PRIMARY 6

ENG

NOTES

FULL YEAR

EXOTIC TEACHER

TOPIC 1: SAFETY ON THE ROAD

ASPECT: VOCABULARY

Dictionary work

1. Looking up meanings and proper pronunciation
2. Description of vocabulary
3. Finding/forming other possible words from the new words.

VOCABULARY LESSON I	
1. zebra crossing	A part of the road marked with black and white stripes where vehicles must stop to let pedestrians cross the road. **We must cross a busy road from the zebra crossing.**
2. passenger	A person travelling by a bus, a car, taxi, plane or train. **Most buses carry more passengers than taxis.**
3. traffic	Vehicles moving along a road or street in a particular time. **There is a heavier traffic in the city than in our village.**
4. cyclist	A person who rides a bicycle. **Marthais a good cyclist.**
5. motorist	A person driving a vehicle. **That motorist is a Kenyan national.**
6. signal	A gesture, sound or movement made to give somebody information or a warning. **John made a hand signal when he was turning left.**
7. right	The opposite to left. **It is against the Highway code to park vehicles on the right hand side.**
8. left	The opposite to right. **We normally use pavement on the left to go to the school.**

VOCABULARY PRACTICE I

Arrange these vocabularies in ABC order

1. right, signal, passenger, traffic
2. pedestrian, passenger, traffic, cyclist
3. signal, single, signaling, singled

Use the words: first aid, hand signal, junction, and motorists to fill in the blank space

4. The cyclist made a_____to show that he was turning right.
5. Drivers should not take over at the_____of a road.
6. Motorists should be careful not to knock_____down.
7. He was given_____after getting in an accident.
8. We met John at the zebra_____.

Arrange the words to form a meaningful sentence.

9. along the road John walking Was then?
10. the road my to How village busy is!
11. motorist The wear didn't careless his helmet.

VOCABULARY LESSON II	
1. **traffic**	**A long line of vehicles on the road which can hardly move.**

jam:	**The accident which involved the two buses caused the traffic jam.**
2. **traffic police**:	Police officer who direct road users to make sure that traffic rules are respected. **Is Marina a traffic police?**
3. Taxi:	A small vehicle which carries passengers. **A taxi is smaller than a bus.**
4. Bus:	a large vehicle that carries passengers **We travelled to the village by bus.**
5. Cross:	To go from one side to the other. **We must cross the road carefully.**
6. Heavy:	More than usual in number. **The traffic jam in Kampala is heavier than that of our town.**
7. Light:	Not great in amount. **Our aunt reaches earlier due to light traffic jam along Mukene Street.**

VOCABULARY PRACTICE II

Fill in the blank space with a suitable word.

1. I would_____be a driver than a cyclist.
2. Lina was knocked_____by a speeding car.
3. The cars are moving slowly_____of heavy traffic jam.
4. The traffic jam in Kampala is heavier_____that of Arua town.
5. We shall all board buses to Mbale,_____we?

Write the full form of the given abbreviations.

6. Rd.
7. St.

Rewrite the sentences giving a single word for the underlined group of words.

8. Ritah drives a**small vehicle which carries passengers** from Lira to Kampala daily.
9. The traffic was**more than usual** in Kampala today.
10. We travelled to Kampala bya large vehicle that carries passengers.

Rewrite the sentences giving the plural form of the underlined word.

11. The travel tour will commence tomorrow.
12. We travelled to the Eastern part of the Game Park by taxis.

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

13. Light
14. right

VOCABULARY LESSON III

8. **Sign post:**	a sign at the side of the road giving information about the distance and direction of places **He knocked down the signpost of Ararak Junior School.**
Rail crossing	A point where railway line crosses the main road. **The accident happened at the rail crossing.**
black spot:	A place on the road where accidents frequently occur or happen. **Many passengers have lost their lives from Nanda black spot.**
Seat belt (safety belt)	a belt attached to the seat in a car or a plane that keeps the passenger fix **Immediately I sat in the bus, I fastened the seatbelts.**

Helmet	a hard hat worn by motorists to protect their heads. **All motorists are supposed to wear their helmets.**
First aid	first help given to the person who has got an accident. **Pemba was given first aid when he got an accident**.

VOCABULARY PRACTICE III

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

1. Have you seen the_____who caused the accident? (drive)
2. Look! The vehicles are_____slowly.(move)
3. We learnt about_____on the road last week.(safe)
4. The old woman walked_____At the zebra crossing.(hurry)
5. All the road users must be very_____care)
6. The lorry knocked him down as he was_____the road.(knock)
7. His bicycle_____down on his way to school yesterday.(break)
8. Before his_____, he was rushed to Lacor Hospital.(die)
9. Roads should be_____to reduce traffic jam.(wide)
10. That policeman arrested a_____yesterday.(cycle)

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

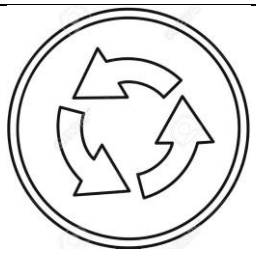
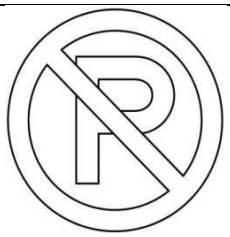
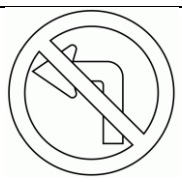
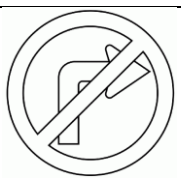
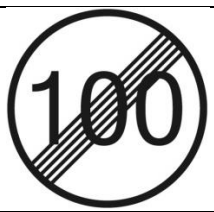
Musa bought two hard hats worn by motorists to protect their heads yesterday.

11. Very many **people travelling on foot** died in motor accident last year.
12. His uncle **passed away** in a car accident.
13. The policeman is standing at the **place where two or more roads meet**.

Give a word or a group of words to mean the same as these words

14. seat belt
15. travelers

COMMON ROAD TRAFFIC SIGNS

Railway crossing 	**Speed limit** 	**No U-turn** 	**No cycling** 
			
Pedestrian not allowed	**Junction a head**	**Roundabout**	**No parking**
			
Stop	**No left turn**	**No right turn**	End of speed limit

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ASPECT: LANGUAGE STRUCTURES

The use of ……shouldn't……

We used this structure to talk about what one must not do or what is not supposed to be done obligatorily.

Examples

1. Children should not play on the road.
2. Good drivers shouldn't over speed the junction.

Activity

Make five correct and meaningful sentences from the table below

Pedestrians		accept bribes
Motorists	should not	play along the road.
School children		ride while drunk.
Cyclists		throw stones at the road users
Vehicles		drive recklessly
Traffic police officers		be too narrow
Roads		be overloaded

Example

Pedestrians **should not** ride while drunk.

LANGUAGE STRUCTURES

(a) The use of:…… must……

We use **must** when we are saying that something has to be done as a command.

Examples

1. **The police officer need to help pupils to cross the road.**
   Police officers must help children to cross the road.
2. **The taxi drivers have to obey traffic rules.**
   The taxi drivers must obey traffic rules
3. **The teachers should teach children with a Highway Code rule.**
   The teachers **must** teach children with a Highway Code rule.

TRIAL ACTIVITY

Rewrite these sentences using:……must……

1. It is good for motorists to signal at the junction.
2. Pedestrians ought to walk on the pavement.
3. Cars should have indicators.
4. A good driver should drive carefully.
5. All motorists should have driving permits.
6. It is good to tarmac roads.
7. Parents ought to help their children to cross the roads.
8. They ought to place traffic lights at the crossroads.
9. One should check on the condition of a car before starting the engine.

(b) The use of: ……mustn't……

We use this structure to that something is not supposed to be done.

Mustn't is the contraction form of the negative helping verb **must not.**

Examples

1. **It is not good to stand behind a parked car.**
   You must not stand behind a parked car.

2. **School children ought not to play on the road.**
3. School children mustn't not to play on the road.

TRIAL ACTIVITY

Re-write the following sentences using:_____mustn't _____

1. Drivers ought not to drive on the pavement.
2. A good driver shouldn't drive carelessly.
3. One should not drive a car with worn-out tyres.
4. Parents ought to help their children crossed the road.
5. All road users shouldn't be reckless while using the road.
6. All busy roads ought not be narrow.
7. Morgan shouldn't stop in the middle of the road.
8. Traffic police officers shouldn't accept bribes.

LANGUAGE STRUCTURES

(c) The use of: ……mustn't……unless……

We used this structure to talk about what one must not do or what is not supposed to be done if a certain condition is not fulfilled.

Unless means if……not……

Examples

1. **You should not cross the road if it is not clear.**
   You must not cross the road unless it is clear.
2. **Peter should not go to school if he doesn't have a school uniform.**
   Peter must not go to school unless he has a school uniform.

TRIAL ACTIVITY

Re-write the following sentences using:_____mustn't_____unless_____

1. John should not drive my car if he doesn't have a driving permit.
2. You shouldn't turn on the headlight if it is not dark.
3. A good driver should not drive a car if it doesn't have a functional brakes
4. One must not have a driving permit if one doesn't know the Highway Code.
5. The suspect should not go away if the policeman hasn't come.

LANGUAGE STRUCTURES

The use of:……as soon as……

This structure is used to mean shortest possible time something happens.

It means the same as: immediately

Examples

1. **The driver lost control. The brakes failed.**
   The driver lost control **as soon as** the brakes failed.
2. **I called my friend. I reached the zebra crossing.**
   I called my friend **as soon as** I reached the zebra crossing.
3. **There were no more cars coming. The pupils crossed the road.**
   The pupils crossed the road as soon as there were no more cars coming.
4. **The driver knocked the pedestrian. He ran away.**
   The driver ran away as soon as he knocked the pedestrian.

TRIAL ACTIVITY

Complete these sentences using:_____as soon as_____

1. The traffic officer stopped the car_____we left the park.
2. The driver stopped the car_____the traffic lights flashed red.

Join these sentences using:_____as soon as_____

1. He switched on the wipers. It raining heavily.
2. The vehicles started moving. The traffic light showed green.
3. He jumped off the lorry. It reached the humps.
4. The reckless motorist ran away. The policeman called him.
5. The driver started the engine. It started raining.
6. The boy died. The boy was knocked down by a motorist.
7. Mark was given first aid. He got an accident.
8. John bought his motorcycle. He sold his gardens.
9. The driver stopped the vehicle. We reach the zebra crossing.

LANGUAGE STRUCTURES

The use of: ……immediately……

This structure is used to talk about something that happened soon after the other. It is used in the same way as **….as soon as……**

Examples

1. **The driver lost control. The brakes failed.**
   The driver lost control **immediately** the brakes failed.
2. **I called my friend. I reached the zebra crossing.**
   I called my friend **immediately** I reached the zebra crossing.

TRIAL ACTIVITY

Re-write these sentences using:_____immediately_____

1. As soon as Cathy wrote her letter, she edited it.
2. The driver caused the accident. He was arrested.
3. The car crashed. The police officers arrived.
4. Karen boarded the car. She fastened the seat-belt.
5. Tom saw pot-holes. Tom reduced the speed of the car.
6. The driver opened the door. Daniel removed the luggage from the boot.
7. The traffic police officer signaled. The motorist stopped.
8. We came out of the taxi. It started burning.
9. The driver died. He was beaten by the mob.

LANGUAGE STRUCTURES

C). Use of: No sooner……

No sooner goes with **had** then **than** to mean what happened soon after another. It means the same as **immediately** and **as soon as**.

Examples

1. The taxi started moving just as all the passengers sat.

No sooner had all the passengers sat than the taxi started moving.

2. The moment Kazibwe read his e-mail, he sent the reply.

No sooner had Kazibwe read his e-mail than he sent the reply.

3. The girl died immediately the vehicle ran over her.

No sooner had the vehicle run over the girl than she died.

TRIAL ACTIVITY

Re-write these sentences using: No sooner……

1. Philip crossed the road immediately the vehicle left.
2. Kyagaba started the car. The traffic police officer blew the whistle.
3. I started crying as soon as I received the bad news.
4. Immediately the police officer picked the gun, the suspect ran away.
5. Barely had the doctor arrived when the patient started crying.
6. Just as it stopped raining, we started the journey.
7. The moment the teacher read the interview results,Morgan shouted with joy.

LANGUAGE STRUCTURES

c) The use of ….because….

We use the structure to tell us the reason why something happened or the reason for doing something

Examples

1. **The car knocked Hamza down. Hamza's bicycle had weak brakes.**
   The car knocked Hamza down because his bicycle had weak brakes.
2. **Sarah's father's car broke down she came to the school late.**
   Sarah came to school late because her father's car broke down.

TRIAL ACTIVITY

Join the sentences below using:_____because_____

1. Angela was knocked down. She crossed the road while running.
2. My father didn't drive a car. He was sick.
3. The victims died. They did not get any first aid.
4. The cyclists beat him. He had stolen a helmet.
5. Moses drank a lot of water. He was very thirsty.
6. I did not get the taxi. I woke up very late.
7. David got an accident. He was driving carelessly.
8. Our bus driver has never caused any accident. He drivers carefully.
9. He drove badly. He didn't know the Highway Code.
10. We gave Irene first aid. She was injured by a reckless motorist.

LANGUAGE STRUCTURES

Modal / Defective verbs:

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

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

The use of……Should……,

…….ought to……

These are modal verbs of obligation, duty advice.

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

Examples

Rewrite these sentences using:_____ought_____

1. **You should respect elders**.
   You ought to respect elders.
2. **Children should obey their parents.**
   Children ought to obey their parents.
3. **Tom should stop smoking.**

Tom ought to stop smoking.

4. **You shouldn't deceive people**.
   You ought not to deceive people.

TRIAL ACTIVITY

Rewrite these sentences using:_____ought to_____

1. You should stop smoking since it causes lung cancer.
2. People should boil drinking water to make it safe.
3. You should revise your books in preparation for exams.
4. Children should obey their parents.
5. He should apologize to the headmaster.
6. They should go for further studies.
7. You should know the highway code.
8. Young people should cross the roads carefully.
9. All road users should respect the traffic rules.
10. Anita must ne careful while crossing the busy road.

GRAMMAR

PRESENT CONTINUOUS TENSE

It is also called the now tense. The helping verbs are "is" "am" and "are" when constructing a sentence, you add "-ing" to the main verb.

Note: Main verbs with short vowels before the final consonant double the final consonants and then take "-ing" at the end.

Affirmative sentences

1. She is working now.
2. They are swimming in the river.
3. My sister is putting the cup on the table.

Affirmative sentences can be changed to negative sentences.

1. **The mechanic is working now.**
   The mechanic is not working now.
2. **I am going with my father today.**
   I am not going with my father today.
3. **My sister is learning to drive a car.**
   My sister is not learning to drive a car.

ACTIVITY

Turn the following sentences into affirmative

1. The motorist isn't driving very fact.
2. The cyclists aren't riding carefully.
3. School children are not crossing the road from zebra crossing.

Use the correct word in the brackets to complete these sentences.

1. Our teacher is_____us how to cross the busy road.(show)
2. Tom and Kety are_____the roads carelessly. (cross)
3. Betty is_____her new car now. (drive)

Fill in the blank spaces sensibly.

1. The pedestrians_____crossing the roads now.
2. Our driver_____starting the engine now.
3. We_____learning safety on the road now.

