PRIMARY SIX LESSON NOTES
Term I - III
Topic: Safety on the road.

Vocabulary:

Study the meanings of these words.

1. Bend: a corner
2. crossroads: a place where two roads cross each other.
3. cyclist: a person who rides a bicycle or a motorcycle.
4. Hand signal: a message delivered using the hand.
5. Junction: A place where roads meet but do not cross each other.
6. Pedestrian: A person walking along the road.
7. pavement: A concrete path built on one or both sides of the road for pedestrians to walk along.
8. roundabout: a multiple road junction in the form of a circle.
9. Side path: a space where people can walk at the side of the road.
10. signal: a gesture or sound that normally carries a message.
11. traffic: vehicles moving along a road or street.
12. traffic police: police officer who direct drivers to make sure that traffic rules are respected.
13. Zebra crossing: A part from road marked with white stripes where vehicles must stop to let pedestrians cross the road.
14. black spot: A place on the road where accidents frequently occur or happen.

The use of 'immediately' / 'as soon as'

Examples

- The driver lost control. The brakes failed.
- Immediately the brakes failed, the driver lost control.
- The driver lost control immediately the brakes failed.
- As soon as the brakes failed, the driver lost control.
- The driver lost control as soon as the brakes failed.

(b) I called my friend. I reached the zebra crossing.

- Immediately I reached the zebra crossing, I called my friend.
- I called my friend immediately I reached the zebra crossing.
- As soon as I reached the zebra crossing, I called my friend.
- I called my friend as soon as I reached the zebra crossing.

Activity:

Join these sentences using 'immediately' and 'as soon as'

1. He switched on the wipers. It started raining heavily.
2. The vehicles started moving. The traffic light showed green.
3. He jumped off the lorry. It reached the humps.
4. The driver opened the door. Daniel removed the luggage from the car boot.
5. The traffic policeman signalled. The motorist stopped.

Lesson 2:

The use of 'barely', 'scarcely' and 'hardly'

Note: Barely, scarcely and hardly are negatives and are therefore used to express negative situations.

Barely, scarcely and hardly go with when.

Examples.

(i) We sang the national anthem the moment the president arrived.

- Barely had the president arrived when we sung the national anthem.
- Scarcely had the president arrived when we sung the national anthem.
- Hardly had the president arrived when we sung the national anthem.

(ii) On seeing the snake, the woman shouted for help.

- Barely had the woman seen the snake when she shouted for help.

- Scarcely had the woman seen the snake when she shouted for help.
- Hardly had the woman seen the snake when she shouted for help.

Activity:

Re-write these sentences using 'barely', scarcely' and 'hardly'

1. As soon as Cathy wrote her letter, she edited it.
2. The moment the car crashed, the police arrived.
3. Immediately Karen boarded the car, she fastened the seat-belt.
4. Tom saw pot-holes. Tom reduced the speed of the car.
5. Just as the visitors arrived, the host brought soda.

LESSON THREE:

Use of; No sooner .....

Note: No sooner goes with than.

Examples

(i) The taxi started moving just as all the passenger sat.
- No sooner had all the passengers sat than the taxi started moving.

(ii) The moment Kazibwe read his e-mail, he sent the reply.
- No sooner had Kazibwe read his e-mail than he sent the reply.

(iii) The girl died immediately the vehicle ran over her.
- No sooner had the vehicle run over the girl than she died.

Exercise

Re-write these sentences using: No sooner.....

1. Philip crossed the road immediately the vehicle left.
2. Kyagaba started the car. The traffic policeman blew the whistle.
3. I started crying as soon as I received the bad news.
4. Immediately the police officer picked the gun, the suspect ran away.
5. Barely had the doctor arrived when the patient started crying.

6. Just as it stopped raining, we started the journey.
7. The moment the teacher read the interview results, the boy shouted with joy.

Lesson Four:

Modal / Defective verbs:

These are also referred to as modal auxiliary verbs. They are used with other verbs to express possibility, ability, permission, obligation or determination.

Examples: can, may, will, shall, have to, need, ought to, dare.

Should, ought to, had better

These are modal verbs of obligation, duty advice.

- to talk about an obligation and duty.
- to ask for and give advice.
- to say what is right or good.

Should.

Examples:

(i) You should respect elders.

You ought to respect elders.

(ii) Children should obey their parents.

Children ought to obey their parents.

(iii) Tom should stop smoking.

Tom ought to stop smoking.

(iv) You shouldn't deceive people.

You ought not to deceive people.

Had better is used to express a recommendation in a particular situation. Though sounding part the meaning is always present or future.

Examples:

1. You look hungry. You had better get something to eat.
2. It is raining now. You had better get an umbrella.
3. Many children have been maimed. Teachers had better stop corporal punishment.

1. You had better get something to eat since you look hungry.
2. You had better get an umbrella as its raining now.
3. Teachers had better stop corporal punishment as many children have been maimed.

Activity:

Re-write the following sentences using

(i) Ought to (ii) had better.

1. You should stop smoking since it causes lung cancer.
2. People should boil drinking water to make it safe.
3. You should revise your books in preparation for exams.
4. Children should obey their parents.
5. He should apologise to the headmaster.
6. They should go for further studies.

Re-write the following sentences as instructed.

1. You should not steal people's property. (Use----------ought not .....)
2. She had better stop making jokes. (Use .....should.....)
3. Akol oughtn't to have ridden that bicycle. (use .....should.....)
4. Should they travel on foot? (Begin: Ought.....)
5. You had better check on your discipline you risk being expelled from schools. (Use.....ought.....)

Lesson FIVE:

Don't have to, don't need to, haven't got, needn't

Don't have to = don't need to = is not necessary = needn't = haven't got.

Examples:

(i) I don't have to go there today.

- I don't need to go there today.
- I haven't got to go there today.
- I needn't go there today.
- It is not necessary for me to go there.

Exercise:

Re-write the following sentences s instructed.

1. I don't have to talk to the headmistress. (Use .....needn't .....)
2. Asuman and Kassim haven't got to go to Jinja. (Use .....don't need .....)
3. It is not necessary for them to go on a pilgrimage. (Begin: They don't .....)
4. We needn't get up early today. (use ..... haven't .....)
5. You don't have to blame us all the time. (Use: It is not .....)
6. You need not go now. (Use .....necessary.....)
7. You haven't got to punish that boy. (Use .....needn't.....)
8. I don't need to come back here. (use .....needn't .....)
9. We haven't got to do all this work now. (Begin: It is not .....)
10. You needn't go there. (Use .....don't have .....)

Lesson 11

needn't have, and didn't need to

- ✓ We use needn't have to say that someone did something that was not necessary.
- ✓ Mother needn't have prepared so much food. There were few people to eat it.

- ✓ We use didn't need to say that something was not necessary. (does not say if someone did it or not.
- ✓ They didn't need to clap their hands. (They either clapped or not)
- ✓ They needn't have clapped their hands (they clapped)

Activity:

Re-write the following sentences as instructed.

1. The sick boy didn't need to go swimming. (Being: There was .....)
2. There was no need for the prisoner to have lunch. (Use.....necessary.....)
3. It wasn't necessary for the headteacher to dance. (Use .....didn't have .....)
4. The lame boy didn't have to climb up the tree. (Use .....needn't have .....)
5. They ought to always tell the truth. (Use.....should .....)
6. Please, lend me your bible. (Begin: Could .....)
7. Small children oughtn't to disobey elders. (Use .....shouldn't .....)
8. The pregnant women didn't have to carry luggage. (Use .....necessary.....)
9. Don't teachers take pupils advice? (Begin: .....must.....)

Phrasal / propositional verbs.

These are verbs which are always accompanied by a preposition to give a particular meaning.

Because they are in groups, they are also called phrasal verbs.

Prepositional verbs	**Meaning**	**Examples.**
ask for	request	He asked for help.
Call for	to collect someone.	We shall call for you latter in the day.

Call on	visit some one	She called on me yesterday.
give out	distribute	Please give out the books.
Pull out	halt/ stop	The train pulled up at the station.
Pull down	demolish	Our old house was pulled down.

Adjectives: Lesson TWO:

An adjective is a word that is used to describe a noun or pronoun.

An adjective is a word that qualifies or adds meaning to a noun or pronoun.

Types of adjectives.

(a) Size, examples far, big, huge, tall, giant, elegant, small, thin, slender, tiny, minute, shorts, thick .

(b) Quality (opinion) e.g. good, nice, strong, weak, bad, harmful, smart, clean, tidy, windy, dirty, shabby, ugly.

(c) Shape: e.g. circular, round, oval, rectangular, triangular, square, spherical, cylindrical.

(d) Quantify (number) e.g. few plenty, little, many, a lot, abundant, much.

(e) Colour e.g. red, blue, green, pink, yellow, purpose, grey, brown, navy blue.

(f) Material: These are normally formed from nouns e.g. wooden, golden.

(g) Particulars: these are adjectives which sound like verbs but in actual sense only performing work of describing or telling us more nouns.

(h) Age: e.g. young, old, new, modern, ancient.

(i) Nationally / origin (proper adjectives)

This type of adjectives shows one who lives a particular country and perhaps the language one speaks. They are proper adjectives because they are derived from proper nouns.

(i) Adjectives ending .... an'

Country / (proper noun)	**Adjective**
America	American
Austria	Austrian
Belgium	Belgian
India	Indian
Cameroon	Cameroonian
Uganda	Ugandan
Kenya	Kenyan

(ii) Adjectives ending .....'ese'

Country	**Adjective**
China	Chinese
Japan	Japanese
Portugal	Portuguese
Vietnam	
Burma	
Togo	

(iii) Adjectives that end in 'i'

Country	**Adjective**
Iraq	
Israel	
Pakistan	
Kuwait	
Somalia	

(iv) Adjectives that end in – 'sh'

Country	**Adjective**
Britain	British
England	
Denmark	
Finland	
Scotland	
Spain	
Sweden	
Wales	
Turkey	
Ireland	

Adjectives that end in - ch'

Country	**Adjective**
France	
Holland /Netherlands	

Other adjectives of nationality that change differently.

Greece	Greek (Greeks)
Switzerland	Swiss
Thailand	Thai
Burkina faso	Burkinabe

LESSON 3:

COMPARISON IN ADJECTIVES.

Comparison in adjective refers to the use of states / parts/ degrees of an adjectives

namely.

- ✓ The positive

- ✓ The comparative
- ✓ The superlative

1. Adjectives that end in ‘e’ letter ‘r’ is added for the comparative and ‘st’ for the superlative.

Positive	Comparative	Superlative
fine	finer	finest
wise		
gentle		
humble		
rare		
large		

2. Adding ‘er’ for the comparative and ‘est’ for the superlative that end in different ways.

Positive	Comparative	Superlative
long		
short		
tall		
clever		
sick		
quick		
fast		
grey		
narrow		
stupid		

3. Adding ‘er’ for the comparative and ‘est’ the superlative with the last letter positive doubling.

Positive	Comparative	Superlative
hot		
fat		
wet		
big		
sad		
mad		
red		
thin		

4. To form the comparative and superlative that end in y and proceeded by a consonant drop ‘y’ and replace it with ‘I’ and add ‘en’

Positive	Comparative	Superlative
happy		
early		
crazy		
lucky		
ugly		
pretty		
funny		
bonny		
easy		
muddy		
bumpy		

5. Long adjectives (adjectives with more than three syllables) take more for comparative and most for superlative.

Positive	**Comparative**	**Superlative**
active		
beautiful		
handsome		
generous		
merciful		
quarrelsome		
gracious		
dangerous		
marvellous		
sensible.		

6. The following adjectives have irregular forms in comparative and superlative i.e. they are formed differently.

Positive	**Comparative**	**Superlative**
good	better	best
bad	worse	worst
ill		
many		
much		
little		
far		
later.		

Activity:

Complete the sentences by inserting the comparative form of the adjective in brackets.

1. Mr. Male's condition is .....than it was.
2. Of the twins, Sarah is the .....(ugly)
3. She wrote a .....composition than mine. (good)
4. Teddy was the .....of the twin sister. (thin)
5. A crested crane is .....than a pocket. (good)
6. The bursar gave me .....money than i expected. (little)
7. The chief guest arrived .....than expected . (early)
8. Mary is the .....of the two girls. (fat)
9. The .....you go, the cooler it becomes. (high)
10. Dr. Latigo is .....than any doctor in Uganda. (knowledge)

Lesson FOUR:

Double Comparisons.

(The use of comparatives in both clauses in a sentences.)

Examples.

1. As you go high, it becomes cool.
2. As he spent much money on alcohol, he became.

Activity:

1. As you grow old, you become wise.
2. He became richer because he worked hard.
3. She became fatter as she ate more food.
4. His money decreased as he produced many children.

5. The Mathematics numbers became simpler as we did more and more examples.
6. My sister became thinner as she ate less food.
7. The pictures were clear as we went near.
8. We became more tired as we went further and further.
9. The candidates became clever as they did a lot of research.
10. A s she dodged work, she became stupid.

Sentences patterns with the superlative.

Examples:

1. Nambi is the tallest girl in our class. (tall)
2. The thinnest girl in primary six sits in the front row. (thin)

Activity:

Complete these sentences by inserting the correct superlative of the given adjectives

1. December is the .....month of the year. (late)
2. My .....brother has flown to London. (old)
3. Martha is the .....woman in the village (quarrelsome)
4. Amoot is the .....of all comedians in Uganda. (funny)
5. Apolot has the .....handwriting in the class. (good)
6. Okot has the .....ruler in our class. (long)
7. I borrowed the .....book in the library (interesting)
8. Nantale is the .....of the triplets. (funny)
9. She is the .....of the quadruplets. (thin)

Lesson 5;

The use of .....as.....as .....I .....not as.....as...../ .....not so .....as....

Examples:

1. My shirt is clean. Your shirt is clean.
2. Peter weighs 50kg, Toe weighs 50kg.
3. Mr. Kafeero is not rich. Mr. Kapere is rich.

Activity: 1

1. An elephant is a huge animal.
   A hippo is a huge animal.
2. A dictionary is a thick book.
   A bible is a thick book.
3. A puppy is fatter than a kitten.
4. My shirt is dirty. Your shirt is not dirty.
5. Okong is two feet tall. Opata is two feet tall.
6. A television is important.
   A radio is equally important.
7. Our teacher teaches English very well.
   Their teacher teaches English very well.
8. I am very short, You are very short.
9. Nantambi is heavier than Babirye.

Activity: 2

Re-write the following sentences as instructed.

1. Kato is very bright. Wasswa is very bright. (Use .....as.....as.....)
2. Katongole is not as rich as Katuntu. (Use .....than.....)
3. There is no man in our village who is shorter than Makaru. (Use .....shortest....)
4. I picked a mango which was the riper than the rest in the basket. (Use .....ripest.....)

