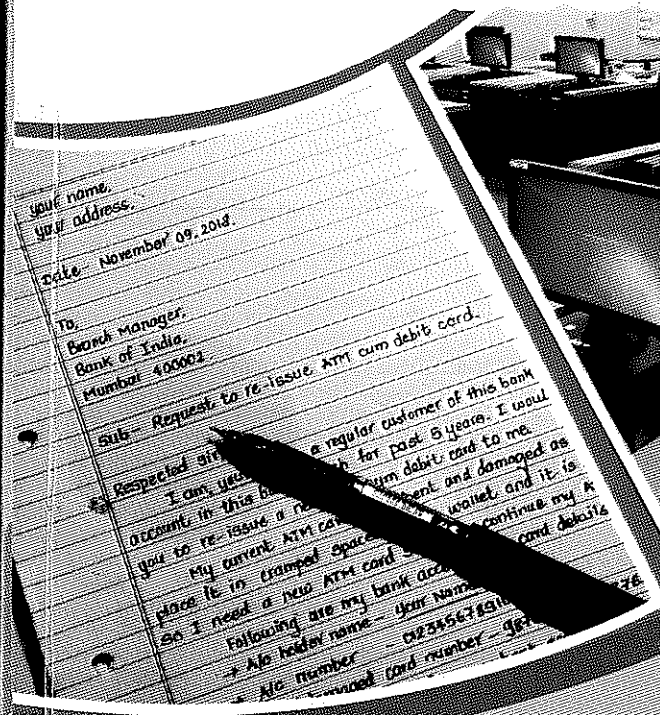
# The Sipro

# PUPIL'S COMPANION






## Primary Five

# ENGLISH

Read for ease Ear

*"Learn from the known to the unknown concepts"*

## ABOUT THIS BOOK

This book has been written for you to learn work for Primary Five alongside that of Primary Four English.
In case there is some work of Primary Four that you missed, you will be able to find it in this Pupil's Companion.

You should remember that we learn from what we know to what we don't know. That is why this book takes you back a little in order to remind you of what you already learnt or should have known before you learn the new concepts of Primary Five.

You will learn better and faster if you do all the activities in this book. You will be able to create knowledge on your own in the long run. Feel free to share the information and activities in this book with the rest of your classmates and teachers, so that you can achieve more.

In situations where you learnt all the work of Primary Four, then you have an opportunity to go through it as revision before you can learn new work.

Work as you revise, revise as you learn more, learn as you enjoy.

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# TOPIC 1: VEHICLE REPAIR AND MAINTENANCE.

**Introduction**

*You must have travelled in a vehicle of any kind e.g a car, bicycle, taxi, motorcycle, bus etc. These vehicles are very important to us because they transport people and goods from one place to another.*

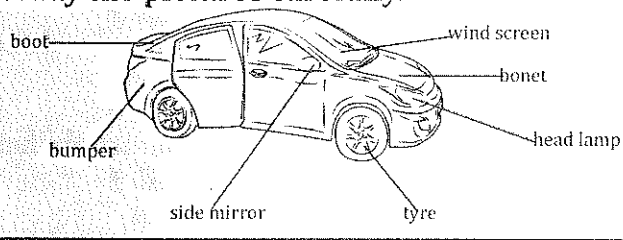
*Parts of a vehicle work hand in hand; if one is faulty, the vehicle might not move well.*

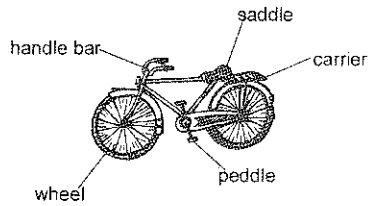
**Now answer these questions orally:**

1. How many parts of a car do you know? Mention them.
2. Which parts of a bicycle do you know?
3. Which tools used in Vehicle repair do you know?
4. What can be done in order to keep a vehicle in good condition?
5. Why should people have well maintained vehicles?
6. Visit a garage of your choice and find out the equipment that is commonly found there.

## SUB – TOPIC 1A: PARTS OF A VEHICLE.

**Study the pictures carefully.**




**Vocabulary practice:**

**Read and study the meaning of these words.**

**bell:** a hollow object, often shaped like a cup that makes a loud sound when hit by a small piece of metal inside it
- *The cyclist sounded the **bell** when he got destruction.*

**boot:** the space at the back of a car where you put bags, cases, etc in
- *Open the **boot** and get your bag.*

**brakes:** a device for slowing or stopping a vehicle, bicycle or motorcycle
- *She stepped on the **brake** pedal when she reached the destination.*

**carrier:** a metal frame that is fixed to a bicycle and used for carrying luggage
- *The **carrier** was so overloaded that it broke.*

**chain:** a series of connected metal rings used for pulling or fastening things; a length of chain used for a particular purpose
- *The **tow** truck had a chain which it used to pull the car.*

**driving mirror:** a mirror inside a vehicle which the driver uses to see the behind objects
- *I did not see the motorcycle behind us because the **driving mirror** was not in the right position.*

**engine:** the part of a vehicle that produces power to make the vehicle move
- *The **engine** of the school van has failed to start.*

**handlebar:** a metal bar, with a handle at each end that you use for steering a bicycle or motorcycle to make it continuously moving

- *Hold the **handlebar** firmly as you are riding.*

**headlamp:** a large light, usually one of the two, at the front of a vehicle; or the beam from this light

- *When it got dark, the driver put on the **headlamp.***

**indicator:** a light on a vehicle that flashes to show that the vehicle is going to turn left or right.

- *When Birungi was turning left, she put on an **indicator.***

**pedal:** a flat bar on a machine such as a bicycle, car etc that you push down with your foot in order to make parts of the machine move or work

- *I bought new **pedals** for my bicycle.*

**Exercise**

**A) Use the words in the box to complete the sentences.**

| | | | | |
|---|---|---|---|---|
| **braked,** | **carrier,** | **indicator,** | **chain,** | **brakes,** |
| **boot,** | **driving mirror,** | **handlebar,** | **headlamps,** | **engine** |

1. Put on the ***indicator*** and turn to your right.
2. When he rode into the building, the _____ of his motorcycle which has the side mirror got broken.
3. He _____ when he came close to the vehicle.
4. Use the _____ to pull that vehicle.
5. _____ are used to stop the moving vehicle.
6. Put these bags in the _____ and close it.
7. He started the _____ as soon as the car was fueled.
8. Turn on the _____ because it is becoming dark.
9. Are you able to see the behind object from the _____?
10. The cyclist tied a bundle of sticks on the _____ before he rode off.

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

1. Most ***handlebars*** are metallic. (handlebar)
2. Masereka _____ the bicycle last week. (ride)
3. The motorist was _____ the vehicle carelessly. (steer)
4. Before he _____ on the brake pedal, he had already run into the house. (step)
5. _____ causes accidents. (obstruct)
6. Rahmat was driving the lorry _____. (slow)
7. He ably _____ what the passengers were doing from the driving mirror. (see)
8. His foot brakes are _____. (fault)
9. Our school _____ is a very kind man. (drive)
10. Having _____ where he was turning, the driver turned off the indicators. (indicate)

## Vocabulary practice

**Read and learn the meaning of these words.**

**reflector:** a small piece of special glass or plastic that is put on a bicycle or motorcycle

- *The **reflector** helped the taxi driver to see the bicycle even though it was very dark.*

**saddle:** a seat on a bicycle or motorcycle

- *My little boy can now sit on a **saddle** while riding a bicycle.*

**seat:** a place where you can sit

- *After being given a ticket, I was shown my **seat**.*

**seat belt:** a belt that is attached to the seat in a car or a plane that you can fasten around yourself so that you are not thrown out of the seat if there is an accident

- *The driver instructed us to tighten our **seat belts**.*

**spokes:** the thin bars or long straight pieces of metal that connect to the centre of a wheel

- *I have replaced all the old **spokes** in the wheel with the new ones.*

**steering wheel:** the machinery in a vehicle that you use to control its direction

- *Passengers are not allowed to sit near the **steering wheel**.*

**tyre:** a thick rubber that fits around the edge of a wheel

- *My **tyre** has a puncture.*

**wheel:** one of the round objects under a car, bicycle or bus, etc that turns when it moves

- *As soon as the engine started, the **wheel** started turning.*

**windscreen:** the window across the front of a vehicle

- *The driver couldn't see clearly because there was a lot of dust on the **windscreen**.*

## Exercise

**A) Use the words in the box below to complete the sentences.**

| | | | | |
|---|---|---|---|---|
| **steering wheel,** | **wipers,** | **spokes,** | **tyre,** | **seat,** |
| **saddle,** | **windscreen,** | **reflector,** | **seat belt** | |

1. Tighten your ***seat belt*** before I set off.
2. On our way to the village, the car got a flat _____.
3. This _____ is so hard that I cannot turn it very easily.
4. The _____ of your bicycle is too old to bounce the light.
5. The _____ cleared the windscreen very well.
6. He is such a short man that he cannot sit on the _____ of the bicycle.
7. A stranger stood in front of the car and shot the driver through the _____.
8. The _____ in the bus is making me uncomfortable.
9. My brother bought ten _____ to replace the broken ones.

**B) Use the correct form of the word given in brackets.**

1. The driver ***stepped*** on the brake pedal when he saw a goat. (step)
2. Though we set off late, mum drove so _____ that we reached in time. (fast)
3. All the _____ in this car are loose. (seat belt)

4. "That is an _____ that he is turning left," said the conductor. (indicate)
5. The vehicle has _____ control (lose)
6. I tied all the luggage on the bicycle _____. (carry)
7. Your _____wheel is very soft, it might cause you problems. (steer)
8. Did you buy a new _____? (reflect)
9. Help me and turn this _____ mirror to the left. (drive)

**C) Arrange the words below in alphabetical order.**

i) seats, steering, spokes, saddle
*saddle, seats, spokes, steering*
ii) boot, bell, headlamp, handle bar
iii) chain, wind screen, wheel, carrier
iv) pedal, wiper, indicator, tyre

**D) Use the words below to construct meaningful sentences.**

a) break
brake
b) sit
seat
e) mud
mad
c) wheel
will
d) test
taste

---

**Revision exercise**

**Use the correct form of the word given in brackets.**

1. The lorry driver has overtaken the taxi driver. (overtake)
2. The mechanic bought two new _____. (steering wheel)
3. Most girls are _____nowadays. (mechanic)
4. My car was not repaired due to the _____of most tools. (absent)
5. Doreen _____tightened the seat belt. (slow)
6. _____ driving mirror got broken. (they)
7. Of the three parts, the headlamp is the _____. (new)
8. The _____has opened the bonnet of the car. (drive)
9. Those new seats will give passengers a lot of _____. (comfortable)

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

1. The woman who repairs vehicles came to our school.
♦ *The mechanic came to our school.*
2. Masika owns a place where cars are taken for repair.
3. The box in which the tools are kept has been stolen this morning.
4. The part of the vehicle that helps it to produce power has caught fire.
5. The seat on which the cyclist sits is hot.

**Rearrange the words below to make meaningful sentences.**

1. dusting is Irene the parts spare.
♦ *Is Irene dusting the spare parts?*
2. Has car down the broken?
3. are the Where tyres?

---

**PRACTICAL ACTIVITY**

Get a ball, together with your friends, stand in a circle. The first person must call out a word then toss the ball to another player. The catcher must spell out the word and then toss the ball to the next person with a new word. If a player gets stuck, they can pass on the ball to let someone else have a go. Stick to vocabulary learnt under parts of a vehicle.

## Language structures

**Using: It is bad to ---------- (tell lies, come late)**

### Try this activity:

*There are certain things that you are not meant to do. Do you know them? Mention them; e.g. It is bad to eat with dirty hands/Eating with dirty hands is bad; etc. Mention 5 of them*

**Infinitives**

An infinitive is formed by adding "to" to the verb (a verb in the base form).

**Read these sentences.**

1. I want to go home.
2. It is bad to steal.
3. They like to sing.

**Make sentences:**

**Use: It is bad to.....**

1. It is bad to tell lies.
2. It is bad to steal.




It is bad to steal.

**Exercise**

**Rewrite the sentences beginning : It is bad to .....**

1. Being unkind to animals is bad.
   - *It is bad to be unkind to animals.*
2. Abusing people is bad.
3. Spoiling people's property is bad.
4. Dodging work is bad.
5. Fighting with friends is bad.

---

## Language structures

**Using "-------must--------"**

### Introduction

*Your parents/guardian/teacher might have set some rules for you to follow at home/ school. Do you know any of them?*

---

*While talking to you, they might have used the words "must" or "mustn't".*

**For example;**

a) You must put on clean clothes.

b) You mustn't go away from home without permissiom.

• "must" is used to say that something is necessary or very important (sometimes involving a rule or a law).

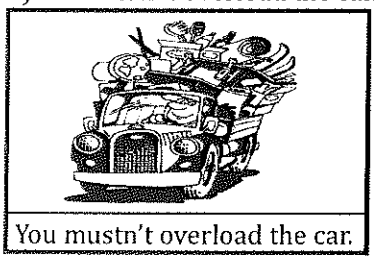
• The negative of 'must' is 'must not.'

• 'must not' is used when one is not sure of necessity for something. It is used in the negative form only.

**Read these sentences.**

a) We must take our vehicles for service.

b) You mustn't overload the car.



You mustn't overload the car.

**Exercise**

**Rewrite the sentences using "-------must/mustn't----------"**

1. The head teacher should buy new brakes for his bicycle.
♦ *The head teacher must buy brakes for his bicycle.*
2. Musa should replace the front tyres.
3. You shouldn't overload the car.
4. Okeya should repair his lorry.
5. Eunice has to close the boot before driving off.
6. Birungi shouldn't buy a new engine.
7. The old man should replace his vehicle's headlamps because they are old.

## Language structures

*In the previous lesson, you used the word 'must' to say rules. We can also use 'should' the same way we use 'must'.*

*Using.....should.....*

*"should" is used to give advice.*

**Read these sentences.**

a) You should arrive early.

b) We should do the homework.

**Activity**

Write five sentences using.....should.....

**Using: You / he/ she should not-------- (tell lies)**

**Now you can read these examples:**

a) You should not tell lies.

b) She should not eat unwashed fruit.

**Exercise**

**Rewrite the sentences using--------should not---------**

1. Kapele escapes from school.
2. Onapito speaks bad words.
3. Nambi plays on the way to school.
4. Eddie blows a whistle from the classroom.
5. Richard quarrels with his neighbour.
6. You must take care of the engine very well.
7. Allen mustn't open the boot with force.
8. Madibo must not dirty that headlamp.
9. The cyclist must not ring the bell if there isn't any obstruction.
10. You must remove the mud from the mudguard.
11. They must apply oil on the chain to reduce friction.

---

**Language structures**

**Using: We / he/she should not (steal, lie) ---because ---- (it is bad)**

**Introduction**

*In the previous lessons, we learnt that 'must' and 'should' are used when giving advice, instructions and rules to follow. There is a reason why rules are put in place.*
*Today, we shall use the word 'because' since it introduces the reason why something is done. for example;*

a) You must put on clean clothes because it makes you smart.

b) You shouldn't go away from home without permission because you might fall in danger.

Now, you can read these examples:

**Examples:**

a) We should not dodge lessons because it is bad.

b) We should not lie to our teachers because it is bad.

**Exercise**

**Rewrite the sentences using.....because..... (it is bad)**

1. They should not be rude to animals. It is bad.
2. Adults should not slap the babies. It is bad.
3. Meru should not disobey his teacher. It is bad.

---

4. He should not steal. It is bad.
5. We should not play risky games. It is bad.

**COMMON MISTAKES**

**'Not'**

***Incorrect:*** I asked her to not come here.
***Correct:*** *I asked her not to come here.*
***Comment:*** The position of 'not' in the negative infinitive is immediately before to and not after it.
***Incorrect:*** It has been not raining for long.
***Correct:*** *It has not been raining for long.*

***Incorrect:*** You should have not done the work.
***Correct:*** *You should not have done the work.*
***Comment:*** When you have to use more than one helping verb before the main verb in a sentence, the position of 'not' should be after the first helping verb.

## Language structures

### Using "---------has-----", "------have----------"

**Introduction:**

When you have just done something, it shows that the effect of that action is still being felt.

**Try this;**

*(i) Clap twice; what have you done?*
*(ii) Let him/her jump thrice; what has he/she done?*
*(iii) Ask them to dance; what have they done?*
*So, when we use has/have to mention an action, it shows that it ended a few moments back.*

**Read these sentences.**

1. I have touched the mirror.
2. She has cleaned the windscreen.
3. They have sat on the carrier.

'has' and 'have' form the present perfect tense. They are followed by the verbs in the past participle.

We use 'have' with plural subjects and pronoun (I and you). 'Has' is used with singular subjects.

| | | | |
|---|---|---|---|
| He<br>She<br>It<br>Musa<br>Singular nouns | has | I<br>We<br>You<br>The girls<br>Plural nouns | have |

**Examples.**

a) My father <u>has repaired</u> his van.
b) Tom and Paul <u>have broken</u> the side mirror.

c) I have bought a new tyre.
d) She has taken the motorcycle for repair.
**Note:** 'has' and 'have' can also be used to show possession e.g.

He has two spanners.

**Exercise**

**Use 'have' or 'has' to complete the sentences.**

1. Okuti's car has broken down.
2. The mechanics _____ bought new spokes for the bicycle.
3. The driver _____ started the engine.
4. The passengers _____ misplaced the spare tyre.
5. I _____ bought new wheels for the car.
6. He _____ used a pump to put pressure into the bicycle tube.
7. How many vehicles _____ the mechanic repaired?
8. The stone _____ hit the windscreen.
9. Mr. Kabuye _____ dirtied the side mirror.
10. The bicycle _____ been taken to the garage.
11. The carrier _____ dropped off the bicycle.
12. Petero _____cleaned the saddle.
13. The bell _____ failed to work.
14. The handlebar _____got a crack.
15. The brakes _____ broken down.

## Grammar

### The present perfect tense.

*The present perfect tense is used:*

a)to talk about something that happens during the period of time that is not yet finished; e.g.
(i). He has driven off.
(ii) They haven't replaced the car.

b)When the time in the past is not mentioned, and is not important e.g.
(i) The spanner has got lost.
(ii) They have fastened their seat belts.

c) When the action finished is in the past, but the effect is still felt in the present e.g.
(i) Musiime has hit me with a pedal.
(ii) The handlebar has got broken.

Therefore, we use 'has' and 'have' and the past participle of the main verb. 'has' is used with singular subjects and 'have' for plural subjects and pronouns (I and you).

| | | | |
|---|---|---|---|
| I<br>We<br>They<br>You<br>Jane and John | } have | She<br>It<br>He<br>Jane | } has |

**NB**: Though the word 'present' is used, this tense expresses past time. The word 'present' refers to the tense of the auxiliary verb (helping verb) 'has' or 'have'.

**Read these sentences.**

a) Madilu has opened the toolbox.
b) They have bought a new frame for the bicycle.
c) He has negotiated the corner.

**Formation of the past participle of the verbs.**

For regular verbs, adding "ed" to the base form creates the past participle.

| verb | past participle |
|---|---|
| cook | cooked |
| jump | |
| play | |
| repair | |
| wash | |
| call | |

**For irregular verbs, "en", "t", "d" and "n" are added to the base form to create the past participle.**

**(i) Using "en" to form the past participle.**

| verb | past participle |
|---|---|
| choose | chosen |
| steal | |
| speak | |
| write | |
| shake | |
| ride | |
| freeze | |

**(ii) Using "t" to form the past participle.**

| verb | past participle |
|---|---|
| kneel | knelt |
| catch | |
| feel | |
| lend | |
| lose | |
| sleep | |

**(iii) Using "d" to form the past participle.**

| verb | past participle |
|---|---|
| hear | heard |
| pay | |
| sell | |
| stand | |
| have | |

**(iv) Using "n" to form the past participle.**

| verb | past participle |
|---|---|
| grow | grown |
| fly | _____ |
| know | _____ |
| lie | _____ |
| throw | _____ |
| win | _____ |

**(v) These verbs have no specific order.**

| verb | past participle |
|---|---|
| bear | borne |
| see | _____ |
| say | _____ |
| wear | _____ |
| make | _____ |

**(vi) These verbs don't change.**

| verb | past participle |
|---|---|
| become | become |
| run | _____ |
| set | _____ |
| cut | _____ |
| put | _____ |
| hurt | _____ |

**(vii) Using "ght" to form the past participle.**

| verb | past participle |
|---|---|
| bring | brought |
| fight | _____ |
| buy | _____ |
| teach | _____ |

## Exercise

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

1. The cyclist has rung the bicycle bell. (ring)
2. Has she ever _____ a bicycle? (ride)
3. The windscreen has got _____. (break)
4. My father has just _____ a new carrier. (buy)
5. Have the riders _____ their new saddles? (present)
6. The driver has _____ on the steering. (sleep)
7. New spare parts have_____ check up. (undergo)

8. The mechanic has _____ out my new spokes. (give)
9. The traffic officer has _____ the whistle because the car's boot has opened. (blow)
10. The customer has _____the most durable wheel. (choose)
11. She has _____ the chain on the rope. (hang)
12. I have _____ the chain to Edwin. (lend)
13. The careless man has _____ his wipers at the garage. (leave)
14. That woman has _____ my number plates. (hide)
15. The broken pedal has _____my leg. (hurt)

**B) Change the following sentences to the present perfect tense.**

**Example**

1. Tom bought five tyres.
♦ *Tom has bought five tyres.*
2. Some children cleaned the windscreen.
3. She drew a saddle.
4. They rang the bell.
5. He drove to town.

**COMMON MISTAKES**

***Incorrect:*** She returned back home.
***Correct:*** - *She has returned home.* Or
- *She has come back home.*
***Comment:*** The word back cannot be used with return, because 'return' means to 'come back'
***Incorrect:*** I have finished with reading the book.
***Correct:*** *I have finished reading the book.*
***Comment:*** "I have finished with the book" means I have no more use for the book.

## Comprehension (poem)

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

*Like the Creator made people*
*He put them in one body but with different parts*
*Without one part, the body is incomplete*
*The same applies to cars.*

*The wipers clean the windscreen*
*The indicators signal the side to take*
*The steering wheel keeps the car in position*
*And the headlamps help the driver to see at night.*

*Don't forget the seats*
*On which the passengers rest themselves*
*And I who produces power to move the whole body*
*I am the engine.*

*After taking my drink, the fuel*
*I roar like a lion in the jungle*
*When the speed is very high*
*My bosses, the brakes reduce it.*

**Ojok**

**Questions:**

(a) When is the body incomplete?
(b) What is compared to cars?
(c) When are indicators used?
(d) According to the poem, what should be kept clean?
(e) When is a headlamp needed?
(f) Where do passengers sit?
(g) According to the poem, which part moves the whole car?
(h) What does the car drink?
(i) What happens before a car roars?
(j) Suggest a suitable title to the poem.

---

## Composition (jumbled story)

### Introduction

**Before you can answer a jumbled story, do the following steps:**

(i) Read the sentences carefully.
(ii) Find out what the story is all about.
(iii) Identify the people or things talked about in the story.
(iv) Identify the pronouns used for the people or things talked about.
(v) Pair the sentences according to their order.
(vi) Write the order in the solution box before writing the sentences.
(vii) Read through the written sentences to check for spelling and punctuation errors.

**The sentences below are in a wrong order. Rearrange them correctly to form a good story.**

(a) As he continued driving, the shaking worsened.
(b) On getting out, he found out that one of his front 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 boda boda 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.

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## Comprehension (notice)

**Study the information below and then answer, in full sentences, the questions that follow.**

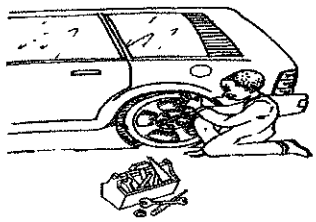
JISHAR ENTERPRISES UGANDA LIMITED.
Plot 17, Acacia Avenue
Tel: 0321, 64 46 46 or 0321 63 65 56
Dealers in all spare parts i.e.
car engines, tyres, steering wheels, windscreens, driving mirrors, headlamps, indicators, spokes, brakes, pedals, etc.
We provide transport to our customers who buy in plenty!
Hurry for original products!
**Management**
20th Jan, 2021

**Questions.**

a) What name is given to the above information?
b) Which company is advertising?
c) Where this company located?
d) What does this company sell?
e) When does this company deliver items to its customers?
f) Write any two spare parts found in Jishar Enterprises.
g) What can you do in case you want to contact this company?
h) Who wrote the advertisement?
i) When was the advertisement written?

---

**Study the picture below and answer the questions orally.**



**Questions**

1. What is the man doing in the picture?
2. Where does he keep his tools?
3. Where do you think the man in the picture

## Comprehension (passage)

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

Lugoti is a mechanic at Sure Auto Garage. Lugoti always came back home in dirty overalls. His daughter Maria was not always happy about this. She wondered why her mother never complains while washing the dirty overalls yet she always complained about Maria's dirty clothes. Maria wanted her father to be smart like Lina's father.

One Saturday, Lugoti fell sick, he failed to go to work that day. The next morning, Lugoti dressed smartly, and went to hospital. When his daughter saw him, she became very happy because she had always wanted her father to be smart. Days went by and her father always left home smartly dressed. He was seriously ill and Maria did not know this.

---

Soon, the family did not have what to eat because Lugoti was not working. Maria asked her mother why they had started to suffer. Her mother explained to her the situation at home. Maria started becoming worried. She prayed that her father would put on overalls again such that they would get what to eat. She started watching her father every morning to see whether he was dressed in overalls. She had now known how important the overalls were.

**Questions:**

(a) What is Lugoti?
(b) Where does Lugoti work?
(c) Whose father did Maria admire?
(d) Why did Lugoti fail to go to work on Saturday?
(e) When did Lugoti go to the hospital?
(f) Why didn't the family have what to eat?
(g) What did Maria want to see every morning?
(h) What do you think made the overalls dirty?
(i) Write another word or group of words with the same meaning as the underlined in the passage:
(i) seriously
(ii) worried

## Comprehension (dialogue)

**Denise wanted to buy spare parts for her car, she went to a shop to buy them. Study the conversation below and then answer, in full sentences, the questions that follow.**

***Annet:*** You are welcome to my shop.
*Denise:* Thank you. Do you sell spare parts?
***Annet :*** Yes, I sell German, Chinese, Japanese and French spare parts. Which ones do you want?
*Denise:* I want the Japanese ones.
***Annet :*** Japanese spare parts are for different kinds of cars. There are those for Noah, Ipsum, Ford, Carib, etc.
*Denise:* I want the spare parts for a Ford. I want reflectors, wipers, headlamps and a windscreen.
***Annet :*** Why do you need the front spare parts only? Were you involved in an Accident?
*Denise:* Yes, I hit a cow on my way to Guga. It died on the spot. So, all those parts got broken.
***Annet :*** Ok; reflectors cost one hundred thousand shillings, wipers cost one hundred fifty thousand shillings, headlamps go for two hundred thousand shillings and the windscreen costs seven hundred thousand shillings.
*Denise:* You are too expensive. I have the money for only the three spare parts that is, reflectors, headlamps and a windscreen.
***Annet :*** The spare parts for Ford cars are expensive. However, since you are paying for the three, I shall give you the wipers free of charge.
*Denise:* Thank you so much.
***Annet :*** You are welcome.

**Questions:**

(a) Where did the conversation take place?
(b) Why did Denise go to the shop?
(c) How many types of spare parts does Annet sell?
(d) Which car does Denise have?
(e) Where was Denise going when she hit the cow?
(f) What happened to the cow after the accident?
(g) Which was the most expensive item?
(h) How much did Denise buy the reflectors?
(i) Which spare part did Denise get free of charge?
(j) Give a word or group of words to mean the same as "need" as used in the dialogue.

## Comprehension (dialogue)

**Read the dialogue and then answer, in full sentences, the questions that follow.**

Umar : Good afternoon, Joseph.
**Joseph:** Good afternoon, Umar.
Umar : Why are you footing? Where is your car?
**Joseph:** Oh! my car is in Mugalu's garage. It has a few technical problems.
Umar : What problems in particular?
**Joseph:** Its brakes are not functioning. The windscreen got hit by a stone, the rear tyres are worn out.
Umar : I see, when do you hope to get it back?
**Joseph:** I hope to get it back on Wednesday. What about your motorcycle?
Umar : It's worse. Firstly, the handlebar is broken, the saddle needs a new one, the indicator was hit by a taxi.
**Joseph:** It is wiser to take it to the garage for repair.
Umar : You are right but am still looking for money to fix it.
**Joseph:** Ok, let me rush to Adam's place. See you.
Umar : See you, then.

**Questions**

a) At what time of the day did Umar and Joseph meet?
b) Why was Joseph footing?
c) Why was Joseph footing?
d) In which garage is Joseph's car?
e) Who are involved in the dialogue?
f) Why was Joseph's car in garage?
g) What hit the windscreen according to the dialogue?
h) What is wrong with the handlebar of Umar's motorcycle?
i) Where was Joseph heading to?
j) Give a word or group of words with the same meaning as the underlined in the dialogue:
i) functioning
ii) rush

## Comprehension (passage)

**Read the story below and then answer, in full sentences, the questions that follow.**
One day, I was instructed by my mum to go to the garden and harvest maize corn since it was a Saturday and I had not gone to school. I quickly got my bicycle and rode to the garden.

On my way to the garden, I did not get any problem with the bicycle. It was moving very well as I expected though it had some few mechanical errors which were not solved the previous week.

Coming back, the bicycle started making an unusual sound in the chain wheel. Few minutes later, the chain got out. I had to stop and put it back. Riding down the slope, the brakes broke. This frightened me and as a result, I started trembling. I controlled it by God's mercy and reached a flat area. I had to jump off and push it.

Suddenly, the tyre became flat. This annoyed me so much and I regretted having left the pump at home despite my mother's reminder. I tried as much as a possible to push it up to home but it wasn't easy for me. It was really a tiring day.

**Questions**

a) Who sent the writer?
b) What was the writer told to do?
c) On what day did the writer go to the garden?
d) What means of transport did the writer use to go to the garden?
e) Where was the sound coming from?
f) What happened when the writer was riding down the slope?
g) Why was the writer frightened?
h) Why do you think it was a tiring day for the writer?
i) Suggest a suitable title to the passage.

## Comprehension (notice)

**Read the information below and then answer, in full sentences, the questions that follow.**

**TRIO GENERAL HARDWARE**
We hereby inform the general public that we have changed our shops from Bethel Road to Ching Road.
This new place is big enough.
Come and visit us for all your spare parts.

**Management**
**1st Aug. 2020.**

**Questions:**

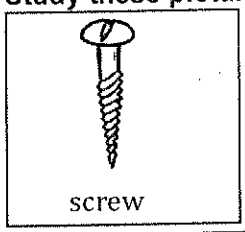
a) To whom was this message written?
b) Why was the message written?
c) Where were the shops in July, 2020?
d) What do people get from this place?
e) Who wrote the message?

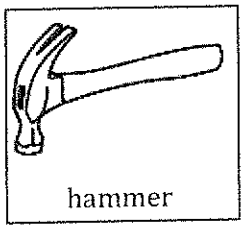
## Composition writing. (free writing)

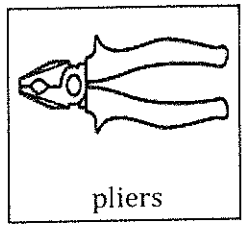
Your uncle who owns a very beautiful car visited you during the holidays. He gave you a ride to the supermarket and back home. He bought for you things that you took home. Write a composition about that day. Mention the parts of his vehicle that you were able to use and how you felt.

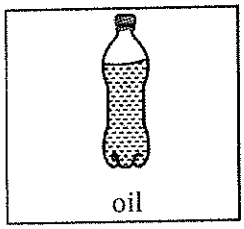
## SUB TOPIC: IB: EQUIPMENT USED IN REPAIR.

**Study these pictures.**


screw


hammer


pliers


oil

## Vocabulary practice.

**Read and study the meaning of the words below:**

***car jack:*** a machine used to lift vehicles while repairing flat tyres
- You need a ***car jack*** so as to make the car move off the ground.

***file:*** a metal tool with a rough surface for cutting or sharpening hard substances or making them smooth
- Sharpen that knife using that ***file***.

***grease:*** any thick oily substance, especially one that is used to make machines run smoothly
- You need to buy some ***grease*** for the vehicle.

***hammer:*** a tool with a handle and a heavy metal head, used for breaking things or hitting nails
- You will need a ***hammer*** to hit these nails.

***oil:*** a form of petroleum that is used as fuel and to make parts of the machine run smoothly
- Put some ***oil*** in the engine.

***pliers:*** a metal tool with handles, used for holding things firmly and twisting and cutting wire
- Hold the ***pliers*** properly and cut the blue wire.

***sand paper:*** strong paper with a rough surface covered with sand or a similar substance, used for rubbing surfaces in order to make them smooth.
- Smooth that metal using ***sand paper.***

***saw:*** a tool that has a long blade with sharp points along one of its edges
- Use the ***saw*** to cut that metal.

***screw driver:*** a tool with a narrow blade that is specially shaped at the end used for turning screws
- Bring that ***screw driver*** and fix back those screws.

***spanner:*** a metal with a shaped end used for holding and turning nuts and bolts
- Kule used a ***spanner*** to turn the nuts.

***tester:*** a thing that tests for something
- Using that ***tester***, check whether power is on.

***toolbox:*** a box in which a mechanic keeps his or her tools
- After repairing, I put the tools in the ***toolbox.***

***wire:*** metal in form of thin thread
- The ***wires*** of your battery are loose.

**Exercise**

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

1. The mechanic repaired my bicycle yesterday.(repair)
2. Kato always _____ a spanner to remove the nuts.(use)
3. Masembe has already _____air pressure into the bicycle tube. (pump)
4. Our school van _____down last night.(break)
5. The mechanic has _____the lorry to the market.(drive)
6. Who has _____away the toolbox?(take)
7. There are very many _____in my village.(mechanic)
8. The motorcycle spokes will be _____ from the shop which sells spare parts. (buys)
9. The boy _____his bicycle to town yesterday.(ride)
10. Girls are busy _____the puncture in the tube.(repair)

**B) Arrange these words in alphabetical order.**

i) screw driver, hammer, sandpaper, oil

- *hammer, oil, sand paper, screw driver*

ii) saw, tester, car jack, file

iii) toolbox, grease, wire, pliers

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## Language structures

***Using "If ....."***

***If 1***

• This is used to talk about the consequences (results) of a possible action. It is used when we want to say that something is going to happen if a certain condition is fulfilled.

• The verb in the if – clause is in the present simple tense; the verb in the main clause is in the future tense; e.g.

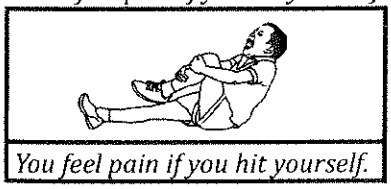
*1. If I get a file, I will sharpen this tester.*

*2. I will sharpen this tester if I get a file.*

• When we want to talk about the general truth, we use the present tense in both the if – clause and the main clause(zero condition) e.g.

*1. If you hit yourself, you feel pain.*

*2. You feel pain if you hit yourself.*



*You feel pain if you hit yourself.*

• When advising somebody to do something because of a relevant condition, we use the present tense in the if –clause and the imperative in the main clause; e.g.

*1. If the vehicle stops functioning properly, take it to the mechanic.*

*2. Take your vehicle to the mechanic if it stops functioning properly.*

• Use a comma in the if –clause if it comes first and don't apply a comma if the main clause comes first.

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**More examples.**

a) If I get a toolbox, I will put in all these tools.
b) He will break those metals if he gets a hammer.
c) If the mechanic gets the pliers, she will twist the wires.

**Exercise**

**A) Write out if (1) sentences using the groups of words below e.g.**

1. getting grease, pouring it in the engine.
♦ *If I get grease, I will pour it in the engine.*
2. seeing the tester, bringing it to me
3. getting a flat tyre, taking it to the mechanic
4. my tyre losing pressure pumping the tyre
5. buying a windscreen, replacing the broken one
6. buying a hammer, hitting all the nails

**B) Punctuate and complete the following if (1) sentences sensibly.**

1. If you get a flat tyre, _____
2. If Jane puts oil in the engine,_____
3. If I use sandpaper to rub the surfaces, _____
4. If I brake the car, _____
5. If the driver turns the steering wheel, _____

**C) Use the correct form of the word given in brackets.**

1. If the machine loses oil, it ***functions*** poorly.(function)
2. If he _____ his tester, he will test the presence of power in this machine.(finding)
3. The metal will become smooth if he _____ it. (smooth)
4. If I find out that the wires are aging, I will _____them.(replace)
5. The mechanic will repair the puncture in the tube if he _____ super glue.(get)

**COMMON MISTAKES**

**Smooth**
***Incorrect:*** The mechanics *smoothen* the surface of the metal using a file.
***Correct:*** *The mechanic smooths the surface of the metal using a file.*
***Comment:*** The present simple of verb (smooth) is smooths. The same as in dirty – dirties (present simple).

