us how to write a letter.
2. Musa's handwriting is _____ untidy to be read.
3. Kaketo is _____a dirty boy that nobody wants to be his friend.
4. Neither girls _____boys will write the letter.
5. Most children drop out of school because_____ mistreatment.
6. We reached the school late_____ to traffic jam.
7. I am _____ a doctor nor a farmer.
8. Juliana was so happy _____she could not talk to us.

Comprehension

Passage

Read the passage below and answer the questions that follow in full sentences.

POST OFFICES

Latigo Annet, a pupil of Nora Primary School went to the post office one day. She wanted to post her letter to her uncle in Zimbabwe but she did not know what to do. So she went to the post master and asked him for some help.

The post master explained to her how she could send a letter by post. He told her to write and address on the envelope, put a stamp and take her letter to the weighing scale. He also told her that the cost of sending a letter depends on the weight.

After the explanation, Latigo went to the counter where the clerk weighed her letter. She paid one thousand shillings to get the postage stamp and an airmail sticker for her envelope.

Latigo successfully posted her letter and left the post office happily.

Questions

a) Who went to the post office?
b) To which school does the writer go?
c) Why did the writer go to the post office?
d) Who helped *Latigo Annet* to post a letter?
e) Where does *Latigo Annet's* uncle live?
f) Why do you think it was necessary to put an animal sticker on her envelope?

g) What was the cost of posting *Latigo Annet* letter?
h) Who weighed *Latigo Annet* letter?
i) How is the cost of sending a letter determined?
j) What is the title of the passage?

Read the letter below and answer the questions about it in full sentences.

Kabale Primary School,
PO Box 7494,
Kamwenge

Monday, 26th June, 2023.

Dear Joan,

It has been very long since I last heard from you. However, I was very delighted when I received your letter inviting me to attend your birthday party which will take place on Saturday, 15th July, 2013. I am lucky that your birthday ceremony has come at the right time, two days after my return from America.

Since you are the hostess, I request you to allow me serve the guests that day. I am sure you will be very busy with other work.

Joan, I have sent a parcel through DHL. Please let me know as soon as you get it.

With lots of love,
Jane Kimbowa

Questions

(a) Where does the writer go to school?
(b) In which district is the writer's school found?
(c) Who wrote the above letter?
(d) Where is Jane Kimbowa according to the letter?
(e) Why was the above letter written?
(f) On which day of the week was the letter written?
(g) Whose birthday is it?
(h) When is the birthday ceremony?
(i) What has Jane asked Joan to allow her do during the ceremony?
(j) When was the above letter written?

Read this letter from Godfrey and answer the questions orally.

Happy Times Primary School,
PO Box 2023,
Mpigi.

4th June, 2023

Dear Santo,

I am sorry I had taken long without communicating. How are you my friend? Do you still have problems with mathematics?

Anyway, I am writing to inform you that I shall not be able to attend aunt Juliet's wedding this weekend. This is because I am involved in the School Production practice which will be presented at the end of this holiday in the National Theatre.

Please send my greetings to all my friends and tell them that I am really missing them. Have a nice time.

Yours great friend

Kenneth Mukisa

Questions

1. Who wrote this letter?
2. To whom was the letter written?
3. Whose wedding will be held this weekend?
4. To which school does Kenneth go?
5. Why was the letter written?
6. Why is the writer unable to attend the wedding?
7. When will the play be presented in the theatre?
8. What is the nearest town of Kenneth's school?
9. When was the letter written?
10. How is Santo and Kenneth related?

Guided Composition

Fill in the blank spaces with a suitable word to complete the letter below.

Green Field Primary School,
PO Box 113,
Masaka.
……
Dear Gloria,

How ……_ you doing? What about studies? I believe you are studying very ……_for excellence.
The purpose for writing letter is to let you know that I won't be
……

to attend your birthday because I have got chicken pox. I was advised by the……_to stay in isolation since the……is infectious.
I am so disappointed. I will miss the party especially that beautiful and delicious.
……
Please give my regards ……_your parents and friends.
Happy birthday.

……_affectionately,
Annette Nakagwa.

COMPOSITION

MONEY ORDER

Omara Lawrence is a head teacher at Abilonino Demonstration Primary School in Kole District. His post office box is at Kampala post office. He wants to money with Ugx 200,000 by money order to his Uncle Otile Ben Jack whose post office box is 271 at Kotido main office.

Use the information above to fill in the money order below in full sentences

MONEY ORDER

AMOUNT OF ORDER

SHS.....

PAYABLE AT: .....

(POST OFFICE)

SENT TO: .....

ADDRESS: .....

POST OFFICE:.....

SENDER NAME: .....

SENDER ADDRESS: .....

SUB-TOPIC 5B: THE TELEPHONE

Vocabulary

Telephone :	to speak to somebody else by telephone or a system of taking to somebody else over long distances using wires or radio. **The head teacher telephoned to inform parents that the meeting had been postponed.**
Mobile telephone:	a portable wireless telephone that works by radio **You must switch off your mobile telephone whenever there is thunder and lightning.**
Handset	the part of a telephone that one holds close to one's mouth and ear to speak into an listen **Majority of the mobile telephone users enjoy the handset.**
Airtime	the amount of time that is paid for when one is using a mobile phone **Peter could not make calls because he had not loaded airtime.**
Landline	a telephone connection that uses wires carried on poles or under the ground **You ought to fix a landline in your house.**
Receiver	a person who receives something or part of a telephone that you hold close to your mouth and ear **Mother told me to pick up the receiver as soon as the landline rang.**

Vocabulary practice I

Use the correct form of words given in brackets to complete the sentences.

1. The security guard _____the police immediately the fire broke out. (telephone)
2. A mobile telephone is _____than a landline. (good)
3. Suzan makes call _____a day. (three)
4. The _____is very faulty, so you can't hear well. (receive)
5. Wasswa _____ his aunt last night. (ring)

Write the plural forms of the words below.

6. Telephone_____ 7. Handset_____ 8. airtime card_____

Arrange these words in a correct dictionary order.

9. telephone, handset, airtime, landline
10. receiver, receive, reception, receptionist

Fill in the blank spaces with a sensible word or a group of words

11. Either Mummy _____ daddy will buy a mobile telephone next week.
12. Mr. Butoto was the second person_____ buy a smart phone in our village.
13. That is the man _____I told you about.
14. Martin could not make call _____he has no airtime.
15. Mummy loaded some airtime, _____?

Vocabulary lesson II

Network mast:	a tower used for sending telephone or radio signals **Mobile telephone companies have built network masts to boost their signal reception.**
Telephone directory:	a book that contains names, addresses, and telephone numbers of people in a given area **It is quite easy to look up a contact in the telephone directory.**
Dial	to use a telephone by pressing or turning buttons to make a call **The number you have dialed does not exist on the MTN network.**
subscriber's identification module (SIM) card:	a plastic card inside a mobile phone or cell phone that stores personal information about the user **Having lost the SIM card, Abdul reported the matter to police.**
Load	to put airtime onto a mobile phone or landline **James loaded airtime onto his mobile phone in order to make a call.**

Arrange these vocabulary words in a dictionary order.

1. load, dial, landline, receiver
2. handset, airtime, landline, receiver

Write in full

3. Tel. _____ SIM _____

Fill in the blank spaces with the most suitable word.

4. I went to mobile money centre _____ foot.
5. John is fatter _____ Peter.
6. There isn't _____ airtime in the phone.
7. How _____ money do you have on your mobile money account?
8. Most network masts are built _____ hills.
9. My mother carries her telephone whenever _____goes.

Rewrite these sentences giving a single word that has the same meaning as the underlined group of words.

10. Matembe was talking to her mother **in a careful way**.
11. Sarah **used a telephone by pressing buttons to make a call to** her uncle in the morning.
12. My new SIM card took a period of fourteen days and started working well.

Language structures

The use of: _____enough _____ to_____

Enough can be used to indicate whether something is available in the right amount to meet someone's needs or demand.

Enough is usually used after an adjective or adverb to join two sentences.

Examples

Rewrite the sentences using: _____enough _____to_____

1. **You ran very fast. You won the race.**
   You ran fast enough to win the race.
2. **Peter did not have enough money. He could not buy a smart phone.**
   Peter did not have enough money to buy a smart phone.

Activity

1. Kanyike did not have sufficient money. He could not buy airtime.
2. Grace had much airtime. She called her sister who lived in the USA.
3. Sonia had enough time. She cleared the telephone handset.
4. Jacky had some money on her mobile money account. She cleared her parents' telephone bills.
5. I don't have sufficient airtime. I wanted to call my mother.
6. Tendo has a lot of money. She bought a phone for his father.
7. Wangula has insufficient money. He failed to afford the smartphone.

Language structures

..... need to .....

Need is used to talk about something that has to be done.

Examples

You need to fix a landline at home.

I need to buy a mobile phone for my mother.

Activity

Use this table to construct five correct sentences using the structure above.

Tom		load airtime before going to the village.
John		activate voice bundle before I call Zakaria.
I	need to	get my teacher's contact number.
We		borrow airtime incase his is over.
They	needs to	report to the police that their phones are lost
Martha		keep her phone against thieves.
Mummy		

Tom needs to load airtime before going to the village.

Rewrite these sentences using: _____need to_____

1. I feel like buying a new phone next week.
2. Tom is likely to load airtime before going to the village.
3. We shall come shall fix the landline at home.
4. They will back up all the contacts on their Google drive account.
5. Tom is going to report the loss of his phone to the police.

Language structures

The use of: _____ needn't _____

We use **needn't** to express what we feel does not have to be done or that which is not necessary.

Needn't is the contraction form for the word **need not**

It is wrong to say needn't to. Do not use **to** after **needn't**.

Examples

Rewrite these sentences using: _____needn't_____

1. It is not necessary for you to own two telephones.
   You needn't own two telephones.
2. It was not necessary for you to buy a mobile phone for your sister who is in primary five.
   You needn't have bought a mobile phone for your sister who is in primary five.

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POINT TO REMEMBER

When **needn't** is used in past tense, it is followed by **have** and the main verb is changed to the **past participle**.

Example

1. It was not necessary for you to speak to your mother rudely.
   You **needn't have spoken** to your mother rudely.

Activity

Complete these sentences using: _____needn't_____

1. You _____speak on phone for a very long time.
2. One _____call ones parents every time one is ill.
3. Sarah _____spend a lot of money on airtime.
4. We _____ read messages from other people's phones.
5. You _____kneel down when you're speaking to your father on the phone.

Rewrite these sentences using: _____needn't_____

1. It is not necessary for one to use abusive language on phone.
2. It is not necessary for you to over load airtime on phone.
3. It is not necessary for one to talk on phone while eating.
4. It was not necessary for you to steal airtime from people's phones.

Participle tenses

How verbs change to their past simple forms and past participle

Add **d/ed** to the verb

Infinitive	**Past participle**		
arrive	arrived	**slow**	slowed
bake	baked	**laugh**	laughed
brake	braked	**need**	needed
breathe	breathed	**slaughter**	slaughtered
enclose	enclosed	**dive**	dived
welcome	welcomed	**like**	liked

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POINT TO REMEMBER

*b) The past tense of come is **came**, the past tense of **welcome** is **welcomed** but not **welcame**.*

*c) The past participle tense of **welcome** is welcomed but that of came is **come***

*d) The past participle form of **brake** is braked but that of **break** is **broken**.*

*e) **brake** is both a noun and a **verb***

By doubling the last consonant before adding -ed.

Verb	Past participle	Verb	Past participle
slap	slapped		
admit	admitted	**omit**	omitted
prefer	preferred	**permit**	permitted
refer	referred	**clap**	clapped
commit	committed	**travel**	travelled
mop	mopped	**regret**	regretted
skip	skipped	**knit**	knitted

If there is a consonant before y ,change y to i and add ed.

Verb	Past participle	Verb	Past participle
carry	carried	**beautify**	beautified
dry	dried	**deny**	denied
hurry	hurried	**empty**	emptied
cry	cried	**simplify**	simplified
dirty	dirtied	**clarify**	clarified
pacify	pacified	**spy**	spied
study	Studied	**bury**	buried

If a vowel letter precedes y, simply add ed in both forms.

pray prayed
delay
destroy

Except;

lay laid laid
pay paid paid
say said said

Drop e and add t at the end in both forms.

keep		creep	
kneel		feel	
weep		sleep	

Add **t** to form both the past simple and past participle forms.

Verb	Past participle	Verb	Past participle
burn	burnt	**lean**	leant
dream	dreamt	**leap**	leapt
learn	learnt	**deal**	dealt

Change **d** to **t** in both forms.

Verb	Past participle	Verb	Past participle
build	built	**lend**	lent
bend	spend	**bend**	bent
send	sent		

Change **i** to **u** in the past participle

Verb	Past participle	Verb	Past participle
drink	drunk		
begin	begun	**wear**	
ring	rung	**swear**	
swim	swum	**tear**	
sink	sunk	**bear**	
sing	sung	**weave**	

Change i to ou in participle forms.

Verb	Past participle	Verb	Past participle
fight	fought	find	found
wind	wound	grind	ground
rewind	rewound	bind	bound

Drop one e to form both the past simple and past participle

speed sped sped
breed _____ _____
bleed _____ _____
feed _____ _____
meet _____

Do not change in past participle

Verb	Past participle	Verb	Past participle
spread	spread	**shut**	shut
hit	hit	**beat**	beat
hurt	hurt	**burst**	burst
cost	cost	**cast**	cast
broadcast	broadcast	**cut**	cut

Activity

Complete these sentences using the correct participle form of the verbs in the brackets.

1. Tom _____Mary's phone yesterday. (hide)
2. Our school bus is being _____by an old man.(drive)
3. All my clothes were _____during the holidays.(tear)
4. She has _____ a lot of water from the borehole.(fetch)
5. If I had _____Tom, he would have told me the story.(see)

Comprehension

The table below shows that the total number of new customers registered during the Christmas season of 2012 by the different telephone companies. Study it and answer the questions that follow.

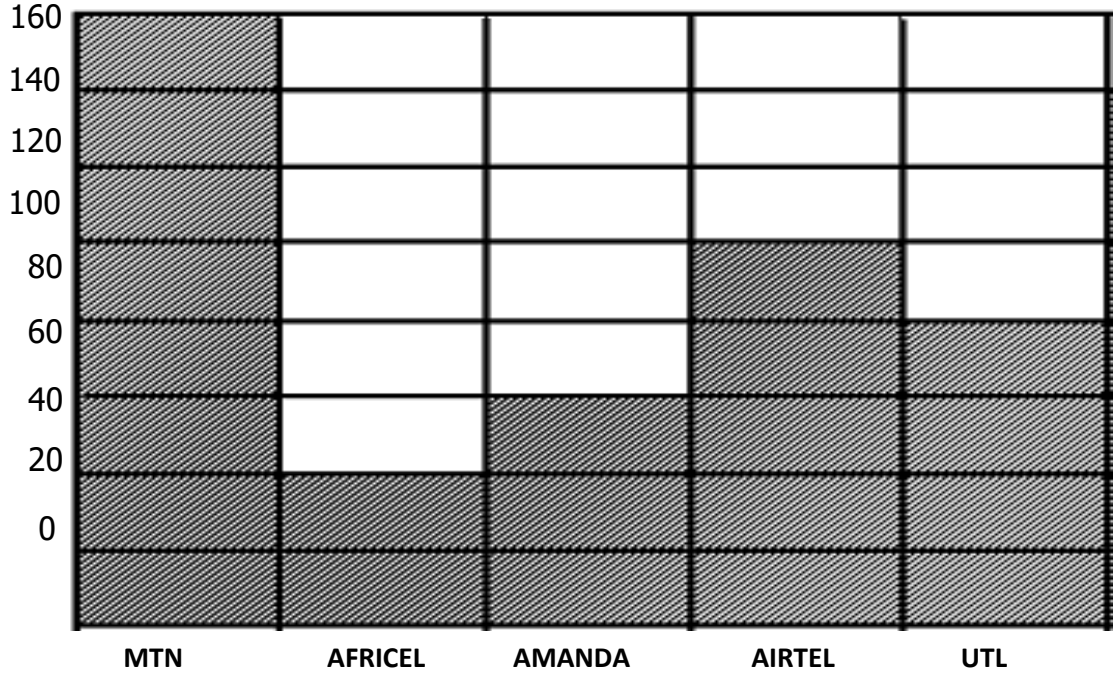
Telephone company	MTN	Airtel	Warid	Mango	Orange	UTL (Landline)
No. of new customers registered	86.492	72.917	98.123	46.654	31.228	6,432

Questions

1. Which company registered the highest number of customers?
2. How many mobile telephone companies are shown on the table?
3. Which two companies are represented by fruit names?
4. How many new customers were registered by Warid Company?
5. Which company uses yellow as its corporate colour?
6. Why do you think UTL registered the least number of customers?
7. How many new customers did the Mango Company registered?
8. How many more customers did Warid register compared to Airtel?
9. Write the following in full.
   (a)MTN (b) UTL
10. What is the title of the passage?

Graph

The graph below shows the number of people in Zana village who use different telecommunication companies. Study it carefully and use it to answer the questions that follow in full sentences.



Questions

a) How many companies does the above graph represent?

b) Which telephone company has the highest number of subscribers?

c) Name the telephone company which has eighty subscribers.

d) What is the total number of telephone subscribers according to the graph?

e) Name any **two** telephone companies shown on the graph.

f) Which telephone company has the second highest number of subscribers?

g) Mention the second least telephone company shown on the graph.

h) What do you understand by the word "subscribers" as used above?

i) How many telephone companies have been listed on the graph?

j) Why do you think MTN has the highest number of subscribers?

Comprehension

Read the advertisement below and answer questions about it in full sentences.

TELEPHONE SIM CARD REGISTRATION

The Uganda Communication Commission (UCC) has asked all the mobile telephone users to register their SIM card with their telephone service providers such as Airtel, Orange, Warid telecom, Uganda Telecom, MTN and Smile. Requirements for registration:

- ☆ 1 passport size photograph
- ☆ Photocopy of Identify card or LC letter.
- ☆ Telephone number

Registration of all networks is free of charge.

Register from any network service provider.

Registration starts 1st January, 2012 – 31st December, 2012

(New Vision newspaper 30th December, 2011)

Questions

1. In which newspaper did the above advertisement appear?
2. When was the above advertisement written?
3. Who wrote the advertisement above?
4. Why was the above advertisement written?
5. List down the telephone service providers named in the advertisement above?
6. What one item is required for one to register his or her SIM card?
7. How much is a mobile phone user supposed to pay for the registration of SIM card?
8. Write **UCC** in full?
9. How long will the mobile SIM card registration last?
10. Where are the mobile telephone users supposed to register their SIM card?

TEACHER KOLFRAM	POINT TO REMEMBER
	Do not use preposition to begin your answers instead, it should come before the noun. **In which newspaper did the above advertisement appear?** ✓The above advertisement appeared in New Vision newspaper. ☒In New Vision newspaper did the above advertisement appear.

Composition

Below is a telephone conversation between John's Daddy and Tom. Read it carefully and fill in suitable responses.