4. We_____fixing Juma first aid.
5. They_____coming to rescue the driver who caused the accident.

GRAMMAR

FUTURE SIMPLE TENSE

It expresses what will happen in future/ tomorrow.

We use **will** and **shall** as the helping verbs in this tense.

I, We	shall, shan't	It, He, She, They	will, won't

The negative forms of these helping verbs are **won't** for will and **shan't** for shall.

Examples

Affirmative sentences

1. We shall help you to cross the road.
2. You will pay for this repair next weekend.
3. Mary and Martha shall learn how to cross the busy roads.

Affirmative sentences can be changed to negative sentences.

When changing affirmative to negative sentences in this tense, we only change thehelping verbs as below.

- **Shall** changes to shall not which in short is **shan't**
- **Will** changes to will not which in short is **won't**

Examples

1. **We shall help you to cross the road.**
   We shan't help you to cross the road.
2. **You will pay for this repair next weekend.**
   You won't pay for this repair next weekend.
3. **Mary and Martha shall learn how to cross the busy roads.**
   Mary and Martha shan't learn how to cross the busy roads.

GRAMMAR

The Present Perfect Tense

This tense names an action finished in the past but which still has something to do with the present. The action happens a few moments before the present time.

The present perfect tense is formed with **has** or **have+ past participle**

Has is used with singular while **have** is used with plural pronoun and pronoun I.

Examples

1. We have crossed the road beautifully.
2. I have driven on the street carefully
3. She has checked on the car properly.
4. He has driven his car gently.

GRAMMAR

ADVERBS

Adverbs are words that modify verbs or tell us how, when an action take place.

FORMATION OF ADVERBS

Most adverbs are formed out of adjectives by simply adding "ly"

Adjective	adverb		Adjective	adverb
clear	clearly		pain	painful
accidental	accidentally		proud	proudly
sudden	suddenly		skillful	skillfully
quick	quickly		anxious	anxiously
royal	royally		poor	poorly
grateful	gratefully		annual	annually
fair	fairly		careful	carefully
mental	mentally		cheap	cheaply
equal	equally		hopeful	hopefully
clever	cleverly		practical	practically

Adverbs which are formed from adjectives by adding 'ly' after changing 'y' to 'I'
Examples

Adjective	Adverb		Adjective	Adverb
angry	angrily		easy	easily
lucky	luckily		hungry	hungrily
steady	steadily		noisy	noisily
heavy	heavily		merry	merrily
lazy	lazily		clumsy	clumsily

Other adverbs are formed by dropping 'e' and adding 'ly'

Adjective	Adverb		Adjective	Adverb
sensibly	sensibly		simple	simply
possible	possibly		terrible	terribly
gentle	gently		miserable	miserably
suitable	suitably		probable	probably
immediate	immediately		humble	humbly

Some adverbs are the same as adjectives e.g. hard, fast, well, late, early, better, next
Adverbs formed from nouns

Noun	adverb	Noun	adverb
danger	dangerous	force	forcefully
haste	hastily	nature	naturally
courage	courageously	office	officially
wonder	wonderfully	centre	centrally
cheer	cheerfully	active	actively

Comparison of adverbs by adding 'more' and 'most'

bravely	more bravely	most bravely
clearly	more clearly	most clearly
briefly	more briefly	most briefly
easily	more easily	most easily
freely	more freely	most freely
happily	more happily	most happily
loudly	more loudly	most loudly
quickly	more quickly	most quickly
slowly	more slowly	most slowly

ACTIVITY

Form adverbs from each of the following words

Horrible, able, nice, bad, cruel, whole, worth, careful, cheer,

Use the correct form of the words in brackets to complete each sentence

1. That girl writes very_____.(slow)
2. I did my work_____.because I was in a hurry. (bad)
3. The headmaster_____walked into his office. (hurry)
4. It rained_____last night. (heavy)
5. The little girl_____gave a speech. (courage)
6. The basket was_____woven. (beauty)
7. _____the teacher entered the room the pupils stoop up. (immediate)
8. We were_____welcomed by the waiter. (warm)

COMPREHENSION

PASSAGE

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

Nakku was overjoyed for several reasons. To begin with, she was going to travel by bus for the very first time. Secondly, it was going to be her first visit to Kampala, the capital city. She was going to see many road signs that she had learnt in Social studies and English as well.

She sat close to the driver and hoped to see everything along the way.

"Fasten your seat belts please," the driver ordered. When everybody was seated, the huge bus let out some black smoke as it set off.

Although Nakku hardly slept a wink the previous night, she was so anxious that she vowed to remain awake throughout the journey. She therefore joined the other pupils in singing loudly to ensure that she stayed awake and alert.

As she was singing, she started sleeping and suddenly the huge bus jerked into a stop disrupting her sweet sleep. She rubbed her eyes and opened them widely.

Oh we are at a Zebra-crossing and we have to let the pedestrians cross before we can precede, teacher Kato explained clearly.

There were so many other road users that the bus could not move as fast as Nakku and other passengers would have liked.

There were Lorries, taxis, cars and motorcycles. There were bicycles and carts too.

Traffic was really heavy, we soon found ourselves in one of the long queues of the slow – moving vehicles. There were other queues both on the right and on the left.

Teacher Kato explained that the bus had stopped as a result of traffic jam.

After a short distance, the pupils saw a signpost showing directions to different places after which they saw some traffic lights and when the light turned red, Musa, the driver applied the emergency brakes which made the passengers jerk forward. Were it not for the safety belt, Nakku could have fallen.

All the vehicles which were moving into town were stopped by the traffic police officer in smart white uniforms were at the roundabout.

One of the traffic police officer gave a signal for the vehicles to move. As we started, there were sharp corners a head but the driver negotiated them carefully.

"As the passengers were admiring the tall buildings in the city when the bus came to an abrupt halt" This has been a black spot. I think there is need for humps," the driver announced.

QUESTIONS

(a) What made Nakku to be overjoyed?
(b) Why did Nakku sit close to the driver?
(c) What is the importance of a seat belt in a car?
(d) Why did the driver had to stop at the Zebra- crossing?
(e) What is the name of the driver?
(f) Why did Nakku join the other passengers in singing?
(g) Why did the writer refer to the bus as moving at a snail's pace?
(h) What did Musa the driver do when the traffic lights turned red?
(i) In your opinion, what should drivers do when they are nearing the black spots on the road?
(j) According to the driver, what road sign should be put at the black spot?
(k) Give any one reason.
(l) Suggest a suitable title for the passage.

COMPREHENSION

PASSAGE

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

The pupils of Wansale primary school went for a tour, in the capital city they went around the whole city and saw many things.
When they came back from the city they had too many questions on traffic rules.
Their teachers of English and Social studies decided to invite one of the police inspectors from Buloopa police station to the school to address the pupils on road safety.

The inspector left the head teacher's office in the company of teacher Mukose and addressed both the pupils and the teachers. The inspector was holding a small book entitled "The Highway code and he kept on referring to it. He also said that the work of the police traffic officers is to ensure that there is safety on the roads.
He also informed the school that the police collaborate with the Ministry of Works and Transport to see that all road users are safe.

The inspector said that the pedestrians should always use a foot paths at all times. Pedestrians should also avoid crossing the road at points where they cannot see both ends of the road clearly. These are places behind the parked vehicles, at the road bends or where there is a hillock. Instead, they should cross the road where it is straight and can clearly see both sides of the road.
In towns and busy areas on the road, they should cross at the zebra-crossing or on an overhead pedestrian's bridge. Before crossing the road, one should look left, right and then left again to confirm that there is no vehicles coming before one crosses the road. Drivers should be patient with other road users. They should let the pedestrians cross without hooting at them and especially when crossing the road.

Vehicles should be in a good mechanical condition because those without side mirrors, faulty brakes headlights, light reflectors and tyres without treads have been a major cause of road accidents. Drunkards and careless drivers also cause accidents on the roads.

In conclusion, both the cyclists and the passenger should wear helmets and reflector to be visible in the dark.

Thank you for listening to me. The pupils gave him a thunderous clap as he sat down. The pupils asked some questions about traffic dangers which the inspector answered properly.

Inspector Mwala
OC Buloopa station

Questions

(a) What was the name of the inspector?
(b) Which school did the inspector visit?
(c) Mention any two traffic dangers?
(d) Which road user is supposed to use the foot paths?
(e) Which area should the pedestrians avoid crossing from?
(f) Who invited the inspector to Wansale primary school?
(g) Which book was the inspector referring to while addressing the school?
(h) Mention two areas where the pedestrians should cross from?
(i) Write OC in full.
(j) Which police station was the inspector come from?

COMPREHENSION

DIALOGUE

Below is the dialogue between Robert and Stella. Read it and answer the questions that follow in full sentences.

Robert:	Good morning, Stella.
Stella:	Good morning, Robert.
Robert:	Why are you late today?
Stella:	My father's car had a mechanical problem last evening and it also had a flat tyre so I had to walk to school that is why I am late.
Robert:	You walked to school? Where do you live?
Stella:	We live at Muyenga tank hill and my dad told me to walk to school.
Robert:	Was it a punishment? What crime did you committee?
Stella:	No it wasn't .a crime. Dad told me to walk and get the experience the he went through while still studying.
Robert:	Oh no! That road is very busy with traffic. How did you manage to all the busy roads?
Stella:	I used the foot paths it is very safe for pedestrians.
Robert:	Oh, that was very good. How about crossing the road?
Stella:	It was very tricky so I had to cross from where the Zebra crossing was.
Robert:	That was very good. How did you manage to cross from where there was no Zebra crossing?
Stella:	It was a nightmare, I waited for a long time until the road cleared but then I had to look left, right and left again when the road was clear, I crossed.
Robert:	You are very clever Stella. How did you know all this?
Stella:	My teacher of English taught us how to cross the road safely.
Robert:	Ha-ha, you survived the reckless taxi drivers, motorcyclists and Crazy motorists.
Stella:	Yes; the good thing there were traffic police officers at every Junction and black spots too.
Robert:	What were they doing at the road?
Stella:	They were controlling the traffic and arresting whoever was driving from the shoulders to overtake.
Robert:	Okay, see you later Stella.

Stella:	Okay, Robert bye.

Questions

(a) How many people are taking part in the dialogue?
(b) How did Stella cross the busy road?
(c) Why did Stella walk to school that day?
(d) Where does Stella reside?
(e) What crime did Stella committee?
(f) Where do pedestrians walk from on a busy road?
(g) How did Stella manage to cross the road without using a Zebra crossing?
(h) In case there was no traffic police officer, what helps the drivers to use the road safely at roundabouts and at junctions?
(i) Apart from drivers, mention any other two road users.
(j) Suggest a suitable title for the conversation.

COMPREHENSION

POEM

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

ON THE ROAD

From dawn to dusk,
Morning to sunset,
Roads are full of different road users,
Heading to various destinations,
In the city or village.

Pedestrians trek on the pavement,
Passengers sit comfortably in taxis and buses,
As they pass by,
Trees appear as if they are running backward,
Yet they're stationary.

Hand signals, traffic light, indicators,
And horns are used for communication,
The red light commands the driver to stop,
Orange light alerts him to get ready,
While the green light tells him to move forward.

With an indicator, one can make a left or right turn,
Traffic officers help to maintain law and order on the road,
They stand at the road junctions,
Smartly dressed in their uniforms,
Because the safety of the road is for all.

Akol Pauline

Questions

1. How many stanzas does the above poem have?
2. According to stanza one, what are roads full of?
3. Where are road users heading to?
4. Who trek on the pavements according to the stanza two?
5. Where do passengers sit comfortably?
6. Who help to maintain law and order on the road?

7. Mention any**one** road user in the poem.
8. Which traffic light tells the driver to move forward?
9. Give another word or a group of words with the same meaning as the following words used in the poem
   a) destination
   b) trek
   c) pedestrians
10. What happens to trees as the passengers pass by?

COMPOSITION

JUMBLED SENTENCES

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

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

COMPOSITION

GUIDED DIALOGUE

Below is a dialogue between the O.C traffic and a taxi driver.
Complete it by filling in what do you think what were O.C's questions or statements

O.C traffic:	
Taxi driver:	Good morning, Officer.
O.C traffic:	
Taxi driver:	I am 33 years old.
O.C traffic:	
Taxi driver:	Yes, officer. I have a driving permit.
O.C traffic:	
Taxi driver:	No, officer, this taxi is not mine.
O.C traffic:	
Taxi driver:	It belongs to my uncle.
O.C traffic:	
Taxi driver:	There are eighteen passengers in the taxi, sir.
O.C traffic:	
Taxi driver:	I am coming from Kasese.
O.C traffic:	
Taxi driver:	This taxi is lenses to carry 14 passengers only.
O.C traffic:	
Taxi driver:	I am sorry officer. I know very well that overloading and over speeding are very serious offenses that can cause accidents.
O.C traffic:	
Taxi driver:	Please, officer. Do not take me to court now. Do me a favour. Here is

	something for you sir.
O.C traffic:	Shut up your mouth. Officer does not take bribes.

Guided composition

Fill in the blanks with suitable words given below.

careful	road signs	killed	green	headteacher
pedestrians	traffic police	signal	zebra crossing	pavement

Last Friday, our_____addressed the whole school.
With deep sorrow, he informed the school about an accident in which a motorist had knocked down one of the pupils in primary three.
The driver did not_____to show where he was going to turn. The_____tried to stop him but instead he drove off very fast.
The headteacher asked all the pupils to cross at the_____.
He told them that_____must walk on the_____.
Every pupil should know the rules of the Highway Code and learn the important_____.
"if you want to cross the road, you must look left, right, then left again. If it is safe, cross quickly but do not run." The pupil would not have been_____if she had been_____.
At the junction, observe the traffic lights carefully. Red means the traffic must stop, _____means it is safe to go and Yellow or amber means drivers should get ready to stop or to go.

SUB TOPIC II: TRAFFIC DANGERS

VOCABULARY

Dictionary workwith

1. Looking up meanings and proper pronunciation
2. Describing vocabulary

VOCABULARY LESSON 1

1. **crossroad:**	A place where two roads meet and cross. **John lost his direction when he reached the crossroad.**
2. junction:	A place where roads meet but do not cross each other. **It is not safe to cross the road from the junction.**
3. roundabout:	A multiple road junctions in the form of a circle. **We shall take our photographs from the main roundabout.**
4. accidents:	unpleasant sudden occurrence that can lead to injury or death **Both over speeding and over loading cause accidents.**
5. traffic light:	A set of green, orange and red color light used for controlling road users on busy roads. **There are more traffic lights in Kampala city than in Gulu city.**
6. side paths:	A space where people can walk at the side of the road. **Motorists must not park from the narrow side paths.**
7. first aid:	First help given to a person who has got an accident. **Peter was given first aid before being taken to the hospital.**
8. overload:	To put too greater load on something. **The driver overloaded the school truck.**

VOCABULARY PRACTICE

Fill in the blank space with a suitable word.

1. Not_____is john a footballer but also a first aider.
2. Our traffic police records daily events in his_____.
3. Morgan jumped_____the bicycle when its tyre burst.
4. I succeeded_____in crossing the road from the junction.
5. If we worked hard, we_____pass this examination.

