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Ministry of Education and Sports

HOME-STUDY LEARNING

PRIMARY 5

ENGLISH

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NATIONAL CURRICULUM DEVELOPMENT CENTRE

Save the Children

UGANDA NATIONAL EXAMINATIONS BOARD

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DEVELOPMENT CENTRE

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

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National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at http://ncdc.go.ug/node/13.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning

TERM 1

TOPIC:: TRAVELLING

1. Lesson 1: Vocabulary

COVID-19 kills. Wash your hands regularly with clean water and soap.

2. In this Lesson, you are going to:

- read and spell the given words.
- construct sentences using the given words.

You will need:

- an exercise book/ a notebook, a pen/ pencil and dictionary

What to learn:

You will learn the meanings of new words.

Introduction

Have you ever travelled out of your home? What means did you use? Was it *a bodaboda*, a bus, a taxi, a canoe or other means? Did you like the journey?

Step 1:

Study the picture below and mention what you see.



1. What can you see in the picture?
2. Mention one thing people are doing.

Step 2:

Read and spell these words.

fare	arrive	luggage	passenger	destination	
further	reach	seat	fast	taxi	coach	by

Construct sentences using some of the words in the table above.

For example:

i) taxi - My father is a taxi driver.

ii) luggage – Tenywa carried luggage on his head.

Step 3:

Now do the exercises below:

A. Fill in the blank space with a suitable word from the list given above.

Example:

The conductor politely asked us to pay the transport **fare**.

1. We put our.....in the boot of the car before we set off.
2. When we arrived at our....., we got off the bus.
3. John went to town.....bicycle.

B. Give the plural forms of the given words.

Example:

passenger = *passengers*

4. coach
5. seat

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

6. fare
   fair
7. reach
   rich

Lesson 2: Grammar (Adverbs)

COVID - 19 kills. Wear a mask when you are going to public places.

You should be able to:

- learn about adverbs.
- identify adverbs in given sentences.
- write sentences using adverbs.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

As human **beings,** we can all move from one place to another. One thing you will discover is the difference **in** how we move. Some people move fast while others move slowly. Some people move easily while others move with a lot of effort. Just look at two people doing the same piece of work. One may be enjoying doing the piece of work while the other may not. A word that tells us how something is done is known as an **adverb**. An adverb also tells us when and where something happens.

Step 1:

Let us read these sentences.

1. The bus was moving **fast** as we travelled.
2. Mirembe put her bag **here**.
3. The birds sang **sweetly**.
4. The passengers sat **quietly** in their seats.
5. Mubeezi will arrive **tomorrow**.
6. Anisha cried **softly** when the school closed due to COVID 19.

The underlined words above (**fast, here, sweetly, quietly, tomorrow** and **softly**) are called **adverbs**. These words tell us more about verbs, adjectives or other adverbs.

Step 2:

Underline adverbs in the following sentences.

Example:

The head girl spoke clearly.

1. The Policeman shouted angrily at the driver.

2. The bird sings sweetly every morning.
3. The conductor put our luggage carefully in the boot.
4. My grandfather used to live there.
5. The train reached Tororo late.

Note:

We should note that a number of adverbs are formed from adjectives by adding 'ly'. For example:

Adjective	**adverb**
soft	softly
glad	gladly
greed	greedily
loud	loudly
careful	carefully
angry	angrily
polite	politely

Step 3: Complete the sentences with the correct form of the given word.

Examples:

a. The dog barked ..... (loud)
The dog barked **loudly**.
b. The stubborn boy was beaten ..... (bad)
The stubborn boy was beaten **badly**.
1. Abdu waited ---------- for the taxi. (patient)
2. ----------, the train came on time. (lucky)
3. The children ---------- wait for the bodaboda at the road. (usual)
4. The conductor talked to the old lady ----------.

(nice)

5. Joan answered the question …… (easy)
6. Otim ……took the tea. (hurry)
7. The passenger ……fastened his belt. (quick)

3. Lesson 3: Structure (The use of ……while/While…….)

You are going to:

a. learn the use of '…….while……../While……'
b. use '…..while…./While…..' in sentences.

You will need:

- an exercise book
- a pen

What to learn: The use of '…. while…../While….'

Introduction:

When you are at home, you and other people at home may not do the same thing at the same time. For example, as you wash utensils, another person is playing football. As you revise, another person is washing clothes. We can use the word 'while' to say that two people are doing different things at the same time.

Step 1:

Study the table below and form **six** sentences, **three** of them:

i. using '…..while…..' within the sentences.

Example:

We sang songs while it was raining.

ii. beginning with 'While……'

Example:

While it was raining, we sang songs.

Harriet read her storybook The conductor gave us our tickets Victor slept in the bus We sang songs	while	I was reading my Bible. it was raining. the bus was moving. she was travelling.

Step 2:

Now do the exercises below:

A) Join these sentences using: …. while ….

Examples:

a. The girls were playing netball. The boys were playing football.

= The girls were playing netball while the boys were playing football.

b. Jesse arrived. It was raining.

= Jesse arrived while it was raining.

1. The bodaboda man listened to the news. He was waiting for the children.
2. Olupot put his books in the bag. He was getting out of the classroom.
3. The headmaster addressed us about COVID 19. We were having lunch.
4. It is not good to get off the bus **when** it is moving.
5. The pupils were singing. They were travelling.