Daddy	Hullo!
Tom	Hullo! Good morning, Sir.
Daddy	Good morning. May I know who is calling?
Tom	My name is _____. I am John's friend.
Daddy	How may I help you?
Tom	_____
Daddy	You would like to find out why John is absent today. That's good! He fell sick and he couldn't attend school.
Tom	_____
Daddy	Yes, he has got some treatment and I think he will be all right very soon.
Tom	_____
Daddy	Thank you very much. You are indeed a good friend. Are you really missing him?
Tom	_____
Daddy	I understand, he is your team captain. When will you have the match?
Tom	_____
Daddy	On Friday next week. That's enough time. I think he will have recovered.
Tom	_____ _____
Daddy	Definitely, I will send your greetings and sympathies to him.
Tom	_____
Daddy	Thank you and God bless you too.

SUB-TOPIC 5C: THE INTERNET

Vocabulary lesson I

e-mail (electronic mail)	a message sent by computer or internet **Tom received as electronic mail last night.**
Website	a place connected to the internet where people put or store information **She opened the website in order to access world news.**
Delete	to erase or remove information that has been written, printed or stored on a computer. **The boy accidentally deleted my contacts from the phone book.**
Save	to store information on a computer. **By the time the power went off, she had saved all the information.**
Open	to start a computer program or file so that you can use it on the screen **Please click on the menu bar in order to open your file.**
scroll	to move a text on a computer screen up or down so as to read different parts of a document. **Tom used the mouse to scroll through the list of files.**
Folder	a large list containing a number of files where audios, videos, pictures and documents are kept on a computer or telephone. **It is advisable to open a new folder now.**

Vocabulary Practice I

Arrange these words in a dictionary order.

save, scroll, open, folder _____

delete, deleted, open, opener _____

Write the full forms of these short forms.

1. Internet_____ 2. E-mail_____ 3. Won't_____

Vocabulary lesson II

surfing	: the act of looking at different things on the internet in order to find something interesting **Robin kept on surfing until he found an interesting story.**
Computer	an electronic machine or device that can store, organize and find information **My father has a personal computer at home.**
Data	information that is stored by a computer **All the data I had stored on my computer has been destroyed by the virus.**
Password	a series of letters or numbers that you must type into a computer so as to be able to use it. **The teacher told me to enter a username and password in order to log on.**
Internet café:	a place with computers connected to the internet which people can use to surf **Very many youth are fond of surfing at the internet café.**
Service fee :	an amount of money that is charged for a service offered **The bank manager will pay the reconnection service for tomorrow.**

Vocabulary Practice II

Fill in the blank spaces with the most correct word or a group of word.

1. How ..... did you pay as the service fee?

2. How far is it from here…… the nearest internet Café?
3. She entered my password in ……to use my computer.
4. Power went off……I was surfing the news.
5. Pombe could not surf the news…… he forgot his password.

Arrange these words to form a meaningful sentence.

6. service fee How is much the?
7. long His password computer is very.
8. it What a password funny is !

Arrange these words in a dictionary order.

9. password, surfing, computer, data
10. duck, data, dad, dust

Vocabulary lesson III

Google	to type words into the search engine on the internet in order to find information about something or somebody **We goggled in order to know the current prime minister of Uganda.**
yahoo	A search engine that allow one to get information from the internet **His yahoo account was blocked.**
page	A section of information displayed on the computer **The first page of the paper had news headlines.**
access	To get to the internet so that you can use it **We cannot access the internet because the service fee is not paid.**
log in	To switch on and begin using a computer **John logged in the computer and sent the emails.**
search	an act of looking for information in a computer data base **The bank manager said that he would do a search on my account balance.**

Vocabulary Practice III

Rewrite these sentences giving the opposites of the underlined words

1. The **front** page of the newspaper had interesting news.
2. My **brother's** yahoo account was blocked.

Rewrite these sentences giving one word for the underlined group of words.

3. The back section of information displayed on the computer has painful story.
4. We shall log in to the search engine that allows one to get information from the internet.
5. My **mummy's sister** was surfing the news in the morning.
6. **Use the suitable form of words given in brackets to complete these sentences.**
7. We _____ to access the internet due to poor network. (fail)
8. Pembe goes to the internet café _____ a week. (two)
9. Maria _____ surfing news on internet than cooking food. (love)
10. That is the boy whose phone _____ stolen from the Kakana Internet café. (is)
11. His_____ about internet was very long. (explain)

Vocabulary lesson IV

Sign in	to write your name or somebody's name when you arrive at an office. **All students must sign in on arrival to the computer room.**
Sign out	**:** to write your name or somebody's name when you wish to leave or end a computer programme **You must sign the internet users out when you wish to leave the café.**
Internet	a computer programme connected on the internet used for searching

explorer:	information **The customers could not surf because the internet explorer system had shut down.**
search engine	A computer programme used for searching information from the internet **I learnt how to type on the search engine.**
Virus	instructions that are hidden within a computer programme and re designed to cause faults or destroy data **None of my computer programmes was damaged by the virus.**

Vocabulary Practice IV

Use the correct form of the words given in brackets to complete the sentences.

1. We found our teacher of English _____BBC news. (surf)
2. My father has a _____computer in his sitting room. (person)
3. I have attended computer lessons _____this week. (three)
4. If I _____money, I would buy a laptop. (have)
5. The young boy opened the folder_____. (wise)
6. The little girl accidentally _____the headers from the computer. (delete)

Arrange the following words in alphabetical order

7. log, access, search, web _____
8. sign, sing, signature, scroll _____

Write in full.

9. a.k.a _____
10. WWW _____

Use these words to show that you know a difference in their meaning.

11. search _____
12. such _____

Language Structures

The use of: _____ too _____to _____

….too…to…. is a correlative conjunction. They occur in pairs to join related sentences.

The structure is used to join two sentences with negative ideas.

Examples

Join these sentences using: _____too _____to_____

1. **The Internet café was very congested. I could not sit in.**
   The Internet café was too congested to sit in.
2. **The pupils were very excited. They didn't surf the internet.**
   The pupils were too excited to surf the internet.

TEACHER KOLFRAM



POINT TO REMEMBER

When there are **two** different subjects in the sentences, bring in **for** in the middle of the structure in the sentences

Example

2. **The email address is very difficult. I cannot remember it all.**
   The email address is **too** difficult **for** me **to** remember.

Activity

Join these sentences using: _____too _____to_____

1. I am very sick. I cannot operate the internet.
2. The surfing was very slow. We did not enjoy it.
3. The internet café was very overcrowded. I could not get where to sit.
4. The emails are very congested. They cannot open quickly.
5. He was very tired. He could not play computer games.
6. I am very sick. I cannot operate internet.
7. The internet was very slow. I could not enjoy.
8. The pupils were excited. They did not surf the internet.

Language Structures

_____in order to_____

The structure **……in order to…..** is used to show the purpose of doing something. It can be used the same way as **so that**. It can be placed either at the beginning or in the middle of a sentence.

Study the following examples

(i) I went to the garage in order to service my car.
(ii) In order to service my car, I went to the garage.
(iii) You have to use a pair of pliers in order to get the job well done.

Exercise

Use the table below and write five sentences

Mother He Amina Our teacher	put the baby to bed went to the stadium joined a driving school reads a lot of story books	in order to	acquire a driving license. do some work in the kitchen. improve his language. watch the match.

Join the following sentences using: _____in order to_____

1. He bought a car. He wanted to ease transport.
2. Wear an apron. You will keep your dress clean.
3. You must keep practicing. You will perfect your skills.
4. The mechanic used a torch. He wanted to locate the loose wire.
5. Pombe went to the internet café. He wanted to surf the news.

6. He visited his uncle. He wanted to get school dues.
7. Most people learnt about computers. They wanted to get good jobs.
8. I opened the website. I wanted to access my e-mail.

Language Structures

_____in order to_____/ _____so as to_____

These two conjunctions are dealt with together because they are used in the same way and thus have the same meaning.

They are used when one wishes to tell the reason/ purpose for doing something.

Examples

1. He logged onto Yahoo. He wanted to surf news.
   He logged onto Yahoo **in order to** surf news.
   He logged onto Yahoo **so as to** surf news.

ACTIVITY

1. John opened the website. He wanted to access his email.
2. We went to the internet café. We wanted to learn about computers.
3. Most people learn about computers. They wanted to get better jobs.
4. Ali visited internet café. She wanted to read her emails.
5. Jumbe bought a smart phone. He wanted to watch videos daily.
6. She logged on to the computer. She wanted to access her emails.

Language Structures

_____so that_____

We use can/ could to give the suggested reason for doing something using **so that.** **Can** is used with present tense and **could** is used with past tense.

Examples

1. **He washed cars. He wanted to get school fees.**
   He washed cars so that he could get school fees.
2. **She hides her face she does not want to be seen.**
   She hides her face so that she cannot be seen.

TEACHER KOLFRAM	POINT TO REMEMBER
	When we use **___so that_____** in past simple tense, the auxiliary verb should be in past simple tense. **1. He washed cars. He washed cars to get school fees.** ✓He washed cars so that he **could** get school fees. ☒He washed cars so that he **can** get school fees.

ACTIVITY

Join these sentences using: _____so that_____

1. I saved money. I wanted to buy a computer.
2. We shall go to the internet café. We want to use the internet.
3. Peter saved the information. He wanted to use it later.
4. Biira logged out of the computers. He wanted to go away.
5. Mark went to the internet café. He wanted to surf the news.
6. Oscar signed out his email. He wanted to close his email box.

Grammar

Interrogative pronoun (who, what, which)

Interrogative pronouns are used for asking questions.

- ☆ **Who, whom**, and **whose** are used to refer or ask for the name of a person.
- ☆ **Which** is used to refer to a person or an object
- ☆ **Where**" is used to ask for the position of something.
- ☆ **What** is used to refer to the objects

Activity

Fill in the blank spaces to form sensible interrogatives.

1. _____ is my computer?

2. _____website are you going to use?
3. _____do you want from that computer?
4. _____deleted my email messages from the email box?
5. Who _____you sending to the internet café?
6. Whose email _____ Fred open yesterday?

Form a question to these statements/ responses.

My computer is at home.
Dorah and Annet are at the internet café.
The teacher took your computer.
I live in Kanzira village.
The internet café is found along Jinja road

COMPREHENSION

Read the e-mail message below and answer the questions in full sentences

Sunday July, 14th 2023 1.24pm
From: mugabijoshua@yahoo.com.ug

To : nakazibacharity@hotmail.com
Hello Charity,

I forgot to hand in my computer assignment to the teacher yesterday. Fortunately, I had saved it in my folder (Joshua). Could you kindly open the computer, search for Joshua and please scroll to access my work. You will then help me and e-mail it to Mr. Muzaale. His address is muzalenoah@hotmail.com. I think the virus has not yet destroyed it but after sending, don't delete the work. I am sure there is still some service fee for the internet.

I shall be grateful to receive your kind assistance.
Your dear friend,
Mugabi Joshua.

Questions

1. Who sent this e-mail message?
2. To whom was the message sent?
3. When was the message sent?
4. In which folder will Charity find the work?
5. Do you think Charity is a friend to Joshua?
6. Why didn't Joshua hand in the work?
7. According to the message, who teaches computer?
8. At what time was the message sent?
9. What should Charity do to access Joshua's work?
10. Write Mr. Muzaale's e-mail address.

MAIL MESSAGE

Read the e-mail message below and answer questions that follow in full sentences.

Wed. July 28, 2011, 10:37am
From: gladysnamubiru@uni.ac.ug
To : latigobetty@yahoo.com

Dear Betty,
This is to remind you to come to school on Saturday and attend music rehearsals. We shall begin at exactly 9:00am to 1:00pm. The venue will be our dining hall. Lunch will be served. Remember to carry money to buy yourself a soft drink.

Gladys Namubiru
Music Teacher

Questions

1. Who sent the e-mail message above?
2. What is the profession of Gladys Namubiru?
3. To whom was the e-mail message sent?
4. Why was Mbabazi asked to come to school on Saturday?
5. At what time was the message sent?
6. How long will the rehearsals take?
7. What is the venue of the rehearsals?
8. Why should Mbabazi carry money with him?
9. What is Mbabazi's e-mail address?
10. At what time will the rehearsals end?

TEACHER KOLFRAM	POINT TO REMEMBER
	❖ When answering comprehension, read at least twice. ❖ Underline all the nouns. Read the questions. ❖ Approach the questions one by one. ❖ Understand and get the right question demand for every question. ❖ Use a right tense for every single question. Proof read your answers

Composition

Jumbled sentences

The sentences below are in a wrong order. Re-arrange them to form a correct story.

(a) But also find and use it after a certain period of time.
(b) A computer is an electronic machine or device.
(c) The second way is by using a CD or a cassette recorder.
(d) But when there is electricity, you can use a computer to save or delete information.
(e) However, the best way of storing information today is by using a computer.
(f) Information can be stored in many different ways.
(g) This, therefore, means that a computer cannot work without electricity.
(h) It does not only store and organize information.
(i) One way is by writing it in a notebook or a diary.
(j) To be able to do this job well, a computer used electricity.

TOPIC 6: CULTURE

SUB-TOPIC 6A: NATIONALITY

Vocabulary lesson I

Nationality	**A status of belonging to a nation by birt**h Master Mark is a Ugandan by a nationality.
Ugandan:	**a person from Uganda or connected with Uganda.** There are many Ugandans living in New York City.
Tanzanian:	**a person from Tanzania or connected with Tanzania.** The Tanzanians are famous for growing sisal.
Kenyan :	**a person from Kenya or coming from Kenya.** The Kenyan athlete who won a gold medal must have worked very hard.
Rwandan :	**coming from Rwanda or a person from Rwanda** Paul Kagame is a Rwandan.
Sudanese	**a person from Sudan or connected with Sudan** Ishabella is a Sudanese.

German	**a person from Germany or connected with Germany** Germans ruled Tanganyika long time ago.

Vocabulary practice II

Fill in the blank spaces sensibly.

1. Jose Chameleone is _____Ugandan musician.
2. Was Julius Nyerere a citizen _____Tanzania?
3. I come _____Sudan.
4. Mega is the Kenyan _____lives in Uganda.
5. _____a Ugandan or a Kenyan owns Keframa Restaurant.

Arrange these words in ABC order

6. Ugandan, Tanzanian, Kenyan, Rwandan
7. Sudan, Sudanese, Rwanda, Rwandan

Rewrite these sentences giving a single word that has the same meaning as the underlined group of words.

8. There are very many **people who come from Sudan** in Uganda.
9. Most **people who come from China** do not speak good English.
10. I am a **citizen of Uganda**.

Vocabulary practice II

Country	**Nationality**	**Country**	**Nationality**
England	English,	China	Chinese
Scotland	Scottish/ Scot	India	Indian
America	America	Poland	Polish
Britain	Briton	Denmark	Danish/ Den
Netherland/ Holland	Dutch	Japan	Japanese
France	French	Brazil	Brazilian

Vocabulary practice II

Use the proper adjective formed from the proper noun in the brackets to complete the sentences.

1. We had dinner at the _____restaurant. (China)
2. Our grandfather bought a new_____ car. (Japan)
3. My brother married a _____woman. (France)
4. The _____team captain scored the winning goal. (Ghana)
5. The new coach for Uganda cranes is a _____national. (Holland)
6. The _____colonized Africa many years ago. (Europe)
7. The _____introduced modern democracy. (Greece)
8. It is believed that Fort Jesus was built by the _____. (Portugal)
9. The_____netball team won the world cup last season. (Germany)
10. That _____bag is made of leather. (Italy)

Language structures

I am a_____

The structure is used to show what and who you are.



I am a Chinese mechanic

Examples

1. I am a mechanic. I come from china.
I am a Chinese mechanic.

2. My name is Nankya. I come from Uganda.
I am Nankya from Uganda.

3. I come from India.
I am an Indian.

Activity

Fill in the blank spaces sensibly.

1. I _____ a Kenyan national.
2. I am _____ actress from Canada.
3. I am _____ a Kenyan nor a Uganda.
4. I am a _____ because I come from Burundi.

Use the proper adjective formed from the proper noun in the brackets to complete the sentences.

5. I am a _____national. (Rwanda)
6. I am a _____ citizen. (Tanzania)
7. I am a _____ policeman. (Cuba)
8. I am a _____ old man. (Poland)
9. I am a Ugandan but Kenyatta is a _____. (Kenya)

_____not a/ an_____ but_____

"_____not a____ but___" is used to deny the first part of the sentence while you emphasize on the second part.

Examples

1. **Mark is not an American. He is a Ugandan.**
   Mark is not an American but a Ugandan.

   *If the two sentences begin with the affirmative then negatives, change the **order** to meet the structure.*
2. **He is a Kenyan. He is not a Uganda.**
   He is not a Ugandan but a Kenyan.

Activity

Rewrite these sentences using: _____not a/ an ___but___

1. Okullo is not a Congolese. He is a Ugandan.
2. Cruz is not a German, he is a Brazilian.
3. Milly is a Ugandan not a Kenyan.
4. Kamite is a Kenyan. He is not a Rwandan.
5. Kofi is not a Uganda. He is a Congolese.
6. Tendo is not a Nigerian. Tendo is a Kenyan.

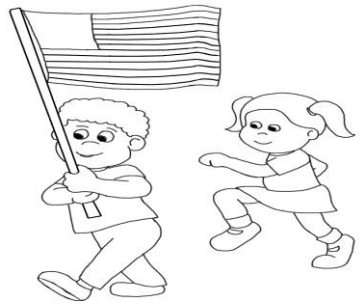
Language structures

_____ come from_____

The structure is used to tell the nationality/ origin of a person or of something. Nationality refers to where something originates from

Examples

Egyptians come from Egypt.



Study the table below once again

Country	**Nationality**	**Country**	**Nationality**
England	English	China	Chinese
Scotland	Scottish/ Scot	India	Indian
America	America	Poland	Polish

Britain	Briton	Denmark	Danish/ Den
Netherland/ Holland	Dutch	Japan	Japanese
France	French	Brazil	Brazilian

Complete these sentences sensibly.

1. Tanzanians come from _____
2. _____ come from Rwanda.
3. Scotsmen mostly live in _____
4. _____ come from Uganda.
5. When Myka went to _____, he came back with Burundian phone.
6. Nankya comes from_____ because she is a Ugandan.
7. Kizito comes from Uganda. Kizito is a _____.

Construct meaningful sentences using: ____ comes from_____ correctly.

8. Mao (Uganda)_____
9. The engineer (Tanzania) _____
10. That policeman (Denmark) _____

Complete the table below sensibly

Country	South Africa			Jamaica	
Nationality		South Sudanese			Malawian

LANGUAGE STRUCTURES

The use of: Not only.....but also.....

The structure is used to mean the same as in addition to, besides

Examples

1. **That Kenyan is sick. He has a broken leg.**
   - ✓ Not only is that Kenyan sick but also has a broken leg.
   - ✓ That Kenyan is not only sick but also has a broken leg
2. **He is my best friend. He is my age mate**
   - ✓ Not only is he my age mate but also my best friend
   - ✓ He is not only my best friend but also my age mate

When **not only** is used at the beginning of the sentences, it is followed by the helping/ auxiliary verb

Activity

Use: ____ not only___ but also____ at the beginning these sentences.

1. Mark is a Ugandan. Mark is also a Kenyan.
2. The robbers are in Uganda. The robbers are in Kenya.
3. They picked the money. They took all of it.
4. The soldier shot him. The soldier killed him.

Rewrite these sentences using: Not only _____but also____

5. The boys watched the play on the stage. The boys watched the play on a screen.
6. Kamau ate beef. He ate chicken.
7. Nkanji is a lawyer. Nkanji is a teacher.
8. Forest gives us timber. Forests give us herbs.