**Language structures**

**Using "----------in order----------"**

In order is used to demand for a reason why something happened or was done. It is also used to show 'the purpose or intention of doing or achieving something.
in order' and " so as " are followed by preposition 'to' . In order is related to "so that" and "such that" in meaning.

**Read these sentences.**

a) John bought the car jack in order to support the car.
b) The mechanic asked for the hammer in order to hit the nails.

Exercise

**Join each of the sentences using ---------in order----------**

1. Sam got the file. He wanted to sharpen the screw driver.
2. Jane looked for the oil. She wanted to pour it in the engine.
3. Tindyebwa used a screw driver. He wanted to ease the turning of the nails.
4. The girls used sand paper. They wanted to smooth the metals.
5. I bought pliers. I wanted to hold these wires firmly.

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## Language structures

**Using: In order----------**

**Reads these sentences.**

1. In order to cut the wire, Opoka used a pair of pliers.
2. In order to buy new spare parts, the mechanic went to town.

Exercise

**Join the given sentences beginning: In order ----------**

1. Mr. Mpoke sold his car. He wanted to buy a new car.
2. You want to hold the nuts firmly. You may use the pliers.
3. Bolingo used a spanner so as to remove the flat tyre.
4. The old man called some helpers. He wanted them to help him push the car.
5. The driver put on an indicator so as to turn left.
6. The conductor called for a break down truck. He wanted to tow his car to the garage.
7. The mechanic bought a toolbox. He wanted to keep his tools safely.

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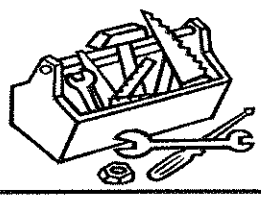
## Language structures

**Using.....so as.....**

"So as" is used in the same way as "in order". "To" is used with "so as" to introduce the reason.

**Read these sentences.**

a) The mechanic bought a tool box so as to keep his tools safely.
b) Jackson asked for the hammer so as to hit the nails.



*The mechanic bought a tool box so as to keep his tools safely.*

Exercise

**Rewrite the sentences using .....so as.....**

1. Tina goes to the shop. She wants to buy a tyre.

♦ Tina goes to the shop so as to buy a tyre.

2. Alinda brought the tester. She wanted to check the presence of power.
3. I cleaned the chair. I wanted to have a seat.
4. The rider turned on the reflector in order to see in the dark.
5. He brings the screw driver. He wants to fix the screws.

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## Comprehension (passage)

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

Last week, our teacher of English organized a class tour to Mr. Walusimbi's garage. A class of fifty five children and our teacher set off from school at 8:00a.m. by school van and headed to the garage.

On our way to the garage, we saw very many interesting things. At 9:00 a.m., we arrived at the garage safely. We all got off the school van and got ready for the visit. The mechanic happily welcomed us into the room where all the equipment were kept. There was a tool box in which he kept all the tools.

He showed us different tools like spanner, screw driver, car jack and nuts. He explained the uses of the tools he showed to us. Our teacher thanked the mechanic for allowing us to visit his garage.

We were then asked some questions about what we had learnt. Most of us answered the questions correctly. At 2:00 p.m, we departed from the garage and proceeded to school. It was really the most interesting visit I have ever had.

**Questions:**

a) When did the class go on a tour?
b) Whose garage did the class visit?
c) How many children went on a tour?
d) At what time did they set off from school?
e) How did the class travel to the garage?
f) Who welcomed them to the garage?
g) Where did the mechanic keep his tools?
h) Mention any one tool that the pupils saw.
i) Why did the teacher thank the mechanic?
j) Suggest a suitable title to the passage.

## Comprehension (poem)

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

*Here we are, at the garage,*
*My helper and I are busy*
*Repairing and fixing parts on vehicles,*
*Using different tools*
*Which carryout different functions.*

*Bring that toolbox and open it.*
*I need a spanner for holding and turning the nuts.*
*Give me that screw driver*
*So that I can turn these screws easily;*
*Don't forget the pliers for they help me to hold things.*

**Jimmy**

**Questions**

a) Where is the writer?
b) What is the writer doing?
c) Who should open the toolbox?
d) How many people are at the garage?
e) What does the writer want to turn?
f) How many tools did the writer use in stanza two?
g) Who was the writer talking to?
h) What is the writer?
i) Who wrote the poem?
j) Suggest a suitable title to the poem.

## Comprehension (dialogue)

**Read the dialogue and then answer, in full sentences, the questions about it.**

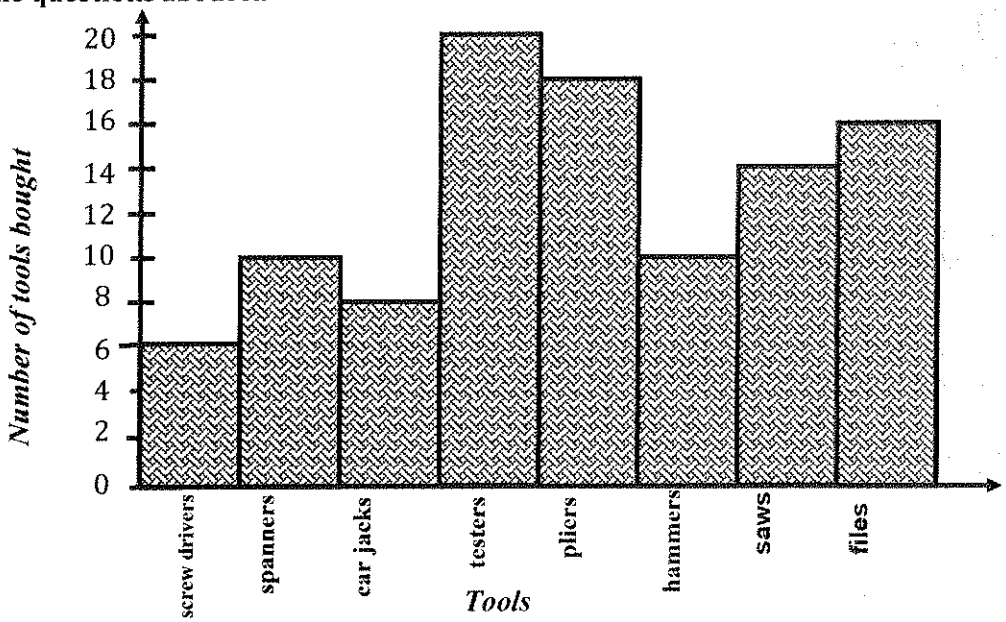
***Tim*** : Excuse me Sir, you have dropped your paper.
*Mr. Otto* : Oh! Thank you so much. You have helped me.
***Tim*** : Why do you say so?
*Mr. Otto* : This paper I had dropped has the list of items I want to buy in order to repair my lorry.
***Tim*** : Really! Which items in particular?
*Mr. Otto* : Oil, grease, wire,a tyre, a pedal and an indicator. It is really hard for me to recall all of them.
***Tim*** : Does the mechanic who is to repair it have the necessary equipment?
*Mr. Otto* : Oh yes! If she hadn't got the tools to use, I wouldn't have given my lorry to her.
***Tim*** : What happened to your lorry?
*Mr. Otto* : Just in a fortnight, its brakes got spoilt, the oil in the gear box got used up, on my way to Bulisa market, it also got a flat tyre; what can I mention?
***Tim*** : That is not good news.
*Mr. Otto* : Luckily, Miss Irene the mechanic, has assured me that everything will be okay if I get these things.
***Tim*** : That is the best mechanic in the area. She is very intelligent and kind.
*Mr. Otto* : Do you know her?
***Tim*** : Yes, I do. She repaired my father's car. Make sure you buy the equipment in order to have your lorry repaired.
*Mr. Otto* : Okay, then.

**Questions.**

a) Who dropped his paper?
b) Why does Mr. Otto need that paper?
c) Where was Mr. Otto going when his lorry got a flat tyre?
d) Who will repair the lorry?
e) Why do you think Tim knows Miss Irene?
f) How many people are involved in the dialogue?
g) What must Mr. Otto do if he wants to use his lorry again?
h) Give a word or group of words to mean the same as the underlined in the dialogue:
i)fortnight ii)intelligent
i) Suggest a suitable title to the dialogue.

## Comprehension (graph interpretation)

**The graph below shows the number of tools bought by Antonio from Jethro Stores starting from 10th to 17th January 2020. Study it and then answer, in full sentences, the questions about it.**




**Questions.**

a) What is the graph showing?
b) From where were the tools bought?
c) How long did it take to record the information in the above graph?
d) Which tool was bought most?
e) How many spanners were bought?
f) Who bought these tools?
g) How many saws were bought from the store?
h) Which tool was least bought?
i) How many more testers were bought than spanners?
j) How many pliers and car jacks were bought altogether?

## Guided composition

**The story below is incomplete. Use the words given in the box to complete it.**

| puncture | pumped | area | reached | mechanic |
|---|---|---|---|---|
| carrier | honest | repairing | centre | garage |

Mr. Kentekyi is a _____ in Rwengyeya Trading _____. Many people in that _____like him because he is very _____. Last week, my father's bicycle got a _____ in the tyre. He asked me to help him take it to the _____for repair.

I rolled the bicycle until I _____the garage. After reaching there, Mr. Kentekyi started _____the bicycle. He repaired the part that had got a puncture and then _____air into the tube to check whether it was fine. I put my bag on the bicycle _____ and rode back home.

## Composition (free writing)

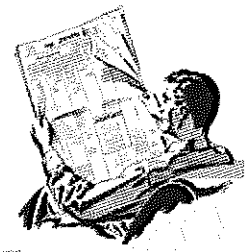
Write a composition about your first day at the garage. Mention the name of the garage, why you went there, what you saw at the garage and the person with whom you went.

## Composition (jumbled story)

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

1. Ampaire stays in Kiboga District.
2. Ampaire repaired it very well to the surprise of everybody.
3. She always wanted to become a mechanic.
4. After graduating, she opened up a garage.
5. This did not stop Ampaire from joining a vocational institute after her secondary.
6. She is now a well known mechanic in Kiboga.
7. One man decided to take his car to her garage.
8. At the Institute, she graduated as a mechanic.
9. People couldn't believe it when they saw her at her garage.
10. Though people in her district couldn't believe that women can become mechanics.

# TOPIC 2: PRINT MEDIA








## Vocabulary practice:

**Read and learn the meaning of these words.**

**advertisement:** a notice, picture or film telling people about a product, job or service
- *Publishing an **advertisement** in the newspaper is expensive.*

**announcement:** a spoken or written statement that informs people about something happening
- *After the death of the Mp, an **announcement** was published in the newspaper.*

**article:** a complete piece of writing about a topic in a newspaper or a magazine
- *Today's **article** in the newspaper was about road construction.*

**brochure:** a small magazine or book containing pictures and information about something or advertising something
- *Most companies give out **brochures** when marketing.*

**cartoon:** an amusing drawing in a newspaper or magazine, especially about politics or events in the news
- *A **cartoon** of the president was drawn in the New Vision.*

**column:** part of a newspaper which usually deals with a particular subject or topic
- *All **columns** were about corruption.*

columnist: a journalist who normally writes articles on a particular topic
- *John Nagenda is a New Vision **columnist.***

crossword: a puzzle in which letters are filled in the blank spaces to make correct words
- *It requires a lot of vocabulary for one to fill the **crossword** puzzle.*

editor: a person who checks whether the language and information in an article is correct and simple to understand before it is published in form of newspaper or magazine
- *The chief **editor** did not accept the journalist's report.*

editorial: a special article in a newspaper, in which the editor expresses his/ her views
- *The **editorial** criticized child sacrifice.*

***front page:*** the first page of a newspaper, where the most important news is printed
- *The PLE results were published on the **front page** of the newspaper.*

**Exercise**

**Use the correct form of the word given in brackets.**

1. The deputy chief editor wrote an _____ in today's newspaper. (editor)
2. I read two _____ in the magazine. (article)
3. Isaac is the best _____ among all in The Sun. (column)
4. Did you make an _____ in the newspaper? (announce)
5. All today's _____ were about the death of the minister. (front page)
6. Bukedde newspaper is looking for a sports_____. (edit)
7. My brother enjoys drawing _____. (cartoon)

**COMMON MISTAKES**

**Opposites**

The girl tore the front page.

***Incorrect:*** The girl tore the behind page.

*Correct: The girl tore the back page.*

***Comment:*** The opposite of 'in front of' is back when it refers to newspapers, magazines, etc. Find out when 'behind' is used as the opposite of 'in front of'.

**Vocabulary practice:**

**Read and learn the meaning of these words.**

**journalist:** a person who collects news for a newspaper or magazine
- A **journalist** is not supposed to show the political party he supports.

**magazine:** a type of large thin book with a paper cover that one can buy every week or month, containing articles, photographs, etc on a particular topic
- Miss Uganda appeared on the front page of The Rocket **Magazine.**

**media:** ways by which information is passed on to people,. e.g. over television, radio, and newspaper
- If the **media** lands on this story, it will publish it.

**news:** important events which journalists report or write about
- Have you heard the **news** about fire gutting Owino Market?

**newsletter:** a printed report containing news of the activities of a club or organization that is sent regularly to all its members

♦ Tric Entertainment Company will not be able to publish a **newsletter** tomorrow.

**newspaper:** a set of large printed sheets of paper containing news, articles, advertisements etc and published daily or weekly

♦ All **newspapers** of today published the news about the new bill.

**pullout:** a part of a magazine, newspaper etc that can be taken out easily and kept separately

♦ Rooney's transfer news topped the soccer **pullout.**

**puzzle:** a game that you have to think about carefully in order to answer it or do it

♦ The number **puzzle** that I answered last week was complicated.

**reporter:** a person who collects news items and reports on them either in the papers or on a radio

♦ The **reporter** was beaten by the criminal when he was covering the events.

**story:** a report in a newspaper, magazine or news broadcast

♦ The **story** which appeared in Bukedde about the minister was an error.

**Exercise**

**A) Use the words in the box to complete the sentences.**

| | | | | |
|---|---|---|---|---|
| **published,** | **puzzle,** | **pullout,** | **reporter,** | **newspaper,** |
| **newsletters,** | **news,** | **media,** | **magazine,** | **journalist** |

1. The news about the appointment of the minister appeared in The Daily Monitor *newspaper*.
2. I did not complete yesterday's crossword _____.
3. The _____requested for an interview from the Head teacher.
4. The _____about the minister's allegations for having raped a woman shocked me.
5. Andrew Mabilizi is the C.E.O of The Toto_____.
6. Our school has published a _____.
7. A story _____ about the theft of the drugs in Mulago Hospital was in the newspaper.
8. I don't miss The Saturday Vision because I enjoy reading the soccer _____.
9. The prime minister refused to talk to the _____ until he apologisesd to him.
10. Did the _____report about the accident in Bwaise?

**B) Form the plural of the following words.**

| | | | |
|---|---|---|---|
| brochure - | *brochures* | reporter | _____ |
| puzzle | _____ | column | _____ |
| article | _____ | editor | _____ |
| cartoon | _____ | magazine | _____ |
| medium | _____ | advertisement | _____ |

**D)Arrange these words in alphabetical order.**

a) column, crossword, columnist, cartoon

♦ *cartoon, column, columnist, crossword*

b) puzzle, newsletter, editorial, media

c) reporter, columnist, journalist, editor

d) newsletter, news, newspaper, newsvendor

e) announcement, article, advertisement, anchor

**E) Rearrange the letters to form correct words.**

a) orebrchu - brochure

b) ryost

c) diaem

d) umnloc

e) swen

f) zlezup

**f) Use the correct form of the word given in brackets.**

1. Radio Simba's _____has been arrested. (report)
2. Sunday Vision publishes a lot of _____. (pullout)
3. Few _____ were interesting in today's newspapers. (story)
4. The constitution gives freedom of expression to the _____.(medium)
5. Several _____ in the newspapers are politically based. (article )
6. Bainemigisha is one of The New Vision's _____. (column)
7. Kabaalu was recently appointed as the political _____of The Daily Monitor. (edit)
8. I read the _____ about the newly established water company. (advertise)
9. Our teacher _____ newspapers daily. (read)

## Articles

**Using "--------an----------"**

Article **an** is used before words beginning with a vowel sound e.g. an editor, an article, an engineer.

- It is used before a singular countable noun.
- It can also be used in exclamatory sentences before singular countable nouns e.g. What **an** interesting article she wrote!

**Read these sentences.**

a) **An** announcement was published in The Rupiny.

b) It took me **an** hour to read the sports column.

**Using "----------a----------"**

**Article** 'a' is used for a word beginning with a consonant sound; e.g. a pullout, a journalist, a university, a European, a, etc.

- It is only used before a singular countable noun.
- It is used with a noun compliment e.g. She is a columnist.
- Article a is used in certain numerical expressions e.g. a thousand, a dozen, a lot of etc.
- It is also used in exclamation before singular countable nouns e.g. What a beautiful page that is!

**More examples.**

a) The columnist eats six times a day.
b) I read a newspaper yesterday.
c) Evelyn did not write a column.

**The definite article.**

The definite article is the. It is used both in singular and plural and for all genders. e.g.

- The man
- The girl
- The men
- The girls.

"The " is used before nouns of which there is only one, or which are considered as one.

- The moon
- The stars
- The earth
- The New Vision
- The Daily Monitor
- The Observer
- The Sun

It is also used before a noun which by reason of locality, can represent only one particular thing; e.g.

- New News is the newspaper.
- He called for the editor.
- Give me the magazine.

It is also used before comparatives and superlatives.

- New News is the best selling newspaper.
- Of the two magazines, Rocket Miles is the more interesting.

**Exercise**

**Fill the gaps with a suitable article.**

1. The columnist broke an egg.
2. The deputy chief editor bought _____ apple.
3. The cartoonist is _____honest man.
4. _____ honourable man bought the newspaper from the vendor.
5. Orumuri Newspaper published _____ advertisement.
6. I read _____ announcement in the magazine.
7. _____ editor was chewing _____orange.
8. She didn't give me _____ umbrella.
9. The journalist met _____ elephant in the park.
10. _____ animal entered into the publishing house.
11. The editor wrote _____editorial about exams.
12. The journalist wore _____ uniform last week.
13. The managing director of The Red Pepper is _____ European.
14. Musolimi drew _____ cartoon in the school magazine.
15. He can answer _____ puzzle correctly.
16. Makerere is _____ university but not _____ primary school.
17. You gave me _____ useful idea.
18. The editor asked me to write _____story.
19. I saw _____ journalist at the function.
20. I got _____brochure from him.
21. _____ editor of The Monitor has got an accident.
22. _____ Rupiny Newspaper has published your announcement.

**COMMON MISTAKES**

**Articles**

***Incorrect:*** The lions are wild animals.

***Correct:*** 1)- Lions are wild animals. or

2) -The lion is a wild animal.

***Comment:*** When plural nouns are used in a general sense, articles before them are omitted.

However, the definite article is used before a singular noun to make it general.

**Relative pronouns.**

- These are pronouns used in clauses which are related.
- In most cases, these pronouns are used as joining words. They include who, whom, whose, that and which.

**Who:** Is used to refer to people. It gives more information about people.

**Read these sentences.**

a)That is the man who gave me the brochure.

b) The woman who gave me the pullout is coming.

**Exercise**

**Join the sentences below using ----------who----------**

1. The editor has gone to town. He wrote today's editorial
♦ *The editor who wrote today's editorial has gone to town.*
2. That is the journalist. He captured the teacher's wedding.
3. The columnist has collapsed. He reached here today morning.
4. The cartoonist did not draw today. He draws for The Monitor.
5. The manager has boarded to London. He gave you the job.
6. There goes the man. He was appointed as the chief editor for sports in The Rupiny.
7. The lady called me yesterday. She wrote the article.
8. The boy came here. He read the job advert in the newspaper.
9. Here comes the woman. She prints for the magazine.
10. That is the girl. She types for the newspaper company.

**COMMON MISTAKES**

**Relative pronouns**

***Incorrect:*** The boy has a horse who came here yesterday.

***Correct:*** *The boy who came here yesterday has a horse.*

***Comment:*** The relative clause "who came here yesterday" refers to a boy, not his horse. The relative clause must be put immediately after the antecedent to which it refers.

## Language structures

**Using "The ----------which----------"**

"Which" as a relative pronoun is used with things and animals.

**Read these sentences.**

a) The newspaper which published false news has been banned.

b) The article which explained the president's visit has been approved by the press secretary.

c)The editorial which the chief editor wrote was not interesting.

d) The newspaper which my father bought was expensive.

**Exercise**

**Join the following sentences using----------which----------.**

1. The front page was interesting. I read it.
♦ The front page which I read was interesting.
2. The magazine has been published. It talks about culture.
3. The advertisement was brief. It was published in yesterday's newspaper.
4. The cartoon was imitating the minister. Ekanya drew it.
5. The special pullout talks about sports. It appears in the newspaper on Saturday.
6. The puzzle was very easy. It appeared in last week's newspaper.
7. The brochures were fake. The men gave them to us.
8. The stories were interesting. The Observer's reporters wrote them today.
9. The article was about corruption. Umwony wrote it.
10. The advertisement was about electricity. It was published yesterday in the magazine.
11. The brochure got lost. It was given to me by the company manager.

## Language structures

**Using..... whose.....**

**Whose:** This one is used to show possession or ownership.

**Read these sentences.**

a) That is the journalist whose identity card got lost.

b) The man whose photo appeared in the magazine is lame.

**Exercise**

**Join these sentences using ----------whose----------**

1. The lady is crying. Her newspaper got lost
♦ *The lady whose newspaper got lost is crying.*
2. The man has died. His article was rewarded as the best of the year.
3. That is the lady. Her company's advertisement appeared in the newspaper.
4. There goes the minister. His photo appeared on the front page of the magazine.
5. The woman has visited the hospital. Her article appeared in today's vision.
6. The journalist has got an accident. His column was about corruption.
7. The editor has gone out. His glasses got lost.
8. The man is coming here. His newspaper company was banned.
9. That is the girl. Her pullout dropped in water.

## Grammar

**The past simple tense:**

This tense expresses an action or a condition that was started and completed.
The tense uses adverbs like yesterday, last, ago, before, etc.
Here, it doesn't matter whether the subject is singular or plural when forming the past form of a verb.

**A. The past simple of regular verbs.**

**Add '-ed' to the verbs below.**

| | | | |
|---|---|---|---|
| climb | climbed | work | _____ |
| publish | _____ | arrest | _____ |
| report | _____ | allow | _____ |
| add | _____ | talk | _____ |
| edit | _____ | stop | _____ |
| comment | _____ | slap | _____ |
| appear | _____ | walk | _____ |
| wait | _____ | cook | _____ |
| laugh | _____ | offend | _____ |
| handcuff | _____ | witness | _____ |

**NB: 'hanged ' is used when referring to death by hanging.**

- 'lied' is used when referring to not talking the truth.

**B) Add '-d' to these verbs.**

| | | | |
|---|---|---|---|
| announce | announced | receive | _____ |
| arrange | _____ | save | _____ |
| advertise | _____ | arrive | _____ |
| state | stated | judge | _____ |
| complete | _____ | dance | _____ |
| believe | _____ | move | _____ |
| achieve | _____ | bake | _____ |
| commence | _____ | escape | _____ |
| behave | _____ | compare | _____ |
| relieve | _____ | deceive | _____ |

**C) Drop "y" and replace it with "i" before adding "ed".**

| | | | |
|---|---|---|---|
| carry | _____ | dirty | _____ |
| bury | _____ | supply | _____ |
| apply | _____ | rely | _____ |
| reply | _____ | fry | _____ |
| dry | _____ | beautify | _____ |
| study | _____ | party | _____ |
| cry | _____ | try | _____ |
| copy | _____ | marry | _____ |
| spy | _____ | clarify | _____ |

form

**D) Add '-t' to these verbs to form the past simple tense.**

| | | | |
|---|---|---|---|
| learn | learnt | burn | _____ |
| leap | _____ | mean | _____ |
| dream | _____ | spoil | _____ |

**E) Past simple tense of irregular verbs.**

| | | | |
|---|---|---|---|
| kneel | _____ | sweep | _____ |
| creep | _____ | feel | _____ |
| sleep | _____ | weep<br>keep | wept<br>_____ |

**F) Drop the last letter and replace it with 't'.**

| | | | |
|---|---|---|---|
| lend | _____ | build | _____ |
| spend | _____ | send | _____ |
| bend | _____ | smell | _____ |
| spell | _____ | spill | _____ |

**G) Drop one '-e' or '-o' to form the past simple.**

| | | | |
|---|---|---|---|
| feed | _____ | shoot | _____ |
| speed | _____ | bleed | _____ |
| breed | _____ | choose | _____ |

**H) Change '-i' to '-a' to form the past simple.**

| | | | |
|---|---|---|---|
| sit | _____ | begin | _____ |
| sing | _____ | give | _____ |
| swim | _____ | spit | _____ |
| ring | _____ | sink | _____ |
| drink | _____ | | |

**I ) Change '-i' to '-u' to form the past simple.**

| | | | |
|---|---|---|---|
| wring | _____ | shrink | _____ |
| stink | _____ | stick | _____ |
| cling | _____ | fling | _____ |
| dig | _____ | strike | _____ |

**J ) These verbs change completely.**

| | | | |
|---|---|---|---|
| be | _____ | fight | _____ |
| bear | _____ | freeze | _____ |
| become | _____ | write | _____ |
| bind | _____ | get | _____ |
| catch | _____ | find | _____ |

| | | | |
|---|---|---|---|
| do | _____ | go | _____ |
| eat | _____ | flee | _____ |
| fall | _____ | grind | _____ |
| break | _____ | fly | _____ |
| buy | _____ | grow | _____ |
| come | _____ | forbid | _____ |
| draw | _____ | have | _____ |
| hear | _____ | forget | _____ |
| hide | _____ | bite | _____ |
| hold | _____ | forgive | _____ |
| knit | _____ | blow | _____ |
| know | _____ | lie | _____ |
| lay | _____ | say | _____ |
| lead | _____ | light | _____ |
| leave | _____ | shine | _____ |
| seek | _____ | lose | _____ |
| sell | _____ | take | _____ |
| saw | _____ | make | _____ |
| think | _____ | sow | _____ |
| stand | _____ | meet | _____ |
| mistake | _____ | steal | _____ |
| pay | _____ | tell | _____ |
| swell | _____ | throw | _____ |
| ride | _____ | wear | _____ |
| rise | _____ | win | _____ |
| run | _____ | tear | _____ |
| leave | _____ | swear | _____ |
| see | _____ | show | _____ |
| shake | _____ | speak | _____ |
| slide | _____ | | _____ |

**K)These verbs don't change at all when forming the past simple tense.**

| | | | |
|---|---|---|---|
| put | _____ | telecast | _____ |
| cut | _____ | slit | _____ |
| read | _____ | beat | _____ |
| hit | _____ | cast | _____ |
| burst | _____ | broadcast | _____ |
| hurt | _____ | shut | _____ |
| set | _____ | cost | _____ |
| wet | _____ | split | _____ |

Exercise

**Use the correct form of the verb given in brackets.**

1. Amina wrote an article in The Independent Magazine yesterday. (write)
2. The Observer _____ the news about the elections in D.R. Congo. (publish)
3. The news about the minister's expulsion _____ on the front page yesterday. (appear)
4. He _____ in the newspapers last week. (advertise)
5. The editor _____ at the desk and wailed. (sit)
6. The columnist _____ an hour writing the column last month. (spend)
7. She _____ me with newspapers last night. (hit)
8. Who _____my magazine yesterday evening? (hide)
9. I _____ those newspapers last Thursday. (arrange)
10. They _____ my pullout last evening. (burn)
11. David _____ sad after reading the announcement in the newspaper. (feel)
12. The teacher _____ his magazines on his desk. (leave)
13. The government _____the editor of The Red Pepper last month. (forgive)

**COMMON MISTAKES**

**Questions**

***Incorrect:*** He went there?

***Correct:*** *Did he go there?*

***Comment:*** The helping verb "do" and its two other forms "does and did" are placed before the main verb to form questions in the present and past simple tenses.

## Grammar

### The present simple tense.

**The present simple tense.**

- The present simple tense shows actions which happen every day, regularly, always, often, sometimes, usually or more than once.
- It talks about a permanent situation or something that is always true.

**Rules for the present simple tense.**

**1.** Adding "s", "es", "ies" when the subject is singular but not "I".

He
She
It
Mary
Singular noun

} add "s", "es", or "ies" to the verb.

**2.**

you
I
we
they
Thomas and Jerom
plural noun

} do not add "s", "es", "ies".

**A) Add '-s' to the following verbs.**

| | | | |
|---|---|---|---|
| appear | _____ | forge | _____ |
| write | _____ | arrange | _____ |
| hit | _____ | leave | _____ |
| advertise | _____ | forgive | _____ |
| announce | _____ | correct | _____ |
| take | _____ | sell | _____ |
| buy | _____ | edit | _____ |

**B) Add '-es' to the verbs below.**

| | | | |
|---|---|---|---|
| fetch | _____ | do | _____ |
| fix | _____ | itch | _____ |
| touch | _____ | watch | _____ |
| discuss | _____ | match | _____ |
| pinch | _____ | push | _____ |
| box<br>bleach | _____ | punish<br>teach | _____ |

**C) Change '-y' to '-i' and add '-es'.**

| | | | |
|---|---|---|---|
| try | _____ | dirty | _____ |
| dry | _____ | copy | _____ |
| carry | _____ | accompany | _____ |
| study | _____ | bury | _____ |
| supply | _____ | beautify | _____ |
| party | _____ | clarify | _____ |
| fry | _____ | pity | _____ |
| spy | _____ | rely | _____ |
| defy | _____ | specify | _____ |

**Exercise**

**Use the correct form of the verb given in brackets to complete the sentences correctly.**

1. Bukedde publishes newspapers daily. (publish)
2. Bainemigisha _____ articles in The New Vision every Thursday. (write)
3. The journalist always _____ with others before publishing the news. (discuss)
4. That boy _____ my newspapers every day. (dirty)
5. He sometimes_____ to report interesting events. (try)
6. Olivia _____ newspapers every day. (bind)
7. Acidriga usually _____ newspapers. (sell)
8. That man always _____ magazines. (photocopy)
9. The Daily Monitor usually _____ people's pictures. (beautify)
10. Agnes always_____ Eric about writing columns. (teach)
11. That man always _____ my work. (edit)
12. She _____ the newspaper to her school daily. (take)

## Grammar

### Use of "do" and "does" to ask questions.

"Does" is used with singular nouns and "do" is used with plural nouns, pronouns "I and we". Answers to questions beginning with 'do' and 'does' have an answer beginning with "yes" or "no".

**Examples:**

1. Does he make dolls?
*Yes, he makes dolls.*
2. Do we carry desks?
*No, we don't carry desks.*
3. Do knives cut when they are blunt?
*No, knives don't cut when they are blunt.*

**Exercise**

**Answer the following questions using the words given in brackets.**

1. Do they make bags from clay? (No)
2. Does she look like a queen? (Yes)
3. Do you buy black books? (Yes)
4. Do boys wear skirts? (No)
5. Does the head boy dress smartly? (No)
6. Do we use pencils to write? (Yes)
7. Does your father buy clothes for you? (Yes)
8. Does Agnes like you? (No)
9. Do Ali and Ann play with dolls? (No)
10. Does it make sense? (Yes)

## Language structures

**Using: ---------- feels / feel ----------**

**Read these sentences.**

a) I feel sad.

b) He feels sick.



He feels sick.

**Exercise**

**Form correct sentences from the table below.**

| | | |
|---|---|---|
| Nakato | feel | comfortable. |
| We | | home sick. |
| James | | unhappy. |
| They | | scared. |
| Mellisa | feels | thirsty. |
| I | | tired. |

## Language structures

**Using: ---------- feel / feels ---------- when ----------**

**Examples:**

1. I feel happy when I am at home.
2. She feels hot when it over shines.

**Exercise**

**Form correct sentences from the table given below.**

| | | | | |
|---|---|---|---|---|
| Sarah | feel | unhappy | | he gets good grades. |
| We | | better | | the teacher punishesthem. |
| They | | thirsty | | they walk along journey. |
| Ogwang | | angry | when | I play netball. |
| I | feels | sick | | the cook doesn't give us enough food. |
| He | | tired | | |

**Answer the questions below correctly using the words given in brackets.**

1. How does your teacher look? (strong/tall)
2. How does Nankya look? (beautiful/black)
3. How does Joan look? (weak/thin)
4. How does your mother look? (polite/jolly)
5. How does uncle Joe look? (bright/attractiv)

**COMMON MISTAKES**

***Incorrect:*** He does not know to swim.

***Correct:*** *He does not know how to swim.*

***Comment:*** After the verb "to know" the infinitive is always introduced by the verb "how".

## Composition (free writing)

*Kato Philemon, a pupil in class four at Geza Junior School wanted to read about sports. He decided to buy The Sports Newspaper. Below is the conversation he had with Miss Ntente, the newspaper seller. What Miss Ntente said has been given. Fill in what you think were Kato's words.*

**Miss Ntente: Welcome, young man**

Kato : _____, Madam.

**Miss Ntente : Good morning to you.**

Kato :_____, Madam.

**Miss Ntente: What is your name?**

Kato : _____

**Miss Ntente: Do you go to school?**

Kato : _____

**Miss Ntente: Which school is that?**

Kato : _____

**Miss Ntente: What do you want?**

Kato : _____

**Miss Ntente: Which one do you want?**

Kato : _____

**Miss Ntente: What do you want to read about?**

Kato : _____

**Miss Ntente: So, you like them very much?**

Kato : _____

**Miss Ntente: You can now have one free of charge.**

Kato : _____

**Miss Ntente: You're welcome.**

---

## Comprehension (notice)

**The announcement below appeared in Bukedde Newspaper of January 11, 2020. Study it and then answer, in full sentences , the questions about it.**

**THIRST WATER COMPANY**

**Plot 66 Bombo Road Kampala. Email: thirstwatercompany.co.ug**

**P.O Box 7115 Kampala Tel: 0311 00 11 00, 0731 44 55 44**

**Announcement**

This is to inform all the staff and well-wishers of Thirst Water Company that there will be a seminar concerning the new product.

This is so in order to update the staff about the system.

Venue: Hillview Hotel, Mukono

Time : 9:00a.m. – 5:00p.m.

Fee : Free of charge

**Please endeavour to attend in person and keep time.**

**MANAGEMENT**

**09. 01. 2021.**

### Questions

a) In which newspaper did the announcement appear?

b) When did the announcement appear in the newspaper?

c) What is the announcement about?

d) Where is this company located?

e)Who are being informed?

f) Where will the seminar take place?

g) How long will the seminar take?

h) How much will each participant pay?

---

i) When was this announcement written?

j) Who wrote the announcement?

## Composition (Guided composition)

**The story below is about Amin who wanted to become a Journalist. Complete it correctly using a suitable word for each gap.**

Seja, the Journalist lived at Rison. He always came back late in the night or never came back home at all. This was because he had to _____ long distances to cover news. He covered _____ about sick people in hospitals, accidents, business news and he was also always at crime _____.

He could easily know what was _____ all over the country through phone calls. Very many locals had his telephone_____, so they would always call him. My brother Amin admired Mr. Seja. He said that he wanted to be a Journalist _____ him. We told _____ a lot of bad things about this job. This included being at risk in war zones, always being away _____ home among others. This did not stop Amin from loving the job.

Amin decided to befriend Mr. Seja. He asked him about the tools he used and how he does his work. Amin also made his own cameras from other objects and he started acting like a _____. When it was time for our end of year concert, Amin chose the role of a Journalist in the play. He acted very _____ and people gave him a lot of money. This made Amin very happy.

## Comprehension (passage)

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

Since childhood, Gawa's dream was to travel by plane. He used to hear a lot of stories about planes from his cousin. He talked of the comfort, services and aerial view as the best experiences one can get in a plane.

These stories inspired Gawa to work hard. He studied hard in his primary school and passed very well. He joined Moti Secondary School where he studied for six years. Because of the hidden ambition he had, he continued working hard. He passed his secondary with flying colours. His dream of studying journalism was almost coming to a reality.

