KAWEMPE MODERN PRIMARY SCHOOL
P.6 ENGLISH LESSON NOTES TERM 2-2023

TOPIC: FAMILY RELATIONSHIPS
ASPECT: GRAMMAR

CONTENT: PREPOSITIONS

What is a preposition?

A preposition is a word which is usually (but not always) placed before a noun or a pronoun to show the relationship between a noun or a pronoun and other words in a sentence.

Prepositions are used to show; place, time, agency, movement etc.

Prepositions are of various kinds as shown below.

Prepositions of place:

These show where the noun or pronoun in the sentences.

Prepositions of place include; **here, above, across, along, at, after, before, behind, below, beside, beyond, by, in, near, off, out, under, on, through, beneath, amidst, among, between, etc.**

Examples

1. I have put it **on** the box.
2. We met **at** the dance yesterday.
3. He went **round** the house.

Prepositions of Time:

These tell us the when something takes/took/will take place.

They include; **after, at, around, before, between, beyond, in, on, by, during, from, of, since, for, until, till, etc.**

Examples

1. He visited me **on** Sunday.
2. We slept **till** six o'clock.
3. They will meet **at** midday.
4. His son died **during** the war.

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Activity

Use the most suitable preposition to complete the sentences below.

1. Grandmothers are usually fond _____ their grandchildren.
2. The telephone booth is _____ the post office.
3. The number nine is _____ eight and ten.
4. John is behind Mary and Mary is _____ John.
5. My niece is good _____ singing gospel music.
6. The graduation ceremony started _____ 5.00 o'clock.
7. The guest of honour stayed at the party _____ six o'clock.
8. What is the time _____ your watch?
9. We have been learning _____ primary one.
10. His sister is _____ Dar-es-salaam.
11. Kamau is interested _____ living with his aunt.
12. George's hat is _____ the bookshelf.
13. The president's picture is _____ the wall.
14. Opoka lives _____ Zambia although he is a Ugandan.
15. The two small boys are hiding _____ that table.
16. My nephew has just recovered _____malaria.
17. My grandfather is suffering _____ high blood pressure.
18. My aunt sometimes accuses me _____ stealing her money.
19. My grandfather was suspected of suffering _____ high blood pressure.
20. The triplets shared the pawpaw _____ themselves.

ASPECT: MORE ABOUT PREPOSITIONS

Prepositions of Agency (Agent)

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

Examples

1. He killed him with a knife.
2. Your success has been achieved by your own effort.
3. The house fell down due to heavy rain.

   with, by and due to are prepositions.

Others include; through, owing to, by means of, etc.

Activity

Use: by, with, due to, through to fill in the blank spaces.

1. John went to England _____ ship.
2. Everybody I wash my hands _____ soap and water.

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3. Sophia cut her nails _____ a pair of scissors.
4. Njoroge and 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. There was a loud explosion _____ lightning.
10. We had to go _____ all the steps to see the General Manager.
11. He sympathised _____ us in our losses.
12. He cut his brother _____ an axe.
13. The tree was cut _____ the farmer.
14. The baby is always covered at night _____ its mother.
15. The woman covered her baby _____ a bed cover

ASPECT: MORE ABOUT PREPOSITIONS

Some of the prepositions in pairs

Some prepositions have close relationships in terms of meaning and usage. They are therefore sometimes confused.

1. **into and in**

- into – shows motion – Pour this water into a jag.
- in – shows position – That book is in the box.

2. **at and in**

- at – used for a smaller place. – He stays at Entebbe port.
- in – used for a bigger place. – He stays in Uganda.

3. **between and among**

- between – for two people – The twins shared between themselves.
- among – for more than two persons. – The triplet shared among themselves.

4. **by and with**

- by – used for person or agent. The chair was broken by John.
- with – used for an instrument. – He killed him with a knife.

5. **beside and besides**.

- beside – means near. – the cat is sitting beside the bed.
- besides – means over and above.

I have two pens besides this one.

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6. **in and within**

- ❖ in – shows ending time. – I shall be back in time.
- ❖ within – shows before ending time. – I shall be back within a week.

7. **on and upon**

- ❖ On – shows position – The lion sat on the table.
- ❖ Upon – shows motion. – The lion jumped upon the goat.

8. **below and under**.

- ❖ below – means lower than – His height is below two feet.
- ❖ under – means in and covered by – The snake is under the bed.

9. **on and above**.

- ❖ on – shows contact – The book is on the table.
- ❖ above – shows position – The clouds are above our heads.

10. **till and until.**

- ❖ There is no difference between till and until. They are both used to refer to time e.g.
- ➢ We wanted at the station till midday.
- ➢ We wanted at the station until midday.

Activity

Choose the correct preposition from brackets to complete each sentence.

1. Please, look _____ this picture. (on, at)
2. We can't go _____ bus 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 often 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. (until, since)
8. All my sisters are suffering _____ measles. (from, of, in)
9. The house was broken into _____ the thieves. (with, by)
10. We failed to see him because he had covered himself _____ the blanket. (below, under)
11. He always sits _____ his mother. (beside, besides)
12. My sister and I shared the cake _____ ourselves. (between, among)
13. He has poured all the water _____ the flask. (into, in)
14. Please, get me my book, it is _____ the table. (on, above)
15. Goats are good at jumping _____ buffaloes. (on, upon)

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Fill in a correct preposition.

1. His father is coming back _____ Sunday.
2. I have been waiting for the bus _____ 8.00 o'clock.
3. My father lives _____ Ben Kiwanuka Road _____ Kampala.
4. The dog jumped _____ the window.
5. I have not made any appointment _____ him.
6. She hit her head _____ the wall in the dark cellar.
7. He congratulated me _____ passing my examination.
8. They competed _____ each other last year.
9. Shaka ruled _____ a large kingdom.
10. They disagreed _____ Tom over the matter.
11. The Mayor has presented the medals _____ the fireman.
12. He was excluded _____ the team for being obedient.
13. Every week, I write _____ my father.
14. Edgar threw a coin _____ the beggar on the pavement.
15. Moses and Tom are related _____ each other.
16. A friend of mine was charged _____ careless driving.
17. We were accused _____ making noise in class.
18. The boy apologised _____ the teacher.
19. Many people have died _____ malaria
20. Most of us depend _____ our parents.

Summary table for prepositions

Aspect: Grammar

Content: Adverbs (just and already)

Just and already are used with the present perfect tense to talk about something that has just happened a while ago.

Read the following examples:

1. The teacher slapped the boy while ago.
2. The teacher has just slapped the boy.

Already is used with both the present and past perfect.

Read the following examples

1. Kabugo's wife has gone away.
2. Kabugo's wife has already gone away.
3. Your niece has just eaten her food.
4. Your niece has already eaten her food.

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Activity

Rewrite the following sentences using: "… has jus/have just …" … and …

"... has already/ have already …"

1. My son went to school a while ago.
2. Our father bought a car a few days ago.
3. Our cousin got married recently.
4. His grandfather passed away a few minutes ago.
5. Diana introduced her fiancé a week ago.
6. Your nephew went away a while ago.
7. The baby started sleeping a while ago.
8. The plane left. They reached the airport.
9. Daddy ate supper. He went to sleep.
10. Kato swallowed three flies. Then he closed his mouth.

Aspect: Grammar

Content: Past Participles (verbs)

What is a participle?

A participle is a form of a verb used in compound tenses and as an adjective. Past participles are used after helping verbs.

Examples

- That class is swept every morning.
- The boy was murdered at night.
- He has sung a very nice song.
- Otto has cut her finger.

In the above examples, swept, murdered, sung, and cut are called participles. Some participles end with ed, t and others change their inside vowels.

Participles ending with –ed:

Study the examples below.

Verb	**Past Participle**
1. clean	has cleaned
2. work	has worked
3. slap	has slapped
4. murder	was murdered

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5. talk	have talked
6. help	has helped
7. finish	has finished
8. complete	was completed
9. reach	has reached
10. arrive	had arrived

Use the correct form of the verb in brackets to complete the sentences below.

1. Most pupils had _____ their exercise by the time the teacher entered the class. (finish)
2. Their father's room is being _____ by the maid. (clean)
3. The thief was _____ by the police officer on duty. (Punish)
4. Why haven't you _____ your friend? (help)
5. That team has _____ both tennis and football. (play)
6. It has _____ cats and dogs. (rain)
7. The madam has _____ two cigarettes today. (smoke)
8. We have _____ an agreement today. (reach)
9. He was _____ three times on her head. (knock)
10. He is being _____ to by big men and women. (listen)
11. Have you ever _____ for that company? (work)
12. You have _____ to your teacher for a long time. (lie)
13. How many questions have you _____ since the lesson answered? (answer)
14. The patient was _____ immediately he reached the hospital. (treat)
15. He is being _____ at as the future manager of his father's company. (look)

Past Participles which end with "t"

Some participles end with – t – and these are formed from irregular verbs. Study the examples below.

Verb	**Past participle**
1. sweep	has swept
2. mean	have meant
3. keep	has kept
4. feel	has felt
5. spent	have spent

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6. send	have sent
7. leave	has left
8. buy	is bought
9. burn	is burnt
10. bend	has bent
11. deal	has dealt
12. creep	has crept
13. catch	has caught
14. lose	has lost
15. lend	has lent

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<u>Use the correct form of the word in brackets to complete each sentence below</u>.

1. How many exercise books have you _____ in your bag? (keep)
2. Mr. Magoola has _____ science for six years. (teach)
3. All the demonstrators were _____ to prison for two weeks. (send)
4. The rebels have _____ all the grass thatched houses in our areas. (burn)
5. All the property has been _____ for him to manage. (leave)
6. That baby has _____ for ten hours now. (sleep)
7. We have _____ about two million shillings since the year started. (lose)
8. My eldest sister has _____ down to apologise to her father. (kneel)
9. Three horses are being _____ in the stable.
10. Has she _____ any pain? (feel)
11. The thieves are being _____ with by the police officers. (deal)
12. The Uganda government has _____ several schools in the country. (build)
13. Have you ever _____ of buying a personal aeroplane? (think)
14. The bank has _____ is five million shillings. (lend)
15. Have you been _____ how to slice bread? (teach)

Past Participles with letter - u

Below are some of the past participles with letter u.

Verb	Past participle
1. sing	has sung
2. ring	has rung
3. drink	has drunk
4. begin	has begun
5. dig	have dug
6. fling	has flung
7. hang	has hung
8. swing	has swung
9. swim	has swum
10. string	was stung
11. strike	was struck
12. sting	was stung
13. stick	was stuck
14. spin	was spun, etc.

Form a correct past participle from verb in brackets.

1. Have you ever _____ across a river? (swim)
2. My father has _____ several acres of land this year. (dig)
3. Gadaffi's Presidential home was _____ by the NATO aeroplanes. (strike)
4. The bees have _____ my father and has been admitted to Butabika Hospital. (sting)
5. Our house has been _____ by lightning. (strike)
6. Who has _____ the bell? (ring)
7. During campaigns, many posters were _____ on walls. (stick)
8. He has _____ around to face me. (spin)
9. The English Examination has already _____ (begin)
10. The time keeper has _____ the before the actual time. (ring)
11. Have you _____ all the clothes you washed? (hang)
12. The clothes were _____ by my mother because the maid couldn't do so. (wring)
13. Everybody has _____ to their feet top fight the demonstrators. (spring)
14. Has the war _____ in Libya? (begin)
15. By the time I was called, my sweater had _____ (shrink)

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Fill in each space with the **correct form** of the verb.

1. take : the money was _____
2. give : the book was _____
3. throw : the stone has been _____
4. tread : it was _____ on.
5. sew : the uniform was _____
6. wind : the clock was _____
7. hold : the wood was _____
8. catch : the trout was _____
9. swear : an oath was _____
10. show : films were _____
11. bear : the pain was _____
12. drown : the sailor was _____
13. sink : the ship was _____
14. hang : the curtains were _____
15. hang : the thief was _____
16. break : the door was _____
17. choose : the child was _____
18. ring : the bell was _____
19. shake : his body was _____
20. freeze : water was _____

Aspect: Language structure:

Using: "… would rather … than …"

Would rather… than … means the same as, "more less/would prefer ... to ….".

This structure can be used to replace; 'prefer' or 'like'.

Examples

1. I prefer twins to triplets.
   I would rather have twins than triplets.
2. It is too late to prepare supper. Let's prepare tea.
   We would rather prepare tea than supper.
3. I prefer visiting my aunt to visiting my uncle.
   I would rather visit my aunt than my uncle.
5. I prefer apologizing to telling lies.
   I would rather apologize than tell lies.
6. I prefer watching movies to listening to music.
   I would rather watch movies than listen to music.

