FOR P.6 COMPOSITION AND COMPREHENSION TERM III

TOPIC 1

HOTELS

Lesson 1:

Vocabulary Practice

bills, serviettes, breakfast , chef, customer, diner , cutlery, dinner, supper, lunch, menu, serve, waiter, waitress(es), receipt, napkin, apron, counter, table, meal, bill, customer, sauna, lounge, gym, change, balance, lounge, receptionist.

Lesson 2

jelly, pudding, fruit, reception, conference room, rest room, wash room, fan, check in, pub, tooth pick, table mat, order, dessert, salad, shower, balcony, restrooms, air conditioner (A.C)

Exercise 1

Make correct sentences using some of the words above.

Prepositional Phrases used here

- Sit at tables/ counters / desks
- Sit in a house
- Learn against / on
- Sit on chairs / benches

Write the following words alphabetically

- Restroom, rested, restrooms, rest
- Receive, receiving, receptionist, reduce, bill.
- Break, bread, cutlery, cut

Related homophones

Use each of the following words in a sentence to show that you can differentiate them in meaning

- Dessert
- Desert
- Cock
- Quiet
- Quite
- Dinner
- Diner
- Taste
- Test
- Chief
- Chef
- Lounge
- Lodge

Opposites associated with Hotels and restaurants

Word	**Opposite**
check in	check out
waiter	waitress
sweet	sour / bitter
hot	cold
dear	cheap
humble	proud

Common nouns and their plurals

Words	**plural**
spoonful	spoonfuls
cupful	cupfuls
handful	handfuls
mouthful	mouthful

chief	chiefs
chef	chefs
diff	diffs
Reef	reefs

Related nouns

Form nouns from each of the following verbs

Verb	Noun	Verb	Noun
dine	diner	receive	receipts
dine	dinner	reduce	reeducation
call	caller	deduce	deduction
wait	waiter	cook	reception
clean	cleaner	cook	cooker (machine)
receive	receiver		cook (person)
cut	cutter		
blend	blender		
receive	reception		

Related homophones

Verb	Present simple	Present participle	Past simple	Past participle
dine	dine(s)	dining	dined	dined
lessen	lesser (s)	lessening	lessened	lessened
cut	cut(s)	cutting	cut	cut
eat	eat(s)	eating	ate	eaten
receive	receiver(s)	receiving	received	received
welcome	welcome (s)	welcoming	welcomed	welcomed

Exercise 2

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

Reference

Questions in MK Primary English Pupil's Book 6 pages 172 -4

A: <u>Read the following sentences</u>

1. There is a receptionist at the **<u>counter .</u>**

2. Wemba restaurant serves **hot** food and **cold** snacks.
3. A chef should wear a **clean** apron and a head scarf.
4. Spices add **taste** to the food.
5. You need training to become a good **cook**.
6. Shiela is **laying** the table.
7. Many people use the right hand to **eat**.
8. A good **restaurant** should have a clean environment.

B: Write the words in brackets correctly

1. The (**wiatre**) who cleaned the table was a kind man.
2. The (**ehcf**) is in the kitchen preparing dinner.
3. After giving the cashier the money, you should remember to ask for a (**recietp**)
4. The lady at the (**conuter**) is the cashier.
5. We had porridge for (**braefkast**) this morning.
6. Father has invited some people for (**idnner**) this evening.
7. (**supepr**) is the last meal of the day.
8. Masia usually (verses) us lunch with a smile.
9. The waiter gave a seat to the (cutsmero) before he served him.
10. The manager told the waitress to (ayl) the table.
11. Buule's sister works as a (resstwai) in Sheraton Hotel.
12. Atayi saw neither meat nor fish on the (nume).
13. A (atsty) meal is necessary for a hungry customers.
14. When I checked in the cupboard where the (cuterly) is kept, I found only forks and knives but no spoons.
15. The waitress requested me to (rorde) with cash before I could be served.