Grammar

ADJECTIVES

Adjectives are words which modify a noun

Examples

Young , new, old , blue, beautiful , big, tall , short, long , loud , talkative , colourful , handsome, orange, dangerous.

Forms of Adjectives

1. Positive degree - (one)
2. Comparative degree - Compare two things / people
   (add –er or more to the adjectives)
3. Superlative degree - Compares more than two.
   (add – est, most to the adjectives)

1. **Add "r" or " st"**

Positive adjective	**Comparative**	**superlative**		**Positive adjective**	**Comparative**	**superlative**
fine	finer	finest		pure	purer	purest
safe	safer	safest		idle	idler	idlest
wide	wider	widest		simple	simpler	simplest
rude	ruder	rudest		brave	braver	bravest
large	larger	largest		wise	wiser	wisest
white	whiter	whitest		old	older	oldest

2. **Add 'er" or " est"**

tall	taller	tallest		hard		
small	smaller	smallest		strong		
thick	thicker	thickest		clean		
high	higher	highest		fast		
young	younger	youngest		new		
rich				clear		
sweet				deep		
long	longer	longest		poor		
few				soft		
cold				quick		
near				loud		
clear				proud		
old				short		

3. **Double the last consonant**

big	bigger	biggest
hot	hotter	hottest
thin	thinner	thinnest
glad	gladder	gladdest
wet	wetter	wettest
sad	sadder	saddest
fat	fatter	fattest

4. **Adjective which end with 'y' drop 'y' add 'iest' or ' ier'**

happy	happier	happiest		easy	easier	easiest
ugly	uglier	ugliest		dirty		
lazy	lazier	laziest		merry		
heavy	heavier	heaviest		healthy		
dry	drier	driest		pretty		
busy	busier	busiest		early		

5. Adjectives that take 'more ' or 'most'/ 'less' or ' least'

beautiful	more beautiful	most beautiful	wonderful	more handsome	most handsome
	less beautiful	least beautiful		less handsome	least handsome
ignorant	more ignorant	most ignorant	famous	more famous	most famous
	less ignorant	least ignorant		less famous	least famous
important	more important	most important	deligent	more deligent	most deligent
	less important	least important		less deligent	least deligent
interesting	more interesting	most interesting	industrious	more industrious	most industrious
	less interesting	least interesting		less industrious	least industrious
comfortable	more comfortable	most comfortable	dangerous	more dangerous	most dangerous
	less comfortable	least comfortable		less dangerous	least dangerous
careless	more careless	most careless	courageous	more courageous	most courageous
	less careless	least careless		less courageous	least courageous
handsome	more handsome	most handsome	hardworking	more hardworking	most hardworking
	less handsome	least handsome		less hardworking	least hardworking

IRREGULAR ADJECTIVE

These change the original word.

1.	bad	worse	worst
2.	good	better	best
3.	well	better	best
4.	far	further	furthest
5.	little	less	least
6.	much	more	most
7.	many	more	most
8.	ill	worse	worst
9.	far	farther	farthest
10.	old	elder	eldest

Use the correct degree of adjective given in the brackets to complete the sentences

1. Michael is the .....boy in our class. (good)
2. Joseph is .....than Richard. (heavy)
3. This box is .....than that box. (light)
4. My house is .....than yours. (near)
5. Which is the ..... building in Nairobi. (tall)
6. Peter is .....than George. (weak)

7. Mary is the ……girl in our class. (short)
8. Please give me ……milk. (much)
9. What is the ……news. (late)
10. I came ……than you. (early)

Grammar

Proverbs

Proverbs are popular sayings in a clever brief manner.
All proverbs have hidden meanings.

Examples of proverbs

1. A bad workman quarrels with his tools.
2. A bird in the hand is worth two in the bush.
3. A drowning man will clutch at a straw.
4. A fool and his money are soon parted.
5. A friend in need is a friend indeed.
6. A hungry man is an angry man.
7. All's well that ends well.
8. An apple a day keeps the doctor away.
9. Any time means no time.
10. A miss is as good as a mile.
11. A penny saves is a penny gained.
12. A tolling stone gathers no moss.
13. A stitch in time saves nine.
14. A small leak will sink a great ship.
15. As you make your bed so you must lie in it.
16. A wild goose never laid a tame egg.
17. Half a loaf is better than no bread.
18. Better late than never.
19. Birds of the same feather flock together.
20. Charity begins at home but should not end there.
21. Cut your coat according to your cloth.
22. Don't carry all your eggs in one basket.
23. Early to bed, early to rise.
24. Every cloud has a silver lining.
25. Every dog has its day.
26. Exchange is no robbery.

Activity

The sentences in group A are the beginning of ten proverbs. Give each beginning in group A its correct ending in group B.

A	B
1. Prevention is	without pain
2. Out of frying pan	is no robbery
3. Better be alone	according to your cloth
4. A rolling stone	better than cure.
5. Exchange	and spoil the child.
6. Spare the rod	into fire
7. One good turn	the mice will play.
8. When the cat is away	gathers no moss
9. No gains	than ill company

10. cut your coat	deserves another

Proverbs part II

1. Fine feathers make fine birds.
2. First come, first served.
3. Forbidden fruit tastes sweetest.
4. Great minds think alike.
5. Half a loaf is better than none.
6. Little boys should be seen not heard.
7. Laugh and grow fat.
8. Habit is second nature.
9. Listeners hear no good of themselves.
10. Let not the pot call the kettle black.
11. Look before you leap.
12. Make hay while the sun shines.
13. Necessity is the mother of invention.
14. New brooms sweep clean.
15. No news is good news.
16. No smoke without fire.
17. One good turn deserves another.
18. One man's meat is another man's poison.
19. Out of sight, out of mind.
20. Out of the frying pan into the fire.
21. Sauce for the goose is sauce for the gender.
22. Set a thief to catch a thief.
23. Still waters run deep.
24. The early bird catches the bird.
25. Too many cooks spoil the broth.
26. Two head are better than one.
27. Where there's a will there's a way.
28. When the cat's a way the mice will play.

Activity

Complete the following proverbs

a. _____saves nine.
b. Empty tins _____.
c. _____is enough.
d. _____makes perfect.
e. All is well_____.
f. _____ seldom bite.
g. A fool and his money _____.
h. _____ is the mother of invention.
i. Actions _____ .
j. _____ is better than riches.

PASSAGE

Read the passage below and answer questions that follow in full sentences.

My name is Martin Ikoba. I am a Ugandan.

I'm in primary five at Kitemu Primary school. There are several pupils of different nationalities in our school. Most of us are Ugandan and some are Tanzanian, others are Kenyans. There were a few Rwandans and Indians. Ugandan pupils often quarreled with the Rwandans and the Kenyans often quarreled with the Indians. One day the head girl talked to the pupils. She said, "Although we are of different nationalities, we are brothers and sisters. We should love one another." The pupils took her advice and stopped quarrelling. Now, there is peace in our school regardless of the nationality. We believe that we have different colour but we are one people.

Questions

1. Who is being talked about in the passage?
2. What is Martins nationality?
3. In which class is Martin?
4. Mention any **two** nationalities stated in the passage.
5. Which school had pupils of different nationalities?
6. Why should pupils love one another?
7. Who stopped the quarrels at Kitemu Primary school?
8. Who took head girl's advice and stopped quarrelling?
9. Suggest the suitable title of the passage.

Comprehension

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

This is my home, Uganda
This is the land for me,
With mountains, with valleys and hills,
The deep, dark forests where nobody goes,
The thick green swamps where the river Nile flows
The western lakes, strange and still.

This is my home, Uganda,
Full of the flight of the birds,
The crested crane, the eagle and the dove,
Spinning their cries to the sky up above,
Music of songs without words.

This is my home, Uganda,
Full of beasts that God made,
The golden lion and swift-footed deer,
The elephant grey and the dikdik is here,
And the leopard who lies in the shade.

This is my home, Uganda,
Here I was born and will die,
Here is the house that I built with my hands,
Grow fruitful beneath a blue sky.

This is my home,
This is the land for me,
This is the place where my heart is at rest,
This is the land for all that is best
Here I am alive and free

Questions:

a) Where does the write live?
b) What is the writer fond of?
c) How do lakes look like?
d) Name the beautiful birds found in Uganda.
e) What animals are found in Uganda, according to the poem?
f) What colour is the elephant?
g) How many stanzas has the poem?
h) What is the speed of the deer?
i) What do you think "spinning" means in stanza two?
j) What is the nationality of the writer?

JUMBLED SENTENCES

The sentences below are in incorrect order. Rearrange the following jumbled story to form a good story.

1. The people of Egypt cannot live without the Nile.
2. It's about four thousand kilometres long.
3. It also provides them with electricity
4. It passes through the other countries.
5. The Nile is the longest river in Africa.
6. Finally, it pours its waters into the Mediterranean sea
7. These countries are Sudan and Egypt.
8. It starts its long journey in Uganda.
9. They use its water for irrigation.
10. This electricity comes from Aswan High Dam.

Comprehension

POEM

Read the poem below and answer the questions about it in full sentences.

Uganda our motherland
Uganda! In East Africa we find you,
You are the Pearl of Africa said Winston Churchill,
"FOR GOD AND MY COUNTRY" is your motto.

Uganda! Once you were colonized by the British.
9th October every year you celebrate your independence anniversary.
Obote and Mutesa II made you what you are today.
Uganda! Once described
As the Switzerland of Africa

By Churchill in Kigezi
Your land is full of milk and honey,
With beautiful lakes, mountains and rivers,
You make us proud.

Johnny

Questions

a) In which part of Africa do we find Uganda?
b) Who wrote the above poem?
c) What is the motto of Uganda?
d) What do you call people who live in Uganda?
e) Which country once colonized Uganda?
f) Why is 9th October every year important to Uganda?
g) Where was Church Hill when he said that Uganda was the Switzerland of Africa?
h) Name one thing found on the land of Uganda.

i) Who said, "You make us proud"?
j) When did Uganda get her independence?

TOPIC 6: CULTURE
SUB-TOPIC 6B: LANGUAGES
Vocabulary lesson I

Luganda	**the language spoken by the Baganda** Luganda is spoken in most parts of Uganda.
Lumasaba	**the language spoken by the Bagisu** People on the slopes of Mt. Elgon speak Lumasaba.
Kiswahili	**the language spoken by Kenyans, Tanzanians and soldiers** Kiswahili is the second official language in Uganda
Runyakitara	**the language spoken in western Uganda** People in western Uganda speak Runyakitara.
French:	**the language spoken by the French** In France, people speak French.
Luo	**the language spoken by the Langi, Acholi, Alur** luo is commonly spoken by people in Northern Uganda.
Iteso	**the language spoken by the Ateso** In Iteso, they say **eyalama** to means **thanks**.

Vocabulary practice I

Arrange these words in a dictionary order.

1. Luganda, Lumasaba, Luo, Lingala_____
2. Iteso, Baganda, Bagishu, French_____

Rewrite these sentences giving the opposites of the underlined words.

3. Ritah learns Luganda very **fast**.
4. The boy who intentionally spoke Luganda in class was **punished** by the teacher.
5. Luo is the **simplest** language spoken in Uganda.

Give the plural form of the given word.

6. Language_____
7. Ferry_____
8. Goose_____

Rearrange the given words to form a correct sentence.

9. marriages avoid should We early.
10. **Do** enjoy **you** news in Lingala?

Rewrite the sentences giving the short form of the given words

11. **He's** good at speaking and writing Lumasaba.
12. He **can't** understand Luganda songs, can he?

Vocabulary lesson II

English	the language of Britain, Ireland, N. America, Australia and some other countries **Former colonies of Great Britain use English as their official language.**
Latin	the language of ancient Rome and the official language of its empire **Some abbreviations in the dictionary were written in Latin.**
Chinese	the language spoken in China **My aunt has just learnt Chinese.**
German	the language spoken in Germany **English is easier than German.**
Lingala	the language spoken in Congo **The Congolese speak Lingala fluently.**

Vocabulary practice II

Complete the following sentences using the correct form of the words in brackets.

1. Most schools in Uganda use _____as the medium of communication. (England)
2. Our grandfather speaks _____ very well. (France)
3. The soldiers and policemen speak Kiswahili_____ . (fluent)
4. Lingala is mainly spoken by the _____.(Congo)
5. English is_____ in England. (speak)
6. If I _____a Rwandan, I would speak Kinyarwanda. (to be)
7. His _____was written in Luganda. (speak)
8. Peter Mayiga speaks _____ fluently. (Buganda)
9. Who is the _____of the twins in the spoken English? (good)
10. Luganda has very many_____ words. (long)

Fill in the blank space with the most suitable word

1. Luganda is mostly spoken by _____.
2. Most Chinese do not speak English well, _____they?
3. There _____very many languages spoken in Uganda.
4. Lina was knocked _____by a speeding car.
5. I prefer learning Luasaba _____ learning Kiswahili.

Language structures

If ……. would …….

This is if II conditional clauses. It is also known as known as unlikely condition.
It is used to mean what would happen if a certain condition was fulfilled.
If conditional **II** is made up of two tenses
We use past simple tense in the if clause and would/ could/ should + infinitive verb in the main clause.
If clause is the part of the sentence carrying the word if/ if not/ unless
It also carries the condition to be fulfilled.
Main clause is the part of the conditional sentence carrying the result/ expectation of what would happen under a certain condition

In summary,

Past simple tense conditional tense
If + past simple verb + would/ could/ should + infinitive verb

If clause Main clause
If I were a Nigerian, I would be rich.
would speak English properly if he went to school early.

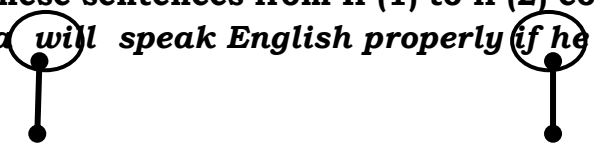
Language structures

-… would … if….
When the conditional sentences start with the main clause, it is followed to the if clause and no comma is used to separate the two sentences

Further examples

Change these sentences from If (1) to if (2) conditionals

1. Maloba will speak English properly if he goes to school early.



Maloba would speak English properly if he went to school early.

2. Muyobo **will** speak Spanish I she **is** from Spain.
   Muyobo **would** speak Spanish I she **was** from Spain.

ACTIVITY

Change these sentence from if 1) to if (II) conditionals correctly.

1. I will be proud if I am a Jamaican.
2. I will vote from Kampala if I am a Ugandan.
3. Pombe will listen to Pallaso's songs if he learns Luganda.
4. Mickel and Kandiga will imitate Meddie's lyrics if they learn Kinyarwanda.
5. If mummy goes to Sudan, she will learn Arabic very fast.

Complete the following sentences sensibly

6. I would learn Kinyarwanda if I grew in_____.
7. Mary _____learn English is she went to school earlier.
8. Kamada would win the election if _____ knew little English.

Language structures

The use of: ……for……as……

This structure works in the same way as the antonyms of languages

Examples

1. Kenyans speak Kiswahili. Rwandans speak Kinyarwanda.
   Kiswahili is for Kenyans as Kinyarwanda is for Rwandans.
2. English is spoken in England but Lingala is spoken in Congo.
   English is for England as Lingala is for Congolese.

ACTIVITY

Fill in the blank spaces sensibly.

1. ……is for Rwanda as……is for China.
2. ……is for Baganda as……is for Bagisu.
3. ……is to france as …… is for Ethiopia.
4. ……is to Iteso as …… is to Langi.

Use the most suitable words form from the brackets to complete these sentences.

5. Korean is for Korea as_____ is for Japan. (Japan)
6. Ateso is for _____ as Lingala is for Congolese. (Iteso)
7. Kinyarwanda is for Rwandans as Chinese is for_____.(China)
8. French is for France as _____ is for Baganda. (Buganda)

Grammar

NOUNS

A noun is a name of anything. It can be a name o f a person, animal, place or things. Nouns are in four kinds

- proper nouns
- common nouns
- Abstract nouns
- collective nouns

Proper nouns

A proper noun is a particular name of a person or thing. Names of people, books, places etc. are examples of proper nouns; All proper nouns are written beginning with a capital letter.

Examples

Gloria, Nakitende, Junior, English, Bwaise, Rwenzori, Nile, Kenya, Africa, Nairobi, Sunday, October

Activity

Identify the proper nouns and punctuate correctly.

1. My father will go to Nairobi next week.
2. Mr. buyondo teaches English in primary five.
3. river nile is the longest river in the world.
4. nairobi , kampala, Kigali, dodoma, Bujumbura are cities in east Africa.
5. Mr. hills is a Briton by nationality
6. my eldest brother is busy at makerere university.
7. treasure island is a very interesting book.
8. musa, wabwire and nakanjako are friends.
9. when will you go to kasese to visit the queen Elizabeth national game park?
10. my brother is very poor at mathematics.

Grammar

Plural formations of some common nouns

Common nouns are used to name only one class, people, place or things e.g girl, tree, town,

They are sub – divided in singular and plural, countable and uncountable nouns.

Nouns that mean "**only one**" are **singular**.

Nouns that mean "**more than one**" are **plural**.

(i) most nouns form their plural by adding "s" e.g. animals, houses , dogs, books, spaces etc

(ii) Some nouns form their plurals by adding " es"

a) **Nouns that end in a hissing sound e.g.**

Nouns which end with s, x, ch, are in this category

singular	**Plural**		**singular**	**Plural**		**singular**	**Plural**
dress	dresses		torch	torches		branch	branches
box	boxes		church	churches		fox	foxes
brush	brushes		inch	inches		bus	buses
tax	taxes		match	matches		bitch	bitches

b) **Some nouns that end in 'o' add 'es'**

singular	**Plural**		**singular**	**Plural**
Potato	potatoes		Hero	heroes
mosquito	mosquitoes		cargo	cargoes
negro	negroes		echo	
flamingo	_____		_____	mangoes

c) **Other nouns that end in 'o' add only 's'**

Photos, pianos, dynamos, radios, studios, videos, bamboos, igloos, Eskimos, discos,

d) **Nouns that end in "f" or "fe" form their plurals by changing "f" or "fe" to "ves"**

singular	**Plural**		**singular**	**Plural**
leaf	leaves		wife	_____
hoof	hooves		thief	_____
half	_____		knife	_____
wolf	_____		life	_____
shelf			bookself	

Exceptional

chiefs, hoofs, roofs, proofs, gulfs, staffs, beliefs, stuffs, handkerchiefs, chefs, golfs

Activity

Write the plural of the underlined words.

1. The baby came into the room.
2. A lady gave the girl the key.
3. The cat caught the mouse.
4. The leaf fell from the tree.
5. The ox pulled the cat.
6. The army went into the battle.

Rewrite the sentences giving the singular forms of the underlined words.

1. The feet of the deer crushed the flower.
2. Birds sang on the branches of a tree
3. A boy was tending some sheep in the field.
4. The man put the books on top of the shelves
5. The boy stole the knives from the shop.