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

6. All cyclists must ride with both hands on the handle_____. (bar)
7. A teacher is as_____as a driver.(importance)
8. Mugalu was the_____boy to get accident at the crossroad. (five)
9. How many_____did Mrs. Bukenya have in his bus? (luggage)
10. What a day it was! (rain)
11. The touristclimbed the mountain up to the highest peak. (slow)
12. Our teacher of English is a very _____lady.(knowledge)
13. I know the__between the crossroad and the junction. (differ)
14. John was given first aid when he__an accident. (get)
15. That old driver__caused the accident.(narrow)

VOCABULARY LESSON II

1. Careful:	taking care/ Avoiding hurting or damaging/ to do things with great care **All cyclists must cross the roads carefully.**
2. **Highway**:	a public road connecting towns and cities **Entebbe highway is the widest of all roads in Uganda.**
3. **Traffic island:**	area in the middle of the road where you can stop until it is safe for you to cross **The hawker has been standing on the traffic island for five hours.**
4. **Highway Code**:	the official rules for drivers and other users of public roads A book containing traffic rules **All road users must learn and respect the Highway Code.**
5. **road humps:**	**raised parts of the road that reduced the speed of vehicles** **Mark fell off the motorcycle from that road hump.**
6. **scene**:	the place where unpleasant thing happens **The traffic police officers reached the accident scene very late.**
7. **Fatal**:	something deadly **The fatal accident claimed the lives of fifteen passengers.**
8. rail crossing:	a point where the railway line crosses the road **The accident happened at the rail crossing.**

VOCABULARY PRACTICE II

Write the full form of the given abbreviations.

1. Capt. Mubiru was walking along Mukulu highway.
2. We've learnt the Highway Code today**.**

Rewrite the sentences giving a single word for the underlined group of words.

3. We met Morgan at a **point where the railway crosses the road** in Jinja.
4. Migadde has never seen a **set of green, orange and red color light used for controlling road users on busy roads**fromKampala.

5. The accident occurred from the place where two roads meet and cross in Amuca.
   Give the plural form of these words.

6. traffic island
7. road hump
8. **Use each of the given words in a sentence to show that you know the difference in their meaning.**
9. scene
10. seen

Rearrange the given words in alphabetical order.

11. speed, avenue, street , accident
12. gruesome, avenue, street, collision

Rearrange the given words to form a correct sentence.

13. father's I occupation his know.
14. traffic value light Of a what is?
15. careless What a cyclist is Tom !

VOCABULARY LESSON III	
1. **Ambulance**:	A special vehicle for transporting patients. **The patient was put in an ambulance and rushed to Mulago referral Hospital.**
2. **Hearse**:	A special vehicle for transporting dead people. **Our late bursar was transported by A-Plus funeral hearse.**
3. **Destination**:	A final place where one is going to. **We shall pay our fare when we reach our destination.**
4. Black spot:	A part of the road where accidents are very common. **The junction in Nanda is the main black spot along Kampala-Gulu highway.**
5. Casualty:	**A** person who has got an accident. **Ten casualties survived in Nanda fatal accident.**
6. careless :	To do thing in a reckless way. **All pedestrians must not cross the roads carelessly.**
7. **Hand signal**:	A message delivered using the hand. **The cyclist used hand signal to show where he was crossing from.**
8. **Pothole**:	A large rough hole in the surface of the road that is formed by traffic and bad weather. **The potholes made the road to our village floody.**

VOCABULARY PRACTICE III

Rearrange the given words to form a correct sentence.

1. we reach Shall destination our late very?
2. careless What a motorist is John!
3. A mechanic want to be I.

Rearrange the given words in alphabetical order.

4. gruesome, gullet, glutton, green
5. careless, care, carefree, carefully, carelessly

Rewrite the sentences giving the opposite of the underlined word.

6. The conductor **<u>deposits</u>** the fare he collects daily.
7. Our **<u>uncle</u>** will visit us tomorrow

Write the short form of the given abbreviations.

8. Rev.
9. UNRA

Rewrite the sentences giving a single word for the underlined group of words.

10. Maria was put in **a special vehicle for transporting patients** and rushed to Mulago referral Hospital.
11. The junction in Nanda is the **main part of the road where accidents are very common** along Kampala-Gulu highway.
12. Several **people who have got accidents** survived in Mabira fatal accident.
13. He did not cross the road **in a correct way**.

VOCABULARY LESSON IV	
1. **speed:**	the state of moving quickly **It is risky to over speed the vehicle.**
2. **overload:**	to load excessively **Our school driver was arrested because of overloading.**
3. **collision:**	two things coming in a sudden contact **The fatal accident was caused by head on collusion between the two taxis.**
4. **avenue:**	abroad street **We met Great Mark at Obote Avenue in Lira city.**
5. **street :**	a paved part of the road **John perished in a road accident which took place at Lumumba Street in Kampala.**
6. **gruesome:**	scaring or shocking information **The news about the death of his father in road accident was very gruesome.**
7. **speedometer:**	a device that measures the current speed of a vehicle **The speedometer of my father's car is not functioning.**
8. **traffic lamps :**	lamps put along the roads to help the road users at night **Have you ever seen traffic lamps in Gulu city?**

Vocabulary practice

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

1. The smart boy kept on_____my clothes till we reached our destination. (dirty)
2. One pedestrian_____fell down on the road. (sudden)
3. Our teacher spoke_____about Highway code and Road safety.(clear)
4. That cyclist is riding with a lot of_____on that busy road (carefully)
5. The triplets switched on the traffic light by_____them)
6. Samuel is_____his lorry now. (overload)
7. Pupils who are_____to their teacher usually get no road accidents. (obey)
8. Which book gives the correct_____of the word Hearse? (pronounce)
9. The_____of the twins was given a prize (smart)
10. The boy_____down to thank the traffic police officer who helped him to cross the road. (kneel)

Rewrite the sentences giving the plural form of the underlined word.

11. That is the widest **avenue** in our town.
12. Mugume sold the old traffic **lamp** to my father yesterday.

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

13. stopped The driver red the light shown when.
14. cyclist fell of The careless his bicycle.

Rewrite the sentences giving the opposite of the underlined word.

15. The **arrival** of the buses excited all the pupils.
16. Asil's **uncle** donated a new speedometer for our school bus.

LANGUAGE STRUCTURES

The use of:……may……if……

The structure is used to tell one what is likely to happen if a certain condition is not fulfilled. It's not a commanding word.

Examples

1. **Use a side path or else you will get an accident.**
   You may get an accident if you don't use a side path.
2. **Unless Jane wakes up early, she will miss the plane.**
   Jane may miss the plane if she doesn't wake up early.

TRIAL ACTIVITY

Rewrite the following sentences using: ……may……if……

1. Pedestrians should walk on the pavements or else they will be knocked down.
2. Do not play on the road or else you will get an accident
3. Hurry, or else you will miss the bus to Arua.
4. Practice hard or else you will not win the motor rally.
5. Look right, look left and right again or else you will not cross the road.

_____Should always_____

The structure is used when we are talking about what one needs to do regularly.

Examples

Join these sentences using:_____should always_____

1. We need to be aware of the Highway Code.
   We should always be aware of the Highway Code.
2. We need to be careful when crossing a busy road.
   We should always be careful when crossing a busy road.

Activity

Fill in the blank spaces using:…… should always……

1. Cyclists_____slow down near cross roads.
2. Pedestrians_____the side paths.
3. Motorists_____near the road humps.
4. Children_____avoid playing on the roads.
5. Teachers_____guide learners on know the Highway Code.

Join these sentences using: ……should always……

6. The cyclists ought to wear helmets.
7. Mugume must drive his car carefully.
8. Drivers need to turn on the headlight when it is dark
9. Pedestrians need to be careful when crossing the road.
10. Motorists need to be disciplined and patient while driving.

First_____next_____then_____

A structure like this one is used to show the correct order in which things happen.

Examples

Join these sentences using: First_____next_____then_____.

1. Get into the car. Fasten your seatbelt and drive.
   First get into the car, **next** fasten your seatbelt, **then** drive.
2. Slow down. Drive over the humps gently. Then you can increase the speed.
   First slow down, **next** drive over the humps gently,**then** you can increase the speed.

Activity

Rewrite these sentences using: First……next……then……

1. Get into a vehicle, get a seat, fasten a seatbelt.
2. Look left, look right, look left again and cross the road.
3. Put the gear in neutral, switch on the engine, engage the gear and drive.
4. Walk on the road, wait for vehicles to pass, cross carefully.
5. Look at the mirrors, check at the light, check the gears before you start the engine.
6. The traffic lights turn red, they turn orange, they turn green. Motorists can now go.
7. Check on the condition of the car, start the engine, drive away.
8. Go to a training school, buy a car and drive.

GRAMMAR

NOUNS

Nouns are naming words. Nouns name things, places animals and people.

Types of nouns.

These include

- Proper nouns
- Common nouns
- Collective nouns
- Abstract nouns

Proper nouns

These are particular names of people, places, mountains (Mt. Elgon), rivers (River Nile), countries (Uganda).

Common nouns

These are names of ordinary things e.g. city, town, school, village, hospital, country, etc.

Collective nouns.

A collective noun is a group name of people or things.

A team of players.
A flock of birds
A block of flats.
A bevy of beautiful girls
A fleet of ships
A herd of cattle
A bouquet of flowers
A bench of magistrates
A choir of singers
A bunch of keys
A crew of sailors
A board of directors
A host of Angels

A company of directors.
A congregation of people in church.

Exercise I

Supply a collective noun to complete each phrase.

1. A_____of ships
2. A_____of sailors
3. A_____of cattle
4. A_____of sheep
5. A_____of vehicles
6. A_____of fish
7. A_____of bees
8. A_____of soldiers
9. A_____of flowers
10. A_____of firewood.
11. A_____of monkeys
12. A_____of stamps
13. A_____of thieves
14. A_____of Bishops
15. A_____of wolves.

Abstract nouns:

Abstract nouns are names of things that we cannot see, touch or count but they are expressed in term of ideas, quantity and opinion.
These are names of ideas or feelings e.g. kindness, stupidity, happiness, cleverness,

FORMATION OF ABSTRACT NOUNS

Nouns can be formed from verbs, adjectives, and even from nouns. This is done by using suffixes.

Nouns from verbs are formed by using the following suffixes, ment, tion, ance, al, age, ence. Study the following examples

-ment

Verb	**noun**
enjoy	enjoyment
manage	management
commence	commencement
judge	judgment
move	movement
postpone	postponement

-sion

admit	admission
permit	permission
omit	omission
divide	division
extend	extension
persuade	persuasion

-tion

abolish	abolition
create	creation
pronounce	pronunciation
converse	conversation
oppose	opposition
publish	publication

-ance

assist	assistance
perform	performance
resemble	resemblance
resist	resistance
appear	appearance

transmit transmission

EXERCISE

Complete the sentences with the correct noun formation.

1. They played enough_____to their supervision. (loyal)
2. They went for_____in Dubai (busy)
3. His_____prevented us from talking the truth. (cruel)
4. _____of work wastes times. (repeat)
5. The new road had a good_____(expand)
6. Musa's_____over the matter was very good. (reveal)
7. It was her_____that enabled her to win the case. (innocent)
8. Katono's rapid_____is surprising everybody. (grow)
9. He was very weak at his_____(child)
10. The manager gave me a_____of five hundred thousand shillings. (lend)
11. Mary's_____to Womono was the poorest. (marry)
12. He was very stubborn during his_____(young)
13. Their_____didn't last long. (friend)
14. There is_____of food in Bushenyi. (scarce)
15. She has already made the_____for the job. (apply)

GRAMMAR

FORMATION OF ADJECTIVES

ADJECTIVES

Adjectives are words that are used to describe nouns (naming words) such as vehicle, driver and so on.

For example;

- vehicle - a **black** vehicle
- accident - a **fatal** accident
- traffic officer - an **honest** traffic officer

Forming adjectives

Many adjectives are formed from nouns and other words with the help of different suffixes as shown below.

By adding the suffix –ful

Forming adjective from nouns by adding '-able

Noun	**Adjective**	**Noun**	**Adjective**
charity		fashion	
misery		advice	**advisable**
service	**serviceable**	value	
wash		do	
walk		renew	
suit		charity	
eat		enjoy	
comfort		suit	
knowledge		digest	
value			

Adverbs formed from adjectives by adding the suffix_____ful

use	useful		care	careful
harm	harmful		faith	faithful

skill	skilful		hope	hopeful
mercy	merciful		mind	mindful
help	helpful		stress	stressful
spoon	spoonful		waste	wasteful

Forming adjectives from nouns by adding `_____ish'

Noun **Adjective** Noun **Adjective**

Child	childish	Woman	womanish
Fool		girl	
boy			

Forming adjectives from nouns using suffix –y

Noun	**Adjective**	**Noun**	**Adjective**
stone		rock	
star		juice	
swamp		salt	
taste		water	
wind		cloud	
sun		fault	
dirt		dust	dusty
rain			

Forming adjectives from nouns using suffix -al

Ancestor	ancestral	Centre	central
Region	regional	Colony	colonial
Instrument	instrumental	Choir	choral
Bible	Biblical	Office	official
nonsense	nonsensical	picture	pictorial
editor	editorial	method	methodical

Forming adjectives from nouns using suffix -some

Noun	**adjective**	Quarrel	quarrelsome
Tire	tiresome	Trouble	troublesome
Burden	burdensome	Awe	awesome
duel	duelsome		

Forming adjectives from nouns using suffix -ous

Mystery	mysterious	Disaster	disastrous
Vigour	vigorous	Pity	piteous
Space	spacious	Miracle	miraculous
Mischief	mischievous	Rebel	rebellious
Anxiety	anxious	Luxury	luxurious
Marvel	marvelous	Religion	religious
Fame	famous	Volume	voluminous
Adventure	mountainous	Humour	humorous
Mountain	adventurous	Fury	furious

12.Using suffix…….al

Exceptional

Pride	proud	Gold	golden/gold
Wool	woolen	Coward	cowardly
Fortune	fortunate	Wood	wooden
Compassion	compassionate	Affection	affectionate
passion	passionate		

6. Using suffix –ic e.g

Noun	**adjective**	**Noun**	**adjective**
Terror	terrific	Drama	dramatic
Energy	energetic	Sympathy	sympathetic
Empathy	empathetic	Hygiene	hygienic
Giant	gigantic	Centre	centric
Magnet	magnetic	Chaos	chaotic

Using suffix –an

Kenya	Kenyan		Africa	African
Rwanda	Rwandan		Tanzania	Tanzanian
Nigeria	Nigerian		Egypt	Egyptian
Ethiopia	Ethiopian		Uganda	Ugandan
Ghana	**Ghanaian**		Burundi	Burundian
Norway	Norwegian			

10. Using suffix –ory

Satisfy	satisfactory		Respire	respiratory
Circulate	circulatory		Congratulate	congratulatory
Advise	advisory		supervise	supervisory

11. Using suffix –ous

Study	studious		Poison	poisonous
Danger	dangerous		Courage	courageous

13. Adjectives of Nationality

Country	**People**	**Adjective**
Spain	Spaniard (S)	Spanish
Poland	Pole(s)	Polish
Denmark	Dane(s)	Danish
Finland	Finn(s)	Finnish
Turkey	Turk(s)	Turkish
Britain	Briton(s)	British
Scotland	Scot(s)	Scottish
Sweden	Swede(s)	Swedish
Burkina Faso	Burkinabe	Bur
Germany	German(s)	German
Botswana	Motswana/ Batswana	
Iraq	Iraqi(s)	Iraq
Israel	Israeli(s)	Israel
Somalia	Somali(s)	Somali

Niger	Nigerien(s)	Nigerien
Belgium	Belgian(s)	Belgian
Congo	Congolese	Congolese
Japan	Japanese	Japanese
South Sudan	South Sudanese	South Sudanese
China	Chinese	Chinese
Rwanda	Rwandan(s)	Rwandan

Comparison of adjectives

Adjectives exist in three degrees, namely(viz.);

1. Positive degree e.g. small, careful, weak etc.
2. Comparative degree e.g. smaller, more careful, weaker etc.
3. Superlative degree e.g. smallest, most careful, weakest etc.