Re-arrange the following sentences to make a good composition

1. By the end of the holiday, he had enough money to pay his school fees.

2. When Kaidu finished PLE, he decided to look for work to do during holidays.
3. His work was to welcome customers for the restaurant.
4. The manager was happy when he heard about Kaidu's good work.
5. He did this cheerfully with a smile for everyone.
6. Therefore, he wrote an application for a job in Mr. Tumbi's restaurant.
7. He decided to increase his salary
8. This smile attracted a lot of customer to the restaurant
9. When the manager reads Kaidu's application, he offered him a job.
10. He is now a happy student in Bwaise secondary school.

Lesson 3 : Structures

May I …….?

Reference: Questions in MK Primary English Pupil's Book 6 page 178

Rewrite the following sentences as requested beginning :May I……?'

Examples

a) I want some salt
   <u>May I have some salt, please?</u>

b) I want some chapatti and bean soup.
   <u>May I have some chapatti and bean soup, please?</u>

Exercise

1. I want the menu.
2. I want as cup of milk and a piece of cake for breakfast.
3. I want to make my order now.
4. I want my bill now.
5. I want to talk to the chef of this restaurant.
6. I want to lay the table for our customers.
7. I want to have dinner now.
8. I want to clean the cutlery.
9. I want some cold juice.

10.I want a receipt for the food I have paid for.

Lesson 4

Could you…….?
Reference: Questions in MK Primary English pupil's Book 6 179

Exercise

1. We want the bill.
2. The meals should be improved.
3. The table should be laid.
4. The customers should be given the menu before making orders.
5. I want a receipt for all the payments.
6. Some milk should be boiled for the children.
7. The customer wants you to show her the menu.
8. Miriam should be asked to serve lunch now.
9. The cutlery should be cleaned.
10. The girls should be given cold water.

Lesson 5:

Passage (Lunch in Swabra Masala Restaurant)

Reference: Questions in MK Primary English Pupil's Book 6 page 180 -2

1. Why was Migisa crying?
2. What did Nyangoma expect to get at Swabula restaurant?
3. Why was Migisa very excited about going to the restaurant?
4. Which kind of people did Migisa see in the restaurant?
5. What do you think is the work of waitresses?
6. Why didn't the waitress mention the types of the food available?
7. What did Nyangoma do after reading the menu?

8. What did the waitress collect from the kitchen?
9. Why didn't Migisa need the cutlery?
10. How much was the lunch for the two?

Lesson 6

Dialogue : A dialogue between a water and Ruth.

Reference : Questions in MK Primary English Pupil's Book 6 pages 179 – 180

Read the dialogue

Waiter: You are welcome.
Ruth : Thank you.

Waiter: Can I help you , please?
Ruth : Yes, what is on your lunch menu?

Waiter: For the food we have rice, sweet potatoes, irish potatoes, matooke and yams. For sauce, we have fresh beans, chicken, meat and fresh fish. What will you have?
Ruth : I will have rice, irish potatoes and fresh fish

Waiter: A glass of cold water, please.
Ruth : We don't have cold water at the moment. Could I serve you with another drink, please?

Waiter: I'll have a glass of orange juice then.
Ruth : Alright.

Questions

1. Where do you think the dialogue took place?
2. Name two foods on the menu that are a source of carbohydrates for the body.
3. Do you think the meal Ruth had had a balanced diet?
4. Which type of water did Ruth want?
5. What did Ruth choose to be served with?

Lesson 7

Menu : A menu at Latigo's Restaurant

Reference: Questions in MK primary English Pupil's Book 6 pages 176

Questions

1. Which item costs the least amount of money?
2. Which item costs the highest amount of money?
3. How much would you pay for a pair of samosas and a bottle of coca-cola?
4. How much would you pay for a plate of liver and chips?
5. Where should menus be placed in a restaurant?
6. What do you understand by dessert?
7. Make an order from the menu which has a balanced diet.
8. What is the importance of a menu in a restaurant?

Lesson 8

Picture composition : Bamuteze's First meal in a Restaurant

Reference: Questions in MK primary English Pupil's Book 6 pages 183-4

Questions

1. Who is welcoming Bamuteze into the restaurant?
2. With whom did Bamuteze go to the restaurant?
3. What is Bamuteze reading in Picture 2?
4. What is the waitress doing in picture 3?
5. What is Bauteze using to eat food in picture 4?
6. What is Bamuteze's father using to eat food in picture 5?
7. What should Bamuteze have done before eating in Picture 4?
8. Write a short story about Bamuteze's first time at the restaurant.