When he completed his course at Makerere University, he got a job with Dobo Newspaper Company. He was employed to work as an international journalist. His first assignment was to cover the presidential elections in Kenya. On his day of departure, he went to Ndede Airport where he boarded Jet Airways. He therefore got a chance to see all the experiences that his cousin had told him.

**Questions:**

(a) When did Gawa want to travel by plane?
(b) Who told Gawa about planes?
(c) Which secondary school did Gawa join?
(d) How did Gawa perform in his primary level?
(e) What did Gawa want to become in future?
(f) Where does Gawa work?
(g) Why did Gawa go to Kenya?
(h) How did Gawa travel to Kenya?
(i) Write another word or group of words to mean the same as the underlined in the passage;
() dream
(ii) completed

---

## Comprehension (poem)

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

*Newspapers! Newspapers!*
*Published daily, weekly or monthly*
*Covering all events of the day,*
*And containing all life stories*
*About politics, sports, business and fashion.*

*Newspapers! Newspapers!*
*A big bold printed headline*
*To attract customers and news readers.*
*News is gathered by journalists and reporters*
*And checked by the chief editor*

*Newspapers! Newspapers!*
*The letters to the editor and advertisements*
*Puzzles, editorials, pictures and cartoons*
*Make the papers very interesting*
*Whether rich or poor.*

***Muhindo***

**Questions**

a) What do newspapers cover?
b) What kind of news do newspapers have?
c) Why is the headline printed in bold letters?
d) Who collects news?
e) According to the poem, what does the chief editor do?
f) What makes the newspapers interesting?

---

g) Write another word or group of words to mean the same as the underlined in the poem.
i) monthly ii) interesting
h) By whom was the poem written?
i) Suggest a suitable title to the poem.

## Composition (free writing)

*You were reading your favourite newspaper. You came across your favourite cartoons. Write a composition about those cartoons. Mention the newspaper, when it was published, what made that cartoons so interesting and who the cartoonist was.*

*PRACTICAL ACTIVITY*

With your friends, read an article aloud, make oral comments about it and later write your own articles on different issues.

## Comprehension (notice)

**The advertisement below appeared in the New Destiny Newspaper of 8th July 2021. Study it carefully and then answer, in full sentences, the questions that follow.**

**MALE CIRCUMCISION ! MALE CIRCUMCISION !**

Ministry of Health together with Wasoka District Health Department have organized a free male circumcision in Wasoka District.

**Date :** 22nd - 23rd July 2021
**Time :** 9:00a.m. - 4:00p.m. daily
**Venue:** Wasoka Health Centre
**Age :** All males above 14 years
**Aim :** To reduce the spread and contraction of sexually transmitted diseases.

**NB:** Male circumcision is safe and healthy.

By Dr. Sarah Oluka
**Secretary Health Services**

**Questions:**

(a) Where was this information found?
(b) What is the information about?
(c) When will the exercise begin?
(d) Where will this exercise take place?

(e) How long will the exercise take place every day?

(f) Who will take part in this exercise?

(g) Which department has organized this exercise?

(h) What is the aim of carrying out this exercise?

(i) How many days will this exercise take?

(j) Who wrote this information?

## Comprehension (information)

**Mugabi is a newspaper vendor. Below is a list of the newspapers he sells and their prices. Study it carefully and then answer, in full sentences, the questions that follow.**

| Newspaper | Price |
|---|---|
| Eco | 1500/= per copy |
| Rise | 2000/= each copy |
| The sun | 1000/= per copy |
| The Eagle | 1500/= per copy |
| Handit | 1200/= each copy |
| The Major | 2500/= per copy |

**Questions:**

(a) Who sells the newspapers above?

(b) How many newspapers are on the list?

(c) Mention the most expensive newspaper?

(d) Which newspapers cost the same amount?

(e) How much does a copy of Handit cost?

## Picture composition

Pictures **A – F** tell a story. Study each picture and describe what is happening. Use the guiding words below to help you.

**Guiding words.**

money, father, newspaper, results, vendor, boy, jubilating, read, send, buy

A



B




C



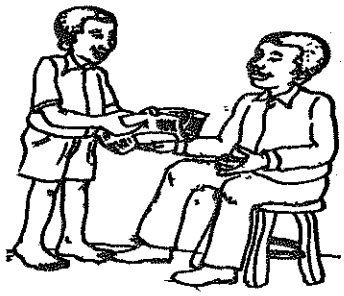
D



E



F



Picture A Picture B

Picture C Picture D

Picture E Picture F

**Questions.**

a) What is the boy buying in picture B?

b) Why do you think the boy is happy in picture E?

c) Which newspaper did the boy buy?

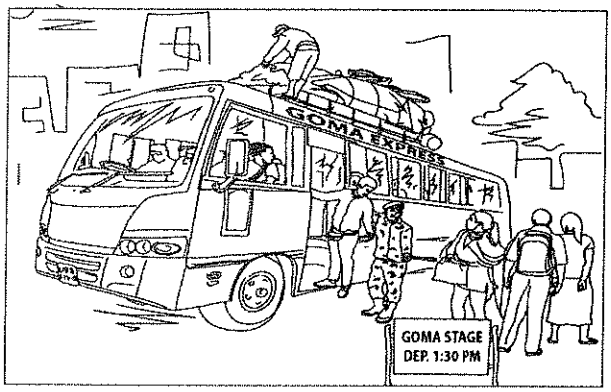
d) Suggest a suitable title to the story.

## Composition (jumbled story)

**The sentences below are in a wrong order. Rearrange them correctly to form a meaningful story about sources of information.**

(a) Among the newspapers are the Voice and The Spark.
(b) It costs a lot of money.
(c) But The Spark newspaper is bought by only the rich.
(d) Of the two, The Voice is more widely read.
(e) Last week, our teacher taught us about print media.
(f) It is also sold cheaply.
(g) This is because it is written in the local language.
(h) He then named some of the printed information which include newspapers.
(i) We asked him what it is.
(j) He told us that it is a form of media which is printed.

# TOPIC 3: TRAVELLING




## Vocabulary practice

**Read and study the meaning of the words below.**

*about:* in many directions, here and there
- *He was arrested for wandering **about** in the market.*

*arrive:* to get to a place
- *I will **arrive** in Japan at 2:00 a.m.*

*by:* using the means of
- *We had to travel **by** bus to save time.*

*coach:* a comfortable bus for carrying passengers over long distances
- *Line **coaches** travel to many parts of the country.*

*conductor:* a man who collects fare on a bus, train or in a taxi
- *The **conductor** signed the ticket and gave it to the passenger.*

*cycle:* to ride a bicycle
- *The boys always **cycle** to school every morning.*

*destination:* a place to which somebody or something is going or being sent
- *Our final **destination** is Bundibugyo town.*

***fare:*** money paid in a vehicle for the transport offered

♦ *The **fare** from Kampala to Mbale is fifteen thousand shillings.*

***departure:*** the act of leaving a place

♦ *Gateway's **departure** time is 6:30a.m.*

***fast:*** moving at a high speed

♦ *The bus was moving so **fast** that it caused an accident.*

**Exercise**

**Use the correct form of the words given in brackets.**

1. Before the conductress asked for money, she informed the passengers first. (her)
2. Okum often _____ to school. (cycle)
3. Mugoya didn't catch the morning bus because he _____ late. (arrive)
4. The _____ collects fare from all people in the taxi. (conduct)
5. The _____ was told to reduce the speed. (drive)
6. Three _____ are heading to Luweero. (bus)
7. By the time we reached, we had stopped at very many _____. (destination)
8. Of the two vehicles, the van is the_____. (fast)
9. The _____ of the train surprised very many passengers. (depart)
10. Our head teacher has bought two _____. (coach)

## Vocabulary practice

**Read and learn the meaning of these words.**

***further:*** at a greater distance

♦ *The drivers did not drive **further.***

***luggage:*** items that one takes along when travelling

♦ *Babirye's **luggage** got lost on the way.*

***passenger:*** a person who is travelling in a taxi, bus train or plane

♦ *The **passengers** have a right to eat in the vehicle.*

***reach:*** to arrive at the place you have been travelling to

♦ *The manager **reached** Kotido very early in the morning.*

***reduce:*** make something smaller or less

♦ *The passengers told the driver to **reduce** the speed.*

***seat:*** somewhere to sit

♦ *Transporters 25' bus has weak **seats.***

***speed:*** the rate at which somebody or something travels

♦ *The Fuso driver was **speeding.***

***taxi:*** a public vehicle that people pay money to travel in

♦ *Most Ugandans use **taxis** for transport.*

***ticket:*** a small paper given to a passenger after paying the fare for the journey.

♦ *You will get your **ticket** after paying.*

***travel:*** to go from one place to another, especially over a long distance

♦ *Muhindo will **travel** to the village tomorrow.*

**Exercise**

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

1. All the passengers took their seats after the arrival of the driver. (arrive)
2. I was given a _____ after paying the fare. (sit)
3. It is _____ from Kampala to Kitigum than from Hoima to Bundibugyo. (far)
4. How many _____ were lost by the conductor? (ticket)
5. Mr. Barigye often _____ by ferry across the lake. (travel)
6. After all the _____ had entered the car, the driver started the engine. (passenger)
7. Having _____ the fare, the passenger got a ticket from the conductor. (pay)
8. Can you see the car _____ down the slope? (speed)
9. Our teacher _____ to Cairo yesterday. (fly)
10. The driver drove the car _____ in the park. (slow)

**B) Use the words below to construct sentences.**

a) fare – That passenger forgot to pay the fare.

fair

b) taxi

tax

c) by

bye

buy

d) reach

rich

**C) Write the full form of the following.**

dep. - departure  arr. -

**D) Give the opposite of the words below.**

| | |
|---|---|
| arrive - depart | arrival |
| far | reduce |
| come | leave |

---

**Language structures:**

**Using "When----------"**

This is also used to show that the two actions were taking place at the same time.
When you begin with 'when' a comma is used to separate the two sentences.

**Read these sentences.**

a) When the driver was driving, the conductor was collecting fare.

b) When Bob was shopping, he saw many nice shirts.

**Exercise**

**Join these sentences beginning: When----------**

1. The head prefect was swinging. The head girl was reading books.

♦ When the head prefect was swinging, th e headgirl was reading books.

---

2. The teacher was teaching. He gave a spelling exercise.
3. Parvin was ringing the bell. Melvin was running away.
4. The man was felling the tree. He saw a snake on the branch.
5. Josephine was dusting the books. She tore some covers.
6. The girl was peeling bananas. The mother was lighting the stove.
7. The ushers were welcoming guests. The MC was entertaining them.
8. Raymond was driving. Jacob was shouting in the car.
9. The builder was building. The painter was painting.
10. The radio was broadcasting. The listener was sleeping.

**Language structures:**

**Using "----------when----------"**

When it is used within the sentence, no comma is needed.

**Read these sentences.**

a) The pastor collapsed when he was preaching.

b)The villagers were rescuing the victims when the doctors were giving first aid.

**Exercise**

**Join these sentences using --------when ----------**

1. I was going to school. I met a lion.
- I met a lion when I was going to school.
2. He was driving. The car broke down.
3. Betina was peeling matoke. She cut herself.
4. The old man was riding a bicycle. He lost his hat.
5. The goat was running. It fell into a pit.
6. The teachers were reading. They fell asleep.
7. Bruno was polishing his shoes. He dirtied his trousers.
8. Masereka was cooking. He burnt himself.
9. Akello was going to church. She met her friend.
10. The children were learning. It started raining.
11. The Minister was waving to the people. He was shot.

---

**Language structures:**

**Using 'As---------'**

When 'as' is used at the beginning of the sentence, a comma is applied.

**Read these sentences.**

a) As Okum was braking the car, he fainted.

b) As the dog was crossing the road, it was knocked down.

---

Exercise

**Join these sentences beginning: As ----------**

1. Eve was painting the wall. She dropped the tin.
♦ Eve was painting the wall, she dropped the tin.
2. The traffic officer was blowing the whistle. It fell down.
3. The pupils were singing the anthem. They heard the gunshot.
4. The child was receiving treatment. She fell down.
5. The mechanic was repairing the car. He knocked himself with a spanner.
6. Simon was ironing his clothes. He burnt his shirt.
7. Obura was washing clothes. He stepped in the basin.
8. Kiyonga was walking. The dog barked at him.
9. Osukuku was talking. She swallowed a fly.
10. Ndawula was digging. He stepped on the nail.

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## Language structures

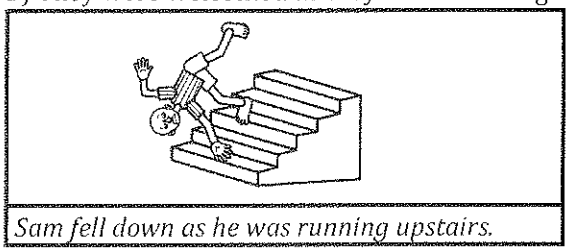
**Using ----------as ----------**

When 'as' is used within the sentence, we don't use a comma.

**Read these sentences.**

a) Sarah fell down as she was running upstairs.

b) They were welcomed as they were entering the gate.



*Sam fell down as he was running upstairs.*

Exercise

**Rewrite the sentences using: ----------as ----------**

1. The pastor was preaching. He felt dizzy.
♦ The pastor felt dizzy as he was preaching.
2. The boy was holding food. He fell down.
3. Musimenta was grazing animals. He saw an antelope.
4. Nuwagaba was milking the cow. It kicked the bucket.
5. The farmer was weeding the crops. She came across many mushrooms
6. The dog was biting bones. It saw a stranger.
7. Nyakato was writing. Nyangoma was reading.
8. Wasswa was asking questions. Kato was answering them.
9. Joy was picking coffee. I was preparing food.
10. Nandawula was playing. Semambo was working.

---

## Language structures

**Using "---------while----------"**

- This joining word is used to mean two different things happening at the same time.
- When it is used within the sentences, no comma is applied.

**Read these sentences.**

a) The conductor was collecting the fare while the driver was driving.
b) The pastor was preaching in the bus while we were travelling.

**Exercise**

**Join the sentences using ----------while----------**

1. The conductor was issuing tickets. The passengers were boarding.
♦ The passengers were boarding while the conductor was issuing tickets.
2. The teachers were travelling by plane. The pupils were travelling by boat.
3. The plane will leave for Dubai at 11:00p.m. The bus will leave for Kigali at 12:00a.m.
4. The taxi leaves for Hoima at night. The cab leaves for Hoima during day.
5. Amooti will travel by bicycle. Adyeri will travel by motorcycle.
6. Kihembo was driving a lorry. Abdullah was riding a bicycle.
7. Kato was travelling by road. Mugisha was travelling by rail.
8. Nakato will arrive at the station at 1:00p.m. Adoa will arrive at the station at 2:00p.m.
9. The train from Mombasa reaches Kasese in the morning. The train from Kampala reaches Kasese in the evening.
10. Father was repairing a bicycle. Mother was travelling to the village.
11. Murungi left for Soroti. Muhimbise left for Kumi.

---

## Language structures

**Using "While----------"**

When it is used at the beginning of the sentence, a comma is applied to separate the two clauses.

**Examples.**

a)While the driver was driving, the passengers were eating in the bus.
b) While the coach is heading to Kapchorwa, the taxi is heading to Kabale.

**Exercise**

**Join these sentences beginning: While----------**

1. The lorry driver was speeding. The cab driver was parking.
♦ *While the lorry driver was speeding, the cab driver was parking.*
2. The porter was loading the luggage. The passenger was boarding.
3. The pastor was looking for the fare. The conductor was searching for the ticket.
4. Oscar was leaving for Bushenyi. Osman was leaving for Ishaka.
5. The conductor was standing. The passengers were sitting.
6. Hamis was waiting for the departure of the coach. Sarah was waiting for the arrival of the bus.

## Grammar

**Using:..... something.....**

sometimes is used to show that something takes place once in a while, in certain situations but not offten or not all the time.

---

**Read these sentences:**

1. He sometimes borrows books from the library.
2. Sometimes I revise my books.

**Exercise**

**Rewrite these sentences using:.....sometimes.....**

1. Samantha often revises her books.
2. Our teacher usually records important points in the notebook.
3. That boy always reads the Bible.
4. We often borrow books from the library.
5. He notes down important points.

---

**Grammar:**

**Using:.....usually.....**

Usually is used to show that sometime takes place most of the time.

**Examples.**

1. I usually record important points in my notebook.
2. I don't usually record important points in my notebook.

**Ask and answer the questions from the table correctly as shown in the examples above.**

| | | | | | |
|---|---|---|---|---|---|
| Do you ever | revise your notes?<br>lend books to your friend?<br>write notes in class?<br>borrow books from the library?<br>buy textbooks for use?<br>use the library?<br>return the books to the library? | Yes,<br>No, | I<br>We | usually | revise my notes.<br>lend books to my friend.<br>write notes in class.<br>don't borrow books from the library.<br>don't revise my notes.<br>don't return the library books.<br>use the library.<br>don't lend books to my friend. |

**Example**

1. Do you ever revise your notes?
   - Yes, I usually revise my notes.

**Language structures**

**Using ----------often----------**

Often is an adverb of frequency. It is used in the present simple tense. It can be used to replace other adverbs of frequency like always, seldom, rarely,, usually, etc.

**Examples.**

a) I often travel to Tanzania every Wednesday.

b) The man often drives a Benz.

---

**Exercise**

**Rewrite these sentences using ----------often----------**

1. Mary always travels to school by bus.
♦ Mary often travels to school by bus.
2. She always pays the fare before boarding.
3. The taxi usually stops at every destination.
4. The conductor usually collects fare in the taxi.
5. He always leaves for Cairo very late.
6. The woman usually issues out tickets.
7. Ekiri always sits on the front seat.
8. Yodesi always reduces speed when she is negotiating a corner.

## Grammar

### Adverbs

These are words which tell us more about verbs, adjectives or other adverbs.

**Kinds of adverbs.**

| Type | Use | Example |
|---|---|---|
| Adverbs of place | These tell us more about places. They answer the question of "where". | Here, there, somewhere, anywhere, etc. |
| Adverbs of time | These adverbs talk about the time something happens or happened. These answer the question of "when". | today, tomorrow, yesterday, last week |
| Adverbs of negation | These adverbs are used to say that something did not or does not happen. | no, not, never, nay |
| Adverbs of affirmation | These adverbs are used to accept that something happened or happens. | yes, of course, certainly, definitely |
| Adverbs of degree | These adverbs tell the level or the state of something. | very, so, extremely, too, such, enough |
| Adverbs of manner | These tell us how an action is or was done. | quickly, hurriedly, happily |

a) **Adverbs of manner.**

These tell us how an action is or was done. Most of them are formed by adding 'ly' on the adjectives.

**Formation of adverbs.**

**Add '-ly' on the following to form adverbs.**

| | | | |
|---|---|---|---|
| slow | slowly | hopeful | _____ |
| smart | _____ | beautiful | _____ |
| excessive | _____ | current | _____ |
| bright | _____ | peaceful | _____ |
| sweet | _____ | quick | _____ |
| careful | _____ | hopeless | _____ |
| grateful | _____ | merciful | _____ |
| loud | _____ | violent | _____ |
| careless | _____ | sorrowful | _____ |
| quiet | _____ | soft | _____ |
| brief | _____ | sudden | _____ |
| stubborn | _____ | exact | _____ |
| loving | _____ | regular | _____ |
| recent | _____ | awkward | _____ |
| strong | _____ | silent | _____ |
| sound | _____ | willing | _____ |

**B) Change 'y' to 'i' and add '-ly' to form the adverb.**

| | | | |
|---|---|---|---|
| noisy | noisily | clumsy | _____ |
| shabby | _____ | heavy | _____ |
| lazy | _____ | merry | _____ |
| happy | _____ | lucky | _____ |
| easy | _____ | busy | _____ |

**C) Omit '-e' and add 'y' to form the adverbs.**

| | | | |
|---|---|---|---|
| capable | capably | simple | _____ |
| gentle | _____ | probable | _____ |
| able | _____ | terrible | _____ |
| humble | _____ | suitable | _____ |
| possibe | _____ | | |

**D) Retain the '-e' and add 'ly' to form the adverbs.**

| | | | |
|---|---|---|---|
| active | actively | brave | _____ |
| crude | _____ | rude | _____ |
| polite | _____ | free | _____ |
| wide | _____ | tense | _____ |
| rare | _____ | immediate | _____ |
| safe | _____ | fortunate | _____ |

| | | | |
|---|---|---|---|
| nice | _____ | late | _____ |
| wide | _____ | wise | _____ |
| complete | _____ | fine | _____ |

**E) These adjectives don't take 'ly' to become adverbs, they just remain unchanged.**

| | | | |
|---|---|---|---|
| fast | _____ | late | _____ |
| late | _____ | early | _____ |
| better | _____ | well | _____ |

**F) These adjectives ending with el, al take 'lly'.**

| | | | |
|---|---|---|---|
| accidental | accidentally | parental | _____ |
| loyal | _____ | brutal | _____ |
| fatal | _____ | real | _____ |
| social | _____ | official | _____ |
| mental | _____ | practical | _____ |
| equal | _____ | occasional | _____ |
| annual | _____ | cruel | _____ |

**G )These verbs first become adjectives before adding "ly".**

| | | |
|---|---|---|
| hurry | hurried | hurriedly |
| worry | _____ | _____ |
| excite | _____ | _____ |
| repeat | _____ | _____ |
| delight | _____ | |

**Exercise**

**Use the correct form of the word given in brackets.**

1. The man ran quickly and reached in time. (quick)
2. The conductor talked _____ to his passengers. (rude)
3. The cyclist dodged the pothole _____. (wise)
4. The pilot was _____dressed today. (shabby)
5. He _____ boarded the plane. (hurry)
6. We _____ handed over the fare to the conductor. (peace)
7. Most workers in urban areas travel to villages _____.(annual)
8. The passengers _____ looked at the lazy conductress. (worry)
9. That old man carries luggage _____. (regular)
10. He _____ drives a taxi. (rare)
11. The coach was _____ loaded. (heavy)
12. The bus company is looking for _____ qualified drivers.(suitable)

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

1. Marion drew the picture in a careful way.
2. Semuto was talking in a loud way.
3. Malilo crossed the road in a quick way.
4. We in a happy way welcomed the visitor.
5. He beat the boy without mercy.

---

**Grammar**

**Adverbs of place:**

These adverbs show the place or position where an action of the verb took place or will take place. They are mainly about places e.g. there, Masaka, here, somewhere, in front, behind, etc. They are usually placed after the direct object of the sentence.

They answer the question of "where".

**Examples:**

(a) Where did the pilot go?

- The pilot went to Arua.

(b) Where has the passenger put her luggage?

- The passenger has put her luggage in the house.

**Exercise**

**Underline the adverbs of place.**

1. The drunkard sailor threw his luggage in the lake.
2. Jimmy spent his holiday in America.
3. The conductor scattered our property on the verandah.
4. I shall put your luggage outside.
5. Nathan has travelled to Tororo because he has lost a relative.
6. I put my ticket in the pocket when I reached my destination.
7. The driver parked his vehicle in the garage.
8. Please, put your books somewhere before you travel.
9. The captain bought meat when we went to Jinja.
10. Safina will travel to the village in December.
11. We shall have a rest at Bonanza Hotel.

**COMMON MISTAKES**

**Adverbs of place**

*Incorrect:* Birds fly in the sky freely.

**Correct:** *Birds fly freely in the sky.*

*Incorrect:* They were shouting in the classroom very loudly.

***Correct:*** *They were shouting very loudly in the classroom.*

***Comment:*** If an adverb of place and an adverb of manner are used together in a sentence, the adverb of manner usually comes first.

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**Grammar**

### Adverbs of time:

They show when an action of the verb happened, will happen/ happens.

We can determine the adverbs of time from the word "when". These adverbs are normally placed at the beginning or end of a clause or sentence.

**Read these sentences.**

(a) I went to the village in December.

(b) I ended my journey yesterday.

**Exercise**

**Underline the adverbs of time in the sentences below.**

1. It took a month for the tourist to move around Uganda.
2. Our teacher came back sooner than we expected.
3. The pilot has been at the airport since morning.
4. We hope to reach by midnight.
5. Lillian will travel to Mukono soon.
6. He reached the capital city of Kenya late.
7. Male and his family will go on tour before next year.
8. Okoro never boarded an aeroplane in his entire life.

**COMMON MISTAKES**

***Incorrect:*** We last night went to the cinema.
**Correct:** *We went to the cinema last night.*
***Incorrect:*** I two months ago went home.
***Correct:*** *I went home two months ago.*
**Incorrect:** They last week came here.
***Correct:*** *They came here last week.*
***Comment:*** Adverbs or adverbial phrases of definite (known) time are usually placed at the end of the sentence. Only when the time is emphasized, the time adverb is brought to the front e.g.
- *Yesterday, I was very busy.*

***Incorrect:*** Our boys will be tomorrow here.
***Correct:*** *Our boys will be here tomorrow.*
***Incorrect:*** I went last week to Mombasa.
*Correct: I went to Mombasa last week.*
***Comment:*** If an adverb of time and adverb of place are used together in a sentence, the adverb of place should come first.

**Grammar**

### The use of 'arrive' and 'reach.'

- To arrive is to get to a place while to reach is to arrive at the place that you have been travelling to.
- arrive and reach mean the same but they are used differently.

arrive; takes "at" to refer to a smaller area. It takes "in" when referring to a bigger place.

- at a place e.g. station, school, hospital.
- in a city, country, continent, town, etc.

**Note:** We arrive home. No preposition is used when referring to home.
This implies that 'arrive' can be used with propositions at, in and without any when referring to home e.g I arrived home safely.
'reach' is not used with any preposition of place hence it should not take any except the one for time e.g. I arrived at 7p.m.

**Examples.**

**Read these sentences.**

a) I will reach the station in the morning.
b) Daudeta reached South Africa yesterday evening.
a) He arrived at the accident scene very late.
b) My mother arrives home late in the night.

**Exercise**

**A) Rewrite these sentences using 'reach'.**

1. I arrived at the bus park very late.

♦ *I reached the bus park very late.*

2. The visitor will arrive in London in the evening.
3. Agnes arrived in Tanzania at 9:00a.m.
4. Musiime will arrive in Sudan at 1:00 p.m.
5. He arrives home in the evening.
6. The boy arrives at school very late.
7. The old woman arrives at the market before noon.

**B) Rewrite these sentences using "arrive".**

1. The policemen reached the crime scene as soon as they heard about the incident.

♦ *The policemen arrived at the crime scene as soon as they heard about the incident.*

2. Our teacher reached the police post in the morning.
3. The boys reached school very late.
4. We will reach America in the afternoon.
5. They are likely to reach home soon.
6. Bajope will reach the crime scene later.
7. Masaba reached Gulu very late.

**COMMON MISTAKES**

**Into and in (place)**
***Incorrect:*** He went in his office.
***Correct:*** *He went into his office.*
***Comment:*** 'in' indicates position or rest inside something, where as 'into' denotes motion or direction towards the inside of something.
Don't write "in" and "to" separately. "into" is a single word.

## Grammar

## The past continuous tense.

### The past continuous tense.

- This tense talks about an action that continued for sometime in the past and later stopped.
- It is formed with the helping verbs 'was' and 'were'.
- 'was' is used with singular subjects while 'were' with plural subjects.

He, She, It, Denis, I } was

We, They, You, Paul and Jane } were

**Note:**

- Some verbs are NOT used in the continuous tense e.g. need, trust, want, like, see, love, believe, know, agree, remember, seem, appear, understand, etc
- Most verbs with one syllable and one vowel and end in a single consonant, (except w, y and x) this consonant is doubled before adding 'ing': e.g. cut – cutting, stop – stopping, hit – hitting, etc.
- Some verbs ending with 'ie' change it to 'y' before adding 'ing' e.g. die – dying, tie – tying, lie – lying.
- When the verb ends in single –e, the -ing form is formed by removing –e and adding -ing e.g. care – caring, come – coming, dance – dancing.

**Read these sentences.**

a) Aksam was driving a lorry.

b) The boys were stopping the bus.

c) I was travelling to the village.

**Formation of the continuous tense.**

**a)Add 'ing' to the verbs below.**

| verb | Continuous | Verb | Continuous |
|---|---|---|---|
| learn | learning | spray | spraying |
| mock | _____ | pray | _____ |
| explain | _____ | pay | _____ |
| walk | _____ | dress | dressing |
| water | watering | end | _____ |
| answer | _____ | wait | _____ |
| fail | _____ | read | _____ |
| sew | _____ | hold | _____ |

B) Remove 'e' and add 'ing.

| Verb | Continuous | Verb | Continuous |
|---|---|---|---|
| weave | weaving | change | spraying |
| salute | _____ | arrive | _____ |
| write | _____ | arrange | _____ |
| dance | dancing | challenge | dressing |
| live | _____ | compare | comparing |
| hide | _____ | blame | _____ |
| waste | _____ | receive | _____ |
| relate | relating | store | _____ |
| stone | _____ | measure | measuring |
| continue | _____ | whistle | _____ |
| graze | _____ | smile | _____ |

**Exercise**

**Use the correct form of the word given in brackets.**

1. The pupils were arranging their files. (arrange)
2. The headmaster was _____his briefcase. (hold)
3. Her mother told her to stop _____charcoal. (waste)
4. Sarah was _____her crops. (water)
5. The Muslims were _____ in the mosque. (pray)
6. The tailor was _____my uniform. (sew)
7. The cows were _____freely. (graze)
8. The boys were _____behind the classroom. (hide)
9. The farmer was _____his crops. (spray)
10. The old woman was _____a basket. (weave)

c)Double the last letter and add 'ing'.

| Verb | Continuous | Verb | Continuous |
|---|---|---|---|
| stop | _____ | set | _____ |
| drop | _____ | hit | hitting |
| cut | _____ | bet | _____ |
| run | running | split | _____ |
| rob | _____ | slit | _____ |
| occur | _____ | hop | _____ |
| prefer | _____ | level | _____ |
| clap | _____ | label | labelling |
| drip | dripping | beg | _____ |
| mop | _____ | upset | upsetting |

| | | | |
|---|---|---|---|
| knit | _____ | spit | _____ |
| expel | _____ | gig | _____ |
| slap | slapping | trim | _____ |
| plan | _____ | let | _____ |
| put | _____ | | |

**d) Change 'ie' to 'y' and add 'ing'.**

| Verb | Continuous | Verb | Continuous |
|---|---|---|---|
| lie | _____ | tie | _____ |
| die | dying | vie | _____ |

**e) Add 'ing' to the following.**

| Verb | Continuous | Verb | Continuous |
|---|---|---|---|
| study | _____ | satisfy | _____ |
| copy | _____ | reply | _____ |
| dry | _____ | occupy | _____ |
| defy | _____ | dirty | _____ |
| fry | _____ | spy | _____ |
| fly | _____ | deny | _____ |
| supply | _____ | cry | _____ |

**Exercise**

**Use the verb given in brackets to form the past continuous tense.**

1. The conductor was issuing out tickets yesterday morning. (issue)
2. The passengers _____ for Juba today morning. (leave)
3. The man _____ the luggage yesterday. (carry)
4. Okum _____ in a driving school last month. (study)
5. He _____ the luggage of the old man. (tie.)
6. Harriet _____ the fare from the passengers. (collect)
7. The head teacher _____ yesterday evening. (cycle)
8. The driver _____ the car. (speed)
9. That passenger _____ on someone else's seat. (sit)
10. Magumba _____ on the seats of the coach. (lie)
11. The pilot _____ the helicopter. (fly)
12. The boy _____ the boot of the car. (open)
13. The strong men _____ the taxi. (push)
14. Nasuna and Nana _____ in the bus. (dance)
15. Why were you _____ the bus? (hit)

## Comprehension (dialogue)

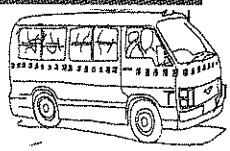
**Read the dialogue below and then answer, in full sentences, the questions that follow.**

Masika : Long time, Frida.
Frida : Long time, Masika
Masika : How were the holidays?
Frida : Fantastic! I enjoyed a lot especially during Christmas.
Masika : How did you spend your Christmas?
Frida : I travelled a lot. I travelled by road to Queen Elizabeth.
Masika : Were you just travelling or touring as well?
Frida : You know I often travel, but this time I was touring as well.
Masika : What did you tour?
Frida : I toured Mweya, travelled by water on L. Edward, visited the National Park and saw some wild animals. While I was travelling back home, I saw some interesting places like forests, hills, mountains and man made lakes.
Masika : When did you come back?
Frida : I came back on 26th and by 4:00 p.m. I had reached home.
Masika: Welcome back Frida It was nice meeting you again.
Frida : Nice meeting you too.

### Questions

a) Which time did Frida enjoy most?
b) How did Frida travel to Queen Elizabeth?
c) Where did Frida see the wild animals?
d) When did Frida come back?
e) At what time of the day did Frida reach home?
f) How many people are taking part in the dialogue?
g) Why do you think Frida enjoyed the holidays?
h) When did Frida see the man made lakes?
i)Write another word or group of words with the same meaning as the underlined in the passage.
(i) interesting
(ii) often
i) Suggest a suitable title to the dialogue.

## Comprehension (passage)



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

The journey to the village started at six o'clock in the morning. Every one was ready and off to the bus park we went. My father carried the luggage. Mother helped us to cross the road. The conductor loaded our luggage in the boot when we arrived at the bus park. He later gave us our tickets.

We set off from the bus park at seven o'clock in the morning and the journey seemed to be a

good one. We made a stopover at Sipro Trading Centre. We bought some eats and drinks then continued with our journey.
As we were approaching Para Village, our driver received a call. It was from his wife. She had won a car from a promotion. She had participated in the promotion for a month. The driver became very happy. He parked the bus by the road side and shared the good news with all the passengers. He then asked his conductor to continue with the journey. He went back home to join his wife. The conductor happily accepted to drive us to Mitomi Village since he also knew how to drive a bus.
We reached at ten minutes past two o'clock in the afternoon. What an interesting journey it was!

**Questions:**

a) At what time did the writer leave home?
b) Which means of transport did the writer use?
c) Where did the conductor put the luggage?
d) Why did the bus stop at Sipro Trading Centre?
e) Who took part in the promotion?
f) What did the driver's wife tell him?
g) What was the writer's destination?
h) Who drove the bus to Mitoni?
i) At what time did the writer reach Mitoni Village?
j) Suggest a suitable title to the passage.

**Comprehension (information)**

**The pupils of Primary Three visited Real Taxi Park, Modern Bus Park and New airport. They wrote down the following information. Study it carefully and then answer, in full sentences, the questions that follow.**

| Day | Number of passengers | Means of transport | Destination |
|---|---|---|---|
| Tuesday | 10 | taxi | Kamoka |
| Wednesday | 34<br>71 | bus<br>train | Lugelo<br>Soweto |
| Thursday | 13<br>40 | taxi<br>aeroplane | Punte<br>America |
| Friday | 102<br>61<br>36 | train<br>bus<br>aeroplane | Obum<br>Iroka<br>Ozo |
| Saturday | 14<br>63 | taxi<br>bus | Nena<br>Iroka |

**Questions:**

(a) Which bus park did the pupils visit?
(b) How many people travelled to Obum?
(c) Which means of transport did the passengers to Soweto use?
(d) On which day did people travel to Ozo?
(e) Which means of transport had the largest number of passengers?
(f) When did people travel to Kamoka?
(g) Where did the passengers find the aeroplane to America?
(h) On which day did the bus to Iroka have more passengers?
(i) Why do you think the passengers to America travelled by aeroplane?
(j) To which places did the train take passengers?