5. A bag of cement weighs 50kg. A bag of rice weighs 51kg, (Use .....as.....as.....)
6. You are tired. I am tired.

Formation of adjectives.

Common endings when forming adjectives.

(a) y – e.g. rain becomes rainy
(b) en – e.g. gold becomes golden.
(c) ful – e.g. cup becomes cupful.
(d) less- e.g. money becomes money less.
(e) ible – e.g. terror becomes terrible.
(f) some endings like ible, -ive, -ar, have to be used after dropping some letter(s) elgl
(g) expensive drops e and becomes expensive.
(h) rectangle drops e and becomes rectangular.
unity drops y and becomes united.
(i) sh – e.g. woman becomes womanish
(j) able – e.g. cure becomes curable.
(k) our – e.g. danger becomes dangerous.

Forming adjective from nouns adding 'sh'

Noun	**Adjective**
child	childish
woman	womanish
fool	
girl	
boy	

Forming adjective from nouns adding ‘y’

Nouns	**Adjectives**
rain	
cloud	
wind	
dirt	
dust	
milk	
water	
sand	
store	
blood	
salt	
fun	

Forming adjectives from nouns using ‘able’

Noun	**Adjective**
eat	
enjoy	
comfort	
suit	
knowledge	
digest	
value	
charity	
fashion	
misery	

Forming adjectives from nouns by using less.

Nouns	**Adjectives**
use	
care	
job	
end	
money	
child	
hope	
harm	
help	

Using 'ful'

Noun	**Adjectives**
use	
hope	
harm	
forget	
mercy	
skill	
faith	
grace	
beauty	

Forming adjectives from nouns by adding 'ous'

Noun	**Adjectives**
danger	
religion	

ambition	
zeal	
advantage	
adventure	
anxiety	
space	
caution	
courage	
grief	
poison	

Forming adjectives out of verbs.

(a) By adding 'ing'

(b) By adding 'ed'

Noun	**Adjectives**
write	
tire	
excite	
please	
love	
amuse	
polish	
worry	
satisfy	
interest	
surprise	

Activity:

Complete the sentences using the words given the brackets.

1. The constitutional square is situated in a ..... position (centre)
2. the president's office has the most .....seats. (luxury)
3. Primary six is a ..... class. (noise)
4. He feels quite .....after taking milk. (energy)
5. The death of her mother created a .....situation for her (terror)
6. A ball is a .....object . (circle)
7. O.A.U is a .....organisation . (continent)
8. Allen committed .....offences. (crimes.

Lesson:2

Order of adjectives.

The simplest way of finding out which adjective comes where is by using the formula DNOSSACOMKN

D - Determiner
N- Number
O- Opinion
S- Size
S- Shape
A- age
C- Colour
O - Origin
M- Material
K- kind
N- Noun

Determiner	Opinion	size	shape	age	colour	Origin	material	kind	noun
The man We saw He brought	Beautiful Ugly Clean Smart nice	Big Small Huge Thick	Oval Round Square Rectangular Spherical Bour-legged	New Old Ancient Modern young	Brown Red Grey Blue Yellow Black white	African Japanese Chinese	Wooden Woollen Metallic Plastic Nylon	Dining Milking Walking Drinking	Can Water Table.

Activity:

Re-write the following phrases or sentences the adjectives in brackets in the correct.

1. I met a stranger. (dark-skinned, giant)
2. See this camera (modern, black, German)
3. My grandfather bought a chair. (wooden)
4. The co-wives quarrelled for a necklace. It was old. It was yellow. It was made of gold.
5. Our grandmother told us an interesting story. It was ancient. It came from Nigeria.
6. Nelson Mandela always wore shirts. They were multi-coloured. They were made of silk.

Lesson 3:

Adverbs;

And adverb is a word that modifies (adds meaning) to a verb, adjective or another adverb.

- **How it modifies a verb**.

A snail moves slowly.

- How it modifies an adjective.

A snail is very slow in movement.

- How it modifies another adverb.

A snail moves very slowly.

Types of adverbs (revise)

Formation of adverbs.

Adverbs from adjectives. Those that take 'ly'

Adjective	**Adverb**

silent	
kind	
smart	
slow	
quick	
honest	
proper	

Adjectives that end in ‘y’ change ‘y’ to ‘i’ and add ‘ly’

Adjective	**Adverb**
hearty	
noisy	
steady	
hungry	
lucky	
lazy	
busy	
shabby	
pretty	

Most of the adjectives that end in ‘e’ drop it for ‘y’ or ‘ly’

Adjective	**Adverb**
gentle	
true	
possible	
amicable	
humble	
regrettable	
simple	

terrible	
miserable	
probable	

Those that add ‘ly’

Adjective	**Adverb**
nice	
active	
polite	
extreme	
immediate	
expensive	
free	
brave	
close	
like	

If the adjective ends in ‘i’, you add ‘ly’

Adjective	**Adverb**
economical	
practical	
loyal	
skilful	
peaceful	
careful	
playful	
mental	

Formation of adverbs from nouns.

Noun	**Adverb**
active	
beauty	
centre	
cheer	
credit	
courage	
wonder	
danger	
distance	
force	
haste	
nature	
office	

Lesson 4

Regular forms of comparison of adverbs.

Positive	Comparative	Superlative
actively	more actively	most actively
clearly	more clearly	most clearly
happily		
quickly		
slowly		
freely		
courageously		
foolishly		
wisely		

Irregular forms of comparison of adverbs.

Positive	**Comparative**	**Superlative**
badly	worse	worst
ill		worst
far	further /farther	furthest/farthest
late	later/latter	latest/last
much	more	most
well	better	best
a lot of	more	most

Activity:

Complete the sentences with the correct (comparative or superlative) form of the adverb in the brackets.

1. The headmaster always arrives at school much ..... than anyone else. (early)
2. A chameleon moves .....than a snail. (quickly)
3. We do a test ..... a year. (one)
4. The man spoke .....to the woman. (rude)
5. Her office is .....located. (centre)
6. Their salaries are paid ..... (month)
7. Nambi always tries the ..... of all the studies in our school. (hard)
8. Our new car engine works.....than the old one. (efficient)
9. Kamali did his work .....than the rest of has friends. (well)
10. The actresses are ..... dressed for the play.

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

ROAD ACCIDENT



My name is Joseph. I go to Nakasero Primary School in Kampala. I usually wake up at six o'clock so as to beat the traffic jam and also get to school in time. One Monday morning, I got up as usual and prepared myself for school. After breakfast, I picked my school bag and went to the stage. I prayed that I get a taxi quickly because it was threatening to rain.

After waiting for a short while, a taxi from Munyonyo came. The driver hooted while the conductor put out his hand calling, "Kampala! Kampala! I stopped it and the conductor told me to sit in the front seat. As soon as I took my seat, the driver said, "young boy, fasten your seat belt". There and then I fastened it.

The driver started the car and by the time we reached the next stage the taxi was already full. We moved on steadily but as were sloping down towards the junction, a group of school children crossed the road. Some of them did not pay attention to the approaching car. They didn't even bother to look left, right and then left before cross the road. The passengers in the taxi and some pedestrians on the pavement screamed in fear of an accident.

Thanks to the driver's quick decision. He applied the brakes instantly. This helped to save the school children. Unfortunately, the car swayed to one side of the road knocking down a cyclist. The cyclist was badly hurt. He got deep cuts on the head and face because he did not have a helmet on his head.

When the car finally stopped, all of us struggled to get out. Some jumped through the windows while others squeezed through the narrow door.

The accident attracted many people. This slowed the traffic and caused a heavy traffic jam. One concerned passenger rang the police which responded immediately. The police took the injured cyclist to Mulago Hospital for treatment. The taxi driver was taken to the police station for investigation.

People in the crowd were blaming the accident on Kampala Capital City Authority. They accused if for failing to put a zebra crossing on such a busy road. they wondered why there weren't any road signs warning motorists of school children crossing. One old woman said, "This place has become a black spot! I hope this accident will be an eye opener to the authorities to put the necessary measure in place, "the old woman concluded.

Frightened as I was, I decided to continue with my journey to school. By the time I reached, the first lesson had ended but I managed to attend the rest of the lessons.

Questions about the passage.

1. What time does Joseph usually wake up?
2. Where was the taxi coming from?
3. How did the driver manage to save the school children?
4. Why was the cyclists head badly hurt?
5. Where was the injured cyclist taken?
6. Why did the onlookers blame Kampala City Authority?
7. Why should there be a Zebra crossing on a busy road?

8. In your own words, give advice to all children who use busy roads.

Notice:

The Notice below appeared in the new vision.

Read it and answer the questions that follow full sentences.

UGANDA POLICE

TRAFFIC SECTION

PROUDLY PRESENTS A PUBLIC SEMINAR ON SAFETY ON THE ROAD

EVERY LAST SUNDAY OF THE MONTH

GUEST SPEAKER: POLICE SPOKES PERSON

VENUE: CONSTITUTIONAL SQUARE

TITLE: 10:15AM TILL NOON

ENTRANCE FEE: FREE

ALL ARE WELCOME

INSPECTOR GENERAL OF POLICE.

Questions:

1. What is the notice about?
2. Where is the seminar held?
3. How long does the seminar take?
4. Who wrote the notice?
5. To whom is the notice addressed?
6. In which newspaper did the notice appear?
7. How often is the seminar conducted?
8. Give one word or group of words with the same meaning as the following words in the notice.

   venue: .....

   noon: .....

Dialogue:

Study the dialogue and answer the questions.

Crossing the Road.

Zurah:Don't cross the road anyhow, you may be knocked down by a car.

Agaba: Teach me how to cross the road then.

Zurah:It is always safe to cross at the Zebra crossing if there is one.

Agaba: What if there is none?

Zurah: Then you must be careful before crossing the road. First look right, look left, then look right again. You may then cross the road if there is no vehicles coming.

Agaba: Who taught you road safety?

Zurah:My mother did. She is a traffic police officer. Mother always tells me a lot about safety on the road. Her duty is to make sure that people are safe on the road.

Agaba: Tell me more about road safety.

Zurah: My mother says that drivers should be mindful of other road users especially pedestrians.

Agaba: Don't you think our classmates need to learn more about road safety? We should tell our teacher to invite your mother to come and talk to the whole class about road safety.

Zurah: That's a good idea.

Questions

1. What is the likely danger when one crosses the road anyhow?
2. What is a zebra crossing?
3. What must Agaba do before crossing the road?
4. What is the duty of the traffic police?
5. Name two roads users you know.
   (i) ..... (ii) .....
6. Why do you think Agaba needs more information about road safety?
7. Who taught Zurah road safety?
8. What is the work of Zurah's mother?

Activity:

Re-arrange the sentences below to form a good composition about the role of the traffic police officers.

1. Crossing the roads in such a manner puts one's life at risk.
2. Their main role is to reduce accidents on the roads.
3. The biggest number at risk are the children.
4. Some of the road users know about the road safety rules.
5. This will help to reduce accidents on the road.
6. They cross the roads without looking left or right.
7. Traffic police officers have a big role to pay.
8. Unfortunately, others do not know about them.
9. It is everyone's responsibility to teach children how to cross the road safely.
10. However, this is not easy because they deal with different road users.

GUIDED DIALOGUE.

Fill in the words spoken by Babirye.

Teacher: Hello, Babirye, where is your twin sister, Nakato?

Babirye: _____

Teacher: How did the accident happen?

Babirye: _____

Teacher: That was a terrible thing to do. You should always cross the road when it is clear.

Babirye: _____

Teacher: You are right, always use a zebra crossing when crossing busy roads.

Babirye: _____

Teacher: Always wake up early to avoid crossing the roads hurriedly.

Babirye: _____

Teacher: Was she taken to the hospital.(?)

Babirye: _____

Teacher: Have you been able to inform your parents?

Babirye: _____

Teacher: Who will attend to her in the hospital?

Babirye: _____

Teacher: Let's wish her a quick recovery.

Babirye: _____

Traffic dangers: (lesson 7)

Vocabulary:

Crossroad: A place where two roads cross each other.
Traffic lights should be placed at crossroads.

Junction: A place where two or more roads meet but do not cross each other.
Drivers must signal at the junction.

Traffic lights: Lights such as red, orange, and green which are used to control the movement of vehicles and people at crossroads.
Traffic lights are used to control traffic.

Highway code: The official rules for drivers and other users of public roads, or the book that contains these rules.
All motorists must learn and respect the Highway code.

Road humps:
This road sign means humps a head.

First aid: The help given to an injured person before he or she is taken to hospital or clinic.
A good vehicle must have the first aid box.

An accident: Something that happens unexpectedly and causes pain, injury or death.
Tendo had a terrible accident last weekend.

Language structures

Using .....when.....

.....while.....

..... as.....

Join the following sentences using when, while and as.

Examples

1. The traffic lights turned red. The motorist stopped the car.
   When the traffic lights turned red, the motorist stopped the car.
2. The boy was crossing the road. The speeding car knocked him.
   While the boy was crossing the road, the speeding car knocked him.
   The speeding car knocked the boy as he was crossing the road.

Activity:

Join the following sentences as instructed.

1. The school boy was crossing the road. The driver stopped the car. (Begin: As.....)
2. Joan was going to school. She saw a terrible accident. (Use.....when.....)
3. Ben was crossing the road. The driver knocked him. (Use.....as.....)
4. Mpaka was climbing a mango tree. He fell down. (Begin: While.....)
5. My father was driving a car. I was riding a motorcycle. (Use .....when.....)
6. The policeman was chasing a thief. The policeman was killed. (Begin: As.....)
7. Robert was crossing the road. He was knocked by bicycle.(Use ....while....)
8. The thief was holding a stolen radio. He was shot at. (Begin: When .....)
9. I was going to school. I met my aunt. (Use .....as.....)
10. Nalukwago was jumping upwards. The tree hit her head. (Begin: While.....)

Lesson Five:

The use of .....since.....

Join the following sentences using .....since.....

Examples.

1. The driver was arrested. He caused an accident. (use.....since.....)
   The driver was arrested since he caused an accident.
2. The school children reach school late. There was traffic jam. (Begin: Since.....)
   Since there was traffic jam, the school children reached school late.

Activity:

Join the following sentences using .....since.....

1. The floor was rough. We became tired. (Use .....since.....)
2. We did not travel to Kasese. There was bad weather. (Begin: Since.....)
3. The driver was arrested. His vehicle was in a bad mechanical condition. (Begin: Since.....)
4. The pedestrian was slapped. He did not follow the traffic rules. (Begin: since.....)
5. The traffic officer was knocked down. He tried to stop the robbers. (Use: Since.....)
6. The bus conductor slapped the passenger. He did not have the fare. (Begin: Since.....)
7. Kafeero was arrested. He pretended to be the traffic officer. (Use.....since.....)
8. Akello missed the bus. She delayed to reach the station. (Begin: .....since.....)
9. The road was narrow. There was a lot of traffic jam. (Use .....since.....)
10. The driver is reckless. He is not trained. (Begin: Since.....)