B)Rewrite the above sentences beginning: While…….

Examples:

a) The girls were playing netball. The boys were playing football.

= While the girls were playing netball, the boys were playing football.

b) Jesse arrived. It was raining.

= While it was raining, Jesse arrived.

4. Lesson 4: Comprehension (Story)

COVID - 19 kills. Wash hands with soap.

You should be able to:

1. read the story.
2. answer questions about the story.

You will need:

an exercise book/ notebook, a pen/ pencil and a dictionary

Introduction

Have you ever travelled anywhere away from your home? Where did you travel to? How did you travel to that place? (Did you travel on foot? Did you ride a bicycle? Did you travel by bus, by taxi, or by family car?) Well, in this Lesson, you are going to read a story entitled "A Journey to Nabikuyi."

Step 1:

First, study the picture and answer the questions that follow:



1. What can you see in the picture?
2. What are these people doing?

3. Have you seen a bus going to your town?

Step 2:

Now read the story at least two times.

A Journey to Nabikuyi

It was on Sunday when we left Kampala for Nabikuyi. The schools had closed due to COVID -19. Our father, who owns a shop in Kampala, decided that we go to the village. This was because even the shops had closed.

In the morning, we went to the bus park. We were to travel by bus. We had our pieces of luggage. Our father booked tickets at the Gateway Coach offices. He gave the fare to the conductor. The conductor gave him the tickets. The conductor then put our luggage in the boot. Then we took our seats. While on the bus, people were talking about Coronavirus and its dangers. We listened to the stories attentively though it made us fear that we would all die.

After nearly half an hour, the conductor told the driver that it was departure time. A man led a prayer, after which, we started the journey. The further we went, the faster the bus moved. When the passengers realised that the bus was travelling at a high speed, they told the driver to slow down. Good enough we were about to arrive in Iganga. In Iganga, we got on *bodabodas* to Nabikuyi. We reached our destination at 2 o'clock.

Step 3:

Answer these questions about the story in full sentences.

a. On which day did the family travel?

b. Why had schools closed?

c. What was the father given after paying the fare?

d. Where did the conductor put their luggage on the bus?

e. What is the name of the village the family travelled to?
f. What happened when the bus was travelling at a high speed?
g. At what time did the family reach their destination?
h. Give one word to mean **arrived in**.

Lesson 5: Comprehension (Dialogue)

You should be able to:

- read and act the dialogue.
- answer questions about the dialogue.

You will need:

an exercise book/a notebook, a pen/ pencil and dictionary

Introduction

Travelling is really very interesting but it has some dangers connected to it. One of the commonest dangers is to do with accidents. But today, there is a risk of catching the most feared disease, COVID-19. Below is a conversation between Juma and Jessica. Read and act it.

Step 1: Read the dialogue

Kintu Gets COVID-19

Juma: Do you know that Kintu is infected with COVID-19?
Jessica: I thought he went to Dubai? When did he come back?
Juma: He arrived last week.
Jessica: How did they know he's infected with COVID-19?
Juma: He was tested immediately he arrived at Entebbe Airport.
Jessica: Where is he right now?
Juma: He has been quarantined in one of the isolation centres.

Jessica: Can we go and visit him?
Juma: No, Jessica. According to the Ministry of Health guidelines, we are not supposed to visit him.
Jessica: Why?
Juma: You can also easily catch the disease since you don't have protective clothes.
Jessica: I see. I hope he gets well soon.

Step 2:
Now answer the following questions in full sentences.
a. How many people are talking in the dialogue?
b. Who is infected with COVID-19?
c. Where are people who get COVID-19 kept?
d. According to the dialogue, where did Kintu get infected with COVID-19 from?
e. When did Kintu arrive at Entebbe Airport?
f. Why can't one visit a place where COVID-19 patients are kept?
g. Mention **one** health guideline concerning COVID-19.

TERM 2

TOPIC:: LETTER WRITING

Lesson 1: Vocabulary

COVID - 19 is real! Don't touch your mouth, eyes and nose.

You should be able to:

- read and spell the words correctly.
- construct sentences using the words given.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

You are going to learn about letter writing. Letters are used to communicate to our relatives and friends who stay away from you. There are many types of letters. Some of them are a friendly letter, an invitation letter and official letters. Have you ever written a letter to a friend or a relative? Have you ever received a letter?

Study the picture below and say what is happening.



1. What can you see in the picture?
2. What is he writing?

Step 1:

Read and spell these words.

envelope	invite	occasion	affectionate	reply
friend	address	party	letter	ceremony

Step 2:

Now do the exercises below.

A. Fill in the blank space with *a* suitable word from the box

Example:

My friend demanded for *a* **reply** to his letter.

1. After writing the letter, I put it in an.....
2. Every letter must have an.....to show where the writer stays.

B. Give the plural forms of the following words.

Example:

address - addresses

3. party
4. friend

C. Arrange the words in alphabetical order.

Example:

host, card, writer, invite

= card, host, invite, writer

5. write, invite, reply, seal
6. yours, dear, sender, receiver

Lesson 2: Interjections

Health message: Wear a mask in Public places to avoid Corona Virus infection.

You should be able to:

- use interjections in sentence.
- construct sentences using interjections.

You will need:

an exercise book/ **a notebook**, a pen/ pencil and **a dictionary**

Introduction

Interjections are words that you can use to express a strong feeling. When something is very beautiful, you can say "Wow", that is so beautiful! An exclamation mark "!" is used in interjection.