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

Nyama Tamu restaurant

Bill

Table no. _____

Name of customer : Kantinti

Service	**Amount**
Food	20,000/-
Drinks	10,000/-
Total	30,000/-

Questions

a) What is the information above about?
The information above is about a bill at Nyama Tamu Restaurant.
b) If Kantinti went to the restaurant with a fifty thousand – shilling note, what was his change?
If Kantinti went to the restaurant with as fifty thousand shilling note, ...was his change.

Lesson 9

Jumbled composition:Kaidu works As a Waiter

Reference: Questions in MK primary English Pupil's Book 6 pages 182 -3

Arrange the sentences to make a good composition

1. By the end of the holiday, he had made enough money to pay his school fees for senior one.

2. When Kaidu finished Primary Leaving Examination.
3. He decided to look for work during the holidays
4. The manager was very happy when he heard about Kaidu's good work.
5. His work was to welcome customers to the restaurant.
6. He did this cheerfully always with a smile for everyone.
7. Therefore, he wrote an application letter for a job in Mr. Tumbi's restaurant.
8. He decided to increase his salary.
9. This smile attracted a lot of customers to the restaurant.
10. When the manager read Kaidu's application, he offered him a job.

Lesson 10

Free composition writing

Write a passage describing the foods you would prepare and serve in your restaurant.

Write about the seats, cutlery, utensils, cleaniliness etc.

Reference: Questions in MK primary English Pupil's Book 6 pages 184

Write a composition about your first time at a restaurant. In your composition, show the name of the restaurant, the people you met and those welcomed you. Show what new thing you learnt in the restaurant and what would be done to make this restaurant the best.

TOPIC II

USING A DICTIONARY

Lesson 1:

Vocabulary

abbreviation, alphabet, arrange, define, dictionary, introduction, look up, thesaurus, pronounce, skill, spelling, stress, phonetics. Reference, acronym, guide words, pronunciation, index meaning.

- Making correct sentences using the vocabulary.
- Using the correct form of the words in brackets to complete the sentences.

Reference: MK Primary English Pupil's Book 6 page 127 – 128

Read the sentences

1. You need to learn many **skills** in learning how to use a dictionary.
2. A dictionary has very many **pages**.
3. Pupils need to listen to the **sounds** of letters attentively.
4. You should look up new words in the dictionary to get their **meanings**.
5. You ought to be **careful** not to write wrong spellings.

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

1. Our teacher told us that the words "read" and "rid" are (**pronounce**) differently.
2. What is the (**abbreviate**) for the word "Headmistress"?
3. Miss Chebet (**arrange**) our names in alphabetical order in the register every term.
4. We were warned to be (**care**) when arranging words alphabetically.
5. After the teacher had taught the new words, we (**look** up) their meanings in the dictionary.
6. The words were (**arrange**) alphabetically.
7. It is important to read the (**introduce**) of the dictionary.
8. Your name is not easy to pronounce, may I know it's (**spell**).
9. The English teacher always (**stress**) each of the new words.
10. Have you (**check**) the meaning of the new words.

Activity

Related Homophones

Use the following words in sentence to show that you know their difference in meaning

- read
- rid
- page
- peg
- cut
- cart
- it
- eat

Consider the following phrasal verbs (construct sentences)

- look up
- break down
- break up
- page through
- knock down
- out break
- shoot down

Lesson 2

Dictionary skills

Study the alphabet

<u>Capital letters</u>

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

<u>Small letters</u>

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

Vowels :

a e i o u Consonants: b c d f g h g h j k l m n p q r s t v w x y z

Arranging words in alphabetical order

Words arranged according to the first letters.

- book, desk, apple, child.
- pot, button, rabbit, ten.

Reference: MK Primary English Pupil's Book 6 page 129

Arrange the words in alphabetical order

1.	bird	save	old	kind
2.	sad	pair	arm	ill
3.	all	to	lad	chair
4.	Malinzi	Tom	Okello	Jane
5.	Kirabo	Martha	Timothy	Bikobbo
6.	not	do	use	see

Lesson 3

Arranging words according to the second letter.