The use of .....because.....

Join the following sentences using because .....

Examples

1. David got an accident. He was riding his bike carelessly.
   David got an accident because he was riding his bike carelessly.
2. Our teacher taught us the Highway Code.
   He wanted us to be sae on the road
   Our teacher taught us the Highway Code because he wanted us to be safe on the roads.

Activity:

Join the following using ..... because.....

1. The headmaster bought a first aid box. He wanted to give the little boy first aid.
2. The head prefect made a poster. He wanted to educate children about the causes of road accidents.
3. Pamela was knocked down by a motorcycle. He crossed the road while running.
4. Mr. Ogola went to the police station. He wanted to report an accident.
5. The city council repaired the traffic lights. They wanted to control traffic in the city.
6. The cyclists beat him. He stole a helmet.
7. The old man could not drive his car. He was sick.
8. The driver drank a lot of beer. He was thirsty.

Week 4

Lesson 1

The use of .....so.....

Join the following sentences using.....because.....

examples

1. The headlamps were faulty. We took them to the mechanic.
   The headlamps were faulty so we took them to mechanic.

2. He wanted to repair his vehicle. He took it to the mechanic.
   He wanted to repair his vehicle. He took it to the mechanic.

Activity:

Join the following using.....so.....

1. She wanted to be on time. She got a motorcycle.
2. Our car broke down. We walked to town.
3. He wanted to see clearly at night. He switched on the headlamps.
4. The traffic light turned red. All the vehicles stopped.
5. The road was dirty. The car got very dirty.
6. He was turning of the road. He used a hand signal.
7. The cyclist was very tired. He took a rest under a tree.
8. Some motorists do not follow road signs. They cause accidents.
9. The little boy crossed the road carelessly. The car knocked him down.
10. It was very dark. The driver could not see the big pothole ahead.

Lesson 2:

The use of .....may.....

Join the following sentences using .....may.....

example;

(i) Use a side path or else you will get an accident.
   You may get an accident if you don't use a side path.

(ii) You will get an accident if you cross the road carelessly.
   You may get an accident if you cross the road carelessly.

Activity:

Join the following sentences using .....may.....

1. If you don't walk at the pavement, you will get an accident.
2. Be careful or else you will get an accident.
3. Pedestrians should walk on the pavement or else they will be knocked down.
4. Don't play on the road or else you will get an accident.
5. Hurry or else you will miss the bus to Arua.
6. Practise hard or else you will not win the motor rally.

7. Look right, look left and right again or else you will not cross the road safely.
8. The driver should be careful or else he will cause an accident.
9. Busy roads should have zebra crossings or else accident will be rampant.
10. Don't drive carelessly because you will cause an accident.

Lesson 3:

The use of .....should always.....

Join the following using .....should always.....)

We need to be aware of highway code.

We should always be aware of high Code

You need to be careful when crossing the road.

You should always be careful when crossing the road.

Activity:

Join the following sentences using.....should always.....

1. We have to keep left when driving in Uganda.
2. We have to teach out friends about traffic dangers.
3. They need to teach the children the Highway Code.
4. Drivers ought to drive their car carefully.
5. The cyclists ought to wear helmets.
6. Drivers need to turn on the headlights when it is dark.
7. Pedestrians ought to walk at the pavement.
8. Passengers need to be sage on the road.
9. Motorists need to respect pedestrians.
10. She has to reach the station in time.

Using : First ....., Next ....., then.....

We use the above words when a number of things, actions or events are arranged to happen in a specific order.

Example

What should you do before you cross the road?

First, you should look left, next look right then left again before you cross the road.

Activity:

Answer the following using: first, next....., then.....

1. What should you do before you take the accident victim to the hospital?
2. What should a traffic officer do when he arrest a reckless driver?
3. What should a traffic officer do when the traffic lights turns red?
4. What should you do when the traffic police stop you on the road?
5. What should you do when you see children playing football on the road
6. What should you do when your car gets a puncture?
7. What should one do before one drives a car?

TRAFFIC DANGERS: LESSON 6.

Poem:

The reckless driver.

I would smile when I go to,
The road for a journey,
I would sit in the moving car comfortably,
And even slumber if I can,
I would have to those I pass by,
With happiness on my force,
But the reckless drivers,
Who mindless about my life,
Cause a lot of terror in my heart.

I would smile when I plan for my journey,
I would even hurry up to the park for a taxi,
I would fight to board a taxi first but this,
Ignorant driver who knows no road signs,
Puts my whole life on tension,
When he increases his speed at a road junction,
He drives madly eve at a zebra crossing,
And innocent pedestrians perish,
As they scamper across the busy road.

BY JACOB TOM

Questions:

1. What is the poem about?
2. How many stanzas does the poem have?
3. Why doesn't the poet smile when he goes to the road for a journey?
4. What happens to innocent pedestrians?
5. Does the driver understand the road signs?
6. Write down one mistake done by the ignorant driver according to stanza two.
7. Do you think there is safety on the road according to the poem?
8. Why doesn't the writer hurry to the taxi park?
9. Who is the author of this poem?

Lesson Seven:

The information below shows the number of accidents which occurred on Bombo road in 201. Study it and answer the questions in full sentences.

Month	**Number**	**Types of vehicles**	**Cause(s)**
January	21	Buses 10 Taxi 8 Cars 3	Over speeding Over loading

February	6	Taxi 5 Lorry 1	Over loading Poor mechanical condition
March	7	Cars 5 Buses 2	Speeding
April	2	Buses	Poor road
May	4	Lorries 2 Taxi 2	Carelessness Drunken driving
June	10	Motorcycle 6 Pick-ups 4	Recklessness Speeding
July	20	Double cabins 2 Taxis 12	Speeding Poor road
August	3	Lorry 1 Buses 2	Drunken driving Overloading
September	2	Cars 2	Recklessness Poor mechanic condition
October	1	Motorcycle 1	Speeding
November	5	Taxi 5	Tyre bursting
December	11	Buses 11	Speeding

Questions.

1. What is the information about?
2. On which road did the accident take place?
3. In which year did the accident occur?
4. What caused the accidents in April?
5. Mention any three causes of road accidents.
   (i).....

(ii) .....

(iii) .....

6. Why did the motorcycle cause an accident in October?
7. Which month had the highest number of accidents?
8. What caused the accidents in December?
9. How many lorries were involved in accidents in the whole year?
10. How many lorries overturned due to recklessness?
11. Which two months had the same number of accidents?
12. Which month had the least number of accidents?

Dialogue

Lesson Eight;

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

Eve: Shine, did you watch yesterday's prime new?

Shine: No, I didn't, we had no power at home. What was the major highlights in the news.

Eve: A speeding bus crushed a parked lorry.

Shine: What! Accidents everyday! Why! I mean what happened?

Eve: The driver was driving at a very high speed before realizing a corner ahead of him, He panicked to reduce the speed but all in vain, till he braked it by crushing into the lorry.

Shine: Jesus! How about the passengers?

Eve: Eight died, over forty sustained serious body injuries including the driver.

Shine: When shall drivers learn? Speeding at road points, the roundabout, junction, corners, humps!

Eve: Mind you, they are aware of the Highway Code, but still go ahead driving carelessly.

Shine: Even if you say that we should always be careful when other road users are not, it won't solve anything.

Eve: But it is the only way to go. We may get accidents if we are careless.

Shine: Eh! Let everybody get concerned.

Questions:

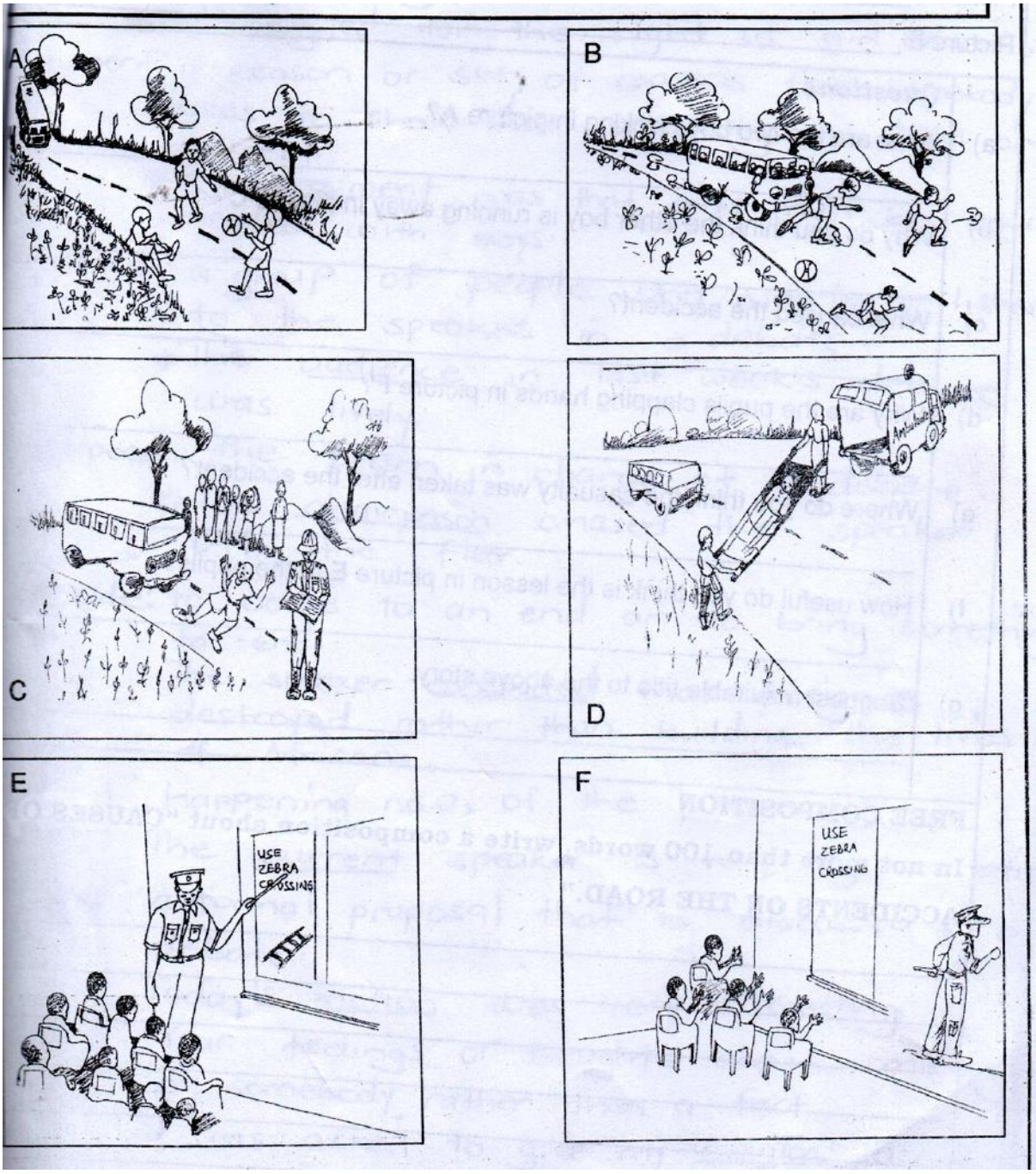
1. How did Eve learn of the accidents?
2. Why didn't Shine watch the news?
3. What caused the accident?
4. According to Shine, when do accidents occur?
5. What happened when the driver tried to reduce speed?
6. What did the bus crash into?
7. How many people sustained injuries?
8. How should road users be?
9. Where shouldn't motorist over speed according to the dialogue?
10. Give a single word or group of words to mean;
    (i) braked
    (ii) sustained
    (iii) carelessly
11. Suggest a suitable title to the dialogue.

PICTURE COMPOSITION.

Describing what is happening.

(guiding words.)

playing, boys, stretcher , bus, ambulance,clapping, teaching, traffic officer, on lookers, carrying, knocking, running, speeding.



Picture A .....

Picture B .....

Picture C .....

Picture D .....

Picture E .....

Picture F .....

Questions:

(a) What are the two boys kicking in picture A?

(b) Why do you think the other boy is ruing away in picture C?

(c) What caused the accident?

(d) Why do the pupils clapping hands in picture F?

(e) Where do you think the casually was taken after the accident?

(f) How useful do you think is the lesson in picture E to the pupils?

(g) Suggest a suitable title to the above story.

DEBATING:

Vocabulary: **Lesson six**.

1. argue: to give reasons why you think that something is right/wrong, true or not.
   He argued for the right of girl education.
2. argument: A reason or set of reasons that somebody uses to show that something is true or correct.
   His argument was that girls must be equally treated with boys.
3. Audience: a group of people who watch or listen to the speakers in a debate.
   The audience in last week's debate was lively.
4. chairperson: the person in charge of a debate.
   The chairperson chassed the speaker off the floor.
5. Conclude: to come to an end or to bring something to end.

The speaker concluded that foreigners destroyed rather than building the lives of Africans.

6. Current: happening now, of the present time.
   The current speaker is very argumentative.
7. Motion: a formal proposal that is discussed in debate.
   Today's motion was very interesting.
8. Opinion: Your feelings or thoughts about something or somebody, rather than a fact.
   I was asked to give my opinion about the motion.
9. Opposer: a person who disagrees strongly with somebody's opinions.
   Ojok likes beings an oppose in very debate.

RELATED STRUCTURES.

Lesson seven.

The use of 'even though', even if'', 'although'

These conjunctions show that two contradicting ideals actions took place. They are used when there is an advantage and a disadvantage, a bad thing and a good one. When used with on the sentences, the results comes before the condition.

Examples:

1. Ketty didn't argue well. She won the argument.
   - ✓ Even though Ketty didn't argue well, she won the argument.
   - ✓ Ketty won the argument even though she didn't argue well.
   - ✓ Although Ketty didn't argue well, she won the argument.
   - ✓ Even if Ketty didn't argue well, she won the argument.
   - ✓ Ketty won the argument even if she didn't argue well.

Activity:

Re-write the sentences as instructed in the brackets.

1. The speaker was shabby. The speaker was confident. (Begin: Even though.....)
2. The chairperson was not lively. He made the audience jolly. (Use.....although.....)
3. His points were not clear. The supporters continued supporting. (Use: .....even if.....)
4. He managed the time. The timekeeper had no watch. (Begin: Although.....)
5. He were given the motion very late. We debated it well. (Use.....even though...)
6. He did not do his duty. He was praised. (Begin: Even if.....)
7. I had a note book. I didn't take notes during the debate. (Use.....although.....)
8. The proposers were few. They won the debate. (Use.....even if.....)
9. The speaker did some comedy. Nobody laughed. (Begin: Even though.....)