Step 1:

Read the following examples of interjections:

1. Oh no!
2. Ouch!
3. Excuse me!
4. Gosh!
5. My goodness!

Step 2:

Look at these two sentences:

a) You wrote a very good letter.

b) What a good letter you wrote!

What differences are there between these two sentences? Well,

study the table below.

Sentence (a)	**Sentence (b)**
Begins with the doer (You)	The doer comes towards the end
Has the word 'very'	Has the word 'What'/'How'
Ends with a full stop	Ends with an exclamation mark
This is a Declarative sentence	This is an Exclamatory sentence

Step 3:

Now do the exercise below.

A. Change the following from Declarative to Exclamatory sentences.

Examples:

a. That is a very expensive envelope.

= What an expensive envelope that is!

b. You look very beautiful in that dress.

= How beautiful you look in that dress!

1. That was a very hard question.
2. The old man is walking very slowly.
3. My cousin has been smartly dressed.
4. Writing letters is a very interesting activity.
5. Ogola drew a very nice picture.

B. Change the following from exclamatory to Declarative sentences.

Example:

How fast he ran!

= He ran very fast.

1. What a long journey that was!

2. What a great person our teacher of English is!
3. How kind a girl Andrina is!
4. Our school looks very beautiful.
5. Kere scored a very wonderful goal.

Lesson 3: Personal Pronouns

Wear Masks in Public places to avoid Corona Virus infection.

You should be able to to:

- learn to use personal pronouns correctly.
- construct sentences using personal pronouns.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

Pronouns are words used in places of nouns. We use them to avoid repeating nouns. For example:

1. **I** am going to school.
2. Tom gave **me** the letter.
3. Rose **herself** wrote the letter.

In the above sentences, the underlined words are all pronouns. However, there are different types of pronouns. In this Lesson, you will learn what we call Personal Pronouns.

Step 1:

A Personal Pronoun is a word used in place of the name of a person or thing.

Examples:

Singular	Plural
I	We
you	you
he , she, it	They
Me	Us
him, her, it	Them

Step 2:

Let us study these sentences:

1. Jane invited me to the party.

She invited **me** to the party.

2. The **cat** ran away from the boys.

It ran away from **them**.

3. Musa and **John** have posted the letter.

They have posted **it**.

Step 3:

Rewrite the following sentences and replace the underlined words with pronouns.

Example:

Mary bought an envelope yesterday.

= She *bought an envelope yesterday.*

1. Opio sent us an invitation card.
2. The girls were smartly dressed at Hannah's birthday party.
3. Angela and Brenda are David's sisters.
4. The puppy drank the milk.
5. Martha is one of our guests.
6. Parents are invited to the party.

7. The dog ate the bone.
8. I gave the book to Daniel.

Lesson 4: Composition (Writing an Informal Letter)

COVID -19 can be anywhere. Do not touch objects anyhow in public places.

You should be able to:

- learn the parts that make up an informal letter.
- learn how to write an informal letter.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

It is important that we communicate with other people from time to time. These people may be living near us or far away from us. How do you communicate with people who are living far away from you? Well, you can either call them by phone, or send them a short message. You could as well send them an email or write them a letter.

In this Lesson, you are going to learn how to write an informal letter. An informal letter is also known as a friendly letter. Have you ever written a letter? If you have, that is great!

Step 1:

The following are the parts that make up an informal letter:

- The Writer's Address – Tells where the writer lives.
- The Date – Tells when the letter was written, for example: 08/05/2020

- The Salutation - The salutation greets the addressee, for example: Dear Mom, Dear Jeremy, Dear Friend, etc.
- The Body -
- The Closing – Yours affectionately, Your friend, Your daughter, etc.
- The Name – this is written in small letters, for example: Dan Ogoso

Step 2:

To understand the above parts of an informal letter better, use the words in the box below to complete the letter.

cards watch party dear
box friends beloved

Malir Primary School
P.O.....,
Molo – Totokidwe.
8th July 2020.

.....Mum,

Hope you are all fine at home. I have written to inform you that we shall have an end of year party soon. We are expected to buy gifts for our..... My best friend is Abdu. He is the school timekeeper. I hope a gift of a.....will be good for him. Mum, will you help me to get a gift for him?

Hope to do some work for you in the garden during the holidays. Parents will be invited and..... will be sent soon. Hope you will come with Timothy.

See you then!

Your.....son,
Rashid

Step 3:

Now do the exercise below.

Write a letter to your friend, inviting her to attend your birthday party. In your letter, mention when the birthday is and where the party will be held. Also ask your friend to come with a birthday present. Use your school address.

TOPIC: 5: COMMUNICATION
Sub-topic:: 5B: The Post Office

5.

6. Lesson 1: Vocabulary

You should be able to:

- read and spell the words correctly.
- construct sentences using the words.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

You have looked at the topic Letter Writing and you now know how to write a friendly letter. After you have written your letter, you yourself may not be able to deliver it to the person to whom you are writing. Someone else may deliver it on your behalf or you may require the services of the Post Office. In this Sub-topic:, you are going to learn about The Post Office.

Step 1:

Read and spell these words.

post	stamp	directory	parcel	money order	box
package	telegram	mail	aerogram	registered mail	

Step 2:

Now do the exercise below.