- boy , bean, ball, bird
- comb, cat, club, chair
- dress, die, danger, doll

Reference: MK Primary English Pupil's Book 6 page 130

Arrange the words in alphabetical order

1.	dress	die	danger	doll
2.	all	as	add	ant
3.	call	child	cut	coat

4. school sad sit soot
5. tear tie tough tame
6. fool first fat full

Arrange the words in alphabetical order

1. key kettle keep kid
2. drum drink dream drown
3. from fry fried free
4. beer bell bead best
5. deer desk dear deliver
6. pair past pan pat

Lesson 4

Arranging words according to the third letter

-drone, drawer, drum, dress

- key, kettle, keep, kid

drum, drink, dream, drown

beer, bell, bead, best

Lesson 5
Abbreviations
Write the following abbreviations in full

PTO	Dr.	RSVP	Ltd
BC	MP	Rev.	Shs.
PM	AD	LC	SST
a.m	PSV	Co.	PhD
p.m	VIP	MC	IGG, etc

Using the dictionary to look up the abbreviations

Care of	et cetera	please turn over
post office	mathematics	prime minister
number	government	Doctor of philosophy
company	that is	Lieutenant

Reference: MK Primary English Pupil's Book 6 page 132

Find abbreviations of the following words

1. care of	6. et cetera	11. exercise
2. post office	7. Mathematics	12. primary school
3. number	8. government	13. please turn over
4. company	9. chairman	14. Prime Minister
5. cents	10. headmaster	15. science

Using "whenever"

Example

Every time you find difficulty with a word, look it up from the dictionary.

Whenever you find difficulty with a word look it up from the dictionary.

Look up the word from the dictionary whenever you find difficulty with it.

Use whenever ...../ .....whenever.....

1. When you get a new work it up from the dictionary.
2. You should refer to the dictionary every time you are not sure of the spelling
3. Every time you fail the spelling of a word, check it in the dictionary.
4. If you want to arrange words alphabetically, make a reference to the dictionary.
5. You should buy a dictionary if you fail the spelling for any word.
6. If you fail to get the related words, you should refer to the thesaurus.

Lesson 6

Using should and ought to

- We should use the dictionary if we do not know the spelling of a word.
- We ought to use the dictionary if we do not know the spelling of a word.

Reference: MK Primary English Pupil's Book 6 page 132

What should we do	if we do not know the spelling of a word? when we come across a new word? in case we do not know how to use a dictionary? if we do not know the correct pronunciation of a word? when we want to arrange a list of words alphabetically? in case we are asked to look up a word in the dictionary? if we want to find words in a dictionary? when we want to abbreviate a word?

Using after / before

Examples

1. The word book comes after the word arm in the dictionary
   The word arm comes before the word dig in the dictionary.
2. The mosque is after the church. The church is before the mosque

Exercise

1. The word clean comes before the word dig in the dictionary
2. Tree comes before Trek in the dictionary
3. In the dictionary, the word shine comes after tree.
4. Mancunian comes after Londoner in the dictionary.
5. The word Brit comes after the word Britain.
6. The health centre is after the modern building

7. All boys must come before all girls.

Lesson 7

Dialogue : Dictionary skills

Reading and acting the dialogue. Answering oral and written questions about the diaglogue.

Reference: MK Primary English Pupil's Book 6 page 135

Questions

1. What lesson does Mr. Ageya teach?
2. Why doesn't Rose like Mr. Ageya's lessons?
3. What is the first thing one has to learn when using a dictionary?
4. When did Rose first learn the alphabet?
5. How are words in the dictionary arranged?
6. Apart from knowing the alphabet, what else can help you find words in the dictionary
7. How do you arrange words alphabetically if they begin with the same letter?

Using: Not only .....but also .....

Examples

- The dictionary gives both the meaning and the classes of words
- Not only does a dictionary give the meaning but also the classes of words
- A dictionary does not only give the meaning but also the classes of words

Exercise

Re-write the sentences using: Not only...../ .....not only.....