The use of 'BUT'

But is used to join contracts. contracts are sentences with ideas or meanings which don't rhyme or agree.

Examples.

(i) The boy was called to debate. He did not come.
The boy was called to debate but he did not come.

(ii) She kept arguing. The audience was laughing her points off.
She kept arguing but the audience was laughing her points off.

Activity:

Re-write the sentences using.....but.....

1. The motion was interesting. Debates were bored.
2. The debate teacher wasn't around. The debate was very organised.

3. Europeans mistreated Africans. They brought development.
4. He was present. He wasn't involved in the debate.
5. Duncan was given a role to play. He didn't do anything.
6. They opposed the motion. They were not happy about it.
7. The speaker was smart. She didn't give any point.
8. We formulated the motion. I didn't interpret it.
9. He wrote the notes during the debate. He did not go through them.
10. Enos listened to the argument. He didn't respond to it.

THE USE OF WHEREAS.

We use whereas to show that things or people that we are comparing are different.

Examples.

(i) The boys will propose the motion. The girls will oppose the motion.
The boys will propose the motion whereas the girls will oppose it.

(ii) Jackson chaired the meeting. His sister recorded the minutes.
Jackson chaired the meeting whereas his sister recorded the minutes.

Activity:

Join the following sentences using ".....whereas....."

1. A hare is very fast. A tortoise is very slow.
2. Kato comes to school on foot. Pamela comes to school by bus.
3. Robinah is ugly. Daphine is very beautiful.
4. Tom is short. His brother is tall.
5. Opio is black. His daughter is brown.
6. Thomas came late. Bosco came early.
7. Boarding schools perform well. Day schools perform poorly.
8. Some pupils are hardworking. Others are lazy.
9. John likes cakes. Stella likes bread.
10. The opposers gave many points. The proposers gave few points.

Week 5: Lesson 1

Conditional sentences.

IF1 (the likely condition)

IF 1 or condition one is used when we want to express that something will happen if a certain condition is fulfilled.

IF1 = IF + present + future simple.

Examples.

If I get money, I will buy a new shirt.

I will buy a new shirt if I get money.

	Condition	**Result**
1.	My getting enough money.	My going to Nairobi
2.	Sarah's working hard.	Her passing the exams.
3.	Our travelling in a train.	Our seeing many things on the way.
4.	Our reaching school early.	Our attending the first lesson.
5.	His knowing the answer.	His raising the hand.
6.	John's buying a new car.	His parents being surprised.
7.	Katooli's getting more votes.	His being the next chairman.
8.	Lydia's starting up a business.	Her getting many customers.
9.	My not getting new clothes.	My not going to the party.

Lesson 2:

IF 2 (the un likely condition)

IF2 = if + past simple + would

IF2 is normally used to express that a certain condition was not fulfilled and therefore results did not come true.

Examples:

1. If I got enough money, I would buy a shirt.
2. If I were a horse, I would run faster than any other animals.
3. If I were my father, I would marry wives.

Change the following to IF2.

4. If Jolly drives faster, he will cause an accident.
5. If Janat joins University, she will study medicine.
6. I will get surprised if I receive a gift from James.
7. If I am a Pope, I will be very happy.
8. She won't perform well if she does not stop playing in class.
9. Dinnah will come if you invite her.
10. If she is my mother, I will respect her.
11. Won't he lose his job if he does not succeed?
12. You will fail if you don't work hard.
13. If you draw nice diagrams, you will get more marks.

Lesson 3

IF3 (the rejected /unfulfilled condition)

Example

If I had got enough money, I would have bought a new shirt.

Activity:

Change the following sentences to IF3

1. If my cow had gave enough milk, I would sell some to you.
2. If they did not fail, they would be taken to a good school.
3. Juma will fail if he does not work hard.
4. She would not pass, if she did not study hard.
5. If Akello did not see you, she would not be happy.
6. It would be better, if Samuel joined the army.
7. If I saw you, I would tell you to come.
8. John will be happy if he passes in division one.
9. If we do not pass, we shall respect this.
10. Richard will come here if she gets time.

Lesson 4

Use of 'unless'

Unless = if not

Examples:

(i) If kango drives faster, he will cause an accident.

(ii) If my cow gave milk, I would not sell it.

Activity:

1. Santa wouldn't pass if she didn't study.
2. They would suffer if the rebels attached the village.
3. If she is my mother, I will respect her.
4. She won't perform well if she doesn't stop playing in class.
5. I will get surprised if I receive a gift from James.
6. If Jane performs well, she will join the University.
7. If you go to the doctor, your health will improve.
8. If he carries that luggage, he will fell pain in his chest.
9. If Dorah comes early, she will see the chief guest.
10. Daniel will repeat the class if he does not perform well.

Lesson: Five:

Use of 'Only if'

Example

You will not pass the exams if you don't work hard.

Activity:

1. If you don't work hard, you will fail the test.
2. We shall see the president if we reach there early.
3. If you don't pay in time, you will not go with us.
4. You will not get a gift from me unless you perform well.
5. If you are not careful, you will cause an accident.
6. Santa wouldn't pass if she didn't study hard.
7. It would be better if Samuel joined the army.

8. They would suffer if the rebels attacked their village.
9. If I had got enough money, I would have bought a new shirt.
10. If you don't come early, you won't meet the guest of honour there.

Lesson Six

Use of 'or else'

1. If you don't work hard, you will fail the test.
2. We shall see the guest of honour if we reach there in time.
3. If you don't speak the truth, you will be arrested.
4. You should sweep your classroom if you don't want to be punished.
5. You must work hard if you want to succeed in life.

Lesson Seven:

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

Education is better than wealth.

That day our teacher Mr. Oguti entered the classroom with a smile on his face. We all wondered what the smile was about. In fact we also found ourselves smiling back.

After greeting us, the teacher said "I am very happy today because our school has been invited for a debate competition with Bright Future Junior School. The debate is going to take place on Friday. The motion will be "Education is better than Wealth" Our school will be on the proposers' side. The chairman will be Re. Manyike David. The letter says that the winning school will be given a big bull of the Honourable Member of Parliament.
This news excited all of us. We clapped and danced assuring our teacher victory. Amidst this excitement, the teacher said, 'I am sure we can win this debate if we prepare ourselves properly and follow what I tell you'.

The first thing is to know all the procedures of a debate and the office bearers. The most important person in a debate is the chairperson. He is in charge of the procedure of the debate. All the speakers must get permission from him. The next in command is the secretary. This one records the points raised by both sides. The proposers speak in favour of the motion while the opposers speak against it. The other important person is the time keeper. He

/she is in charge of managing time. In modern debates, there is a person called a chief whip. His /her role is to enforce discipline in the house. The people in the house are referred to as the audience.

'During the debate, it is important to be alert and observant because your opponent may give wrong information to the house and when this happens you should raise a point of information or a point of correction. In case the speaker gives vague information, you can raise a point of inquiry. And in case of unacceptable behaviour, you are fee to raise a point of order or direction.

'Let's now look at the way a good speaker should conduct himself/herself while on the floor. The speaker should be confident because the audience always wants to follow somebody who is sure of what he is talking about. They want a speaker to be audible enough for everyone to hear him/her. The speaker has the task of showing the audience that he/she is worth their time and emotions. And the best way to show them this is by looking at them as this will create a connection with them.
In addition to this, the speaker needs to use varied and appropriate gestures. This will help him to add life to his communication. The other trick a speaker should use is to surprise and tease his audience this is done correctly; it will keep the audience entertained throughout one's presentation.

Lastly, there is need to research on the motion in order to build winning arguments. It is also important to rehearse your points before you come to the floor. 'With all this information, I am very confident that we shall will the debate on that day.

Questions:

1. Why was Mr. Oguti happy that day?
2. When will the debate take place?
3. What role does a secretary play in the debate?
4. Which office do you like to hold during debate?
5. Give a reason why you like that office mentioned above?
6. Why is a time keeper important in a debate?
7. Why should gestures be used in debate?
8. Why should someone research on the motion?
9. What was the motion according to the passage?

Lesson Eight.

Study the notice and answer questions on it.

DEBATE DEBATE

Motion : LIFE IN URBAN AREAS IS BETTER THAN IN RURAL AREAS.

Proposers : Kabale Preparatory School.

Opposers : Bright Grammar Primary School

Date : 8th November, 2015

Time : 2:00pm-4:00pm

Venue : Kabala Preparatory School Main hall.

Chairperson: Hon Mr. Bakunda Doris (Chairman bright Grammar Schoo Council)

Time Keeper : Hon Mpagi Daniel (Bright Grammar School)

Proposers	**Opposers**
1. Natukunda Marion	1. Katoora Frank
2. Malirosi Daniel	2. Kerudong Martha

Judges: 1. Mr. Amailuk Jack: (Bright Grammar Primary school)

2. Miss Nkwasibwe Esther. (Kabale Preparatory School)

Questions:

1. What was the notice about?
2. Which school discussed in support of the motion?
3. When did the debate take place?
4. How long did the debate take?
5. Who directed the debating activities that day?
6. How many main speakers were there?
7. Where will the debate be held?
8. What time will the debate end?
9. Who were the opposers?
10. What does a secretary do?

Week 6

Lesson I

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

Bring that notebook and a pen,
I want to prepare myself,
By writing the views am to present
So that I can present effectively
To the audience and attain good points.

The chairperson is taking long to call me,
So that I can argue, discuss and debate about
Ancient Life Being Better Than The Modern One.
Let him call me now,
When I still have morale
Surely, the secretary will note down all my points.
Because they are interesting.

I want to express my opinions Mr. Timekeeper.
Though it is yours role, forget it when am around,
The audience should remain lively,
My fellow opposers keep in touch,
Points of inquiry are all welcome
For I have all the answers;
I really like debating.

JIMMY

Activity:

1. What is the poem about?
2. Of what use are the notebook and a pen?
3. Why should the writer prepare himself?
4. Who is to call the writer?
5. Why should the chairperson call the writer?
6. Which motion is to be debated?
7. Why is the writer insisting to be called?
8. What will the secretary do?
9. Why does the writer think that the secretary will note down his points?

10. What do you think is the work of the timekeeper?

LESSON TWO

GUIDED COMPOSITION

In about 100-150 words, write a composition about the debating competition you have ever attended include;

- ✓ Where
- ✓ when
- ✓ participants (schools, clubs etc)
- ✓ what interested you most
- ✓ What you did not like.

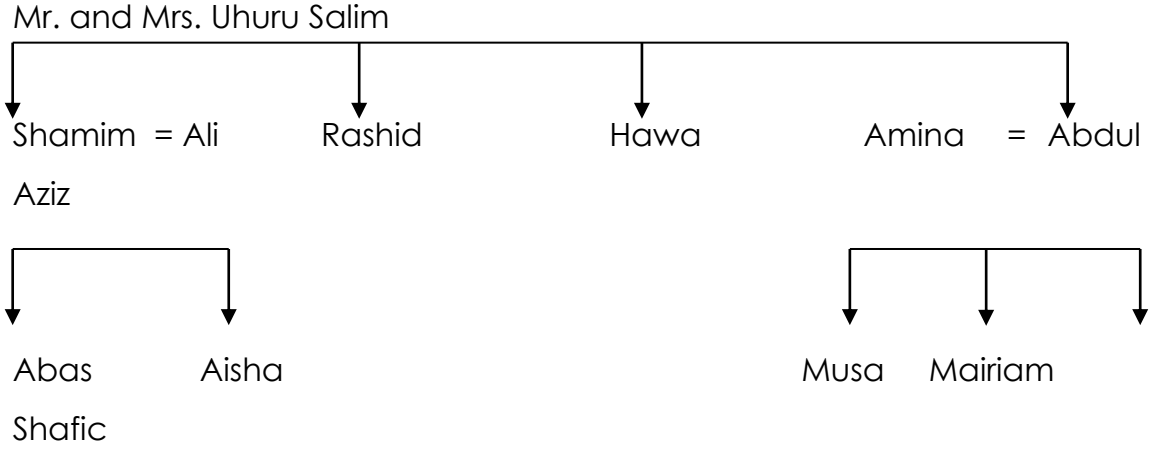
TERM II

LESSON THREE

Family relationships:

Vocabulary

1. Nephew: the son of one's brother or sister.
   My nephew is in primary six.
2. Niece: the daughter of one's brother or sister.
   Alice's niece is a very beautiful girl.
3. Cousin: a child of one's uncle or aunt
   Tom is Kakembo's cousin.
4. uncle: the brother of your father or mother or the husband of your aunt.
   Peter's uncle is a policeman.
5. aunt: the sister of your father or mother or the wife of your uncle.
   Mu sister had a baby girl last month, so I am her aunt.
6. Family: a group of people related by blood or marriage.
   Father is the head of a family.
7. Family tree: a diagram that shows the relationships between different members of a family.



8. Relative: people with whom you are related e.g. aunt, uncle, cousin etc.
   All my relatives are very hardworking.
9. Bother –in-law: The brother of one's husband or wife or the wife of your brother.
   Jane is my brother's wife, therefore she is my sister – in-law.

10. half – brother: a brother related through one parent only
    Your half-brother is a very kind boy.
11. incest: sexual activity between two people who are very closely related in a family e.g. a brother and sister or a father and daughter.
    Incest is a shameful practice.

WRITTEN EXERCISE.

Give the word of the underlined group of words.

1. Your sister's daughter is too young to marry.
2. My sister's husband will visit us next week.
3. Our aunt's child has just married.
4. Tom's mother and father are very rich.
5. All my uncle's cousins and aunts went to U.S.A
6. Where does your brother's son stay nowadays?
7. That old man is my father's father.
8. The mother of my wife died last night.
9. Peter's wife gave birth to two children at the same time.
10. Their father's brother is a doctor at Mengo.

Lesson Four:

The use of ; .....rather .....than.....

Note:

- ✓ Rather is used to mean fairly or to some degree.
- ✓ Rather is always followed by than since there is a sense of comparing tow parties or ideas.
- ✓ Rather can be used to replace prefer or like.

Examples:

1. I prefer having twins to triplets.
   I would rather have twins than triplets.
2. I like walking with cousins more than nieces.
   I would rather walk with cousins than nieces.

3. Joan preferred having quadruplets to quins.
   I would rather have quadruplets than quoins.

Activity:

Re-write these sentences using: .....rather .....than.....

1. My father –in –law prefers eating rice to matooke.
2. Our grandfather prefers going to church to visiting friends.
3. I prefer explaining to my mother to explain to my father.
4. The twins liked playing football more than riding bicycles.
5. It is better for my step sister to visit her uncle than reading novels.
6. Kamazi's niece liked making friends more than quarrelling.
7. I would better meet uncle Ben than aunt Rose.
8. My half brother preferred writing letters to watching movies.
9. Kandy's nephew liked shopping more than touring new places.

Lesson Five

Using: .....too.....to.....