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

the sentence.

Example:

Did you pick your **parcels** from the Post Office? (parcel)

1. Sarah has already.....her letter. (post)
2. He sent his letter by a.....mail. (register)
3. I.....Uncle Silva yesterday. (mail)

B. Rewrite the following sentences giving the plural forms of the underlined words.

Example:

It is better for us to use the registered post.

It is better for us to use the registered **posts**.

4. Dad bought the stamp from the Post Office.
5. The directory Akisa found at the Post Office helped her so much.

Lesson 2: Structure (The use of '.....unless..../Unless....')

You should be able to:

- learn the use of '....unless...../unless.....'
- form sentences using: '....unless...../unless.....'

You will need:

- an exercise book
- a pen

Introduction

Construct some sentences beginning: If.....

Examples:

1. If you come to school early, you will do the test.
2. If Luwiza behaves well, teachers will like her.

Construct some sentences using: .....if.....

Examples:

1. He will post his letter if he goes to the Post Office early.
2. We shall score goals if we play well.

Step 1:

Do you remember negative sentences? What are negative sentences? When you turn the first two examples above negative, you will have:

1. If you do not come to school early, you will not do the test.
2. If Luwiza does not behave well, teachers will not like her.

Now replace 'If' with 'Unless':

1. Unless you come to school early, you will not do the test.
2. Unless Luwiza behaves well, teachers will not like her.

Do not say:

a) Unless you do **not** come to school early, ...

b) Unless Luwiza does **not** behave well, ...

This is because 'unless' is used to **mean** 'if.... not.....'. Remember that when a sentence begins with 'Unless', there is need for a comma.

Step 2:

Do the exercise below.

A) Rewrite the following sentences beginning: Unless.....

Example:

If you do not wash your hands regularly, you will catch COVID-19.

= Unless you wash your hands regularly, you will catch COVID-19.

1. You will score high marks if you write well.
2. If you exercise, you will be physically fit.
3. If you go to the Post Office late, you won't post your letter.
4. The postmaster will come here today if my dad's parcel arrives from Kitgum.
5. If you wake up early, you will catch the first bus.

B)Rewrite the above sentences using: .....unless.....

Example:

If you do not wash your hands regularly, you will catch Covid-19.

= You will catch Covid-19 unless you wash your hands regularly.

TOPIC:: COMMUNICATION
Sub-topic:: 5b: The Telephone

Lesson 1: Vocabulary

WASH HANDS WITH SOAP AND CLEAN WATER TO AVOID GETTING CORONA VIRUS

You should be able to:

- read and pronounce the new words about a telephone.
- spell the new words.
- use the new words in sentences.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

You are going to learn about: The Telephone. A telephone is a machine used to send messages to others over long distance by electrical means. We use telephones to communicate with one another. Have you ever seen and used it?

Step 1:

Read and spell the following words that are used under *The Telephone*.

telephone airtime receiver landline handset call
mobile telephone landline mast dial SIM card

Step 2:

Read these sentences.

1. I will <u>telephone</u> my friend tomorrow.
2. I loaded enough <u>airtime</u> in order to call Jane.
3. The <u>receiver</u> of the phone was new.

4. Eleper used *a* landline to talk to Hawa.
5. Henry moves with his mobile phone.
6. I prefer using *a* mobile phone to using *a* fixed line.
7. The MTN network mast is very high.
8. We call our friends every day.
9. I dialled my friend's number and then talked to her.

Step 3:
Some of the words you read in Step 1 are countable nouns. They have plurals.
Give the plural forms of the following words:
Example:
handset - handsets

a. call .....
b. landline .....
c. receiver .....
d. fixed line .....
e. SIM card .....

Lesson 2: Use of --- need to ---

You should be able to:

- read the given sentences.
- use **--- need to ---** in sentences.

You will need:
an exercise book/ *a* notebook, *a* pen/ pencil and *a* dictionary

Introduction
We are going to use **--- need to –**
That is something we have to do, or must do or should do.

Step 1:

Read the following words which are similar or related to need to:

i) have to
ii) has to
iii) ought to
iv) must
v) should

Step 2:

Read the following sentences.

1. We need to greet our parents every day.
2. You need to pray every day.

Step 3:

Write sentences using: --- need to ---

1. ----------
2. ----------
3. ----------

Rewrite the sentences using: --- need to ---

Examples:

1. We have to wash our hands with soap and water to avoid COVID – 19.

= We need to wash our hands with soap and water to avoid COVID – 19.

2. You must wear masks to avoid corona virus.

= You need to wear masks to avoid corona virus.

1. We must stay at home to avoid corona virus.
2. You must wash hand with soap regularly.
3. Ugandans should use sanitizers to fight corona virus.
4. We must wear masks when in public.
5. They have to avoid unnecessary movements.
6. We have to sleep under mosquito nets.
7. Children have to obey elders.
8. The pupils ought to respect teachers.

Lesson 4: Comprehension

You should be able to:

- read the given poem.
- answer the questions about the poem.

You will need:
an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction
We are going to read a simple poem and then answer the questions about it in full sentences.

Step 1:
Read these new words found in the poem.
a) funny b) terrible
c) affecting d) millions
e) weapon f) guidelines

Step 2:
Read these sentences.
1. I saw <u>funny</u> cartoons yesterday.