1. A dictionary is both a source of meaning and a source of pronunciation
2. A thesaurus shows the synonyms and the antonyms.
3. My brother bought a black cat. He also bought a white cat.

4. The thesaurus has a big volume. The thesaurus also has thick sheets of paper.
5. A dictionary is both classy and alphabetical in arrangement.

Lesson 8

Passage : learning how to use a Dictionary

Reading the passage and answering questions about it.

Reference : MK Primary English Pupil's Book 6 page 136.

Questions

1. What was Mr. Masongole going to teach his class?
2. What is an alphabet?
3. How are words in a dictionary arranged?
4. Of what use is a dictionary?
5. Who was the first pupil to give the answer?
6. Why did the teacher encourage pupils to work in groups?
7. How are words which begin with the same letters arranged?
8. Where are guide words found in a dictionary?
9. Where are guide words found in a Which letters are the same in the words which Mr. Masongole wrote?
10. Why was the teacher happy?

Lesson 9

Picture composition

The first time we used a Dictionary

Reference : MK Primary English Pupil's Book 6 page 138

Study the pictures on the previous page and answer the following questions

1. Write a sentence about each picture using the words given.
    - picture 1 (who……..?)

- Picture 2 (Use)
- Picture 3 (What…?)
- Picture 4(last word)
- Picture 5 (On which ……?)
- Picture 6 (first)

2. What is the teacher doing in picture 1?
3. Why is the teacher giving a dictionary to a pupil in picture 2?
4. What is the name given to the letters on the chalkboard in picture 3?
5. What are the pupils doing in picture 4?
6. Why is the pupil in picture 5 putting up her hand?
7. Why are the pupils in picture 6 happy?

FREE WRITING COMPOSITION

Write a composition about the first time you used a dictionary. In your composition show the teacher who taught you, the child who understood how to use it first, what interested most in using a Dictionary. Conclude your composition by encouraging all schools to buy dictionaries for the pupils.

Jumbled composition

The following sentences are in a wrong order. Re-arrange them to make a good story about the first time you used a Dictionary.

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Structures

Using "…….whenever ……"

Examples

a) Please, reply to the letters every time friends write to you.
   Please, reply whenever friends write to you.
b) If I take a long time without writing to you, then there is a problem.
   There is a problem whenever I take long without writing to you.

Exercise

Join these sentences using "…….whenever……"

1. I get worried every time I hear that that you are sick.
2. I get worried every time the post man does not collect the m ail.
3. I get concerned every time you do not reply to my letters
4. I feel happy every time Daddy writes to me
5. You should write Luo words clearly every time you write a letter.
6. I receive a present every time I collect fifty stamps
7. I buy stamps and envelopes every time I go to the post office.
8. It is a good idea to inform your referees every time you apply for a job.

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Using "…….since……"

Examples

a) I last wrote to Ochola in March.

   I have not written to Ochola since March.

b) We last met in February.

   We have not met since February.

Exercise

Re-write the sentences using "……since……..."

1. The last time Mary wrote a telegram was in 1996.
2. My aunt started receiving letters in 2000.
3. The post master started talking to us at 2:00p.m.
4. The last time Mrs. Bukenya visited the post office was last year.
5. We started learning letter writing last month
6. The last time Mr. Lakidi posted a letter was in 1990
7. The post runner started working here last week
8. I started writing letters when I was in Primary four
9. We started having pen pals in 1998
10. That post master started working in April.

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Using " …….for ……..."

Examples

a) It is three years since I joined this school.

I have been in this school for three years

b) It is a year since Mr. Otim taught u s
Mr. Otim has not taught us for a year.

Exercise

Re-write these sentences using "……..for……."

1. It is five years since Okello visited the post office.
2. Micheal started writing a letter an hour ago.
3. Batwala started receiving letters a week ago.
4. Our teacher started teaching six years ago.
5. It is five years since I received a letter from any body
6. Mr. Baraza started writing the letter ten minutes ago.
7. We have sorted letters since 9:00am. It is now 11:00am
8. Peter started delivering the mail four years ago.
9. It is a week since I saw out teacher.
10. I talked to the post master three days ago.