Grammar

e) **Common nouns that end with 'y' preceded by a vowel letter simply take 's' in their plural**

singular	**Plural**		**singular**	**Plural**
Donkey	donkeys		valley	_____
Key	_____		day	_____
	sprays		trolley	_____
Toy	_____		_____	railways
tray	_____		turkey	_____
	_____		boy	boys

f) **There are one or two nouns that don't follow any of these rules.**

singular	**Plural**		**singular**	**Plural**
Man	_____		Focus	foci / focuses
Goose	_____		tooth	teeth
Woman	_____		foot	feet
child	_____		vertex	vertices
foot	_____		oasis	oases
mouse	_____		louse	_____

Nouns which do not change in their plurals

singular	**Plural**		**singular**	**Plural**
sheep	_____		aircraft	
furniture	_____		dozen	
dozen	_____			
deer	_____			

Activity

Re – write the sentences giving the plural form of the underlined words.

1. The nurse carried a baby.
2. A thief stole watches and the boxes of jewelries.
3. A wolf killed a sheep.
4. This furniture is very expensive.

Write the singular form of the underlined words.

5. The gentlemen filled the glasses with soda.
6. We saw geese and foxes.
7. The boys have nice watches.
8. The armies fought a hard battle.
9. The cat caught some mice.

GRAMMAR

Formation of plurals of the compound nouns

These are nouns with more than one noun. Some of the compound nouns take a hyphen while others don't.

Examples of compound nouns that don't take a hyphen

handkerchief	handkerchiefs			
homework				
Blackboard	blackboards		Spoonful	
employment	employments		Handful	
Armchair	armchairs		Headmaster	

– Compound nouns that take a hyphen

Step – son	step –sons	Mouse – trap	mouse – traps
Step – mother	step – mothers	Bye – law	bye - laws
Co – workers	co – workers	Tooth brush	tooth brushes
X – ray	X- rays	Girl – guide	girl – guides
Egg – plant	egg – plants	Check – point	check – points
Foot – path	foot – paths	Cob - web	Cob – webs
Check – up	check – ups	He – goat	he – goats
Man – servant	men – servant		

Compound nouns which affect the first word only

Passer – by	passer – by	Commander - in chief	commanders – in – chief
Sister – in – law	sister – in – law	Guest - of – honour	Guests - of – honour
Head – of - state	heads – of - state	Father in – law	fathers – in – law
Prefect – on – duty	prefects – on – duty	Office – in – charge	Officers – in – charge
Master – on – duty	masters – on – duty	Master – of – ceremonies	masters – of - ceremonies

Activity

Write the plural of the underlined words.

1. The commander – in – chief speaks Kiswahili very well.
2. The baby was given a spoonful of medicine.
3. This passer – by has escaped from prison.
4. The classroom block was measured with a tape – measure.
5. A – tug – of – war is an interesting game.

Rewrite the sentences giving the plural form of the underlined words.

6. Our head – of – department is very hard working.
7. A toothbrush is sold in our shop.
8. That member – of – staff is going to be transferred.

9. Who is the prefect – on – duty this week?
10. We saw many head – of – cattle at the road side.

Grammar

COLLECTIVE NOUNS

These nouns stand for a lot of things /individuals. We call them collective nouns because they refer to collections of things, people, items etc.

Examples of collective nouns

A gang of thieves	A packet of cigarettes	A herd of cattle
A flock of sheep	A fleet of cars	A company of actors
A team of oxen	A heap of soil	A choir of singers
A troop of lions	A queue of people	A gang of prisoners
A swarm of bees	A bouquet of flowers	A mob of disorderly people
A set of furniture	A brood of chicken	A congregation of worshipers
A forest of trees	A leap of leopards	A bundle / bunch of keys
A troop of monkeys	A flight of birds	A cluster of bananas
A crowd of people	A troupe of dancers	A mouthful of food
A pack of cards	A pocketful of money	A library of books

Activity

Fill in the blank spaces with the most suitable phrases

1. A ..... of grapes
2. A .....of matches
3. A .....of clothes
4. A .....of trees
5. A .....of corn
6. A ..... of drawers
7. A .....of bees
8. A .....of sticks
9. A .....of stamps
10. A .....of stars

Complete the following sentences sensibly.

1. A _____of birds was singing on the tree.
2. A _____of cows was stolen from my farm.
3. We saw a_____ of wolves crossing the road.
4. _____ of whales is interesting to look at.
5. Where here is a _____ of monkeys, they chatter a lot.
6. A _____of thieves robbed our English teacher's shop.

ABSTRACT NOUNS

These are the nouns which cannot be seen, touched or counted.
They are nouns of qualities o things, creatures or people. These qualities only exist in something. They don't exist on their own. Abstract nouns can be formed from adjectives or verbs.

Examples

Width	height
Length	anger
Breadth	behaviour
Truth	love

Sadness heat

Happiness presence

Bitterness choice

Formation of abstract nouns

a) **Abstract nouns from adjectives formed by adding "ness"**

adjective	**abstract noun**	**adjective**	**abstract noun**
1. clever	cleverness	15. mad	madness
2. clean	cleanliness	16. slow	slowness
3. sad	sadness	17. ugly	ugliness
4. handsome	handsomeness	18. lazy	laziness
5. kind	kindness	19. fat	fatness
6. heavy	heaviness	20. shabby	shabbiness
7. smart	smartness	21. stubborn	stubbornness
8. good	goodness	22. foolish	foolishness
9. rich	richness	23. rude	rudeness
10. quick	quickness	24. quiet	quietness
11. happy	happiness	25. polite	politeness
12. strange	strangeness	26. sick	sickness
13. bright	brightness	27. ill	illness
14. eager	eagerness	28. new	newness
		29. cold	coldness

b. Abstract nouns formed by changing the last "t" or "te" to "ce" or "cy"

Adjective	**Abstract noun**	**Adjective**	**Abstract noun**
Distant	distance	Urgent	urgency
Innocent	innocence	Efficient	efficiency
Lenient	lenience	Intimate	intimacy
Important	importance	Constituent	constituency
Patient	patience	Expectant	expectancy
Abondant	abondance	Agent	agency
Silent	silence	Accurate	accuracy
Absent	absence	Accountant	accountancy
Ignorant	ignorance	Pregnant	pregnancy
Prestent	presence	Violent	violence

Abstract nouns formed when the adjective changes to other forms

Adjective	**Adjective noun**	**Adjective**	**Adjective noun**	**Adjective**	**Adjective noun**
Powerful	power	Anxious	anxiety	Supreme	supremacy
Truthful	truth	Curious	curiosity	Jealous	jealousy
True	truth	Poor	poverty	Noble	nobility
Harmful	harm	Dangerous	danger	Wise	wisdom
Painful	pain	Old	age	Just	justice
Faithful	faith	Dead	death	Long	length

Merciful	mercy	Healthy	health	Wide	width
Pure	purity	Coward	cowardice	Deep	depth
Cruel	cruelty	Punctual	punctuality	High	height
Able	ability	Greedy	greed	Warm	warmth
Envious	envy	Loyal	loyalty	Proud	pride
Difficult	difficulty	Superior	superiority	Humble	humility
Original	origin	Rapid	rapidity	Angry	anger
Possible	possibility	Rigid	rigidity	Hungry	hunger

d. **Abstract nouns ending with "TION" formed from verbs.**

Verb	**abstract noun**	**Verb**	**abstract noun**
Explain	explanation	Administer	administration
Repeat	repetition	Oppose	opposition
Classify	classification	Complete	completion
Congratulate	congratulation	Continue	continuation
Accommodate	accommodation	Revolve	revolution
Introduce	introduction	Elect	election
Complete	competition		

e. **Abstract nouns that end in "SION" from verbs**

Verb	**abstract nouns**	**Verb**	**abstract nouns**
Decide	decision	Impress	Impression
Conclude	conclusion	Provide	provision
Invert	inversion	Convert	conversion
Confuse	confusion	Expel	expulsion
Divide	division	Posses	possession
Explode	explosion	Confess	confession
Express	expression	Discussion	discussion

f. **Abstract nouns ending with "MENT" from verbs**

Verb	**Abstract noun**	**Verb**	**Abstract noun**
Develop	development	State	statement
Govern	government	Measure	measurement
Pay	payment	Enlight	enlightment
Punish	punishment	Refresh	refreshment
Excite	excitement	Move	movement
Require	requirement	Assign	assignment
Advertise	advertisement	Embarrass	embarrassment
Entertain	entertainment	Achieve	achievement

g. Abstract nouns that don't change verbs.

Verb	**Abstract nouns**	**Verb**	**Abstract nouns**
Process	process	Love	love
Record	record	Retreat	retreat
Progress	progress	Race	race

Demand	demand	Drive	drive
Duplicate	duplicate	Dream	dream
Rest	rest	Knock	knock
Pool	pool	Ride	ride
Fish	fish	Sleep	sleep

EXCEPTIONS

Verbs which form abstract nouns without following any of the above rules

Verb	Abstract nouns		verb	Abstract nouns
Depart	departure		mix	mixture
Arrive	arrival		fix	fixture
Avail	availability		assemble	assembly
Choose	choice		Speak	speech
Fail	failure		advise	advice
Succeed	success		practice	practice
Sit	seat		refuse	refusal
Lend	loan		lose	loss
Just	Justice		Serve	service

i) Abstract nouns formed from other nouns

Nouns	**abstract nouns**		
Neighbour	neighbourhood	Relation	relationship
Free	freedom	Slave	slavery
King	kingdom	War	warrior
Child	childhood	Martyr	martyrdom
Man	manhood	Pot	pottery
Brother	brotherhood	Baker	bakery
Poet	poetry	Butcher	butchery
Friend	friendship	Grocer	grocery

activity

Use the correct form of the words in brackets to complete the sentences.

1) John's .....was misleading. (advise)
2) Our teachers get their .....at the end of every month. (pay)
3) We had a lot of .....during holidays. (entertain)
4) The .....i had last night almost came true. (dream)
5) What caused your .....yesterday? (absent)
6) Due to .....they did poorly in their examinations. (ill)
7) Do you know the ..... of your mother? (high)
8) There was no ..... for most of the guests. (accommodate)
9) There is a lot of .....in Smoking. (dangerous)
10) My elder sister is reading an .....course. (accountant) Gender

Grammar

ACTIVE AND PASSIVE VOICES

Sentence is said to be in the active voice when it starts with the subject (doer)
On the other hand, sentences in the passive voice begin with the object (receiver)
The active can be changed to the passive if the active form of the sentence has both a subject and an object
Example
Annet play (cannot be change)

The passive voice is possible in all tenses. However if the subject in the active voice is not specific, we don't mention it in the passive voice.

Someone beat Amos (active)
Amos was beaten . (passive)

THE PRESENT TENSES
The present simple
The passive form of the present simple tense is used in the order below
Is, am , are plus a past participle verb
Example

1. I love Judith (active)
   Judith is loved by me. (passive)
2. Cars carry people. (active)
   People are carried by cars. (passive
3. The doctor warns me against smoking cigarettes. (active) I am warned against smoking cigarettes by the doctor (passive)

Present continuous
The passive form of the present continuous tense is used in the order below
Is being, am being, are being + a past participle verb

Examples

1. I am eating food. (active)
   Food is being eaten by me. (passive)
2. Cars are carrying people. (active) People are being carried by cars. (passive)
3. The doctor is warning me against smoking cigarettes (active) I am being warned against smoking cigarettes by the doctor (passive)

THE PRESENT PERFECT
The passive form of the present perfect tense is used in the order below
Has been, have been + a past participle verb
Examples

1. I have eaten food. (active)
   Food has been eaten by me. (passive))
2. Cars have carried people. (active)
   People have been carried by cars. (passive)
3. The doctor has warned me against smoking cigarettes (active) I have been warned against smoking cigarettes by the doctor. (passive)

Activity
Change these sentences into passive

1. Akello learns music
2. The dog hates bones
3. He sleeps on the bed
4. Kato plays football
5. Lions eat other animals
6. I am writing a letter
7. They are carrying firewood
8. Moses is repairing a radio

The Past Simple Tense.

This tense is used to show that an action happened in the past and it is not related to the present. No helping verbs are used before the main verb in the sentence.

Examples.

1. He looked at me.
2. He preferred singing to dancing.
3. Teo didn't borrow two library books yesterday.
4. My balloon burst last night.
5. I saw some boys escaping.
6. Did she want a drink?
7. Bolingo lied to me about his P.L.E results.

Oral work.

Rewrite the following sentences in the past simple tense

1. She has come early.
2. The cat has broken my pot.
3. He is digging a pit latrine.
4. He doesn't understand the exercise.
5. Does he attend lessons?
6. Is he present?
7. Where has she gone?
8. She doesn't write well.

Use the correct form of the word in brackets to complete the sentences in the past simple tense.

9. ……with him to the theatre last evening.(go)
10. She ……me a note book(give)
11. The bank ……some money to the school.(lend)
12. They ……their exams a few days ago.(begin)
13. We ……in lake Mburo last holiday.(swim)
14. I ……them the truth about the lost phone.(tell)
15. We ……him very well.(understand)
16. A wasp ……her baby last night.(sting)
17. They ……a lot of food at the wedding party.(eat)
18. Magufa ……himself because of debts.(hang)
19. I ……that novel last week.(read)
20. We ……our prayers and went to sleep.(say)
21. Most of our parents ……school fees before opening the term.(pay)
22. My uncle ……a new car last week.(buy)
23. Mary and George ……a knot last Saturday and went for honey

The Past Continuous Tense.

This tense is used for longer unfinished actions. It is used to show that:
An activity was going on when another one was carried out.

Examples.

1. It was raining when my father returned home.
2. When the visitors arrived home, mother was busy preparing supper.

-An activity was continuous over a certain period of time.

Example

1. We were revising throughout the day.
2. My sister was playing all day long.

-Two events were taking place at the same time in the past.

Examples.

1. We were cleaning the compound while the teachers were supervising us.

2. While the teacher was teaching us, the children were sleeping.

NOTE.

The helping verbs used in this tense are:

…….was +…….ing if the subject is singular

…….were +…..ing if the subject is plural.

Exercise 1

Using the words in brackets, complete the sentences in the past continuous tense.

1. Alice ……with her friends when teacher called her. (play)
2. While our father was picking coffee, we ……our cassava garden.(weed)
3. As I ……through the bush looking for fire wood, I saw a huge snake.(walk)
4. She ……a basket when I met her.(carry)
5. The car had nobody in it but the engine ……(run)
6. While he ……a tall tree, he hurt his finger.(cut)
7. While the gardener ……the hedge, a black bird flew out.(trim)
8. My back ……all day long.(ache)
9. The guest ……not listening while the host……(to be, talk)
10. When we ……our morning prayers, the late comers entered our room.(say)

The passive form of the past continuous tense is used in the given order; was being, were being + a past perfect verb

Examples

1. I was eating food. (active)
2. Food was being eaten by me. (passive)
3. Cars were carrying people (active)
4. People were being carried by cars. (passive)
5. The doctor was warning me against smoking cigarettes (active)
6. I was being warned against smoking cigarettes by the doctor. (passive) THE PAST PERFECT

The passive form of the past perfect tense is used in the order below; had been + a past participle verb

Examples

1. I had eaten food. (active)
2. Food had been eaten by me. (passive)
3. Cars had carried people (active)
4. People had been carried by cars. (passive)
5. The doctor had warned me against smoking cigarettes (active)
6. I had been warned against smoking cigarettes by the doctor (passive)

Activity

Change these sentences in passive

1. He ate food
2. James broke the glass
3. The boy ate an orange
4. They greeted us
5. He stole our books
6. Abraham put more salt in the sauce
7. The cat was eating rats

8. They were repairing his bed
9. That woman was telling us some news
10. Jane had seen the robbers

THE FUTURE TENSES

THE FUTURE SIMPLE TENSE

The passive form of the future simple tense is got from the order below ; will be + a past participle verb

Examples

1) I shall eat food. (active)
   Food will be eaten by me. (passive)
2) Cars will carry people (active)
   People will be carried by cars. (passive)
3) The doctor will warn me against smoking cigarettes. (active)
   I shall be warned against smoking cigarettes by the doctor. (passive

Activity

Change these sentences into passive

1. They will take the ball
2. He will beat us
3. We shall carry it
4. I shall answer many questions
5. I will learn science

Change the following into active

1. Meat is eaten by lions
2. The song is sung by children
3. A novel is being read by Annette
4. Music is being listened to by my father
5. Prizes have been given to us by Tom

Conditionals (If 2).

Conditional clause 2 (if clause 2)

This clause is used to express a condition which is impossible and whose result we are only imagining.

Unlike in if 1 where there is a possibility of the condition being fulfilled in if 2 one is just imagining what would happen if the impossible came true.

In if 2 the condition cannot be fulfilled at all it is just day dreaming

Example

1. If I were you, I wouldn't eat posh. (It is impossible for one to turn into someone else)
2. If I were God, I would leave man to live forever. (it is impossible for me to become God)

Guidelines on the use of if 2

We use the past simple tense in if clause and a would + a verb in the present tense in the main clause

Example

If I were a king, I would not look poor.

We often use 'were' instead of 'was' in order to put emphasis on the nature of the impossibility

Example

If he were a snake, he would bite all sinners.

PASSAGE

Read the passage below and answer the questions about it in full sentences.

A JOURNEY TO BUSY ISLAND

Busi Island is found in Uganda. It is situated on Lake Victoria in Wakiso district. To reach Busi Island, you must travel by boat.
Last holiday, I spent half a month of my holiday with my aunt at Busy Island. Despite the fact that our home is near Lake Victoria, I had neither swam nor travelled by boat before. I was used to travelling by taxi or bus to Kampala, Wakiso or Entebbe.

It was a windy Saturday morning; just one day after the schools had closed for holidays. I made up my mind to go and visit my aunt in Busy Island. I went to Nakiwogo landing site in order to catch a boat to Busi Island.
At exactly10:00 am, the boat set off. When we were half-way the journey between Busy Island and Nakiwogo landing site, the waves began to rise. They appeared like mountains of the moon in south Western Uganda. During this time, the boat in which I was travelling bounced up and down. It was almost **capsized**. All the passengers in the boat fell asleep and prayed to the Almighty God to send His mighty angels to rescue the situation. Luckily, with God's mercy, the waves stopped and I narrowly escaped death.

Questions

a) Where did the writer go to visit her aunt?
b) On which day of the week did the writer travel?
c) How did the writer travel?
d) Why do you think the writer might not have enjoyed the journey?
e) What did the writer and other passengers do when the waves came?
f) For how long did the writer stay in BusiIsland?
g) At what time did the boat leave for Busy?
h) In which district is Busy Island found?
i) What made the boat bounce up and down?
j) Give another word with the same meaning as **capsized.**

Tables

The graph below shows different tribes and languages spoken in Uganda. Study it carefully and then answer the questions about it in full sentences.

Tribe	Langi	Baganda	Rwandans	Bagishu	Chinese	Iteso	France
Language spoken	Luo	Luganda	Kinyarwanda	Lumasaba	Chinese	Ateso	French
Country of origin	Uganda	Uganda	Rwanda	Uganda	China	Uganda	France

Questions

a) What does the table above show?
b) In which country do they speak English?
c) How many tribes have been talked about?
d) Which language do people of China speak?
e) Which tribe speaks Chinese?
f) How many countries are shown on the table?
g) Which tribe in Uganda speaks Ateso?
h) Name the languages spoken by Baganda.
i) In which country do we find the French?
j) Which country has been mentioned more than once?

Poem

Read the following poem and answer the questions in full sentences.

Languages in Uganda and the world

From East to West,
North to the South,
People speak different languages,
People indeed love their languages,
Because a language is a gift from God.

In the East, The Bagisu speak Lumasaba,
In the West, People speak Runyakitara,
In the North, People speak Luo,
In South Africa, People speak Zulu,
People indeed like their languages
Because a language is a gift from God.