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Rewrite the following sentences using: "… would rather … than …"

1. Kusiima prefers being in a boarding to a day school.
2. Maria would prefer having triplets to twins.
3. The sick man would prefer being in hospital to a hotel.
4. Their uncle will drive himself instead of travelling by train.
5. My father beat me instead of warning me.
6. I will stay at home today instead of going to school.
7. Mr. Katamba likes eating cakes more than bread.
8. Kansiime would prefer waragi to soda.
9. Our family will eat posho and beans instead of staying hungry.
10. Tom enjoys riding to school better than walking.
11. I prefer helping my dad on the farm to going for visits.
12. Tim enjoys playing chess instead of cricket.

Aspect: Language structure

A-Using: "… too … to …"

This structure is used in negative sentences to show impossibility.
It always used in negative sentences because it carries a negative idea.
'to' follows 'too' to express extremity.

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. Shanitah's son is very young. He cannot marry.
   Shanitah's son is too young to marry.

4. Ronah's stepfather was very shy. He could not conduct a clan meeting.
   Ronah's stepfather was too shy to conduct a clan meeting.

B-Using: "… too … for … to …"

This structure is used in negative sentences when the two subjects are different. "for" is used to introduce the second subject. The pronoun in the attached clause is left out to avoid repetition.

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Examples

1. Father is very strong. The son cannot fight with him.
   Father is too strong for the son to fight with.

2. I am very tired. Your sister cannot add any more work.
   I am too tired for your sister to add any more work.

3. My mother-in-law is very busy. The visitors cannot chat with her.
   My mother-in-law is too busy for the visitors to chat with.

4. The shoes are very dirty. My nephew cannot wear them.
   The shoes are too dirty for my nephew to wear.

Activity

Join the following sentences using: "… too … to …"

1. Your niece is very young. She can't go to school alone.
2. My cousin is very lazy. He can't finish his work in time.
3. The table is very heavy. My cousin cannot carry it alone.
4. Motomoto's brother is very proud. He can't accept your good ideas.
5. My grandmother is very old. She can't walk without a walking stick.
6. The examination was very hard. We could not score good marks.
7. It is very hot. My children cannot play.
8. Our father is very tall. He cannot pass through that gate.
9. Your stepfather is very strict. Maggie cannot fool him.
10. Jacob's niece is very disobedient. I cannot forgive him.
11. The head teacher is very wise. He cannot leave that money.
12. The doctor was very tired. The doctor could not treat the patient.
13. Her half-sister is very stubborn. She can't listen to anybody.
14. The bride was very excited. She could not speak properly.
15. The exercise was very hard. Lucky's cousin did not complete it in time.

Aspect: Language Structures

Using: … just …

"Just" is used to say that somebody did something recently.

It is used in the present perfect tense.

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Examples:

1. My aunt gave birth to a few hours ago.
   My aunt has just given birth to twins.

2. Your nephew went to town recently.
   Your nephew has just gone to town.

3. Their mother left for Dubai a few minutes ago.
   Their mother has just left for Dubai.

4. They wedded a few days ago.
   They have just wedded.

Activity:

Rewrite the following sentences using: … just …

1. The family meeting ended an hour ago.
2. My auntie visited us a short a while ago.
3. Stephen's stepsister left for Jinja a little while ago.
4. Yiga's cousin completed P.7 a few weeks ago.
5. Luke's nephew lost his wife recently.
6. Their niece gave birth to a baby a while ago.
7. His grandfather bought a new car a few days ago.
8. The cousin cleaned the house an hour ago.
9. His niece met her friend recently.
10. Dad settled in a sparsely populated area few days ago.

Aspect: Language structure:

Using: "… so … that … /… such … that …"

We use "… such … that ..." and "… so … that …" to express a degree or amount, to talk about the cause and the result.

Study the following examples

1. The film is very good. We can't miss it.
   It is such a good film that we can't miss it.
   The film is so good that we can't miss it.

2. He speaks very clearly. You cannot miss any word.
   He speaks so clearly that you cannot miss any word.

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3. Our grandfather is a very old man. He can neither see nor hear.
   Our grandfather is such an old man that he can neither see nor hear.

Join the sentences below using: "… so … that …"

1. His stepmother is very sick. She can neither stand nor walk.
2. My cousin is very intelligent. He will pass Primary Leaving Examination.
3. Our grandfather is very devoted. He always looks after us.
4. Nabirye's step father is so cruel. He beats her all the time.
5. His nephew is very humble. Every one admires him.
6. Peter's niece is very pretty. Every man wishes to marry to her.
7. Their brother –in –law is very rich. He gives them everything they need.
8. Birungi is very tall. She can touch the ceiling.
9. Tembo is very young. He cannot ride a bicycle.
10. Kapere's daughter is very smart. She won a prize at school.

Use: "… such … that …" to join the following sentences.

1. Their grandfather is a devoted man. He loves all his granddaughters.
2. Our step mother is a very cruel lady. She mistreats us.
3. Tom's half-sister is an intelligent girl. She will pass the mock exams.
4. Namara is a very quiet pupil. She rarely talks in class.
5. Mr. Musisi was a very hard-working teacher. Every head teacher liked him.
6. Grandpa was a very wise. He educated all his children
7. It was a very large family. They couldn't afford the basic needs.
8. Kagugube was a very stupid man. He didn't pay school fees for his children.
9. The journey was very long. My little niece could not walk it.
10. The day was very cold. The children could not go out to play.

Aspect: Language Structures

Using: … but …

"But" is commonly used in contrasts to make the fact weaker than the thought to be. It can be used to replace conjunction such as; although/ though/ even though/ despite and in spite.

Examples:

1. Mr. Kiranda is my father. I don't live with him.
   Mr. Kiranda is my father but I don't live with him.

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2. My aunt always arrives late although she lives near the school.
   My aunt lives near the school but she arrives late.

3. Despite the fact that my niece is a Muslim, she doesn't pray on Friday.
   My niece is a Muslim but she doesn't pray on Friday.

4. Carol has a home in Kampala. Carol works in Wakiso.
   Carol works in Wakiso but she has a home in Kampala.

Activity

Join the following sentences using: … but …

1. The teacher is my uncle. He does not help me with homework.
2. Although Racheal is my sister, we do not go to the same school.
3. Her mother lives in Abim. Her father lives in Ishaka.
4. Your aunt gives me money for eats despite the fact that she is cruel.
5. Mwesigye has four brothers. Mwesigye has one sister.
6. Our grandmother still does work at home even though she is weak.
7. Mugisha is a perfect. He does not favour his relatives.
8. The magistrate will not help you on the case in spite of the fact that he is your half-brother.
9. My cousin was still very young. She got married.
10. Though their uncle is very rich, he does not pay their school fees.

TOPIC: COMPREHENSION

ASPECT: COMPREHENSION

Content: A Passage

(a) Read the passage below and answer the questions that follow **in full sentences.**

A HAPPY FAMILY

Six years ago, Gloria and Bairu tied a knot as husband and wife. They have been blessed with two pairs of twins of which, three are boys. Gloria is a banker and she is paid very well. Her responsibility as a mother and a wife is to provide food and medical care to the family. Mr. Bairu is a farmer. He has a big herd of cattle which gives him a lot of money. He takes care of the children by paying school fees and other basic needs. His brother-in -law is a widower and so he supports him in paying school fees for the orphans.

On Christmas and Easter days, Mr. Bairu makes a social gathering of his relatives, friends and in-laws. He loves having fun with his cousins, nephews, nieces and above all, his twins. Whenever there is a challenge or a problem in their family,

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they sit together, share and find a way forward. This has helped them a great deal. They always apologize to one another in the family in case of any wrong or mistake. Their love is shown in action rather than in words. The couple is a role model to their children and there is a high standard of respect. May the Good God bless this family.

Questions: -

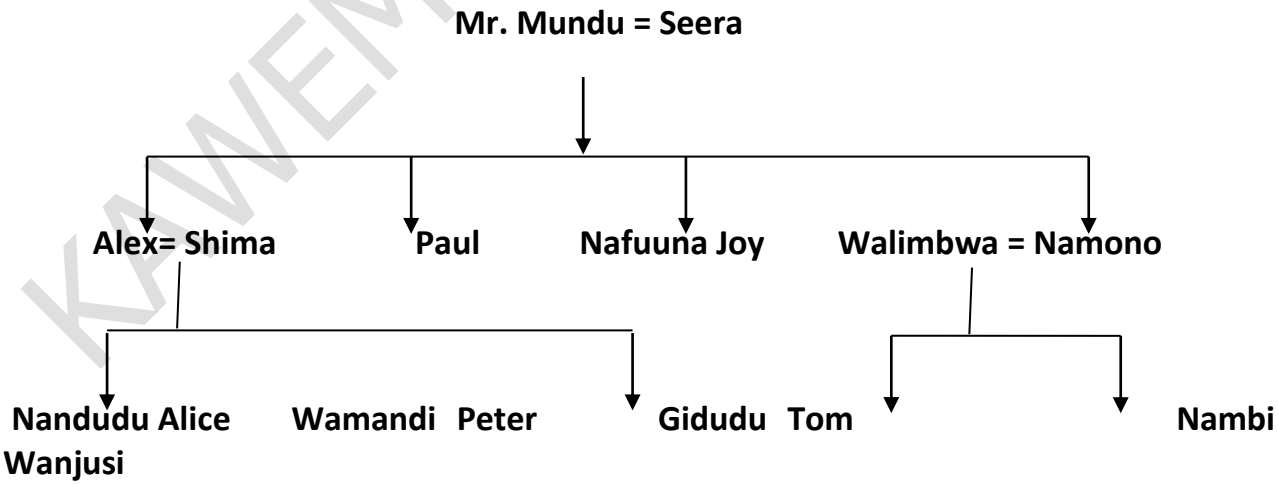
1. When did Mr. Bairu and Gloria tie a knot?
2. What does it mean to tie a knot?
3. How many children do they have?
4. What is Gloria's occupation?
5. Who pays school fees for the children?
6. Who is a widower?
7. Who takes care of the orphans?
8. When does this family have a social gathering?
9. Why do you think it's important to have such meetings?
10. How do they solve their family problems?
11. How does Gloria call Mr. Bairu's mother?
12. Suggest a suitable title to the story.

REFERENCE: MK BK 6 PG 84 – 85 AND TR'S COLLECTION

ASPECT: COMPREHENSION

<u>Content: Family Tree</u>

Study the family tree below and answer the questions that follow **in full sentences.**



Key

= means married

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1. Who are the grandparents according to this family tree?
2. What does Namono call Mundu?
3. How many sons and daughters have Mundu and Seera?
4. What is the relationship between Gidudu and Wanjusi?
5. How many grandchildren does Mrs. Mundu Seera have?
6. What does Nandudu call Maseete?
7. How is Nafuuna related to Nambi?
8. Who is a niece?
9. What does Namono call Masaba?
10. Why do you think Nyerere cannot marry Nambi?

ASPECT: COMPREHENSION

Content: A Poem

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

As happy as a lark I am,
For the gift of being the first born,
In a nuclear family,
Where I live with my sister and parents.

As proud as a peacock I am,
For the gift of my mother land, Uganda,
The pearl of Africa,
As named by W.P. Churchill.

As green as grass,
Is our beautiful home,
On top of a hill,
Surrounded by an orchard.

B. E. Priscilla

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Questions

a) Where is the writer's home found?

b) What is the colour of the writer's home?

c) How many stanzas has the poem?

d) Who is the poet?

e) Why is the writer happy in stanza one?

f) How many people are in the writer's family?

g) According to the poem, what is the writer's nationality?

h) Who named Uganda as the pearl of Africa?

i) What is a nuclear family?

j) If the writer wanted to eat some fruits, where would she get them from

Aspect: Composition

Content: Guided Composition.

LUTALO LOSES A GRANDFATHER

Lutalo, with, dead, grandfather, his , villagers, aunt , him, uncle, orphan

Lutalo is an _____. When his father died, he was taken to his _____whose wife had also died. He stayed there learning whatever job his grandfather taught _____ to do.

One day when _____had gone to school, thunder struck and killed _____grandfather. When he came back, he found his _____Mukasa at home _____some _____-mourning. His uncle sent him to buy a piece of cloth to cover the _____body.

Lutalo's _____was among the people who came for the funeral and after the burial, she gave him fees for one term. Lutalo's _____decided to take him to his home, where he continued with his studies until he got a job.