Date	**Class**	**Subject**	**No. of pupils**	**Time**

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Friendly / personal letters

Points to consider when writing friendly / personal letter

1. As in an official letter, a personal letter should bear the writer's address and location.
2. The date when the letter was written

3. A friendly letter opens with a form of greeting like “Dear Glen” or “Dear Brian”. There is, however, “no” standard method of beginning a friendly letter. One may writ e “Dearest Higenyi” or any other was that a writer may choose to begin the letter;
4. A friendly letter may end with “Yours affectionately”, “Yours ever loving friend”, “Yours loving daughter”, “Your friend”, “Yours ever” etc.
5. You need not to sign a friendly letter as is the case with a formal letter. You can write your name in small letters or even us your nick name.

An example of a friendly / personal letter.

Cornerstone Junior School,
P.O Box 704,
Mukono.

8th June, 2011.

Dear Fred,

It is good to learn that you have joined the school of your choice in M bale. I am reading hard so that I may join or good secondary school next year. Our teachers hardly give us any breathing space. We do a set of examination papers every week. I scored six aggregates in the last set of examinations. I am at scoring four aggregates at the end of the term.

In your reply, let me know about your new friends at school. I hope to hear from you soon.

Your loving friend,

Higenyi Joseph.

Exercise

Write a friendly letter to your friend writing her/ him to come and attend your birthday party.

Tell him / her to come with a friend and tell him/ her about the people you have invited.

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Official letters

Points to consider when writing official letter.

1. An official letter should bear the writer's address properly written in the right hand corner of the page.
2. The date of writing the letter should be indicated
3. The addressee's address follows on the left hand –side of the page slightly below the date.
4. The form of address also known as a salutation of the addresses follows. For example: " Dear Sir" or "Dear Madam". You are not sure of the gender of the person meant to receive the letter.
5. In case you know the person's title, refer to it as: "Dear Rev./ Dr/ Prof/Mr./Mrs. ?Miss , and then write his / her name.

6. An official letter normally has a heading which is introduced by the abbreviation "Re" "Re" is an abbreviation for Reference. It introduces the subject matter of the letter.
7. Your letter should and with "yours faithfully", or "Yours sincerely". Write your name or sign right below "yours sincerely" or "yours faithfully". Print or write your name clearly.
8. The names of your referees and their addresses should appear at the bottom of the letter in case you are applying for a job.

An example of an official / formal letter.

Cornerstone Junior School,
P.O Box 704
Mukono

12th June, 2011.

The teacher,

In charge of the prefects body

P.O Box 704

Mukono.

Dear Sir,

Re: APPLICATION FOR THE POST OF SANITATION

Following the notice I read from the notice board, I hereby submit my application for the post of sanitation.

I am nine years old. I am in primary five and one of the smartest boy in the whole school. I promise I will do my best to see that I have everybody to look smart and even keep the environment clean.

I will be very grateful if my application is put into consideration.

Yours faithfully,

Muyonga Samuel

MUYONGA SAMUEL.

Referees

1. Nakitende Diana
   Pupil P.6
2. Galiwango Juma
   Pupil P.6

Cornerstone Junior School
P.O Box 704
Mukono

Cornerstone Junior School
P.O Box 704
Mukono

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Dialogue

A dialogue between Monica and George

Read the dialogue carefully and answer the questions that follow in full sentences

Questions

1. Who taught George how to write letters?
2. To whom was the letter written?
3. How many people are involved in this dialogue?
4. When did George hope to post the letter?

5. Why does George need to write a “thank you letter” to his teacher?
6. Write the title of the dialogue
7. What suggestion did Monica give to George?
8. What was George going to do at the post office?

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Poem

Read the poem and answer the questions about it

Questions

1. Name two types of letters besides friendly letters.
2. What word could replace “document”?
3. Why are letters very important in our lives?
4. How many stanzas has the poem?
5. What is required for a letter to be posted through the post office?
6. Give one reason why people write letters.
7. What is the title of the poem?
8. In which stanza do we find “ to express joy”?