In England, people English,
Come to France, people speak French,
In Germany, people speak German,
listen from Kenyans, they speak Kiswahili
People indeed love their languages,
Because a language is a gift from God.

Go to China, people speak Chinese,
Visit Congo, people speak Lingala,
Rwandans are ever speaking Kinyarwanda,
Fly to Rome, people speak Latin,
People indeed love their languages,
Because a language is a gift from God.

Benjamin Musoke

Questions

a) Where is English spoken according to the poem?
b) How many stanzas does the poem have?
c) Who is the writer of this poem?
d) Why do you think people love their languages?
e) If you want to learn Runyakitara, where will you go?
f) In which country in Zulu spoken?
g) According to the poem, where do Luo speakers live?
h) What do we call people from Rome?
i) What name is given to a person who writes poems?
j) Suggest a suitable title for the poem.

Comprehension

POEM

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

One man One Wife

I have visited the altar and the entire city
But what they sing is one song
The song of the white man
One man one wife.

Oh! I sit down and cry all my heart
Because my culture hasgone
My children no longer listen to me
What they want is the white man's culture
The culture of one man for one wife.

How can a man feel strong with only one wife?
What happens when she falls sick?
What if she only produces girl children?
Where will you get the ***heir****?*
I tell you the white man is ***crazy****.*
With his culture of one man for one wife.

Question;

a) What is the poem about?
b) How many stanzas has this poem?
c) According to the poem, whose song does the writer hate?
d) According to stanza three, why does the writer need to have many wives?
e) Do you think the writer is a white man?
f) What word is used to mean the culture of a man having more than one wife?
g) Write the opposite of the word **heir**as used in the poem?
h) Give another word for **crazy.**
i) Why do you think the writer hates the white man?
j) Suggest the most suitable title to this poem?

Comprehension

Passage

Read the passage below about cultures in Uganda and answer the questions in full sentences.

CULTURAL DIVERSITY

Uganda has a strong cultural heritage. Many regions in Uganda have Kingdoms including Buganda, Bunyoro, Rwenzururu and Toro. Ugandans are remarkably hospitable.

Each tribe has its own traditional dance. These traditional dance are sung and performed in different local languages.
The Banyankole perform their Kitaguriro dance, the Banyoro have Runyege, Acholi have Bwola and Otole dances. The Alur people from West Nile have traditional Agwal dance and Bagishu have the Imbalu dance during circumcision ceremonies.
Uganda is really the pearl of Africa.

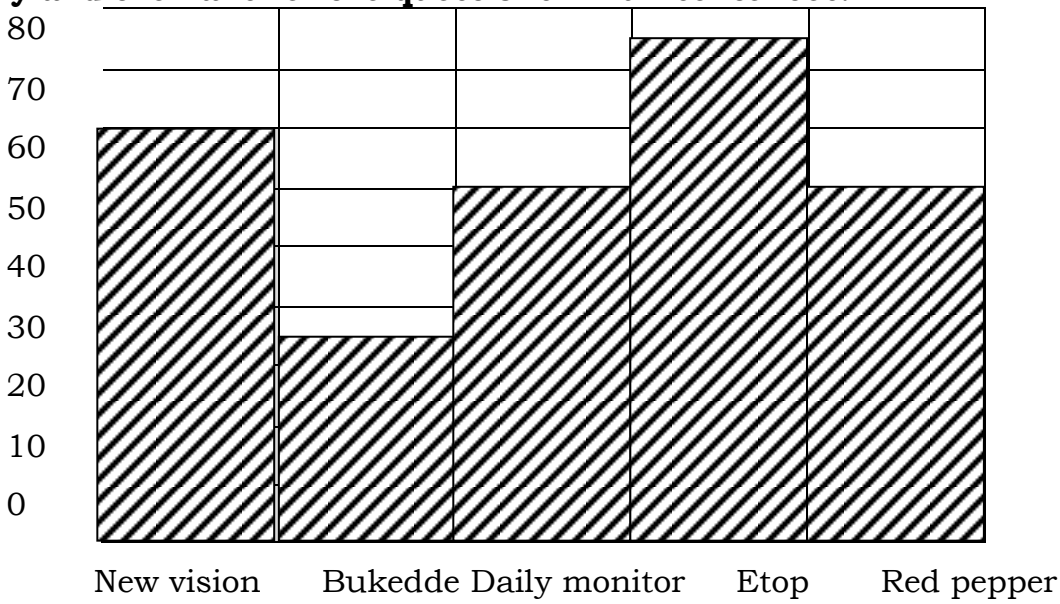
Questions

a) What kind of culture does Uganda have?
b) Name any one Kingdom found in Uganda
c) How are Ugandan's described according to the passage?
d) How does culture and lifestyles differ in Uganda?
e) Which tribe performs Kitaguriro dance?
f) When do the Bagishu perform Imbalu dance?
g) Identify the two dances performed by the Acholi of Northern Uganda.
h) Which tribe do we find in Bunyoro Kingdom?
i) Which tribe is found in West Nile?
j) Why do you think this part is called West Nile?

Comprehension

Graph

The graph below shows the sales of newspapers in kumitown. Study it carefully and then answer the questions in full sentences.



Newspapers sold

Questions
a) What is the graph about?
b) How many different newspapers are sold?
c) In which town is the newspapers sold?
d) Which newspaper has the highest sales?
e) How many copies of the new vision are bought?
f) Which newspaper sells the least copies?
g) Why do you think Etop has the most copies sold?
h) Which **two** newspapers sell the same number of copies?
i) Why do you think a few copies of Bukedde are sold in Kumi town?
j) How many more copies does Etop sell than Bukedde?

Comprehension

Dialogue

Jumbled sentences

Re-arrange the following sentences to form a good composition about "The Bamasaba"

a) Finally, the Bamasaba are well known for their Imbalu cultural dance.
b) They would find it difficult to feed their families.
c) But they use terraces and contours to control soil erosion.
d) They also keep domestic animals such as cows and goats on a small scale.
e) The Bamasaba are very hard working otherwise,

f) It occupies parts of Mbale, Sironko and Kapchorwa districts.
g) They mainly grow bananas and Arabica coffee.
h) The people who live on the slopes of Mt. Elgon are called Bamasaba.
i) Mountain Elgon is situated in Eastern Uganda.
j) In a mountainous area where by it is not easy to prepare land for crop growing.

Composition

Guided dialogue

Below is a dialogue between Kasirye and Kamukamu. What Kasirye said is given below. Complete it by filing in the blank spaces what you think Kamukamu said.

Kasirye : Hello, Kamukamu, what have you been doing in your class?
Kamukamu:_____
Kasirye: Having a meeting! What was the meeting about?
Kamukamu:_____
Kasirye: Starting a school newspaper! What kind of news are you going to write?
Kamukamu:_____
Kasirye: Local and foreign news! Who were chosen to be the chief editor and journalists?
Kamukamu:_____
Kasirye: Biko, Twine and Maggie! Why were they chosen?
Kamukamu:_____
Kasirye: For being good at English! Which articles are you going to write?
Kamukamu:_____
Kasirye: About sports, education and politics! Who will draw the cartoons?
Kamukamu:_____
Kasirye: Collin! Is he good at drawing cartoons?
Kamukamu:_____
Kasirye: Indeed he deserved it. I wish him success.
Kamukamu:_____
Kasirye: Goodbye, Kamukamu.
Kamukamu:_____

Using your school address, write a friendly letter inviting your cousin to your sister's wedding ceremony. Tell him or her the date, time, and the venue for the wedding.

COMPOSITION

Imagine you had a trip to China to attend an Art Exhibition and the only language you knew was English. Explain how you communicated to the people who didn't know English e.g. in the Chinese restaurant, in the supermarket and in the Art Exhibition. Create your own title and talk about your experience there.

TOPIC 7: PEACE AND SECURITY

Vocabulary Development

VOCABULARY LESSON I

peace:	situation or state of living in friendship with others **We should always live in peace with our neighbours.**
security:	The state of being free from attack, harm or damage **There is tight security at the airport.**
judge	A person in a court who has the authority to decided how criminals should be punished or makes legal decisions **The judge sentenced the rapist to five years in prison.**
magistrate	An official who acts as a judge in the lowest courts of law **The criminal was taken to the Grade II magistrate's court.**
report	To give people information about something that you have heard, seen, done **Children must report people who violate their rights to the police.**
statement	Something that you say or write that gives information for a particular purpose. **Bangi's step mother was told to make a statement at the headquarters**
offence	A crime or an illegal act. **Defilement is a criminal offence.**

VOCABULARY PRACTICE I

Use the correct form of the words given in brackets to complete the sentences.

1) A relative of mine was_____for stealing a cock.(prison)
2) The _____ was arrested by the police. (crime)
3) The thief was seriously _____by the angry mob. (beat)
4) All citizens must work hard to promote _____in our zone. (secure)
5) The police called two _____to give their statements. (witness)
6) The local police ended their operation _____. (peaceful)
7) None of the _____items has been recovered by the police. (steal)
8) There were three _____in the police cell. (thief)
9) By the time the police arrived, the robbers _____. (flee)
10) The old man was charged with _____ by the judge. (defile)

Use these words in a sentence to show that you understand the difference in their meaning.

11) peace
12) piece

Rewrite these sentences giving the opposite of the underlined words.

13) Our village is a very **peaceful** place.
14) Hunting in the game parks is legal.
15) The police said that only minor cases were reported.

VOCABULARY LESSON II

offend	To make someone feel upset because of something you do or say I**t is very bad to offend your parents or friends.**
handcuffs	A pair of metal rings joined by a chain that is used for holding the wrist of a prisoner **The prisoner cut the handcuffs and escaped the cell mysteriously**.
sentence	The punishment given by a court **After serving his sentence, the young man will be released from jail.**

murderer	A person who has killed somebody deliberately and illegally. **The murderer was sentenced to life imprisonment.**
crime	An illegal act or activity that can be punishable by law **It is a crime to deny children their rights.**
exhibit	A thing that is used in a court of laws to prove that somebody is guilty or innocent. **The policeman who stole the exhibit was arrested.**
cell	a room for one or more prisoners in prison or police station **The prisoners almost suffocated in the cell due to insufficient supply of oxygen**

VOCABULARY PRACTICE II

Use each of the words given below in a sentence to show that you know the difference in their meaning.

1) sell :
2) cell: **Arrange these new words in a dictionary order.**
3) call, cell, cull, cool
4) Sunday, Thursday, Saturday, Tuesday

Use the correct form of the words in the brackets to complete the sentences.

5) The police _____ busy hunting for the killer last week. (is)
6) The _____was sentenced to death. (murder)
7) Peter was _____by the policeman who arrested him (handcuff)
8) Joran has committed the _____offence in a week. (two)
9) There were many _____in the small cell. (prisoner)
10) Baraka, who stole the car, was _____ to five year imprisonment. (sentence)
11) The police officers handcuffed three _____ last week. (thief)

Arrange these words to form a meaningful sentence.

12) murderer injured was The seriously.
13) Tendo sentenced Was to death?

Re-write these sentences giving one word for the underlined group of words.

14) What was Peter's **punishment given by a court** for abusing his children?
15) Stealing and killing are all **illegal activities that can be punishable by law.**

VOCABULARY LESSON III

arrest	to hold someone and take them to a police station or prison **The taxi driver was arrested because he committed a crime**
scene	**a** place where something happens or occurs **The sniffer dogs were brought to the scene of the crime.**
court	the place where legal trial take place and where crimes are judged **His brother–in –law will appear in court tomorrow.**
sniffer dog	a dog that is trained to find drugs, criminals or explosives by smell **The sniffer dog followed the murderer up to the hiding place.**
police station	the office of a local police force **The suspects were taken to the nearest police station by police.**
mob	a large crowd of people that may be violent or cause trouble **The angry mobs were planning to set fire on the thief.**
police officer:	a member of the police force **The police officers are usually dressed in the police uniform.**
arrows	thin sticks with sharp points at one end used for shooting from a bow **The security guard accidentally shot his boss with an arrow last night.**

VOCABULARY PRACTICE III

Fill in the blank spaces to complete these sentences.

1) The boy _____father was arrested is crying.
2) _____was peter arrested by the police?
3) The thief was _____university student.
4) Peace is to unpeaceful as _____is to unsecure.
5) How _____police officers came to arrest our head teacher?

Use the correct form of the word in the brackets to complete the sentences.

6) Is it a crime to wear _____out shoes at school? (wear)
7) One of the _____ managed to escape from the cell. (prisoner)
8) Ssekabi was _____by the police for moving at night. (arrest)
9) Most _____are peace loving people. (Uganda)
10) the _____of the dogs scared the thieves and they ran away. (bark)

Arrange the words below in alphabetical order.

11) arrow, bow, bond, army
12) police, report, secure, treat

Write these short forms in full

13) Capt. : She'll: **Vocabulary Lesson IV**

army	a large organized group of soldiers who are trained to protect and defend the country against enemies or war. **The army commander ordered the army to advance in order to defeat the rebels.**
barracks	**an** enclosed place where soldiers live and work **The police officers and soldiers live in barracks.**
case	a question to be decided in court or matter that is being officially investigated by the people **There are rampant murder cases in our country.**
witness	a person who sees or watches something happen and is able to describe it to other people by giving evidence **Police have appealed for witnesses to the accident to re–appear in court.**
headquarters:	a head office or place from which an organization or military operation is controlled **The police headquarters are in Kibuli -Kampala.**
defence	the act of protecting somebody or something from attack or what is said in court to prove that a person did not commit a crime **The soldiers who died in defence of our country are regarded as national heroes.**
illegal	not allowed by the law **It is illegal to build a house in a wetland.**
gun	a weapon that is used for firing bullets or shells **Local police officers always carry guns while on duty.**

Vocabulary practice IV

Arrange these words to form a meaningful sentence.

1) police law The and order maintain in area an.
2) it Is illegal own to guns Uganda in?

Arrange the words below in alphabetical order.

3) illegal, headquarters, police, security
4) case, army, defense, gun

Re-write the following sentences giving one word for the underlined group of words.

5) it is **not allowed by the law** to own guns without police awareness**.**
6) three **weapons that are used for firing bullets** were stolen from the police posts.

Re-write these sentences giving the plural form of the underlined words.

7) The murderers were released legally by the **prison warder**.
8) The **suspect** who escaped was innocent.

Rewrite these sentences giving the opposite of the underlined words.

9) the road to the police station is very **narrow**.
10) Sarah is a very **hardworking** police officer.

Write these short forms in full

11) shan't: _____
12) UPDF:

_____

LANGUAGE STRUCTURES

The use of: ..... so ..... that .....

We use the structure when putting emphasis on the quantities of something.
It is an adverb of degree so when used this way, an adjective or adverb is put between **so** and **that**
When the sentence carries the word **very**, replace it with **so**

Examples

Join these sentences using: _____so _____that_____

1) The robber was very fast. The police officers could not catch him.
   The robber was so fast that police officers could not catch him.
2) The village has very many thieves. There is no peace.
   The village has so many thieves that there is no peace.

Trial Activity

Join these sentences using: _____so _____that_____

1) The police were very active. They restored peace immediately.
2) The town has very many offenders. There is no peace.
3) The policeman ran very fast. The caught the thief.

Activity

Join these pairs of sentences using: .....so ..... that.....

1. There are very many thieves. There is no peace in our village.
2. The Kabaka of Buganda likes peace very much. He cannot cause insecurity.
3. The statement was very long. The policeman could not write it all.
4. P.5 children are very careful. They cannot write any words wrongly.
5. Our children are very polite. They greet their teachers every day.
6. our gateman is very strict. He cannot allow strangers at our school.
7. Our village is very peaceful. Everyone admires to live in it.

Language structures

The use of:_____ such a/ an _____that_____

We use the structure when putting emphasis on the quantities of something.
It is an adverb of degree, when used in this way, such is followed by the adjectives with the corresponding article an/ a.
The structure is used with singular nouns and pronouns only.

Example

Join these sentences using: _____such_____ that_____

1) **He was a very popular gentleman. He was elected the president**
   He was such a popular gentleman that he was elected the president
2) **Here is a very insecure place. I can't live in it.**
   Here is such an insecure place that I can't live in it.

Trial Activity

Join these sentences using: _____such _____ that_____

1) Tom is a very young boy. He cannot be our security officer.
2) She was a very heartless woman. She could not rescue the child.

Activity

Join these sentences using: _____such_____ that_____

1) It was a very terrible fire. Nobody inside the house escaped.
2) Tom is a very tough man. All the people in our town fear him
3) Kalinda is a very kind hearted man. He bought the food for the prisoners.
4) Benita is a very good mother. She cannot beat her children.
5) It was a very painful accident. Everybody felt sad.
6) Tendo is a very bad criminal. He escaped from the prison.
7) Joseph is a very fast boy. He cannot be caught by the criminal.
8) Biru is very obedient man. He cannot break the laws.

Using .... so that...../.....such that.....

The structure .... **in order that/so that/such that**..... is used to talk about a person's purpose of doing something. It is also used to point out the reason why someone does/is doing/did/has done or will do something.

-The modal verb '**can'** is used in the present tense while the modal verb '**could'** is used in the past simple tense.

Examples

join these sentences using: _____so that_____

1) **The police officers came quickly. They wanted to rescue the thieves.**
   The police officers came quickly so that they could rescue the thieves.
2) **My dad comes home early. He wants to avoid being robbed on the way.**
   My dad comes home early so that he can avoid being robbed on the way.

Trial activity

Join these sentences as instructed in the brackets

1) Our neighbour bought CCTV camera. He wanted to track thieves at his home.
   (Join as one sentence using: _____in order that_____)
2) The army came. They wanted to stop the riots.
   (Join as one sentence using: _____so that_____)
3) The riot leader was arrested. The police wanted to stabilize the city.
   (Join as one sentence using: _____such that_____)

Activity

Join these sentences using: _____so that_____

4) The operation will be carried out. They want to arrest the suspects.
5) Our school will be fenced. They wanted children to be peaceful.
6) the police came very fast. They wanted to stop the fire.
7) The thief was very fast. He could not be arrested by the police.
8) The mobs were very angry. They wanted to Kill Mukisa.
9) The children were taken to the police. They wanted them to make statements.
10) The robbers run very fast. They don't want to be arrested by the police.

Grammar

Past simple tense of irregular verbs

- Past simple tense shows an action that occurred in the past and does not extend in to the present.
- The verbs in the past simple tense must be in the past tense.
- Verbs are doing words. These are the names of actions we do.
- irregular verbs are doing words which do not have uniformity in the formation of their past tense

past simple tenses of some irregular verbs

go	went		do	did
is	was		take	took
awake	awoke		be	was
dig	dug		build	built
become	became		come	came
buy	bought		bend	bent
sing	sang		see	saw
make	made		sell	sold

Activity

Rewrite these sentences giving the opposites of the underlined irregular verbs.

1) We **went** to the market last week.
2) My father **bought** a very good CCTV camera last week
3) Mark **slept** very late for the rest of last month.

Complete these sentences using the past simple tense of the verbs in the brackets.