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TOPIC: OCCUPATIONS
SUBTOPIC: CARPENTRY
CONTENT: VOCABULARY

Word List

Learn to pronounce and spell these words.

carpenter, carpentry, carpentry workshop, wood, timber, plank, plane, sand paper, wood glue, clamp

Study the meaning of these words.

carpenter: a person who makes and repairs wooden objects and structures
carpentry: the art and skill of cutting, working and joining timber
carpentry workshop: a carpenter's work place
carpentry: movable items made of wood such as chairs, tables, cupboards, beds, etc.
wood: hard material from trees used for timber or fuel
timber: wood prepared for use in building and carpentry
plank: a flat piece of timber ready to make furniture
plane: a tool with a sharp blade used to smooth a wooden surface by paring shavings from it
sand paper: a strong rough paper used for smoothing wood or other surfaces
wood glue: a sticky substance used for sticking wood together.
clamp: a tool with screws used for holding timber together tightly
wood varnish: a liquid applied onto wood to make it hard, clear and shiny when it dries or a liquid used to polish wood
polish: the act of rubbing a surface to give it a shiny look especially using a brush

Word Building

Synonyms

word	**synonym**
wood	timber

Plural Forms

singular	**plural**
carpenter	carpenters
carpentry workshop	carpentry workshops
wood	wood
timber	timber
a piece of plank	pieces of plank
plane	planes

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clamp	clamps
sand paper	sand papers
wood glue	wood glue
polish	polish
varnish	varnish

Verb/ tenses

verb/ infinitive	**present Cont.**	**Past Simple**	**Past participle**
smooth	smoothing	smoothed	smoothed
plane	planning	planed	planed
varnish	varnishing	varnished	varnished
glue	gluing	glued	glued

Activity

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

1. Some chairs are plastic, metallic or _____ (wood)
2. The carpenter has finished _____ the benches. (smooth)
3. Mr. Kasozi always _____ the chairs before selling them. (polish)
4. My cousin makes furniture because he learnt _____. (carpenter)
5. She has _____ all the desks. (varnish)
6. The table you have made is _____ than the desk. (smooth)
7. _____ is simpler than smoothing. (varnish)
8. Have you already _____ the door frames? (polish)
9. _____ a plane, the carpenter made the surface of the timber smooth. (use)
10. He _____ wood before cutting it into planks. (smooth)

Arrange the given words in **alphabetical order.**

11. work, wooden, wool, wood

    _____

12. smooth, carpentry, plane, varnish

    _____

13. plane, sandpaper, smooth, plank

    _____

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

14.varnish _____

15.vanish _____

16.plane _____

17.plain _____

Rewrite the sentences giving the **opposite** form of the **underlined word.**

18. Our head teacher bought a new set of chairs **dearly**.

_____

19.Some desks in our classroom are **rough**.

_____

20.He has **bought** some furniture.

_____

Give the **plural** form of the given words.

21.a piece of plank _____

22.woods _____

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

23.The carpenter is **putting polish on** the newly made table.

_____

24.Get that **strong and rough paper for making wood and other things smooth**.

_____

25.The **woman who makes and repairs wooden objects** has come.

_____

Aspect: More Vocabulary Practice

Word list

- **saw, sawdust, drill, hammer, nails, mallet, screw driver, spanner, toolbox, tape measure, bench, axe, tools**

Study the meaning of these words.

saw: a tool with a blade which has sharp cogged teeth for cutting wood

sawdust: powdery particles of wood produced by sawing

drill: a tool used for making holes in wood

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hammer: a tool with a heavy metal head used for driving nails in and out of wood
nails: small metal spike used to join things
mallet: a hammer-like tool with its head made of rubber or wood used to lightly hit planks or furniture or a tool used for flattening planks

screw driver: a tool used to turn screws
spanner: a tool used to turn nuts and bolts
toolbox: a container where a carpenter keeps his/ her tools
tape measure: a long thin strap used by a carpenter to measure different sizes of wood needed to make a certain piece of furniture
bench: a long seat for several people made of wood.
axe: a tool with a steel edge and wooden handle for chopping wood and cutting big trees.
tools: equipment used by a carpenter to do his/her work

Oral activity

1. Fill in the blank spaces with a **suitable word.**

a). A carpenter needs a hammer to hit the nails into the wood.
b). You should use a saw to cut the wood.
c). He used wood glue to stick the pieces together.
d). I can't find the screw driver to turn the screws.
e). Tables, chairs, desks, benches are called furniture.
f). A carpenter makes furniture.
g). A drill is a tool used to make holes in timber.
h).
i). Hamza used a clamp to hold four pieces of wood tightly together and he levelled them.
j). A carpenter uses different tools to make furniture.

2. Construct a **meaningful sentence** using each of the following words.

a). drill
He made holes in the door frame using a drill.

b). furniture
I saw beautiful furniture at that workshop.

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c). carpenter

The carpenter made very nice furniture.

d). varnish

He is varnishing the table.

e). plane

He smoothed the timber using a plane.

Activity

Use the words given in the box to complete the sentences **correctly.**

1. These planks are very rough, you need a _____to smooth them.
2. The carpenter made very beautiful tables from _____.
3. We use a _____ to flatten planks.
4. Please, get me that new _____, I want to cut some wood.
5. Mr. Owen, the _____repaired my broken table.
6. The head teacher bought eight _____ for our classroom because we didn't have enough seats.
7. Where is my _____? I want to make holes in this plank.
8. May I have some _____ for polishing my new table?

varnish, saw, plane, mallet, drill, wood, benches, carpenter

Arrange the following words **in alphabetical order**

_____

26.saw, sandpaper, screw, sawdust

_____

Sub-Topic: Carpentry

Aspect: Grammar

Content: The present simple tense (passive)

The present simple tense is used to:

a) talk about things we do every day or regularly

-I go to school every day.

-He catches the bus to school.

b) to talk about things which do not change

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-Grace lives next door to me.

-Kampala is the capital city of Uganda.

a)

<u>Structure of the present simple tense</u>

Here, the subject must agree with the verb used as summarized below.

I
You
We
they
} run (do not run)

he
she
it
} runs (does not run)

Note: In 3rd person singular pronouns, the verbs take; 's', 'es', 'ies' respectively.

Examples

1. **Some verb that take 's' with 3rd person singular pronouns in the present simple tense.**

Verb	**Present simple**
plane	planes
make	makes
file	files
smooth	smooths/smoothes
drill	drills
nail	nails
glue	glues

2. **Verbs that end in a hissing sound take 'es' with 3rd person singular.**

Verb	**Present simple**
polish	polishes
fix	fixes
varnish	varnishes
bench	benches
brush	brushes
dress	dresses

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3. **Verbs that end in 'y' and preceded by a consonant letter drop 'y' and take 'ies' with 3rd person singular.**

Verb	**Present simple**
carry	carries
dry	dries
marry	marries
dirty	dirties
supply	supplies
modify	modifies
beautify	beautifies

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Oral Activity

Complete the sentences below using the **present simple tense.**

1. The sun _____ in the East. (rise)
2. The carpenter always _____ cigarettes. (smoke)
3. The boys always _____ the planks to the workshops. (carry)
4. The national furniture trade fair _____ place annually. (take)
5. She sometimes _____ the planks before cutting them into pieces. (smooth)

Complete the sentences below using the **correct form** of the **verb** in **brackets.**

1. Caroline _____ her planks every morning. (dry)
2. A lemon……. bitter but ripe mangoes ……. sweet. (to be, to be)
3. Their holiday ……. next week. (begin)
4. Whenever Kintu makes furniture, his son _____ them. (polish)
5. Stop it, I……. what you are doing. (hate)
6. Grandma ……. water from the well every day. (fetch)
7. A skilled goal keeper ……the ball however hard it……. (catch, to be)
8. The Rector normally ……. her speeches. (conclude)
9. The carpenter normally ……. for work at 8.00 o'clock every Monday. (depart)
10. The carpenter……some water to drink now. (want)

PASSIVE: The passive form of the present simple tense is formed as below;

Object+ is/are + the verb in the past participle form

Read the following examples

- Musa cleans the compound every day.
  The compound is cleaned by Musa every day.

- Magoma steals our money every term.
  Our money is stolen by Magoma every term.

Change the following sentences from active voice **to passive voice.**

1. The carpenter makes three chairs every day.
2. Otto cleans the room every morning.
3. He uses a hammer to join the tables.
4. They use varnish to make furniture durable.
5. My brother sells furniture to outside countries.
6. The primary six pupils learn carpentry every year.
7. We use glue to join planks together.
8. Some carpenters display furniture at roadsides.
9. Farmers plant crops during the rainy season.
10. His classmates call him Kataala.

The present continuous tense

It is used to:

a) talk about an action that is going on now but which we expect to finish later

Examples:

1. I am chopping wood for the fire.
2. The stars are shining brightly.
3. He is kicking the ball.
4. The children are playing football now.

b) talk about something that is changing.

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Examples:

1. The crops are growing very fast.

Structure of the present continuous tense

I } am watching (am not watching)

He }
She } is watching (is not watching)
it

you }
we } are watching (are not watching)
they

Formation of Continuous (progressive) tense

a) **Verbs ending in –single e add –ing after dropping –e.**

Infinitive	Continuous	Infinitive	Continuous
file	filing	write	writing
make	making	plane	planing
choose	choosing	compose	composing
live	living	drive	driving
shake	shaking	bake	baking
accuse	accusing	arrange	arranging
move	moving	produce	producing

b) **Most verbs with single syllable and vowel and ends in a single consonant (except w, x and y), this consonant is doubled before adding –ing.**

Infinitive	Continuous	Infinitive	Continuous
rub	rubbing	clap	clapping
run	running	drop	dropping
mop	mopping	stop	stopping
beg	begging	shut	shutting

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begin	beginning	cut	cutting
rob	robbing	put	putting
prefer	preferring	sit	sitting

c) **Other verbs ending in consonants add –ing**

Infinitive	**Continuous**	**Infinitive**	**Continuous**
work	working	pay	paying
mark	marking	polish	polishing
plant	planting	varnish	varnishing
design	designing	fix	fixing
dry	drying	join	joining
dirty	dirtying	finish	finishing
sell	selling	match	matching

Examples:

1. The carpenter is smoothing the planks.
2. I am cutting wood using a saw.
3. They are polishing the benches using varnish.
4. She is fixing the planks.

Activity:

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

1. The head teacher is _____ for nice chairs to buy. (look)
2. You are not _____ that window frame wisely. (design)
3. We are _____ the sideboard. (polish)
4. The workers are busy _____ the workshop. (clean)
5. The baby is _____ on the already made bed. (lie)
6. The carpenter is _____ the planks smooth before joining them. (make)
7. Are the carpenters _____ the wood into equal pieces. (cut)
8. I am _____ this tree in order to get timber. (fell)
9. The boy is _____ the planks. (drill)
10. The carpenters are _____ the planks. (smooth)

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The passive form of the present continuous tense

It is written as below:

Object +is/are+ being+ the past participle form of the verb used

Study the following examples

- The tailor is patching my coat. ----- My coat is being patched by the tailor.
- The customers are buying furniture. ----- Furniture is being bought by the customers
- Angella is making a chair. ------ A chair is being made by Angella.

Change the following sentences **to passive voice.**

1. All the students in our class are making tables.
2. The school carpenter is making some chairs.
3. The class teacher is sweeping the classroom.
4. The guest of honour is serving the host.
5. Our grandmother is constructing a new house in Buziga.
6. Their father is arresting some thieves.
7. The shortest boy is pulling the train
8. We are helping our parents.
9. Dikuula is making a lot of noise from that room.
10. Who is making such loud noise?
11. Someone is taking all the pencils from my desk.
12. Some boys are putting a great deal of ink on the table.
13. Someone is mending repairing my bicycle.
14. The night dancer is scaring the night travelers.
15. Among Tracy is weaving a basket.

KAWEMPE MODERN P/S

The Present Perfect Tense

The present perfect tense connects the present with the past. It is used to:

- **Talk about something that happened but still holds true now.**
  I have bought some paper today.

  We have known each other for years.

  The teacher has marked our books.

NB: All verbs in the present perfect tense are in the past participle form.