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Guided composition

Re-arrange the sentences to make a good letter

1. Your ever loving friend,
2. P.O Box 478, Masindi.
3. I want you to come with your sister, Diana.
4. In Kigali we hope to meet Ben Magezi, the businessman.
5. How is life in Busenyi and how did you spend your Christmas?
6. Dearest Monica,
7. Mugisha Edward.
8. I would like you to come over to Kabale on 15th February, 2008.
9. Please reply very soon to confirm that you are coming.
10. We shall organize a trip to Kigali if both of your come.
11. 1st February 2008.
12. Masindi Town Council.

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Picture composition

Study the pictures and write correct sentences about each picture.

Picture 1: What is taking place in the class?

Picture 2: What is the teacher doing?

Picture 3; What are the pupils doing?

Picture 4 : Why is it wrong for pupils to use salivas to seal envelopes?

Picture 5 : What is the teacher doing?

Picture 5 : Why is the girl being rewarded?

Date	Class	Subject	No. of pupils	Time

TOPIC : Letter Writing

ASPECT : Composition

SKILLS : Listening , speaking, Reading , Writing

Vocabulary

arrest	offence	traffic
cell	offender	witness
counter	set free	

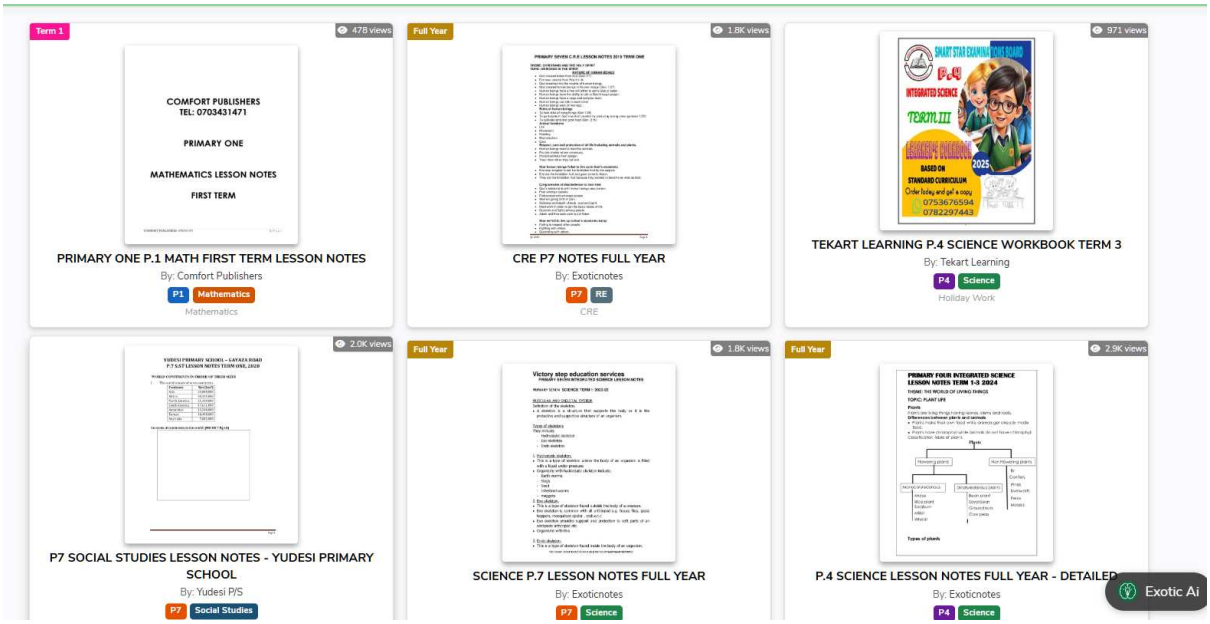
Make correct sentences using the given words below.

a) arrest
b) set free
c) offence

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

1. The thief who broke into a bank was…….to the police (repeat)
2. The pupil was …….knocked down by a motorcyclist (accident)
3. Thieves a fond of ……..at night (steal)
4. A motorist who knocked down as pupil is ……the police (want)
5. Although the police arrested Jane, she is not an……..(offend)

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