2. COVID-19 is a terrible disease affecting us.
3. Are millions of people living in Kampala?
4. In order to be good children, we must follow guidelines at school.
5. A gun is a weapon used in war.

Step 3:

Read the poem below at least two times.

When reading this poem,

i) do not open your lips.

ii) do not point your fingers at the words.

A funny but terrible disease,
Affecting the whole world,
Killing millions of people,
The poor and the rich,
All in the same boat

A funny but terrible disease,
A disease which is like a war,
A war without weapons to fight with,
But soap, water, sanitizers and masks,
Let's follow the guidelines to be safe.

Matovu Brian

Step 4:

Answer the following questions in full sentences.

Example:

What is the poem about?

= The poem is about a funny and terrible disease.

a) Who is affected by the disease according to the poem?

b. Who are in the same boat?

c.What is compared to the disease?

e) Write any two things we can use to avoid getting the disease.

i) .....

ii) .....

f) What should we do to be safe?

g. What disease is being talked about in the poem?

h. How many stanzas does the poem have?

i. Who wrote the poem?

TOPIC:: COMMUNICATION
Sub-topic:: 5C: THE INTERNET

Lesson 1: Vocabulary

You should be able to:

- read and pronounce new words.
- spell the words.
- use the words in sentences.

You will need

an exercise book/ notebook, a pen/ pencil and dictionary

Introduction:

You are going to learn about The Internet. The Internet, sometimes called the Net, is a worldwide system of computer networks. It is also a one of the greatest means of communication.

Step 1:

Read and spell these words.

computer	email	folder	café	website	virus
email	search	file	save	delete	sign in

Step 2: Read these sentences.

1. I bought a new computer last month.
2. Tanga received an email yesterday.
3. I stored my messages in the folder.
4. Ayalama visited the Internet café last week.
5. We accessed our exercise on the computer.
6. Our computer has been affected by a virus.
7. I signed in when I wanted to access my email.
8. Otogo saved the work instead of deleting it.

Step 3:

Some of the words you read under **Step 1** about the Internet are countable nouns. They have plurals.

Give the plural forms of the following words.

Examples:

a) email - emails

b) computer - computers

1. virus - .....
2. website - .....
3. file - .....
4. internet café - .....
5. search - .....

Lesson 3: Use of --- in order to ---/In order to----

You should be able to:

- read the given sentences
- use **--- in order to ---/In order to------** in sentences

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

Whenever you want to do something, you must ask yourself why you want to do it. In other words, there must be a reason as to why you want to do it. In this Lesson, you are going to use --- in order to ---/In order to---- in sentences.

Step 1:

We use *--- in order to ---/In order to----* to talk about the reason for doing something. These structures are similar to --- in order to ---:

--- so as ---

--- so that ---

--- wanted to ---

Examples:

1. I bought a computer in order to communicate with my friends easily.
2. In order to post a letter, Japien went to the Post Office.

Step 3:

A) Rewrite following sentences using: --- in order to ---

Examples:

a. He logged onto Yahoo so as to read his mails.

= He logged onto Yahoo in order to read his mails.

b. Henry washed his hands with soap. He wanted to avoid catching COVID-19.

= Henry washed his hands with soap in order to avoid catching

COVID-19.

1. We used sanitizer. We wanted to avoid getting corona virus.
2. He bought a smart phone. He wanted to use the internet.
3. We must use masks so as to avoid getting corona virus.
4. We ought to avoid shaking hands so as to avoid getting corona virus.

B) Rewrite the following sentences beginning: In order to.....

Examples:

a. He logged onto Yahoo so as to read his mails.

= In order to read his mails, he logged onto Yahoo.

b. Henry washed his hands with soap. He wanted to avoid catching COVID-19.

= In order to avoid catching COVID-19, Henry washed his hands with soap.

5. We should not share masks so as to avoid getting corona virus.
6. We must follow guidelines about corona virus so as to stay safe.
7. We should be literate so as to use the Internet.
8. Father provided basic needs to his children. He wanted them to grow well.

Internet cafe sanitise computer mask wash leave soap

TOPIC: 6: CULTURE
Sub-topic::: 6A: NATIONALITIES

Lesson 1: Vocabulary

WEAR A MASK WHEN IN PUBLIC TO STAY SAFE AND HEALTHY

You should be able to:

- read and pronounce new words.
- use new words in sentences.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

You are going to learn about culture and nationalities.

- Culture is the way a particular group of people behave.
- Nationality is the status of belonging to a particular country.
- We form nationalities from countries.

Step 1:

Read and spell these words.

Step 2:

Now do the exercises below.

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

Example:

Asamait is a **Ugandan** athlete. (Uganda)

1. Uganda has received some.....doctors.

(China)

2. The.....are good at making cars. (Japan)
3. Some.....have settled in Uganda. (Sudan)
4. One of my close friends is an..... (America)

Arrange the following words in alphabetical order.

Example:

Togolese, Jamaican, Nigerian, Cameroonian

= Cameroonian, Jamaican, Nigerian, Togolese

1. Rwandan, Brazilian, French, Indian
2. English, Tanzanian, Scottish, Kenyan,

Lesson 2: Use of --- not *a / an* --- but *a / an* ---

You should be able to:

- read the given sentences.
- use --- not *a / an* --- but *a / an* --- in sentences.