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## Composition (jumbled story)

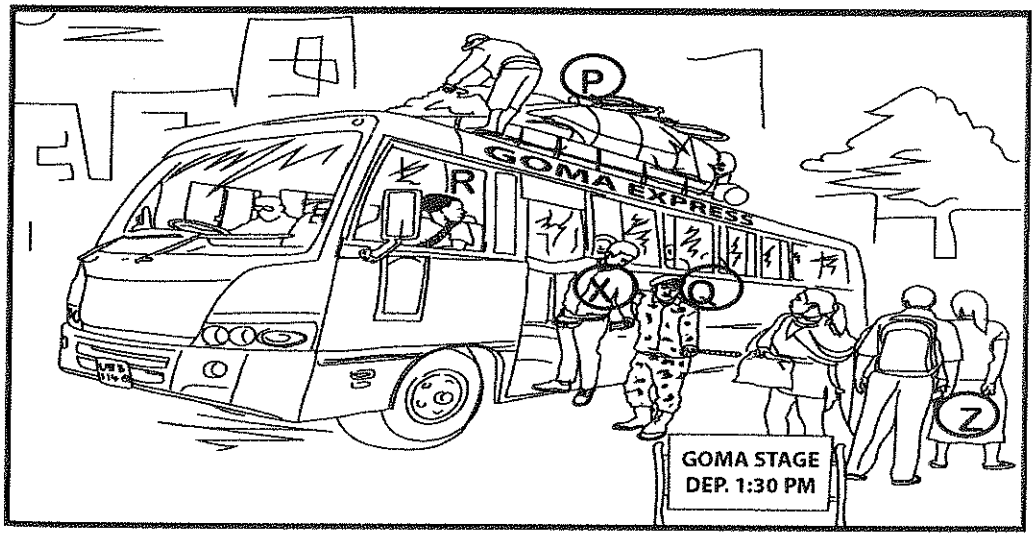
**The sentences below are in a wrong order. Rearrange them to form a good story.**

(a) He wanted to make a call to his friend.
(b) To everybody's surprise, the phone was found in the lady's bag.
(c) A very funny incident happened one day.
(d) After travelling a certain distance, the driver started looking for his phone.
(e) After asking the passengers, he decided to park by the roadside.
(f) The incident happened in a taxi in which I was travelling.
(g) He asked all passengers but they denied having seen it.
(h) It all started when a decent lady stopped a taxi.
(i) The conductor helped him to check every passenger's bag.

## Composition (picture story)

**The picture below shows activites in our sub-county, study it and then answer, in full sentences, the questions that follow.**

**WELCOME TO MBITHI BUS PARK**




---

**Questions:**

a) Where are the above activities taking place?
b) What do we call people **Z**?
c) What are the objects **P** called?
d) Where are these people going?
e) Person **X** received some money from people **Z**. What is he called?
f) At what time does this bus leave this place?
g) What will person **X** give to people **Z**?
h) Why is person **Q** checking people **Z**?
i) How is person **R** keeping himself safe?
j)Suggest a suitable title to the picture.

## Composition (Guided dialogue)

**Below is a conversation between Brian and Allan. What Brian said is given, fill in what you think were Allan's responses.**

*Brian: Good morning, Allan.*

Allan: _____, Brian.

*Brian: Where are you going?*

Allan: I am_____.

*Brian: To the village, where is your village?*

Allan: My village_____.

*Brian: Which means are you going to use to Mukono?*

Allan: I am going to _____.

*Brian: Taxi, I thought you would use a bus.*

Allan: _____ near the city centre.

*Brian: Mukono is very near the city centre, how far is it from the city centre?*

Allan: It is about_____.

*Brian: Twenty ten kilometers is near, so which people use buses?*

Allan: _____ to distant places.

*Brian: People travelling to distant places, please give me an example.*

Allan: For example_____.

*Brian: Like those going to Gulu, how far is Gulu from the city centre?*

Allan: It is _____

*Brian: More than three hundred kilometers is really far, Thanks for the information.*

Allan:_____welcome.

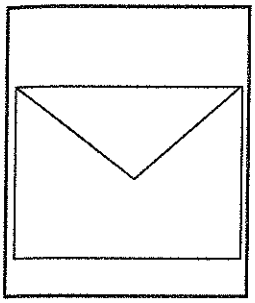
## Composition writing

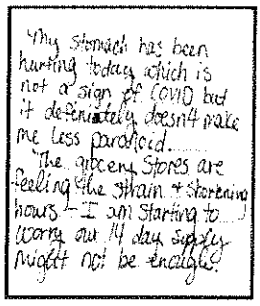
Write a composition about the longest journey you have ever travelled. Mention the means of transport used, how long the journey was, events along the way, destination and what you remember most or what interested you on that journey.

# TOPIC 4: LETTER WRITING

## Vocabulary practice

**Study the pictures below.**











**Read and learn the meaning of these words.**

***invite:*** to ask someone to come to an event or occasion

- *I will **invite** my friend to the party.*

***letter:*** a written message on a paper usually put in an envelope and sent to somebody

- *Mary will send a **letter** to her mother next week.*

***envelope:*** a flat paper container used to send letters in

- *I shall put my letter in an **envelope** before posting it.*

***address:*** details of where somebody works, lives, and where letters can be sent

- *This **address** is wrongly written.*

***card:*** a hard piece of paper where information is written, for example a birthday message

- *Rose bought a success **card** for me.*

***occasion:*** a special event, ceremony or celebration

- *He was given a watch at the **occasion.***

***party:*** a special occasion in somebody's home or compound where people eat and drink

- *Did you attend the **party**?*

### Exercise

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

1. We received an invitation to the music festival. (invite)
2. We posted two _____ last week. (letter)
3. That shopkeeper sells some of the _____ expensively. (envelope)
4. We found many _____ in her notebook. (address)
5. The prefect _____ us before we went home. (address)
6. She likes _____ on Saturday. (party)
7. They write to their sponsors _____. (occasional)
8. Organizing _____ requires a lot of money. (party)
9. Many _____ were sent by post office. (card)

_____

_____

## Vocabulary practice

**Read and learn the meaning of these words.**

***guest:*** a person that you have invited to your home or to a particular event

- *The **guests** have not yet arrived.*

***host:*** a male person who invites guests to a meal, a party, etc.

- *The **host** spoke after all the guests had arrived.*

hostess: a female person who invites guests to a meal, party etc.

- *The **hostess** was very kind.*

***ceremony:*** a public or religious occasion that includes a series of formal or traditional actions

- *The burial **ceremony** was attended by many people.*

***affectionate:*** showing care, feelings and love for somebody

- *He is very **affectionate** towards his children.*

***sincerely:*** a way that shows what you really feel or think about somebody or something

- *I **sincerely** believe that she will reply to your letter.*

***dear:*** someone loved by or important to somebody

- *She is writing a letter to her **dear** mum.*

Exercise

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

1. We invited a number of guests to our party. (guest)
2. Those _____ gave us a warm reception. (hostess)
3. Introduction _____ are usually very interesting. (ceremony)
4. He wrote the letter with _____. (affectionately)
5. She sent her _____ thanks to us. (sincerely)
6. Have you _____the letter. (envelope)

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

dear _____

deer _____

---

## Vocabulary practice

**Read and learn the meaning of these words.**

***sender :*** a person who sends something

- *The letter was returned to the **sender.***

***receiver:*** a person who receives something

- *The letter was not delievered because it didn't have the **receiver's** address.*

***writer:*** a person who writes books or letters

- *We did not see the **writer** of the letter.*

***friend:*** a person you know well and like

- *A **friend** of mine has written a letter to me.*

***reply:*** to say or write something as an answer to somebody

- *I shall **reply** to his letter next week.*

***addressee:*** a person that the letter is addressed to

- *The **addressee** was not mentioned.*

---

**Exercise**

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

1. Joseph was the sender of that letter. (send)
2. She got a very warm _____ at the party. (receive)
3. He didn't know the _____ of the letter. (write)
4. We should learn how to write _____ letters. (friend)
5. They received so many _____ to their article. (reply)
6. Some of the _____ complained that the envelopes were torn. (addressee)

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

1. Norah did not write back to my letter.
2. Tumusiime is my person I know well and like.
3. The person who wrote the letter is not known.

**COMMON MISTAKES**

***Incorrect:*** She did not reply the letter.

***Correct:*** *She did not reply to the letter.*

***Comment:*** We reply to somebody or something or we reply with or reply that.

**Grammar**

**Interjections.**

These are short sounds, words or phrases spoken suddenly to express emotions. The emotions can be of joy, wonder or surprise.

These sentences or statements end with an exclamation mark (!) and begin with words like 'What' or 'How'

**Read these sentences.**

(i) What an interesting letter this is!

(ii) How clever this writer is!

The formula is "What a/an + adjective + common noun + helping verb or verb.

**"What"** requires an article **'a'** or **'an'** if it is used with singular subjects and a common noun, for example:

i) What an honest man the writer is!

ii) What a brief letter this is!

- "What" with plural subjects doesn't require articles.
- **'How'** doesn't need any article. It is immediately followed by the adjective, for example:

a) How lovely this letter is!

b) How ugly the writer is!

Exercise

**(A) Rewrite these sentences beginning: What----------**

1. He is a very tall man
- *What a tall man he is!.*
2. This is a very detailed letter.
3. That is a very beautiful picture.
4. The receiver is a very kind man.
5. That is a very dirty envelope.
6. The hostess wore a very nice dress.
7. He organised a very colourful party.

**(B) Rewrite these sentences using ------- very----------**

1. What sweet mangoes these are!
- *These are very sweet mangoes.*
2. How nice this envelope looks!
3. What a charming writer this is!
4. What a clever writer this is!
5. What a long letter he wrote!

**(c) Rewrite these sentences beginning: How----------**

1. This handwriting is very illegible.
- *How illegible this handwriting is!*
2. This envelope is very wet.
3. That letter is very lengthy.
4. Our reply is very detailed.
5. The stamp is very beautiful.

## Grammar

### Punctuation.

This is the use of special marks in writing to divide sentences and phrases. They include: question marks, full stops, commas, hyphens, quotation marks, exclamation marks, colons, apostrophes, semi-colons and capital letters.

- **The full stop (.)**

A full stop is used at the end of a logical and complete thought.

**Examples:** a) I don't want to become a doctor.
b) My father has travelled to Jinja.

A full stop is also used in some abbreviations, for example:
a.m. – in the morning or before noon.
p.m. – in the afternoon

- **The question Mark (?)**

This is used only after direct questions and question tags. For example:
a) Have you been to Mukono?

b) That is a very interesting letter, isn't it?

- **The Exclamation Mark: (!)**

This is used after exclamation words or sentences.

**Examples:**

a)Help!

b)Come here at once!

c)What a clever boy you are!

- **Capital letters. (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)**

**These are used:**

a) at the beginning of a sentence,

**Example:**

(i) He opened the door.

(ii) The girl has arrived.

b)with proper nouns (particular names of persons, places and things) e.g.

- Names of people e.g. Jesca.
- Names of places (towns, villages, cities, countries e.g. Uganda, Kampala, Najjera.
- Days of the week and months e.g. Wednesday, November.
- Names of rivers, mountains and lakes e.g. River Nile, Mt. Rwenzori, Lake Victoria.

c) with Proper adjectives (adjectives that come from proper nouns)
e.g. Chinese, Turkish

d) with Pronoun "I"

e) for all pronouns, nouns and adjectives which indicate divine power.
e.g. God, The Lord.

f. for all words in titles of books, plays, poems, etc, except words that are prepositions and conjunctions. Example; The Lost Seed.

**Exercise**

**Rewrite and punctuate the following sentences.**

1. When did amoti travel to dubai.

♦ *When did Amoti travel to Dubai?*

2. how intelligent you are.
3. chinese food is so delicious
4. mukasa and i live near mt rwenzori
5. she watched the movie on friday

**Write the following words in short.**

(i) and many others - _____

(ii) that is to say - _____

(iii) page - _____

(iv) telephone number - _____

(v) for example - _____

## Grammar

### Punctuation (continuation)

- **The comma(,)**

This is used:

a) to separate phrases, nouns or clauses in lists. The final two items in the list are separated by "and" or "or".

**Examples:**

1. He plays football, tennis, volleyball and hockey.
2. While Musa was cleaning the house, Ali washing plates.
3. The sturbborn boy, who beat the dog, has been reported to the teacher.

b) In letter writing; the salutation and the closing e.g. Dear Mum, Yours sincerely,

c) To mark off words used in addressing people.

**Examples:**

i) Lwanga, can you hear me?

ii) I would like to talk to you, Simon.

d) to mark off interjections like please, thank you, yes and no. e.g. Yes, I visited him on Saturday.

e)in question tags

**Example:**

1. She replied to the letter, didn't she?

- **The semi-colon (;)**

This is used between two loosely connected main clauses, for example:

a) There was no cloud in the sky; it was extremely hot.

b) The question paper had been leaked; therefore, the examination could not take place.

- **The colon** (:)this is used;

a)To introduce a quotation:

**Example:**

Benard said: "Follow your dreams."

b)To introduce words which explain what has already been referred to; for example:

She now had many choices; she can go home, she can go for music training or she can go for a netball practice.

- **Quotation Marks (" ")**

These are used: before and after words which are the exact words of somebody in the direct speech.

**Example:**

"Don't forget to bring your own pen with you," the teacher said.

b) For titles of books, plays, poems or articles e.g. "Oliver Twist"

c) For words not accepted in English, especially those from other languages but used because there is no English word for them.

**For example;**

"Adungu"

- **The Apostrophe (')**

This is used to show omission of one or more letters.

**Examples:**

hasn't, hisn't, can't

b) To show possession.

**Examples:**

Kato's pen, James' toy, Anna's dress, Agnes' watch

**Note, the position of the apostrophe in the plural differs e.g.**

boys' games, children's books, ladies' clothes, men's clothes

**Note**

- It's – it is (contraction) / its = possession
- Who's – who is or who has (contraction) / whose = possession

**Exercise**

**Write the plural of the following words.**

1. girl's letter_ girls' letters.
2. dog's house - _____
3. head teacher's book - _____
4. woman's envelope - _____
5. a baby's toy - _____

**Write the following words in short.**

1. cannot - can't
2. there is - _____
3. she has - _____
4. will not - _____
5. we are - _____
6. you have - _____

**Rewrite and punctuate the following sentences.**

1. Yes the address wasn't clear.
♦ *Yes, the address wasn't clear.*
2. Dont forget to buy reams rulers and pens.
3. can you help me please
4. close the door won't you
5. He ate atapa at the party.

---

**Grammar**

**Punctuation (continuation)**

**The dash(_)**

The dash is used to give extra information or comments.

The dash is used in the same way as the brackets. In formal writing, you should use the bracket rather than the dash, as a dash is considered less formal.

**Example:**

a) She might reply to your letter – you never know.

---

**The Hyphen (-)**

This is used:

a) in compound nouns e.g. father – in – law.

b) in numbers

Use a hyphen with compound numbers from twenty – one to ninety – nine.

c) in letter collisions e.g. co-operate, bell – like

d) where a prefix is added e.g. anti – nuclear, post – colonial

e) e.g. to join two or more words (formation of adjectives) e.g. hard – working.

**Exercise**

**Apply correct punctuation marks to the sentences below;**

1. i wrote a letter to my mother last month
2. did you eat rice for lunch
3. what an interesting book that was
4. when you come to jinja you will see bujagali falls
5. my mother bought mangoes oranges pineapples and cakes
6. although he worked very hard for the examinations he did not pass
7. kakiri and pereta are clean towns.
8. our subjects include maths, science, social studies and english
9. there will be an assembly this afternoon the headmaster said
10. no I did not beat her

## Grammar

### The possessive form.

Possessive pronouns show ownership. These include: his, mine, hers, our, their, yours, ones, its.

| Pronoun | Possessive pronoun | Possessive adjective |
|---|---|---|
| me | mine | my |
| our | ours | our |
| they | theirs | their |
| you | yours | your |
| one | ones | ones |
| it | its | its |
| he | his | his |
| she | her | her |

Possessive pronouns replace possessive nouns as either the subject or the object of a clause because the noun being replaced doesn't appear in the sentence, it must be clear from the context. They are also not followed by any one other noun.

**Examples:**

a) This book is mine.

b) The ruler is hers.

Possessive adjectives shows that something belongs to someone. This include; my, our, their, etc. Possessive adjectives work as pronouns because they refer to an understood noun. They also work as adjectives because they give more information about the noun by showing possession by that noun.

**Examples.**

1. Where is your ruler?
2. My dress was stolen.

**Exercise**

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

1. May I use _____jerrycan to fetch water? (you)
2. Sandra helped _____sister to cross the road. (she)
3. These books are not _____. (they)
4. _____doll was bought from that shop. (she)
5. That ball is _____ (he)
6. Alex's house is bigger than _____. (we)
7. Did you take _____book to the teacher? (they)
8. That is _____envelope. (you)
9. Did she receive _____letter? (she)

**Fill blank spaces with mine, theirs, his, hers, its.**

1. The dress belongs to me.

♦ *It is mine.*

2. The glasses are for her mother.

They are_____.

3. This basket belongs to James.

It is _____.

4. This pair of shorts belongs to him.

It is _____.

5. The horn belongs to them.

It is _____.

6. This is not my book.

It is not _____.

---

**Grammar**

**Punctuation (continuation)**

**The apostrophe**

The apostrophe is used to show possession i.e

1. Maria's bag means that– The bag belongs to Maria.
2. Tom's shirt means that– The shirt belongs to Tom.

---

**Examples**

1. That is Chandiru's dress.
2. That is my brother's car.

**Exercise**

**Complete the following sentences.**

1. That toy is for my baby.
   - *That is my baby's toy.*
2. That house belongs to Mukasa.
   That is _____
3. That knife belongs to Arafat.
   That is _____
4. That radio is for my mother.
   That is _____
5. That doll belongs to the baby.
   That is _____
6. That ruler is for my sister.
   That is _____

## Grammar

**Plural forms**

**Writing the plural of possessive nouns**

**Examples**

| Singular | Plural |
|---|---|
| - girl's envelope | – girls' envelopes |
| - man's address | – men's address |

**Exercise**

**Write the plural forms for the following.**

| Singular | Plural |
|---|---|
| dog's house | _____ |
| boy's chair | _____ |
| child's book | _____ |
| woman's card | _____ |
| receiver's address | _____ |

## Language structures

**Using: Whose .....is.....? It is (mine/his/hers/Tom's)**

**Examples**

1. Whose dress is this?
   - It is Namusoke's dress.
   - It is hers.
2. Whose book is this?
   - It is my book.
   - It is mine.

**B) Answer the questions using the names given in brackets.**

1. Whose cup is this? (Jack)
   - *It is Jack's cup.*
   - *It is his cup.*
2. Whose fish is this? (Ritah)
3. Whose bed is this? (Polly)
4. Whose meat is this? (Barbra)
5. Whose party is this? (Benna)
6. Whose school is this? (Mr. Ntala)

---

**Language structures**

**Using: Asiimwe's .....is...../His/Her.....**

**Examples:**

1.Asiimwe's pair of trousers is green.

- *His pair of trousers is green.*

2.Sharon's dress is short.

- *Her dress is short.*

3.The cow's food is little.

- *Its food is little.*

**Exercise**

**Use "his", "her" or "its" in place of the underlined words.**

1. Ali's bottle is small.
2. Betty's dress is very nice.
3. Tom's handwriting is poor.
4. Sandra's shoes are brown
5. Jimmy's sister is short.

**Exercise**

**a) Complete correctly.**

1. It is Sara's pair of shorts.
   It is _____
2. It is Ben's ball.
   It is _____
3. It is the dog's dish.
   It is _____
4. It is Nayiga's bucket.
   It is _____
5. It is my father's car.
   It is _____

---

## Grammar

**Personal Pronouns.**

Personal pronouns are divided into two kinds i.e;

i) Subjective pronouns.

ii) Objective pronouns.

**Subjective pronouns.**

A subjective pronoun works as a subject or a doer of an action in a sentence. They include it, they, she, you, he, we, I and one.

**Examples of sentences with subjective pronouns.**

(a) I am taking the car to the garage.

(b) You lost all the tools for repairing motorcycles.

(c) He works as a journalist at UBC.

**NB:** *Subjective pronouns are mainly used in active voice.*

**Objective pronouns.**

They play a role of objects or receivers of actions in a sentence. These include; me, us, him, her, it and them.

**Examples of sentences with objective pronouns.**

(a) The news was read by him.

(b) That interesting letter was written by us.

(c) The car that broke down was repaired by them.

**NB:** *The objective pronouns are commonly used in passive voice.*

### Exercise

**Underline the subjective and objective pronouns in the sentences below.**

1. The journalist asked me to tell him the whole story.
2. I saw the bus leaving for Masaka.
3. The wipers were fixed by her.
4. The teacher told us to always keep time.
5. These letters belong to them.
6. One should take care of one's luggage when travelling.
7. We watch news once a week during school days.
8. She dirties books every morning.
9. We should not lie to elders.
10. That is Opio's car. It belongs to him.
11. The beautiful house over there belongs to them.
12. I am watching the sports news now.

**Common mistakes**

***Incorrect:*** I went to the market and I bought tomatoes.
***Correct:*** *I went to the market and bought tomatoes.*
**Comment:** In a compound sentence, the unnecessary repetition of the same subject should be avoided.

***Incorrect:*** The dog has entered it's kennel.
***Correct:*** *The dog has entered its kennel.*
***Comment:*** It's is a short form of it is while its is a possessive pronoun.

***Incorrect:*** One should seal ones envelope before posting the letter.
***Correct:*** *One should seal one's envelope before posting the letter.*
***Comment:*** The pronoun one takes an apostrophe in the possessive form.
Find the difference in meaning and usage of the following whose, who's, there, their.

## Language structures.

**Using "Hullo, my friend ----- would ------"**

**Example.**

a)Hullo, my friend, would you come to our party?

*Yes, I would.*

*No, I wouldn't.*

b)Hullo, my friend, would you invite Mary to your birthday party?

*Yes, I would.*

*No, I wouldn't.*

**Exercise**

**Ask and answer questions as seen in the examples;**

1. Hullo, John, would you attend the occasion? (yes)
2. Hullo, Alex, would you design a card for my party? (no)
3. Hullo, Anna, would you post this letter? (yes)
4. Hullo, Kato, would you apply to be a prefect? (no)
5. Hullo, Diana, would you teach me how to write letter? (yes)
6. Hullo, Junior, would you help me with your envelope? (no)
7. Hullo, Lucy, would you reply to his letter? (yes)
8. Hullo, Gladys, would you bake a cake for the ceremony? (no)
9. Hullo, Frank, would you send that letter to the Managing Director? (yes)

**Form correct sentences from the table.**

| | | | | |
|---|---|---|---|---|
| I<br>You<br>He<br>She<br>They<br>It | would | come to our party<br>write the letter<br>reply to the letter<br>invite them to the party<br>get lost<br>miss the occasion | if | we invited him.<br>he told me.<br>he requested for it.<br>the cards were many.<br>the address was not written clearly.<br>the party dress is dirty. |

**Example:**
I would write the letter if he told me.

---

## Language structures.

**Using "Could you------?"**
**Example:**
*Apply correct questions using the structure given.*
a)Maria could write a letter inviting Maggie to the birthday party.
- *Could Maria write a letter inviting Maggie to the birthday party?*

b)He could reply to that letter immediately if it was needed.
- *Could he reply to that letter immediately if it was needed?*

**Exercise**
1. She could write a letter to her mother if she was sick.
2. Medi could take his daughter to school if he went early.
3. Jasper could send that letter to his uncle.
4. Christine could seal that letter in an envelope if she got the glue.
5. Natasha could arrange the seat for guests if she was told.

---

## Grammar

There are two kinds of letters:
- Personal/ informal/friendly letters
- Official /business/ formal letters.

**Personal letters:**
These are letters written to a family member, close friend, or relative.
Parts of a friendly letter.
1. **The address**
This is the writer's full address. This informs the reader where you wrote the letter from.
There are two types of addresses. i.e.
1. Personal addresses
2. Business addresses

**Personal address**
A personal address belongs to an individual and it must bear his/her name. e.g.
Mubiru Anderson,

---

PO Box 274,
Tororo.

**A business address**

A business address is an address for an organization, company or business.
A business address must define itself e.g. If it is a school address, then it must have the word school e.g.
Sipro Primary School,
PO Box 36258,
Kampala.

**2. Salutation or greeting**

The form of greeting will depend upon the relation in which you stand to the person to whom you are writing.

a) To members of your family, it will be
Dear Father, Dear Mother, etc.
b) To friends, it will be;
Dear Agnes, or Dear Atim, etc.

**3. Body of the letter or the communication.**

- The main body of the letter will, of course, depend on the person it is being sent to. Writing an informal letter is generally similar to a conversation. Therefore, it is not bad to use expressions like "I am glad to write you this letter; I hope you are well", Personal letters are generally intended for the exchange of ideas (like in conversation).

**4.The ending of a letter/The closing.**

- Yours affectionately' can be used for most personal letters. 'Yours ever' can be used when writing to a person you have known for a long time. The ending must be written below the last words of the letter.

**5. The name of the writer.**

This must be written below the closing.
Alternative methods of writing the date are:

- 15/8/2021.
- 15 -8-2021.
- August 15, 2021.
- 15th August, 2021.

**Points to note:**

You may use block or indented style when writing a letter.
Indented or slanting form of letter writing:

- The writer's address is normally written in slanting or indented style.
- And this address is put at the top right hand corner of the paper and the date follows.
- We paragraph by leaving space after the margin.
- No lines are skipped between items.
- Commas must be put at the end of each line of the address.

(Except the last, which has a full stop)

**Useful phrases for personal letters:**

- Many thanks for your letter ----------
- I am very sorry not to have written before ----------
- I apologize for the delay in writing----------
- It was good to hear from you again.
- I was glad to hear that ----------
- I put off writing to you until ----------
- Remember to ----------
- With best regards ----------
- With best wishes,
- With all good wishes,

**Exercise**

1. Write your personal address.
2. Write your school address.
3. Write your home address.
4. Write your village/town address.

---

## Comprehension

**Read the letter below and then answer, in full sentences, the questions that follow.**

**address** { Den Primary School,
PO Box 364,
Soroti.

**date** { 2nd March 2020.

**salutation** { Dear Mum,

**body** {
How are you and everyone at home? Has dad returned from the trip? Back to me, I am doing real good.

I have written to inform you about the quiz competition. Our school will participate in a quiz competition starting on 3rd March, 2020. It will be aired on Urban TV
every Sunday. I am lucky to be one of the participants. That means you will be watching me on TV. I feel so proud. Inform all my neighbours and friends about it.

**conclusion** { Send my regards to everyone.

**closing** { Your daughter,
**name** { Cynthia Musenero.

---

**Exercise**

a) To which school does the writer go?
b) When was the letter written?
c) To whom was the letter written?
d) Where did the writer's father go?
e) When will the competition begin?
f) Which TV station should the mother watch?
g) Who should know about the competition?
h) What is the relationship between the writer and the receiver?
i) Who wrote the letter?

## Guided composition

Your sister's birthday party is on Friday. You won't be able to attend it because you will be at school and you have a test. Write a letter to her informing her about your absentia and wish her a happy birthday. Promise to give her a birthday gift later. Use your school address.

_____
_____
_____

_____

Dear _____,
Hope you are doing well. Back to me, I am fine though a bit busy I have a test on Friday and I am revising seriously so that I can perform well.

I am sorry I won't be attending _____ birthday party because of the test. I will ask my friend to come and help you with the preparation of the party. I want to make sure your party is nice though I won't be around. I _____ to give you the birthday gift when I come back home in the holidays. Happy _____ my lovely sister. Wishing you the best.

Your _____,
_____

## Comprehension

**Read the letter below and then answer, in full sentences, the questions that follow.**

Kagoma Primary School
P O Box 5492
Jinja.

26th Jur.e, 2020

Dear Mummy,
How are you nowadays? I hope you are doing well. Thank you for taking care of my only brother, Frank. Back to me, I am fine and working hard.

The purpose of writing this letter is to inform you that our school will hold a science exhibition on 30th July 2020. Many things will be shown. Every class will exhibit something. There will be also some entertainment from each dormitory. I will explain how the digestive system works. My friend Lucy will show you how electricity is produced. Please come with Daddy and attend this function.

I shall be grateful to see you on that day. It will also be the second and last visiting day.

Your loving daughter,
Nabirye Praxida

**Questions:**

a) When was this letter written?
b) Which post office does this school use?
c) Who received this letter?
d) Why was this letter written?
e) What function will take place on 30th July, 2019 at this school?
f) Who will entertain the guests?
g) What will Lucy do on that day?
h) Who will explain the digestive system?
i) Apart from the mother, who else does the writer want to attend the function?
j) How many visiting days does the school have this term?

**Read the letter below and punctuate it correctly.**

iganga primary school
po box 22,
iganga

24th august 2020

dear mum
How is my brother joel and sister bridget
Thank you for paying my fees and providing all my needs at school iam glad to inform you that the school term has ended today

however my major intention of writing the letter is to ask you to allow me go and have this holiday with my best friends family in nebbi beginning on 30th august 2020.
Send greetings to all our relatives and neighbours
Your loving son
komakech santos

## Guided composition

Atwooki Henry forgot his textbooks as he was reporting back to school.
He wrote a letter to his mother. He wanted her to take the textbooks on visitation day. Complete the letter he wrote below.

Kiiro Primary School,
P O _____ 442,
Kobwin.

_____

Dear _____,

How _____ you and the entire family? Let _____ hope that everything is going on well.

I am writing to inform you that I forgot my _____at home.
I therefore kindly request you to _____ them on visitation day.
Send my _____ to daddy and my little sister.
Your loving _____,

_____

## Comprehension (information)

**Study the information below carefully and, in full sentences, answer the questions that follow.**

| | |
|---|---|
| *Dear Amos* | *Happy Birthday!* |
| | *I hope all your birthday wishes* |
| *Happy 10th Birthday!* | *and dreams come true* |
| | *Your brother* |
| | *Joseph* |

### Questions

a) Who is celebrating a birthday?
b) How old is he?
c) What does the writer want to come true?
d) What does the writer call Amos?
e) Who sent the card?

_____

## Composition (free writing)

**Write a letter to your brother who lives in Kampala thanking him for buying shoes for you. Tell him your mother brought them when she came to visit you. Promise him to perform very well in your studies and appreciate everything he has done for you.**

Use the ideas below to guide you.

-In the first paragraph, you should thank your brother for buying the shoes.
e.g. I hope you are okay. Thank you very much for sending me the shoes and tell him that you like them.
- In the second paragraph, thank him for everything he has done for you and promise him to perform well.
-Lastly, send greetings to him.

_____

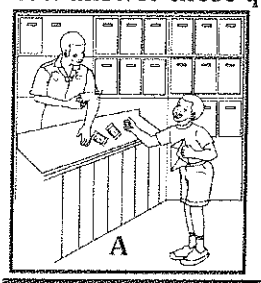
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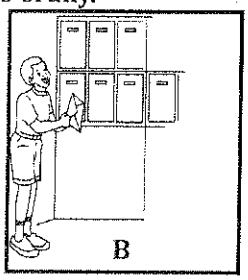
## TOPIC 5 : COMMUNICATION

### SUB – TOPIC: 5A: THE POST OFFICE.

**Study the pictures below.**

**Now answer these questions orally.**




1. What is the boy holding in each picture?
2. Where do you think is the boy?
3. What do you think is at the table in picture A?

### Vocabulary practice

**Read and learn the meaning of these words.**

***post:*** to send a letter to somebody by mail

- *I shall post the letter to my aunt next week.*

***stamp:*** a small paper with pictures or words on it that you can stick on a package or an envelope to show that you have paid for it

- *Sarah bought two stamps from the post office.*

***letter box:*** a narrow opening on a door or a wall in which a letter is delivered

- *The post master opened the letter box.*

***directory:*** a book that gives a list of names, addresses and telephone numbers of people in a particular area

- *The receptionist gave us a telephone directory.*

***package:*** a box or bag in which things are wrapped or packed

- *Opio received a package from his uncle in Dubai.*

***money order:*** an official paper used to pay money by someone

- *Emuge has not yet sent the money order .*

***parcel:*** something that is wrapped in an envelope or paper so that it can be sent by mail

- *There is a parcel for you in the office.*

#### Exercise

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

1. My aunt posted the letter yesterday. (post)
2. Sarah has received five _____. (parcel)
3. Moses found many _____ at the post office. (directory)
4. All the _____ were delivered on time by the postmaster. (mail)
5. _____ are very few in Uganda these days. (post office)
6. Are your letters _____? (register)
7. Kizito has received ten _____ from Dubai. (package)
8. Mercy _____ two stamps from the post office yesterday. (buy)
9. My father _____ an aerogram last week. (send)
10. She has _____ all the letters. (stamp)

## Vocabulary practice

**Read and learn the meaning of these words.**

***telegram:*** a message sent by telegraph and received in a printed form

- *If you don't have money to call,* ***send a telegram.***

***mail:*** a system of collecting and sending letters and packages that you receive

- *All the* ***mails*** *were delivered on time.*

***aerogram:*** a sheet of light paper that can be folded and sent by air as a letter

- *My mother will send an* ***aerogram*** *next week.*

***post office:*** a place where you can buy stamps and send letters.

- He took the letters to the **post office.**

***box:*** someone's box number

- My post office **box** number is 444.

***letter slot:*** a narrow opening in which a letter is delivered

- The **letter** slot was too narrow for the letter to pass through.

***registered letter:*** a method of sending a letter or package in which the person sending it can claim for money if it arrives late or gets lost

- Sending a **registered letter** is very costly.

**Exercise**

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

a) We are writing letters to our friends now. (write)
b) _____ should be written clearly on letters. (address)
c) All of us have _____ the telephone bills to the cashier. (pay)
d) She is _____ a call to her friend in London. (make)
e) Where can Alinda put all the _____? (token)
f) Betty _____ her mother this morning. (ring)
g) What is the cost of two _____? (stamp)
h) John _____ the telegram from Kenya this morning. (receive)
i) Shamim _____ the letter by money order last month. (send)
j) The _____ did not know the person who had sent the letter. (receive)

## Grammar

### The future simple tense.

This tense is used to tell what may happen in future.
The helping verbs used in the future simple tense are "shall" and "will."

I, we } shall

He, She, It, They, You } will

**Exercise**

**Fill the blank spaces using "shall" or "will"**

1. I shall talk to his father.
2. They _____ learn about post office next term.
3. Our teacher _____ teach us how to make phone calls.
4. Where _____ we find the post office?
5. When _____ you post that letter?
6. We _____ seal our letters later.
7. You _____ wait for the post bus.
8. Otto and Aho _____ post their letters next term.
9. The head teacher _____ call my father tomorrow.
10. I _____ pay for the stamp later.

## Language structures

### Using "----------will /shall----------"

"will" and "shall" form the future simple tense.

**Read these sentences.**

a) I shall buy a newspaper on Saturday.
b) He will visit Bukedde office.
c) We shall write articles in the magazine.

**Exercise**

**Use the future simple form of the word given in brackets to complete the sentences.**

1. The burial will take place on Wednesday according to the announcement in the newspaper. (take)
2. The newspaper _____the news about the campaign tomorrow. (publish)
3. The chief editor of The Daily Monitor _____ next month. (marry)
4. The journalist _____ the event today evening. (cover)
5. She _____ newspapers tomorrow morning. (sell)
6. Andrew _____ the crossword puzzle after classes. (answer)
7. I _____ the announcement after doing domestic work. (read)
8. It is suspected that the murder news _____ on the front page. (appear)
9. They _____ a story in the newspaper tomorrow. (write)
10. "I _____ to the media next week," said the minister. (talk)
11. Denis _____ through the brochure in the evening. (read)

## Grammar

**Contractions and full forms.**

- Contractions refer to the short form of a word or words. They are written using apostrophes.

The apostrophes show missing letters.

**Complete the table correctly.**

| Full form | Short form |
|---|---|
| shall not | _____ |
| will not | _____ |
| she is | _____ |
| _____ | we'll |
| they will | _____ |
| _____ | he'll |
| _____ | I'll |
| she will | _____ |
| I am | _____ |
| you will | _____ |
| _____ | they're |

## Language structures.

**Use of I / we shall ----------**

**Read these sentences.**

a) Mary and I shall miss the trip.

b) I shall miss the debate on Friday.

**Exercise**

**Use the words in brackets to answer the questions.**

1. What shall we do on Saturday? (swimming)
♦ *We shall go swimming on Saturday.*
2. Where shall I go for Christmas? (village)
3. When shall we begin exams? (in November)
4. How shall we travel to Masindi? (by bus)
5. What shall I eat for lunch? (posho and beans)

---

## Language structures

**Using: You/ She/ He/ They will ----------**

**Read these sentences.**

a) They will wear Sunday uniforms on Sunday.

b) They will repeat the class if they fail the exams.