Adjectives in the positive degree **do not compare** nouns, adjectives in the comparative degree **compare two** nouns and adjectives in the superlative degree are used **to compare three or more** nouns.

For example;

1. The saloon car is **old**.
2. The saloon car is **older** than the lorry.
3. The saloon car is **the oldest** of the three vehicles.

Adjectives form comparative and superlative degrees in different ways

A. By adding -r and -stonto positive degree.

Positive	**Comparative**	**Superlative**
large	larger	largest
brave	braver	bravest
wise	wiser	wisest
safe	safer	safest
nice	nicer	nicest
gentle	gentler	gentlest
rude	ruder	rudest
polite	politer	politest
humble	humbler	humblest
blue	bluer	bluest
free	freer	freest

B. **By adding -er and -est**

old	older	oldest
proud	prouder	proudest
kind	kinder	kindest
dull	duller	dullest
bright	brighter	brightest
clever	cleverer	cleverest
green	greener	greenest

C. **By changing y into i and then adding -er and -est**

heavy	heavier	heaviest
busy	busier	busiest

cloudy	cloudier	cloudiest
healthy	healthier	healthiest
noisy	noisier	noisiest
lucky	luckier	luckiest
juicy	juicier	juiciest
funny	funnier	funniest
silly	sillier	silliest
wealthy	wealthier	wealthiest
happy	happier	happiest
tidy	tidier	tidiest
dirty	dirtier	dirtiest
tasty	tastier	tastiest
dry	drier	driest
salty	saltier	saltiest
deadly	deadlier	deadliest
stealthy	stealthier	stealthiest

D. By doubling the last consonant adding -er/-est

thin	thinner	thinnest
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest
sad	sadder	saddest
red	redder	reddest
cruel	crueller	cruellest

E. **By using more and most**

beautiful	more beautiful	most beautiful
delicious	more delicious	most delicious
humorous	more humorous	most humorous
honest	more honest	most honest
efficient	more efficient	most efficient

F. **By changing the adjectives completely**

good	better	best
bad	worse	worst
little	less	least
many	more	most
much	more	most
ill	worse	worst

G. Exceptional

Far	farther/further	farthest/furthest
old	elder/older	eldest/oldest

Exercise

Complete the following sentences by inserting the correct degree of the adjective in brackets.

1. This is the…… book in the library. (thin)
2. The road to Masaka is…… than the one to Entebbe. (narrow)

3. We saw a……policewoman yesterday. (beautiful)
4. Of the twins, Nakato is the…… (pretty)
5. Pamela is the ……girl in our class. (brilliant)
6. Joseph has the……handwriting in our class. (poor)
7. These mangoes are quite……(juicy)
8. The church is……than any other buildings in the county. (tall)
9. Who is the…… of the triplets? (heavy)
10. This is the…… driver I have ever seen. (trustworthy)

GRAMMAR

ADJECTIVES

Application of comparative degree of adjectives in sentences

A) The use of: The……. the ……(Double comparison)

Examples

1. If you go high, it becomes cool.
   The higher you go, the cooler it becomes.
2. When one eats a lot of food, one will be strong.
   The more food one eats, the stronger one will be.

Exercise

Use: The……the ……in the sentences below.

1. If we work hard, we shall get good marks.
2. When the driver is careful, he can't cause many accidents.
3. As he stands very far, he becomes very small.
4. Drive very fact and you will get more accidents.
5. Wake up early and reach the school early.

B) The use of the (two) in comparative degree

Examples

1. Martha is taller than Benita.

Of the two girls, Martha is the taller.

2. A lion is rough but a leopard beats it in roughness.

Of the two animals, a leopard and a lion, the leopard is the rougher.

Exercise

1. Masaka Road is wide. Jinja Road is wider.
2. I am hardworking but Nankinga is more hardworking.
3. Rose is thin. Janet in not thin.
4. English is easier than Mathematics.
5. This car is new. Mine is the newer.
6. John drives fast. Mark drives foster.
7. John beats Tom in age and they are brothers.
8. Musana is lazier than Tomusange.
9. The driver is rough. He can't many passengers.

GRAMMAR

APPLICATION OF THE SUPERLATIVE DEGREE IN SENTENCES

Using: **Of the**……in sentences

Examples

1. There are three girls. Jamirah beats them in age.

Of the three girls, Jamirah is the oldest.

2. Our teachers live far away from the school. Mr. Mukasa lives the farthest.

Of all our teachers, Mr. Mukasa lives the farthest.

Exercise

Use: Of the ..... to rewrite these sentences

1. I beat all the children at home in happiness.
2. All the pupils are clever but Mary beats them all.
3. There are five markets. Nakasero market is the busiest.
4. Our sisters are old but Akello beats all in age.
5. Our chairs are old but yours is the oldest.
6. Of the runners, Timothy runs faster than all of them.

GRAMMAR

Order of Adjectives

At times, a noun is described by a number of adjectives. Without using conjunctions and commas, a specific order is followed in writing the adjectives.

This order is according to the acronym **NOPSSHACOM-PN** which stands for;

NUMBER	OPINION	SIZE	SHAPE	AGE	COLOUR	ORIGIN	MATERIAL	PURPOSE	NOUN
one, a, many, a few, some ten twenty first second	attractive, interesting good handsome, smart loving polite beautiful	small, thin short, long, deep, shallow tall, high big	circular, round, square, gigantic, triangular, zigzag, oval, rectangular	youthful, young, new, old, aged, modern, ancient	blue, reddish, bluish, brown, black indigo violet purple dark	German Somali Iraqi, Finnish European Ugandan Rwandan Tanzanian Ghanaian	Sisal Leather Plastic Metallic Wooden Woolen Ceramic Paper Synthetic	walking, racing, swimming wedding dancing learning reading writing	Stick Car Cloth Gown Hall Books Pen

Examples

a) an expensive small German wedding car.

b) many handsome tall youthful students.

c) some pretty new bluish Asian swimming costumes.

NB: Some adjectives are hidden in phrases for the learners to form.

For example;

- made of metal - metallic
- made of wood wooden
- from India - Indian
- with three legs - three – legged
- with a light skin - light – skinned
- made of wool - woolen
- lasting two hours - two – hour
- lasting ten minutes - ten – minute
- without teeth - toothless
- with one eye - one – eyed
- with a bald head - bald – headed

TRIAL ACTIVITY

Rewrite the sentences below without using 'and / which / who/ commas.

1. My father bought a car. It was small. It was white.
2. We walked along a road. It was wide. It was beautiful.
3. The minister has a chauffeur. The chauffeur is tall. The chauffeur is intelligent.
4. We saw a traffic officer. He was a Ugandan. He had one eye. He had thin legs.
5. We sit at desks. They are black. They are wooden and small.
6. Kazinda saw a man. The man had a light skin. The man was from Germany.
7. Maria uses a blanket. It is made out of wool. It is small. It is new.
8. I saw a taxi. It was new and attractive. It was also small.
9. Our class has doors. They are made out of metal. They are rectangular in shape.
10. A woman was injured in an accident. She was old. She was ugly. She was from Italy.
11. Our teachers are in a meeting. It will take them one hour.
12. The President has sent a delegation to Australia. It comprises of eight men.

LANGUAGE STRUCTURES

Using:_____because _____

This conjunction is used to connect related ideas in a sentence and to give a reason for an action or occurrence.

Examples

1. **Sarah was knocked down by a car. She crossed the road carelessly.**
   Sarah was knocked down by a car because she crossed the road carelessly.
2. **Jane cannot cross the road alone. She is very young.**
   Jane cannot cross the road alone because she is very young.

Complete these sentences using:.....because.....

1. The bus stopped at the zebra crossings_____the pedestrians were crossing.
2. Faisal was arrested_____of over speeding.
3. Road humps are put on roads_____they slow down speeding motorists.
4. He was taken to the hospital_____he was knocked down by a speeding car.
5. John was detained by the traffic police_____he caused the accident.

Join these sentences using:_____because_____

1. He was not appointed as a driver. He was illiterate.
2. She was not promoted to Primary Six. She writes poorly.
3. He did not write the exams. He was sick.
4. Many people like my father because he is generous.
5. The bus driver left him. He was late.
6. There is no theft at our school. There is tight security.
7. Most teachers dislike Katusaabe. She is very lazy.

Using:_____because of_____
_____due to_____

These conjunctions are used to give a reason for an action or occurrence.
They are usually followed by a noun.

Examples

1. The motorist was careless. He knocked down a cyclist.
   - ✓ The motorist knocked down a cyclist **because o**f carelessness.
   - ✓ The motorist knocked down a cyclist **due to** carelessness.

2. Gloria ate all the food. She was very hungry.
   - ✓ Gloria ate all the food due to hunger.

- ✓ Gloria ate all the food because of hunger.

TRIAL ACTIVITY

Join the following sentences using: ……because of ……

1. The chauffeur was arrested. He was driving carelessly.
2. The driver caused an accident. He failed to recognize road signs.
3. The government has issued a new highway code. There is an increase in traffic accidents.
4. Several pedestrians were knocked down by a bus. They were playing on the road.

Join the following sentences using: ……due to……

8. He was not appointed as a driver. He was illiterate.
9. She was not promoted to Primary Six. She writes poorly.
10. He did not write the exams. He was sick.
11. Many people like my father because he is generous.

Rewrite these sentences as instructed in the brackets.

12. There is no theft at our school because there is tight security.
    (Rewrite the sentence using: ……..because of……)
13. Most teachers dislike Katusaabe because she is very lazy.
    (Rewrite the sentence using: ……..due to ……)

LANGUAGE STRUCTURES

Using: ……so……that……

Examples

1. The dog was very big. It frightened us all.
The dog was so big that it frightened us all.

2. That boy is very active. All teachers like him.
That boy is so active that all teachers like him.

Exercise

Rewrite the sentences below using:_____so_____that _____

1. The accident was very terrible. Many people were reported dead.
2. John is very careful. He walks on the right side of the road.
3. The day was very misty. Drivers could not notice some road signs.
4. Accidents are very common. We must all avoid them.
5. This park is very insecure. You cannot leave your car here for six hours.
6. Speeding is very deadly. Many lives have been lost due to speeding.
7. The laughter was extremely loud. It scared us all.
8. We had a very old vehicle. We did not travel with comfort.
9. The chauffeur is very proud. People do not want to hire him.
10. The journey was very interesting. We managed to tour the taxi park.

LANGUAGE STRUCTURES

Using: ……so that……can/could…..

……so that …… is used to mean the same as: (i)……**in order to…..**

(ii) ……**so as to**…….

The conjunctions are used to state the reason for doing something.

The conjunction **'so that'** is usually used with **'can'** in the present tense and **'could'** in the past simple tense.

Examples

1. The traffic police arrived. They wanted to control the traffic jam.
The traffic police arrived **so that** they **could** control the traffic jam.

2. I will wake up very early in the morning. My intension is to board the 5:00 O'clock bus.

I will wake up very early in the morning **so that** I **can** board the 5:00 O'clock bus.

TRIAL ACTIVITY

Rewrite the following sentences using:_____so that _____

1. The motorist braked his vehicle. His intension was to avoid knocking down a pedestrian.
2. The traffic officer stopped the driver. He wanted to look at the driver's driving permit.
3. Kintu joined the driving school so as to learn how to drive buses.
4. Most chauffeurs drive carefully. Their intention is to avoid accidents.
5. I woke up very early in the morning in order to catch the 5:00 O'clock bus.
6. The driver wiped the windscreens. He wanted to see where he was heading.
7. Dad sped up in order to reach his destination in time.
8. Our teachers teach us about road safety. They want us to be safe on the road.
9. My mother drove off very early. She wanted to dodge traffic jam.
10. The traffic stopped at the zebra crossing. The reason was the pedestrians to cross the road.

COMPREHENSION

Passage

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

An accident at a zebra crossing

One Saturday morning I witnessed an accident at a zebra crossing. I was going with my mother to do our weekly shopping and we had been caught up in the traffic jam. When we approached the zebra crossing, we stopped to allow some pedestrians to cross the road. In the meantime, I kept myself busy by studying the sign posts.

After sometime, we heard the regular sounding of the car horns. It was a fleet of bridal cars, all of them sleek Pajeros. Beep! Beep! They went as all the other cars gave way.
Suddenly a speeding taxi appeared from nowhere and knocked down a man who was crossing the road.
The reckless driver had been talking on a mobile phone. In the process he rammed into one of the bridal cars in the opposite direction. The man was thrown off his feet onto the road, where he lay unconsciously. My mother being a nurse, rushed over to him in order to give first aid. I quickly took note of the taxi registration number and wrote it on a piece of paper.

Soon, a curious crowd had gathered at the scene and everyone was talking at once. The taxi driver tried to escape but some youth stopped him and started beating him up. In the midst of all this confusion, the police patrol arrived. One police officer, who seemed to be the patrol leader, asked what had happened. Everyone started talking in excitement. At the moment, the police officer pointed to my mother and asked her to describe what she had seen. She did this as he wrote some notes in a little notebook.
Afterwards, he thanked her and called two other policemen to carry the victim onto the police patrol pickup truck.

The police officer pointed out that most accidents were caused by careless drivers. "These drivers," he said, "over speed and they do not read of follow the road signs, let alone respect other road users."

Two breakdown trucks arrived. One towed away the damaged Pajero car. Another one towed away the taxi. The police confiscated the reckless driver's driving permit and arrested him. "Serves you right," shouted the crowd as they waved their fists in his face.

TRIAL ACTIVITY

1. Where did the accident take place?
2. What was the writer studying when the accident happened?
3. How did the accident happened?
4. Why was the driver beaten by the youth?
5. Which vehicles did the break down truck tow?
6. How could the taxi driver have avoided the accident?
7. According to the passage, when did the accident happen?
8. Give the meaning of these words as used in the passage;
   (a) fleet……..
   (b) rammed……
   (c) scene……

COMPREHENSION

DIALOGUE

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

Jovia: Eh! The road is too busy today.
Scovia: Oh yeah! The traffic is heavy as it has always been on Jinja Road.
Jovia: There goes Monica's Dad. Why does he wear that cap when riding the motorcycle?
Scovia: It isn't a cap; it is called a helmet. It protects the head in case there is an accident.
Jovia: Is it that necessary?
Scovia: Yes, cyclists and motorcyclist must <u>wear</u> helmets.
Jovia: Then, how about motorists?
Scovia: As soon as they enter the cars, they must tighten their seat belts.
Jovia: We are late for the market, let us cross now.
Scovia: Sister, mum told us that we must not cross the road unless it is clear.
Jovia: Oh! Sorry! I was only <u>minding</u> about time.
Scovia:Mind about nothing else when you're on the road, be careful and don't play on the road.
Jovia: Thanks for the advice, big sis.