You will need:

an exercise book/ ***a notebook***, *a* pen/ pencil *and* ***a dictionary***

Introduction

In English, we can use the word 'but' to differentiate people. In this Lesson, you are going to construct sentences using: --- not *a / an* --- but *a /an* ---

Step 1:

Read these sentences:

1. I *am* not *a* Kenyan but *a* Ugandan.
2. She is not *a* Kenyan but *an* Indian.

Now construct your own meaningful sentences using: --- not *a / an* --- but *a /an* ---

i) .....

ii) .....

iii) .....

iv) .....

Step 3:

Make **8** meaningful sentences from the table.

Mulongo			American			Indian
She		not *a*	Japanese		*a*	Rwandan
Ali	is		French	but		Scottish
He		n o t	Ugandan		an	Congolese
Amos		an	Indian			Sudanese
Anita			Kenyan			Tanzanian

Example:

= Ali is not an American but an Indian.

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

Lesson 3: Comprehension (Passage)

You should be able to:

- read the given text (passage).
- answer questions about the passage.

You will need:

an exercise book/ notebook, a pen/ pencil and dictionary

Introduction

You are going to read a passage and answer **the** questions about it in full sentences.

Step 1:

Read the given passage at least two times.

My name is Namudira. I am a Ugandan. I speak Lunyole. I live in Butaleja District in a village called Namulo. I have two friends. My best friend is Betty. She is a Kenyan. My other close friend is Lee. He is a Chinese. His parents work in the rice scheme which is in our district. I respect my friends' cultures very much. For example, I do not laugh at what they eat because I

know they also do not eat what I eat.

While at school, all children from different parts of the world work together. I love listening and learning the different languages spoken by my fellow pupils. They are indeed very interesting languages. The language that interests me most is Chinese. Have you ever heard a Chinese speak?

There are a number of clubs at our school but the one which has more members is the Cultural Club. Every year the club organises a cultural festival. In this event, there is singing and dancing competition. Different cultures compete and entertain people as well. Children usually dress in traditional wear. Parents also attend and they must also dress traditionally. It is really a wonderful day at school!

Step 2:

Now answer these questions about the passage in full sentences.

Example:

Who is the writer of the passage?

= The writer of the passage is Namudira.

a) Which language does Namudira speak?

b) In which district does Namudira live?

c) From which country is Lee?

d) How does Namudira respect her friends' cultures so much?

e) What does the writer love?

f) Which language interests the writer most?

g) Which club in the writer's school has more members?

h) What do different cultures do when cultural festivals are organised?

TOPIC: 6: CULTURE
Sub-topic: 6B: Languages

Lesson 1: Vocabulary

You should be able to:

- read and spell the given words.
- use the given words in sentences.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

You spend most of daily life speaking. There are a number of reasons as to why you speak. Can you mention some of the reasons why you speak? When you speak, you use a language. Which language do you use? Which other languages are used in your area? Do you understand or can you speak all languages used in your area? In this Lesson, you are going to learn about some of the languages spoken not only in Uganda but in other parts of the world as well.

Step 1:

Read and spell these words.

Luganda Lumasaba Runyankitura Luo Ateso Kiswahili
French English German Latin Chinese Ibo Lingala
Kinyarwanda

Step 2:

Do the exercises below.

A. Complete the table below by filling in the missing parts.

Language	**People speaking the language**
Luganda	Baganda
	Chinese
English	
	French

Lumasaba	
	Basoga
Akarimojong	
	Acholi
Runyakitara	

B. Arrange the given words in alphabetical order.

1. Lunyole, Kiswahili, Lugbar, Kumam
2. German, Spanish, Arabic, Greek

Lesson 2: Comprehension (Poem)

You should be able to:

- read and recite a short poem.
- answer questions about the poem.

You will need:

an exercise book/ **a notebook,** a pen/ pencil and **a dictionary**

Introduction

In the previous Lesson, you learnt about different languages. Now I want you to answer the following questions:

a) Which people mainly speak **Japadhola?**

b) By whom is Lutooro spoken?

c) Which language do the Basamia speak?

d) Which language is spoken by the Sabiny?

e) Which people mainly speak Luganda?

Step 1:

Step 1: Read the Poem below and answer the questions that follow in full sentences.

Languages

Languages, Languages, Languages!
Different people speak different languages.
People from China speak Chinese.
People from France speak French.
People from Spain speak Spanish.
Different people different languages!

Languages, Languages, Languages!
Uganda has many languages.
One country many languages
Lusoga**, Lugbara**, Luo, Luganda, name it.
English brings Ugandans together!
One country, different languages!

Languages, Languages, Languages!
Go to England and learn English.
Go to Italy and learn Latin.
Go to Nigeria and learn Ibo.
We should all speak one language.
Different people one language!

By **Jireh Atugonza**

Step 2: Answer the following questions in full sentences.

1. What is the poem about?

2. What do different people do according to the poem?

3.According to the poem, which country has many languages?

4.What does English do according to the Poem?

5. How many languages have been talked about in the poem?

6. Why is English the language that brings Ugandans together?

7. How many stanzas has the poem?

8. Who wrote the poem?

TERM 3

TOPIC: 7: PEACE AND SECURITY

Lesson 1: Vocabulary

OBSERVE SOCIAL DISTANCING AND STAY SAFE!

You should be able to:

- read and spell the given words correctly.
- use the given words in sentences.