Note: This structure is used in negative sentences because it carries a negative idea, "to" follows "too" to express extremity. When the subjects are the same, don't introduce "for"

Examples

1. Your niece is very young. She cannot get married.
   Your niece is too young to get married.
2. The chief was very old. He could not marry my daughter.
   The chief was too old to marry my daughter.
3. Norah's sister is very weak. She cannot win that race.
   Norah's sister is too weak to win that race.

Re-write these sentences using .....too.....to.....

1. Fatuma's daughter is very young. She cannot marry.
2. My grandmother is very old. My grandmother cannot remember her date of birth.
3. Lonah's step father was very shy. He could not greet the visitors.

4. Our mother is very kind. Our mother is not hated by anyone.
5. Simon is not rich enough to buy a car.
6. Molly was so stupid that she could not pass the test.
7. My aunt did not meet the president because she was very late.
8. The milk is very hot. The baby cannot take it.
9. Moses was so fat that he could not run fast.
10. Kitimbwa is very angry. She cannot eat anything today.

Lesson 6

The use of .....too.....for.....to.....

Note: This structure is used when the two subjects are different. The pronoun in the attached clause is left out.

Examples.

1. Father is very strong. The son cannot fight with him.
   Father is too strong for the son to fight with.
2. The morning was very cold. I could not go out without a coat.
   The morning was too cold for me to go out without a coat.
3. The bread was very small. Our aunt did not get satisfied.
   The bread was too small for our aunt to get satisfied.

Activity:

Re-write these sentences using .....too.....for.....to.....

1. Sarah is very young. Her father cannot let her marry.
2. The boy is very weak; His mother cannot allow him to carry a cup.
3. George's cousin is very dishonest. You cannot trust him.
4. Joseph's niece is very disobedient. I cannot forgive him.
5. My step mother is very busy. The visitors cannot chat with her.
6. I am very tired. Your half –sister cannot add more work.
7. This box is very heavy. My little sister cannot carry it done.
8. Soroti is very far from here. James' father will not reach in time.
9. The exercise was very hard. Kate's cousin did not pass it.
10. Hellen is very young. You cannot force her to write a letter.

Lesson Seven

The use of .....just.....

Examples.

1. My aunt gave birth to twins a few hours ago.
   My aunt has just given birth to twins.
2. Your niece got married to an Ethiopian a while ago.
   Your niece has just got married to an Ethiopian.
3. His grandfather bought an expensive car a few days ago.
   His grandfather has just bought an expensive car.

Exercise:

Re-write these sentences using .....just.....

1. My niece gave birth to a baby girl a while ago.
2. Andrew's grandfather lost his wife recently.
3. Rose wedded this week.
4. Kasin's niece completed P.7 a few weeks ago.
5. Lule's brothers-in-law had a meeting a while ago.
6. The family meeting ended a few hour ago.
7. My nephew wrote a letter to my niece a short while ago.
8. His half-brother, the stationer, sold many books three minutes ago.
9. Juma, the cobbler, ate beef and rice a few minutes ago.

Lesson Eight:

The use of .....such.....that.....

Note:

this is a structure of result. 'such' is an adjective and it is used before an adjective + a noun.

The formula; such a / an + noun + that + predicate

Examples:

1. My cousin is a good man. All relatives respect him.

My cousin is such a good man that all relatives respect him.

2. Simon's father has such healthy cows that everybody admires them.
   Simon's father has such healthy cows that everybody admires them.
3. Claire is very obedient. Claire's niece is always pleased with her.
   Claire is such an obedient girl that her niece pleased with her.

Exercise

Re-write these sentences using; .....such .....that .....

1. Denis is a smart boy. He will answer all the questions correctly.
2. Our half-brother is a very man. People near him hate him.
3. His grandfather is a very old man. He can either see nor hear.
4. My step-mun is wearing expensive shoes. No other person can afford them.
5. Your son-in-law is a very honest man. We all love to work with him.
6. Your aunt is a very humble lady. I love to live with her.
7. A nephew of theirs has very cute dresses. You would love to own them.
8. Your daughters are very ugly. No man will dare marry any.

Week: 7

The use of; .....but.....

Note: But is commonly used in contracts to make the fact weaker than though to be.

Contrasts are sentences with ideas or meanings which don't rhyme or gree.

Examples:

1. My father walks gently. My uncle walks roughly.
   My father walks gently but my uncle walks roughly.
2. The man is strong. the woman is weak.
   The man is strong but the woman is weak.

Activity:

Join these sentences using; .....but.....

1. Sherinah is my daughter. Her daughter Lisa is my granddaughter.
2. Kimoni and Yongu are my sons. Their wives are my daughters-in-law.
3. Owen is my son-in-law. His wife is my daughter,

4. Hope Komugisha is our grandmother. Hope's husband is our grandfather.
5. Rachael is my sister. Her husband is my brother-in-law.

Lesson 2:

Prepositions

A preposition is a word which is usually placed before a noun or a pronoun to show the relationship between a noun or a pronoun and other words in a sentence.

Preposition are used to show place, time and agency.

Examples of prepositions.

about, in, by, upon, beside, away, against, under, since, on, with, at.

- ✓ I have put the ball on the table.
- ✓ We met at a dance yesterday.
- ✓ Do not lean against that pole.

Types of prepositions.

Prepositions of place.

These include; here, there, above, across, along, after, below, beyond, in , near, far, off, on, behind, before, by e.g.

- ✓ I have put it on the box.
- ✓ We met at the roundabout.
- ✓ We went round the house.

Prepositions of time;

These include; after, at, around, before, beyond, in, on, by, from, of, since, for, until, till etc.

Examples;

- ✓ He visited me on Sunday.
- ✓ We slept till six o'clock.
- ✓ They will meet at midday.

Prepositions of agency (agent)

These are prepositions for saying that a person or things make something happen.

Activity:

Use the most suitable preposition to complete the sentences.

1. Nairobi is .....Kampala and Mombasa.
2. The telephone booth is .....the post office.
3. The number 15 is .....4 and 6.
4. John is behind Mary and Mary is .....John.
5. There is a road in front of our house but there is no road .....our house.
6. The graduation ceremony started .....six o'clock.
7. What is the time.....your watch?
8. We have been learning .....primary one.
9. His sister is .....Dar-es-salaam.

Use by, with, due to, through.

1. John went to England .....ship
2. Every day I wash my hands .....soap and water.
3. Sophia cut her nails ..... a pair of scissors.
4. Mwangi went to Mombasa .....bus.
5. ..... whom did you do that work?
6. ..... whom was that boy slapped?
7. The hen was chased.....the cat.
8. The thief jumped .....the window.
9. The thief jumped .....the fence.
10. The thief jumped .....the lorry.

Choose the correct preposition from the brackets.

1. Please, look .....this picture. (on, at)
2. We can't go ..... but on account of the bus strike. (by, to, in)

3. He was ill for a week and .....that week his mother never left his side. (during, on)
4. Patriots have always died .....beliefs. (for, from, of)
5. Both parents were deaf .....their son's request. (to, for)
6. His building was valued .....four thousand dollars. (on, at, for)
7. I shall not talk to you ..... you pay me back. (from, of, in)
8. All my sisters are suffering .....measles. (from , of, in)
9. The house was broken into .....the thieves. (by, with)
10. We failed to see him because he had covered himself.....the blanket. (below, under)

Fill in a correct preposition.

1. His father is coming.....Sunday.
2. I have been waiting for the bus.....8 o'clock.
3. My father lives.....Ben Kiwanuka road.....Kampala.
4. I have not made any appointment .....him.
5. She hit her head ..... in the dark cellar.
6. He congratulated me.....passing my exams.
7. They competed .....each other last year.

LESSON THREE:

Verbs:

A verb can be defined as - a doing word

- ✓ a performing word
- ✓ a word that shows an action.

Classification of verbs.

Verbs can be classified into the following types.

1. Regular verbs
2. Auxiliary verbs
3. Irregular verbs
4. Modal verbs
5. Phrasal verbs
6. Transitive and intransitive verbs.

Regular verbs:

These have their past tense and past participle ending in –d or ed e.g. cook – cooked

- ✓ kill – killed

Principle parts of regular verbs.

1. the infinitive
2. the present tense
3. the past tense
4. the past participle

1. With –'d- sound ending

Infinitive	Present tense	Past tense	Past participle
boo	booing	booed	booed
boom			
cool			
coo			
clear			
frown			
peel			

'e' ending change 'e' to 'i' in present continuous and 'ed' in past.

Infinitive	Present tense	Past tense	Past participle
clothe			
close			
care			
defile			
love			
define			
smile			
pile			

2. With – ‘id’ sound ending. (‘y’ ending preceded by a consonant.

Infinitive	Present tense	Past tense	Past participle
buy			
carry			
worry			
rally			
ferry			
marry			
quarry			
vary			
tally			

‘ing’ present continuous ‘ed’ past

Infinitive	Present tense	Past tense	Past participle
rest			
select			
want			
hunt			
correct			
collect			

3. With –t sound ending.

‘ing’ continuous and ‘ed’ past

Infinitive	Present tense	Past tense	Past participle
book			
cook			
look			
talk			
coach			
laugh			
mark			

CVC doubling last consonant and 'ed' added to the verb.

Infinitive	Present tense	Past tense	Past participle
trap			
drop			
stop			
clap			
slap			

Activity:

Complete:

Infinitive	Present tense	Past tense	Past participle
remove			
close			
dive			
wait			
fake			

LESSON 4

IRREGULAR VERBS.

These are verbs whose past tense and past participle change in different ways, without necessary ending in –d or 'ed' as in regular verbs.

1. Most irregular verbs differ from the infinitive, the past tense and past participle.

Infinitive	Present tense	Past tense	Past participle
beat			
bit			
break			
give			
forgive			
forbid			
forsake			

do			
know			
grow			
wind			
bind			
grind			
shine			
bear			
swear			
wear			
fear			
fly			
blow			
throw			
weave			
freeze			
choose			

2. Irregular verbs that change 'i' to 'u' for past tense and past participle.

Infinitive	**Present tense**	**Past tense**	**Past participle**
dig			
sling			
cling			
stick			
strike			
sting			
wring			

3. Irregular verbs which change from the vowel 'i' of the infinitive to 'a' for past tense and 'u' for past participle.

Infinitive	Present tense	Past tense	Past participle
drink			
begin			
ring			
sing			
shrink			
spring			
swim			

4. Irregular verbs that drop one ‘e’ and add ‘t’ to the past tense and past participle.

Infinitive	Present tense	Past tense	Past participle
creep			
feel			
kneel			
sleep			
sweep			
weep			

5. Irregular verbs whose past tense is the same as the past participle but different from the infinitive.

Infinitive	Present tense	Past tense	Past participle
bring			
sit			
seek			
buy			
catch			
fight			
find			

6. Irregular verbs that do not change at all.

Infinitive	**Present tense**	**Past tense**	**Past participle**
burst			
broadcast			
cast			
burst			
hit			
put			
cut			
read			
let			
bet			
split			

Irregular and regular verbs whose past and participle are often confusing.

Infinitive	**Present tense**	**Past tense**	**Past participle**
hang (person)			
hang (article)			
lie(untruth)			
lie (horizontal)			
lay			

Activity:

Complete the sentences with the correct form of the verbs given in the brackets.

1. Ndema was .....by a snake as he was moving along the path. (bite)
2. The candidates .....for advice from their teachers yesterday. (seek)
3. The glass broke because of the .....water in it. (freeze)
4. Who .....the wood? (split)
5. ..... water can wash away the top soil. (run)

6. The stupid mother.....all her children . (forsake)
7. My milk has bee .....by her cat. (drink)
8. The wounded antelope .....on the ground helplessly. (lie)
9. Jamirah .....all her clothes in the shade (hang)
10. Transport has .....so expensive these days. (become)

Activity:

Complete with over, on, up, across, off, without, forward, against, into, after, for, by, about.

1. The speeding car ran.....two goats killing them instantly.
2. My grandfather cannot do .....smoking.
3. The old man gave.....drinking alcohol.
4. Instead of tuning.....the radio to listen to the news, the houseboy turned it .....
5. The cyclist leaned his bicycle .....the wall.
6. Students should abide..... school rules and regulations.
7. A good shepherd looks .....his sheep well.
8. The motorcycle rammed .....the stationary lorry.
9. Medical workers should always care.....their patients.
10. Our class teacher asked us .....the missing pupil.

LESSON FIVE:

FORMATION OF VERBS.

(a) By using prefixes 'en' and em

Original word	Prefix	New word (verb)
throne		enthrone
sure		ensure
force		enforce
tomb		entomb
courage		encourage
title		entitle
slave		enslave
danger		endanger

large		enlarge
able		enable
noble		ennoble

(b) The prefix em – can be added to adjectives and nouns to form new words which are verbs.

Original word	Prefix	New word (verb)
power		empower
body		embody
bitter	em	embitter
battle		embattle

2. The suffixes –ze, -se, -fy and en

(i) The suffixes -ize can be added to nouns and adjectives to form verbs.

Original word	Suffix	New word
formal		formalize
legal		legalize
general		generalize
social	-ize	socialize
national		
colony		
final		

(ii) The suffix –fy can be added to nouns and adjectives to form verbs.

Original word	**suffix**	**New word**
solid		solidify
pure		purify
simple		simplify
beauty		beautify
identify		identify
unity		unite
glory		glorify
mystery		mystify

iii) The suffix -en can be added to nouns and adjectives to form verbs,

Original word	**suffix**	**New word**
loose		loosen
worse		worsen
tight		
sharp		
hard	-en	
length		
less		
bright		

Activity:

Complete each of the sentences with the correct form of the word given in brackets.

1. Please will you – your pencils in preparations for geometry work- (sharp)
2. Our teachers always – us to work hard (courage)
3. The presence of the rival candidates in the rally ..... the situation(worse)
4. The king was .....in the presence of all cultural and political leaders from (throne)
5. My poor sight didn't .....me to see the pictures clearly. (able)
6. Women have been .....to take up political and administrative positions. (power)
7. Believers ..... God during prayer. (glory)
8. Britain .....many countries in African (colonise)
9. This water is dirty. It needs to be .....(pure)
10. Most wild animals in the Uganda national parks are becoming .....species. (danger)

Lesson 6

Tenses:

The use of a verb according to specific time frame.

The present simple and the passive voice.

The present simple is always used in different ways.

1. To show one's habit.
    - ✓ John always sucks his thumb.
    - ✓ Thamos smokes a cigarette every hour.
    - ✓ The old woman always walks with her stick.
2. To show repeated actions.
    - ✓ These boys play cricket everyday.
    - ✓ She goes swimming twice a day.
    - ✓ I always make mats from banana fibre.
3. To show things that are factual.
    - ✓ The moon appears at night.
    - ✓ The sun rises in the east and sets in the west.
    - ✓ The pope is the head of the catholic church.