4) the army _____ to the battlefield to rescue people/ (go)
5) the thieves _____four guns from the police station. (steal)
6) Benita _____ the statements made by the children. (write)
7) We _____a mistake to hid the thief. (make)
8) Baraka , who was the police officer, _____ the O.C. Police. (become)
9) the robber _____in the thick forest when he saw the police. (hide)
10) All the people _____ away when they heard of the bomb blast. (run)
11) Peter _____his short hurriedly. (wear)

take= took, bake is not book X

Present Perfect tense

Present perfect tense is used to show an action which began in the past and has been completed recently.
We use has + verb or have + past participle tense of the main verb
Has and Have are used before the verbs of the past participle tenses to form present perfect tense
Has is used when referring to a singular noun or pronoun.
Have is used with the plural nouns and pronouns and first plural pronouns I and We

Examples

1) The people have agreed to live in peace.
2) Susan has gone to the police station.
3) The thieves have written their statements.
4) I have seen the robbers who committed the offence.

has is also used to mean the plural form of **have**

examples

Rewrite these sentences in plural

1) **The cunning thief has escaped from the prison.**
   The cunning thieves have escaped from the prison.

Activity

Complete these sentences using the present Perfect tense of the verbs in the brackets.

1) The pupils have _____ their statements. (write)

2) My father has _____ the police to arrest every criminal. (tell)
3) Tendo has _____ to the police station. (go)

Fill in the blank spaces with has/ have to make it present perfect tense.

4) The offenders _____managed to escape from the police cell.
5) The judges _____ stopped the court session.
6) The policeman who arrested Juma _____died.
7) Bairo _____been arrested.
8) Our teacher _____been remanded for defilement case.

Rewrite these sentences as instructed in the brackets

9) My book has been stolen. (Rewrite the sentence beginning: Our books_____)
10) His father has been arrested for theft. (Rewrite and use: Their fathers_____)

Have you ever.....?

The structure is used to inquire whether a person had done a particular activity before.

The structure: **Have you ever_____?** is followed by the participle form of the verbs.

Examples

1) Have you ever been arrested by the police?
2) Have they ever gone to the court?
3) Have you ever heard of the gunshots?
4) Have you ever seen the dead human being?

Activity

Begin each sentence with: Have you ever _____?

a) see a snake
b) sreal a book
c) stage a road block
d) kill alion
e) enter a courtroom
f) be arrested by the police
g) eat a raw banana
h) disobey your parents

Abbreviations, contractions and acronyms

ABBREVIATIONS AND CONTRACTIONS

An abbreviation is a short form of a word. Full stops are used in abbreviations.

Ag. – acting
Mt. mountain
am - before noon (ante meridian)
O.K - all correct
Ave. - Avenue
P.S.V - Public Service Vehicle
Co. - company
Rev. - Reverend
C.O.D - cash on delivery
Sec. - secretary
Dr. - Doctor
Vs. - Versus
i.o.u - I owe you
Yr. Year
Ltd - Limited
PAYE - Pay as you earn

Ms. - Miz
Capt - Captain
P.P - On behalf of
P.T.O - Please Turn Over
P.m - afternoon (Post meridiem)
C.A.O - Chief Administrative officer
P.O - Post office
L.C - Local council
R.I.P - Rest in peace
R.S.V.P - reply if you can please (Please reply)
Rd. - road
St. Saint
U.P.E - Universal Primary Examination
W.e.f - with effect from
URA - Uganda Revenues Authority
Viz - namely
Ref. Reference
Via - by way of
abbr - abbreviation
Cf. – compare
a/c - account
do - the same
assn - association
dept - department
asst - assistant
e.g. - except grata (for example)
C/o - care of
Gov't - Government
i.e - that is (id est)
Jr. Junior

Activity

Write the English meaning of these foreign short forms.

i.e
e.g.
R.S.V.P
Viz
Via

Write these abbreviations in their full forms.

1) Rd.		2) P.S.V	
3) P.T.O		4) dept	
5) Dr.		6) Ref	
7) Rev.		8) C/o	

CONTRACTIONs

These are also short forms. A word is shortened using an apostrophe

Examples of contractions

is not - isn't	it is - it's
i would - i'd	cannot - can't
never - ne' er	ought not - ought't
will not - won't	he is - he's
do not - don't	has not - hasn't

he will not - he won't	should not - shouldn't
have not - haven't	i am - i'm
over - o' er	shall not - shan't
i have - i've	of the clock - o'clock
must not - mustn't	i will - i 'll
wherever - where're	that is - that's
they will - they'll	you will - you 'll
there is – there's	we have - we've
you are - you're	let us - let's
all is - all's	

Passage

Read the following passage and then answer the questions in full sentences.

PEACE AND SECURITY IN MIREMBE VILLAGE

In Mirembe village, people love peace and security. Their local council one chairperson, Mr. Mutebi Jamiru usually encourages them to work together as a community to maintain peace and security at all times.

At the entrance to the LCI chairman's office, there is the village motto **"Together we can achieve peace and security in Mirembe village".** This motto has helped the citizens to reduce the rate of **offences** such as defilement, rape, theft, mob justice, witchcrafts etc.
In Mirembe village, there was a notorious boy called Okello Japhesi. Okello used to smoke marijuana, steal people's properties, rob people in the city and stage road blocks illegally. These had caused insecurity in the village.

One day, Okello and his friends were found stealing the neighbour's goat. The owner of the goats made an alarm which assembled the citizens. Okello 's three other friends managed to escape but Okello was arrested. They wanted to set him on fire but luckily the chairman arrived and called the 999 police patrol. Later on, Okello was taken to the police station to make a statement. The O.C station warned him of the dangers of stealing. Okello promised to change.

When the police **set him free**, Okello completely changed his behaviour. He learnt to work hard and live in peace and security. He started making bricks and rearing poultry.
Besides, the NAADS programme officer at Nangabo sub-county head quarters gave him a heifer. Okello is now a very hard working and law-abiding citizen.

Questions;

(a) What is the name of the writer's village?
(b) Why do you think the writer's village is a good place to live in?
(c) What is the responsibility of Mr. Mutebi Jamiru in Mirembe village?
(d) Write the motto of Mirembe village.
(e) Mention any **one** offence in the passage.
(f) Who was the notorious boy, caught stealing a goat?
(g) According to the passage, who rescued Okello from being burnt?
(h) Give another word or a group of words with the same meaning as the underlined words in the passage;

(a) offences; (b)set him free; 9. Write the title of the passage.

Poem

Read the poem below and answer the questions in full sentences.

THE PAIN OF HAVING NO PEACE

Hear me now, hear the cry of my citizens
Where is the peace we deserve?
And the security you provide?
Tear gas every day, when people riot
You fire bullets to kill them
Instead of listening to their problems peacefully

When students, traders and hungry politicians strike,
All the evil thought you have is
To come out here and rob them
Destroying whatever they have put
Leaving them poorer than ever before
Is this peace and security you provide?

That is not what I want!
Remember the day you were born,
I mean the day of 9th October 1962,
You sang and said,
United free for liberty and together we shall live
Why then fight with fellow siblings and parents?

Hear me then, your motherland
Respect each other's rights
Protect the vulnerable
Lives are never sold in the markets
Talk about peace but not war
Then shall you live in happiness!

Questions

1. What is the poem about?
2. According to the first stanza, what does the writer deserve?
3. What does the writer get when people riot?
4. According to the poem, who cause strikes in the city?
5. What should the government remember?
6. How many stanzas has the poem?
7. In which stanza do we find the independence of Uganda?
8. Why should the vulnerable be protected?
9. What should the people of Uganda talk about?
10. Write a suitable title to the poem.

Dialogue

Below is the conversation between the chairman LC1of Owino Market Zone and the O.C Central Police Station. Read it and answer the questions in full sentences.

O.C:	You are welcome, sir. Have a seat.
Chairman:	Thank you, sir. Good morning Police Officer.
O.C:	Good morning. How may I help you?
Chairman:	My name is Haji Mayanja, the chairman L.C 1 Owino Zone.

O.C:	Oh yes, I am glad to meet you!
Chairman:	My people have sent me to ask you why you set free the thieves that they arrest.
O.C:	That is right. I will explain Mr. Chairman.
Chairman:	The traders in Owino Market want to kill all the thieves they arrest.
O.C:	Mr. Chairman, I thank you for your coming and the concern of your people. However, I would like you to know that what your people want is called mob justice.
Chairman:	What! What is mob justice?
O.C:	Mob justice is when people take the law in their hands to violently solve problems.
Chairman:	O.C, Please, continue. Why do you set these offenders free after one day?
O.C:	We really follow the law. If a person is accused of theft and there is no evidence, we give him a police bond.
Chairman:	Then, what should my people do?
O.C:	Very Good! When your people get a thief, let them call the police to arrest him or her. Your people must be ready to go to court, be witnesses and give evidence to show that the offender is really guilty.
Chairman:	Thank you very much, sir. I am going to invite you to talk to my people about the dangers of using mob justice.
O.C:	I will gladly come. Let us follow the law and have peace in our country.
Chairman:	Thank you very much for your time, sir. Have a nice day.

Questions

a) Where did the dialogue take place?
b) How many people are taking part in the dialogue?
c) Who is the chairman lc1 Owino market zone?
d) Who sent the chairman to the police?
e) What do the traders of Owino market want?
f) According to the dialogue, what is mob justice?
g) When is a person given a police bond?
h) Write O.C in full
i) What is the main activity carried out in Owino Market zone
j) Why is mob justice common in Owino market zone?

Notices

Below is a notice pinned on the wall of the LC1office Katanga Village. Read the information carefully and then answer the questions about it in full sentences.

TO: All residents of Katanga village

Message: Resolutions of the village security committee meeting.

Following the village security committee meeting which took place on 1st February, 2024, all residents of Katanga village should observe, the following in order to improve security in the area;

1) All shops and bars must close before midnight.
2) All residents must possess the village identity card.
3) All residents must report wrong doers to the LC1 office.
4) All residents must pay a monthly security fee of 500/= only

5) All visitors must be introduced to the LCI office.
6) The security and safety committee members must patrol the whole village every night

Note; All peace loving residents are requested to cooperate with the committee and abide by the above resolutions.

Signed by;.

Mr. Kalule Moses
Chairman LC1 Katanga village

Mrs., Kitooke Madiina
General secretary

Private Bwambale William
Secretary for defense

03-02-2024

Questions;

a) Where is the notice found?
b) To whom was the notice addressed?
c) When did the meeting take place?
d) What are the residents requested to do?
e) How much money will every resident pay towards security every month?
f) If one gets a visitor, what will one do?
g) Give another word or group of words with the same meaning as the following underlined words in the notice;
   (a) residents
   (b)possess
h) What is the latest time for closing bars and shops according to the notice?
i) Why do you think the above resolutions were passed?

(a) Notice

Read the notice below and answer the questions in full sentences.

PUBLIC NOTICE

All residents of Kibuli village are hereby invited to attend a village security meeting.
Date: Saturday 28th September 2013
Time: 2.00pm-5.00pm
Venue: Silver Spoon p/s Main hall.
Subject: Robbery and Theft in Our Village
Guest Speaker: Mr. J. Kamese, D.P.C Kampala.
By Ssema Richard

Chairman L.C 1 Kibuli village
15th September 2013

Questions

a) Why was this notice written?
b) Who are being called for a village meeting?
c) When will the meeting take place?
d) How long will the meeting be?
e) Who will be the guest speaker in this meeting?
f) According to the notice, what problems do the people of Kibuli face?
g) When was the notice written?
h) Who wrote the notice?
i) Where will the meeting take place?

j) Why do you think Saturday will be suitable for this meeting?

ADVERTISEMENT

(a) An advertisement(Fires in the city)

Read the advertisement carefully and answer the questions in full sentences.

MULODI FIRE FIGHTERS

Located at Wandegeya, Bombo Rd near Barclays Bank
Brings the following products at attractive prices

1) Fire Extinguishers
2) smoke detectors
3) Alarm Bells.

Are you worried that your business may be destroyed by fire?
Oh! No, just visit us at our offices or call 0704927484, 0784927496
Mulodi Fire Fighters will advise you, install the fire equipment and put off fire.
Just make a call and you will see a difference.

Twende John Paul
The Marketing Manager
16th Sept. 2023.

Questions

a) Which company is advertising?
b) Where is the company located?
c) What does the company advertise?
d) What does the company deal in?
e) Who wrote the advert?
f) When was the advert written?
g) Near which bank are the offices of Mulodi Fire Fighters?
h) What is the use of the alarm bell?
i) Apart from selling the products, what else does the company do?
j) Why do you think it is good for companies to advertise their products?

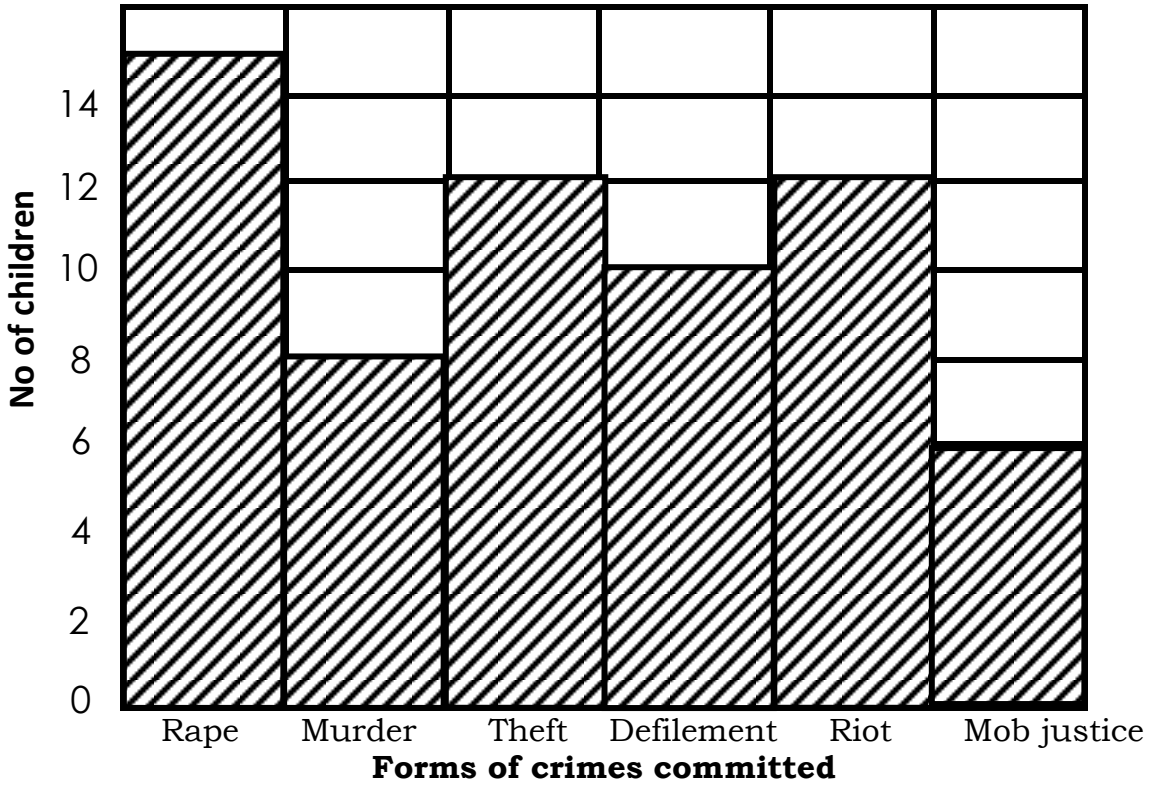
JUMBLED SENTENCES

The following sentences are in a wrong order. Re-arrange them to make a good composition about "THE CRIMES COMMITTED IN UGANDA"

a) When you commit a crime, you are arrested and taken to the police station.
b) Firstly, if you are guilty, you are taken to court to be given a sentence.
c) There are many crimes committed in Uganda today.
d) But if you are innocent,
e) Or staying in prison for a certain period of time.
f) You are set free by the Magistrate or judge.
g) These crimes include defilement, theft, child abuse, and domestic violence.
h) At the police station, there are CID police officers.
i) For instance paying a fine depending on the crime committed.
j) These CID officers interrogate you to prove whether you are guilty or innocent.

GRAPH

The graph below shows the crimes and number of cases that were recorded at Kasangati Police Station in December 2023. Study it carefully and then answer the given questions in full sentences.



Questions;

(a) What is the graph about?
(b) When were the crimes recorded?
(c) From which Police Station was the information obtained?
(d) Which crime recorded the highest number of cases?
(e) Why do you think theft cases are very high?
(f) How many defilement cases were reported to the police station?
(g) Which crime registered the lowest number of cases?
(h) What do you think is the main duty of the police?
(i) How many more cases were recorded on defilement than rape?
(j) Suggest any **one** possible way of reducing crimes in your community.

Passage

Read the passage below and then answer the questions in full sentences.

It was late in the night when my father heard the security alarm of the nearby school. My father awoke me because the pupils in the boarding section had started making loud violent noise.

My father being a security officer, in one of the private security groups, put on an over coat and got his shot machine then moved out. It was after thirty minutes when I heard two gun shots near our home. Switching on the security lights, I found out that it was my father trying to pull his heavy body towards our house shade and bleeding.

I passed through the back fence to inform our neighbours about the incident. They quickly rushed my father to hospital. He recovered after three months.

On his return from hospital he was appointed chairman of the security committee in our area. Since then our village is safe from insecurity.

Questions

a) When did the writer's father hear the alarm?
b) Where was the noise of the alarm coming from?
c) Who were making the loud violent noise?
d) Why do you think they were making that noise?
e) Where was the writer's father working?
f) What happened to the writer's father?

g) Which people came to the father's rescue?
h) What happened to the writer's father on his return from hospital?
i) Give one word to mean "on his return from hospital"?
j) Give the story a suitable title.

JUMBLED SENTENCES

The sentences below are in a wrong order. Re- arrange them to form a good composition about "The Burglars at Mr. Binojo's Home"

1) One of the burglars shot him in the thigh.
2) At the hospital, the surgeon took him to the theatre.
3) The following day, the police arrested the burglars and charged them with robbery and attempted murder.
4) When Mr. Binojo came to see what was happening.
5) One day, in the middle of the night the burglars broke into Mr.Binojo's house.
6) He skillfully operated on his thigh and removed the bullet.
7) They had two sub-machine guns and a pistol.
8) His wife and daughter called the police and took him to the hospital.
9) Their intention was to rob him of his property and money.
10) He fell down and started bleeding terribly with a bullet in his thigh.

COMPOSITION

Imagine that thieves broke into your home last night. Write a statement at the police starting the details of what happened as follows:

1. What is your name?
2. When did the incident take place?
3. Who was in the house?
4. How were the thieves dressed?
5. What did the thieves carry?
6. Who were injured?
7. Did they live anything behind?

TOPIC 8: SERVICES (BANKING)

Vocabulary lesson I

Bank:	a place where people keep and borrow money **My uncle keeps his money in centenary bank.**
Bank manager:	a person who is in charge of running the bank. **The loan officer handed over my loan application to the bank manager**.
Passbook :	a small book containing a record of the money one puts and takes out of an account **The old woman accidentally forgot her passbook at the counter.**
Teller :	a cashier or a person whose job is to receive and pay out money in a bank **The teller told me to repeat my signature in order to withdraw money from my account.**
Bank card :	a plastic card provided by your bank that may be used to get money from your account out of a machine **Robert lost his bank card last month.**
Deposit :	to put money into a bank account or sum of money that is paid into a bank account **The head teacher deposited the teacher's salaries into their accounts two days ago.**

Credit :	money that one borrows from a bank or a sum of money put into a bank account **The employees will be paid by direct credit into their bank accounts.**
Loan :	money borrowed from a bank **Baraka was given a loan worth ten million shillings.**

Vocabulary practice I

Arrange the words below in alphabetical order.