TRIAL ACTIVITY

a) What is the dialogue about?
b) Who are involved in the dialogue?
c) Which road was busy that day?
d) Who wears the helmet when riding a motorcycle?
e) According to the dialogue, of what use is the helmet to a cyclist?
f) What should the motorists do as soon as they enter their cars?
g) Where were Scovia and Jovia heading to?
h) When should pedestrians cross the road according to the dialogue?
i) Give a word or group of words with the same meaning as "minding" in the dialogue.
j) Suggest a suitable title to the above dialogue.

COMPREHENSION

NOTICE

The notice below appeared in The Monitor Newspapers of 5th January 2017. Study it and answer questions about it in full sentences.

ATTENTION! ATTENTION ! ATTENTION!

All residents of Karima zone A, MbiziNnyaare hereby informed that there will be a general sensitization programme on road safety in this area. This is following several road accident reports on Yassin road which occurred last year. This sensitization will take place on 28th of January 2023.

Issues to address include:

(a) Pothole management
(b) Children crossing
(c) Road management
(d) Taxi brokers

Attend in person and learn for the betterment of our community.

O.C TRAFFIC MBIZI NNYA POLICE STATION
BUWEGE RONALD
20TH DECEMBER, 2022

Questions

1. What is the information about?
2. Where can Otim find this important information?
3. In which district is Karima zone?
4. When will the general sensitization programme take place?
5. Which issue addresses children's' safety while going to the schools?
6. Why was the sensitization organized?
7. Who was invited for the sensitization in the above notice?
8. Why should everyone in Karima zone attend the sensitization?
9. Who wrote the notice?
10. Give another word to mean occurred as used in the notice.

COMPREHENSION

The table below shows the list of casualties admitted at Minakulu Health Centre IV in the first week of January, 2023.
Study it carefully and use it to answer the questions that follow in full sentences.

Date	Name	Age	Residence	Injury got	Cause of accident	Date of discharge
1.1. 2023	Latino Lydia	56	Nora	Broken legs	Reckless driving	21.01. 2023
-do-	Amaro Kattie	11	Kongo	Broken arm	Reckless crossing	28.01. 2023
-do-	Omara Calvin	23	Apala	Glass cut	Tare Bus- Taxi collusion	21.02. 2023
-do-	Mwesigye Aron	34	Luwero	Brain injury	Tare Bus- Taxi collusion	20.02. 2023
-do-	Katusiimwe Annet	23	Wakiso	Broken arm	Tare Bus- Taxi collusion	21.02. 2023
-do-	Lynet Abalo	9	Minakulu town	Brain injury	Knocked by reckless motorist.	20.03. 2023
-do-	Aol Rita	23	Minakulu town	Glass cut	Tare Bus- Taxi collusion	20.03. 2023

3.1. 2023	Abed Anthony	56	Mbale	Nasal bleeding	Fell off the lorry	-------

Questions

1. What does the table above show?
2. From which hospital was the information got?
3. Who is the youngest casualty on the table?
4. Which injury was sustained by Mwesigye Aron?
5. How many male casualties got accidents in Tare bus- Taxi collusion?
6. How old is Omara Calvin?
7. Where does KatusiimeAnnet come from?
8. Who stayed in the hospital for a week?
9. Who got an accident as a result of reckless driving?
10. How many casualties were admitted on 1st January, 2023?

COMPREHENSION

POEM

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

Whether by road or by railway transport,
By water or by air transport,
Passengers need safety on the road,
Drivers, avoid over speeding,
Because it is the source of most accidents.

Brothers and sisters,
Nephews and nieces,
Never play on the road,
Remember you are the leaders of tomorrow,
Guard your lives against accidents.

Pilots, never fly the planes,
When the weather is bad,
Safety is important for us all,
The young and the old,
Together, we can reduce accidents

Acire Pauline (P6A)

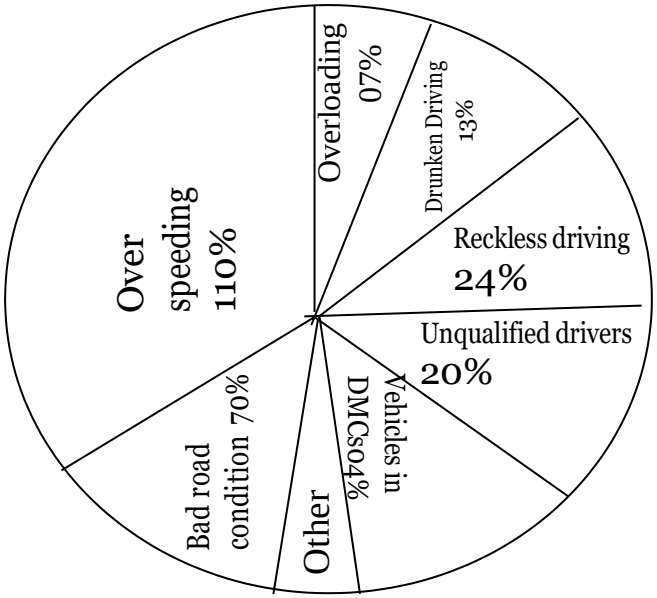
Questions

1. What is the poem about?
2. How many stanzas does this poem have?
3. Mention any two types of transport mentioned in the first stanza.
4. Who is the writer of the poem?
5. Who is being warned against over speeding in stanza one?
6. Why should brothers and sisters guard their lives?
7. What does the writer advice the pilots not to do in stanza three?
8. According to the poem, what is the source of accidents?
9. Who need safety according to stanza three?
10. Suggest a suitable title of this poem.

COMPREHENSION

Study the pie-chart below and use it to answer the questions that follow in full sentences.

Causes of road accidents in Uganda



QUESTIONS

(a) What is the pie-chart about?
(b) According to the pie-chart, what is the major cause of road accidents in Uganda?
(c) What percentage of accidents is caused by drunken drivers?
(d) Suggest **two** possible ways of reducing road accidents in Uganda.
(e) What percentage of accidents are unqualified drivers?
(f) Name all the means of transport in the pie chart.
(g) Do bad roads also cause accidents?
(h) Write DMC in full.
(i) Name any **two** causes of road accidents shown on the pie chart.
(i) _____(ii) _____

COMPREHENSION

Read the following newspaper articles which appeared on New vision of Tuesday 20th, February 2015 and discuss the following questions in pairs

ARTICLE ONE

A school boy was rushed to hospital in critical condition after he was knocked down by a speeding motorist along Kampala- Masaka highway.
Doctors at Mulago hospital at the emergency ward are working hard to save his life.
The boy is said to have been playing football in the middle of the road with others.
The motorist is said to have fled from the scene of the accident but the police are looking for him.
By Mwesigwa Jordan Mpambire

ARTICLE TWO

A motorist was arrested by the traffic police yesterday and was charged with committing traffic offences in a Kampala court.
The young man was riding without a helmet and refused to obey traffic lights.
He went ahead to pick a passenger from an unauthorized location.

By Allister Alice
Kampala road

Questions

(a) Who do you think is to blame for the accident?
(b) What offence did the motorist committee in article one?
(c) In which newspaper did the two articles appear?
(d) Where was the casualty taken after the accident?
(e) What was the boy doing at the time the accident happened?
(f) On which road did the accident occur?
(g) If you were a magistrate, what would be your ruling against the motorist in article one if arrested?
(h) Where was the case of the motorcyclist ruled from?
(i) Mention any two offences the motorist made?
(j) Which ward were the doctors working from to save the young boy's life?
(k) Who reported about the accident on Masaka road and which trading Centre was the reporter?
(l) What did Allister Alice report about?

COMPREHENSION

NOTICE

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

NOTICE NOTICENOTICE

The public is hereby informed that the road at Kamdinitown (Kampala- Gulu road) at Oyam is halfway closed as the major repairs are done for a fortnight.
Motorists and cyclists are asked to cooperate and follow traffic rules.
Any inconveniences caused are highly regretted.
A.G PERMANENT SECRETARY
Ministry of works
9th February, 2023.

Questions

1. What is the notice about?
2. Who wrote the notice?
3. To whom is the notice addressed?
4. When was the notice addressed?
5. Why was the notice addressed?
6. For how long will the road be closed?
7. What was the road users advised to do?
8. What do you think will happen if the road users do not cooperate?
9. What is A.G in full?
10. Why did the writer regret the inconvenience?

COMPOSITION

Jumbled sentences

The sentences below are not in correct order. Arrange them to form a sensible story

(a) She was delighted to see many cars.
(b) He showed her how to cross the road safely.
(c) They walked on the right hand side of of the road

(d) One day,Suubi went to town with her Dad.
(e) By first looking on the right, then on the left, next on the right again.
(f) He also told her to walk on the side path.
(g) He told her to be careful on the road
(h) When there were no cars nearby, they crossed.
(i) This made them able to see oncoming vehicles.
(j) Suubi had never gone to town.

SOLUTION TABLE										
Wrong order	a)	b)	c)	d)	e)	f)	g)	h)	i)	j)
Correct order										

GUIDED COMPOSITION

Fill in the blank spaces with the words given below to make a good composition

Junction	roundabout	accident	Highway Code	careful
side paths	road humps	car	first aid	traffic light

Peter gets an accident.

It was Peter's first visit to Kampala.His eyes were big with surprise as he reached Nateete_____. He saw_____controlling vehicles and pedestrians.
Towards the city centre, many pedestrians were using the_____because of the jam and there were big _____before reaching the _____
As he left the bus park, because Peter had not learnt the_____he was not_____as he crossed the road, and a speeding_____driver knocked him down.
After the_____he was given_____and rushed to the hospital by a police ambulance.

COMPOSITION

JUMBLED SENTENCES

Below are sentences in jumbled order. Re-arrange the sentences to form a good composition about the role of the traffic police officers.

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

SOLUTION TABLE										
Wrong order	a)	b)	c)	d)	e)	f)	g)	h)	i)	j)
Correct order										

COMPOSITION

JUMBLED SENTENCES

Below are sentences in jumbled order. Re-arrange the sentences to form a good composition about the role of the traffic police officers.

1. Kasadha had to ride fast so as to get home before dark.
2. Since the bicycle got a puncture, he rolled it and got home very late.
3. He applied the brakes suddenly and they broke.
4. One morning, Kasadha rode to his aunt's home.
5. Coming down a steep slope, a goat jumped on to the road.
6. Because he had repaired his bicycle the previous day.
7. He reluctantly left the bicycle tool box at home.
8. He left his aunt's home at 5:30pm for a two hour journey.
9. Kasadha was served a delicious meal at the aunt's home.
10. The bicycle lost control throwing him into the ditch.

SOLUTION TABLE										
Wrong order	a)	b)	c)	d)	e)	f)	g)	h)	i)	j)
Correct order										

COMPOSITION

GUIDED DIALOGUE

Fill in the words spoken by Babirye.

Teacher: Hello, Babirye, where is your twin sister, Nakato?
Babirye: _____
Teacher: why didn't she come to school today?
Babirye: _____
Teacher: She got an accident! How did it happen?
Babirye: _____
Teacher: That was a terrible thing to do. You should always cross the road when it is clear.
Babirye:_____
Teacher: You are right; always use a zebra crossing when crossing busy roads.
Babirye: _____
Teacher: Always wake up early to avoid crossing the roads hurriedly.
Babirye: _____
Teacher: Was she taken to the hospital?
Babirye: _____
Teacher: Have you been able to inform your parents?
Babirye: _____
Teacher: Who will attend to her in the hospital?
Babirye: _____
Teacher: Let's wish her a quick recovery.
Babirye: _____

GUIDEDCOMPOSITION

Fill in the blank spaces with the correct words chosen from the box below.

A FATAL ACCIDENT

Last Christmas, there was a_____accident in Mabira forest along Kampala – Jinja Highway. The_____wascausedby a_____driver.He did not also have a valid driving_____

This driver had been driving the taxi at a very high speed. At the same time, he wanted to overtake at the bend, a trailer that was carrying petrol to Kampala_____, there was a head-on collision with a Tata Lorry registration No. UED188D. The Total lorry was carrying sugarcanes to Lugazi Sugar works. Nine_____died on the spot and others were_____injured.

Immediately, the_____police were called. The O.C traffic Lugazi came to the scene. He blamed the driver for the accident. The O.C advised the passengers to be vigilant on the road at all times.

After they had been given first_____the casualties and the dead were rushed to Kawolo_____ for treatment and post mortem.

Eventually	aid	permit	fatal	critically	
passengers	traffic	hospital	accident	drunken	

COMPOSITION

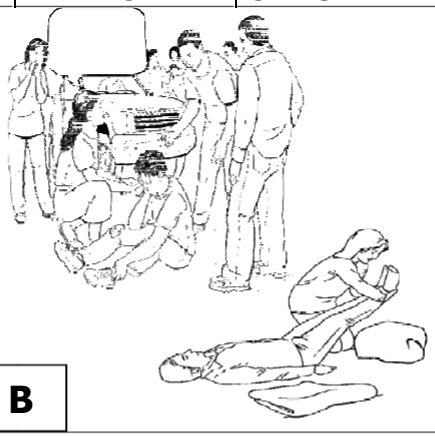
PICTURE COMPOSITION

The pictures A – F tell a story. Study them carefully and write one sentence to describe what happening in each picture. You may use the following words to help you.

children,	approaching,	ambulance,	doctor,	running,	lying,
playing,	first aid,	treating,	giving,	carrying,	ball.



A



B









(a) Picture A ……
(b) Picture B……
(c) Picture C ……
(d) Picture D ……..
(e) Picture E ……..
(f) Picture F ……..
(g) What mistake did the children make?
(h) Where do you think the little boy was taken after the accident?
(i) Who caused the accident in picture C?
(j) Give a suitable title to this story.

Answer the questions in full sentences.

1 What do we call people footing along the road?
2 What colour of traffic lights signals motorists to stop?
3 What is careless driving likely to cause on roads?
4 What must be put along highways to guide road users?
5 On which side of the road do motorists in Uganda drive?
6 On which side of the road do pedestrians in Uganda walk?

ADVERBS

In order to add more information to a verb, we use **adverbs**.
Adverbs are words which describe **how, when, where**, or **to what extent** an action is done.
For example:
He drove –very fast.
-to Rwanda.
- at night.
-carefully.
In the above example, the following types of adverbs are shown.

1. Adverbs of degree

These tell us to what extent an action is done. e.g. very, really, completely, extremely, anyhow, much, almost, quite,rather…

(a) Adverbs of place

These tell us where an action is done.
Examples of adverb of time are: Rwanda, here, there, somewhere, nowhere, everywhere, indoors, at home, on the table, on the way

(b) Adverbs of time

These tell us when an action is done. e.g. at night, in the morning, immediately, just, already…

(c) Adverbs of manner

These tell us how an action is done. e.g. carefully, well, properly, skillfully, easily, happily, lazily, wonderfully

(d) Adverbs of frequency

These tell us how often an action is done. e.g. always, seldom, usually, sometimes, rarely, ever, normally...

(e) Adverbs of duration

These adverbs tell us the period a given action lasted. e.g. an hour, week ,a year, a month,

TRIAL ACTIVITY

A. Make five sentences using these adverbs.

1. easily
2. skilfully
3. extremely
4. accidentally
5. seldom

B. Underline the adverbs in these sentences.

1. My friend is very smart.
2. I have put my uniform on that table.
3. We usually play football.
4. Break time has just ended.
5. My father told me to put my shoes here.