You will need:

an exercise book/ notebook, a pen/ pencil and dictionary

Introduction

All of us need peace and security in our homes, schools, communities and in our country. By doing good things in the places we stay in, we promote peace and security. However, there are some people who do bad things and bring insecurity in our communities. Such people are dealt with by special people in our community. Who are these special people?

Step 1:

Read and spell these words.

cell army arrow case gun court
judge crime police station security report
handcuffs magistrate witness defence peace

Step 2:

Read these sentences.

1. The murderer had a <u>case</u> to answer in court.
2. The <u>police</u> have arrested the thugs.

3. The man committed *a* crime yesterday.
4. The thief slept in the cell for *a* night.
5. The army of Uganda is very strong.

Step 3:

Now do the exercises below.

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

Example:

1. Our villages are very.....even at night. (security)
2. The.....has been sentenced to **life imprisonment**. (crime)
3. Did the.....visit your school yesterday? (report)
4. Uganda is a.....country, isn't it? (peace)

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

Example:

peace: *We have peace in Uganda.*

piece: *I ate a piece of meat yesterday.*

5. cell .....

   sell .....
6. court .....
7. coat .....

C. Give the plural form of the given word.

Example:

judge = *judges*

8. army
9. police station

Lesson 2: Structure (Use of: --- so --- that ---)

You should be able to:

- read given sentences.
- use **--- so --- that ---** in sentences.

You will need:

an exercise book/ **a notebook**, a pen/ pencil and a dictionary

Introduction

Normally, when something is in a high degree, we use the word 'very'. 'Very' also means 'extremely'. There are also other words that we can use to mean the same, for example 'too' or 'so'. In this Lesson, we are going to learn about the use of: --- so --- that ---. We use --- so --- that --- to emphasize quality

Step 1:

Read these sentences.

1. The girl is so fat that she cannot run.
2. Our teacher is so good that all pupils love her.

Construct sentences using: --- so --- that ---

1. .....
2. .....
3. .....

Step 2:

Do the exercise below.

Read the given sentences and join them using: --- so --- that ---

Examples:

a. The village has very many thieves. There is no peace.

= The village has so many thieves that there is no peace.

b. Our village is very peaceful. You cannot find any robber in it.

= Our village is so peaceful that you cannot find any robber in it.

1. The cell was very dark. The criminals could not see anything.
2. The thug was very strong. The askari could not arrest him.
3. We were very tired. We could not arrest the thieves.
4. The police officers were very alert. They shot all the terrorists.
5. The army men were very active. They arrested all the criminals.
6. The kidnapper was very tired. He could not run.
7. The army officer is very kind. Many villagers love him.
8. The thieves ran very fast. The police could not arrest them.

7. Lesson 3: Composition (Jumbled Sentences)

You should be able to:

- read the given sentences.
- arrange sentences to form a true story about ***A Thief.***

You will need:

an exercise book/ ***a notebook***, a pen/ pencil and ***a dictionary***

Introduction

You are going to read sentences in ***a wrong order***. Then arrange them to form a true story.

Step 1:

Read these sentences which are in ***a wrong*** order at least two times before arranging them.

a) The man did not answer but continued to move very fast.
b) On my way, I saw a man carrying a bunch of matoke.
c) One day, I was going to school.
d) The villagers chased him and caught him.
e) He then started running.
f) Suddenly I saw a mob following him.

g) Lastly, he was taken to the police station.
h) I asked him where he had got the matoke.
i) They were carrying sticks and machetes.
j) When the man saw them, he dropped the matoke.

Step 2:

Draw a table to help you arrange the above sentences and read the sentences according to the order you have given on the table. You can make changes if necessary.

Step 3:

Rewrite the sentences following that order in which you have arranged them on the table.

Step 4:

Read through the sentences to see that the words are spelt well and that the sentences are grammatically correct.

TOPIC: 8: BANKING

Lesson 1: Vocabulary

COVID – 19 KILLS; WEAR A MASK WHEN GOING TO PUBLIC PLACES

You should be able to:

- read and spell the given words.
- construct sentences using the given words.

You will need:

- an exercise book/ **a notebook**, a pen/ pencil and **a dictionary**

What to learn

You will learn the meaning of new words about Banking.

Introduction

Where do you keep money when you get any? Do you keep it in the box or suitcase or piggy bank? Have you ever gone to the bank?

Step 1:

Study the picture below.



Answer these questions in full sentences.

1. What do you see in the picture?
2. Name any two banks you have heard of.
3. Why do people go to the bank?

Step 2:

Read and spell these words.

account ATM bank cheque deposit save teller withdraw balance credit cashier manager

Step 3:

Now do the exercises below.

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

Example:

Have you **saved** any money in your piggybank? (save)

1. My father is a.....in that bank. (manage)
2. **Mother** has just.....some money from her account. (withdraw)
3. That is the shop in which my uncle works as a..... ..... (cash)

B. Write these abbreviations in full.

4. a/c
5. ATM

C. Rewrite the sentences giving the plurals of the underlined words.

6. The teller in that bank will be rewarded at the end of the year.
7. The cheque he gave us bounced.

Lesson 2: Structure (The use of '... as soon as.../As soon as....')

COVID-19 IS REA! AVOID GOING TO CROWDED PLACES.

You should be able to:

1. Learn the use of '.....as soon as..../As soon as.....'
2. Form sentences using: '.....as soon as..../As soon as.....'

You will need:

an exercise book/ **a notebook,** a pen/ pencil and **a dictionary**

What to learn

You will learn about the conjunction: '.....as soon as..../As soon as.....'