Put the verb in brackets **in the present perfect tense.**

1. Wako ……an interesting novel. (buy)
2. Kiwanuka…… his homework. (do)
3. My parents……..to the coast. (go)
4. We…… enough water to use. (have)
5. I……here since 1960. (live)
6. Kalungi……hard this term. (work)
7. Someone……my car. (steal)
8. Nobody…… the top of the world. (see)
9. Sally ……an accident in her car. (have)
10. My brothers aren't in. They ……to town. (go)

The passive of the present perfect tense

The passive is written as:

object + has been/have been+ verb in the past participle

Study the following sentences

1. The thief has stolen my goat.
   My goat has been stolen by the thief.

2. Somebody has drunk all the water in the bottle.
   All the water in the bottle has been drunk.

3. My teacher has marked all the homework books.
   All the homework books have been marked by my teacher.

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Change the following sentences **to passive.**

1. The visitor has finished all the food.
2. We have organized a party.
3. The carpenter has made four chairs today.
4. That customer has bought four beds.
5. Who has drawn that nice picture?
6. We have sold coffee to the Americans.
7. He has given me three hundred shillings.
8. They have taken food and water to the prisoners.
9. The government has increased the doctors' salaries.
10. Who has cleaned the blackboard?
11. Somebody has taken my chairs.
12. Dumba has sawn a piece of wood.
13. Mr. Lumu has used a hammer to remove the nails.
14. Alex has repaired the broken table.
15. My uncle has started a carpentry workshop.

KAWEMPE MODERN P/S

SUB-TOPIC: CARPENTRY

ASECT: STRUCTURES

Content: Using: What is … used for?

What is a word used to ask questions. or

What is a word used at the beginning of interrogative sentences.

To interrogate means to ask questions.

Examples

1. What is sandpaper used for?
   Sandpaper is used for marking wood and other materials smooth.

2. What is a drill used for?
   A drill is used for making holes in wood and metal.

3. What is varnish used for?
   Varnish is used for polishing wood or metal.

4. What is a bench used for?
   A bench is used for sitting on.

5. What is a plank used for?
   A plank is used for making furniture.

Form a **sensible question** for which the following are the appropriate answers.

Examples

1. Sandpaper is used for making wood smooth.
   What is sandpaper used for?

2. A saw is used for cutting wood.
   What is a saw used for?

3. A chair is used for sitting on.
   What is a chair used for?

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Oral activity

Write the **correct answers** for the following questions.

1. What are the nails used for?
   The nails are used for joining or fixing the planks together.

2. What is a mallet used for?
   A mallet is used for flattening the planks.

3.What is a hammer used for?
   A hammer is used for fixing nails into wood.

3. What is glue used for?
   Glue is used for sticking wood firmly together.

4. What is a plane used for?
   A plane is for smoothing wood**.**

Form **sensible questions** for which the following are the appropriate answers.

5. A screw driver is used for fixing screws into wood.
   What is a screwdriver used for?

6. A tape measure is used for measuring wood.
   What is a tape measure used for?

7.A desk is used for sitting at.
   What is a desk used for?

8. A nail is used for joining or fixing the planks together.
   What is a nail used for?

9. A clamp is used for holding pieces of timber together.
   What is a clamp used for?

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EXERCISE

Make ten correct sentences from the substitution table below.

- A screwdriver -A hammer -A desk -A saw -A plane -A tape measure -A drill -Glue -Varnish -A mallet	**is** **used** **for**	-cutting wood. -making holes in wood or metal. -fixing nails into wood. -fixing screws in wood or metal. -smoothing wood. -sitting at. -sticking wood firmly together. -polishing wood. -measuring wood. -flattening planks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Rewrite the sentences as **instructed** in brackets.

11. An axe cuts big trees. (Use: … used for …)

_____

12. The carpenter is varnishing the furniture. (Begin: The furniture …)

_____

KAWEMPE MODERN P/S

Aspect: Language structure

Content: Using: "… used for …"

Read the following sentences

- Sand paper is used for making wood smooth.
- A drill is used for making holes into wooden objects.
- A chair is used for sitting on.
- A saw is used for cutting wood.

NB: The structure can be used to tell the use of something.

Construct sentences from the table below using the structure: … used for …

1. plane	fixing nails in wood
2.a drill	sitting on
3.varnish	making furniture
4.plank	making holes into wood or metal
5.glue	sticking wood firmly together
6.a hammer	smoothing wood
7.bench	polishing wood
8.saw	fixing screws in wood or metal
9.screw driver	cutting wood
10.spanner	turning screws in furniture

Aspect: Language structure

Content: Using: "… first … next … then …"

This structure can be used to describe the necessary and important steps taken in doing something in the right way.

Read the following sentences

- First look left, next right, then left, before crossing the road.
- The carpenter makes the planks smooth using a plane, next he cuts the planks into pieces using a saw, then he joins the pieces using a hammer and nails.

Use the structure: **… first … next … the …** to describe how the following are made.

1. A bed … 2. A cupboard … 3. A chair …

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Aspect: Language structure

Content: Using: … besides …

Besides is used to mean the same as "in addition to" or "apart from".

Besides can be used at the beginning of a sentence or within the sentence.

A comma must be applied after the first clause when it is used at the beginning. No comma is needed when it is used within the sentence.

Read the following sentences

- The carpenter made a chair besides a table.
- Besides a table, the carpenter made a chair.
- We made an order for chairs besides beds.
- Besides beds, we also made an order for chairs.
- He is a carpenter besides being a teacher.

Note: After besides, the main verb must take a progressive or continuous form.

- Besides being a carpenter, Mr. Mwanga writes novels in his free time.
- Besides buying beds, my uncles also bought tables.

Join the following sentences using: "… besides …"

1. We learnt carpentry. We learnt brick laying.
2. Mr. Malevu has a carpentry workshop. He has a saw mill.
3. She is a carpenter. She is a farmer.
4. The carpenter has a hammer. The carpenter has a drill.
5. Tom's father bought sand paper. He also bought wood glue.
6. The carpenter eats chicken. The carpenter eats mutton.
7. John bought a sideboard. John bought a bed.
8. He drives a lorry. He drives a bus.

Aspect: Language structure

Content: Using: "… though …"

- Though is used to show that two contradicting things took place.
- It is used when there is an advantage and a disadvantage.
- Though is followed by the fact and then the result when used at the beginning of the sentence.
- When though is used within the sentence, begin with the result and the fact or condition comes last.
- When though is used at the beginning of a sentence, a comma is needed for some pause.

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Read the following examples

- Though Kato studied carpentry, he can't make good chairs.
- Kato can't make good chairs though he studied carpentry.
- Mubiru doesn't have furniture in his house though he sells timber.

Join the following sentences beginning: "Though …"

1. He used glue. The wood did not stick firmly.
2. Munya had a plane. He could not smooth the timber.
3. I was with him. I did not know how he cut himself.
4. They applied varnish to the furniture. The furniture did not shine.
5. We had timber. It was not enough to make the benches we needed.

Join the following sentences using: "… though …"

6. Jemba fixed a stool with nails. It was not firm.
7. The carpenter went to town. He did not have enough money.
8. Teddy was very lazy but he passed the examinations.
9. Peter was innocent but the police arrested him.
10. The carpenter gets a lot of money. He does not have a car.

REFERENCE: MK BK 6 PG 148 – 149.

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

KATUMBA FURNITURE MART **KATUMBA FURNITURE MART**

The management of Katumba Furniture Mart is informing their esteemed customers that there will be a display of quality furniture for office, kitchen, bedroom, dining room and bedroom. The furniture will be sold at a discount of 50%

Venue: Lugogo Rugby grounds

Time: 8:00am-6:00 p.m.

Day: Monday – Saturday

MD: **KATUMBA FURNITURE MART**

Questions

1. What is the notice about?
2. What is being displayed?
3. Where will the furniture be displayed?
4. For how long will the furniture be displayed?

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5. At what time does the display begin?
6. Why do you think this company is displaying its furniture?
7. Who wrote the above notice?
8. Mention any two furniture found in the bedroom.
9. If the normal price of the sofa set is one million shillings, how much will Stella pay?
10. Write **MD** in full.

TOPIC: OCCUPATIONS

SUB-TOPIC: TAILORING

ASPECT: VOCABULARY

Read and spell the following vocabulary **about tailoring.**

tailor, seamstress, needle, stitch, seam, thread, bobbin, scissors, thimble, tape measure, material, cloth, texture, garment, fabric, design, sewing machine, hemming, button, button hole, tailoring, knitting, patch, weave, zip

Learn the meaning and use of the following **vocabulary.**

tailor: a man who sews clothes for customers

Example

The tailor sewed a beautiful suit.

seamstress: a woman who sews clothes for customers

Example

The seamstress took the measurements using a tape measure.

needle: a small thin tool with a hole for thread which is used for sewing clothes.

Example

I need a needle and a thread to sew a button on my dress.

stitch: to make, mend or join something with stitches.

Example

A stitch in time saves nine.

seam: a line where two pieces of cloth are sewn together.

Example:

The tailor cut the seam of the trousers and sewed it afresh.

thread: a long thin fiber used in sewing or weaving

Example

Arnold rolls some thread on his finger while weaving.

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bobbin: a small round or tube- shaped object around which thread is put, often to go in a sewing machine.

Example

The seamstress did not roll enough thread on the bobbin before stitching the cloths.

scissors: a tool that has two sharp blades for cutting cloth.

Example

I need a pair of scissors to cut this cloth.

thimble: a small metal cap worn to protect the finger while sewing

Example

The needle pricked her finger because she didn't wear the thimble.

tape measure: a thin strap marked in centimeters used for measuring

Example

Stella took the measurement of my waist using a tape measure.

material: a piece of cloth used for making garments

Example

She bought that material expensively.

cloth: a woven material made from cotton and used to make clothes

Example

Cut your coat according to your cloth.

texture: the feel (roughness or smoothness) or appearance of a surface of a cloth

Example

The texture of this cloth is smooth and light.

garment: an item of clothing

Example

There are different garments at that boutique.

design: a plan or drawing produced to show the look of a

Example

The seamstress designed beautiful dresses for the bridesmaids.

sewing machine: a machine with a needle used for sewing clothes.

Example

This sewing machine needs some oiling in order for its parts to turn easily.

hemming: to fold and sew the edge of a piece of cloth

Example

He hemmed the jacket immediately he got the thread.

button: a knob sewn on a garment for fastening

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Example

The small boy plucked off the buttons of his shirt as he put it off.

button hole: a gap made in a garment to enable the button fasten the garment

Example

There are six button holes on my school uniform.

tailoring: the occupation of a tailor

Example

Tailoring is a very interesting skill.

knitting: the activity of making rows of stitches in a particular way.

Example

My mother has knitted a sweater and a pair of socks for our baby.

patch: a piece of cloth used to mend a torn garment.

Example

She sewed a patch over a hole in her skirt.

weave: to twist and turn thread to form fabric items.

Example

She knows how to weave baskets and knit sweaters.

zip: a fastener consisting of two flexible strips used to fasten garments.

Example

He has fastened the zip of the coat because he is feeling cold.

ORAL ACTIVITY

1. **Form the plural form of the following words**

Singular	**Plural**
cloth	cloths
tailor	tailors
stitch	stitches
scissors	scissors
patch	patches
seamstress	seamstresses

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

a). That woman who sews and makes clothes makes beautiful designs.

That **seamstress** makes beautiful designs.

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b). The metal cap to protect one's finger while sewing that he wore was metallic.
The **thimble** that he wore was metallic.

c). My dress has a wide folded and sewn edge.
My dress has a wide **hem.**

3. Construct a meaningful sentence using each of the following **vocabulary related to tailoring.**

a. tailor: The tailor designed nice button holes on my shirt.

b. sewing machine: The tailor bought a new sewing machine.

c. patch: The tailor patched my shorts.

ACTIVITY

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

1. My jacket has only three_____. (hole)
2. The tailor was _____ the cloth using a pair of scissors. (cut)
3. The seamstress has been _____ a party dress. (sew)
4. There is a difference between sewing and_____. (knit)
5. I can't tell the exact _____of this pair of trousers. (measure)

Complete the following sentences with a **suitable word.**

6. Henry wound enough _____on the bobbin.
7. The tailor cut the piece of the cloth using a pair of _____.
8. Using a _____, the tailor took the measurements of my body before making my blouse.

Arrange the following words in **alphabetical order.**

9. mend, garment, weave, design

_____

10. thimble, patch, knitting, needle

_____

11. texture, tailor, tape, tailoring

_____

12. seamstress, scissors, seam, sew

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TAILORING

Vocabulary

* tailor

* sew

* gown

* pair of trousers

* zip

* design

* sewing machine

* cloths

* mend

* suit

Read and pronounce the vocabulary correctly construct **meaningful sentences** using the **vocabulary.**

Use each of the words in a sentence.