TRIAL ACTIVITY

Formation of Adverbs

Most adverbs are formed from adjectives especially by using the suffix- ly.

a) Adverbs formed by changing 'y' to 'i' and add 'ly'

Adjective Adverb

lucky luckily
heavy heavily
easy …….
temporary ……..
voluntary ……..
stealthy ……..
necessary ……..
unnecessary ……..
happy ……..
merry ……..
shabby ……..
hearty ……..
steady ……..
angry……..
hungry ……
greedy ……..
lazy ……
noisy ……
clumsy ……

b) Adverbs formed by dropping last 'e' and adds 'y'

adjective	Adverb formed
simple	simply
horrible	_____
terrible	
sensible	
noble	

humble	humbly
probable	
gentle	
possible	
suitable	
comfortable	
able	
miserable	

c) Adverbs formed by doubling 'l' plus 'y'

painful painfully
careful carefully
harmful .....
skilful.....
cruel cruelly
practical .....
accidental .....
mental .....
thankful .....
equal .....
annual .....
cheerful .....

d) For the other adjectives, simply add 'ly'

polite …….
wise …….
immediate …….
active …….

Exceptions include;

shy …….
true …….
whole …….
public …….

Some adverbs are formed from verbs. Here, the verb is changed to its past tense form before adding –**ly** to form the adverb.

e) g. **Verb Adverb**

hurry hurriedly
worry worriedly
repeat repeatedly

Exercise

Complete each sentence below by using a correct adverb from the word in brackets.

1. The traffic officer …… arrested the drunken driver. (immediate)
2. The boys crept …… from the room. (stealthy)
3. Grandpa was seated……in his arm chair. (comfortable)
4. Most schools in Uganda are……owned. (public)
5. The chauffeur was……sorry for the mess he had caused. (true)
6. The old woman was weaving her basket…… (skill)
7. The crowd watched ……as the firefighter entered the blazing building. (breathless)
8. The chauffeur was arrested because he was driving……(care)
9. The miners protested ……against their working conditions. (angry)
10. All pupils……moved out of the classroom when the madman entered. (hurry)
11. the teacher was not……convinced by my excuse.(whole)

Rewrite these sentences giving one word for the underlined group of words

11. He answered all the questions in a wise manner.
12. Angelina looked at me with a lot of shyness.
13. The thief was beaten without mercy.
14. How could Kamago talk to you with a lot of anger like that?

ASPECT: ADVERBS

Comparison of Adverbs

Like adjectives, adverbs in the positive degree do not compare actions, adverbs in the comparative degree compare two actions whereas those in the superlative compare three or more actions.

Positive	**Comparative**	**Superlative**
well	better	best
badly	worse	worst
fast	faster	fastest
early	earlier	earliest
quick	quicker	quickest
angrily	more angrily	most angrily
hurriedly	more hurriedly	most hurriedly
painfully	more painfully	most painfully

heavily	more heavily	most heavily
terribly	more terribly	most terribly
politely	more politely	most politely

Exercise

Use the correct degree of the adverb given in brackets.

1. Shakirah writes……than her elder brother. (good)
2. This is the……affected area in the whole country. (serious]
3. The bus left……than expected. (early)
4. The school truck was the…… loaded vehicle on the road at that time. (heavily)
5. The chauffeur has driven very……this morning. (careless)
6. In the next decade, Ugandans are likely to starve…… than ever. (painfully)
7. I was very……involved in the completion. (actively)
8. Father quarrels…… than mother. (angrily)
9. Angel speaks……than her best friend. (polite)
10. Beatrice is the…….dressed girl in P.6. (smart)

ASPECT: ADVERBS

ORDER OF ADVERBS

Whenever one is given different types of adverbs to be used in a single sentence, there is an order that is followed i.e

1. Adverb of manner first,
2. Adverb of place and then
3. Adverb of time comes last

Form sentences using the correct adverbial order.

1. The young boy took the ball(outside, stealthily, in the morning).
2. It rained(yesterday, heavily, in Kampala).
3. Our chauffeur waited (anxiously, at 9.00a.m, at the hospital).
4. The cyclist braked . it was at the junction. He braked steadily.
5. My elder brother walks(slowly, to school, every morning).
6. Sheila Miles sang(at the party, beautifully, in the evening).
7. Kamonte will swim (in the pool, skillfully, tomorrow).
8. The sun shone (brightly, in the morning).

PASSAGE

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

The pupils of Wansale primary school went for a tour, in the capital city they went around the whole city and saw many things.
When they came back from the city they had too many questions on traffic rules.
Their teachers of English and Social studies decided to invite one of the police inspectors from Buloopa police station to the school to address the pupils on road safety.

The inspector left the head teacher's office in the company of teacher Mukose and addressed both the pupils and the teachers. The inspector was holding a small book entitled "The Highway code and he kept on referring to it. He also said that the work of the police traffic officers is to ensure that there is safety on the roads.
He also informed the school that the police collaborate with the Ministry of Works and Transport to see that all road users are safe.

The inspector said that the pedestrians should always use a foot paths at all times. Pedestrians should also avoid crossing the road at points where they cannot see both ends of the road clearly. These are places behind the parked vehicles, at the road bends or where there is a

hillock. Instead, they should cross the road where it is straight and can clearly see both sides of the road.
In towns and busy areas on the road, they should cross at the zebra-crossing or on an overhead pedestrian's bridge. Before crossing the road, one should look left, right and then left again to confirm that there is no vehicles coming before one crosses the road. Drivers should be patient with other road users. They should let the pedestrians cross without hooting at them and especially when crossing the road.

Vehicles should be in a good mechanical condition because those without side mirrors, faulty brakes headlights, light reflectors and tyres without treads have been a major cause of road accidents. Drunkards and careless drivers also cause accidents on the roads.

In conclusion, both the cyclists and the passenger should wear helmets and reflector to be visible in the dark.
Thank you for listening to me. The pupils gave him a thunderous clap as he sat down. The pupils asked some questions about traffic dangers which the inspector answered properly.

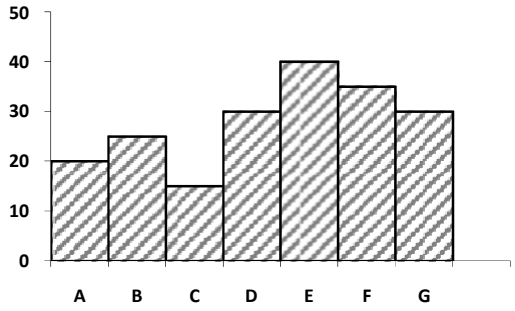
Inspector Mwala

OC Buloopa station

Questions

1. What was the name of the inspector?
2. Which school did the inspector visit?
3. Mention any two traffic dangers?
4. Which road user is supposed to use the foot paths?
5. Which area should the pedestrians avoid crossing from?
6. Who invited the inspector to Wansale primary school?
7. Which book was the inspector referring to while addressing the school?
8. Mention two areas where the pedestrians should cross from?
9. Write OC in full.
10. Which police station was the inspector come from?

Causes of road accidents



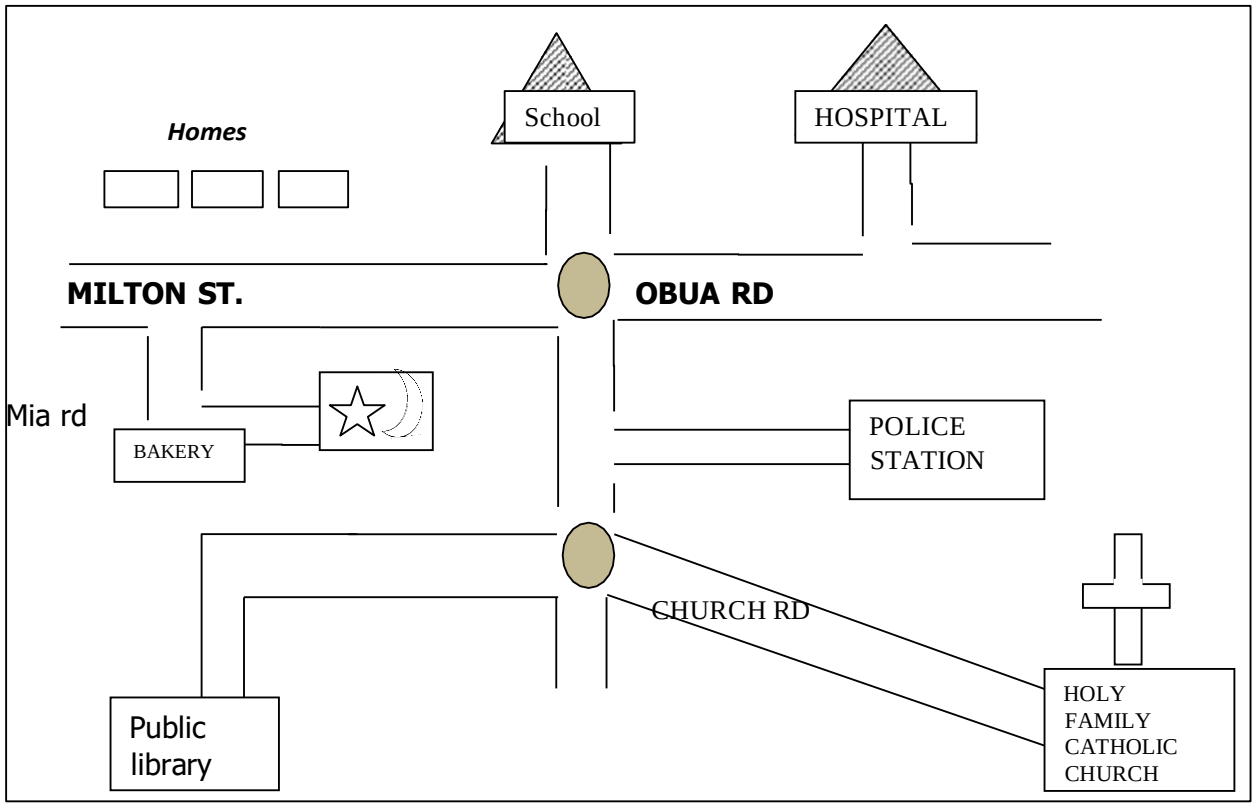
A Bad road condition.
B Reckless driving.
C Over speeding.
D. Over loading.
E. Unqualified drivers
F. Vehicles in dangerous mechanical condition.
G Drunkard drivers

Questions

1. What is the graph about?
2. According to the graph, what is the major cause of road accidents in Uganda?
3. What percentage of accidents is caused by reckless driving?
4. What type of accidents ranks the highest percentage?
5. What is the percentage of unqualified drivers?
6. Suggest three possible ways of reducing road accidents in Uganda?
7. Name any other cause of road accidents in Uganda.

MAP INTERPRETATION

The diagram shows black spots in Lweru village. Study it carefully and answer and answer the questions in full sentences.



QUESTIONS

1. What does the map show?
2. In which village are these black spot found?
3. Who do you think are majorly affected by blackspot along Obua road?
4. Give a reason to support your answer in No.4 above.
5. What do you understand by black spots?
6. In which direction is the public library from the police station?
7. On which street are the homes?
8. Write in full
   i) Rd_____ ii) St._____
9. Where is Mary a P.5 pupil likely to go and borrow a book if she wanted to read?

JUMBLED STORY

Arrange the sentences to form a good story.

a) Jane needed a warning.
b) Since that day, Jane has been a very careful house keeper.
c) One day, when Toto's mother arrived at home, she found her child bleeding.
d) She promised never to be careless again.
e) The razor blade had been left on a stool by Jane, the housekeeper.
f) The cloth helped to stop the bleeding and soon with a razor blade.
g) Toto was bleeding because he had cut himself with a razor blade.
h) She warned her never to leave dangerous objects in place within a child reach.
i) After promising not be careless again, she tied Toto's wound with a clean piece of cloth.

j) Toto's mother was angry with Jane because of her carelessness.

TOPIC 2: DEBATING

VOCABULARY

Dictionary work

(i). Looking up meanings and proper pronunciation of words.
(ii). Description of vocabulary both orally and written form.
(ii). Using the new words in sentences.

VOCABULARY LESSON I	
1. speaker	A person who makes a speech **Makumbi Morgan is a great speaker.**
2. motion	A formal proposal that is discussed and voted on at a debate **We supported the motion our teacher gave us.**
3. opposers	People who disagree strongly with the motion **We are the opposers in today's debate.**
4. proposers	People who strongly support the motion **The opposers came from Londemu Junior School Jinja.**
5. point of order	A question about whether the expected behaviour is being followed. **Sarah raised many points of order against the opponents.**
6. point of information	A formal way in which an opponent corrects a wrong idea or misleading information **Joyce raised a point of information when Mugalu stated that Bobi wine is Uganda's president.**
7. point of inquiry	A suggestion seeking for more light on an idea. **The main speaker raised a lot of points of inquiry to the last speaker.**
8. audience	A group of people watching and listening to the debate. **Many audiences gathered in the main hall to watchtoday's debate.**

VOCABULARY PRACTICE I

Rearrange the given words in alphabetical order.

1. audience, motion, opposers, proposers
2. speak, speech, speaker, speaking

Rearrange the given words to form a correct sentence.

3. schools most Do on Friday organize debates?
4. and Both opposers arrived proposers earlier.

Rewrite the sentences giving the opposite of the underlined word.

5. Will the **opposers** win the debate really?
6. Caroline is the**ugliest** girls of the three speakers.

Write the full form of the given abbreviations.

7. Hon.
8. Can't

Rewrite the sentences giving a single word for the underlined group of words.

9. Naira raised a lot of **suggestion seeking for more light on an idea** to Martha.
10. Will Joe be among **the people who will disagree strongly with the motion** next week?
11. Elvis was one of the powerful **people who made a speech** in today's debate.

Fill in the blank space with a suitable word.

12. Paul did not know_____to do when an opponent attacked him.
13. The best speaker_____to all the points of inquiry wisely.
14. _____a wonderful day this is!

15. She was smartly_____for the debating trip.
16. To_____girl did you give the book?
17. We_____to her story attentively.

VOCABULARY LESSON II	
1. points	Ideas that somebody says expressing his/ her opinion. **The opposers raised many points during the debate.**
2. argue	To give reason why you think something is right or wrong **Mary argued a lot during the debate.**
3. argument	A set of reasons that someone gives to show that something id right or wrong **The arguments she gave proved that village life is better than town life.**
4. chairperson	A person in charge of a meeting who gives permission to others to speak The c**hairperson did not allow Tom to talk anymore.**
5. secretary	an officer in the debate who keeps record of speaker's points **Anita will be our secretary during Friday's debate.**
6. timekeeper	An official who takes record of time taken at an occasion **What is the role of a time keeper during the debate?**
7. roles	The functions performed by a particular people **The role of the chairperson is to chair the debate.**
8. opinion	Ones thought about something **According to my opinion, all farmers must be educated.**

VOCABULARY PRACTICE II

Fill in the blank space with a suitable word.

1. I would_____be a proposer than an opposer.
2. John did not debate_____he had toothache.
3. Musa is the boy with _____we went to debate in Kalongo Junior School.
4. _____opposers argue a lot, they will not win today's debate.
5. Namale attended the debate and_____did Mike.