**Exercise**

**Use the words in brackets to answer the questions.**

1. When will Independence day be? (on 9th October)
♦ *Independence day will be on 9th October.*

---

2. What will she do on Sunday? (say her prayers)
3. When will he go to school? (tomorrow)
4. What will they do on Wednesday? (clean their classroom)
5. What will the visitors eat at the party? (meat and matoke)

---

**Language structures**

**Using: ---------- will ----------**

**Read these sentences.**

1. Alice will go to school tomorrow.
2. She will travel to Entebbe on Thursday.

**Exercise**

**Answer the questions below correctly, use the words in brackets.**

1. Where will he be next year? (in America)

♦ *He will be in America next year.*

2. What will happen if she fails? (repeat the class)
3. What will John say for being late? (ask for forgiveness)
4. What will your mother buy for supper? (fish and matoke)
5. When will they get holidays? (next week)

**Language structures**

**Using: ---------- shall ----------**

**Read these sentences.**

1. I shall eat a mango tomorrow.
2. We shall go swimming this afternoon.

**Exercise**

**Form correct sentences from the table below using-------- shall----**

| | | |
|---|---|---|
| I | shall | give him my work tomorrow.<br>bring you an egg for breakfast.<br>hand in our work after break.<br>go on a tour next month.<br>sit end of year's exams in December. |
| We | | give my teacher a new pen.<br>visit the factory next Saturday.<br>call your father for my birthday.<br>go for prayers tomorrow.<br>sing for our parents on speech day. |

---

## Language structures

**Using: ---------- shall not ----------**

- Shall not is a negative form of shall. `shan't' is the short form of shall not.

**Read these sentences.**

a) We shall not go to school next Monday.

b) I shall not eat porridge today.

**Exercise**

**Make correct sentences from the table using: ---------- shall not ----------**

| | | |
|---|---|---|
| I | shall not | do any exam next week.<br>eat mangoes next season.<br>play netball this week.<br>see the headmaster for my book.<br>give him my ruler next time.<br>celebrate Christmas in December.<br>be punished for late coming on Saturday. |
| We | | perform at the concert next month.<br>write about debate next Thursday.<br>invite you to the party in November. |

## Language structures

**Using: Shall ----------?**

- `Shall' can as well be used to ask questions. Answers to questions beginning with "shall" have an answer beginning with "yes" or "no".

**Examples:**

1. Shall we visit the factory next week?
   - Yes, we shall visit the factory next week.
2. Shall we go on a trip with them?
   - No, we shall not go on a trip with them.

**Exercise**

**A) Answer the following questions correctly using: Yes, we shall----------**

1. Shall we play with P.3 during lunch time?
2. Shall we do homework this evening?
3. Shall we talk to our class teacher about the test?
4. Shall we invite our parents to the visitation day?
5. Shall we sing the anthems during tomorrow's assembly?

**B) Answer the questions using: No, we shall not --------**

1. Shall we miss the morning lesson tomorrow?
2. Shall we have debate next Friday?
3. Shall we wear uniforms next week?
4. Shall we bring our books for test on Thursday?
5. Shall we escape from school this evening?

**Grammar**

## The future continuous tense.

Here, we use shall/will + be + verb in '--- ing'
This tense is used with actions that will be going on. It all concerns future plans.

**Read these sentences.**

a) Katende will be calling his class teacher.
b) Jox will be bringing the envelopes.

### Exercise

**Use the words given in brackets to form the future continuous tense.**

1. The postman **will be receiving** letters. (receive)
2. The head teacher _____ our parents. (call)
3. We _____ the post office in the morning. (visit)
4. Buinza _____ to the post office soon. (go)
5. The man _____ the envelopes. (stamp)
6. Namutebi _____ her telegram on Saturday. (send)
7. The post bus _____ the letters shortly. (bring)
8. The airmail _____ on Thursday. (arrive)
9. I _____ my parcel during the holiday. (send)
10. Wilson _____ this message for me. (print)

**Grammar**

## Conjunctions.

These are words that join phrases or sentences. They include but, and, because, too----- to----, etc.

**Using:-------- too---to-----**

*- Can you stand up, touch the roof of your house? No, you can't, you are too short to touch the roof of your house.*

We use "too" to talk about things that cannot happen because of a certain reason.

### Examples:

1. His telegram is too long to be sent.
2. The envelope is too old for us to use.

### Exercise

**Rewrite the sentences using:---------- too-------to----------**

1. The phone counter is very busy. We cannot join the queue.
- The phone counter is too busy for us to join the queue.
2. The postage is very expensive. Mary cannot afford it.
3. The telephone directory is very heavy. That young boy cannot carry it.
4. That telephone booth is so busy. Aminah cannot wait.
5. The queue is very long. The children cannot join it.
6. The parcel is very attractive. The postmaster cannot leave it.
7. The package is very dirty. The thieves cannot steal it.
8. The counter is so high. The young boy cannot see the cashier.
9. The language was very difficult. Children could not learn it.
10. The exercise is very easy. Children can not fail it.

## Language structures

**Using: ---- either---------- or----**

Either is used to show choice of two things.

**Read these sentences.**

1. Sarah will either send a letter or buy a stamp.
2. Lubega is either posting the letter or sending a telegram.

**Exercise**

**Join the sentences below as instructed in brackets.**

1. Marion is writing a letter. Aaron is writing a letter. (Rewrite the sentence beginning: Either.....)
- *Either Marion or Aaron is writing a letter.*
2. Martin will check the letter box. Martin will check the directory. (Rewrite the sentence using.....either.....or.....)
- *Martin will check either the letter box or the directory.*
3. Santo is helping the postman. Musa is helping the postman. (Rewrite as one sentence beginning: Either---------or-------)
4. Betty wants to buy a stamp. Betty wants to buy a telephone token.(Rewrite as one sentence using:------either--------or-------)
5. Shamim is reading the letter. Akello is reading the letter. (Rewrite as one sentence beginning: Either----------)
6. Adong is calling her mother. Achiro is calling her mother. (Rewrite as one sentence beginning: Either----------)
7. Nankya likes sending letters. Nankya likes writing letters.(Rewrite as one sentence using:----- either----------or-------)
8. We bought envelopes. We bought stamps. (Rewrite as one sentence using:------ either-----or-----)
9. I saw the postman. I saw the receptionist. (Rewrite as one sentence using:--------either-----or------)
10. They want stamps. They want envelopes. (Rewrite as one sentence using: ----------either--------or---------)
11. Owen is sorting out the letters. Owen is counting the letters. (Rewrite as one sentence using:---------either--------or------)
12. My father has a mobile phone. My father has a landline. (Rewrite as one sentence using: ----either----------or----------)

---

## Language structures.

**Using "----------unless----------"**

Unless is used to show that something can only happen or be true in a particular situation. e.g. Unless you arrive early' means if you don't arrive early.

**Read these sentences.**

(a)Unless you load airtime, you will not be able to send the message.
(b) You will not post the letter, unless you buy a stamp.
(c) Unless the post master is sick, you will post the letter.
(d) Unless the letter is sealed, it will get lost.

---

**Exercise**

**A) Rewrite the sentences beginning:Unless----------**

1. You will not get a stamp if you don't pay for it.
♦ *Unless you pay for the stamp, you will not get it.*
2. If you don't send a telegram, your uncle will not get the message.
3. They will not go to the post office if they don't have uniforms.
4. She will miss the post bus if she doesn't hurry.
5. If he works hard, he will pass the exams.
6. You will be late for school if you don't wake up early.

**Rewrite the sentences using: ---------- unless ----------.**

1. If you do not insert a token in your telephone, you will not be able to make calls.
♦ *You will not be able to make calls unless you insert a token in your telephone.*
2. John will not post letters if he doesn't have an envelope.
3. The children will not go on a trip to the post office if they don't pay the transport fee.
4. You cannot write good letters if you don't attend lessons on letter writing.
5. The postman will take your letter if it has a stamp on it.

---

## Language structures

**Using: " Yes ---------- might----------"**

'might' is used as the past tense of may when reporting what somebody has said or it is used to show a suggestion about a possibility that something may happen or may be true.

**For example:**

1. Do you think we will go to the post office today?
♦ Yes, I think we might go to the post office today.
2. Are you going to buy a stamp for your letter?
♦ Yes, I might buy one for my letter.

**Exercise**

**Answer the questions asked below using:"------might-------"**
*Follow the examples.*

1. Do you think Mary is going to receive her parcels this week?
2. Will you send your letter by mail?
3. Are you going to make a telephone call this afternoon?
4. Do you think they have been taught how to use the phone booth?
5. Is Joseph sorting out letters?
6. Do you think the postman will be around?
7. Are you going to work in the post office when you grow up.
8. Is that a telephone box?
9. Do you think it will be a good journey to the post office tomorrow?
10. Do you think we shall reach in time?

---

## Comprehension (passage)

**Read the passage and then answer, in full sentences, the questions that follow.**

**POSTAL SERVICES**

Namusisi, a pupil at Kana Primary School went to the post office one day, she wanted to post her letter but she did not know what to do. So, she went to the postmaster and asked for some help. She said, "I have come here to ask you to guide me on how to send a letter by post." And if you are not too busy, I hope that you will tell me more about the postal system."

"Certainly" he said, "first I will show you how to write the address on the envelope". Namusisi wrote the address that Nakato gave her. Then the postmaster took her to the counter to buy the stamps. "This scale is for weighing letters and small parcels". "The cost of sending something depends on the weight". "It costs Shs 500 per 100 gram to send a letter to Rwanda where your uncle lives," said the postmaster.

The clerk at the counter weighed her letter. "That's Shs 1,000," he said to Namusisi." Namusisi gave him the money. He gave her the postage stamp and an airmail sticker for her envelope. Namusisi stuck the stamp on the left side of the envelope as the postman told her.

**Exercise**

a) What is Namusisi's school?
b) Why did Namusisi go to the post office?
c) From whom did Namusisi ask for help?
d) What did Namusisi learn first?
e) Who gave Namusisi the address of her uncle?
f) Where was Namusisi sending the letter?
g) How much did Namusisi pay for her letter?
h) Besides airmail, what else was Namusisi given by the clerk?
i) Where did Namusisi stick the stamp?
j) What is the title of the passage?

---

## Composition (jumbled story)

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

a) She also promised to arrive on Friday.
b) She received it after one day.
c) She then called Linda.
d) Linda became happy when she learnt that Ritah would attend.
e) She wanted to inform her about her birthday party.
f) Ritah received the letter.
g) She also wanted Ritah to help her to organize the party.
h) Linda wrote a letter to her friend Ritah.
i) Because the party was on Saturday.
j) She informed her that she would attend the party.

---

---

## Comprehension (information)

**Use this information to fill in the money order correctly.**

Odora Renaldo is a head teacher of Agole Primary School. His post office box number is 9 at Kitgum Post Office.

He wants to send money worth 200,000/= by money order to his wife Aryemo Tereza whose post office box number is 27 at the main post office Amuru.

AMOUNT OR ORDER SHS:_____

PAYABLE AT: _____ (POST OFFICE)

SENT TO: _____

ADDRESS: _____

POST OFFICE_____

SENDER'S NAME: _____

SENDER'S ADDRESS: _____

## Comprehension (passage)

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

My brother Joseph is a clerk at Chini Post Office. He is always busy. He sorts letters in the morning and then puts them in the right postal boxes. He does this every morning before having breakfast. After breakfast, he puts the letters in the delivery box. He delivers these letters on a motorcycle. Whoever receives a letter, signs in his book. This is to ensure that the letter is received by the rightful person. He then goes back to the post office after all the letters have been delivered. At the post office, he helps the clerk to weigh the letters that are to be posted. He then has lunch and rests for an hour before arranging the letters in postal addresses again. Joseph enjoys his work because he gets pocket money. He attends evening classes at Given University. He wants to become a lawyer in the future.

**Questions:**

a)What does the writer call Joseph?

b) Where does Joseph work?

c) What is the first activity that Joseph does when he arrives at the post office?

d) Where does Joseph put the letters for delivery?

e) How does Joseph deliver the letters?

f) Why do people who receive letters sign in a book?

g) For how long does Joseph rest after lunch?

h) Where does Joseph go at 4:00 p.m.?

i) What does Joseph want to be after his university studies?

j) Suggest a suitable title for the passage above.

_____

_____

## Composition (Guided dialogue)

Pingu, a pupil at St. Angellico Primary School received a letter from his pen – pal in Kiryandongo Town council. This morning, he wrote a reply to that letter. He went to the post office to get assistance. **Below is the conversation between him and the post mistress, Lillian. What the post mistress said has been given; Fill in what you think were Pingu's words.**

Pingu: _____
***Lillian:*** Yes, come in young man. Good morning to you.
Pingu: _____
***Lillian:*** I am Lillian, the post mistress of this post office. What is your name?
Pingu: _____
***Lillian:*** Ok. What can I do for you?
Pingu: _____
***Lillian:*** Whom are you posting it to?
Pingu: _____
***Lillian:*** Where does he live?
Pingu: _____
***Lillian:*** Do you have a postage stamp?
Pingu: _____
***Lillian:*** Then you will have to buy one.
Pingu: _____
***Lillian:*** It is five hundred shillings only.
Pingu: _____
***Lillian:*** Yes, you can pay now and here it is.
Pingu: _____
***Lillian:*** You are welcome.

## Comprehension (passage)

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

One day, our teacher took us to the post office to learn how to post a letter. When we reached the post office, it was already 3:00 O'clock. Our teacher left the children outside as he went with me to the inquiry office. We found a tall thin young man at the counter. The teacher asked him whether they received the letter about our visit. The young man said that they did and they were eagerly waiting for us.

He told the teacher and I to sit down and wait for him. Shortly, he came back and told the teacher to call my friends who were outside. My friends came in. He asked us in which class we were and we told him we were in P.5. He said, "My name is Lwankasa Simon, I work as a clerk here."

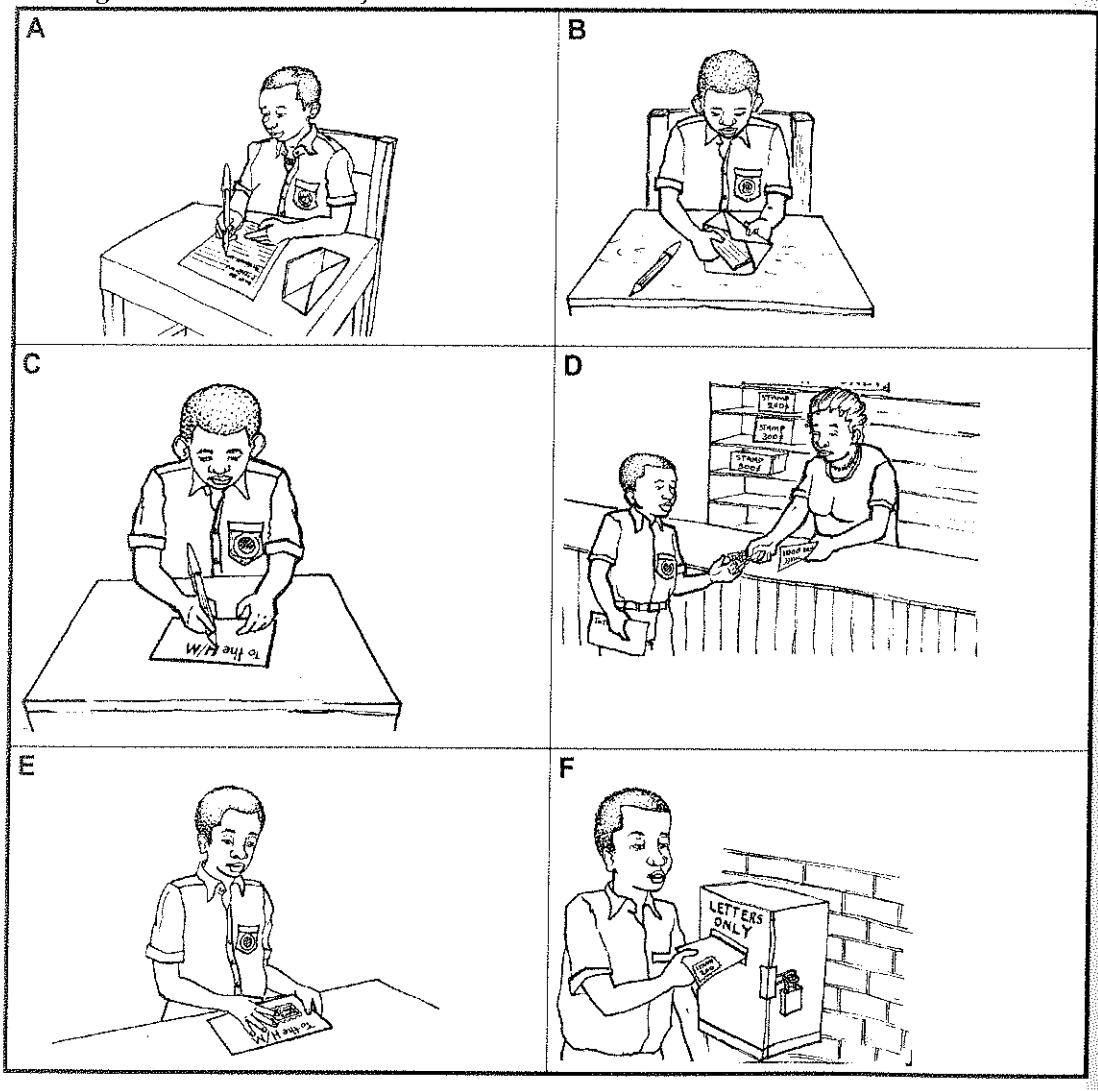
He asked if any of us has ever written a letter. All of us said that we had written letters before but we had never posted them. He went ahead and showed us stamps. He showed us stamps for different types of letters. He then showed us how letters are weighed and then took us to the room with box numbers. There were many numbers written on the slots. He showed us the slot for our school. There were four letters. The clerk informed our teacher that the letters will be brought to school. The clerk asked us whether we had anybody to write to. He gave us sheets of paper and we wrote letters to our friends. He gave stamps and envelopes. Our letters were posted. Finally, we had to leave the post office and head back to school. It was really a day to remember.

**Questions**

a) At what time did the class reach the post office?
b) Why did the pupils go to the post office?
c) Where did the teacher go after reaching the post office?
d) What did the teacher ask the man at the counter?
e) What is the name of the clerk?
f) Which class went to the post office?
g) What was written on the slots?
h) How many letters were in the slot for the writer's school?
i) To whom did the pupils write letters?
j) Suggest a suitable title for the passage.

## Picture composition

Pictures A – F tell a story. Describe what is happening in each picture. (You may use the words given in the box below).

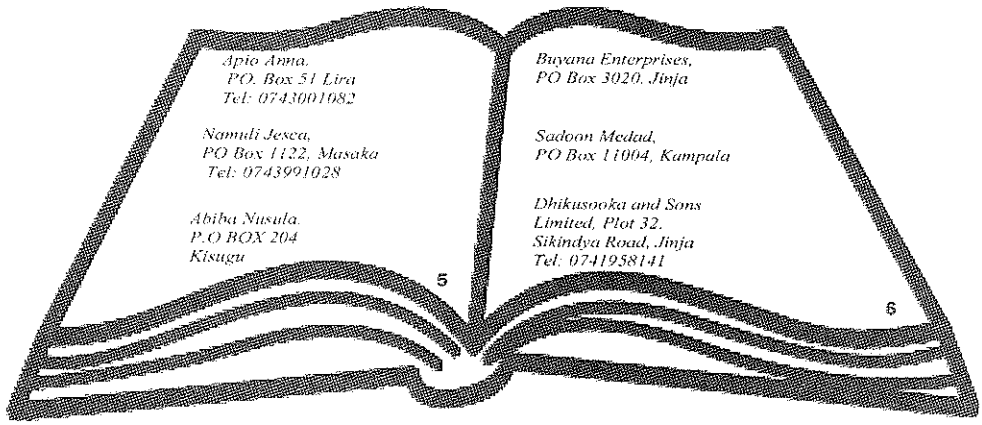


Picture A _____
Picture B _____
Picture C _____
Picture D _____
Picture E _____
Picture F _____

a) To whom is the boy writing the letter?
b) How much has the boy paid for a stamp?
c) Where has the boy put the letter?
d) Suggest a suitable title to the picture story.

## Comprehension (information)

**Study the information below carefully and, in full sentences, answer the questions that follow.**




**Questions.**

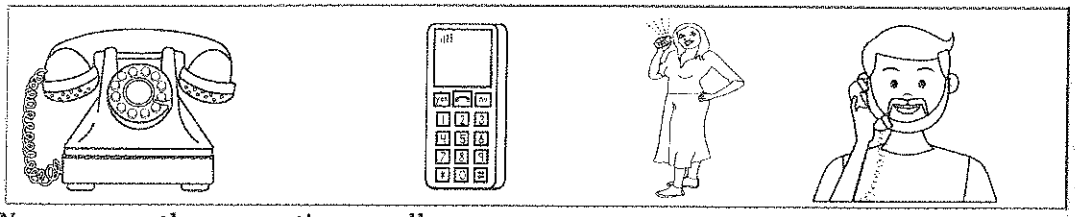
a) How many categories are shown in the book?
b) How many people live in Jinja?
c) Where do we find Sadoon Medard?
d) What is Abiba Nusula's box number?
e) Where is Dhikusooka and sons Limited found?
f) What is the telephone number of Apio Anna?
g) What do we call a book with such information?
h) How many pages are shown above?
i )From which post office does Abiba receive her letters?
j) What is Namuli Jesca's telephone number?

**PRACTICAL ACTIVITY**

With your friends, act out about the post office. Remember to look at how to post a letter, receiving mail, the different people found at the post office. You should have real objects like letters and envelopes before acting out.

## SUB - TOPIC 5B: THE TELEPHONE.

**Study these pictures carefully:**



**Now answer these questions orally.**

1. Which items are shown?
2. Mention the differences among items A and B.
3. What is the importance of the above items?

### Vocabulary practice

**Read and learn the meaning of these words.**

***telecast:*** a broadcast on television

- *The event will be telecast for children to see.*

***airtime:*** the amount of money that is paid for when you are using a telephone

- *Airtime is not sold here.*

***landline:*** telephone connection that uses wires

- *I will call you later on a landline.*

***receiver:*** the part of a telephone that you hold close to your ear and mouth

- *When the phone rang, Alice picked the receiver.*

***handset:*** The part of a telephone that you hold close to your ear and mouth to speak into and listen

- *My handset is not clear.*

***network mast:*** a number of computers and other devices that are connected together so that equipment and information may be shared

- *They are building a network mast for Airtel in Kawempe division.*

**Exercise**

**Use the correct form of the word given in brackets.**

1. The news was telecast by Morris Odung Omara. (telecast)
2. He bought many _____ of airtime vouchers (bundle)
3. His telephone _____ got spoilt. (receive)
4. How many _____ did you see? (handset)
5. There are many _____ of Airtel in Kawempe. (network mast)
6. Mukasa _____ airtime from the voucher incorrectly. (load)
7. I _____ you several times yesterday. (call)
8. MTN airtime is not _____ in Okello's shop. (sell)
9. Susan _____ a wrong number when she wanted to call her mother. (dial)
10. Many telephone _____ are found in the General Post Office. (directory)

**Write the following short forms in full.**

Tel. _____

SIM _____

TV _____

PO _____

## Vocabulary practice

**Read and learn the meaning of these words.**

| | |
|---|---|
| telephone | the part of the telephone that you hold in your hand and speak into.<br>• I talked to my father on the telephone. |
| dial | to use a telephone by pushing buttons or turning the dial to call a number.<br>• He dialed a wrong number. |
| telephone directory | a book that lists the names, addresses and telephone numbers of people in a particular area<br>• Find the number of the Education officer in the telephone directory. |
| SIM card | subscriber identification module. A plastic card inside a mobile/ cell phone that stores information to identify the phone and the person using it<br>• You need a national identity card to register your SIM card. |
| call | to telephone somebody<br>• Call the police now. |
| mobile telephone | a portable telephone that connects with the telephone network using radio waves<br>• Put your mobile telephone in your bag. |
| tokens | a round piece of metal or plastic used instead of money to operate some machines or as a form of payment<br>• You need two telephone tokens to make a call. |
| telephone number | the number of a particular telephone that you use when you make a call to it<br>• Esther's telephone number is 07622400007. |

**Exercise**

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

1.Tendo _____ airtime from the voucher incorrectly. (load)

2.I _____ you several times yesterday. (call)

3.Suzan _____ a wrong number when she wanted to call her mother. (dail)

4.Many telephone _____ are found in the General Post Office. (directory).

5.Some _____ complained about the heaps of rubbish in the area. (call)

**Write the following short form in full.**

Tel. _____

_____

## Grammar

### The past simple tense

This tense shows actions that were done in the past.The following adverbs are used with this tense; yesterday, last week, last year, a year ago, sometime back, this morning, etc.

_____

**B) Use the correcr form of the verb given in brackets.**

1. Opio scratched the airtime voucher card and loaded the airtime. (load)
2. He _____ to the telephone booth yesterday to make a call. (go)
3. The boy accidentally _____ the wrong number last week. (dial)
4. The head teacher _____ messages to parents yesterday. (send)
5. The mobile telephone fell down and _____ broken. (get)
6. He _____ two hundred thousand shillings on his cell phone yesterday. (receive)
7. The naughty boy _____ the airtime voucher card which was on the table. (tear)
8. The thieves broke into the shop and _____ the mobile phones. (steal)

**Examples of sentences in the past simple tense:**

1. I bought an original phone from Kampala Road.
2. He called his aunt last week.
3. The airtime card fell in water and got spoilt.

**Exercise**

**Rewrite and change the following sentences to the past simple tense.**

1. Anthony is buying an expensive phone.
- *Anthony bought an expensive phone.*
2. That man fixes the phone terminals well.
3. There is a network mast on Lubya hill.
4. He is looking for the telephone contact from the directory now.
5. The postmaster delivers the letters on time.

---

**Grammar**

**The present simple tense**

The present simple tense talks about the truth, skills, customs or repeated actions. It is used with the following adverbs; like always, often, seldom, rarely, usually, daily, weekly, monthly, etc.

When the subject is in singular, the main verbs are affected by adding "s", "es" or "ies". i.e.

He, She, It, John } add `ies', `es' or `s' to the verb.

**Note:** "I" doesn't affect the main verb.

The main verb is not affected once the subject is in plural i,e.

We, They, John and Peter } do not add "ies", "es", "s" to the verb.

**Examples of sentences:**

1. Omaido calls his parents twice a week.
2. Whenever a new cell phone is on market, he buys one.
3. That woman repairs phones very well.

---

**Exercise**

**Rewrite the following sentences in the present simple tense.**

1. My father sold phones.
♦ *My father sells phones.*
2. He called his relatives once a week.
3. That company built tall masts.
4. Urban Television broadcast news at 8:00p.m.
5. How often did you make phone calls.
6. Moses carried a phone all the time.
7. She paid the service fee whenever she made a call.
8. They received the call.
9. Ochom sent letters to his aunt in Gulu.
10 The children watched news after classes.

## Language structures

**Using "----------needn't----------"**

This structure means that there is no need for something to happen.

**Read these sentences.**

a) He needn't own two phones.
b) Mary needn't ring the police.

**Exercise**

**Rewrite the sentences below using ----------needn't----------**

1. It is not necessary for Kenita to call the boss.
♦ *Kenita needn't call the boss.*
2. It is not necessary for you to write many letters.
3. We are not supposed to see the postmaster.
4. She shouldn't write to the mother.
5. It is not necessary for them to buy the tokens.
6. It is not necessary for Kato to send a telegram.
7. Boys are not supposed to play football at night.
8. The teacher should not call your father.
9. It is not necessary for you to speak broken English.
10. Primary five should not take part in the debate.
11. It is not necessary for you to address your letter poorly.

## Language structures

**Using "----------need to----------"**

It means that it is important for something to happen or take place.

**Examples.**

a) You need to send him a phone message.
b) Alex needs to be brief on phones.

Exercise

**Rewrite the sentences below using "----------need/needs-------- to"**

1. Children should learn to use the telephone booth.
♦ Children need to learn to use the telephone booth.
2. They should always call in case they have problems.
3. Girls should be trained how to use phones.
4. People should be careful with their phones.
5. Our phones should be kept safely.
6. Raska should talk politely while on phone.
7. Teachers should be given airtime.
8. Every office should have a landline.
9. Boys must respect their parents' phones.
10. Every adult should have a phone.

---

## Comprehension (dialogue)

**Read the dialogue below and then answer, in full sentences, the questions that follow.**

### MAKING A TELEPHONE CALL

*Anita: Mum, what do I do if I want to make a phone call on a mobile phone?*

Mum: Anita, you don't have a mobile phone, why do you want to know how to use a phone?

*Anita: Mum, don't you know that the world is developing every day? I may get a problem and wish to communicate to you or the police for help.*

Mum: You are right my daughter. What you need to do first is to unlock the phone?

*Anita: Do you mean I should have the key to unlock it?*

Mum: No, you only need to press the unlock button.

*Anita: Where can I find that button?*

Mum: It depends on the nature of the phone. Most phones have it on the top left hand corner below the screen, and you will press a star button then it will be unlocked.

*Anita: Then after that, what do I do next?*

Mum: You will then dial the number you need to communicate to and then press yes/ok button. When the receiver says Hullo, then you can now say what you want.

*Anita: Thank you mum for guiding me on how to use a phone.*

Mum: You are welcome, Anita.

**Questions.**

a) Who wants to use a mobile phone?
b) Where will Anita call to get help?
c) What does Anita call the woman she was talking to?
d) Why did Anita want to know how to use a telephone?
e) What kind of phone was Anita interested in learning to use?
f) What should Anita do before making a call?
g) Which key will Anita press after dialing the number to communicate to?

---

h) What will the receiver say?
i) How many people are taking part in the dialogue?
j) What is the title of the dialogue?

---

## Comprehension (poem)

**Read the poem and then answer, in full sentences, the questions that follow.**

The mobile phone
Making every one busy
People making calls as they walk
Sending messages as they drive
And surfing as they eat.

The mobile phone
Taking all my attention
Stepping on everything in my way as I walk.
Knocking whatever crosses my path as I drive.

The mobile phone
Unavoidable with the many functions
A calculator and radio at hand
Not forgetting a calendar
And a clock to tell time.

**Amuge**

**Questions.**

a) Who is busy?
b) What are people doing as they walk?
c) What has the mobile phone taken?
d) When are things stepped on?
e) According to the poem, how many functions of a mobile phone are talked about?
f) Why is a mobile phone unavoidable?
g) How many stanzas are in the poem?
h)Write another or group of words to mean the same as the underlined in the poem.
(i) making calls
(ii) path
i) Suggest a suitable title to the poem.

---

## Comprehension (passage)

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

In Uganda, many people own mobile phones nowadays. Whereas some are smart phones, others are not. The smart phones are the most expensive. Very many people still buy them because of their functions. These people also include school going children. Unfortunately, while at school, pupils are not allowed to have mobile phones. There are a number of reasons that are given for this. For example, mobile phones can divert learners' attention from lessons. In my opinion, however, pupils should have mobile phones while they are at school for a number of reasons.

First and foremost, pupils will use the phones to communicate to their parents. Personally, as a pupil, I need to keep in touch with my parents. They have to know how I am doing and I have to know how they are as well. Second, mobile phones will greatly help us to research in case a teacher gives us assignments. During the research, we make the best use of the internet. Lastly, we also use mobile phones for entertainment. We play games and watch educative movies using our mobile phones.

In conclusion, pupils should have mobile phones while they are at school. However, they should use them wisely. They should know how, when and where to use them.

**Questions:**

a) Which kind of phone is preferred by most people?
b) When are children not allowed to use phones?
c) According to the passage, why aren't phones good at school?
d) Who do you think wrote this passage?
e) When do the pupils research?
f) How do pupils use mobile phones for entertainment?
g) What advice did the writer give to the reader?

Give another word or group of words with the same meaning as each of the underlined words in the passage.

h) opinion
i) help
j)Suggest a suitable title to the passage.

---

## Composition (jumbled story)

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

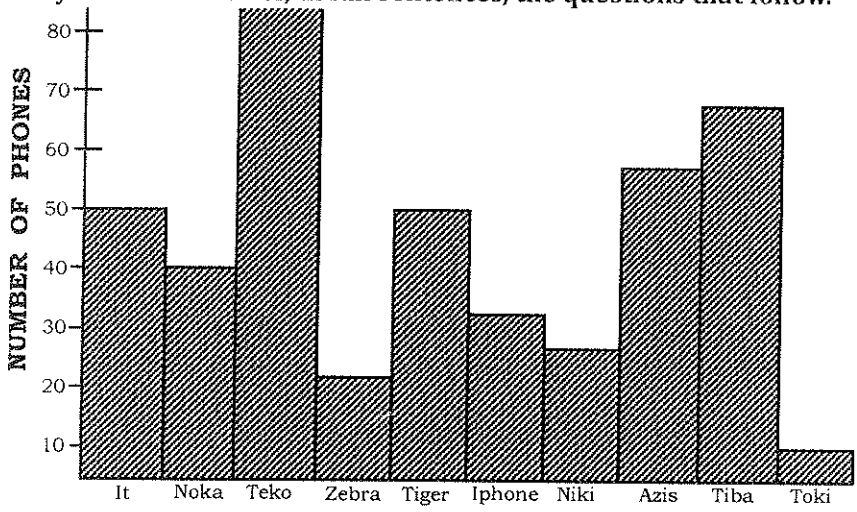
(a) Before she could load it, the phone went off.
(b) She paid some money and talked to her father.
(c) Bonzuk wanted to make a call to her father.
(d) She realized that she had no money on her phone.
(e) She chose to go to a telephone booth.

---

(f) She tried to dial her father's number.
(g) Its battery had run low.
(h) She decided to buy airtime.
(i) The call couldn't go through.
(j) She got her phone from her bag.

## Comprehension (graph)

**The graph below shows the different phones sold at Naku Phones Centre. Study it carefully and then answer, in full sentences, the questions that follow.**




### Questions:

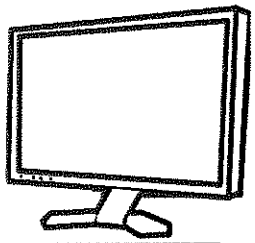
(a) What is the graph about?
(b) Where can we find these phones?
(c) How many types of phones are sold in the shop?
(d) Which type of phone do people like most?
(e) How many Zebra phones were sold?
(f) Which type of phone don't people buy often?
(g) How many Noka and Tiger phones were sold?
(h) Which types of phones have the same number of sales?
(i) How many Aziz phones were sold?
(j) Of the two types of phones, Iphone and Niki, which one is more preferred?

**PRACTICAL ACTIVITY**

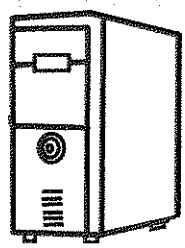
You will need alphabet blocks. Take the letters of a word and scramble them, then put the letters together in the correct order. The vocabulary or words should be about the telephone.

## SUB - TOPIC 5C: THE INTERNET.

**Study the pictures. Can you name them?**







### Vocabulary practice

**Read and study the meaning of the words below:**

***email:*** a way of sending messages and data to other people by means of computers connected together in a network

- *I will **email** the letters to my friends.*

***website:*** a place connected to the internet where a person, puts information

- *I found the information on the **website.***

delete: to remove something that has been written or printed

- *He has **deleted** my name from the list.*

***scroll:*** To move the text on a computer screen up or down so that you can read the different parts

- *Use the arrow key to **scroll** through the lists of names.*

***computer:*** an electronic machine that can store, organize and find information, do calculations and can control other machines

- *We study **computer** at school.*

***service fee:*** an amount of money that is added to the bill, as an extra charge for service

- *The **service fee** for last month was ten thousand shillings.*

***internet:*** an international computer network connecting other network and computers

- *Very few schools are connected to the **internet.***

**Exercise**

**Fill the blank spaces using the correct form of the word given in brackets.**

1. The secretary has deleted our file from the computer. (delete)
2. There are many new _____ in our library. (computer)
3. Peter _____ the letter to his sponsor who stays in Italy. (email)
4. Mr. Okello has opened two _____. (website)
5. Stella has opened several new _____ on her desk top computer. (folder)
6. We _____ down our computers after googling. (shut)
7. There are very many internet _____ in Kole. (café)
8. Mable _____ in a wrong password. (log)
9. They _____ the service fee. (pay)
10. After _____ the arrow key, he found the lists of P.5 members. (scroll)

## Vocabulary practice

**Read and learn the meaning of these words.**

***surfing:*** looking at different things on the internet
- *I was surfing the net for information.*

***yahoo:*** an internet service that offers free emails and chatrooms
- *You can email me at yahoo dot com.*

***google:*** to type words into a search engine on the internet
- *I am going to google information about immunisation.*

**access:** to enter a data base
- *We have no access on the passwords.*

***virus:*** Instructions that are hidden with a complete programme and are designed to cause faults or destroy data
- *My information was destroyed by viruses.*

***save:*** the act, process or result of saving data to a storage medium.
- *The message was saved.*

### Exercise

**Complete the sentences using the correct form of the word given in brackets.**

1. Alex **googles** about the food prices every day. (google)
2. The information was not _____ in my computer. (save)
3. Sarah is _____ the net for information about crocodiles. (surf)
4. _____ destroy the data in my computer. (virus)
5. _____ someone's password is not an easy thing. (access)
6. My _____ was destroyed by viruses. (inform)
7. He _____ out before shutting down the laptop. (sign)
8. We have downloaded many _____ of the death of Bale Francis on our emails. (page)
9. Mike _____ messages in his computer daily. (save)

**PRACTICAL ACTIVITY**

Write an email to your aunt. First ask your parents for her email address. Ask your aunt for permission to spend your holidays at her home.