1) bank, deposit, cashier, account
2) bank, banker, banking, banked
3) bank, bark, bake, bass

Rewrite these sentences giving the opposite of the underlined words.

4) Mummy went to the bank to **deposit** some money.
5) The bank manger is a very **short** man.

Rearrange the given words to make a correct sentence.

6) bank My manager aunt in this is.
7) you Do know deposit how to money?
8) nice bank What is this a!

Re-write these sentences giving one word for the underlined group of words.

9) Mark went to the **place where people keep and borrow money** yesterday.
10) Baraka is a **person whose job is to receive and pay out money in a bank**.

Fill in the blank spaces to complete these sentences.

11) Neither the teller _____the bank manager is in the bank.
12) The pen that the teller gave me was not _____ well.
13) Mother will deposit some _____on her account.
14) Kintu is _____to be the bank manager at Pesa bank.
15) In addition _____ a bank manager, Tendo is also a farmer.

Vocabulary lesson II

save :	to keep money instead of spending it. **Our elder brother is saving money in order to buy a piece of land**.
queue:	a line of people waiting for something or to do something. **There was a queue at the bank.**
safe :	a strong metallic box or cupboard with a complicated lock used for storing money in a bank. **The thieves broke into the bank but failed to open the safe.**
balance	the amount of money that is left in one's account. **The customer asked the teller to check for him his balance after making a withdrawal.**
withdraw	to take money out of an account **Tom would like to withdraw $300for the air ticket.**
withdrawal:	the act of taking money out of your bank account **One can withdrawal up to five million shillings a week.**
interest	the extra money that you payback when you borrow money or that you receive when you invest money **Most banks charge an interest rate of 2% per annum.**
principal	an amount of money which you lend to somebody or invest to earn interest **His loan principal was five hundred thousand shillings per**

	month.

Vocabulary practice II

Fill in the blank space with a suitable word.

1) Our parents used to go to the bank foot.
2) A _____is a place where money is kept safely.
3) The_____ who repaired our father's car has come.
4) Television, news papers and radios _____examples of media.

Use the correct form of the words in brackets to complete the sentences.

5) The bank gave peter a loan of five million last week. (lend)
6) The _____which appeared in the New Vision was about job
7) Opportunities in Iraq. (Advertise)
8) Peter's motorcycle is _____than Ali's.(old)
9) The cashier's _____was very complicated. (Sign)
10) Many pedestrians were seen _____to town. (Travel)
11) If I knew Centenary Bank, I _____there tonight. (To go)
12) Tom's bicycle tyre _____last week. (Bursting)
13) There are many _____ in Biira Bank. (cash)
14) There weren't many _____at Bank of Africa.(Lady)

Vocabulary lesson III

Cheque	a printed form that an account holder can write and sign as a way of paying some body instead of using cash or money **Tom was given a cheque by the bank manager.**
Forge	to make an illegal copy of something in order to cheat people **The young man was arrested by the police because he forged a cheque.**
Cashier	a person who receives and pays out money in a bank,bar, shop, hotel **The cashier received the school bank pay in slip and stamped it**.
Withdrawal form	a printed form that is filled in order to take money out of a bank account **The man at the customer care counter helped the old woman to fill the withdrawal form.**
Deposit form	a printed form that one fills so as to put money into a bank account **After filling the deposit form, I handed it to the teller**
ATM card	a plastic card that is used to enable one withdraw money through a machine *ATM in full means Automated Teller Machine* **Nowadays customers prefer withdrawing money by ATM cards to going to the counter**
Counterfeit	not genuine or fake **Bailo was arrested for selling counterfeit notes in Kampala.**

Vocabulary practice III

Use the correct form of the words in the brackets to complete the sentences.

1) The _____stamped the deposit slip after counting the money.(cash)
2) Paul _____ his school fees in the bank during the holidays.(deposit)
3) The cashier's _____ was forged by a conman. (sign)
4) Ten men were charged with _____last week. (forge)

5) Christine got lost because she had _____the way to the bank.(forget)
6) The bank manager advised the customers to fill the deposit form _____ .(careful)
7) My father_____ two million shillings from the bank yesterday. (borrow)
8) A good bank usually gives_____ to its customers.(lend)

Use each of the given words in a sentence to show that you understand their meaning

9) check
10) cheque

Write these shortforms in full

11) theyre
12) ATM:

Rewrite these sentences giving the opposite of the underlined words.

13) John filled the deposit form and left the bank.

_____
_____

14) that cashier is my aunt.

_____
_____

Vocabulary lesson IV

bank statement:	a printed record of all money paid in to and out of a customer's bank account within a specific period of time **Dad requests for bank statements at the end of every month**.
bounce	refuse to accept a cheque because there is not enough money in the account **The cheque bounced because there wasn't enough money in peter's account.**
borrow :	to take money from a person or a bank and agree to pay it back at a later time **The soldiers were advised to borrow money from the bank to build houses.**
borrower :	a person who borrows money from a bank **None of the borrowers defaulted last financial year.**
lender:	a person who lends money **The moneylenders in the city have formed an association.**
accountant:	a person whose job is to keep or check financial accounts **The waitress served the accountant with a cupful of coffee.**

Vocabulary practice IV

Use the correct form of the word in the brackets to complete the sentences.

1) That man in a white suit is the bank _____ . (account)
2) Mother _____ some money from her account last month. (Withdraw)
3) Their aunt opened up a_____ account in Bank of Baroda.(save)
4) He goes to the bank _____ every month.(one)
5) Most workers get their _____ salaries through the bank.(month)
6) This is the _____ cheque I have ever written.(twelve)
7) The cashier blamed me for_____ the cheque book.(dirty)

Re-write the following sentences giving one word for the underlined group of words.

8) The **place where people keep their money** is closed at 4:00p.m.
9) There was a **long line of people** at Kolfram bank.

10) All the **people who receive and give money in the bank** were kind to me.

Give the plural form of the given words.

11) Bank statement: _____

12) Accountant: _____

Re-write the sentence giving the opposite of the underlined word.

13) The **arrival** of the accountant made us happy.

14) Most accountants are very **careful** people.

15) The money **lender** has a blue car.

Language structures

The use of: _____ as soon as_____

The structure: _____**as soon as**_____ is used to talk about the shortest possible time something happened. It is used to mean the same as: _____immediately___.

The structure can be used at the beginning or in the middle of the sentence.

Examples

1. **Akello presented the withdraw form. The cashier gave her money.**
   Here, identify which action happened first, Can you?
   Join the two sentences with the last action first and then followed by the first action.
   ✓ The cashier gave Akello money as soon as she presented the withdraw form.
2. **The bank was closed immediately I reached.**
   The bank was closed as soon as I reached.

Trial activity

Join these sentences using: _____as soon as_____

1. I got to the bank. I asked one of the tellers for assistance.
2. Jimmy received his payment. Jimmy completed his work.
3. Opolot won the money. He took the money to the bank.

Fill in the blanks using: _____as soon as_____

1) Tendo went to the bank _____she woke up.
2) Mary asked the bank to block her account _____she lost her bag.
3) Tendo withdrew some money _____he reached the bank.
4) Pamela lost her money _____she withdrew it.

Join these sentences using: _____as soon as_____

5) The cashier stamped by bank pay in slip. I gave it to her.
6) The thief disappeared. The policemen were called.
7) The teacher was given a passbook. He opened an account.

Language structures

The use of: As soon as _____

✍ The structure can be used at the beginning or in the middle of the sentence to talk about the shortest possible time something happened.
✍ the structure mean the same as: _____immediately____, ___-the moment____
✍ When the structure is used at the beginning of the sentence, a comma is used to separate the two joined sentences.

Examples

1) **Opio gave in the account number. The bank manager told him his balance.**
   As soon as Opio gave in the account number, the bank manager told him his balance.
2) **The dog started barking when it saw us**
   As soon as the dog saw us, it started barking.

Activity

Join these sentences beginning with: As soon as

1) When the president arrived, it started raining.
2) The teacher left the classroom. The children began shouting.
3) My father opened the door. The thief entered the house.
4) I saw a snake when I entered my bedroom.
5) John ran to the bush on seeing his father.
6) The guest of honour arrived and the national anthem was sung.
7) When the baby saw her long lost mother she started crying.
8) As he switched on the TV he got a serous shock.
9) He died instantly after being shot at.
10) The rebels crossed the border. The army ambushed them.

Language structures

The use of: _____neither _____nor_____

____neither _____nor_____ is used to show that none of the two people or things applies to the situation.

It is used to join negative structures only.

The structure is used neither with nor in the middle of the sentences when talking about a single / the same subject.

Examples

Join these sentences using: _____neither _____nor_____

1. **Anita cannot fly. Anita cannot swim.**
   Anita can neither fly nor swim.
2. **Pemba is not a bank manager at that bank. Pemba is not cashier at that bank.**
   Pemba is neither a manager nor a cashier at that bank.

Trial activity

Join these sentences using: _____ neither_____ nor_____

1) I am not going to the bank. I am not going to the school
2) They will not win the battle. They will not lose the battle.
3) Suzan will not dance. Suzan will not sing.

Activity

Join these sentences using: _____ neither_____ nor_____

4) Kennedy will not deposit the money. Kennedy will not withdraw the money.
5) I don't know a pass-book. I don't know a bank-book.
6) She didn't have a cheque. She didn't have an ATM card.
7) We have no bank accounts. We have not learnt to save.
8) Namata has not seen the bursar. Namata has not seen the bank manager.

Language structures

The use of: Neither _____nor_____

Neither _____nor_____ is used to show that none of the two people or things applies to the situation.

It is used to join negative structures only.

The structure is used neither with nor at the beginning of the sentences when talking about two different subjects.

Examples

3. **Peter did not greet the accountant. Mary didn't greet the accountant.**
   Neither Peter nor Mary greeted the visitors.
4. **The teachers have not come. The pupils have not come.**
   Neither the teachers nor the pupils have come.

TEACHER KOLFRAM



POINT TO REMEMBER

*f) The past tense of come is **came**, the past tense of **welcome** is **welcomed** but not **welcame**.*

*g) The past participle tense of **welcome** is welcomed but that of came is **come***

*h) The past participle form of **brake** is braked but that of **break** is **broken**.*

*i) **brake** is both a noun and a **verb***

Join these sentences beginning: Neither_____ nor _____.

1) Amos is not a banker. Fina is not a banker.
2) Leo is not a teacher. Winny is not a teacher.
3) Bairo did not deposit some money. Brenda didn't deposit some money.
4) The visitors have not greeted. The hosts have not greeted.
5) The manager did not come. The cashier did not come.
6) Obia is not at the bank. Pipino is not at the bank.
7) Ben did not find his ATM card. Ben did not find his financial card.
8) My grandmother cannot read. My grandfather cannot read.
9) He did not go to the bank and neither did he fetch his bank statement.

Using .....and neither.....

____ _____and neither_____ is used to show that none of the two people or things applies to the situation.

It is used to join negative structures only.

- ✍ *The first part of the joined sentences is always negative and after the structure, the negative helping verb is changed to the affirmative.*
- ✍ *The helping verb used in the first part of the sentence is the same as the one in the second part of the sentence.*
- ✍ *The helping/ auxiliary verb used in the first part of the sentence are always negative and that of the second sentence is always affirmative.*

Examples

1) **They didn't understand the speech. They did not welcome it.**
   They didn't understand the speech and neither did they welcome it.
2) **Ntege is not a girl. Lwanga is not a girl.**
   Ntege is not a girl and neither is Lwanga.
3) **Peter does not eat fish. He doesn't eat meat.**
   Peter does not eat fish and neither does he eat meat.

Trial activity

Join these sentences using: _____ and neither _____.

1) The cats didn't win the race. The dogs didn't win the race.
2) Joy didn't understand this topic. I didn't understand this topic.
3) My father will not go to town. My mother will not go to town.

Activity

Join these sentences using: _____ and neither _____.

4) My grandmother doesn't know how to read. She doesn't know how to write.
5) Mother has not cooked food. The maid has not cooked food.
6) We couldn't go to the cinema. John couldn't go to the cinema.
7) The headmaster will not punish us. The teachers will not punish us.
8) We didn't go to the village. Our parents didn't go to the village.
9) They cannot walk. They cannot run.

Language structures

Using .....and so .....

It is used in affirmative sentences to mean the same as "also" and to avoid repetition.

Examples

1) I was punctual for the lesson. Alice was punctual for the lesson.
   I was punctual for the lesson and so was Alice.
2) Joel will understand this lesson. Alice will understand this lesson.
   Joel will understand this lesson and so will Alice.

If the helping verb is not given in the sentence, then bring the word "do" and vary it according to the tense.

3) Mum sent me a birthday gift. Dad sent me a birthday gift
   Mum sent me a birthday gift and so did Dad.

Activity

1) My grandma told an interesting story. My grandfather told an interesting story.
2) He was very intelligent. The bursar was also intelligent.
3) I talked to the manager. I talked to the cashier.
4) Annet has gone to the bank. Tom has gone to the bank.
5) Wasswa can drive a car. Kato can also drive a car.
6) All Kenyans speak Swahili. All Tanzanians speak Swahili.
7) We may go to Gulu. We may go to Lira.
8) He could run. He could swim.
9) Mary is a smart girl. Joan is a smart girl.
10) Jane had ten sweets. Rhoda had ten sweets.

ANALOGIES

Analogies are words which show some similarity.

Examples of analogies

1. Cat is to kitten as sheep is to lamb.
2. Sheep are to flock as wolves are to pack.
3. Dog is to paw as horse is to hoof.
4. Food is to famine as water is to drought.
5. Uncle is to nephew as aunt is to niece
6. Husband is to wife as king is to queen.
7. Nose is to smell as tongue is to taste.
8. Knife is to cut as gun is to shoot.
9. Walk is to legs as fly is to wings.
10. Arrow is to bow as bullet is to rifle.
11. Father is to son as mother is to daughter.
12. Water is to food as liquid is to solid.
13. Rich is to poor as ancient is to modern.
14. Trees is to forest as sheep is to flock.
15. Whisper is to shout as walk is to run.
16. Hearing is to ear as sight is to eye.
17. Statue is to sculptor as book is to author.
18. Table is to wood as window is to plane.
19. Bee is to hive as cow is to byre.
20. One is to dozen as dozen is to gross.

Activity

1) Boy is to girl as ……is to girl guide.
2) Kampala is to Uganda as Kigali is to ……
3) Cow is to beef as pig is to ……
4) Calf is to elephant as ……is to goat.

5) Oval is to egg as .....is to orange
6) Steam is to ..... as smoke is to fire.
7) Eat is to .....as go as to went.
8) Day is to week as .....is to year.
9) Flock is to .....as herd is to cattle.
10) Drive is to car as .....is to aeroplane.

PASSAGE

Read the passage below and answer the questions about it in full sentences.

My first time in KESK Bank

My name is Abila Yusuf. I am in primary five pupil at Abilonino primary school in Kole district.

One day, my mother gave me school fees to pay to the school bursar. When I went to the bursar, she told me to take the money to the bank but I have never done so before. so, early in the morning, I went to Kesk bank to pay the school fees. When I reached the bank, I decided to put the money in one of the corners next to the manager's office and I decided to live for school then.

Before I had moved further, the security guard who was at the door side stopped me and asked me what I had left in the bank.

I told him that I had brought the school fees and I had banked it already. I told him that I had put it in one of the corners next to the manager's office.

He laughed loudly and quickly took me back to the bank, got my money and took me to the tellers.

One of the tellers then told me the right procedures of banking school fees. I learnt it immediately. I felt so happy that I decided to be the bank manager in future.

Questions

a) Who is being talked about in the story?
b) In which class is Yusuf?
c) To which school does Yusuf go?
d) Who told Yusuf to take the money in the bank?
e) Why did Yusuf go to Kesk bank?
f) By whom was Yusuf stopped when he was leaving the bank?
g) Who taught Yusuf the right procedures of banking school fees?
h) Why do you think that Yusuf's school fees are paid in the bank?
i) What do you think Yusuf will be after completing his studies?
j) What is the work of the tellers in the bank?

PASSAGE

Read the passage below and answer the questions about it in full sentences.

There are many banks in Uganda. These banks have different names. Some of the banks are: Stanbic bank, Post bank, Bank of Baroda, Bank of Africa, Centenary bank, Barclays, Crane bank, Diamond Trust bank, DFCU bank, Eco bank, Housing finance bank, etc.

There also micro finance banks for example Pride microfinance, FINCA, etc. All these banks help to keep their customer's money safely. Banks also give loans to their customers or clients. When the **customers** borrow money from the banks, they pay it back with some interest.

To deposit money into your account, you must have an account number and fill a deposit form or slip. To withdraw money from the bank, you fill a withdraw form. Money can also be withdrawn using an ATM card. ATM stands for automated teller machine. Sometimes you can withdraw money by cheque.

At the end of the month or year, an account holder can ask for a bank statement from the bank manager. A bank statement is a printed record of all the money deposited into and withdrawn out of a customer's bank account with in a particular period.

In the bank, a bank manager is assisted by other workers such as accountant and cashiers or tellers. Cashiers or tellers receive and give out money to the customers at the counters.

In order to open up an account in any bank, what you need is a letter from local council one or from your employer, a driving permit or a National voter's card. You also need two recent passport photographs and two referees. A referee is person from whom information about another person can be obtained. It is safer to keep your money in the bank than keeping it under your bedroom or in a pot.

Questions:

(a) What is a bank?
(b) In which two ways are banks helpful to people?
(c) Mention any **two** banks mentioned in the passage.
(d) What does ATM stand for according to the passage?
(e) How can a customer withdraw money from the bank?
(f) What is the work of a cashier in the bank?
(g) Write the opposite of "borrow"
(h) Give another word with the same meaning as these words in the passage.
a. customer_
b. assisted

9. Give a suitable title to this passage.

Table

Below is a table showing customers with accounts in various banks in Kampala city. Study the information carefully and answer the questions in full sentences.

No	Name Of Customer	sex	Bank where account is held
1.	Abang Suzan	F	Centenary bank
2.	Akwi Amina	F	Diamond trust bank
3.	Ampiire James	M	Stanbic bank
4.	Bangi Shamim	F	Pride microfinance
5.	Baziwe Nuhu	M	Bank of Africa
6.	Brig Kasirye Gwanga	M	Centenary bank
7.	Chandiru Rose	F	Barclays bank
8.	David Lutalo	M	Bank of Africa
9.	Dr. Kirya George	M	Stanbic bank
10.	Hon. Anyway Beatrice	F	Centenary bank
11.	Onyango Francis	M	Centenary bank
12.	Namuyomba Teddy	F	Eco bank
13.	Prof. Lutalo B	M	Post bank

Questions;

a) How many customers are shown on the table?
b) Who has an account in Eco Bank?
c) Which two customers save their accounts in Bank of Africa?
d) In which bank is Akwi's account held?
e) Of the males and females, who seem to be better at saving?
f) Give a reason to support your answer in (5) above.
g) Where is Dr.Kirya's account according to the table?
h) Whose account is in Pride Micro Finance?
i) According to the table, which bank has more customers?
j) Where do you think these banks are found?

PASSAGE

Read the passage below and answer the questions about it in full sentences.