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

5. Those boys who lost in the debate_____a lot. (cry)
6. Our teachers have been so_____to us. (help)
7. Debate has developed our_____English.(speak)
8. I like the proposers because of their clear_____during debate. (explain)
9. The man who chairs our debate is a_____national. (Kenya)
10. There are_____opposers than proposers in the room. (many)
11. Of the two speakers, Tom is the_____(clever)
12. Everybody was amused by the skillful_____during the debate. (dance)
13. We cared for_____when we went for debating competition. (self).
14. Our timekeeper observed_____during the debate. (punctual)

VOCABULARY LESSON III	
conclude	To bring something to an end **Chairperson's speech concluded the debate.**
previous	Existing or happening before **The previous speaker is one of the proposers.**
current	Of the present **The current speaker is speaking softly.**
reject	To refuse to accept **The chairperson rejected his points of inquiry.**
discuss	to talk about something with somebody especially in order to decide

	something **We discussed causes of street life in Kampala in our last debate.**
discussion	A formal talk about something with somebody especially in order to decide **We shall have serious discussion in the next debate.**
disagree	Having a different opinion about something **The proposers disagreed with opposers' decision to cancel the debate**.
debate:	a formal discussion of an issue at a public meeting or parliament **We had a debate at school last Saturday.**

VOCABULARY PRACTICE III

Rewrite the sentences giving the plural form of the underlined word.

1. We saw the **secretary** before entering the debating room.
2. We attended the **debate** last week.

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

3. read
4. reed

Rewrite the sentences giving full form of the given abbreviations

5. John is an opposer while his **bros**. are proposers.
6. **Mr**. Matthew is our patron debating club.

Rearrange the given words in alphabetical order.

7. discussion, disagree, debate, discuss
8. disagree, conclude, discuss, current

Rearrange the given words to form a correct sentence.

9. father lorry a My is driver.
10. is house What this wonderful a!

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

11. The chairperson **rejected** many of our points of information.
12. The **previous** speaker spoke rudely at the beginning of his speech.
13. The secretary is my **niece**.

VOCABULARY LESSON IV

1. auditorium	A room built to enable an audience to hear and watch performance. **We reached the auditorium very early.**
2. speech	A formal address to the audience **His speech was very clear.**
3. opposition	Against someone/ something **The opposition speakers were smartly dressed in their school uniforms**.
4. previous speaker	The speaker who made the speech before/ earlier **The previous speaker laid to us that a frog has two legs only.**
5. honorable	A title used to address speakers during the debate **Honorable Yazid Kasujja came from Tanzania.**
6. inquire	To ask for something **John inquired what a timekeeper was supposed to do then.**
7. argue in favour of	To propose/ support a motion/ argue for **We argued in favour of the motion last week.**
8. argue against	To oppose/ speak against the motion of the debate. **The school which was arguing against the motion lost the debate.**

VOCABULARY PRACTICE IV

Write the full form of the given abbreviations

1. Hon.

2. We'd.

Rewrite the sentences giving a single word for the underlined group of words

3. My cousin's **formal address to the audience** was very disappointing.
4. The opposers brutally **asked for the reason** why they were not allowed points of order.
5. Sarah always **speaks against** the motion in a debate.

Rewrite the sentences giving the plural form of the underlined word.

6. We shall get another **timekeeper** soon.
7. I have never been to the **auditorium**.

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

8. Speak
9. speech

Rewrite the sentences giving the opposite of the underlined word.

10. The **arrival** of our teacher on duty marked the end of the debate.
11. None of the opposers was **smartly** dressed during the debate.

Fill in the blank space with a suitable word.

12. I was surprised_____the way the opposers behaved.
13. The debate lasted_____morning to midday.
14. Our chairperson has been in hospital_____Thursday night.
15. They will do well in the debate,_____?
16. We_____win the debate unless we work hard.

VOCABULARY EXERCISE

Fill in the blank space with the most suitable word.

1. _____the boys nor the girls won the debate.
2. The pupils were warned_____escaping from school during debate time.
3. The opposers raised_____points than the proposers.
4. It was such an educative debate_____everybody learnt something.
5. The boys argued and came out with a very good_____.

Use the correct form of the word in brackets.

1. Moses always uses_____words in the debate. (abuse)
2. Children learn a lot from the points of_____(inform)
3. Both the opposers and the proposers spoke_____(clear)
4. We had a hot_____in the debate. (argue)
5. They_____a debate in their class last week. (have)
6. Tom was allowed to raise his point of_____(inquire)
7. The speakers argued among_____(self)
8. In his_____, he was very clear. (speak)
9. The point of_____he raised was good. (inform)
10. _____at school is very educative. (debate).
11. The speaker made an_____from the chairperson. (inquire)
12. There was an_____between the opposers and proposers. (argue)
13. The second proposer made a better_____than the first one. (conclude)
14. We expect to have a good_____of the term. (begin)
15. The chairperson was full of_____to the opposer's speech. (admire)

Using: ……despite the fact that……

Points to note

-It has the same meaning as **although, even though.**

-It shows two contradicting qualities of a person or thing.

-It can be used with **an abstract noun**.

-When the above pattern begins a sentence, a comma is necessary.

Examples

1. **Nagawa is blind. She can debate convincingly.**
   Despite the fact that Nagawa is blind, she can debate convincingly.
2. **The chairperson arrived late. He conducted a lively debate.**
   Despite the fact that the chairperson arrived late. He conducted a lively debate.

Trial activity

Rewrite the following sentences using:.....despite.....

1. Debates are good but some pupils dodge them.
2. We maintained order in the house. The chairperson had not given us strict rules.
3. The speaker continued speaking although the chairperson appealed to him to keep quiet.

Exercise

Rewrite the following sentences using:.....despite.....

1. The proposers gave very few points. The proposers won the debate.
2. Although the first proposer gave interesting points, the audience did not clap for him.
3. Tom is wise but he failed the question.
4. Mwanga was lazy. He had great passion for debates.
5. Although Akello Joan argued wisely, she did not win the argument.
6. The chairperson was very strict but he failed to control the audience.

ASPECT: STRUCTURE

Using : In spite of (the fact that)_____

- This is used to mean the same as **despite, even if, even though, although, though**
- Like **despite**; **in spite of** can take **the fact that** or leave it out and simply introduce an abstract noun.
- If 'in spite of' begins a sentence, a **comma** precedes the subject clause.

Example:

1. Tom was very intelligent. He failed to convince his opponents in the debate.

- ✓ In spite of the fact that Tom was intelligent, he failed to convince his opponents in the debate.
- ✓ In spite of Tom's intelligence, he failed to convince his opponents in the debate.
- ✓ Tom failed to convince his opponents in the debate in spite of the fact that he is intelligent.
- ✓ Tom failed to convince his opponents in the debate in spite of his intelligence.

Trial activity

Rewrite the following sentences using:.....despite.....

1. The chief who was very active but there was almost no order in the house.
2. Last Sunday's debate was very hot but very few floor speakers were allowed.
3. The time keeper rang the bell to stop the speaker. The speaker continued giving views.

Exercise

Rewrite the following sentences using:.....despite.....

1. Our teacher was sick. He managed to brief us before the debate.
2. I succeeded in taking all cows to the field. Some of the cows refused to graze.
3. The government has warned citizens against taking alcohol. Many people still take alcohol.

4. Parents are advised to take their children for immunization but they don't do so.
5. My mother was very sick but she went to the garden.
6. Although the audience was noisy, the chairperson did not punish anyone.
7. Much as my father is very strict, I love him.

LANGUAGE STRUCTURE

The use of: .....even though .....

NB: Compare **even though** with **although**, **though** and **but**. They are all used in the same way to mean on the other hands

Read the sentences below.

1. She had no point. She stood up.

She stood up even though she had no point.
Even though she had no point, she stood up.

Rewrite the following using:..... even though.....

1. The motion was very educative but the audience did not like it.
2. John spoke very well. John is in primary three.
3. The speaker amused the audience. The chairperson did not laugh at all.
4. Peter made a mistake. He did not apologise.
5. The girls debated very well. They did not win the debate.

The use of: ..... whereas .....

Read the sentences.

The girls will oppose the motion **whereas** the boys will propose it.
Sonsomola recorded the points **whereas**Okecho chaired the debate.

Join the sentences using:.....whereas.....

1. Tom is very short. His brother is very tall.
2. Some pupils are hardworking. Others are lazy.
3. John likes cakes. Stella likes cakes.
4. The opposers gave many points. The proposers gave very few.
5. Tom came late. Bosco came early.

COMPREHENSION

Study the table below and answer the questions that follow in full sentences.

A	**B**
The secretary	- speaks in support of the motion.
The opposer	-takes notes during a debate.
The chairperson	-speaks against the motion.
The proposer	-controls the meeting.
The timekeeper	-gives the main points during a debate.
The main speaker	-keeps the time.

1. What does a secretary do?
2. What do main speakers do in a debate?
3. Who speaks in favour of the motion?
4. Which two parties argue during a debate?
5. Apart from main speakers, who else gives points in a debate?
6. Give the opposite of proposition.
7. What does a chairperson do?
8. What does an opposer do?
9. What do opposers do in a debate?
10. What is the role of the timekeeper during the debate?

ASPECT: COMPREHENSION

Study the notice below carefully and answer the questions that follow in full sentences.

DEBATE DEBATE DEBATE

Motion: Life in urban areas is better than life in rural areas.
Proposers: Hillside Primary School – Naalya
Opposers: KITAGOBWA UMEA Primary School
Date: 8th April, 2022
Time: 2:00pm – 4:00pm
Venue: Hillside Primary School(Main Hall)
Chairperson: Hon. BakundaDorris (Bright Grammar School)
Secretary: Hon. Obwoya Matthew (Kitagobwa UMEA Primary School)
Timekeeper: Hon. Arinda Gloria (Bright Grammar School)

Proposers	**Opposers**
1. Hon. Nayiga Josephine	1.Hon. Kabano Justus
2. Hon. Malirosi Daniel	2.Hon. Franca Mathias

Adjudicators

1. Mr. Amailuk Jack (Bright Grammar School)
2. Miss Nabulya Esther (Kitagobwa UMEA Primary School)

2nd April, 2022
Head of Debate

QUESTIONS

1. What is the notice about?
2. Which school will discuss in support of the motion?
3. When will the debate take place?
4. How long will the debate take?
5. Write in full;
   (i) Mr.
   (ii) Hon.
6. Who will direct the debating activities that day?
7. What does a secretary do in the debate?
8. How many main speakers will be there?
9. Which side argues in favour of the motion?
10. Why do you think there is a judge from each school?

ASPECT: STRUCTURES

Conditional Sentences

- There are three kinds of conditional sentence.
- They are called conditional sentences because the result of an action depends on certain conditions (requirement) being met.

If clause 1 (if 1)

This is used to show that something will happen or not happen if a certain condition (requirement) is met or not met.

Example:

If the secretary attends (condition if clause), she will take notes (results main clause)

Note: The condition is in the **present simple** whereas the result is in the **future simple**.

Exercise

Complete the following sentences correctly.

1. If the chairperson arrives, …….
2. If she sees him today, she ……
3. They will come and see us if …….
4. Your parents will not be happy if……
5. If we get there on time, we…….

Construct if (1) conditional sentences from the table below.

Condition	Result
Their coming in time Peter's being late My not hearing you You're not seeing you Tom's coming	Our being happy Our not waiting for him My not doing anything about it His going away unhappy You're seeing him

Examples

1. If they come intime, we shall be happy.

WEEK EIGHT LESSON TWO
ASPECT : STRUCTURE

If kind 2 (if 2)

Think of an impossible condition and what **would happen** if it **were** met. This is what condition 2 is all about.

Example

If the secretary attended, she would take notes.

⇩ ⇩

Condition (if clause) result (main clause)

NB: The main clause can come at the beginning. Here we do not use a comma. e.g. The secretary would take notes if she attended.

Exercise

Complete the following sentences in if 2.

1. If I were a dog,……
2. I would not get caught if……
3. If the sea dried up tomorrow,……
4. My parents would be happy if……
5. I would fly if……

Rewrite the following sentence in if 2.

6. If he misses the train, he will board a bus
7. You will visit your mother if you want to.
8. If the inspector comes, he will visit our teachers.
9. They will give us new books if we ask them politely.
10. We shall stop the game if it starts raining.

Rewrite the following sentences in if 2

11. I am not a dog. I cannot bark.
12. Mary is not a bird. She cannot fly.
13. My father is not a lion. He cannot roar.
14. I am not your father. I cannot punish you.
15. A dog is not a human being. It cannot go to school.

ASPECT: STRUCTURE (CONDITIONALS)

If Kind 3

Think of an impossible condition and what would have happened if it (the condition) had been met. This is what If 3 is about.

Example

1. If you **had** attended the debate, you would have enjoyed the day.
2. You would have enjoyed the day if you had attended the debate.
3. If the motion had been understandable, many pupils would have debated.
4. Many pupils would have debated if the motion had been understandable.
5. If I had not come, I would have missed the lesson.

Note carefully;

If Kind 3 takes;

….had (not) + participle verb….would (not) have + participle verb.....

Exercise

Complete the sentences correctly.

1. If the debate had started on time, _____
2. We would have won the debate if_____
3. If Tom had invited me, _____
4. Your health would have improved if _____
5. If the cyclist had not been careless, he _____

Rewrite the following sentences in If 3.

6. If the proposers debated sensibly, they would win the debate.
7. Tom would apologise if he were sensible.
8. If you wrote the apology letter, she would forgive you .
9. If the motorcyclist braked, the accident would not occur.
10. If the girl did not run up – stairs, she would not break her leg.
11. If you carried an umbrella, you wouldn't be wet to the skin.
12. If I have enough money, I will buy a smart phone.

ASPECT : STRUCTURE (CONDITIONALS)

Using: Had….., ……would (not) have …….

This structure is used as another version of If Kind 3.

Examples

1. If the opposers had argued sensibly, they would have won the debate.

Had the opposers argued sensibly, they would have won the debate.

2. If the debate had started on time, it would have ended on time.

Had the debate started on time, it would have ended on time.

3. If I had seen you, I would have called you.

Had I seen you, I would have called you.

Exercise

Complete the If 3 sentences that follow correctly.

1. Had it rained, _____
2. Had the teacher come, _____
3. Had I had some money, _____
4. Had daddy gone to the bank,_____
5. Had he run across the road,_____

Rewrite the following sentences as instructed in brackets.

6. If I had been good at drawing, I would have drawn some cartoons. (Begin: Had ….)
7. The children did not have nightmares because they did not watch the horror.
   (Begin: If the children had ….).
   (Rewrite Q7. Beginning: Had……)

8. My siblings did not sleep. My siblings did not miss the film in the night.
(Join beginning: If my siblings had ……)
9. (Rewrite Q9 using: Had my siblings……)

ASPECT : STRUCTURES (CONDITIONALS)

Using: 1. Unless…….
2. ……..unless…….

Points to note:

- Unless means <u>if not</u>. Therefore, do not use not in the unless part of the sentence (unless clause) .
- If the if clause (condition) is negative , do not change the result.
- If the if clause is positive, change the result when using <u>unless</u>.

Examples

1. If the audience is <u>not</u> quiet, I shall not speak.
- **Unless** the audience is quiet, I shall not speak.
2. If you watch me debate, I shall be pleased.
- **Unless** you watch me debate, I shall not be pleased.
- I shall not be pleased **unless** you watch me debate.

Exercise

Rewrite the sentences as instructed in brackets.

1. We shall be late if we do not hurry. (Use : …….. unless……)
2. If you do not debate, you will not learn to speak. (Begin: Unless ……)
3. Farmers do not sew millet if does not rain. (Use: …….. unless……)
4. If it rains, the compound will be muddy. (Begin: Unless……)
5. If I had a good dictionary, I would improve my English. (Begin : Unless……)
6. If you withdraw the money, we shall go shopping. (Begin : Unless……)

Rewrite the sentences using: 1. Unless ……..