Exercise II

Give the **plural form** of the **underlined word.**

1. You needn't have washed the **table cloth** very late.

2. His **pair of trousers** cannot fit me.

3. My **tailor** mended the clothes very well but took a lot of time.

4. My father used the same tailor for his **suit** for five years.

5. Mutonyi is liked by many people because of the good **design** of clothes he makes

KAWEMPE MODERN P/S

CONTENT: PRESENT PERFECT TENSE

A verb is a doing word.
A verb is a word which expresses/stands/explains an action.

An infinitive verb is a verb without a tense.

A tense is the changing of a verb according to time.

Perfect tense
This tense has three important parts namely;

1. Present perfect tense

2. Past perfect tense

3. Future perfect tense

✓ **All sentences in perfect tense use the past participle form of the main verbs.**
❖ Learn the following formation of verbs.
1. **All regular verbs have the past tense form similar to their past participle tense form.**
   For example

Infinitive/ verb	**Present continuous**	**Past tense**	**Past participle (has, have, had)**
measure	measuring	measured	measured
patch	patching	patched	patched
mend	mending	mended	mended
clothes	clothing	clothed	clothed
knit	knitting	knitted/knit	knitted/knit
mix	mixing	mixed	mixed
dress	dressing	dressed	dressed
zip	zipping	zipped	zipped
design	designing	designed	designed
polish	polishing	polished	polished
knead	kneading	kneaded	kneaded
bake	baking	baked	baked, etc.

KAWEMPE MODERN P/S

2. Some irregular verbs have the past tense and the past participle similar.

Infinitive/ Verb	Present continuous	Past tense	Past participle (has, have, had)
sell	selling	sold	sold
buy	buying	bought	bought
keep	keeping	kept	kept
sweep	sweeping	swept	swept
lie (untruth)	lying	lied	lied
dye	dyeing	dyed	dyed
die	dying	died	died
tie	tying	tied	tied
cut	cutting	cut	cut
bend	bending	bent	bent
catch	catching	caught	caught
bind	binding	bound	bound
wind	winding	wound	wound
find	finding	found	found
burst	bursting	burst	burst
make	making	made	made
shut	shutting	shut	shut
fight	fighting	fought	fought
think	thinking	thought	thought
lay (eggs, table cloth/ body)	laying	laid	laid
dig	digging	dug	dug
get	getting	got	got
hang (putting up something)	hanging	hang	hung
hang (self-killing)	hanging	hanged	hanged
saw (cut)	sawing	sawed	sawn, etc.

KAWEMPE MODERN P/S

3. Other irregular verbs have their past tense different from their past participle.

Infinitive/ Verb	**Present continuous**	**Past tense**	**Past participle (has, have, had)**
lie (down)	lying	lay	lain
write	writing	wrote	written
drive	driving	drove	driven
weave	weaving	wove	woven
sew	sewing	sewed	sewn
go	going	went	gone
sing	singing	sang	sung
swim	swimming	swam	swum
wake	waking	woke	woken
take	taking	took	taken
ring	ringing	rang	rung
rise	rising	rose	risen
choose	choosing	chose	chosen
speak	speaking	spoke	spoken
blow	blowing	blew	blown
throw	throwing	threw	thrown
fly	flying	flew	flown
know	knowing	knew	known
beat	beating	beat	beaten
bite	biting	bit	bitten
freeze	freezing	froze	frozen
steal	stealing	stole	stolen, etc.

KAWEMPE MODERN P/S

a) The present perfect tense talks about an action or an event that has just taken place or has continued up to the present. The helping verbs used are has for singular subjects and have for plural subjects and on pronoun I and you

The following use "has"	The following use "have"
It	I
He	We
She	You
Singular nouns	They
	Plural nouns

For example

1. Faridah **has bought** a nice dress.

2. I **have sewn** a nice suit.

3. The tailors **have sewn** our uniforms.

4. My mother **has taken** her cloth to the seamstress.

5. It **has drunk** its milk.

6. We **have woven** our baskets.

7. You **have written** nice compositions.

8. He **has drawn** a nice picture.

9. The boy **has ridden** the bicycle.

10. The boys **have eaten** lunch.

11. They **have bought** new sewing machines.

b) The past perfect tense talks about an action that had already taken place by the time another action happened. It uses the helping verb had in both singular subjects and plural subjects

For example

1. I **had sewn** the uniforms by the time they picked me to go home.

2. I **had reached** home by the time it started raining.

KAWEMPE MODERN P/S

3. By the time they picked me to go home, I **had sewn** the uniforms.

4. I **had eaten** my supper by the time I went to bed.

5.By the time John came, I **had sewn** his shirt.

a.) The future perfect tense talks about an action that will be completed or done by the time another action takes place in future. The helping verbs used are; will have and shall have.

1. I **shall have sewn** all the uniforms by the time I go back home.
2. They **will have seen** the tailor by lunch time.
3. He **will have sewn** two shirts by the end of the day.
4. By the time John comes, I will **have sewn** his shirt.

NOTE: When the sentence begins with; By the time, a comma is required.

ORAL ACTIVITY

Change the following sentences to **past perfect tense.**

1. She has gone to see the seamstress.
   She had gone to see the seamstress.

2. I have already finished knitting the shirt.
   I had already finished knitting the shirt.

3. The seamstress has not taken my waist measurement yet.
   The seamstress had not taken my waist measurement yet.

4. The tailor has just sewn an expensive gown.
   The tailor had just sewn an expensive gown.

5 .MY sewing machines have stopped working.
   My sewing machines had stopped working.

6. We have used a pair of scissors to cut the cloth.
   We had used a pair of scissors to cut the cloth.

KAWEMPE MODERN P/S

Use the **correct form** of the words in brackets to fill in the blanks.

7. Sarah's sewing machine had **broken** down by the time I went there. (break)

8. Tina had **lost** the thimble when I saw her. (lose)

9. Have you **paid** for the materials? (paid)

10. You will have **knitted** the second sweater by the time this term ends.

11. Who has **woven** this mat? (weave)

EXERCISE

Change the following sentences from present perfect tense to **past perfect tense.**

1. The tailor has patched my torn shirt.

_____

2. The seamstress has ironed my shirt.

_____

5. The tailors have bought nice cloths.

_____

5. Those students have never seen a thimble.

_____

6. The seamstresses have not eaten food yet.

_____

6. We have sewn all the torn trousers.

_____

KAWEMPE MODERN P/S

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

7. Cissy had _____ a new dress by the end of first term. (receive)

8. The tailor will have _____ another sewing machine by Easter time. (buy)

9. They have _____ to the tailor. (speak)

10. BY the time Tom comes, I will have _____ his jacket. (zip)

Aspect: Language Structure

Content: Be careful when … because …

We use the above structure when giving strong warning to the listener
Rewrite the sentences beginning with Be careful when --- because ---

Examples
1. Stitching the cloth, hurting the finger.
   - **Be careful when stitching the cloth because you may hurt your finger.**

2. Sew the jeans, breaking the needle.
   - **Be careful when sewing the jeans because you may break the needle.**

3. Hemming a cloth, make zigzag hems.
   - **Be careful when hemming a cloth because you may make zigzag hems.**

Activity 1
Use the given words to make interesting sentences beginning: Be careful when --- because ---
1. Using a sewing machine, damage it.
   _____
2. Designing a jacket, spoiling it.

KAWEMPE MODERN P/S

_____

3. Patching your pair of shorts, stitch your hand.

_____

4. Discussing with a seamstress, cheating you.

_____

5. Stitching a cloth, hurting your fingers.

_____

6. Fixing threads on a bobbin, breaking the needle.

_____

7. Taking measurements, making unfitting garments.

_____

8. Designing buttonholes, making bigger ones.

_____

9. Fixing the zip, selecting wrong colors.

_____

10. Using a pair of scissors, easily cutting yourself.

_____

Activity 2

Construct eight sentences using the above structure. You may use the following words to guide you **(use present tense)**

Example

1. **Be careful when stitching the cloth because you may hurt your finger.**

a) sewing

_____

b) weaving

_____

c) hemming

_____

d) patching

_____

e) knitting

_____

f) designing

_____

g) mending

_____

h) cutting

KAWEMPE MODERN P/S

Aspect: Language structure
Content: "Be careful …"

Read the following sentences

- Be careful when playing such games, you may get injured.
- You should be careful when talking to outsiders.
- Be careful when writing your homework.

This can be used to warn someone against something that may be dangerous.

Construct sentences using the structure … be careful … basing on the following activities.

1. **Be careful … (stitch) …**
2. Be careful … (scissors) …
3. Be careful … (knit) …
4. Be careful … (sew) …
5. Be careful … (patch) …
6. Be careful … (weave) …
7. Be careful … (mend) …
8. Be careful … (repair) …
9. Be careful … (iron) …

Be careful … (mop) …

Sub-topic: structures
Aspect: use of … prefer …
Content: using … prefer … to …

Prefer … to … means liking something or someone more than or better than another .

Prefer uses preposition to

Prefer can mean the same as;

Want, like, enjoy, interested, etc.

KAWEMPE MODERN P/S

For example

1. I like weaving more than knitting.
   I prefer weaving to knitting.

2. I want weaving more than knitting.
   I prefer weaving to knitting.

3. She likes weaving better than knitting.
   She prefers weaving to knitting.

4. He enjoys weaving more than knitting.
   He prefers weaving to knitting.

5. Annet is more interested in weaving than in knitting.
   Annet prefers weaving to knitting.

6. She liked weaving better than knitting.
   She preferred weaving to knitting.

7. They like swimming more than playing football.
   They prefer swimming to playing football.

8. Grace likes using a manual sewing machine more than the electronic one.
   Grace prefers using a manual sewing machine to the electronic one.

9. You like a long dress to a short one.
   You prefer a long dress to a short one.

10. I like singing than dancing.
    I prefer singing to dancing.

NOTE: The verbs change according to the given tense.

For example

like … more than _____ prefer … to …

llkes … more than _____ prefers … to ...

liked … more than _____ preferred … to …

enjoyed … more than _____ preferred ... to …

etc.

KAWEMPE MODERN P/S

ORAL EXERCISE

1. She likes tailoring better than baking.
   She prefers tailoring to baking.

2. Sarah liked flowered clothes. Sarah liked plain clothes the more.
   Sarah preferred plain clothes to flowered one.

3. You like weaving more than sewing.
   You prefer weaving to sewing.

4. Nakatte likes using big needles better than the small ones.
   Nakatte prefers using big needles to small ones.

5. Tailors liked a small thimble more than a big one.
   Tailors preferred a small thimble to a big one.

6. They like using black thread more than the white one.
   They prefer using black thread to the white one.

7. Mutonyi likes round buttons. She likes the oval ones the more.
   She prefers oval buttons to round ones.

8. Mary is interested in reading a Bible than in reading a novel.
   Mary prefers reading a Bible to a novel.

9. Primary six pupils enjoy making noise better revising their notes.
   Primary Six pupils prefer making noise to revising their notes.

10. He likes white garments more than green ones.
    He prefers white garments to green one.

Activity

Use: **"… prefer … to …"** in the following sentences.

1. I like uniforms more than ordinary clothes.
   _____
2. They liked swimming more than playing football.
   _____
3. My sister likes mending old clothes more than sewing new ones.
   _____
4. That shopkeeper liked selling old clothes more than new ones.
   _____
5. Marjorie likes weaving more than knitting.

KAWEMPE MODERN P/S

---

6. I like weaving more than stitching.

   _____

7. Jane likes tailoring. She likes designing even more.

   _____

8. My daughter likes the blue dresses better than the red ones.

   _____

9. The lady likes mini-skirts better than the long ones.

   _____

10. Pius enjoys eating chicken better than beef.

Aspect: Language Structure

Content: What is/are … used for?

Example

1. A pair of scissors is used for cutting cloth.
   - What is a pair of scissors used for?

Activity

Form **questions** to the statement below;

1. A sewing machine is used for sewing cloth.

   _____

2. A pair of scissors is used for cutting cloth.

   _____

3. Threads are used for stitching the cloth or seam.

   _____

4. Buttons are used for fastening the parts together.

   _____

5. A tape measure is used for taking one's measurements.

   _____

6. A needle is used for hemming a piece of cloth.

   _____

7. A thimble is used for protecting fingers when sewing.

   _____

8. A needle is used for putting buttons on a cloth.

KAWEMPE MODERN P/S

As soon as …

As soon as is a correlative conjunction which connects two events of time.

The structure is also used to say something that happened shortly after the other.

When the structure is used at the beginning, a comma applicable.