Banks are very important institutions in our country. In this modern world, it is not easy to move with all the money one needs for trade, shopping etc. Therefore the bank serves to keep people's money and give it back when they need it.

One day, my father gave me a cheque for my school fees. I took it to Centenary Bank but when I reached there, the teller told me that it had bounced because it was not rightly signed and the bank manager thought I had forged Daddy's signature. The manager rang my father and he issued another one. I gave it to the cashier and later went to the ATM where I withdrew shs. 200,000= for my pocket money.

Before I left the bank, there came a lady with two children in school uniform. She wanted to bank their school fees but she did not know how to write. Unfortunately, she sought help from a stranger. The stranger got money from her and gave her a deposit form. He told her to wait as he looked for a pen. This conman disappeared leaving the woman confused and disturbed.

The bank manager encouraged people to seek help only from the bank staff who were dressed in their uniform. I felt pitiful and gave the woman twenty thousand shillings to help her in transport. I learnt a lesson never to talk to strangers in a bank.

By Janet Nnambi P.5 North

Questions

(a) Which bank did the writer visit?
(b) What shows that Janet is school girl?
(c) Why did the first cheque bounce?
(d) Why did the write visit the bank?
(e) How much money did the writer withdraw that day?
(f) Who stole money from a woman?
(g) Why did the writer give money to the woman?
(h) What lesson did the writer learn from that incident?
(i) In which class is Janet Nnambi?
(j) Write ATM in full?

TEACHER KOLFRAM



POINT TO REMEMBER

a) Follow the grammatical rule of answering comprehension. Questions in past tense should be answered in the past tense. ***Example***

Which bank did the writer visit?

✓ *The writer visited _____Bank.*

× *The writer visit _____bank.*

Read the letter below and answer questions in full sentences.

Juliana Natasha
c/o
Greenhill Academy,
P.O.Box 7490,
Kampala
15th October, 2023

Dear Mummy,
How are you and the rest of the family? You know I miss you, my Dad and baby Deborah so much.
The purpose of writing this letter is to request you to open for me a child's account in Centenary Bank. I have seen three pupils so far who have this type of account in my class. This account will help me to save my money so that when I grow I have money to start my own business. Mummy, our teacher taught us the importance of saving.

I shall be grateful to hear from you especially after receiving this letter.
From your loving daughter,
Juliana Natasha.

Questions

a) Who wrote this letter?
b) When was the letter written?
c) Why did Juliana write the letter?
d) To whom did Juliana write the letter?
e) What is Juliana's favorite bank?
f) In which school is Juliana?
g) What shows that Juliana is in boarding?
h) What type of account does Juliana want to have?
i) Who taught the writer the importance of saving?
j) Why do you think it is good for a child to have a bank account?

Poem

Read the poem below and answer the questions in full sentences.

'I am busy, think of me'
I am busy, said the bank
Keeping money, day and night
Tight and safe all day long
'I am busy, think of me'

Serving people long in queues
Men, women and everyone
Asking loans everyday
Loans, loans they hate to pay!
'I am busy, think of me'

Avoiding thieves all for you
Collecting fees but not a school
Opening accounts for your child
But all that is not in vain
The bank charge is all my bread.

By Katy Namusoke P.5.West

Questions

1. What is the poem about?
2. What does the bank do in the first stanza?
3. What kind of people does the bank serve?
4. What do people ask from the bank?
5. What do people hate to pay?
6. How does a bank help a school according to the poem?
7. Does the bank work for free?
8. Who is busy according to the poem?
9. Who wrote the poem?
10. How many stanzas has the poem?

Study the bank slip below and answer the questions in full sentences

Serial No...11257

STUDENT'S COPY

BANK OF AFRICA, UGANDA LTD

P.O.BOX 2750, Kampala TEL: +236536

CREDIT: **Crested Junior School- Lira**

A/C NO. 3202429295

DATE: **11th October, 2023**

STUDENT'S NAME...***Apio Teddy*** CLASS: ***P.5 East***... TERM: ***Three*** YEAR: ***2023***

Notes		**Shs.**
50,000	12	600,000/=
20,000	10	200,000/=
10,000	5	50,000/=
5,000	2	10,000/=
2,000	-	
1,000	5	5,000/=
500	-	
200	-	
100	-	
50	-	
Bank charges	-	2,000/=
TOTAL		**867,000/=**

Amount in words: *Eight hundred sixty seven thousand shillings only.*

Paid in by: Kateeba Joshua Sign: *Kateeba Joshua*

Questions

a) Whose bank slip is shown above?
b) When was school fees paid in the bank?
c) In which bank was school fees paid?
d) According to bank slip shown, how much money was paid in the bank that day?
e) How many 50,000 notes did Kateeba deposit?
f) Who paid the school fees?
g) In which class is Kaziba Joshua?

h) For which term is the above bank slip?
i) For which school is the bank slip?
j) Write A/C in full?

NOTICE

Study the notice below and answer the questions about it in full sentences.

EQUATORIAL BANK P.O.BOX 136, KAMPALA

NOTICE

We are proud to inform the general public that we have opened up a new branch at Katwe.

Please hurry and open up Savings, current, fixed and joint accounts when the opportunity still exists.

Requirements:

1. Letter of introduction from L C I or employer
2. 2 recent passport photographs.
3. 2 referees
4. Opening fee of 10,000/=

ALL ARE WELCOME

MANAGEMENT.

Questions;

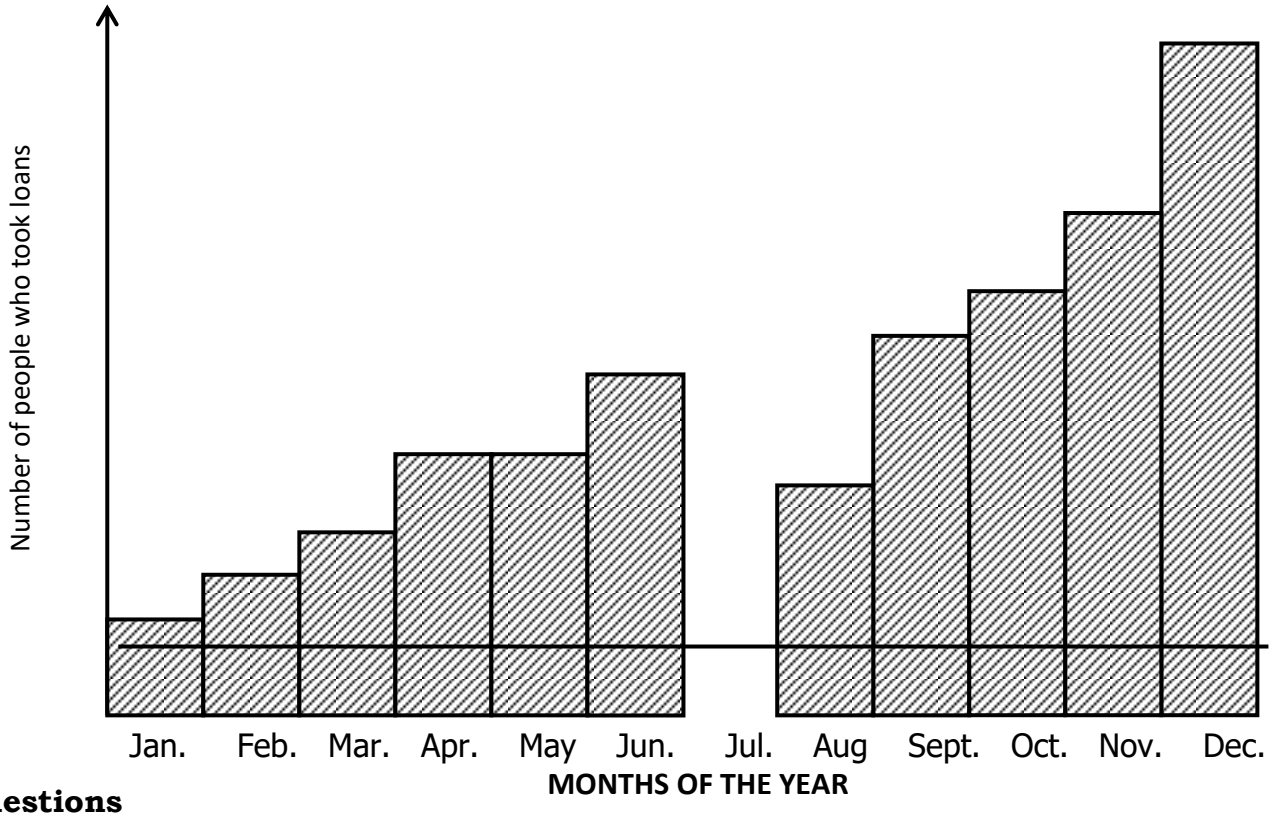
(a) Who has put the notice?
(b) Where is the new branch found?
(c) To whom is the notice written?
(d) Write anyone requirement needed to open up an account.
(e) How much money should one pay to open up an account?
(f) Mention any one type of account in the notice.
(g) Give another word with the same meaning as "opportunity"
(h) Who wrote the notice?
(i) In which district is the bank found?
(j) Write P.O Box in full.

Jumbled sentences

The sentences below are in the wrong order, Rearrange them to make a good story.

1. Another reason is to get loans from the bank
2. A bank is a place where people keep their money.
3. The majority leave their money in the bank for future use.
4. The money is kept in the bank for many reasons.
5. At the counter, you fill in the withdraw form.
6. One of the reasons is safety.
7. The cashier then stamps it and signs it.
8. Lastly, they pay you the money you have asked for.
9. If you want to get money from the bank, you should join a queue.
10. They fill the bank statement in your pass book

The graph below shows the number of people who took loans from crane bank in the year 2023. Study it and answer questions that follow in full sentences



Questions

a) From which bank were these loans taken?
b) In which month were most loans taken?
c) In which months were the same number of loans taken?
d) In which month didn't the bank give out any laon?
e) When did the bank give out the least number of loans?
f) Why do you think many loans were taken in December?
g) Write in full
   a) Jan.:
   b) Feb.:
h) Sept. : In which year were these loans taken?

An advertisement

This advertisement appeared in The Daily Monitor News paper of 22nd September 2013 on page 28. Read it carefully and answer the questions in full sentences.

STANBIC BANK

Presents new products on the market.

1) Child Saving Account
2) Soft Loans to Salary Earners
3) E- School fees payment, you don't need a bank slip.

Requirements

Child Savings account:
- -2 pass port size photograph
- - Shs. 20,000/=initial deposit

Soft Loan to Salary Earners
- -2 pass port size photograph
- -Current pay slip
- -A letter from your employee

E- School fees payment
- -The School must be vetted
- -The School must have well net worked computers.

Join Stanbic Bank and grow with us. It is the people's own bank.

Questions

(a) What is the advertisement about?
(b) In which paper did the above advertisement appear?
(c) When was the advertisement published?
(d) Which product is to benefit the children?
(e) Write one requirement needed for one to open up a child's savings account?
(f) How many new products is the bank advertising?
(g) Why can't Kaliga, a shop attendant, access the bank's soft loan?
(h) Who wrote this advertisement?
(i) Which bank is advertising its products?
(j) Write a short form of the word account.

DIALOGE

Read the following dialogue below carefully and answer the questions in full sentences.

AT THE BANK

Mrs. Banchu:	Good Morning, sir
Cashier :	Good morning, madam. Can I help, please?
Mrs. .Banchu:	Yes sir. I would like to learn about banking.
Cashier :	That is right, madam. Have a seat, please.
Mrs. Banchu:	Excuse me sir, what does a cashier do?
Cashier :	A cashier receives money from customers who are depositing into their accounts and gives out money to those who come to withdraw.
Mrs. Banchu:	Is anybody allowed to get money from the bank?
Cashier :	Of course no. The cashier gives money to only those who have accounts with this bank.
Mrs. Banchu:	What do I need to open up an account with your bank, sir?
Cashier :	For you to open up an account with our bank, you need to fill an application form, two photographs and a letter from Lc1or your

	employer.
Mrs. Banchu:	Suppose I don't know how to read and write, how do I fill the form?
Cashier:	If you don't know how to read and write, a member of our staff can help you to fill the form.
Mrs. Banchu:	Is it necessary for the customer or applicant to sign the form after filling it?
Cashier :	Oh yes, a customer or an applicant must sign after filling the form.
Mrs. Banchu:	Imagine, the applicant or customer doesn't have a signature, what does she do?
Cashier :	A customer or an applicant who doesn't have the signature uses a thumb print or finger print.
Mrs. Banchu:	Thank you very much for helping me, sir. Have a nice time.
Cashier:	You're welcome. Have nice time, too.

Questions;

a) Where did the dialogue take place?
b) How many people took part in the dialogue?
c) At what time of the day was the dialogue held?
d) Why did Mrs. Bachu go to the bank?
e) According to the dialogue, what is the name of the cashier?
f) What is the work of a cashier in a bank?
g) When does a customer use a thumb print or a finger print?
h) Which bank did Mrs. Bachu go to?
i) Write down any **two** requirements one needs to open up an account in a bank.

Read the letter below and answer the questions in full sentences

MERRYHILL ACADEMY,
P.O.BOX 7490,
KAMPALA

20th September 2023

The Head teacher,
Greenhill Academy,
P.O. Box 7490,
Kampala.

Dear Sir,

Re: PERMISSION TO STAY IN SCHOOL.

I hereby request for permission to allow my child, Akamba Morgan P.3 G to stay in school on the reporting day of the term without a bank slip. I went to the bank and found a long queue and I was not able to deposit the fees. I promise to bring the bank slip the following day at ten o' clock in the morning. I am very sorry for the inconveniences I have caused.

I will be grateful if my request is granted.

Yours faithfully,
Mrs. Maraika Wandera.
MRS. MARAIKA WANDERA

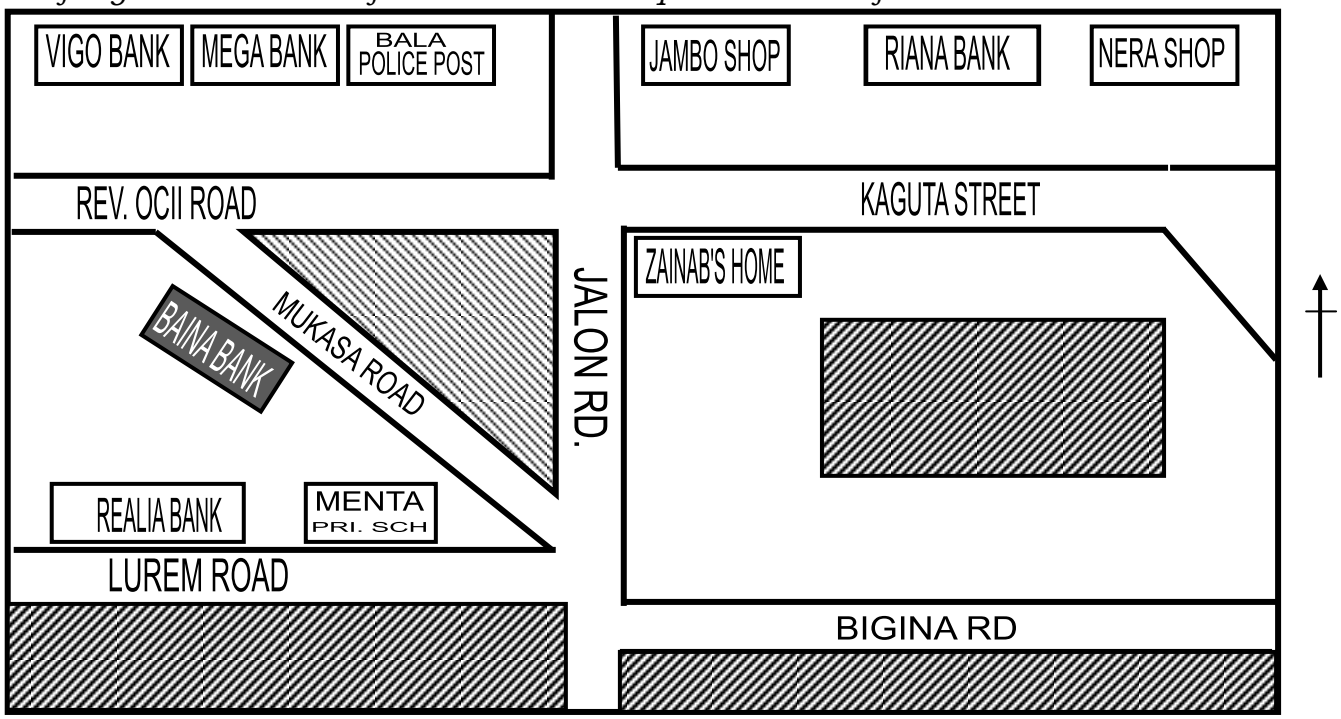
Questions

a) When was the letter written?

b) To whom was the letter addressed?
c) Whose parent wrote the letter?
d) In which class is Morgan?
e) Why was the letter written?
f) Why was the parent unable to pay school fees in time?
g) In which school is Denzel?
h) When will Denzel's parent bring the bank slip to school?
i) Give another word to mean the same as the one underlined in the letter.
j) What is the opposite of the word **deposit?**

MAP

The map below shows the location of different banks in Bwerima town. Study it carefully and answer in full sentences the questions that follow.



Questions

(a) For which town is the map?
(b) What is the map showing?
(c) how many banks are shown on the map?
(d) Which bank is between Jambo and Nera shop?
(e) Which two banks are located together?
(f) Along which road is Realia Bank?
(g) Which bank is in the North of Realia Bank?
Name the school next to Realia Bank.
(h) Apart from Jalon road, which other road will Zainab use to go to Baina bank?
(i) Write Rd. in full.

GUIDED COMPOSITION

Below is a conversation between Namajja Shamia and a Teller at Diamond Trust Bank. What the teller said is given below. Complete the conversation by filling in Shamia's missing words.

Shamia:_____
Teller: Good morning, young girl. Can I help you, please?
Shamia:_____
Teller: What is your name?
Shamia:_____
Teller: Namajja Shamia, which school do you go to?
Shamia:_____

Teller: Kawempe Junior School! What have you come to do at the bank?
Shamia:_____
Teller: oh! To bank your school fees. Where is your bank pay-in-slips?
Shamia:_____
Teller: Do you know how to fill the bank pay-in–slips?
Shamia:_____
Teller: Sorry. You don't. Okay it's simple. First, fill in your name, class, date, and term.
Shamia:_____
Teller: No, that's not all. Then arrange the money according to the different notes you have and fill in the slips. After that put your name and signature and bring the bank pay– in-slips to me.
Shamia:_____

Agaba John, a P.L.E candidate (2018) was sent by his parents to Stanbic Bank Mbarara branch to bank his school fees. They gave him shs. 102,500 in cash. He banked the fees on the 6th day of June 2018. Using the above information, fill in the bank slip below correctly.

STANBIC BANK
SCHOOL FEES PAY IN SLIP
A/C No. 000815002001
Branch: _____
Name of pupil: _____
Class: _____
Date: _____

Cash deposits For official use only.

Notes	**No**	Amount
Shs. 50.000	1	50.000
Shs. 20.000	1	20.000
Shs. 10.000	2	20.000
Shs. 5.000	2	10.000
Shs. 2.000		
Coins		
Shs. 1.000	2	2.000
Shs. 500	1	500
Shs. 200		
Shs. 100		
Shs. 50		
TOTAL		102.500

Amount in words:
……
……

paid/ deposited by: ……Sign……