Activity:

Use the verbs in the brackets to complete the sentences below correctly.

1. Mrs. Waibi – to the cinema every evening. (go)
2. We – always late for school (to be)
3. That man can _____ a hundred kilogramme bag of rice all by himself. (carry)
4. My uncle _____ a house that ..... five rooms. (own, have)
5. The baby _____ for its mother whenever she is away. (cry)
6. I _____ a money purse but my mother .....have. (has, do, not)
7. The primary six girls..... their baskets every afternoon. (knitting)
8. _____Friday remember her date of birth? (to do)

9. Whenever the monitor .....his class work, he collects the books for marking. (to finish)
10. Those birds .....over our house every morning. (flying)
11. The house girl ..... off the light whenever we go to bed. (switch)
12. I ..... not bothered whether he comes or not. (to be)

Week 8

Lesson 1

The active and passive voice of the present Active voice = subj+ verb + obj.

Examples:

1. The pupils write letters e very day.
   subj verb obj

2. We eat matooke every evening.

Activity:

Change the following sentences to passive voice.

1. These girls weave baskets every morning.
2. Juma rides that bicycle once a week.
3. They kill antelopes whenever they go hunting.
4. Big boys usually tease young one.
5. The girls break window panes whenever they play netball.
6. We serve customers in the restaurant.
7. I keep my money in the box.
8. Who always rings the bell?
9. They call her Susan.
10. We speak to them daily.

Activity: 2

Change the following sentences to active voice.

1. My pen is always hidden by Kalulu.
2. Our children are always taken to school by him.
3. The letters are often taken by the office messenger.

4. Pieces of paper are dropped by P.6 pupils.
5. My books are always torn by my brother.
6. I am given a prize whenever I will a competition.
7. We are always addressed by the headmistress at the assembly.
8. They are called superstars.
9. By whom are these nuts eaten?
10. They are often punished by the teacher.

Lesson 2:

Question tags in the present simple tense.

Helping verbs used are; am, is, has, have, do, does

Examples:

1. He eats meat.
2. We are smart.
3. She doesn't eat meat.
4. We don't need new books.

Activity

Supply a suitable questions tag.

1. I am not to blame for the mess in the kitchen.
2. He does not know how many children he has.
3. They support our programme.
4. She walks to school everyday.
5. Sam does his work with care.
6. John owns a saloon car.
7. She doesn't admit her mistakes.
8. Joan has no books today.
9. They always come here late.
10. My father goes to town daily.
11. You need some assistance.

Lesson 3:

The present continuous and the passive voice.

Examples.

1. He is eating a banana.

   A banana is being eaten by him.
2. They are fetching water.

   Water is being fetched by them.

Activity:

Re-write the following sentences in passive voice.

1. Musa is riding our new bicycle.
2. The monitor is cleaning the chalkboard.
3. We are mopping the dining hall.
4. Children are dropping pieces of paper in the compound.
5. They are writing invitation letters.
6. The timekeeper is ringing the bell.
7. The pupils are singing the National Anthem.
8. The DEO is speaking to the teachers.
9. I am weaving a basket.
10. Who is breaking that window?

Activity 2

Change the following sentences to active voice.

1. Food is being cooked by Mummy.
2. Stamps are being collected by the office messenger.
3. I am being abused by my friends.
4. Ogutu is being talked to by the class teacher.
5. My dictionary is being used by Tom.
6. Those small girls are being teased by the big boys.
7. Water is being drunk.
8. Dorah is being punished by the teacher on duty.

LESSON FOUR:

QUESTION TAGS IN PRESENT PERFECT.

has and have are used.

Examples.

1. He has beaten the child.
2. We have not seen them.

Activity:

Supply a question tag.

1. It has barked at us.
2. The dog has not eaten the borne.
3. We have bought meat.
4. Tinka has not accomplished his duty.
5. She has not bought a new phone.
6. Dorah has not completed the exercise.
7. They have just reached here,
8. We have not done all the work.
9. The child has not eaten porridge.
10. We have played football.

LESSON FIVE;

THE PAST TENSE

(a) The past simple and the passive voice.

1. Musa wrote the letter. The letter was written by Musa.
2. The cat drank my milk. My milk was drunk by the cat.
3. Did you weave these baskets? Were these baskets weaved by you?

Activity 2.

Change to passive voice.

1. Tom rode my new bicycle.
2. Mummy sewed my shirt yesterday.
3. The class monitor cleaned the blackboard.
4. Who tore my new bag?
5. I did not beat those girls.
6. They forbade us from packing lunch.
7. Why did they abuse me?
8. We called him to attend to the sick.
9. The robbers shot him dead yesterday.
10. Out teachers drew a nice map last evening.

Activity 2:

Change to active voice.

1. The house was set ablaze by the rebels.
2. The children were forsaken by their parents.
3. My car was repaired by Mr. Toto
4. The house was mopped by the housekeeper.
5. Was this verandah swept by Annet?
6. The bicycle was hidden by the naughty boy.
7. They were addressed by the chief guest.
8. Were the children really fed?

WEEK NINE:

LESSON 1

QUESTION TAGS IN THE PAST SIMPLE.

EXAMPLES

1. We drew these diagrams yesterday, didn't we?
2. We weren't convinced by her answers, were we?

Activity

Supply a suitable question tag.

1. They were not satisfied,
2. We told them to stay calm,
3. They never bothered,
4. They reached school in time,
5. My aunt bought enough books,
6. She walked to school,
7. It rained heavily,
8. They were not happy with us,
9. They sang all these songs,
10. We had to cry,

Lesson 2

The past continuous and the passive.

- We're and was are used as helping verbs,

Examples

1. Kato was chopping firewood when the axe cut him.
2. The pupils were writing compositions when the bell rang.

Question tags: **Lesson three:**

Examples

1. Kato was here yesterday.
2. She was looking after sheep.
3. The teacher was punishing all the stubborn pupils.

Activity:

1. They were calling their names.
2. I was preparing to go.
3. He was not waiting for them.
4. They were praying for success.
5. He was reading a novel.
6. Sarah and John were not singing.
7. The teaching was counselling the girls.
8. They were reading newspaper.
9. Dorah was playing with young boys.
10. Andrew was not performing well.

LESSON 5:

THE PAST PERFECT TENSE.

Had is used as helping verb

Examples:

1. We had written our exams by the time the bell rang.
   By the time the bell rang, we had written our exams.
2. When Mary bought the letter, I had known its contents.
   I had known the contents of the letter when Mary bought it.

Activity:

Complete the following sentences with the correct past perfect tense of the verb in brackets.

1. The water .....by the time I wanted to drink it. (to freeze)
2. When we arrived at school, the headmistress .....the students. (to address)
3. We ..... our uniforms by the time the bell rang. (to wear)
4. By the time mother wanted to feed the children, they ..... (to sleep)
5. At the time we reached the railway station, the train ..... (to leave)
6. The sun ..... for so long when the train started falling. (not shine)

Re-write the sentences as instructed.

7. The parents come back home at 11:00pm. The children slept at 10:00pm.
   (Begin: By the time.....
8. The doctor came in the theatre at 1:00pm. The patient died at noon.
   (Use .....by the time.....)
9. If I had been told about Joy's death, I wouldn't have travelled to Kitgum.
   (Begin: Had.....)

10. He had been sacked from his job but he was reinstated (Begin: They hard.....)

LESSON FIVE;

THE FUTURE TENSE.

will or shall are used as helping verbs.

QUESTIONS TAGS IN FUTURE SIMPLE.

1. We shall go to school.
2. I will call on you tomorrow.
3. My mother will go to Mbale next week.
4. The teacher won't punish you for that.
5. We shall tell him to come early.
6. Dorah will not fail this test.
7. Juma and Peter will come early.
8. Susan will not perform the way you expect.
9. The girl will play with us.
10. You will not be here tomorrow.

Week 10: Lesson 1

The future perfect tense

- will have + past participle
- shall have + past participle.

Example

1. By time we wake up, the sun will have risen.
2. The sum will have risen by the time we wakeup.

Activity: 1

Complete the sentences with correct future perfect form of the verb in the brackets.

1. We .....to the DEO by the time our headmaster comes back.
2. The cassava ..... by the time the sun goes down. (to dry)
3. By the time we sit for our PLE, we the syllabus. (to cover)
4. When the parents return, we .....what to tell them. (to know)

5. The monitor ..... the chalkboard by the time the next teacher enters, (to clean)
6. We .....for our examinations by December this year. (to sit)

Lesson 7

Passage (comprehension)

Read the passage below and answer the question about it full sentences.

A family is a group consisting of parents, their children and other close relatives. In a family, there are family members who may include; father, mother, children and relatives. All these must be closely related or connected by blood or marriage.

The children include; the male children called the sons and the female ones known as the daughters. The relatives include among others, the grandfather, grandmother, uncle, aunt, nephew, niece and cousin. The other side of relatives is the father-in-law, mother-in-law, brother/sister –in-law, half brother/ sister and the steps.

The three common types of families in Uganda are; nuclear, extended and foster families.
A nuclear family is where we find the parents and their biological siblings. The extended family comprises the parents, children and close relatives. Extended families are bigger than the nuclear ones.

However, on the other hand, the foster family is a new type of family in Uganda. In this family, we find foster parents living with adopted children. The parents here are not the real parents or even at times not related at all. to become a foster parent, you have to apply in the courts of law.

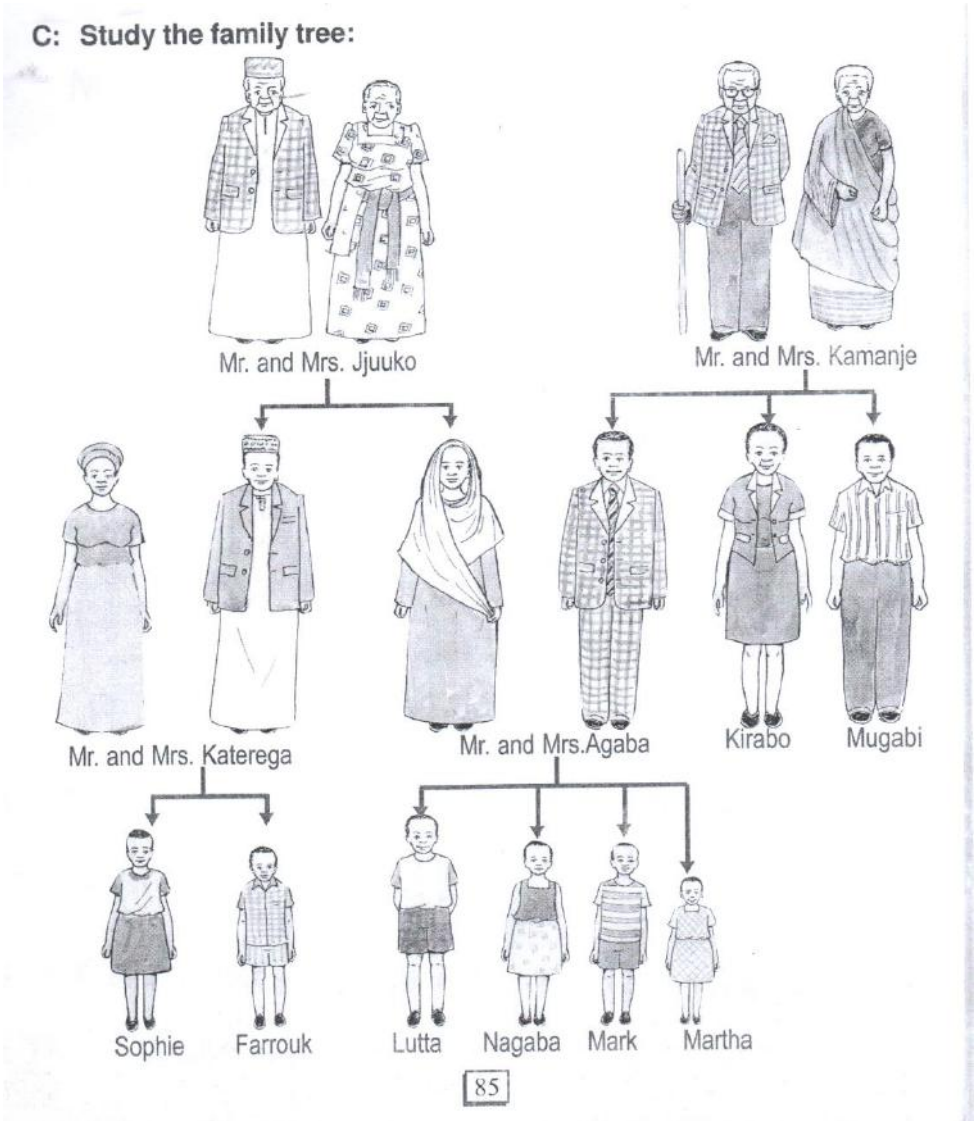
Families are good because they protect , educate, love care, and feed the members.

Questions:

1. What is a family according to the passage above?
2. Which members are found in a family?
3. Who are the sons according to the passage?

4. Who is a grandmother?
5. How many types of families are mentioned in the passage?
6. What is a nuclear family?
7. Which members are found in an extended family but not in a nuclear family one?
8. How does one adopt a child?
9. Who is a foster parent?
10. Write another word or group of words to mean the same as siblings.

Lesson 7



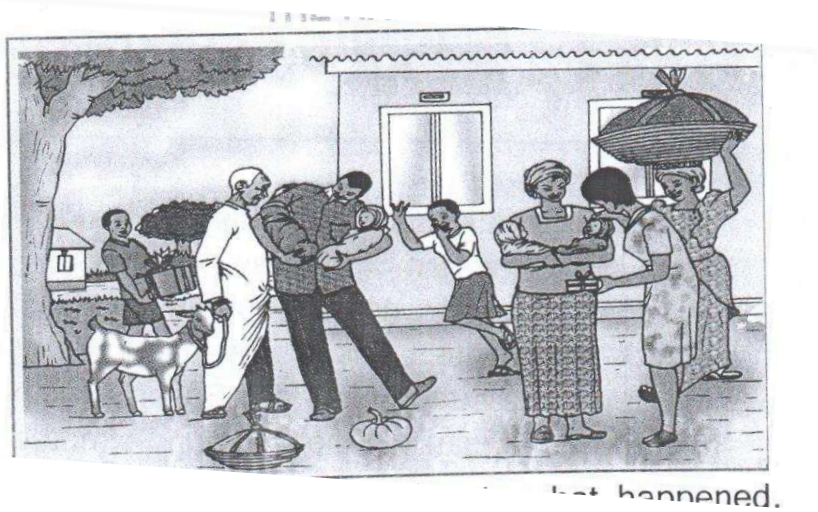
Questions:

1. Who is Mr. Kateregga's father?

2. Who is Mr. Mugabi's mother?
3. How is Mark related to Mr. and Kamanje?
4. What is the relationship between Mrs. Agaba and Mrs. Mugabi?
5. What is the relationship between Mark and Mr. Mugabi..
6. How many nieces does Mrs. Agaba have?
7. Who is Farrouk's youngest cousin?
8. What is the relationship between Lutta and Mr. and Mrs. Kamanje?
9. What is the relationship between Nagaba and Farrouk?
10. How is Nagaba related to Mrs. Jjuuko?