Example

Rewrite the following sentences **using: As soon as …**

a. The tailor sewed a shirt. He displayed it on a dummy.

✓ As soon as the tailor sewed a shirt, he displayed it on a dummy.

Activity

1. The seamstress finished sewing the dress. She hung it.

   _____

2. He bought a piece of cloth. He took it to the tailor.

   _____

3. Bruno received his salary. He bought a sewing machine there and then.

   _____

4. The seamstress got a customer. She immediately looked for her tape measure.

   _____

5. She started sewing the uniform immediately she took the measurements.

   _____

6. Juma's pair of trousers got torn. He patched it.

   _____

7. I got some money. I bought a new pair of leggings.

   _____

8. The sewing machine broke down. The tailor brought a mechanic.

_____

Language structure: "… as soon as …"

When the structure is used in the middle of a sentence and a comma, is not used.

Example

1. I reached home. I ironed the uniform.

   I ironed my uniform as soon as I reached home.

KAWEMPE MODERN P/S

2. The seamstress finished sewing the dress. She hung it.
   The seamstress hung the dress as soon as she finished sewing it.

NB: "as soon as" and "No sooner" carry a similar meaning; therefore, it is very wrong to use any two of them in one sentence.

A s soon as can also be used in the same way as the following:

When

The moment

Immediately

Instantly

Activity

Join the following sentences using: **"… as soon as …"** in the **middle of the sentences.**

1. The tailor sewed the shirt. He hung it on the nail.
2. John received his salary. He bought a new sewing machine.
3. The seamstress looked for the tape measure immediately she got a customer.
4. Musa's uniform got torn. He patched it there and then.
5. The needle pierced her. She started bleeding.
6. The seamstress reached her place of work. She started mending the old clothes.
7. I learnt how to use a sewing machine. I started mending my own clothes.
8. He lost three buttons from his shirt. He stitched new ones on.
9. We bought threads. We started knitting sweaters.
10. His pair of trousers got torn. He patched it.

Language structure "… immediately …"

Immediately is an adverbial conjunction used to connect events with time.

Immediately is followed by the event that took place first. If it begins a sentence, a comma is used.

Activity

Example

1. Juma's pair of trousers got torn. He patched it.
   - Juma patched his pair of trousers immediately it got torn.

KAWEMPE MODERN P/S

Activity

Rewrite the following sentences using: **… immediately …**

1. I took my piece of cloth to the tailor. She started measuring it.

   _____

2. Kapere got the money. He bought a new garment.

   _____

3. The tailor reached the shopping centre. He bought the material.

   _____

4. The seamstress borrowed a pair of scissors. She cut the cloth.

   _____

5. The sewing machine broke down. The mechanic was called.

   _____

6. Jonath started sewing. She cut her finger.

   _____

7. I bought a new cloth. I took it to the tailor.

   _____

8. As soon as Judith saw the seamstress. She took her uniform for hemming

---

Rewrite the above sentences using **immediately** at the **beginning** of each sentence.

1. The young lady found the needle. He took it to the tailor.

_____

2. Annette's skirt got got torn. She took it to the seamstress for mending.

_____

3. The man took the boy's measurements. He started cutting the cloth.

_____

4. Joram bought the red cloth. He took it to the tailor.

   _____

5. The young lady found the needle. She began knitting.

   _____

KAWEMPE MODERN P/S

Language structure: "… but …"

"But" is used to introduce a word or phrase that contrasts with what was said before.

But is used to mean;

In spite of

Despite the

Or however

Read the following examples

1. He had a thimble on his hand. He cut his finger

He had a thimble on his thimble but he cut his finger.

2.Henry had a sewing machine. He did not know how to use it.

Henry had a sewing machine but he did not know how to use it.

2. She had a tape measure but she took wrong measurements.

Activity

Use: **"… but …"**in the following sentences

1. The tailor wanted ten thousand shilling. We did not have it.
2. I bought a cloth. I did not get a receipt.
3. The trouser had a zip. It was still loose.
4. The old man wanted to stitch his coat. He did not have enough threads.
5. Mukasa put the buttons on his shirt. The buttons could not go through the holes.
6. She took her cloth to the tailor. The tailor did not sew the cloth.
7. Belinda was sick. She went to town.
8. Masaba is not a trained tailor. He makes good designs.
9. The old man had a pair of scissors. He refused to it to me.
10. She is poor. She a happy woman.

KAWEMPE MODERN P/S

Use of … in spite … /despite …

11.1. The tailor was skilled but he failed to make a good suit for wedding.

12. (use … in spite …)

13.2. Mugisha is a senior tailor. Mugisha is not perfect in his work. (Begin: Despite …)

14.3. Namuli's dress has a hole yet it has just been mended. (use: … in spite …)

15.4. The gown was long but it could not fit Ofwono. (Begin: In spite …)

16.5. Kimuli has a modern sewing machine but his clothes are not well designed. (Use: … despite …)

Language structure "… and …"

We join using **and to** show that something goes together with something else.

Read the following examples

1.You are a tailor. I am a tailor.

You and I are tailors.

2.Sarah made a good dress. Cynthia made a good dress.

Sarah and Cynthia made good dresses.

Activity

Join the following sentences using: **"… and …"**

1. Tom has a new sewing machine. Nicholas has a new sewing machine.
2. The old man weaves nice baskets. The old woman weaves nice baskets.
3. Your mother is a seamstress. My mother is a stress.
4. Babirye likes knitting sweaters. Nakato likes knitting sweaters.
5. He made a dress. He sold it to a Chinese.
6. The tailor borrowed some money. He bought a zip.
7. Betty cut a piece of cloth. Betty stitched it.
8. The customer was very hungry. The tailor was very hungry.
9. Rukundo is a business man. Kibuule is a business man.
10. You will attend the concert. I will also attend the concert.

KAWEMPE MODERN P/S

COMPREHENSION

(b) **Read the dialogue below and answer the questions in full sentences.**

AT THE TAILOR'S WORK PLACE

Kabate: What are you cutting with a pair of scissors, Musoke?
Tailor: I am cutting a piece of cloth.
Kabate: What are you going to sew?

Tailor: I am going to sew a suit for Mr. Gensi.
Kabate: By the way, what did you specialize in?

Tailor: I specialized in sewing ladies', children's and men's suits.
Kabate: What is that long strip of plastic on your shoulders?

Tailor: It's a tape measure. I use it for measuring the length of cloth and the customers before
I make them clothes.
Kabate: Do you mind patching my torn pair of trousers first?

Tailor: No, I don't. What tore it?
Kabate: A nail. How much will you charge me for patching it?
Tailor: Two thousand shillings only. But wait a minute. My needle has broken. Let me grease my sewing machine and wear a thimble on my thumb before I replace the needle to avoid being pierced or hurt

Questions

1. Where did this dialogue take place?
2. What is the name of the tailor according to the dialogue?
3. Why did Kabate visit the tailor?
4. What did Musoke specialize in?
5. How much money did Kabate pay for the work?
6. Why did the tailor wear the thimble on his finger?
7. What happened to the pair of trousers for Kabate?
8. What did the tailor use to cut the piece of cloth?
9. What name is given to the long narrow plastic strip?
10. Give the opposite of the word **tailor**.

KAWEMPE MODERN P/S

Read the passage and answer the following questions **in full sentences.**
At Mukwano shopping Centre, there works a seamstress called Nvannungi. She is such a skilled lady that she designs and sews ladies' and men's clothes in all fashions.

Sometimes she sews wedding and graduation gowns with attractive designs. All her garments are **purchased** at affordable prices despite the fact that they are nice looking.

Her eldest daughter, Nvannungi is a designer too. She knits school sweaters and weaves nice table cloths as well as carpets. She has a big stall in the African Heritage Village on Buganda Road in Kampala city.
Nvannungi also curves beautiful sculptures. Her sculptures are mostly bought by foreign tourists from USA, Sweden, China and France because they are decorated with attractive designs.

Nvannungi and her daughter **earn** a lot of money daily from both local and foreign **customers.**
This enables them to expand their business and train their **siblings** as well. In addition, Nvannungi and Nvannungi usually exhibit their products at the Uganda Manufacturers Association ground at Lugogo. This has not only helped them to advertise their products but also to widen their market.

Questions

1. What is the passage about?
2. Where does Nvannungi work?
3. What is the name of Nvannungi's daughter?
4. According to the passage, what are the items made by Nvannungi?
5. Where do Nvannungi's foreign customers come from?
6. Why do tourists like the sculptures?
7. **Give another word with the same meaning as the following underlined words in the passage.**

8. Purchase _____

(b)siblings _____

9. earn _____

(b) customers _____

10. Suggest a suitable title for this passage.

KAWEMPE MODERN P/S

COMPOSITION

Guided Composition.

Use the words in the table to complete the story.

took, away, taxi, pair of trousers, sewing, explained, holidays, centre, fashions, tailors.

A VISIT TO THE TAILOR

During _____, my father wanted to buy for me a pair of trousers. We had to look for a very good tailor with modern _____. First we want to Owino market but we failed to get attractive fabric. Then we walked through old _____park upwards and reached Kiyembe shopping _____. Here there are a lot of people with a variety of _____ machines that do all sorts of design.

Mr. Waibi is one of the _____in Kiyembe so we went straight to him. My father _____ to him the type of cloth. we wanted. Mr. Waibi _____my measurements and said that the _____would be ready after three days. Dad paid him 70,000 shillings and we walked_____.

Write a composition about a tailor you visited. Follow the guidelines below.

1. When was it? e.g. holiday, before Christians day and year,

2. Why you went to the tailor,

3. Who did you go with?

4. How many clothes did you want to buy or to mend?

5. Was the tailor kind, how did he treat you?

6. Did you pay all the money, how much?

7. Did he do good work for you? Why? tell us about the machines e.g. modern.

8. How long did it take you to get the clothes, did they fit you?

9. Advice to your friends or people who would like to buy or mend clothes.

KAWEMPE MODERN P/S

Exercise

Picture composition.

A _____

B_____

C_____

D_____

E_____

F_____

g) Where do you Apollo will go after leaving the tailors work place?

_____

h) Why did he go to the tailor's place?

_____

i)What is machine in picture story.

_____

j) Suggest title to the picture story.

_____

g) Complete the guided conversation below by filling in the correct responses between Kush and Desire.

i) Kush: What are you cutting with a pair of scissors, Desire?

Desire: _____

2) Kush: What are you going to sew?

Desire: _____

3. Kush: By the way, what did you specialize in?

Desire: _____

4. What is that long narrow strip of plastic on your shoulders?

KAWEMPE MODERN P/S

Desire: _____

5.Kuash: Do you mind patching my torn trousers first?

Desire: _____

6 Kush: A nail: How much will charge me for patching it?

Desire: _____

7. Kush: Isn't one thousand five hundred shillings too much?

8. Desire: Okay, I shall reduce

Kush: Thank you so much.

COMPOSITION

Guided Composition

Use the words in the table to complete the story.

took, away, taxi, pair of trousers, sewing, explained, holidays , centre, fashions, tailors.

A VISIT TO THE TAILOR

During _____, my father wanted to buy for me a pair of trousers. We had to look for a very good tailor with modern _____. First, we want to Owino market but we failed to get attractive fabric. Then we walked through old _____park upwards and reached Kiyembe shopping _____. Here there are a lot of people with a variety of _____ machines that do all sorts of design.

Mr. Waibi is one of the _____in Kiyembe so we went straight to him. My father _____ to him the type of cloth. we wanted. Mr. Waibi _____my measurements and said that the _____would be ready after three days. Dad paid him 70,000 shillings and we walked_____.

KAWEMPE MODERN P/S

Exercise IV

Write a composition about a tailor you visited. Follow the guidelines below.