Introduction

8. Usually, when we want to say that one thing happens right after another, we can use 'immediately'. We can also use 'as soon as'. In this Lesson, you are going to learn the use of 'as soon as' both at the beginning and within the sentence.

Step 1:

Study the following sentences:

1. Mirembe went to the bank as soon as it stopped raining. /As soon as it stopped raining, Mirembe went to the bank.
2. I joined the queue as soon as I reached the banking hall. /As soon as I reached the banking hall, I joined the queue.

Construct some three sentences using: .....as soon as.....

a. .....
.....

b. .....
.....

c. .....
.....

Step 2:

Do the **exercise** below.

A. Rewrite the following sentences using: .....*as soon as*.....

Example:

The cashier gave me a receipt immediately I paid in the money.

= The cashier gave me a receipt as soon as I paid in the money.

1. The bank manager greeted us immediately she saw us.
2. Immediately I got into the banking hall, power went off.
3. The teller gave Dad the money he wanted immediately he presented the **withdrawal** form to her.
4. Immediately it clocked five, the bank was closed.

B. Rewrite the following sentences beginning: As soon as.....

Example:

The cashier gave me a receipt immediately I paid in the money.

= As soon as I paid the money, the cashier gave me a receipt.

1. It started raining immediately we reached school.
2. Immediately the match ended, we went back to the dormitory.
3. The children sanitised their hands immediately they reached the bus station.
4. Immediately the anthems ended, the head teacher addressed us.

9. Lesson 3: Composition (Guided Composition)

You should be able to:

- read the composition.
- fill in the blank spaces.

You will need:

an exercise book/ a notebook, a pen/ pencil and a dictionary

Introduction

Have you ever been to a bank? If yes, which bank was it and what had you gone to do there? Say something about the banking hall. Were there many people? What were those people doing?

Step 1:

Read the words below two times.

deposited cashier account bank
signature credit balance filled
forms kept

Step 2:

Fill the blank spaces with suitable words from the box.

Read the composition below at least two times.

Last Monday, Mzee Kalori went to the ..... He wanted to deposit some money on his ..... He had sold a lorry full of matoke. His money would be ..... in the bank. He went to the counter and picked some .....so that he could fill them.

However, since he last .....some money on his account two months ago, he first filled a balance inquiry form. He took it to the .....because he wanted to know how much was there. The cashier checked and wrote for him the ..... He was happy that he had some ..... on his account. He then..... the deposit form and, with the money he wanted to deposit, he handed it to the cashier. The

cashier studied the deposit form. He told Mzei Kalori that he had forgotten to put his.....so he had to do so.

Step 3:

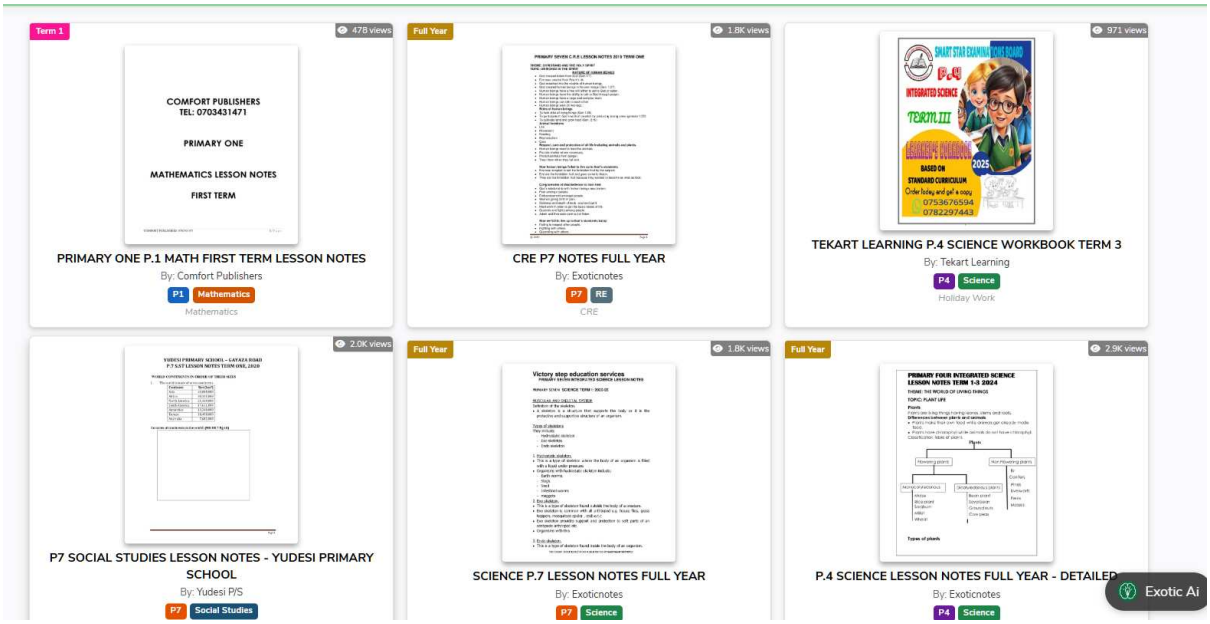
Read the composition and see whether the blank spaces have been filled with suitable words.



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