Lesson 8

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



Wow! You many not believe it but this is what happened. My elder sister Susan, gave birth to quadruplets. It was quite unusual because most women give birth to one baby but my sister gave birth to four babies at ago. I was very happy to have two nieces and two nephews. Culturally, this meant that relative from both sides had to organise a function to welcome the babies.

The day my sister was discharged from Miracle Hospital, relatives and friends can in large numbers to congratulate and see the newly born quadruplets. My uncles, aunts, cousins, nieces and nephews all came. Other relatives

came from Kashari village where my brother in-law comes from. His father, mother, sisters, brothers and cousins also came. It was a big function.
The master of-ceremonies started by calling Susan's father –in-law to speak. In his speech he said, Congratulations my son and daughter-in-law! From today, you have got new names, Ssalongo for you my son and Nnalongo for you my daughter-in-law! Mr.Tumwine, the elder brother to my brother-in-law was the next speaker. He also congratulated his brother on becoming a Ssalongo. This is a title given to a father of twins. He said that their family was growing larger every year. He attributed this to the number of twins, triplets and quadruplets being born in their family. He concluded by wishing everyone a happy celebration.

When our mother stood up to speak, she said, "I am the proudest grandmother today. Whereas other women give birth to only one baby, my daughter has given me four grand-children. "Isn't that great?" Everyone laughed heartily. "May the good Lord protect and bless your family." she conclude.
Questions:

1. Why were the members of Susan's family happy?
2. How many children did Susan produce?
3. At which village hospital were quadruplets?
4. Which village does Susan's husband come from?
5. What does Susan call her husband's mother?
6. What will quadruplets call Susan's mother?
7. What will the quadruplets call Susan's brother?
8. How many nephews does the writer have?
9. Who is supposed to carry the title Ssalongo?
10. If you have attended this ceremony, what would you have told the new parents?

DIALOGUE LESSON 7

READ THE DIALOGUE BELOW CAREFULLY AND ANSWER THE QUESTIONS ABOUT IT.

Son: Good afternoon, Dad!

Father: Good afternoon, son.

Son: Please Dad, I want to talk to you.

Father: Talk to me! I am sorry you will but not now.

Son: Not now! Why can't we talk now?

Father: We cannot because I am in a hurry. I have an important family meeting at your uncle Ronnie's house.

Son: An important meeting. What is it about?

Father: The meeting is about some misbehaviour between your cousins Connie and Bobby. They want to marry each other.

Son: Is it a sin? What is wrong with that?

Father: Oh God! It is a very bad practice according to our culture. One cannot marry one's sister. That is incest and sin.

Son: But Dad.....! What is incest?

Father: Incest is a sexual activity between two people who are closely related in a family.

Son: Okay, then you can go. We shall talk when you are back, Safe journey.

Questions:

1. Which two people are taking part in the dialogue?
2. At what time of the day did the dialogue take place?
3. Why didn't the father talk to the son?
4. Where was the father going for the meeting?
5. What was the cause for the meeting?
6. What type of meeting was the father going to attend?
7. Why do you think it was wrong for Connie and Bobby to marry each other?
8. What is incest according to the dialogue?
9. How is Connie related to Bobby according to the dialogue?

10. Write the opposite of misbehaviour.

COMPOSITION WRITING.

COMPOSITION.

Write a story about 150 words describing your family.

Include

- ✓ who your parents are?
- ✓ where you live?
- ✓ how many siblings you are
- ✓ the level of education for your siblings
- ✓ the occupation of your parents.

OCCUPATIONS:

Carpentry:

Vocabulary:

1. Wood: material used for making furniture.
   The carpenter uses wood to make furniture.
2. Carpenter: a person who makes furniture.
   Masaba, the carpenter makes good office furniture
3. Furniture: objects such as tables, stools, cupboards, chairs, beds, and benches.
   The carpenter will be repairing our furniture tomorrow.
4. Drill: A tool with a pointed end used for making holes in wood.
   The drill is beside the cupboard.
5. besides: in addition to.
   The carpenter made a chair besides a table.
6. beside: next to, near or at the side of
   The carpentry workshop is beside the highway.
7. plank: along narrow flat piece of wood.
   The plank which the headmaster bought yesterday will be used to make desks and tables.

8. Varnish: a liquid which is painted or polished onto wood to make it shiny.
   His bed was smooth and shiny after varnishing it.
9. Sandpaper: strong paper with a rough surface used to make wood smooth.
   The little boy rubbed wood with sandpaper in order to make it smooth.
10. glue: a sticky substance used to fix things together.
    The headmaster fixed the pictures on the notice board with glue.
11. tool: an instrument like a hammer, a saw, a plane or a drill etc. used for a particular purpose.
    The carpenter keeps his tools in the tool box.

Written exercise

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

1. The <u>person who makes furniture</u> beside the church is my uncle.
2. All the desks in our class are <u>made of wood</u>.
3. The office <u>chairs, tables and stools</u> should be repaired.

Write in plural form.

4. furniture
5. bench
6. a piece of wood
7. sort of furniture

Re-write the following sentences giving the opposite of the underlined words

8. All the tables in our class are <u>smooth</u>.
9. Magezi always sells his furniture <u>cheaply</u>.
10. Tom is good at making ancient <u>designs</u>.

Related structures; Lesson 3

Using .....used for.....

Examples:

(i) What is a saw used for?
    A saw is used for cutting wood.

(ii) What is a hammer used for?

A hammer is used for hitting nails into wood.

(iii) What is a plane used for?

A plane is used for making wood smooth.

Written exercise.

Answer the following questions correctly.

1. What is wood used for?
2. What is varnish used for?
3. What is glue used for?
4. What is a bench used for?
5. What is a sandpaper used for?
6. What is a drill used for?
7. What is polish used for?
8. what is a tool used for?

Using .....besides...../beside.....Lesson 4

Besides means in addition to or apart from.

N.B: Never confuse 'besides' with beside

Beside means next to, near or at the side of the

Re-write the following sentences using .....besides.....

Examples.

(i) The carpenter made a chair. He also made a table.

The carpenter made a chair besides a table.

(ii) John bought a sideboard. John bought a bed.

John bought a sideboard besides a bed.

Written exercise

1. The carpenter has a hammer. He also has a drill.
2. Tom's father bought sandpaper. He also bought wood glue.
3. Mary ordered for a dining table. She also ordered for some chairs.
4. The old man has Mvule trees. The old man has Mahogany.
5. The carpenter eats chicken. The carpenter eats mutton.
6. Mr. Awale has a carpentry workshop. He also has a saw mill.

Using .....beside.....

Examples

(i) Kato's saw is near the table.

Kato's saw is beside the table.

(ii) Kamoga's varnish is near the toolbox.

Kamoga's varnish is beside the toolbox

Written exercise.

Rewrite using .....beside.....

1. The wood is near the furniture workshop.
2. The carpenter put the plane near the plank.
3. The drill is near the screw driver.
4. The saw is near the bench.
5. The varnish is near the door.

SPEECHES: LESSON 6

Direct and indirect speech.

Direct speech is the same as quoted speech.

Indirect speech is the same as reported speech.

Direct speech

Direct speech is a form of reporting information using the very words of the original speaker; such words are always put quotation marks.

Punctuating direct speech sentences.

- ✓ "I am writing a book," 'said Mark'
  actual words speech tag
- ✓ James said, " I like eating sweets"
- ✓ " Why are you crying?" the teacher asked Musa.
- ✓ "How, asked the teacher, did you get the answer?"

Activity:

1. Lubega is going to the church Rita said.

2. I did not perform well Sarah Peter
3. are you sick the teacher asked Moses.
4. Why asked the little girl should I move with you tonight?
5. What a blunder lamented the girl?
6. Jack says I watch films on Saturday.
7. When asked the parent is your birthday.
8. Juma did you complete the exercise asked Mary.
9. Water boils at 1000c said the teacher.
10. Where do you want to go for Easter Ochom asked.

CHANGING FROM DIRECT TO INDIRECT SPEECHES

Direct	**Indirect**
This	that
Today	that day
Tomorrow	the next day the following day the day after
Yesterday	the previous day the day before
Now	then
Will/shall	would/ should
Can	could
You	me/us
Me	him/her
Us	them
My	his/her
I	she/he
We	they
Is	was
Are	wore
Must	had to

Come	go
May	might
These	those
Here	there
Bring	take
Your	their

Forming indirect sentences in the present simple.

- ✓ The present simple tense changes to pas simple tense in indirect speech.
- ✓ The joining word or conjunction between the speech tag and the said words is 'that'
- ✓ when the speech tag is in present simple tense, the speech body verbs don't change e.g. she says, 'My book is old'. She says that the book is old.

Examples:

(a) Direct: The debate teacher said, "We always go for debate every Thursday."

Indirect: The debate teacher said that they always went for debate every Thursday.

(b) Direct: The speaker said, "I always raise my points of order in a reasonable way"

Indirect: The speaker said that he always raised his points of order in a reasonable way.

Activity:

Change the statements to indirect speech.

1. The chairperson said, "You disturb in the debates everyday"
2. " I always argue about mistaken ideas", said the oppose.
3. Omwony said, "I usually arrive in the hall before the debate starts"
4. The boy said, " I always discuss about current issues"
5. Girls are ever treated unfairly in the debate," said the female teacher.

6. The time keeper said, " I usually fulfil my roles"
7. The speaker said, "We are advised to use English when in debates"
8. The girl said, "These two boys always argue in the debate"
9. "Your points of order are ever irrelevant," said the chairperson.
10. Marry said, " This boy always conclude well"
11. "That boy's motions are ever complicated," said Mondo.
12. The proposer said, "You are aware that proposers always sit on the right hand side"
13. "This secretary usually cheats our points, "said the headboy.
14. "His argument is always clear, "said the chairperson.
15. The headteacher said, "I usually explain the motion it is discussed"

Forming indirect sentences in the present continuous tense.

Present continuous tense changes to past continuous, i.e. is/are to was/were; now to then, today to that day etc.

(a) Direct: The boys said, " We are going to the neighbouring school for a debate"

Indirect: The boys said that they were going to the neighbouring school for a debate.

(b) Direct: The timekeeper said, "You are running out of time"

Indirect: The timekeeper said she was running out of time.

(c) Direct: "You are using inappropriate language," said the chairperson.

Indirect: The chairperson said that he was using inappropriate language.

Activity:

Change the sentences to indirect speech.

1. "I am summarizing," said the speaker.
2. The proposer said, "I am going to support this motion a hundred percent"
3. You are not defending your points, " said the chairperson.
4. "I am noting down their points," said the secretary.

5. The teacher said, "You are not explaining the major words in the motion".
6. The audience said, "You are pressing the right button"
7. "I am not granting any points of opinion now," said the chairperson.
8. The girl said, "She is not going to answer it correctly"
9. The speaker said, "I am planning to convince the opposite side"
10. "I am raising a point of inquiry," said Tugume.
11. "I am not auguring," said the opposer.
12. The boy said, "I am concluding"
13. " She is writing the motion on the chalkboard," Said the prefect.
14. The secretary said, "You are discussing well"

Forming the indirect speeches in present perfect tense.

The present perfect tense changes to the pas perfect tense i.e. has /have to had.

Examples

(a) Direct: "I have got views," said the girl

Indirect: The girls said that she had got views.

(b) Direct: Opolot said, "she has gone for a debate"

Indirect: Opolot said that she had gone for a debate.

(c) Direct: "You have finished debating," said the chairperson.

Indirect: The chairperson said that he had finished debating.

Activity:

Change these statements to indirect speech.

1. "I have not gone for a debate today," said Samuel.
2. Eliza said, "You have not concluded"
3. " I have not raised any point of opinion this evening," said Brian.
4. "She has gone to the floor", said Daphine.
5. The chairperson said, "I haven't heard your question"
6. "The previous speaker has summarized her points well," said Dickson.
7. The secretary said, "I have written all your points"

8. The teacher said, "I have informed all the pupils about the debate"
9. The parent said, "My son hasn't returned since he went for a debate"
10. "The debate teacher hasn't given us next week's motion," said the pupils.
11. "You have done your part," said the chairperson.
12. The teacher said, "The audience has done its part"
13. "I have something to say," said Alvin.
14. The boy said, "I have shown the audience what debating means"

Changing sentences in the past simple tense.

The past simple tense changes to past perfect tense. "last" changes to the "previous ....."

Examples:

(a) Direct: "I did not debate last week," said Anthony.
Indirect: Anthony said that he had not debated the previous week.

(b) Direct: Martha said, "The chairperson came late yesterday"
Indirect: Martha said that the chairperson had come late the previous day.

(c) Direct: Eva said "I argued a lot last week"
Indirect: Eva said she had argued a lot the previous week.

Activity:

Change the statements to indirect speech.

1. Betty said, "You raised an irrelevant point of order"
2. "He concludes in an amusing manner", said the chairperson.
3. "You did not perform your duty," said the teacher.
4. The time keeper said, "I gave you enough time"
5. His neighbour said, "you argued very well"
6. "The audience shouted loudly," said Mark.
7. Okum said, "She considered both sides"
8. "Hunters destroyed the wildlife," said the speaker.
9. The woman said, "I liked the way those young boys debated"
10. The secretary said, "I wrote down all the views".

11. The oppose said, "I did not hear anything useful from the proposer said"
12. "They read the motion, I won't repeat that, "said the speaker.
13. The boy said, "You didn't say anything about current issues"
14. Fatuma said, "Fathers became family destroyers not builders".
15. "We ate a lot of food before debating," said Flora.

Formation of indirect sentences in the past continuous tense.

The past continuous tense changes to the past perfect continuous tense; i.e. was /were to 'had been'

examples

(a) Direct: "He was debating well," said the teacher.

Indirect: The teacher said that he had been debating well.

(b) Direct: Philip said, "I was arguing about pouching"

indirect: Philip said that he had been arguing about pouching.

(c) Direct: Kevin said, "The speaker was discussing about foreigners' influence"

Indirect: Kevin said that the speaker had been discussing about foreigners' influence.