## Grammar

### Interrogative pronouns

Interrogative pronouns are used to ask questions. These include; who, what, whose and which.

| Pronouns | Use | Example |
|---|---|---|
| who | used for persons only | Who helped you? (name of a person as the answer) |
| which | used for both persons and things. It implies a question concerning a limited number. | Which of the two boys is your brother? |
| whom | used instead of who as the object of a verb or preposition | Whom did they find at the post office? |
| what | is used of things only. | What are you talking about? |
| whose | is used to ask who something belongs to | Whose envelope is that? |

Interrogative pronouns can be used in direct and indirect questions.

**Examples**

**Indirect questions**

(i) I do not know who helped her.

(ii) Tell me what she is suffering from.

**Direct questions**

(i) Who scored the first goal?

(ii) What have you learnt today?

**Exercise**

**Fill the blank space with a suitable interrogative pronoun.**

1. _____ used the computer in the corner?
2. _____ destroyed all the information?
3. _____ of the dresses do you like?
4. _____ parcel was not delivered?
5. _____ bought that mouse?
6. _____ did you visit?
7. _____ should we do now?
8. _____ of the boys knows how to surf?
9. _____ are you talking to?
10. _____ envelope got lost?

**Complete the sentences with a suitable interrogative pronoun.**

1. Find out _____ he is looking for.
2. She wanted to know _____ sent the message.
3. Do you know _____ her name is?
4. Tell me _____ you saw.
5. The man asked us _____ of the envelopes was more expensive.
6. Ask Joseph _____ he went with.
7. Show me _____ you bought.

**Grammar**

**Interrogative pronouns**

**Using: Whom**

**Example:**

1. Whom are you electing as the food prefect?

Exercise

**Form correct questions from the table.**

| | | |
|---|---|---|
| Whom | are you | electing as the games captain? |
| | are we | taking the ballot to? |
| | are they | campaigning for? |
| | are the boys | registering for that post? |
| | | talking to? |
| | | electing now? |
| | | choosing as the monitor? |
| | | supporting? |
| | | keeping this post for? |
| | | putting up poster for? |

## Grammar

### Interrogative pronouns

**Using: who**

"Who" is usually used as the object pronoun, especially in questions.

**Read these sentences.**

(a) Who campaigned for you?

(b) Who is standing for the post of a headgirl?

"Whom" is used after prepositions.

**Read these sentences.**

(a) To whom should I take this ballot paper?

(b) With whom did you write that poster?

Exercise

**Fill the blank spaces using `who' or 'whom'**

1. _____ voted for James to be the headboy?
2. To _____ was the ballot box given?
3. _____put up this poster?
4. For _____ did they campaign?
5. _____ shall we vote for?
6. This is the boy with _____ I contested.
7. The man _____ rigged the vote was arrested.
8. The class monitor to _____ I gave the voter's card is not here.
9. The boy _____ stood for the post of a headboy is lame.
10. That is the girl to _____ the ballot papers were given.

## Comprehension (dialogue)

**Read the dialogue and then answer, in full sentences, the questions that follow.**

***Pupil: Good morning, Sir***

Teacher: Good morning, Alvin.

***Pupil: How do you spend your free time, teacher?***

Teacher: I spend my free time surfing the net in internet cafes.

***Pupil: What is surfing, Sir?***

Teacher: Surfing means using the internet to look for information.

***Pupil: Can I also go to the café to surf?***

Teacher: Yes, you can, what information do you want to get?

***Pupil: I want to know about mobile phones.***

Teacher: Oh, that is easy, all you need is to pay some money at the internet café.

***Pupil: How much am I supposed to pay?***

Teacher: The payment depends on how long you use the computer.

***Pupil: Ok, I don't intend to use the computer for long because I don't have a lot of money.***

Teacher: Ok, wish you well.

***Pupil: Thank you, sir.***

### Questions

a) At what time of the day did the dialogue take place?

b) What is the name of the pupil?

c) Who spends the free time surfing?

d) What does the pupil want to know about?

e) According to the dialogue, what should the pupil do before surfing?

f) Why won't the pupils surf for long?

g) What is used in the internet café according to the dialogue?

h)Write another word or group of words to mean the same as the underlined words in the dialogue.

(i) look _____

(ii) free _____

i) How many people are taking part in the dialogue?

## Grammar

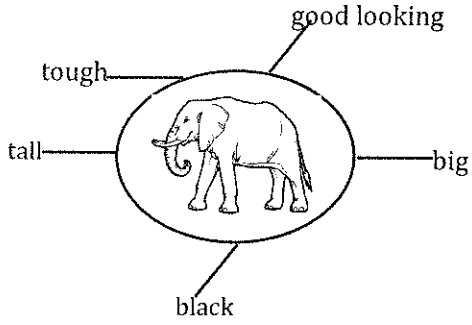
### Adjectives

An adjective is a word which explains, talks more, talks about, gives more meaning, qualifies or describes a noun or a pronoun e.g. tall, short, brown, smart, etc.

Some adje ctives come before nouns and others come after.

**Examples.**

a) an interesting trip
b) a long journey
a careless driver




**Exercise**

**Underline the adjectives of the sentences below.**

1. My father is always careful.
2. The traffic officer is very fat.
3. The zebra crossing is marked black and white.
4. Crossing the road while running is not good.
5. There are very many vehicles on the road.
6. The boy took his old bus to the garage.
7. I bought two helmets.
8. Zephanus saw a blue sign post on his way to school.
9. The bus in which I travelled is very big.
10. The accident occurred in that blackspot.

---

## Comparison in adjectives.

There are two types of degrees of comparisons:
1. Regular comparison
2. Irregular comparison

These types comprise three parts; namely;-
a)Positive b)Comparative c)Superlative

### Regular comparison of adjectives.

On these adjectives, we add **'r,' 'er, "more,' 'less' or 'ier'** in the comparative form and **'st,' 'est, "most,' 'least' or 'iest'** in the superlative degree.

**Exercise**

**Double the last letter and add 'er' in the comparative and 'est' in the superlative degree.**

| **Positive** | **Comparative** | **Superlative.** |
|---|---|---|
| big | bigger | biggest |
| sad | _____ | _____ |
| fat | _____ | _____ |
| thin | _____ | _____ |
| glad | _____ | _____ |
| red | _____ | _____ |

---

hot _____ _____
wet _____ _____
flat _____ _____

**2Add 'er' in the comparative and 'est' in the superlative.**

| Positive | Comparative | Superlative |
|---|---|---|
| green | | |
| loud | | |
| proud | | |
| round | | |
| common | | |
| stubborn | | |
| brown | | |
| dull | | |
| clever | | |
| bright | | |
| steep | | |
| weak | | |
| short | | |
| old | | |
| dear | | |
| new | | |
| slow | | |
| quick | | |
| rich | | |
| hard | | |
| few | | |
| strong | | |
| thick | | |
| high | | |
| rough | | |
| tall | | |
| long | | |
| young | | |
| fast | | |
| near | | |
| warm | | |
| handsome | | |
| cold | | |

**3) Change 'y' to 'i' and add 'er' in the comparative and 'est' in the superlative**

degrees.

| Positive | Comparative | Superlative |
|---|---|---|
| healthy | _____ | _____ |
| lovely | _____ | _____ |
| friendly | _____ | _____ |
| dirty | _____ | _____ |
| shabby | _____ | _____ |
| ugly | _____ | _____ |
| heavy | _____ | _____ |
| dry | _____ | _____ |
| stealthy | _____ | _____ |
| busy | _____ | _____ |
| early | _____ | _____ |
| happy | _____ | _____ |
| lazy | _____ | _____ |
| merry | _____ | _____ |
| pretty | _____ | _____ |
| _____ | easier | _____ |
| _____ | _____ | emptiest |
| wealthy | _____ | _____ |
| funny | _____ | _____ |

**4) Add 'r' in the comparative and 'st' in the superlative degrees.**

| Positive | Comparative | Superlative |
|---|---|---|
| fine | finer | finest |
| free | _____ | _____ |
| nice | _____ | _____ |
| polite | _____ | _____ |
| handsome | _____ | _____ |
| humble | _____ | _____ |
| safe | _____ | _____ |
| blue | _____ | _____ |
| wide | _____ | _____ |
| gentle | _____ | _____ |
| wise | _____ | _____ |
| white | _____ | _____ |
| pure | _____ | _____ |
| noble | _____ | _____ |
| idle | _____ | _____ |
| rude | _____ | _____ |
| large | _____ | _____ |
| brave | _____ | _____ |

**5) Add 'more' or 'less' in the comparative and 'most' or 'least' in the superlative degrees.**

| Positive | Comparative | Superlative |
|---|---|---|
| handsome | more handsome | _____ |
| careful | _____ | _____ |
| beautiful | _____ | _____ |
| hopeful | _____ | _____ |
| active | _____ | _____ |
| harmful | _____ | _____ |
| important | _____ | _____ |
| difficult | _____ | _____ |
| dangerous | _____ | _____ |
| _____ | _____ | _____ |
| interesting | _____ | _____ |
| industrious | _____ | _____ |
| delicate | _____ | _____ |
| doubtful | _____ | _____ |
| famous | _____ | _____ |
| wonderful | _____ | _____ |
| _____ | _____ | _____ |
| generous | _____ | _____ |
| graceful | _____ | _____ |
| peaceful | _____ | _____ |
| expensive | _____ | _____ |
| natural | _____ | _____ |

## Irregular comparison of adjectives.

**These adjectives change completely from the original word when used in comparison.**

| Positive | Comparative | Superlative |
|---|---|---|
| bad | worse | _____ |
| _____ | better | _____ |
| well | better | _____ |
| ill | worse | _____ |
| _____ | _____ | least |
| _____ | _____ | most |
| much | _____ | _____ |
| far | _____ | farthest |
| _____ | further | _____ |
| old | elder | _____ |

**The comparative degree.**

The comparative degree is used to compare two objects, ideas or things. "Than" is used in the comparative degree.

**Fill the blank spaces with the correct form of word given in brackets.**

1. John is taller than Mary. (tall)
2. Our teacher of English is _____ than the cook. (smart)
3. Osama is _____ than Okoth. (short)
4. My mother is_____ than my father. (kind)
5. Santo is _____ than Santa. (ugly)
6. This man is_____ than the watchman. (thin)
7. Martha is _____ than Norah. (heavy)
8. My handwriting is _____ than yours. (bad)
9. Her condition is _____ than yesterday. (well)
10. There is _____ sugar left in the container than in the bowl. (little)
12. I saw two _____ people who did not attend the party. (many)
13. Osinde's behaviour is _____ than his brother. (bad)

---

**Language structures**

**Using: The --------- is ---------- than the ----------one.**

**Read these sentences.**

a) The black book is bigger than the blue one.

b) The new pencil is longer than the old one.

**Exercise**

**Answer the questions using the words in brackets.**

1. Which razor blade is sharp? (new, old)
2. Which stone is rough? (golden, gravel)
3. Which colour is dull? (white, grey)
4. Which ball is flat? (unpumped, pumped)
5. Which desk is smooth? (glass, wooden)
6. Which chair is heavy? (metallic, wooden)
7. Which duster is soft? (woollen, cotton)
8. Which shape is rectangular? (blackboard, box)

---

**Language structures**

**Using.....is than.....**

**Read these sentences.**

1. Molly is shorter than Sandra.
2. A story book is more expensive than a newspaper.
3. A newspaper is cheaper than a story book.

**Exercise**

**Rewrite the sentences using .....than.....**

1. Lauben is smart. Martin is very smart.

♦ Martin is smarter than Lauben.

---

2. My sister is pretty. Harriet is prettier.
3. Suzan is 30kg. Betty is 35kg.
4. The children are busy. The teachers are very busy.
5. The desk is heavy. The chair is very heavy.
6. Tom was 4 metres. Moses was 5 metres.
7. Lauban is smart. Martin is very smart.
8. My sister is pretty. Your sister is prettier.

**COMMON MISTAKES**

**than, from and to**

***Incorrect:*** Annet is taller Martha.

***Correct:*** *Annet is taller than Martha.*

***Incorrect:*** He is senior/junior than you.

***Correct:*** *He is senior/junior to you.*

***Comment:*** In comparison, the usual preposition is than but some adjectives like senior, junior, interior etc are always followed by to.

**The Superlative degree**

The superlative degree is used to compare more than two things.

**Fill the gaps with the correct form of the words given in brackets.**

1. It is the fattest cow on Mr. Tumbo's farm. (fat)
2. Her house was the _____ of all the three. (nice)
3. They have the _____ friends in our village. (good)
4. That girl was the _____in our class. (thin)
5. Of all the visitors, Becca was the _____. (happy)
6. Akram is the _____ boy at our school. (clean)
7. Primary four class has the _____ surface. (rough)
8. He is the _____ teacher. (lazy)
9. Our cat is the _____ animal. (wise)
10. A lion is the _____ of all wild animals. (brave)

**Language structures**

**Using: Is the ---------- the ---------- of the ----------?**

"is" .....the....." is used in the superlative degree. More than two objects are compared.

**Examples:**

a) Is the blue pencil the longest of the three?

- *Yes, the blue pencil is the longest of the three.*

**OR**

- *No, the blue pencil is not the longest of the three.*

b) Is the white ball the smallest of all?

- *Yes, the white ball is the smallest of all.*
- *No, the white ball is not the smallest of all.*

**Exercise**

**Use "Yes" or "No" in each of the following sentences.**

1. Is the small duster the smoothest of the four?
2. Is the rough stone the hardest of all?
3. Is the flat table the lightest of all?
4. Is the green triangle the biggest of all the four?
5. Is the yellow ball the heaviest of all?

---

## Language structures

**Using:---------- is the----------of the----------**

**Examples:**

a) The two girls are short. Apio is the shortest.

- *Apio is the shortest of the three girls.*

b) Robert and Nalubega are tall. Wasswa is the tallest.

- *Wasswa is the tallest of the three.*

**Exercise**

**Join the sentences using "--------- is the---------- of the--------"**

1. Nazziwa and Annet are fat. Myra is the fattest.
2. Namazzi and Nabukenya are thin. Lulu is the thinnest.
3. Angella, Norah and Joan are ugly. Nancy is the ugliest.
4. Kayongo and Ivan are brown. Abasi is the brownest.
5. Wogira and Peace are beautiful. Nina is the most beautiful.
6. John and Joshua are stubborn boys. Jorum is the stubbornest boy.
7. Okecho and Benard are hardworking men. Okedi is the most hardworking man.
8. Magola, Edgar and Emman are polite boys. Alfred is the politest boy.

**Exercise**

**Use 'more' or 'most' correctly with the words given in brackets to complete the sentence.**

1. Kaseggu is more handsome than Edward. (handsome)
2. Ouma is the _____ boxer in Uganda. (famous)
3. Our class monitor is _____ than her assistant. (active)
4. Sarah is the _____ girl in the whole class. (beautiful)
5. My mother is _____ than my father. (generous)
6. We got the _____ accident last week. (terrible)
7. The actor is _____ than the actress. (interesting)
8. The president is the _____ person in the country. (important)
9. Wabwire is _____ than Nabwire. (intelligent)
10. Susan was the _____ dancer in the dancing hall. (graceful)

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# TOPIC 6: CULTURE

## SUB TOPIC A: NATIONALITIES

### Vocabulary practice

**Read and learn the meaning of these words.**

***citizen:*** a person who belongs to a particular country by birth or registration

- *Naane is a Ugandan **citizen** by registration.*

***Ugandan:*** a person born in Uganda or a registered person or a born of Uganda

- *Nagawa is a **Ugandan.***

***German:*** One born or a registered person in Germany.

- *Mislonic is a **German.***

***foreigner:*** a person who is not born or registered to live in a country permanently

- *The government has given food to all the **foreigners.***

***nationality:*** the legal right of belonging to a particular nation

- *Everyone will be considered regardless of the **nationality.***

***culture:*** the customs, beliefs, art, way of life and social organization of a particular country or group

- *The children are taught to respect their **culture.***

***national:*** a citizen of a particular country.

- *Sudanese **nationals** were told to leave Uganda.*

**Study the countries and their citizens.**

| COUNTRIES AND THEIR CITIZENS. | | | |
|---|---|---|---|
| **Country** | **Citizen** | **Country** | **Citizen** |
| Uganda | Ugandan | Libya | Libyan |
| Kenya | Kenyan | Ghana | Ghanaian |
| Rwanda | Rwandan | Senegal | Senegalese |
| Burundi | Burundian | Malawi | Malawian |
| Congo | Congolese | Zimbabwe | Zimbabwean |
| Sudan | Sudanese | Nigeria | Nigerian |
| Tanzania | Tanzanian | Mali | Malian |
| Egypt | Egyptian | Togo | Togolese |
| Somalia | Somali | Swaziland | Swazi |
| Belgium | Belgian | Burkinafaso | Burkinabe |
| Botswana | Batswana(people)<br>Matswana (person) | Cameroon | Cameroonian |
| Benin | Beninese | Chile | Chilean |
| Morocco | Moroccan | Gabon | Gabonese |
| Ethiopia | Ethiopian | Guinea | Guinean |
| Japan | Japanese | Pakistan | Pakistani |
| Newzealand | Newzealander | Britain | British/Brit |

| | | | |
|---|---|---|---|
| Greece | Greek | England | English |
| Finland | Finn | Poland | Pole |
| America | American | Iran | Iranian |
| Germany | German | Israel | Israeli |
| Vietnam | Vietnamese | Norway | Norwegian |
| Spain | Spaniard | Netherlands | Dutch |
| Jamaica | Jamaican | Denmark | Dane |
| Korea | Korean | Italy | Italian |
| Europe | European | Russia | Russian |
| Tunisia | Tunisian | Uruguay | Uruguayan |
| Turkey | Turk | Russia | Russian |
| Switzerland | Swiss | Portugal | Portuguese |

To form the plural of a word for a person from a particular country add "s" except for Swiss and words ending in "ese" e.g. Japanese. These stay the same.

**Exercise**

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

1. We study with a Sudanese boy. (Sudan)
2. She gave birth to a _____ girl. (Britain)
3. Our coach is a _____. (Holland)
4. Most of the _____ movies are interesting (Ghana)
5. Kelly went to visit her _____sponsor. (Switzerland)
6. One of the _____ nationals died in the plane crash. (Rwanda)
7. My uncle got married to a _____ lady. (Japan)
8. The _____ president went to Japan. (Norway)
9. All _____ are tall. (Portugal)
10. The Americans were fighting the _____ president. (Libya)
11. The _____ soldiers were taken for peace keeping in Ethiopia. (Uganda)
12. John likes preparing _____ dishes. (France)

**Grammar**

**Proper adjectives:**
This is an adjective which is formed from a proper noun. A proper adjective must begin with a capital letter.

**Formation of proper adjectives from proper nouns.**

| Proper Noun | Proper Adjective | Propher Noun | Proper Adjective |
|---|---|---|---|
| Uganda | Ugandan | Kenya | Kenyan |
| Congo | Congolese | Australia | Australian |
| Britain | British | Spain | Spanish/Spaniard |
| Switzerland | Swiss | Thailand | Thai |
| Finland | Finnish | Egypt | Egyptian |
| Turkey | Turkish | Poland | Polish |
| Botswana | Botswanan | Denmark | Danish |
| Mexico | Mexican | Oman | Omani |

**Exercise**

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

1. Kelly went to France to study French. (France)
2. _____ are well known sports men. (Kenya)
3. Most wrestlers are _____. (Greece)
4. A Korean, as well as a _____, has small eyes. (China)
5. _____ are the weakest race in the world. (Syria)
6. Indians eat red pepper more than _____. (Eritrea)
7. Congolese women are more beautiful than _____. (Sudan)
8. British speak better English than _____ (America)
9. Mexicans are taller than _____. (Russia)
10. Her niece is married to a _____. (Brazil)

---

## Formation of adjectives.

Adjectives can be formed using different suffixes e.g."sh", ful, ous, less, etc.

### Formation of adjectives : Using 'sh'

| Noun | Adjective | Noun | Adjective |
|---|---|---|---|
| child | childish | woman | _____ |
| Denmark | _____ | Poland | _____ |
| England | _____ | Britain | _____ |
| Spain | _____ | Turkey | _____ |
| boy | _____ | girl | _____ |
| Finland | _____ | blue | _____ |

### Forming adjectives from nouns by adding "less"

| Noun | Adjective | Noun | Adjective |
|---|---|---|---|
| use | useless | child | _____ |
| job | _____ | harm | _____ |
| money | _____ | help | _____ |
| mercy | _____ | care | _____ |
| hope | _____ | | |

### Forming adjectives from nouns using "ful"

| Noun | Adjective | Noun | Adjective |
|---|---|---|---|
| use | useful | mercy | _____ |
| care | _____ | faith | _____ |
| harm | _____ | beauty | _____ |
| forget | _____ | fruit | _____ |

---

**Forming adjectives from nouns by adding "---- ous"**

| Noun | Adjective | Noun | Adjective |
|---|---|---|---|
| danger | _____ | religion | _____ |
| ambition | _____ | advantage | _____ |

**Exercise**

**Fill the blank spaces using the correct form of the words given in brackets.**

1. That German lady has childish dresses. (child)
2. He comes from Britain. So, he is a _____. (Britain)
3. My mother behaves in a _____ way. (girl)
4. Most Ugandans are _____. (job)
5. Young girls are so _____ to the old. (help)
6. Europeans are very _____ to the Africans. (mercy)
7. Madibo is known to be _____. (care)
8. Sandra is wearing a _____ t shirt. (boy)
9. Every race is _____ in the whole world. (use)

**Language structures:**

**Using: I am a ---------- girl/boy.**

Adjectives describe nouns. Therefore they are written before nouns.

**Read these sentences.**

a) I am a tall girl.

b) I am a short boy.

c) I am an obedient man.



*I am a short boy.*

**Exercise**

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

1. I am a beautiful girl. (beauty)
2. I am a _____ teacher. (mercy)
3. I am a _____speaker. (forget)
4. I am a _____ lady. (help)
5. I am a _____ baby. (play)
6. I am a _____ boy. (Finn)
7. I am a _____ girl. (faith)
8. I am a _____ class monitor(care)
9. I am a _____ child. (job)
10. I am a _____ man. (danger)

## Opposites

The opposite is the person or thing that is as different as possible from somebody or something else.

**Examples**

smooth - rough  wide - narrow  fat - thin

**Exercise**

**Rewrite the sentences giving the opposite of the underlined words.**

1. American houses are very beautiful.
♦ American houses are very ugly.
2. Most men are so careful.
3. It is useful to associate with other races.
4. The Arab fighters were so merciless.
5. Learning other languages is so advantageous.
6. The meeting was fruitful.
7. Is it dangerous to drive while drunk?
8. Thomas behaves in a girlish way.
9. British have useless ideas.
10 The Congolese nationals are so generous.
11. This floor is very smooth.
12. The boy drew a crooked line.
13. She has carried a light box.
14. This road is narrow.
15. The teacher is using the long ruler.
16. Mummy bought a soft loaf of bread.
17. Daddy has a new bicycle.
18. My brother likes black puppies.
19. The sea is calm.
20. The children have chosen a small ball.

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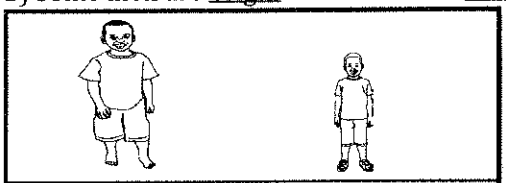
## Language structures

**Using: Some -----are ------- and others are --------**

Some is used to refer to certain members of a group or certain types of a thing but not all of them.

**Read these sentences.**

a) Some boys are big and others are small.
b) Some men are bright and others are dull.



*Some boys are big and others are small.*

---

**Exercise**

**Rewrite and complete the sentences sensibly.**

1. Some ladies are beautiful and others are_____.
2. Some doctors are kind and others are_____.
3. Some Ugandans are tall and others are_____.
4. Some pupils are shabby and others are_____.
5. Some children are thin and others are_____.
6. Some mothers are strong and others are_____.
7. Some teachers are lazy and others are_____.
8. Some parents are young and others are_____.
9. Some nurses are bad and others are_____.
10. Some patients are noisy and others are_____.

---

## Grammar

### Prepositions

**A preposition** is a word governing and usually coming in front of a noun or pronoun and expressing a relation to another word or element.

(a) Prepositions of time:

**"Since' and 'for"**

- "For" is used when the period or duration is known.
- "Since" is used when a point of time at which the action started is given or known. (Past till now)

**For example:**

a) He has been living in this town <u>for</u> eight years.

b) He has been living in this town <u>since</u> 1981.

**Exercise**

**Fill the blank spaces using 'for' or 'since.'**

1. Esther has studied French for seven years.
2. Cameroon players have been in the football league _____ 1975.
3. Americans have suffered from bird flu _____ eight years.
4. The rebels have been fighting the government _____ 1986.
5. Annet has been studying from India _____ 2000.
6. My uncle worked with the United Nations _____ ten years.
7. Ethiopians have been fighting _____ 1996.
8. Police have kept peace in Sudan _____ five years.
9. Ronaldo has been playing football _____ his childhood.
10. Indians have lived in Uganda _____ Amin's regime.

---

**Prepositions**

**ago and before**

"Ago" is used for a certain time in the past.

"before" is used to refer to earlier than a certain point of time.

---

**Examples**

1. Our teacher arrived before 8:00a.m.
2. My sister left Uganda two years ago.

**in and on**

"in" is used for months or seasons, time of the day, year and after a certain period of time (it answers the question when)

"on" is used with days of the week.

**Examples**

1. We shall talk to the Nigerian on Monday.
2. Americans wear thick clothes in November or in winter.
3. They went to Saudi Arabia in 2018.
4. Anita will arrive in an hour from now.

**at, till, until and to**

to, till and until are used to mark the beginning and end of a period of time.

at is used for night, weekend and a certain point of time.

To is also used to tell time.

**Examples**

1. The office is closed at the weekend.
2. We shall learn French from Monday to/ till Wednesday.
3. He will be away until Friday.
4. It is ten minutes to seven.
5. She does not go out at night.

**Exercise**

**Use ``ago", before, till, until, to, in or on to complete the sentences.**

1. The Russian will come here on Wednesday.
2. Sozi bought a stamp two hours _____.
3. She will listen to the radio _____ she gets tired.
4. Did you weed the garden _____ October?
5. It is two minutes _____ four.
6. We shall do PLE _____ 2021.
7. The pupils will be out _____ an hours time.
8. You must be here _____ 7:00a.m.
9. We don't attend classes _____ the weekend.
10. She is afraid to go out _____ night.

---

**"at" and 'in"**

"at" is used for smaller places.

"in" is used for bigger places.

**For example:**

(a) Sarah lives at Kazo in Kampala.

(b) Peter stays in Nairobi.

(c) She lives at Mitemula in Masaka.

(d) Ozibo was born at Lugoba in Kawempe.

---

Exercise

**Fill the blank spaces using 'at' or 'in'**

1. Some Americans work in Uganda.
2. Social studies is taught _____ the University in Dar-es-alam.
3. President Moi was born _____ Kenya.
4. Passengers boarded the plane _____ the airport.
5. Rwandans stay _____ Rwanda.
6. I live _____ Buseera in Mayuge.
7. Does your friend live _____ Kalelwe?
8. Samantha has a shop at Bugembe _____ Jinja.
9. King Oyo was born _____ Bwera in Uganda.
10. Were the British born _____ Britain?

**COMMON MISTAKES**

**Prepositions**

**To and at**

***Incorrect:*** They go at school every day.

***Correct:*** *They go to school every day.*

***Incorrect:*** Someone is standing to the door.

***Correct:*** *Someone is standing at the door.*

***Comment:*** To is usually used to express motion from one place to another whereas at denotes position or rest.

**'between' and 'among'**

'between' is used for two things/persons.

'among' is used for more than two persons/things.

**Examples:**

(a) The money was divided between a Burundian and a Rwandan.

(b) The four pupils shared the fruit among themselves.

(c) The two Ugandan guests shared the meal between themselves.

Exercise

**Use "among" or "between" to fill the blank spaces.**

1. My sister sits between a Kenyan and a Sudanese.
2. Did you share the apples _____ Sadoon, Ramesh, Okello and Mugabe?
3. He lives _____ Kawempe and Kampala.
4. _____ French, English, Latin and Luganda, which one did you refer?
5. Her colour is _____ black and brown.
6. Johnson works _____ morning and evening.
7. There were a lot of arguments _____ the racers.
8. That Kikuyu sits _____ Moses and Hana.
9. Madina is standing _____ Hamed and Lawrence.
10. They shared the money _____ his two wives.

**beside and besides:**

**"beside"** means next to

**"besides"** means in addition to or apart from

**Examples:**

(a) Sharifa speaks French besides Arabic.

(b) Tina sits beside Marion in class.

(c) I have ever gone to Cameroon besides Nigeria.

**Exercise**

**Fill the blank spaces using 'besides' or beside'.**

1. Besides Ugandans, I also like the Togolese.
2. Uganda is located _____ Kenya.
3. I enjoy sitting _____ an Indian in class.
4. Komakech is married to a Ugandan _____ a German.
5. John studies Latin _____ Italian.
6. The president is seated _____ the Nigerian Prime minister.
7. _____ studying, Americans also like sports.
8. Okello plays football _____ Hockey.
9. My uncle is walking _____ a Moroccan.
10. Jasper prefers riding _____ an American because of his speed.

---

**Grammar**

**Some words with different prepositions**

agree – with, about, on, that

- We agree with somebody.
- We agree about/or something.
- We agree that (something)

argue – with, about, over, for against, that

- We argue with somebody.
- We argue about pr over something
- We argue for /against something or doing something.

break – down , up, off, into

break down – to stop working because of a fault

break up – to separate into smaller pieces or to come to an end

break off – to become separated from something

**Examples**

1. Their vehicle broke down on their way to Masaka.
2. The pupils agreed about visiting the Europeans.
3. Samantha argued with her sister about money.
4. They all agreed that Americans are smart.

---

Exercise

**Complete the following sentences using the correct preposition.**

1. She does not agree with him over the issues of tribalism.
2. Okongo does not want his parents to break _____.
3. Some branches broke _____ when it rained yesterday.
4. Stop arguing _____ who the smartest pupil is.
5. The P.5 pupils agreed _____ they will all go swimming.
6. My sister and aunt argued _____ what to eat.
7. Jethro agreed _____ Tim to do the homework together.
8. They argued _____ the election of Mazige as their headprefect.

**COMMON MISTAKES**

**Prepositions**

***Incorrect:*** Our exams will begin from the next month.

***Correct:*** *Our exams will begin next month.*

***Comment:*** - A thing can begin only at a point of time

- The exam will begin at 10 o'clock/ on Sunday.

**Language structures**

**Using "I am from ----------I am a----------"**

**Read the examples below.**

(a) I am from Uganda, I am a Ugandan.

(b) I am from Kenya. I am a Kenyan.

Exercise

**Answer the questions asked following the examples given, Use the words given in brackets.**

1. Kano, where are you from and what is your nationality? (Ghana)
♦ *I am from Ghana, I am a Ghanaian.*
2. Okocha, where are you from and what is your nationality? (Uganda)
3. Oga, where are you from and what is your nationality? (Nigeria)
4. Tenai, where are you from and what is your nationality? (Kenya)
5. Steve, where are you from and what is your nationality? (America)
6. Dr. Wood, where are you from and what is your nationality?(Britain)
7. Shadia, where are you from and what is your natonality? (Canada)
8. Dorah, where are you from and what is your nationality? (Finland)

---

**Language structures**

**Using " Am I a ----------or a ---------?"**

**Use the words given in brackets to form correct questions.**

**Examples:**

(a) Am I a French or an Egyptian?

(b) Am I an Italian or a Congolese?

---

**Exercise**

**Use the words given in brackets to form correct questions.**

1. (Greece/Germany)
♦ *Am I a Greek or a German.*
2. (Zambia/Mali)
3. (Togo/Swaziland)
4. (Russia / Gabon)
5. (Somalia/Korea)
6. (Belgium/Europe)
7. (Botswana/ Burundi)
8. (Senegal/Iran)
9. (Morocco/Poland)
10. (Libya/Spain)

---

**Language structures**

**Using " ---------- is from ---------"**

**"He/She is -------"**

Telling nationality of different people.

**Examples:**

a) Elfi is from Turkey.

- He is a Turk.

b) Osama is from Egypt.

- He is an Egyptian.

**Exercise**

**What are the nationalities of the following people?**

1. Okumu is from Uganda.
2. Kevin is from Guinea
3. Marina is from Zambia.
4. Swati is from Ghana.
5. Vunzi is from Gabon.
6. Lotoya is from Tanzania
7. Antonio is from Italy.
8. Ritah is from Tunisia.
9. Sadoon is from India.
10. Jackie Chan is from China.

---

**Language structures**

**Using " I am not a ---------- but a---------"**

**Examples:**

1. I am not a Tanzanian but a Kenyan.
2. I am not a Congolese but I am an Italian.

---

**Exercise**

**Give correct answers to the questions below using the structure given: Use the word given in brackets.**

1. Are you a Pole? (Norway)
♦ *I am not a Pole but a Norwegian.*
2. Are you a German? (Britain)
3. Are you a Malian?(Togo).
4. Are you a Portuguese? (Switzerland)
5. Are you a Burundian? (Belgium)
6. Are you an Israeli? (Chinese)
7. Are you a Russian? (Libya)
8. Are you a Spaniard? (Korea)
9. Are you an Iranian? (Holland)
10. Are you a Chinese? (Canada)

---

## Language structures

**Using "Do ---------- come from---------?"**
**"Yes, they do/No, they don't"**
**Examples:**
**Question:** Do Ugandans come from Morocco?
**Answer:** No, they don't.
**Question:** Do Egyptians come from Egypt?
**Answer:** Yes, they do.

**Exercise**

**Following the examples above, answer the questions below correctly.**

1. Do Kenyans come from Tanzania?
2. Do British come from Germany?
3. Do Italians come from Italy?
4. Do Indians come from China?
5. Do Koreans come from Korea?
6. Do Congolese come from Sudan?
7. Do Nigerians come from Nigeria?
8. Do Americans come from Canada?
9. Do Burundians come from Rwanda?
10. Do Europeans come from Rwanda?

**COMMON MISTAKES**

***Incorrect:*** The Rwandese spoke to the head teacher about the meeting.
***Correct:*** *The Rwandan spoke to the head teacher about the meeting.*
***Comment:*** - The word Rwandese does not exit. The people from Rwanda are called Rwandans.

---

## SUB - TOPIC 6B: LANGUAGES

**Read these words.**

Luganda, Lumasaba, Runyakitara, Luo, Ateso, Kiswahili, French, English, German, Latin, Chinese, Ibo, Lingala, Kinyarwanda.

**Languages spoken in Uganda.**

| Tribe | Language | Tribe | Language |
|---|---|---|---|
| Baganda | Luganda | Banyankole | Runyankore |
| Basoga | Lusoga | Batooro | Lutooro |
| Bagishu | Lugishu | Japadhola | Dhopadhola |
| Acholi | Acholi | Itesot | Ateso |
| Langi | Langi | Madi | Madi |
| Alur | Alur | Bakonzo | Lhukonzo |

**Languages spoken in other countries.**

| Tribe | Language | Tribe | Language |
|---|---|---|---|
| France | French | England | English |
| Britain | English | Italy | Italian/Latin |

**Exercise**

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

1. Amoti can speak the language of people from France fluently.
2. We learn the language of people from Britain every day.
3. Can you speak the language of people from France?
4. The people of Busoga are clever.

## Grammar

### Nouns

*Look around you. What do you see? Whatever you see has a name. That name is a noun!*

A noun is a name. It can be a name of a person, animal, place, thing, collection of things, collection of persons e.g boy, girl, village, district, river, doctor, etc.

**Types of nouns**

1. common nouns.
2. abstract nouns.
3. collective nouns.
4. proper nouns.