1. When was it? e.g. holiday, before Christians day and year,

2. Why you went to the tailor,

3. Who did you go with?

4. How many clothes did you want to buy or to mend?

5. Was the tailor kind, how did he treat you?

6. Did you pay all the money, how much?

7. Did he do good work for you? Why? tell us about the machines e.g. modern.

8. How long did it take you to get the clothes, did they fit you?

9. Advice to your friends or people who would like to buy or mend clothes.

SUB-TOPIC: BAKING
ASPECT: VOCABULARY
Word List
Learn to **pronounce** and **spell** these words.
oven, butter, baking tin, cookie cutter, icing sugar, food colour, yeast, bake, turn off, slice, bun, cake, bread, biscuit, cookies, taste, mix, loaf, pinch, tier, bakery, sprinkle, knead, roll out, sieve, baker, wedding cake, dough, baking flour, pinch of sugar, pinch of salt, margarine, ingredients, recipes, flavor

Study the meaning of these words.
bake:
baker: a person who makes and sells cakes and bread.
bakery: a place where bread and cakes are made and sold.
baker's: a shop that sells bread and cakes.
dough: a mixture of flour, water, sugar, salt, etc. into which bread is made.
knead: to press and stretch dough to make it ready for use.
ingredient: one of the things from which something is made.
icing sugar: fine white powder made from sugar which is mixed with water to

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make icing.

oven: a closed space in which food is cooked at high temperatures.
butter: a pale-yellow edible fatty substance used in cooking.
baking tin: a container where bread is placed for baking.
cookie cutter: a sharp device for cutting dough into particular shapes.
food colour: a substance which gives colour to food.
yeast: the substance that makes bread rise.
turn off: to adjust a switch or button on an appliance to stop operation.
slice: to cut something like bread into pieces.
cake: a baked item of soft sweet food made from a mixture of flour, fat, eggs, sugar and other ingredients.
bread: food made from flour, water and yeast mixed together and baked.
biscuit: biscuit: a small, soft round cake.
cookie: a sweet biscuit.
taste: using one's tongue to find out the flavour of something.
mix: to put different things together to make a mixture.
loaf: a quantity of bread that is shaped and baked in one piece.
pinch: the amount of something you hold between your fore finger and thumb.
tier: a structure of something e.g. a cake arranged one above the other.
sprinkle: spreading something made of small particles around an area.
roll out: flattening something by rolling around object over it.
sieve: putting something through a sieve.
wedding cake: the type of cake made especially for wedding occasions.
baking flour: a powder obtained by grinding grain like wheat and is used to bake bread.
pinch of sugar: the amount of sugar that can be held between fingers and thumb.
pinch of salt: the amount of salt that can be held between fingers and thumb.
margarine: is an eligible substance made from animal fats.
recipe: the instructions for making a specific item or dish.
flavour: the taste of food or drink.

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Word Building Activities

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

1. My mother gave me three _____ for making bread. (recipe)
2. Naomi owns a very large _____ in Entebbe. (bake)
3. Those _____ often produce sweet and salted bread. (bakery)

4. Namatovu has been _____ the wedding cake. (ice)
5. We _____ a lot of bread because we had enough ingredients.
6. He has _____ the dough. (knead)
7. I can add more _____ of sugar into the dough. (pinch)
8. Here are the _____ for the cake. (ingredient)
9. Having _____ the wedding cake, he sold it. (bake)
10. The _____ of bread she bought were stale. (loaf)

Use the words in the box below to **fill in the gaps.**

1. Nobert, the _____ made a lot of bread.
2. When I reached the _____, I asked for some bread from the baker.
3. Add a _____ of salt, please.
4. Our teacher has been teaching about _____.
5. If you want some loaves of _____, you will go to the baker's.
6. The cake is not tasty _____ the recipe was wrongly made.
7. Although the man had all the _____, the cake was not tasty.

ingredients, bread, baker, pinch, baker's because, baking

Form the **plural** of the following compound nouns.

1. cookie cutter _____
2. baking tin _____
3. wedding cake _____
4. pinch of salt _____
5. pinch of sugar _____
6. loaf of bread _____

Complete the table of **tenses below.**

Verb	**Present simple**	**Present continuous**	**Past simple**
bake	_____	_____	_____
cook	_____	_____	_____
tin	_____	_____	_____
wed	_____	_____	_____
slice	_____	_____	_____
toss	_____	_____	_____
knead	_____	_____	_____

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Arrange the given words in **alphabetical order.**

1. baking, baker, baked, bakery

   _____

2. cook, cookie, cake, cooker

   _____

3. kneaded, kneading, knead, kneads

   _____

4. knead, cookie, kneading, cake

   _____

Sub-Topic: Baking

Aspect: Grammar

Content: Formation of Abstract Nouns

Abstract nouns are nouns a person cannot physically interact with. They are used to name feelings or state of something. Most abstract nouns are formed by using suffixes as shown below.

Group A:

They are formed by adding – **tion.**

Verb	**Noun**
admire	
add	
abolish	
pronounce	
compose	
complete	
explain	
pollinate	
transpire	
declare	
digest	
suggest	
multiply	
invite	

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Group B:

They are formed by adding –**sion.**

Verb	**Noun**
confess	
admit	
permit	
extend	
decide	
omit	
submit	

Group C

They are formed by adding –**ment**

Verb	**Noun**
manage	
encourage	
move	
entertain	
advertise	
commit	
measure	
develop	
increase	
announce	
appoint	
treat	

Group D:

They are formed by adding –**ence** or –**ance**

Verb	**Noun**
absent	
repent	
assist	
exist	

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hinder	
remember	
allow	
present	
perform	
appear	
enter	
patient	
accept	

Group E:

They are formed by adding –ness.

Adjective	**Noun**
bitter	
clean	
cold	
hot	
kind	
sad	
dark	
bright	
sharp	
weak	

Group F:

Other abstract nouns have no regular way of formation. They are formed differently.

Word	**Noun**
behave	
choose	
save	
prove	
believe	
free	
bore	

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weigh	
die	
mix	
fix	
fail	
serve	
sit	
succeed	
enter	
prosper	
lose	
knowledge	
marry	
dirty	
poor	
uniform	
beautiful	
generous	
able	
guilty	

Activity:

Form nous from the words given **in brackets** to complete the sentences.

1. I can't feel the _____ of the oven. (hot)
2. The _____ of cakes is always regulated. (sell)
3. The baker's over there has a good _____. (manage)
4. Fastine's baker's sell a lot of bread because of its _____. (clean)
5. There is too much _____ in the oven. (dirty)
6. _____ is needed if one is to deal in selling bead. (know)
7. The police failed to get the _____ from the baker. (prove)
8. Hamza got a _____ to increase on his production. (lend)
9. I really need some _____ in kneading this dough. (assist)
10. I was given a comfortable _____ at the bakery. (sit)
11. I got _____ to make her wedding cake. (permit)
12. The _____ of my father's bakery was a big success. (complete)

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Aspect: Language Structure

Content: Using: Do not forget to …

Examples

1. You should warm up the oven before actual baking.
   - ➢ Do not forget to warm up the oven before actual baking.

Activity

Rewrite the following sentences beginning: Do not forget …

1. Please add a pinch of sugar to the dough.

   _____
2. You should remember to shut the oven.

   _____
3. Please add a pinch of salt to the dough.

   _____
4. You should buy the necessary ingredients tomorrow.

   _____
5. Please add some yeast to make the bread rise.

   _____
6. You should slice the loaves of bread.

   _____
7. You should add eggs to the mixture.

   _____
8. Please add ginger to make the cake tasty.

Aspect: Language Structure

Content: Using: … used to …

"… used to …" is used to talk about something that happened regularly or was the case in the past but is not now.

Examples

1. James was a good baker a few years ago.
   - ➢ James used to be a good baker.

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Activity

Rewrite the following sentences using: **--- used to ---**

1. Father was baking cakes every weekend.

   _____

2. My aunt was good at baking wedding cakes.

   _____

3. I liked biscuits more than cookies.

   _____

4. We ate doughnuts whenever we went to the bakery.

   _____

5. James once worked in a bakery.

   _____

6. She would buy ingredients before baking a cake.

   _____

7. Alexander once sold bread in a baker's.

   _____

8. The driver would transport bread to our school every Wednesday.

   _____

9. My sister was good at slicing bread a few years ago.

   _____

Aspect: Language Structure

Content: Using: … used for …

The above structure is used when referring to the purpose of something.

Examples

1. We use a spoon to measure sugar.
   - A spoon is used for measuring sugar.

Activity

Rewrite the following sentences using: **… used for …**

1. We use wheat flour to bake bread.

   _____

2. We use an oven to bake cakes.

   _____

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3. We use wine to preserve cakes.

   _____

4. We use yeast to make bread rise.

   _____

5. We use lemon peels to add flavour.

   _____

6. We use polythene bags to pack bread.

   _____

7. We use a cutter to slice bread.

   _____

8. We use a grater to cut some of the ingredients.

   _____

Aspect: Language Structure

Content: Using: … prefer … to …

Example

1. She likes cakes more than biscuits.
   - She prefers cakes to biscuits.

Activity

Rewrite the following sentences using: **… prefer … to …**

1. You like baking more than tailoring.

   _____

2. Do you like cookies more than eggs?

   _____

3. Children like sugary bread more than salty one.

   _____

4. The baker likes an electric oven better than a charcoal stove.

   _____

5. Peter likes baking bread more than baking cakes.

   _____

6. I enjoy cookies more than crisps.

   _____

7. You like butter. You like margarine even more.

   _____

8. She likes doughnuts more than biscuits.

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Aspect: Language Structure

Content: Using: Neither … nor …

Neither… nor … is used when mentioning two things that are not true or possible. It is used with negative sentences.

Examples

1. She doesn't bake cakes. He doesn't bake cakes.
   - Neither she nor he bakes cakes.

2. The little boy could not bake a cake. The little boy could not slice a cake.
   - The little boy could neither bake nor slice a cake.

Activity

Rewrite the following sentences **using: … neither … nor …**

1. She did not own a bakery. She did not own a confectionery.
   _____
2. Butter was not used to bake a cake. Butter was not used to bake cookies.
   _____
3. My grandmother did not like cupcakes. My grandfather did not like doughnuts.
   _____
4. Mutwe was not a baker. Mutwe was not a confectioner.
   _____
5. I could not buy baking flour. I could not buy yeast.
   _____
6. Kapare did not sell bread. Kapare did not sell doughnuts.
   _____
7. My elder sister did not study baking. My elder sister did not study carpentry.
   _____
8. The recipe was not clear. The recipe was not legible.

   _____

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Activity

Rewrite the following sentences **beginning: Neither … nor …**

1. Patrick is not a baker. His sister is not a baker.

   _____

2. A fruit cake is not delicious. A butter cake is not delicious.

   _____

3. Henry does not eat cakes. Hellen does not eat cakes as well.

   _____

4. The bride has not bought a wedding cake. The groom has not bought a wedding cake.

   _____

5. Onen does not like cookies. Opio does not like cookies.

   _____

6. Patricia is not a baker. Praise is not a baker.

   _____

7. Rossette does not bake nice cakes. Juliana does not bake nice cakes.

   _____

8. My mother does not own a baker's. My father also does not own a baker's.

   _____

Aspect: Language Structure

Using: … even though …

Even though is used to add a fact or opinion that makes the previous statement less strong or less important.

Examples

1. The bread was not mine but I ate it.

➢ I ate the bread even though it was not mine.

Activity

Rewrite the sentences **using: … even though …**

1. Thomas went to the baker's but he did not buy bread.

   _____

2. Matama was not a trained baker. He used to make nice bread.

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_____

3. It was a public holiday. The bakery was open.

_____

4. He celebrated his 90th birthday. He did not cut a cake.

_____

5. The muffins were rotten. The madman ate them happily.

_____

6. Hon. Lukwago did not like cupcakes. He bought them.

_____

7. The baker was sick. He went to the bakery.

_____

8. The school organized the baking competitions but the head teacher did not attend it.

_____

ASPECT: Comprehension

TOPIC: Occupations (Baking)

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

At the beginning of second term, the pupils of Primary Six in Mbuya Parents' School visited Awooma Bakery in Bushenyi District. The trip was organized by Mr. Balyayaka, the teacher of English. He wanted the pupils to learn more about baking.

The children travelled by bus from school to the bakery. On their way, they saw many people doing different occupations such as tailoring, carpentry, teaching and farming. When they reached Awooma Bakery, the pupils were welcomed by the marketing manager.

Later on, the pupils were divided into three groups. Each group consisted of sixteen pupils. Every group was given a tour guide to take them around the different sections in the bakery. First, the pupils were taken to the baking section. At the baking section, they saw how baking flour is mixed with other ingredients to make dough and other products. They also saw how bread, cakes, cookies and doughnuts etc. are baked in the oven.

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Next, they went to the slicing section. While in the slicing section, the pupils saw how bread is sliced using machines.

Lastly, they pupils visited the packing section. In the packing section, the pupils saw how bread, cakes, cookies and doughnuts are packed in polythene bags for sale.

Questions

1. What is the passage about?

   _____

2. When did the pupils visit the bakery?

   _____

3. Who organized the trip?

   _____

4. How did the pupils travel to bakery?

   _____

5. In which town is the bakery located?

   _____

6. What is a bakery?

   _____

7. What did the pupils see on the way according to the passage?

   _____

8. Mention two sections the pupils visit at the bakery.

_____

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

MATRIX BAKERY AND CONFECTIONARY

Come and Look, Come and See,
What is at the Bakery!
Dazzling, Lovely, Amazing too,
Something Special Just for You.
Delicious Cookies, Cakes, and Pies,
Tons of Delicacies before Your Eyes.