Activity:

Change these statements to indirect speech

1. Gallas said, "I was proposing the motion"
2. The boy said, "You were calculating time wrongly"
3. The chairperson said, "You were not talking about your side"
4. "Foreigners were mistreating Africans," said the speaker.
5. "I was concluding when the timekeeper rang the bell" said Arthur.
6. Nanteza said, " You secretary wasn't noting my points"
7. "I was concluding when the timekeeper rang bell," said Arthur.
8. Willy said, "You were supporting the wrong side"
9. Winfred said, "All boys were taking and explain the same points.
10. "She was saying points of information, "said Alupot.

11. "They were not discussing anything in the debate," said the Headgirl.
12. Nyondo said, "That oppose was talking interesting points"
13. Bebeto said, "That oppose was talking interesting points".
14. "We were arriving for the debate," said the boys.
15. Masika said, "We were debating with a school in Rakai district

Formation of indirect speeches in the future tense.

The future tense present changes to the future tense past. Will/shall changes to would.

Examples:

(a) Direct: "We will go to London College to debate", said Harry.

Indirect: Harry said that they would go to London College to debate.

(b) Direct: The girl said, "I shall go for a debate very late"

Indirect: The girl said that she would go for a debate very late.

(c) Direct; The timekeeper said, "I will be strict with time"

Indirect: The timekeeper said that he would be strict with time.

Activity:

Change these statements to indirect speech.

1. "I will attend you debate," said the parent.
2. "He will be the chairperson tomorrow," said the teacher.
3. The boy said, I will act as the secretary in next week's debate"
4. "I shall discuss about the challenges mothers face," said the girl.
5. Griffins said, "I will not raise any point of order"
6. The naughty boy said, "I shall disturb the audience"
7. "I will not be part of the audience," said Lora
8. The teacher said, "We shall cane those who are not ready to debate.
9. "I will argue to the fullest," promised Juliet.
10. "They will take a long time to debate," said Gloria
11. Pavin said, "He will not manage being the chairperson".

12. Joshua said, "Annette will not summarise unless the timekeeper rings the bell"
13. Namono said, " I will oppose that motion"
14. " I shall talk to the debate teacher tomorrow" said Kilibatanya.
15. The chairperson said, "All speakers will be welcomed by the audience".

How to report questions.

When reporting questions, the questioning idea is removed. Conjunctions or joining words change.

Questions are classified into two.

(a) Those which begin with helping verbs (auxiliaries) Here, the conjunctions (joining word) is either 'whether' or 'if'

Examples

(a) Direct: 'Did you go for a debate?" asked the teacher.

Indirect: The teacher asked, " I s the chairperson around?"

(b) Direct: Alex asked, 'Is the chairperson was around?'

Indirect: Alex asked if the chairperson was around.

(c) Direct: 'Has the secretary noted down the points?' asked Jennipher.

Indirect: Jennipher asked whether the secretary had noted down the points.

Change these questions to indirect speech.

1. Franco asked, 'Were you around during debate?'
2. "Did the teacher appreciate the opposers' side?" asked Betina
3. Namudigu asked, "Is he capable of being a timekeeper?"
4. "Were the current issues discussed about?" asked Turyomwe.
5. "Will you attend the debate at Elvis Primary School?" asked Serete.
6. Kisembo asked, "Was the motion interesting?"
7. Marvin inquired, "Are you really a chairperson"
8. Ekiring asked, "Is it in order for you to abuse the audience?
9. "Did you come to debate?" inquired Kelvin.
10. Wesley asked, "Will you support my side today?"
11. Bob asked, "Has the teacher entered the debating room?"

12. "Was the previous speaker accurate?" asked Denis.
13. The boy asked, "Are you ready to debate"
14. The teacher asked, "Were you making noise"
15. "Had he debated before?" Inquired the chairperson.

B. Those which begin with questioning words such as who, when, why, what, whom, whose, how, which and where, here, the joining word is the very questioning word.

examples:

(a) Direct: "What are you going to discuss?" asked Nahia.

Indirect: Nahia asked what they were going to discuss.

(b) Direct: "Who will be today's chief whip?" asked Jocus.

Indirect: Jocus asked who would be the day's chief whip.

(c) Direct: The new boy asked, "Where will the debate take place from?"

Indirect: The new boy asked where the debate would take place from.

Change these questions to reported speech.

1. "Why are you opposing the motion?" asked Harriet.
2. "Whose list of points is this?" asked the boy.
3. The man inquired, "When shall you have a debate?"
4. The teacher asked, "What are you going to talk about?"
5. "When are you opposing with?" Joy asked the neighbour.
6. "Whom are you opposing with?" Jane asked.
7. "How will the debate run today?" asked the girl.
8. The chairperson inquired, "what is your point about?"
9. Gift asked, "When will the debate begin?"
10. "Why are opposers argumentative?" inquired Davis
11. Muhindo asked, "Who will act as the timekeeper?"
12. "What are you going to do about the motion?" the teacher asked the pupils.

13. The debate organiser asked, "How am I supposed to arrange this room?"
14. "When will the proposer appear on the floor?" asked Kawooya.
15. Baguma asked, "What is the audience doing?"

How to report commands.

Commands are categorized into two;

1. Positive commands
2. Negative commands

Positive commands

The joining word (conjunction) in commands is preposition 'to' 'said' in direct speech changes to 'told' indirect speech.

examples:

(a0 Direct: " Go to the debating room," ordered the teacher.

Indirect: The teacher told them to go the debating room.

(b) Direct: He said, " Leave the floor then"

Indirect: He told him to leave the floor then.

(c) Direct: "Go and debate", said the prefect.

Indirect: The prefect told her to go and debate.

Positive commands.

change these commands to indirect speech.

1. "Keep quiet", ordered the chairperson.
2. "Get out of the room", Said the headprefect.
3. The teacher said, "Oppose the motion"
4. Our friend said, "Summarise your speech"
5. Rebecca said, "Summarise your speech"
6. "Call another speaker," Ordered the teacher.
7. "Explain your points", said the judge.

8. The girl said, "Sit down and listen"
9. "Do your duty," ordered the chief whip.
10. The prefect said, "Support your fellow oppose"

Negative commands

Here, don't changes to 'not'. The joining word is 'to'

Examples

(i) Direct: "Don't debate today" ordered the teacher.

Indirect:"The teacher told him not to debate that day".

(ii) Direct: Kirafiire said, "Don't raise any point of opinion.

Indirect: Kirafiire told him not to raise any point of opinion.

(iii) Direct: "Don't oppose the motion", said Anne.

Negative commands.

Change these commands to indirect speech.

1. Don't debate this week, Sauda," said Melissa.
2. Diego said, "Don't argue"
3. "Don't go away", Doreen to Adam.
4. "Don't conclude anyhow," ordered Nyangoma.
5. "Don't talk about corruption," his neighbour said to the patron.
6. The classmate said, "Don't go there now"
7. Angel said, "Don't write anything"
8. "Don't enter the room with sharp object," said Walter.
9. Jemimah said, "Don't look at the audience for long"
10. Sylvia said, "Don't make notes during a debate"
11. "Don't talk from here", Said the rude prefect.
12. Nekesa said, "Said call me on the floor"
13. Nyakojo said, "Don't ask me anything"
14. "Don't give her any support", said Mwesigwa.

Comprehension:

Advertisement.

Activity

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

MUGUMIRA FURNITURE MART COMPANY.

The general public is hereby informed that we have the following in stock.

Sofa sets and coffee sets from China.

Mahogany and metallic beds of all sizes from Korea.

Wooden dining tables, wardrobes and a variety of baby cots.

We are open from 8:00a.m – 7:00p.m Monday to Saturday

Find us at Mbiro Old Rd. Plot 4 Ntungamo

Management

17-3-2017.

Questions:

1. What does Mugumira's company deal in?
2. Where is the company located?
3. At what time does business open?
4. What type of beds do they have in stock?
5. On which day does this business remain closed?
6. What item can you buy for a baby from this company?
7. When was the advertisement written?
8. Who wrote the advertisement?
9. Write your own advertisement about carpentry products.

Poem

Study the poem and answer the question.

I am a carpenter.

I am a carpenter and designer

With two hands I have made fame.

I make wood useful to people.

I am a carpenter and designer by profession.

With a plane, I make wonders from wood
Sofa sets, sideboards and cupboards
Wardrobes, counters and frames
I make the most comfortable beds
Where we lay the dead
For the rest of their time

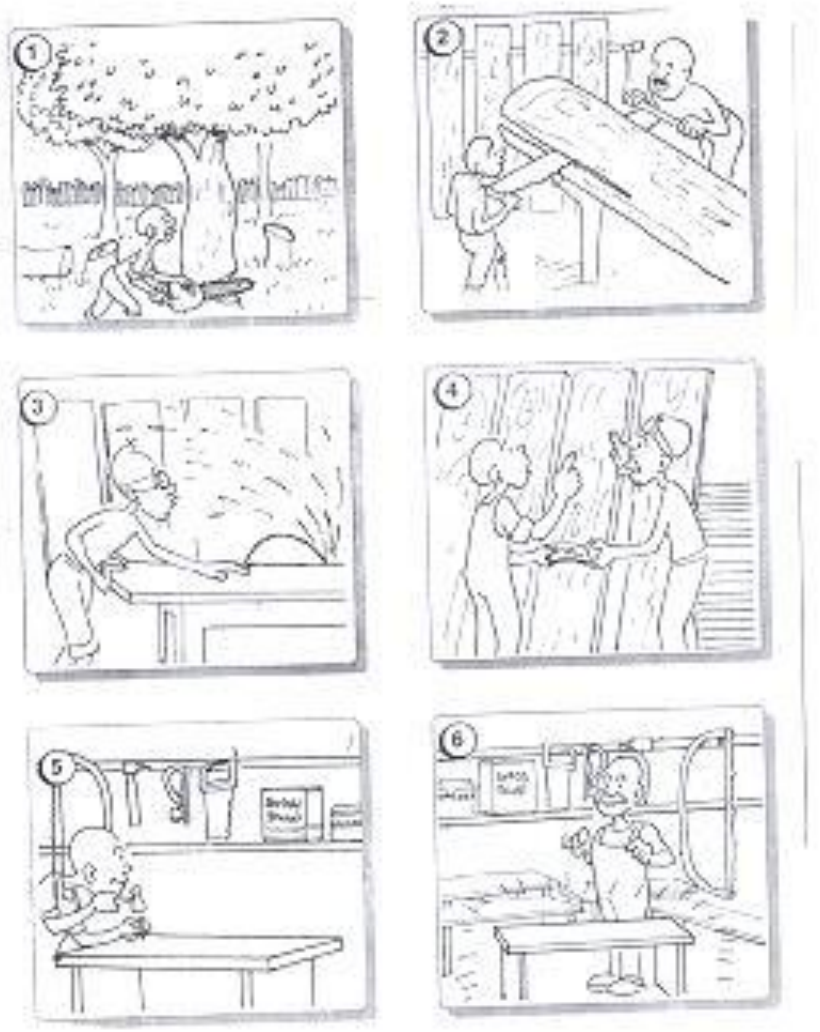
Mvule, Mahogany and Oak
Are the best raw materials in the workshop?
Save for the pine and cypress which are soft wood
While polish makes wood shine
Glue pastes plants together
Yes, the result is something wonderful

I am proud each time I am called to work
It is on wood that I entirely depend
I am proud that I do fill your house
Designing is part of my life
On my skills, I can survive
I am proud, I am a carpenter.

Designer: A person who makes patterns or fashions out of something.
Profession: A kind of job.
Questions

1. What makes the carpenter famous?
2. What does the carpenter use to make counters and frames?
3. For whom does the carpenter make comfortable beds?
4. Suggest what the word 'beds' refers to in the second stanza.
5. What are the best raw materials in the carpenter's workshop?
6. Why is the pine not among the best raw materials?
7. How does glue make the carpenter's work wonderful?

8. When does the carpenter feel proud?



Composition

A: Study the pictures

A hard –working carpenter

Questions:

1. What machine can you see in picture?
2. What are the two men doing in picture 2?
3. Why does the carpenter need glasses when operating the machine?
4. What is the carpenter paying for in picture 4?
5. What are the names of the tools you see in picture 5 and 6?
6. Why is the carpenter very happy in picture 6?

7. Write a short story on ‘A hard working Carpenter’ make use of the vocabulary below.

Picture1: old, tree, fell

Picture 2: Split, hard work

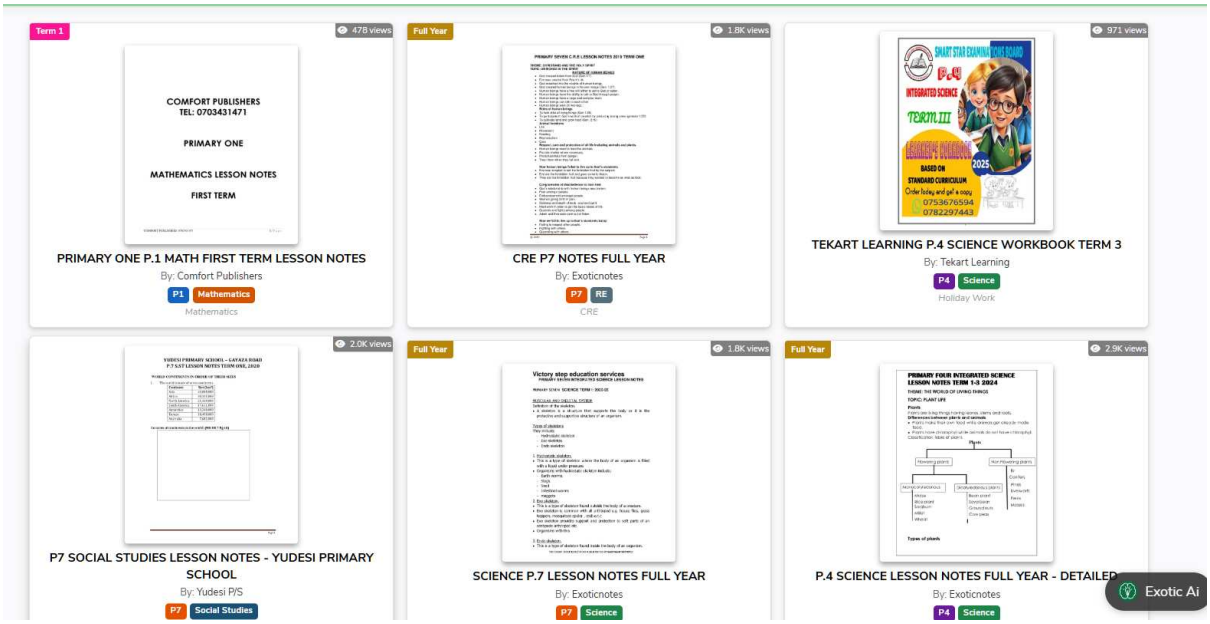
Picture 3: easy, glasses, small pieces.

Picture 4: Money, carpenter, planks.

Picture 5: Joining, hammer, nails.

Picture 6: ready, happy, buyer.

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