**Common nouns**

A common noun is a name given in common to a person or thing of the same class or kind. e.g country, town, hospital, school, man, woman , teacher, etc.

Common nouns are divided into two i.e uncountable nouns and countable nouns.

**Uncountable nouns**

These are nouns that cannot be counted. They include millet, water, milk, barley, blood, etc. We cannot use a/an with these noun to express quantity of an uncountable noun, use a word or expression like some, a lot of much, a bit of, a great deal of, or else use an exact measurement like a cup of, a bag of, 1kg of a handful of, etc. If you want to ask about the quantity of an uncountable noun, you ask ``How much?''

**Countable nouns**

These are nouns that can be counted. These nouns include: teacher, doctor, hospital, mountains, hotel, book, table, etc.

**Plural forms of countable nouns**

Common nouns form their plural in different ways as shown below.

**(a) By adding "s"**

**Examples**

| Singular (one) | Plural (many) |
|---|---|
| boy | boys |
| girl | _____ |
| book | _____ |
| bag | _____ |
| date | _____ |
| toy | _____ |
| table | _____ |
| desk | _____ |
| boat | _____ |

**(b) By adding "es"**

**Examples**

| Singular (one) | Plural (many) |
|---|---|
| church | churches |
| brush | |
| mango | |
| potato | |
| flamingo | |
| negro | |
| hero | |
| echo | |
| coach | |
| box | |
| bus | |
| bitch | |
| dish | |
| tax | |
| punch | |

**Exercise**

**Write the plural forms of the following.**

1. tax
2. wishes
3. beach
4. hutch
5. church
6. potato
7. negro
8. cargo
9. volcano
10. mosquito
11. mango
12. window
13. pen
14. road
15. chimney

**(c) By changing "y" to "i" then add "es"**

Examples

| Singular (one) | Plural (many) |
|---|---|
| city | cities |
| baby | _____ |
| lady | _____ |
| copy | _____ |
| duty | _____ |
| factory | _____ |
| dairy | _____ |
| country | _____ |
| enemy | _____ |
| party | _____ |

**(d) Nouns that end with "o" but just add "s"**

Examples

| Singular (one) | Plural (many) |
|---|---|
| radio | radios |
| piano | _____ |
| disco | _____ |
| video | _____ |
| photo | _____ |
| studio | _____ |

**Exercise**

**Give the singular form of the following.**

1. dictionaries
2. flies
3. allies
4. anniversaries
5. strategies
6. nationalities
7. entries
8. lookers- on
9. berries
10. assemblies
11. solos
12. taboos
13. rhinos
14. eskimos
15. studios

**Compound nouns generally form the plural by adding ``s" to the principal word.**

| Singular (one) | Plural (many) |
|---|---|
| passer - by | passers – by |
| commander – in – chief | |
| maidservant | |
| son – in – law | |

**Exceptions**

manservant - menservants
man – of – war – men – of - war

**(e) By changing "f" to "v" then add "es"**

**Examples**

| Singular (one) | Plural (many) |
|---|---|
| leaf | leaves |
| wolf | |
| shelf | |
| thief | |
| knife | |
| wife | |
| life | |

**(f) Nouns that end with "f" but just add "s"**

**Examples**

| Singular (one) | Plural (many) |
|---|---|
| roof | roofs |
| gulf | |
| proof | |
| chief | |
| chef | |
| golf | |
| stuff | |
| belief | |

**Exercise**

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

1. The police arrested four thieves along Kampala road. (thief)
2. That hotel has well trained _____. (chef)
3. Basoga have many traditional _____. (belief)
4. The strong wind blew off the _____ of those buildings. (roof)
5. All the _____ in that zoo are furious. (wolf)
6. That hawker sells blunt _____. (knife)

7. The _____ in that supermarket are clean. (shelf)
8. King Muswata has eighteen _____. (wife)
9. All the village _____ attended the meeting. (chief)
10. Most trees shed off their _____ in the dry season. (leaf)

**(g) These nouns take either ``s" or ``es" to form the plural.**

dwarf – dwarfs or dwarves
wharf – wharfs or wharves
hoof – hoofs or hooves
scarf – scarfs or scarves

**Examples**

| Singular (one) | Plural (many) |
|---|---|
| man | men |
| woman | |
| tooth | |
| goose | |
| foot | |
| oasis | |
| radius | |
| fungus | |
| bacterium | |
| mouse | |
| larva | |
| axis | |

**(h)** some nouns maintain their forms in plural. They remain the same.

**Examples**

a) sheep
b) deer
c) fish (fishes – different kinds)
d) species
e) aircraft
f) thousand (when used after numerals)
g) dozen
h) hundred

**(i) The following nouns look plural but are in fact singular.**

1. Subject e.g. mathematics
2. The word "news".
3. Some common diseases e.g. mumps, rickets, mumps

**The following nouns are only used in plural.**

1. Names of instruments which have two parts forming a pair e.g. scissors, spectacles, tongs, pliers.

2. Names of some articles of dress e.g. trousers, jeans, shorts, pyjamas, some collective nouns though singular in form are always used as plurals.
e.g. poultry, cattle, people.

**Irregular verb/noun agreement**

**a) Singular verb**

Plural nouns used with a singular verb.
News – e.g. The news is being read by Anita.
Athletics – e.g. Athletics is good for young people.
Some nouns have a fixed plural form and take a plural verb. They are not used in singular, or they have a different meaning in the singular. These include; trousers, stairs, glasses, steps, outskirts, customs, congratulations, wages, spectacles, goods, thanks.

**b) Plural noun with plural verb.**

trousers – e.g. My trousers are torn.
jeans – e.g. She bought new jeans.
glasses - e.g. He wears glasses every day.

## Collective nouns

Collective nouns are names given to groups of things or persons or This is a name of a number of persons or things taken together and spoken of as one whole.

**Examples**

| group of; | collective noun |
|---|---|
| sheep/ goats | flock |
| bees | swarm |
| cattle | herd |
| people praying | congregation |
| singers | choir |
| thieves | gang |
| sticks | bundle |
| people listening to a speech | audience |
| bishops/judges | bench |
| directors | board |
| spoon, knives, forks | cutlery |
| geese | gaggle |

**Exercise**

**Complete the table below.**

| group of; | collective noun |
|---|---|
| wolves | pack |
| pigs | _____ |
| _____ | team |

| | |
|---|---|
| _____ | school |
| books, pens, paper, pencil, ruler | _____ |
| monkeys | _____ |
| _____ | forest |
| chicks | _____ |
| ships moving together | _____ |
| servants | _____ |

## Formation of nouns

Nouns are formed in different ways;

**(a)By adding "ness" to the word.**

**Examples**

| **Word** | **Noun** |
|---|---|
| tall | tallness |
| short | |
| kind | |
| clean | |
| happy | |
| dull | |
| big | |
| lazy | |

**(b)By using "cy" or "ce"**

| **Word** | **Noun** |
|---|---|
| absent | absence |
| patient | |
| ignorant | |
| efficient | |
| accurate | |
| accountant | |
| democrat | |

**(c) By using "tion"**

| **Word** | **Naun** |
|---|---|
| explain | explanation |
| locate | |
| pronounce | |
| protect | |
| destroy | |

| | |
|---|---|
| continue | |

**(d) By using "sion"**

| Word | Noun |
|---|---|
| revise | revision |
| decide | |
| provide | |
| confuse | |
| divide | |
| conclude | |
| expel | |

**Exercise**

**Form nouns from the following.**

1. express
2. convert
3. explode
4. destroy
5. young
6. administer
7. thief
8. laugh
9. patient
10. fat
11. handsome
12. brave
13. dead
14. slave
15. shabby

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

1. Have you done enough revision? (revise)
2. I do not know the right _____ of the word "sync". (pronounce)
3. The _____ of your classroom should be monitored (clean)
4. The police is responsible for _____ of the nationals. (protect)
5. There was _____ between the witness' report and the victim. (confuse)
6. The _____ of the letter was very interesting. (conclude)

---

## Grammar

### Proper nouns

A proper noun is a particular name of a person, place, road, school, district, town, country, etc. All proper nouns should be written beginning with a capital letter.

(a) **Names of people eg** Okello, Masaba, Mugisha, Mutesi, etc

(b) **Names of roads**. eg Main Street, Jinja Road, Masaka Road

(c) **Names of rivers.**

R. Nile, R. Achwa

**Names of mountains eg** Mt. Rwenzori, Mt. Muhavura

**Names of schools eg** Sipro Primary School, Town View Primary School.

**Names of places** (countries, districts, villages, continent, etc) Kazo, Luweero, Uganda, Brazil

**Months and days of the week eg** January, Wednesday, June, etc

---

**Exercise**

**Punctuate the following sentences correctly.**

1. abel went to tanzania last week
2. he comes from rwanda.
3. february is the second month of the year.
4. namutebi and aturinda live in mukono.
5. the accident took place at namirembe road.
6. We go for PE lessons on tuesday and friday.
7. mandela was born in africa
8. The name of our head teacher is okoth ochola.
9. He came back from britain.
10. Mount elgon is found in mbale district.

## Grammar

### Voices

**Active and passive voice in the past simple tense.**

In the active voice, we begin with the doer of the action and in the passive, we begin with the receiver of the action.

The helping verbs was and were are used plus a verb in the past participle when changing sentences to the passive voice in the past simple tense.

**Examples.**

1. Opio read the news yesterday.
   - *The news was read by Opio yesterday.*
2. Mable called the mechanics.
   - The mechanics were called by Mable.
3. Emorimori thanked the president.
   - *The president was thanked by the Emorimori.*

**Exercise**

**Rewrite the following sentences in passive voice.**

1. That man carried me.
2. Nassaka washed the utensils.
3. Sara broke the teacher's seat.
4. Mazo saw an aeroplane.
5. Amina passed the exams.
6. My mother drank cold juice last night.
7. Desire told us an interesting story.
8. The mechanic lost the toolbox.
9. Monica dirtied the uniform.
10. Omedo cut the tree.

---

**The use of If 2.**

In If 2, the if clause is in the past simple tense and the main clause in the conditional tense or the use of "would." If 2 is used to talk about imaginations/ impossibilities. ``Were" is used to talk about impossibilities.

---

We can begin with the If clause or end with it. When using the If clause at the beginning, a comma must be used to separate the two clauses.

**Read these sentences.**

1. - If I went to town, I would buy a spanner.
   - *I would buy a spanner if I went to town.*
2. - If 1 were God, I would judge you.
   - *I would judge you if I were God.*

**Exercise**

**Rewrite and change the following sentences to If 2.**

1. If it rains today, I shall plant my seeds.
   - I would plant my seeds if it rained today.
2. I shall go to Nairobi if I get money.
3. If the teacher comes, we shall learn about punctuation.
4. If you disturb that dog, it will bite you.
5. You will be promoted to P.6 if you work hard.
6. She will do examinations if she pays school fees.
7. Agwang will be happy if she sees her father.
8. If they treat her, she will get well.
9. If I have authority, I will punish all rapists.
10. I am not a dog. I cannot bite you.

---

**Comprehension (dialogue)**

**Read the dialogue and, in full sentences, answer the questions that follow.**

*Tr. Mugabe : Good morning Primary Five class.*
P.5 class : Good morning, Tr. Mugabe.
*Tr. Mugabe : What did we learn about last week, class?*
P.5 class : We learnt about culture and nationality.
*Tr. Mugabe : Thank you very much, so today we have received some visitors from other* countries. They will introduce themselves to you.
*Kibaki : My name is Kibaki, I am from Kenya.* What is my nationality, class?
P.5 class : You are a Kenyan.
*Kibaki : That's correct, thank you.*
Chan : My name is Chan, I was born in China. What is my nationality Primary Five?
P.5 class : You are a Chinese.
Chan : That's right. What about you children?
P.5 class : We are Ugandans.

---

*Kibaki : That means you are all born in Uganda*
P.5 class : Yes, Sir, but our teacher was born in Rwanda.
*Kibaki : So, what is the nationality of your teacher?*
P.5 class : Our teacher is a Rwandan.
Chan : Today, we have come to make friendship with you. Do you wish to be our friends?
P.5 class : Yes, we do.
*Kibaki : Okay, we shall come back tomorrow to tell you more about ourselves.*
P.5 class : Thank you, our visitors.
*Visitors : You are welcome.*

**Questions.**

a) Which class did the visitors visit?
b) What is the name of P.5 teacher?
c) When did the P.5 pupils learn about culture and nationality?
d) Where does Chan come from?
e) Who of the visitors came from Kenya?
f) Why did the visitors come to Uganda?
g) How many nationalities are talked about in the conversation?
h) When will the visitors go back to P.5?
i)Write another word or group of words to mean the same as the underlined
(i) correct
(ii) wish

## Comprehension (passage)

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

### THE FIRST TIME I FLEW IN AN AEROPLANE

It was in October 2020. My relatives accompanied me to the airport at 8:00a.m., they announced my flight over the loud speaker. "Flight QU14 is now boarding. Passengers travelling to London and Gatwick, by Air Uganda must please go to gate number one." We were many people of different nationalities and languages. We picked our bags and walked towards the plane.

On the plane, I met people from Britain, America, China, Germany and of course we the Ugandans. I was feeling a bit excited being my first time on the plane. The air hostess came and guided me on how to fasten my seat belt. Later, she told me to feel at home. I asked her where she comes from. She told me that she is a Congolese from Congo. I told her that I am a Ugandan from Gulu. She was so happy to meet a person from the northern part of Uganda. The plane moved away from the terminal and lifted itself off the ground with a great roar. I could hear and feel the wheels coming off the ground. I asked the German seated next to me the height planes normally fly above the ground. He told me 25,000 feet. I became scared and worried but he told me to stay calm because everyone was safe. I told him I was going to visit my cousin Johnson in America.

**Questions**

a) According to the passage, when did the writer travel?

b) Who accompanied the writer to the airport?

c) Which flight was the writer supposed to use?

d) What kind of nationals did the writer meet on board?

e) What is the nationality of the air hostess according to the passage?

f) Which district does the writer come from?

g) Why was the writer scared and worried?

h) Who is the writer's cousin?

i) What is the title of the passage?

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## Comprehension (passage)

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

**PEOPLE IN MY VILLAGE**

Musukire Village is near Mpele Town. The main occupation here is farming. The people in this village produce most of the food sold in Mpele Town. The people in my village are kind. I like their kindness because they welcome every visitor to the village. Whether you understand their language or not, these people will find a way of communicating to you. They may use words or sign language. You cannot tell the major language spoken in the village because the area has a number of tribes.

Different languages are spoken by every group of people you meet. However, we have a common language that is Kiswahili. Everyone in my village can speak Kiswahili. This is because many Kenyans live in our village.

**Questions:**

a) Which village is talked about in the passage?

b) Which town is next to this village?

c) Where do the people in this village sell their food?

d) What is their main occupation?

e) How do these people show kindness?

f) Apart from words, what else do these people use to communicate?

g) Why can't people in Musukire Village have a major language?

h) Which people mostly live in Musukire Village?

i) Which language is commonly spoken in Musukire Village?

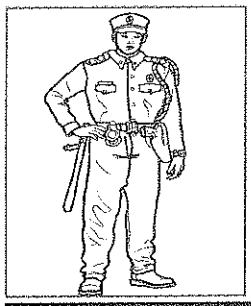
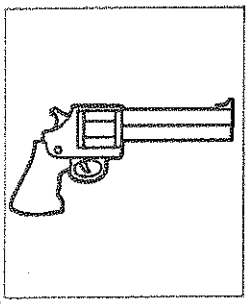
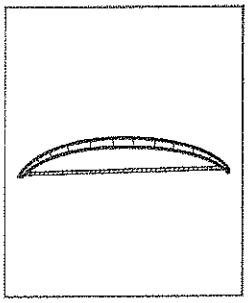
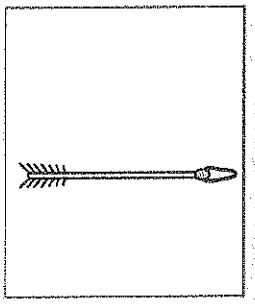
j)Write the title of this passage.

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# TOPIC 7: PEACE AND SECURITY.

**Study the pictures. Can you name them?**

**Vocabulary practice**

**Read and learn the meaning of these words.**

army: a large organised group of soldiers who are trained to fight on land

- *Gerald has joined the **army**.*

***arrows:*** these are thin sticks with sharp points at one end of each which are shot from a bow

- *The security guard shot the thief with an **arrow**.*

***barracks:*** a large building or group of buildings for soldiers to live in

- *The soldiers were driven back to the **barracks**.*

***case:*** a matter that is being officially investigated, especially by police

- *Police is still investigating the murder **case**.*

***cell:*** a room for one or more prisoners in a prison or police station

- *The suspect was locked in the police **cell**.*

***court:*** the place where legal trials take place and where crimes are judged

- *The suspect will appear in **court** next month.*

***crime:*** an illegal act or activity that can be punished by law

- *A certain president was arrested for **crimes** against humanity.*

***defence:*** the act of protecting somebody or something from attack

- *Soldiers who died in **defence** of their country should be taken as heroes.*

***gun:*** a weapon that is used for firing bullets

- *Even police officers carry **guns**.*

***handcuff:*** to put handcuffs on somebody or fasten somebody to something with handcuffs

- *The guard **handcuffed** the prisoners.*

***Judge:*** a person in a court who has the authority to decide how criminals should be punished or to make legal decisions

- *The **judge** sentenced the rapist to seven years imprisonment.*

**Exercise**

**A ) Fill the blanks with the correct word(s).**

1. The soldiers shot the thief with a gun.
2. Most security guards have bows and _____
3. The army commander has called his family to go and live with him in the _____.
4. The police reached very late on the_____ scene.
5. The judge _____ the murderer to life imprisonment.

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

1. The soldier has gunned down the thief. (gun)
2. Damalie, the prison guard lost a pair of _____. (handcuff)
3. If you commit a crime, you will be _____. (arrest)
4. The minister of _____ has flown to Somalia. (defend)
5. Three _____ have caught fire. (barracks)
6. Kyomuhendo was _____ yesterday evening after being found guilty of theft. (prison)
7. In Uganda today, disturbing the dead person is _____. (legal)
8. The rapist was _____ to death by an unknown man. (shoot)
9. Our village chief has been _____ stealing a hen. (catch)
10. How many _____ do we have in this country? (court of law)

**C) Rewrite the sentences giving one word for the underlined group of words.**

1. After making a statement, my father was locked in a room for one or more prisoners in a police station.
   - After making a statement, my father was locked in a cell.
2. The group of soldiers was marching past our home.
3. Having been found guilty, the thief was sent to prison.
4. The person who makes legal decisions in a court has had a heart attack.
5. A weapon for firing bullets was found with the parish chief.

## Vocabulary practice.

**Read and learn the meaning of these words.**

***magistrate:*** an official who acts as a judge in the lowest courts of law

- The ***magistrate*** is authorised to give out a bail where necessary.

***offence:*** an illegal act against somebody or something

- Was she aware that she had committed an ***offence***?

***offend:*** to commit a crime or crimes.

- He ***offended*** me in his speech.

***peace:*** the state of living in friendship with somebody without arguing

- The couple failed to live in ***peace***.

***police post:*** the place where somebody especially a policeman does their job

- The policeman was ordered not to leave the ***police post***.

***police station:*** the office of a local police force

- The drunken driver was taken to the local police station for questioning.

***report:*** to tell a person in authority about a crime, an accident, an illness or about something bad that somebody has done

- Mutebi has ***reported*** the accident to the police.

***security:*** the activity involved in protecting a country, building or person against attack or danger

- The president arrived amidst tight ***security***.

***statement:*** something that you say or write that gives information or an opinion

- The victim was told to make a ***statement*** at a police station.

***witness:*** a person who sees something happen and is able to describe it to other people or a person who gives evidence in court

- The ***witness*** swore before giving evidence about the case.

**Exercise**

**A) Rewrite the sentences giving one word for the underlined group of words.**

1. The official who works as a judge in the lowest courts of law sent them back to prison.
- The magistrate sent them back to prison.
2. The crowd moved shouting towards the office of a local police office.
3. The Officer in Charge read out what the victim had reported.
4. Betina, the person who was giving evidence in court collapsed.
5. Stealing is an illegal act.

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

1. Three police posts have caught fire. (police post)
2. Reaching the police station, the suspect was asked to make a _____. (state)
3. Robbery is an _____.(offend)
4. Around five villagers _____ the accident. (witness)
5. _____ is a very important aspect in the development of a country. (secure)
6. Will you stop _____ false accusations to the police? (report)
7. I am sorry if I have _____ you. (offend)
8. The murderer was tried in the _____ court. (magistrate)
9. The Inspector General of Police has _____ three officers to Kwera police station. (post)
10. The court hearings ended _____ .(peaceful)

## Language structures

**Using:----- so---- that----------**

*Imagine your mother has given you tea. You try to take the tea but it is very hot. The tea is so hot that you cannot take it.*

"So.....that" is used to express a great degree.

This conjunction uses a formula – so + adjective + that----------

**Read these sentences.**

a) The judge was so merciful that he sentenced the rapist to a three yearimprisonment.

b) The policemen are so idle that they spend a day sleeping.

**Exercise**

**Join these sentences using---------- so---------- that-----**

1. The army is physically fit. It can do physical exercises for long.
2. The police is very helpful. It keeps law and order in our communities.
3. The suspect was tightly handcuffed. His arms started bleeding.
4. The offence Mugula committed was very huge. He was sentenced to life imprisonment.
5. The arrow which askari used was very sharp. It passed through the thief.
6. The police cell was very dirty. All prisoners fell sick.
7. Opedu is a very fast officer. He does not delay to reach the scene.
8. The witness was very shy. She failed to testify in the court.
9. The police station was very busy. I failed to get where to sit.
10. The police officer was very tired. He couldn't write down the statement.

**Separating sentences joined by using:- so----------that----------**

Here, we eliminate the structure from the given sentence.

**Examples**

a) The magistrate was so sober that he listened attentively to the whole hearing.

- *The magistrate was very sober. He listened attentively to the whole hearing.*

b) The barracks is so untidy that all the soldiers are cleaning it.

- *The barracks is very untidy. All the soldiers are cleaning it.*

Here, you can use 'very' or not after eliminating the conjunction 'so ------- that.' The two sentences must begin with capital letters and end with a full stop.

**Exercise**

**Rewrite as two separate sentences.**

1. Our village is so peaceful that there are no offenders at all.
2. The security is so tight that every place is checked thoroughly.
3. The police station is so far from the village that people even fear to walk the distance.
4. The gun is so dangerous that it does not give a second chance.
5. The witness was so confident that he answered all the questions correctly.
6. The statements were so many that the police constable failed to read all of them.
7. The prisoners were so many that guards failed to control them.

**Language structures**

**Using "----------and----------"**

First stand up. Then sit down. You stood up and sat down. 'And' can be used to show the order of actions that combines two things or sentences.

**Read these sentences.**

a) The security guard followed the mad man and arrested him.

b) The nurse stole the baby and hid it.

**Exercise**

**Join these sentences using:---------- and ----------**

1. The magistrate read the judgement. He set the suspect free.

♦ *The magistrate read the judgement and set the suspect free.*

2. Namukasa found the gun. She took it to the police station.
3. Nankya whipped the girl. She ran away.
4. The old man stole a hen. He reported himself to the police station.
5. The witness saw the incident. He reported to police.
6. The housekeeper started the fire. He escaped.
7. The mob got permission. It started demonstrating.
8. The police keeps peace. It also keeps order in our communities.
9. He committed the crime. He handed himself over to the police.
10. All leaders must ensure peace. They must also ensure security in their societies.
11. We must learn to forgive others. We must learn to forget.

**Rewrite as two separate sentences.**

1. You should learn to control your temper and cool down very fast.
2. The suspect made a statement and was locked in the cell.
3. The magistrate rose up and adjourned the case.
4. The security guard held the bow and shot the thief.
5. The minister of defence praised the army and gave them ranks.

## Language structures

**Neither---------- nor**

This conjunction is used to show that a negative statement is true of two things.

It is used in negative sentences only. The helping verb should be singular if the subject is singular and plural when the subject is plural.

When the two subjects are different, 'Neither' is used at the beginning of the sentence.

**Read these sentences.**

a) Neither the security guard nor the traffic officer has a gun.

b) Neither the accused nor the suspect reported to police.

**Exercise**

**A) Rewrite the sentences beginning: Neither--------nor----**

1. The magistrates are not present. The witnesses are not present.
- *Neither the magistrates nor the witnesses are present.*
2. The police station hasn't been opened. The police post hasn't been opened.
3. The woman is not in the cell. The man is not in the cell.
4. Mrs. Dumba was not arrested. Mrs. Otim was not arrested.
5. Our shops were not robbed. Their shops were not robbed.
6. Bombo Road had no traffic. Hoima Road had no traffic.
7. The prisoners did not eat. The guards did not eat.
8. Robert has not made a statement. Roben has not made a statement.
9. The thieves will not be charged. The murderer will not be charged.
10. The teacher does not steal. The pupil does not steal.
11. Allen did not disturb our peace. Amina did not disturb our peace.

**B) Rewrite as two separate sentences.**

1. Neither the cyclist nor the driver was set free.
2. Neither Ndayide nor Mukasa has fought.
3. Neither the suspect nor his lawyer was present at the court.
4. Neither the police dogs nor the victim's dogs will snif the suspect.
5. Neither Kule nor Thembo beat the old woman.

## Language structures

**Using .....neither.....nor.....**

**Read these sentences.**

a) The officer has neither organised the file nor cleaned the counter.

b)The teacher provides neither peace nor security.

**Exercise**

**A) Join these sentences using: ---------- neither---------- nor----------**

1. The motorist did not knock pupils down. The motorist did not knock the woman down.
2. This village does not have thieves. This village does not have murderers.
3. The criminal was not handcuffed. The criminal was not imprisoned.
4. The askari has no bows. The askari has no arrows.
5. The judge won't collapse. The judge won't faint.
6. I did not kill anybody. I did not rob anybody.
7. The witness hasn't arrived. The witness hasn't given her statement about the case.
8. The suspect hasn't eaten anything. The suspect hasn't talked anything.
9. The short boy did not abuse the chairman LCI. The short boy did not abuse the secretary for Defence.
10. Musiime did not break into the house. Musiime did not break into the shop.

**B) Rewrite as two separate sentences**

1. The teacher neither caned nor slapped the pupil.
2. The criminal neither punched the guard nor escaped from prison.
3. The robbers were neither granted bail nor charged.
4. The suspected thief has neither been arrested nor remanded.
5. The officer neither listened to the victim nor recorded her statement.

## Language structures

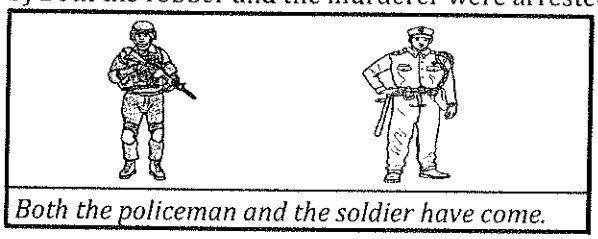
**Using: Both---------- and----------**

This conjunction is used with plural nouns to mean 'the two' or the one as well as the other. Both goes hand in hand with 'and'. It can be used in both positive and negative sentences. When it is used to show ownership of the unnumbered items, it does not take 'each'. Both can be used at the beginning and within the sentence.

**Read these sentences.**

a) Both the policeman and the soldier have come.

b) Both the robber and the murderer were arrested.



*Both the policeman and the soldier have come.*

**NB:**

When the subjects are different, 'both' begins sentences and when the subjects are the same, 'both' is used within the sentences.

**Exercise**

**A ) Join these sentences beginning: Both.....**

1. That man has a bow. That man has an arrow.
- *That man has both a bow and an arrow.*
2. Bob has been imprisoned. Daniel has been imprisoned.
3. The woman has gone to the police station. The man has gone to the police station.
4. The OC has the report. The OC has the statement.
5. The robbers have guns. The murderers have guns.
6. Thomas will not withdraw the case. Phillip will not withdraw the case.
7. The army provides defence. The army provides security.
8. The police keeps law. The police keeps order.
9. The mob burnt the building. The rioters burnt the building.
10. The thieves disturbed our peace. The drug traffickers disturbed our peace.
11. The soldiers were marching. The policemen were marching.

**B) Rewrite as two separate sentences.**

1. Both Bonny and Benedict have gone to the barracks.
2. Both Anne and Liz haven't reported the case.
3. The security officers have both guns and arrows.
4. Both the traffic warden and the traffic officer do not arrest thieves.
5. The military police provides both security and defence.

**COMMON MISTAKES**

**Both**

***Incorrect:*** Her parents are both doctors.

***Correct:*** *- Both her parents are doctors. or*
*- Both of her parents are doctors.*

***Comment:*** You can use both or both of before nouns with a determiner. But 'both of' cannot be used before nouns without a determiner e.g.

***Incorrect:*** I like both of paintings.

***Correct:*** *- I like both of the paintings* or *- I like both paintings*

"Both of" can be used before personal pronouns e.g.

- Both of them can speak English.
- I like both of you to come.

**Language structures**

When 'Both' shows ownership of numbered items, the sentence ends with the word 'each' to show that the two subjects are equally owning a single item.

**Read these sentences.**

a) Both the army man and the policeman have a gun each.

b) Both the judge and the magistrate have a constitution each.

**Exercise**

**Join these sentences beginning: Both'.....**

1. This village has three police posts. That village has three police posts.
- *Both this village and that village have three police posts each.*
2. Bukholi sub-county has two courts of law. Karambi sub-county has two courts of law.
3. Your court has a magistrate. Our court has a magistrate.
4. Gidudu has a knife. Bwambale has a knife.
5. The traffic officer owns four whistles. The traffic warden owns four whistles.
6. Bombo barracks has over one thousand guns. Nakasongola barracks has over one thousand guns.
7. Uganda has an army. Kenya has an army.
8. Badru has a case to answer. Arinaitwe has a case to answer.
9. Andrew has recorded two statements today. Atwine has recorded two statements today.
10. Kawempe police station has thirty cells. Nabweru police station has thirty cells.
11. Okum has a lawyer. Okoth has a lawyer.

---

## Language structures

**Using.....both.....and.....**

"Both" can be used within the sentence if the subjects are the same.

**Read these sentences.**

1. The thief is both hungry and shabby.
2. I am both clever and punctual.

**Exercise**

**Join the sentences using ".....both.....and....."**

1. 1. My mother is beaufitul. My mother is kind.
- *My mother is both beautiful and kind.*
2. 2. Aidah is small. Aidah is tall.
3. 3. Our teacher is polite. Our teacher is friendly.
4. 4. They are playful. They are humble.
5. The police man was ugly. The policeman was black.
6. The pupils were smart. The pupil were happy.
7. Bossa's story was funny. Bassa's excuse was exciting.
8. Alex has a book. Alex has a rubber.
9. Their car is old. Their car is also faulty.
10. Nancy's ring is nice. Nancy's ring is expensive.

---

## Language structures

**Using: I like----------**

**Read these sentences.**

a) I like chicken.

b) I like reading story books.

**Exercise**

**Answer the questions using the examples above.**

1. What do you like? (oranges, mangoes)
- I like oranges.
2. What do you like? (playing, working)
3. What do you like? (travelling, staying at home)
4. What do you like? (weeding, digging)
5. What do you like? (mopping, sweeping)
6. What do you like? (drawing, shading)
7. What do you like? (coffee, tea)

---

## Language structures

**Using : What I don't ----------/ I do not like--------**

**Examples:**

1. I do not like cakes.
2. I do not like travelling by bus.

**Write questions and answers from the table.**

| | | |
|---|---|---|
| What don't you like? | I don't like | pigs.<br>playing.<br>roasted groundnuts.<br>boiled eggs.<br>stubborn children.<br>cooking with firewood.<br>washing plates.<br>fresh fish.<br>careless people. |

**Exercise**

**Use the words in brackets to answer the questions given.**

1. What do you like? (watching football, playing volley ball)
2. What does she like? (looking after cows, cooking)
3. What do Kato and Babirye like? (praying, playing)
4. What does Sam like? (fruits, juice)

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## Language structures

**Using---------- enjoys----------**

He/she enjoys

**Read these sentences.**

a) Does Babirye enjoy singing?

b) Does Aboth enjoy peeling?

**Exercise**

**Write suitable questions for the statements.**

1. He enjoys dancing.
- *Does he enjoy dancing?*
2. Tenso enjoys chips.
3. He enjoys sweeping.
4. She enjoys going to church.
5. Sunitah enjoys carrying dolls.
6. Anisha enjoys reading story books.

## Language structures

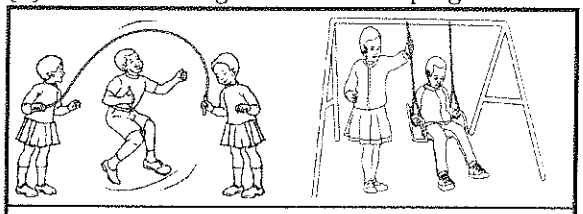
**Using ------like(s)----more than--------**

'Like' carries the same idea as "prefer". Both are used to show our choices.

**Examples:**

(a) Girls like skipping more than swinging.

(b) Men like eating more than sleeping.



*Girls like skipping more than swinging.*

**Exercise**

**Use------like(s)-----more than-------in the sentences below.**

1. They prefer fighting to quarrelling.
- *They like fighting more than quarrelling.*
2. I prefer rabbit to giraffes.
3. Boys prefer fetching water to cooking food.
4. Nayiga and I prefer porridge to juice.
5. We prefer drinking water to eating mangoes.
6. Builders prefer building to laying bricks.
7. The guests prefer cakes to food.
8. Most people prefer lynching criminals to handing them over to police.

9. That officer preferred listening to music to watching football.
10. The traffic officer prefers arresting drunken drivers to unlicensed ones.
11. I prefer going to High court to the criminal court.
12. Egyptians preferred demonstrating to having peace talks.
13. The chairperson LCI prefers settling conflicts to causing them.
14. Angume and Akello prefer staying in the camp to the barracks.

---

**Language structures**

**Using: ---------- prefer ----------to**

To prefer is to like one thing or person better than another, or to choose one thing rather than something else because you like it better.

**Prefer** takes preposition to.

**Read these sentences.**

a) I prefer judges to magistrates.

b) Serete prefers being a policeman to being a soldier.

**Exercise**

**Rewrite these sentences using: ---------- prefer---------- to----------**

1. Isabirye, the guard likes arrows more than guns.
♦ Isabirye prefers arrows to guns.
2. I like being a lawyer. I like being a judge more.
3. Peter enjoys defending the citizens more than attacking the rebels.
4. The old woman liked taking the criminal to the police station more than beating him.
5. The criminal liked to the police cells than the prison.
6. I would rather handle the case myself than giving it to any other person.
7. The policewoman likes arresting criminals. She likes recording statements the more.
8. The OC Kampala Central Police likes keeping law and order. He likes keeping peace more.
9. Peyton enjoyed the security group more than the army.
10. The headmaster likes the fire -brigade more than the Criminal Investigation Department.

---

**Language structures**

**Although**

'Although' is used to join sentences that don't have the same weight. It joins sentences with unexpected results (outcomes). It can be used at the beginning or within the sentences.

**Read these sentences.**

a) Although the suspect was taken to the police post, he was not imprisoned.

b) The suspect was not imprisoned although he was taken to the police post.

c) Although she offended me, I forgave her.

d)I forgave her although she offended me.

---

**Exercise**

**A) Join these sentences beginning: Although----------**

1. The officer was not in the uniform. He was armed.
♦ *Although the officer was not in the uniform, he was armed.*
2. Omilo was robbed. He failed to make a statement at the police station.
3. The guard aimed at the thief. He never shot him.
4. The magistrate did not make a final judgement. He got all the evidence he desired.
5. The witness was brought to the court. He did not mention anything.
6. The policeman arrested the suspect. He set her free without handing her over to the police officers.
7. They broke into the bank. They failed to steal.

**B) Join these sentences using:--------- although----------**

1. Wilber was taught how to keep peace. He is still violent.
♦ *Wilber is still violent although he was taught how to keep peace.*
2. Osinde was handcuffed. He broke them and escaped.
3. The army was well trained. It failed to win the battle.
4. Their country doesn't have security officers. It is peaceful.
5. He does not keep peace in the village. He has arrows.
6. The victim defended herself. She was hurt.

**Comprehension (information)**

**Study the notice below and then answer, in full sentences, the questions that follow.**

**POLICE NOTICE**

ALL VEHICLES ARE NOT ALLOWED TO PARK HERE.
THE SPACE IS NOT ENOUGH. GO STRAIGHT TO THE PARKS CREATED IN TOWN. ANYONE FOUND HAVING COMMITTED THIS OFFENCE WILL PAY A FINE OF 100,000 SHS IN CASH OR BE IMPRISONED.