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The Scent of Sugar All Around,
Goodies, Donuts, and Breads Abound.
Sweet Tooth Calling, "Give Me More,"
Starts in When You Hit the Door.
Cravings Growing for the Treats,
Have to Have a Load of Sweets.
Absolute Bliss as You Give in,
To that Tempting Sugar Sweet Sin.

JESSE JONA

Questions

1. What is the poem about?
2. What is the name of the bakery?
3. According to the poem what is tempting?
4. What is dazzling, lovely and amazing at the bakery?
5. What do eyes see at the bakery?
6. Who is the poet?
7. How many stanzas does the poem have?
8. How many verses does the poem have?
9. What scent do you find in the bakery?
10. Give another word with the same meaning as **delicacies.**

F. Rearrange the following sentences to form a **meaningful sentence about BAKING A BIRTH DAY CAKE.**

1. Such as baking flour, baking powder, milk, eggs and margarine.
2. The fire paste was put into the baking tin and shaped into a rectangular cake with three ties.
3. One day, Namara wanted to bake a birthday cake.
4. and kneaded g the dough until it made a fire paste.
5. In the end, the cake was ready, so she turned off the oven and removed it.
6. She warmed up the oven and baked the cake.
7. In addition, she bought lemon, sugar, wine and icing sugar.
8. First, she bought the necessary ingredients from the supermarket.
9. Then she mixed all the ingredients with water to make dough.
10. Next, she measured the ingredients and placed them on a clean tray.

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Rearrange the following sentences to cake a story about **"Sally's cake".**

1. And she switched on the oven to warm it up.
2. She got clean bowls and measured the ingredients.
3. On coming back from the market, she found the cake burnt.
4. Sally bought all the necessary ingredients from the grocery because he wanted to bake cakes.
5. When the dough had risen, she kneaded it to make it smooth as she waited for the oven to warm up.
6. When the oven was warm enough, Sally pushed the tray with the dough in it.
7, After mixing, she left the dough on the table rise.
8. She washed her hands and laid the table on which she was going to work.
9. Her mother sent her to the market before her cakes were baked.
10. Then she started mixing the ingredients in the right procedure.

BAKING A CAKE

Imagine you baked a cake for tea last weekend, write a composition about the procedure you used until the cake was ready.

Follow the guidelines below:

Introduction. It was on Sunday after prayers when Mummy sent me to buy bread at the nearby shop. All the shops did not have bread so I decided to bake cakes for tea.

PARA II First, I went to the grocery with my … and we bought the following items (name them) all what you bought and the quantity of each.

Para III

When we reached home, _____(give the procedure) e.g. laying the table, washing hands, measuring the ingredients, mixing them till you got the dough.

PARA IV

After kneading the dough, I left it to rise meanwhile I switched on the oven… (tell us what you did next and mention the time your cake took to bake).

PARA V

Conclusion: What did the family think or say about your baking / your advice to people.

who would wish to bake.

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TOPIC: OCCUPATIONS

SUB-TOPIC: KEEPING ANIMALS

ASPECT: VOCABULARY PRACTICE

Word List

Learn to spell and pronounce these words

dock, pet, animal sounds, misery, comfort, discomfort, welfare, anxious, anxiety, cruelty, stray, sorrow, cruel, body signs, torture, husbandry, dip, slaughter, veterinary, tether, mistreatment

Study the meaning of these words

dock: the act of cutting short an animal's tail.
pet: an animal kept at home as a companion.
animal sounds: the cry made by an animal.
misery: great unhappiness.
comfort: relief from pain or anxiety.
discomfort: something that makes somebody feel physically or mentally uncomfortable.
welfare: well-being.
sorrow: a feeling of deep sadness caused by a loss or misfortune.
cruel: having a desire to cause pain or suffering.
torture: to inflict pain on an animal.
husbandry: breeding of animals or plants.
anxious: worried or afraid.
body signs: a physical mark.
stray: an animal that has got lost or separated from its owner.
herd: a group of animals of the same type.
herdsman: a man whose job is take care of group of animals e.g. cattle.
dairy: a place on the farm where milk is kept and where butter and cheese are made.
butcher's: a place where meat is sold.
butchery: the act of preparing meat to be sold.
butcher: a person whose job is cutting up and selling meat in a shop.
flock: a group of sheep, goats or birds of the same type.
slaughter: to kill an animal, usually for its meat.
abattoir: a place where animals are slaughtered for their meat.
beef: meat that comes from a cow.

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veal: meat from a calf.

veterinary: connected with caring for the heath of animals.

domestic animals: animals kept on farms or as pets.

tether: to tie an animal to a post so that it cannot move very far.

dip: to put animals in a bath of liquid containing chemicals in order to kill insects.

Aspect: Grammar

Content: Nouns

A noun is a naming word.

a) Nouns denoting animal young ones

Some animals have special name for their young ones.

Animal	**Young one**
pig	
cow	
elephant	
loin	
fox	
duck	
goose	
sheep	
dog	
horse	
rabbit	
donkey	
hen	
cat	
owl	

b) Nouns denoting animal homes

Some animals have special names for the homes/ habitats.

Animal	**Home**
cattle	
sheep	
goat	
dog	
rabbit	

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pig	
fish	
parrot	
bee	
lion	

Aspect: Language Structure

Content: Using: You should ...

Is used to show what is right/ appropriate especially when criticizing somebody's action.

Examples

1. You ought to mind about the welfare of animals.
   - You should mind about the welfare of animals.

Activity

Rewrite these sentences **using; You should …**

1. You ought to graze the sheep daily.

   _____

2. We ought to milk the cows every morning and evening.

   _____

3. Juma ought to dock his sheep for easy mating.

   _____

4. Farmers ought to quarantine their animals during the epidemic outbreak.

   _____

5. You ought to keep the dogs in a kennel.

   _____

6. One ought to tether one's goats where there is plenty of grass.

   _____

7. You ought to slaughter healthy animals.

   _____

8. Mulisa ought to vaccinate his cows early.

   _____

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Aspect: Language Structure

Content: Using: You should not …

Example

1. You ought not to dock cats because it hurts them.
   - ➢ You should not dock cats because it hurts them.

Activity

Rewrite the following sentences **using. You should not …**

1. We ought not to torture domestic animals.

   _____

2. Children ought not to mistreat pets.

   _____

3. You ought not to slaughter immature animals.

   _____

4. Farmers ought not to dock cows because it makes them miserable.

   _____

5. They ought not to milk cows at night.

   _____

6. We ought not to be cruel to domestic animals.

   _____

7. That madman ought not to milk his dog.

   _____

8. You ought not to share a house with animals.

   _____

Aspect: Language Structure

Content: Using: … need not …

Need not is used to say that something is not necessary.

Example

1. We should not be cruel to animals because they are our friends.

➢ We need not be cruel to animals because they are our friends.

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Activity

Rewrite the following sentences **using: … need not …**

1. You should not sleep in the same house with goats.

   _____

2. Farmers should not live far away from their farms.

   _____

3. We should not eat meat from sick animals.

   _____

4. The cows should not be milked when they have just been vaccinated.

   _____

5. The herdsman should not beat the cattle when they are grazing.

   _____

6. The old man should not be unfriendly to his pets.

   _____

7. One should not mistreat one's pet.

   _____

8. We should not leave the animals in the rain.

   _____

If 2 (conditional)

If (2) is used to talk about what would happen if the impossibility became true. We use the past simple tense in the if clause and would plus the infinitive verb in the main clause.

Example

1. If the animals were people, they would complain about being tortured.

Activity 1

Rewrite the following sentences in if (2).

1. Animals are not human beings. They cannot put on shoes.

   _____

2. I am not a bird. I cannot fly.

   _____

3. I am not a dog. I cannot eat bones.

   _____

4. Paul is not a goat. He cannot eat grass.

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Activity 2

5. If you beat the dog, it will bite you.

   _____

6. If I castrate my bull, it will become fat.

   _____

7. If you go to the farm at night, the dogs will bark at you.

   _____

8. If the cows drink poisoned water, they will die.

   _____

POEM

Read the poem and answer the questions **in full sentences.**

The abattoir,
Is like a battle field,
Filled with blood every morning,
From innocent animals,
Sentenced to death by the butcher,
Cows, bulls, goats and sheep.
Are neither pardoned.

The cows moo and the bulls bellow,
The goats and sheep bleat,
But no one comes to their rescue,
Because they will make a stew,
And tasty meals.

The customers wait for their meat,
At the butcher's shop or stall,
The butcher cuts the meat into pieces with a panga,
With the weighing scales,
Kilogrammes are measured,
But the vegetarians have mercy,
For they never taste the meat.

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Questions

1. How many stanzas does this poem have?

   _____

2. What is the abattoir compared to in stanza one?

   _____

3. In which units is meat sold according to the poem?

   _____

4. Which kind of people have mercy according to the poem?

   _____

5. What do the sheep do in stanza one?

   _____

6. Where do customers wait for their meat from?

   _____

7. Do you think the animals are happy?

   _____

8. Which animals bleat according to the poem?

   _____

9. What kind of people sympathize with the animals?

   _____

10. Write the **opposite** of

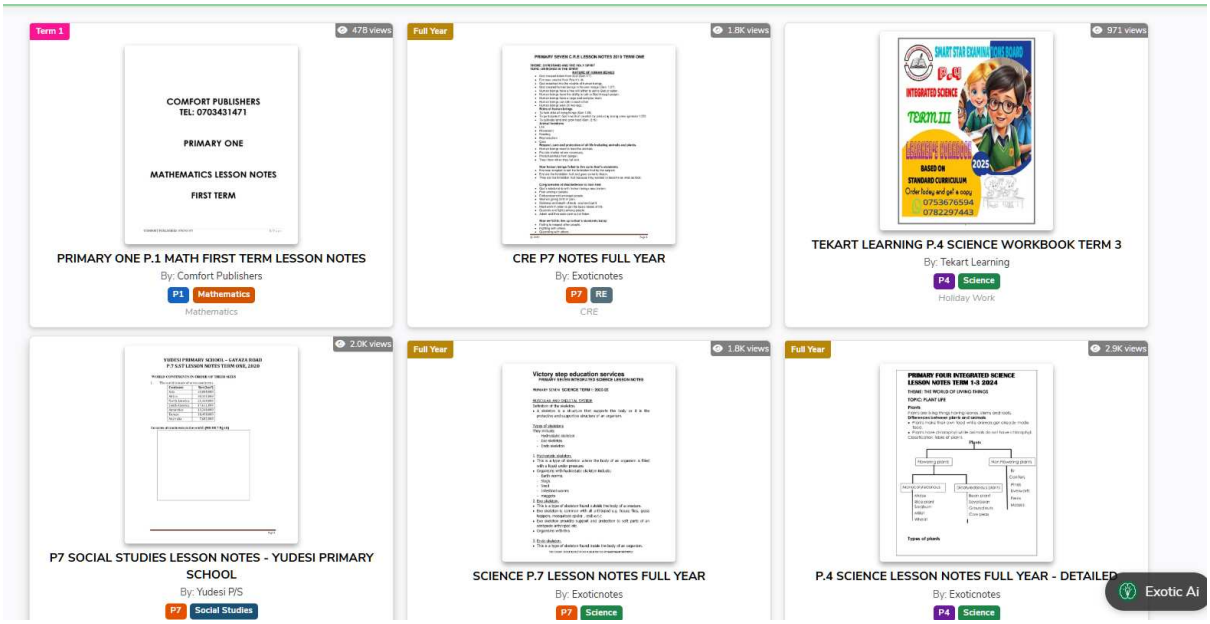
    innocent _____

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

1. First, they took us to the piggery where we saw a sow that was very big.
2. So Mr. Owino gets a lot of money and he is very rich because of farming.
3. This milk is sold to nearby hotels and households.
4. There are five farm boys who take care of all these animals.
5. Here we were told that there was a cow that could give 40 litres of milk a day.
6. Last term, our class visited Mr. Owino's dairy farm in Bukomansimbi.
7. After the piggery, we went to different paddocks to see bulls, heifers and cows.
8. Two of these boys took us around the farm to see various animals and birds.
9. It had just given birth to 16 piglets and all of them were fighting to suckle.
10. On this farm, he keeps cows, sheep, goats, hens, ducks and pigs.

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