WAGULO KENNEDY
SPOKESPERSON TRAFFIC POLICE
12th September, 2020

**Questions**

a) To whom is the notice addressed?
b) Why are vehicles not allowed to park in that space?
c) Where should vehicles park?
d) What will be done to Mugoya if he is found parking in that space?
e) If the offender does not pay, what will be done to him/her?
f) Who wrote the notice?
g) When was the notice written?
h)Give a word or group of words to mean the same as the underlined in the notice
(i) offence
(ii) imprisoned

## Comprehension (passage)

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

Mbusa works in Owino market as a porter. He offloads the luggage brought in the market. This work makes him so tired. One day, he came back home when he was so tired that he forgot to close the door before sleeping. While in the sleep, he heard some noise in his room but he did not mind, taking it to be a dream.

The noise continued and he woke. On waking up, he saw two men taking his property. This created fear in his heart and he started panicking. The two men were putting on black masks. They started running when they saw Mbusa. Mbusa made an alarm.

The neighbours came to his rescue very fast. Mbusa then showed them where the thieves had passed. The neighbours followed the same path. Luckily, the thieves were captured from Okum's banana plantation as they were trying to hide. The chairman LC I called the police to take away the thieves.

Before the police arrived, it had been found out that the thieves were their village mates who spent most of the time taking drugs. The police asked Mbusa to make a statement and later told him that the offenders would be tried in court.

### Questions

a) Where does Mbusa work?
b) What type of work does Mbusa do?
c) Why did he forget to close the door?
d) What woke up Mbusa?
e) What did Mbusa see when he woke up?
f) How did the neighbours know about the thieves?
g) Where did the thieves hide?
h) Who called the police?
i) Who were the thieves?
j) What did the police ask Mbusa to do?

---

## Comprehension (poem)

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

*What a life!*
*Drunken driver killing many passengers*
*Thieves following us everywhere*
*Taking what belongs to us and making us poor*
*Please police, come to our rescue.*

*What a life!*
*Murderers in our community*
*Leaving children orphans and women widows*
*Defilers abusing our rights*
*Please police, come to our rescue.*

*Jimmy*

---

**Questions**

a) Who is killing passengers?

b) Where are the thieves?

c) When do people become poor according to stanza one?

d) Why is the police needed?

e) Who is in the community?

f) Why is the writer blaming defilers?

g) How many stanzas does the poem have?

h) Write another word or group of words with the same meaning as the underlined in the poem:

abusing

i) Who wrote the poem?

## Comprehension (information)

**The information was found at Kabarole Police Station. Study it carefully and then answer, in full sentences, the questions that follow.**

| KABAROLE POLICE STATION<br>CRIMINAL CASES REPORTED IN 2020 | |
|---|---|
| CASE | NUMBER |
| Robbery | 172 |
| Murder | 321 |
| Rape | 76 |
| Defilement | 83 |
| Drunken driving | 122 |
| Driving without licence | 49 |
| Child sacrifice | 92 |
| Kidnapping | 62 |
| Drug trafficking | 57 |
| Mob justice | 76 |
| Abuse of office | 63 |
| Corruption and embezzlement | 101 |
| Abuse of Human rights | 98 |
| ***Note:***<br>*It is everyone's responsibility to keep peace and security in one's own community for a better living.*<br>**Mr. ZIRABAMUZAALE ZAKAYO**<br>**O.C KABAROLE POLICE STATION**<br>**20th February, 2020.** | |

**Questions**

a) Where was the above information found?

b) What is the information showing?

c) When were the above cases committed?

d) How many types of cases are shown?

e) Which case was highly committed?
f) Which two cases had the same number?
g) How many times was child sacrifice reported?
h) According to the information, what is everybody's responsibility?
i) Who wrote the above information?
j) When was the information written?

## Composition (jumbled story)

**Rearrange the sentences below to form a meaningful story about Chandit, the drug addict.**

a) Unfortunately, he was arrested one day because of stealing.
b) Chandit eventually became mad.
c) This peer group taught him how to use drugs.
d) Time reached when he couldn't live without them.
e) He is now one of the mad people on the streets as a result of taking drugs.
f) He started using drugs and got used to them.
g) Chandit used to be a well-behaved boy before he joined a bad peer group.
h) When he was set free, he resumed to taking them as if the punishment wasn't enough.
i) This forced him to do sinful acts like stealing in order to get the money to buy the drugs.
j) He was sentenced after being found guilty.

## Composition Writing

Write a composition about peace and security in your area. Mention how you keep peace and security in your area, what is done to the criminals. Also talk about any incident about peace and security in your area.

## Composition (Guided dialogue)

**The dialogue below took place between the chairman LCI and Luzinda who was suspected to have kidnapped a child. Fill in what you think Luzinda said.**

***Chairman:*** *What is your name?*
Luzinda: _____
***Chairman:*** *Where do you live?*
Luzinda: _____
*Chairman: Just here in Nyondo? What is your father's name?*
Luzinda: _____
*Chairman: Is it Mr. Thembo who repairs saucepans? What were you doing at Kipusu's home?*
Luzinda: _____
*Chairman: Playing at that time of the night! Where is Kipusu's son?*
Luzinda: _____
*Chairman: Then, who knows? Whom were you playing with?*

Luzinda: _____

*Chairman: Then, if you were playing with Ali, where was the brother at that time?*

Luzinda: _____

*Chairman: If he was seated looking at you, how comes he disappeared when you left?*

Luzinda: _____

*Chairman: I hate "I don't know answers." Who escorted you?*

Luzinda: _____

*Chairman: Exactly, Ali's brother. How comes he didn't come back?*

Luzinda: _____

*Chairman: If you don't know, let's go to the police post. You will know from there.*

## Composition

**Use the words in the box to complete the composition below.**

| | | | | |
|---|---|---|---|---|
| **or** | **passengers** | **lives** | **risk** | **cyclists** |
| **one** | **punishments** | **hammered** | **police** | **help** |

Boda boda _____ are faced with a lot of challenges today. Previously, it was _____ of the paying jobs which could make one survive without any problem. Today, it is one of the jobs which puts one's life at _____

Many of these men no longer work in the late evening hours as well as the night due to fear of being robbed _____ killed. Bad people hire these cyclists pretending to be _____ yet they are thieves and mudereres.

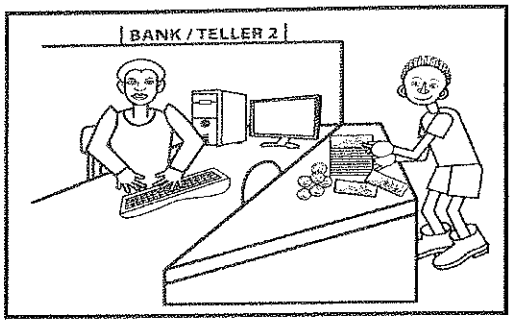
They go to places where they feel these cyclists will not get any _____ from anybody. It is from these places where the cyclists are _____. By God's grace, others survive but many of them lose their _____.

I therefore, request the _____ to look for ways of capturing these evil minded people and give them the _____ they deserve.

## Composition writing

Write a letter to your friend informing him about how thieves broke into your house. Mention the items they took, the time they broke into the house, what you were doing. Also inform him that you have already reported the case to police and the investigations are going on.

# TOPIC 8: SERVICES (BANKING).




## Vocabulary practice

**Read and study the meaning of the words below.**

***ATM card:*** (automated teller machine card) a card which is put in an ATM (automated teller machine) to deposit or withdraw money

- *I used an **ATM card** to withdraw money.*

***bank:*** an organisation that provides various financial services like keeping or lending money

- *It is safe to keep the money in the **bank.***

***bank-book:*** a small book containing a record of the money you put into and take out of an account at a bank (passbook)

- *You must go to the bank with a **bank book** every time you go to deposit the money.*

***account:*** an arrangement that somebody has with a bank to keep money there or take some out

- *He will not keep money without opening an **account** first.*

***bank manager:*** a person who controls the activities of a bank

- *The **bank manager** hasn't signed my cheque.*

***bank statements:*** a printed record of all the money paid into and out of a customer's bank account within a particular period

- *It is good for one to look at the **bank statement** before withdrawing.*

***balance:*** the amount that is left after taking money away from a total

- *I've taken long without checking my bank **balance.***

***teller:*** a person whose job is to receive and pay out money in a bank

- *Arrange the money properly before giving it to the **teller.***

***deposit:*** to put money into a bank account

- *Ruth has **deposited** five hundred dollars in my account.*

***withdraw:*** to take money out of a bank account

- *I **withdrew** all my money from the bank.*

***credit:*** the money that you borrow from a bank

- *The bank gave me more **credit.***

***save:*** to keep money instead of spending it, especially in order to buy a particular thing

- *I am **saving** money to buy land.*

***safe:*** a strong metal box or cupboard with a complicated lock, used for storing valuable things

- *The chief kept his jewellery in the **safe.***

***bounce:*** If a cheque bounces, or a bank bounces it, the bank refuses to accept it because there isn't enough money in the account

- *The cheque which you gave me **bounced.***

***cheque:*** a printed form that you can write on and sign as away of paying for something instead of using money

- *Your salary will be paid by **cheque.***

**Exercise**

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

1. Our teacher has withdrawn all her money from her account. (withdraw)
2. The bank _____ arrived at the bank very late. (manage)
3. The teller is _____ my money now. (deposit)
4. The Director signed two _____ only. (cheque)
5. That man's cheques always _____. (bounce)
6. Write the following in full;
   a/c _____ ATM _____

**Rewrite the sentence giving one word for the underlined group of words.**

8. Biira works in a place where money is kept.

♦ Biira works in a bank.

9 . Okoth's family kept its diamonds in a metallic box with a complicated lock used for keeping valuable things.

10. He is a person who receives and pays out money in Cente Bank.

---

## Vocabulary practice

**Read and learn the meaning of these words.**

***forge:*** to make an illegal copy of something in order to cheat people

- *It is not good to **forge** other people's signature.*

***cashier:*** a person whose job is to receive and pay out money in a bank

- *The **cashier** did not count the money well.*

***withdraw form:*** the form one fills when one wants to take out money from the bank

- *Sign the **withdraw** form before handing it over to the cashier.*

***deposit form:*** the form one fills when one wants to put money into a bank account

- *You cannot **deposit** the money without signing the deposit form.*

***cheque book:*** a book of printed cheques

- *Always keep your **cheque book** safely.*

***savings:*** the money that you saved especially in a bank

- *Will you open a **savings** account?*

***money:*** what you earn by working or selling things, and use to buy things

- *My father earns a lot of **money** monthly.*

---

Exercise

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

1. I gave my cheque to the cashier. (cash)
2. The bank manager made a _____ last week. (withdraw)
3. _____ of bank notes is illegal. (forge)
4. Where are your _____? (cheque book)
5. Ocheng has a lot of _____ in his account. (save)
6. Otto helped his grandmother to _____in the deposit form. (fill)

**B) Arrange the words below in ABC order.**

1. bank, balance, bank book, bank manager
- *balance, bank, bank book, bank manager*

2. credit, cashier, cheque, cheque-book
3. teller, account, money, forge

**C) Write one word for the following;**

1. A person who receives and pays out money in a bank; teller
2. An organisation that keeps people's money for future use; _____
3. A person who controls the activities of a bank; _____
4. The money left on one's account;_____
5. The money kept for future use; _____

**D) Write the plural forms of the following:**

1. bank manager - bank managers
2. credit
3. bank statement
4. safe
5. pass book
6. machine
7. teller
8. cashier
9. deposit forms
10. cheque book

***PRACTICAL WORK***

-Fill in a blank cheque.
-Act out a dialogue about banking with your friends.

**Language structures**

**Using:---------- as soon as----------**

'As soon as' is used when talking about the shortest time lasted when the two actions took place. It shows that one action happened immediately after the other. Other conjunctions used in the same way are; immediately, the moment, just after, shortly after, etc.

When using 'as soon as' within the sentences, you begin with the second action in the order. There in no comma needed.

**Read these sentences.**

a) It started raining as soon as I arrived at the bank.

b) The machine welcomed me as soon as I inserted the card in it.

**Exercise**

**A) Rewrite the sentences using:---------- as soon as----------**

1. Immediately I handed over the withdraw form to the teller, she asked me for the ID.
- *The teller asked me for the ID as soon as I handed over the withdraw form to her.*
2. The manager looked at the cheque. He refused to honour it.
3. Immediately I opened an account, I was given a pass-book.
4. The ATM gave me money the moment I inserted in the card.
5. I bought the cheque book the moment it was sent.
6. I deposited money. They gave me a copy of the deposit form.
7. He was seen forging a signature to withdraw money. He was arrested.
8. The cashier signed my bank book immediately I gave it to him.
9. Ibrahim opened the safe. He put the land title in it.
10. Kapere read the bank statement. He tore it.
11. The moment the accountant entered into the bank, he collapsed.

**B) Rewrite as two separate sentences.**

1. They gave me my balance as soon as I asked for it.
2. The cheque bounced as soon as Mbaga gave it to the manager.
3. My company received a loan as soon as it requested for it.
4. The account was closed as soon as it remained with zero balance.
5. The machine was taken away as soon as it stopped working.

**Language structures**

**Using: As soon as----------**

When 'As soon as' is used at the beginning of the sentence, a comma is put after the first clause. Here, you must begin with the first action in the sequence.

**Read these sentences.**

a) As soon as the bank manager resigned, the bank lost clients.
b) As soon as I texted the teller, I got the feed back.

**Exercise**

**Rewrite these sentences beginning: As soon as----------**

1. I applied to the bank. They called me for interviews.
- *As soon as I applied to the bank, they called me for interviews.*
2. Tumwebaze set off to the bank immediately he was sent.
3. Atenyi forged the bank notes the moment he ran bankrupt.
4. When the cashier finished signing, he asked me to sign as well.
5. Hamis entered into the bank. The guard closed the door.
6. Gloria switched the phone off. She entered into the bank.
7. Namuswe filled the form. She handed it to the cashier.

## Conjunctions

**Enough----to:**

If there are twenty children in a classroom and you want to give them phones. You have twenty phones with you. Therefore, the phones are enough for all the children.

Enough is used to mean to the necessary degree. It also means much as somebody needs or wants.

'Enough' is used with preposition 'to'. It is used after verbs, adjectives and adverbs to mean "to the necessary degree."

**Read these sentences.**

a) I have enough money to run my account.

b) The Bank manager is experienced enough to manage this bank effectively.

**Exercise**

**Join these sentences using:--------- enough----------**

1. Joel is old. He can open a fixed account with us.
- *Joel is old enough to open a fixed account with us.*
2. The cheque is valid. It can be accepted by the bank.
3. The bank's services are very good. They can attract many clients.
4. The ATM is durable. It can last for over forty years.
5. The bank-book is big. It can be used for a long period of time.
6. I saved money. It can help me in the future when I retire.
7. The banks are very efficient. They can offer you good services.
8. The safe is secure. It can keep your property safely.
9. The teller is knowledgeable. He can balance all the accounts well.
10. I have much savings. My children can survive on.

**Use of enough in negative sentences.**

When we use ----enough----- to join two negative sentences, the adjective changes to its opposite.

**Read these sentences.**

a). The cashier is not hard-working enough to work the whole day.

b). The bank is not large enough to accommodate many customers.

**Exercise**

**Join these sentences using -------not----enough to----------.**

1. Kevin is very young. She cannot bank her school fees alone.
2. The bank manager is uncomfortable. He cannot work on all clients.
3. The customer is impatient. She cannot wait for long.
4. This safe is very weak. It cannot keep our money.
5. The village bank is insecure. It cannot keep people's money.

**COMMON MISTAKES**

***Incorrect:*** Is the room enough large for you?

***Correct:*** *Is the room large enough for you?*

***Comment:*** The word "enough" can be used as both an adverb and an adjective. When it is used as an adverb to modify an adjective. It is used after the adjective. But when enough is used as an adjective to modify a noun, you can use it either before or after the noun. Example

1)- We have enough food for five people. or

2)- We have food enough for five people.

## Language structures

**Such----------that----------**

- Such is followed by the adjective, the common noun + that.
- If the noun is singular, it is followed by the articles 'a' or 'an' depending on the adjective but if the noun is plural, there is no need of an article.

**Read these sentences.**

a) The bank manager is such a kind man that he accepted to reopen my account.

b) It is such a nice looking passbook that I don't want to lose it.

**Exercise**

**Join these sentences using: ----------such----------that----------**

1. It is a very heavy bag of money. You cannot carry it alone.

♦ It is such a very heavy bag of money that you cannot carry it alone.

2. It is a very amusing machine. You get money out of it.
3. Sharon is a very hardworking teller. She works till midnight.
4. It was a very blank account. It was shut down from there and then.
5. He was a very bankrupt man. He failed to buy a sweet for his son.
6. Forgery is a very illegal act. It leads to imprisonment.
7. It was a very heavy bundle of money. I counted it from the manager's office.
8. She was a very smart cashier. Everybody liked to be served by her.
9. It was a very long queue. I spent a lot of time in it.
10. It was a hard safe. We failed to break it.

## Comprehension (passage)

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

Swaibu works as a cleaner to Regain Lives Hospital, Tororo. He used to keep his money in a tin for the purpose of saving for the future. Since, he used tins, he could be forced to change the money into coins.

One day, a friend of his gave him an idea of saving money in a bank. He told Swaibu the advantages of keeping money in the bank. As soon as Swaibu heard of the great news, he decided to run to the nearby Barclays Bank to keep the money he had.

When Swaibu reached the bank, he told the stranger whom he found in the bank that he had brought money for keeping. The stranger asked for the money from Swaibu. Swaibu happily gave him the money and went back home a happy man thinking that he had saved his money.

When he came back home, he told his friend what had happened, Swaibu was told by the friend that he had been robbed. On hearing this, he collapsed. So, before you start saving, go to the bank and talk to the responsible people who will guide you on the right steps to follow.

**Questions**

a) What is Swaibu?

b) Where does Swaibu work?

c) Why did Swaibu keep his money in the tin?

d) Who gave Swaibu an idea of keeping money in the bank?

e) Which bank did Swaibu prefer?

f) Whom did Swaibu give his money?

g) Why did Swaibu collapse?

h) According to the passage, who will guide you on the right steps to fellow?

i) What should one do before one starts to save?

j) Suggest a suitable title to the story.

## Comprehension (information)

**Study the notice below and then answer, in full sentences, the questions that follow.**

BANK OF UGANDA

21st July, 2020

ANNOUNCEMENT

The general public is hereby informed that the following notes are not yet released. So, if they are in circulation, consider them **fake** and invalid.

AE 9227468
AE 2779122
AE 1915851

If found, take them to any nearby police station or police post to avoid risks of arrest.
Please, be of help!

NANDUTU EVELYN
PUBLIC RELATIONS OFFICER

**Questions**

a) What is the announcement about?
b) Which bank is announcing?
c) Who is being informed?
d) Why are the above notes considered fake and invalid?
e) How many notes are fake according to the announcement?
f) Where should one take the notes if found?
g) Who is likely to be arrested?
h) When was the announcement written?
i) Who wrote the announcement?
j) Write another word to mean the same as 'fake' as used in the notice.

## Comprehension (information)

**Study the announcement below and then answer, in full sentences, the questions that follow.**

**DESTINY INTERNATIONAL BANK**

**ANNOUNCEMENT**

This serves to inform all our clients of Arua, Mbale, Bushenyi and Mpigi branches that our ATMs in those areas are having a technical problem.
We hope to repair them between 8:00 a.m. -2:00 p.m.
We are sorry for the inconveniences caused and promise to serve you better as soon as possible.

**Emmanuel Smith**
**Executive Director**
**28th September, 2020**

**Questions**

a) Which bank is announcing?
b) What is the announcement about?
c) Who is being informed?
d) How many branches have ATMs to be repaired?

e) When are the machines likely to be repaired?

f) For how long will the repair take?

g) Why do you think Mr. Smith is sorry?

h) Who is Emmanuel Smith?

i) When was the notice written?

## Comprehension (information)

**Study the bank slip below and, in full sentences, answer the questions that follow.**

**Serial No.....**

**TO BE RETAINED BY THE PARENT**

**PUPILS' COPY**

**BIKOVU BANK LIMITED**

**THE HIGHLAND**

**PRIMARY SCHOOL**

A/C 16999502010108

P O BOX 4241, Mubende.

Tel: 0404597946, 0761124411

**Date:** 16-08-2020

**Pupil's Name:** DIVINE AKANKUNDA

**Class:** P.5 **Term** 3

| | NOTES | SHS |
|---|---|---|
| | 50,000 | **300,000/=** |
| | 20,000 | **20,000/=** |
| | 10,000 | |
| | 5,000 | |
| | 1,000 | |
| | **COINS** | |
| | 500 | |
| | 200 | |
| | 100 | |
| | 50 | |
| | Bank charges | **2000** |
| | **TOTAL** | **322,000/=** |

**Amount in words:** Three hundred twenty two thousand shillings only.

**Paid by:** Kemigisha Ann

**Serial No.....**

**TO BE RETAINED BY THE SCHOOL**

**SCHOOL'S COPY**

**BIKOVU BANK LIMITED**

**THE HIGHLAND**

**PRIMARY SCHOOL**

A/C 16999502010108

P O BOX 4241, Mubende.

Tel: 0404597946, 0761124411

**Date:** 16-08-2020

**Pupil's Name:** DIVINE AKANKUNDA

**Class:** P.5 **Term** 3

| | NOTES | SHS |
|---|---|---|
| | 50,000 | **300,000/=** |
| | 20,000 | **20,000/=** |
| | 10,000 | |
| | 5,000 | |
| | 1,000 | |
| | **COINS** | |
| | 500 | |
| | 200 | |
| | 100 | |
| | 50 | |
| | Bank charges | **2000** |
| | **TOTAL** | **322,000/=** |

**Amount in words:** Three hundred twenty two thousand shillings only.

**Paid by:** Kemigisha Ann

**Questions**

a) What is shown above?

b) In which bank was the money paid?

c) From which school does Divine study?
d) When was the fees deposited?
e) In which class is Divine?
f) For which term was the money paid?
g) How many 50,000 shilling notes were paid?
h) Who paid the fees?
i) Write the account number of the school.
j) How many twenty thousand shilling notes were paid?

## Comprehension (dialogue)

**Read the dialogue below and then answer, in full sentences, the questions that follow.**

*Dovico: Good morning, Afande.*
Guard : Good morning, young boy.
*Dovico: May I talk to you please?*
Guard : Yes, please how can I help you?
*Dovico: I want to open up an account with this bank.*
Guard : You are welcome to DCC Bank. Go to the account opening desk for details.
*Dovico: Thank you, but may I know some of the requirements they're going to ask for?*
Guard: In the first place, you need a letter of recommendation from your chairman LCI or Head teacher and three passport size photos.
*Dovico: Thank you for being so kind.*
Guard : If I may ask, why are you opening an account?
*Dovico: You know, we are studying about banking, and I want to save some little money for the future.*
Guard : Saving is a very good culture. Go ahead and talk to that lady.

**Questions.**

a) At what time of the day did the dialogue take place?
b) Why did Dovico go to the bank?
c) Which bank did Dovico go to?
d) According to the dialogue, from where are accounts opened?
e) How many passport size photos are needed?
f) Why was Dovico opening an account?
g) Why do you think saving is a good culture?
h) How many people are involved in the dialogue?
i) Where do you think the dialogue took place from?
j) Suggest a suitable title to the dialogue.

## Comprehension (poem)

**Read the poem below carefully and then answer, in full sentences, the questions that follow**

*A visit to this place*
*Where computers are scratched every second*
*Because people need to keep and take away money.*
*Get loans and pay back.*

*Try and open up an account*
*After fulfilling the requirements*
*Such as passport size photos and recommendation letters*
*So that you can be clearly known by the bank.*

*Keep as much money as you can*
*To save for your future*
*So that you shouldn't suffer*
*When you can no longer work.*

*JIM*

**Questions**

a) Where is the writter?
b) Why are computers scratched according to the poem?
c) What services do the men and women need?
d) When does one open up an account according to the poem?
e) Why is a passport photo needed by the bank?
f) How many stanzas does the poem have?
g)Give a word or group of words with the same meaning as the underlined in the poem.
h)What is the poem about?
i) scratched
ii) keeping
i) Who wrote the poem?
j) What is the poem about?

---

## Composition (Guided dialogue)

**Gorret, a pupil in P6. at Ssoma Junior School was going to pay her school fees at Deu Bank. On her way, she met Mrs. Gora the school nurse. What Mrs. Gora said has been given, fill in what Gorret said.**

***Gorret*** : _____
***Nurse***: Good morning Gorret. Where are you going?
***Gorret***: _____
***Nurse***: What are you going to do there?
***Gorret***: _____
***Nurse***: Have you ever paid the fees before?

---

***Gorret***: _____
**Nurse**: Who taught you how to do it?
***Gorret***: _____
***Nurse***: You mean Mr. Mulozi is your teacher of English?
***Gorret***: _____
***Nurse***: Do you have the pay in-slip?
**Gorret**: _____
***Nurse***: Where did you get it from?
***Gorret***: _____
***Nurse***: Who gave it to you?
***Gorret***: _____
***Nurse***: I see. So the cashier comes from your home.
***Gorret***: _____
***Nurse***: Okay. I wish you well.

---

## Language structures

**Using.....after.....**

**Read these sentences.**

a) Mubiru washed clothes after going to town.
b) The teacher ate food after teaching.

**Exercise**

**Rewrite these sentences using.....after.....**

1. The girls collected firewood before fetching water
- *The girls fetched water after collecting firewood.*
2. The girl ate supper before bathing.
3. The baby took milk before crying.
4. The boys danced before asking for money.
5. The old woman waved to the crowd before falling down.
6. The eagle flew around before catching the chick.
7. Amon swept the bedroom before mopping it.
8. They called him before meeting him.
9. Deborah cooked food before washing clothes.
10. Larry listened to the music before playing a piano.

---

## Language structures

**Using.....before.....**

**Read these sentences.**

a) I ate food before going to the garden.
b) She paid fees before attending classes.

---

**Exercise**

**Rewrite these sentences using 'before'.**

1. Owundo rested after digging.
- *Owundo dug before resting.*
2. I said my prayers after dressing up.
3. He put on his shoes after wearing the uniform.
4. The dog barked loudly after seeing a thief.
5. Namono apologised after committing a crime.
6. My mother attended the funeral after taking tea.
7. Pauline washed the clothes after socking them.
8. Andrew lit the lamp after cleaning the glass.
9. Peninah washed the plates after preparing food.
10. She entered into the classroom after knocking at the door.
11. The pupils wrote the notes after studying.

---

## Grammar

### Ordinal numbers:

These are numbers that show the order of things, people, animals, etc in something. They are formed from other numbers.

**Examples:**

| | | | |
|---|---|---|---|
| one - first | four – fourth | seven - seventh | twelve - twelfth |
| two - second | five – fifth | eight - eighth | |
| three - third | six – sixth | nine - ninth | |

**Exercise**

**Form ordinal numbers from these numbers**

| | | |
|---|---|---|
| ten _____ | twenty _____ | seventy _____ |
| eleven _____ | thirty _____ | eighty _____ |
| twelve _____ | forty _____ | ninety _____ |
| thirteen _____ | fifty _____ | twenty-one _____ |
| fourteen _____ | sixty _____ | thirty-two _____ |
| forty four _____ | fifty-five _____ | sixty-six _____ |

**Use the correct form of the word given in brackets.**

1. Who was the _____ to arrive? (one)
2. The second and _____pupils had nice bags. (five)
3. It is only the _____boy who was smart. (eight)
4. Where is the _____ box? (seven)
5. The _____shirt was dirty. (four)

---

## Language structures

**Using: Why was ---------- the ----------?**

-`Why' is a questioning pronoun. It asks for the cause of some happening. It calls for a reason for something to happen or that happened.

---

**Examples:**

a) Why was Dan the last?

- *Dan was the last because he started late.*

b)Why was Hakim the worst?

- *Hakim was the worst because he was weak.*

**Exercise**

**Use the table to ask and answer the question.**

| | | | | |
|---|---|---|---|---|
| Why was | Kato the last?<br>She the best?<br>Aidah the second?<br>Maggie the sixth?<br>Harriet the first? | Kato was the last<br>She was the best<br>Aidah was the second<br>Maggie was the sixth<br>Harriet was the first | because | she ran very fast.<br>she first fell down.<br>she was slow.<br>she got an injury.<br>her button fell down.<br>she never practised.<br>he was sick. |

**Common mistakes**

***Incorrect:*** She has seventy seven magazines.

***Correct:*** *She has seventy-seven magazines.*

***Comment:*** Hyphens are used to join two words being used as adjectives. example two – legged stool, hard-working boy etc.

## Grammar

### Some and any.

a) Some

- **'Some'** is used with uncountable or plural countable nouns.
-'**Some**' is used with positive sentences and in questions that expect a positive reply.

**Examples:**

a) I went to buy some milk from the dairy.

b) The shopkeeper sold some sugar last week.

c) We shall get some mangoes from the market.

b) **Any:**

- any is used with uncountable or countable nouns in negative and question sentences.
- any is the opposite of some.
- any is always used after not, hardly, barely and scarcely.

**Examples**:

a) The trader doesn't have any milk to sell.

b) There aren't any bottles of soda.

c) Are there any cars on sale at your shop?

**Exercise**

**Fill the blank spaces using ``some" or ``any".**

1. I shall buy _____ cheese if I go to the market today.
2. The business man has not sold _____ second hand items today.
3. I did not find _____ traders at the auction.

4. Our district has _____ well built markets.
5. The young woman has just taken _____ children to the supermarket.
6. There is hardly _____ supermarket in Kyenjojo town.
7. Do you have _____ money for buying cakes?
8. I have _____ sugar but I don't have _____ salt.
9. The poor man doesn't have _____ money.
10. Is there _____ chance of buying meat today?

---

**Using: ---------- any -------- in questions.**

- "Any" is also used in question sentences.

**Examples:**

1. Is there any salt, please?
2. Are there any books at the store?
3. Will you buy any sugar today?
4. Do you have any milk?

**Exercise**

**Use .....any..... in the sentence below to form questions.**

1. There are some customers at the shop.
2. Sarah buys books every day.
3. You bought some eggs.
4. Shamim will buy some oranges.
5. There are many tomatoes in the basket.
6. Tom will wash some clothes.
7. You have some new books.
8. Shantel sold some apples.
9. Alinda understood everything.

**Exercise**

**a) Rewrite each sentence using 'any'.**

i) James has some milk.
ii) We have some salt.
iii)There is some juice in that store.
iv) He has bought some bicycles.
v) Jeff has some soap in his shop.
vi)We saw some items in the stalls.
vii)The man is selling some old cars.
Viii)She has some water in the bottle.
ix)There are some books along Kampala Road.
x)The boy buys some oranges from me.

**b) Rewrite the sentences using 'some'.**

i) I do not have any money for shopping.
ii) There weren't any biscuits on market.
iii) She doesn't have any new dresses to sell.

---

iv) Father hasn't given me any items to buy.
v) The trader doesn't have any paraffin to sell.
vi) There isn't any money at the moment.
vii) Ramathan did not buy any food.
viii) My elder brother hasn't sold any chicken.

---

**Grammar**

**Structures; Use of 'much' and 'many'.**

a) **Much'.**

- Much is used with uncountable nouns.
- Much means a large amount of something.

**Examples:**

a) Katooto did not sell much sugar today.
- I do not have much money with me
- My daughter does not buy much meat.
- Musa does not spend much money on shopping.

b) 'Many'.

- Many is mainly used with plural countable nouns.
- Many also means a large number of things

**Examples:**

a) The man did not sell many books.
b) The herdsman has not sold many calves.
c) There weren't many buyers in the market yesterday.
d) The seller did not have many mangoes to sell.

**Exercise**

**Use "much" or "many" to fill the blank spaces.**

1. Mother didn't buy a dress because she didn't have _____money.
2. The shopkeeper did not get _____ money from the sales.
3. Wakabi did not sell _____ books last year.
4. Alex will not purchase _____ sugar next year.
5. The customer has not bought _____ kilograms of meat.
6. Dr. Ashaba does not buy _____ medicine.
7. The business man does not own _____ businesses.
8. The wife was not given _____ money for shopping.
9. The young woman has not got _____ water to sell.
10. I did not have _____ money to lend you some.

---

**Use of: How much ----------**

- 'Much' is used with question sentences after how.
- 'Much' is used with uncountable or countable things in questioning sentences.

**Examples:**

a) How much is a bottle of water?
b) How much do the books cost? (400 shillings each)

---

c) How much is the cloth? (2,000 shillings a metre)
- The cloth is at two thousand shillings a metre.
d) How much does a kilo of sugar cost? (2800 shillings)
- A kilo of sugar costs two thousand shillings.
e) How much are the pineapples? (900 shillings each)
- The pineapples are at nine hundred shillings each.

**Exercise**

**Answer the question using the figure given in brackets.**

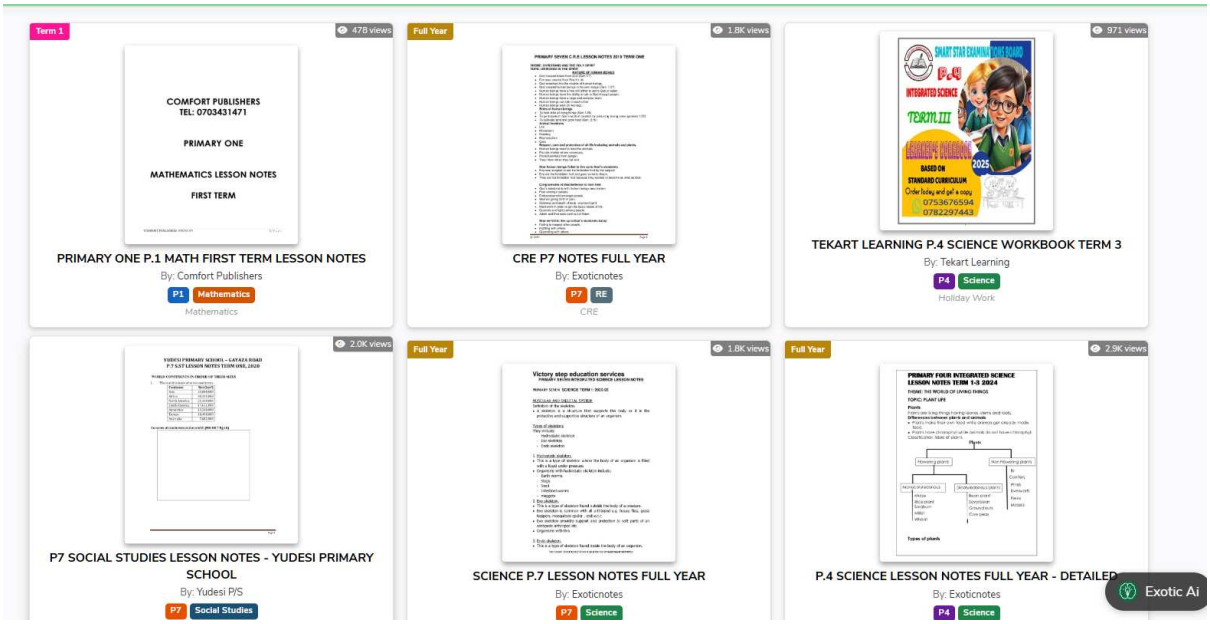
1. How much is a pen? (one thousand five hundred shillings).
2. How much are the shirts? (nine thousand five hundred shillings).
3. How much is sugar? (three thousand one hundred shillings).
4. How much is this pair of trousers? (twelve thousand shillings)
5. How much are the shoes? (thirty eight thousand shillings)
6. How much are the oranges? (seven hundred shillings)
7. How much is a set of furniture? (fifty thousand shillings)
8. How much is a bag of salt? (ninety two thousand shillings)
9. How much are five bars of soap? (three thousand shillings)
10. How much are three dozen of books? (five thousand shillings)

**Our vocabulary bank**

| Words written as one | words written as two | |
|---|---|---|
| headlamp | driving | mirror |
| windscreen | mud | guard |
| headset | car | jack |
| toolbox | front | page |
| sandpaper | letter | box |
| handcuff | money | order |
| newsletter | post | office |
| newspaper | letter | slot |
| handlebar | telephone | directory |
| landline | police | station |
| website | police | post |
| passbook | bank | manager |
| | cheque | book |
| | seat | belt |

Jaziah

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