1. If it does not stop raining, the baby will not go out.
2. If we work hard, we shall perform well.
3. If you eat a lot of sweets, your teeth will decay.
4. If you do not respect your elders, you won't live a happy life.

TOPIC: DEBATING

<u>Read the conversation between Kirabo and Musoke and answer the questions in full sentences.</u>

Kirabo: Do you always hold debate at Silver Spoon primary school?
Musoke: Yes we do, we always have it at 3:00pm in the main hall every Wednesday.
Kirabo: Who suggests the motion for the debate?
Musoke: Hmmm the head department for English suggests the motion.
Kirabo: How is the responsibilities distributed during the debate?
Musoke: The teacher normally picks people at random and among the chosen Ones, they always take up different posts chairperson, secretary, Timekeeper and the main speakers on either side.
Kirabo: That is wonderful! Your school must be a well organised.
Musoke: Haaaaa. Honestly, it is very organised.
Kirabo: How do you control the audience?
Musoke: The teacher is always present that makes the children to keep quiet in order to listen attentively.

Kirabo: What will be the next motion?
Musoke: "Private schools are better than Government schools."
Kirabo: Are you one of the main speakers?
Musoke: Yes, I am a proposer. I will propose the motion.
Kirabo: How have the debates helped you?
Musoke: I have become confident and I can talk without trembling.
Kirabo: Oh yaa, Debating is very good. I wish everyone should learn how to Debate because it teaches self-confidence. Critical thinking fluency and creative thinking.
Musoke: It is very true. Be blessed.
Kirabo: Be blessed too, see you later.

Questions

1. Which school does Musoke go to?
2. Who suggests the motion of the debate?
3. At what time of the day does debating start?
4. How does your HOD select the participants for the debate?
5. When does the school hold the debate?
6. What is the work of the secretary?
7. What does the children benefit from the debate?
8. Write HOD in full.
9. How many people are taking part in the conversation?
10. Suggest a suitable title for the dialogue.

COMPOSITION
JUMBLED SENTENCES

The sentences below arc not in the correct order. Re-arrange them to form a short composition about "why Hold Debates in Schools"

1. Why do such schools hold these debates?
2. Many schools hold debates in their schools.
3. Firstly, debates provide co-operation among learners.
4. Secondly, it develops the language skills,
5. There are many answers to this question.
6. This tolerance helps them to be more orderly in their speech.
7. In the end, these children will grow into tolerant and co-operative citizens.
8. Listening to other people's ideas helps children to be tolerant.
9. Listening and speaking skills are developed most
10. The listening skill helps them to pay attention to other people's ideas.

Perhaps the best answer would be "Environmental factors."

11. Finally, the children themselves must be very interested in speech exercises like debates and dialogues.
12. First of all, the teachers should play their roles properly.
13. Pupils must also emulate their teachers.
14. This is really a very difficult question to answer.
15. Why are some children more confident and fluent than others?
16. This is done by organizing activities like debating in schools.
17. Secondly, the pupils must be obedient to their teachers.
18. In addition, teachers should be exemplary.
19. With this obedience, it is easy for teachers to transform them.

ASPECT : COMPOSITION
Guided Composition
Study and complete the passage below appropriately.

Secretary	wonderful	Draw	Patron	rules	clubs
Honourable	debate	proposed	Motion	speakers	audience

A DEBATE AGAINST THE RED DEVILS

Our school has one of the best debating_____Mr Okol Dicken, our _____, is very industrious.
Last week, we had a debate with the Red Devils from Kitagobwa C/U Primary School. The _____was,'Living in mountains is safer than living in valleys.' The chairperson of the debate was my young brother, Toskin. I didn't know he was such a tough boy. He did not allow anyone to break the_____of debate. Cherop was the _____of debate. Cherop was the_____. She recorded all the points raised by the speaker very well. Our school_____the motion while the Red Devils opposed it. It was a_____presentation. The four_____were really good. After each one spoke, the _____ cheered. By the time the_____ended, we could see both sides of the argument. No wonder, the debate ended in_____

ASPECT: COMPOSITION

<u>Structured composition writing involving opinion giving</u>

Read the question carefully and, using the structure 'in my opinion' give reasons for your choice or decision in the table given.

Imagine that your house catches fire and the two things you like most , your bike and a suitcase full of designer clothes, are inside .
Unfortunately, you can only carry and save one. Which of them would you run out with?

Reason to take the bike	**Reasons to take the clothes**
1. In my opinion, I would take the _____because _____	1. I would, in my opinion, takes the _____because _____
2. In my opinion, it would be better to take the_____because _____	2. In my opinion, I would take the _____since _____
3.	3.

Considering the opinions above, I would save the_____
Due to the reason above, I would save the _____
Because of the reason stated above, I would save the_____

You are a chairperson of the Debating club in your school. Write a letter to the Headmaster of Pong-Pong Primary School, P.O. Box 1 Kiddo, asking him to allow your club to have a friendly debate with his club. Tell him that his club can suggest the motion for the debate.
The debate will take place on 6th November, 2001, in their main hall at 2:00 p.m.

The topic for a school debate was "Primary Leaving Examination should be abolished "Write a composition (100-150 words) to explain why you EITHER agree OR disagree with the statement.

ASPECT: SPEECHES

Direct and Indirect Speech

These are ways of reporting what someone said, requested, asked etc.

The Direct Speech

Here, the speaker's actual (real) words are used to tell what he said without changing anything.

Punctuating Direct Speech Sentences

Points tonote:

1. Simply use punctuation marks and capital letters where necessary when punctuating any piece of writing.
2. Do not rearrange the words
3. Only the speaker's real (actual) words are quoted (put in quotation marks i.e. " …..").
4. The actual words begin with a capital letter

Examples

a) The chairman ordered pay attention now

- The chairman ordered, "Pay attention now!"

b) everyone below the age of eighteen is a child the proposer argued.

- "Everyone below the age of eighteen is a child," the proposer argued.

c) The teacher asked the class when will the honourable speaker be chosen

- The teacher asked the class, "When will the honourable speaker be chosen?"

Evaluation

1. The butcher said i will sell a little and eat the rest of the meat.
2. None of the proposers was good the teacher said angrily.
3. You must pay attention the teacher advised the class.
4. Rebecca said the man was charged with theft and deception.
5. When were you born the cobbler in town asked me.
6. Mrs.Jeskosko said a debate is an organized argument.
7. I am happy Joy debated not only clearly but also audibly the teacher said with at the robbers.
8. The surgeon asked who permitted you into the theatre Johns
9. Kapere did you wash your body Lule asked

ASPECT: SPEECHES

Indirect speech and the changes involved

The Indirect Speech

– This is also known as Reported speech

(A) Changes in tenses

Direct Speech	Indirect Speech

• Present simple tense e.g. Ali goes to school • Present continuous e.g. Ali is going to school. • Present Perfect tense e.g. Ali has gone to school. • Present perfect continuous e.g. Ali has been going to school. • Past simple tense e.g. Ali went to school. • Past perfect Tense e.g. Ali had gone to school. • Past continuous e.g. Ali was going to school Past Perfect Continuous e.g. Ali had been going to school	• Past simple tense e.g. Ali went to school • Past continuous tense e.g. Ali was going to school. • Past Perfect tense e.g. Ali had gone to school. • Past perfect tense e.g. Ali had been going to school. • Past perfect tense e.g. Ali had gone to school. • Past perfect Tense e.g. Ali had gone to school • Past Perfect continuous e.g. Ali had been going to school. • Past Perfect Continuous e.g. Ali had been going to school

In this speech, the speaker's actual words are not used in reporting.
The speaker's actual words are therefore changed in various ways as below

B. Changes in verbs

Direct Speech	Indirect speech
Am is are can will / shall has /have does doesn't	Was was were could would had did didn't
come bring may must mustnothurry dirties	go / went take / brought might had to was not / were not hurried dirtied

C. Changes in Pronouns

Direct Speech	**Indirect speech**
This these I my mine me you/ your we/ our ours/ us yours	that those he/ she his / her his / hers him / her him / her / they / them / me his / her/ their they their theirs/ them his / hers/ theirs

B) **Changes in adverbs**

Direct Speech	Indirect Speech
now	then
today	that day
this year	that year
this month	that month
tonight	that night
yesterday	that previous day
last week	the previous week
last month	the previous month
last year	the previous year
ago	before
a week ago	a week before
a fortnight ago	a fortnight before
a month ago	a month before
a decade ago	a decade before
tomorrow next	the following day
week	the following week
here	there

NB; Facts and proverbs do not change verbs

ASPECT: SPEECHES

CHANGING SENTENCES FROM DIRECT TO INDIRECT SPEECH

Sentences

Direct: "The proposers are late," said the chairperson.

Indirect: The chairperson said that the proposers were late.

a) **Direct:** Tom said, "James likes sports." **Indirect:** Tom said that James liked sports.

Exercise

Rewrite and change from direct to indirect speech.

1. "The cobbler can mend the shoes," Jane said.
2. The teacher said, "All pupils must pay attention."
3. "James' diary is torn," Sam said.
4. Daddy said, "The meeting will take place."
5. "The opposers have sat at the desks," Ali said.
6. "Water is a liquid," the teacher concluded.
7. The debater argued, "Living things reproduce."
8. "Charity begins at home," the old man remarked.
9. Peter says, " I am hungry."
10. The pupils say, " We have learnt English."

WEEK ELEVEN LESSON TWO

Examples of sentences

1. **Direct:** "I have written in my diary," mummy said.
   Indirect: Mummy said that she had written in her diary.
2. **Direct:** The pupils said, "We love debating."
   Indirect: The pupilssaid that they love debating.

Evaluation

1. "I have my diary and pen with me," Kale said.
2. "We do our work ourselves," the children said.

3. The cyclist said, "This is my bicycle."
4. Ali said, "The police are arresting a gang of thugs."
5. Little Dickson said, "My grandmother is lying on the mat."
6. "We do Maths at school," Ben said.

Other examples

1. "I dreamt yesterday," the witch said.

The witch said that she had dreamt the previous day.

2. The boy said, "Tom was here last week."

The boy said that Tom had been there the previous week.

Exercise.

1. "I shall reply tomorrow," Agnes said.
2. "The class can write friendly letters," Mark reported.
3. "I will be waiting here," the cashier said.
4. "I met Sandra yesterday," my elder brother answered.
5. The mechanic said, "This car needs repair now."
6. The old man said, "The Chinese told this story a century ago."

ASPECT: SPEECHES

QUESTIONS IN THE INDIRECT SPEECH

Points to note;

- Question marks are not applied.
- The word **that** (as a conjunction) is not used.
- Reporting verbs: wondered, asked, wanted to know, inquired of and so on **are used**.
- If the question in the direct speech begins with: what, who, when, why, how or which, the question word is **still used** in the indirect speech.
- Use **whether/if** for direct speech statements that begin with helper (auxiliary)verbs such as do, will, is, has, have, was, were and so on.
  For example: "Do you know my name?" the stranger asked the child. The stranger asked the child whether he knew his name.

Examples

1. "When will the debate commence?" Whitney asked.
   - Donald asked when the debate would commence.
   - Donald wanted to know when the debate would commence.
2. "How does Tim reach school? Jesca asked.
   - Jesca asked how Tim reached school.
   - Jesca wanted to know how Tim reached school.
3. "Tim, how do you reach school?" Jesca asked.
   - Jesca asked Tim how he reached school.
   - Jesca wanted to know from Tim how he reached school.
   - Jesca inquired of Tim how he reached school.

Note carefully

For questions that begin with helping words (for example; "Have you eaten?" Cathy asked.) use if or whether to report in the indirect speech.

Examples:

Direct: "Have you eaten yet?" Cathy asked.
Indirect: Cathy asked if he had eaten.
Cathy wanted to know whether he had already eaten.

Exercise

Rewrite the sentences below in the indirect speech correctly.

1. "Can you read and write?" the teacher asked the old man.
2. The guardian asked his ward, "Will you attend class on Martyrs Day?"
3. "Why are you late today?" my teacher asked me.
4. The dentist asked, "How old are you?"
5. "Is this the scene of today's accident?" the traffic officer asked.
6. Dad asked me, "Do you know the stranger's name?"
7. "Why haven't you come with your report card? asked the dad.
8. "Were you involved in the motor accident?" inquired Mirembe.
9. "How old are you?" she asked me.
10. "Who brought you to school yesterday?" she asked.
11. "How long does it take you to complete the exercise?" asked the teacher.
12. "What will you do during holidays?" my uncle asked me.
13. "Did you take your breakfast?" asked the nurse.
14. "Do you go to church every Sunday?" mum asked me.

ASPECT: SPEECHES INVOLVING ORDERS AND REQUESTS

Examples:

a) "Stop the car!" the traffic officer ordered the driver.

b) The old man requested the boy, "Help me, please."

Note carefully

When changing these to indirect speech, reporting verbs like;

.....requested …….to …..

.....ordered ……to ……

.....told ……..to…… and so on, are used.

That is to say (i.e.)

a) The traffic officer **ordered** the driver **to** stop the car.

b) The man kindly **requested** the boy **to** help him.

Other examples

c) "Keep quiet!" the chairman ordered the audience.

The chairman **ordered** the audience **to** keep quiet.

d) "Pass me the salt, Tom," Robin requested.

Robin **requested** Tom **to** pass her the salt. **Exercise**

1. "Send me the money now," John asked Betty.
2. "Do not ride the bike!" father ordered me.
3. "Doreen, abide by the rules!" the teacher commanded.
4. "Help me, please!" the casualty requested the passer – by.
5. "Let the dog out of the Kennel," mummy told the guard.
6. "Look up the words now," Mr. Kato told the class.

COMPREHENSION

ASPECT: PASSAGE

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

Every week, schools in Uganda hold debates. These debates are base on different topics called motions. The motion to be debated is however, chosen basing on the ability and level of the class.

Last week, Kibimba Primary school held an inter-house debate. The motion was "Technology has done better things than harm." Dr. Albert Cook House proposed the motion whereas Captain Lugard House opposed it. The chief organizer of the debate was Mr. Waiswa Fred, the head of English Department at Kibimba Primary School.

At the beginning of the debate, the audience stood up and sang the National Anthem.

The chairperson, Hon. MigaddeHamuza introduced his cabinet and the speakers from proposition and opposition sides.
The chairperson warned the proposers and opposers against breaking the rules of a debate. He also called upon the audience to participate by raising points like; point of inquiry, point information etc.

Among the people who attended the debate was Mr. Mugoya Pius, the head teacher, Kibimba Primary School. In his speech, Mr. Mugoya thanked the teachers and pupils for being involved in debating. 'I am going to buy a bull for the winners and a goat besides a dictionary for the losers." said the headmaster.
During the debate, the secretary recorded the points raised by both the proposers and opposers. The speakers argued strongly for and against the motion.
In the end, Dr. Albert Cook House won the debate and took a bull.

Questions

1. What is the passage about?
2. Who organized the inter-house debate according to the passage?
3. What prize did the winner get?
4. Which house won the debate?
5. Where do you think the debate took place?
6. What did the audience do at the beginning of the debate?
7. Why do you think Dr. Albert Cook House won the debate?
8. What is the responsibility of Mr., Mugoya in the school?
9. How often is the debate held in this school?
10. Give this passage a suitable title.

COMPREHENSION

Study the notice below and answer the questions about it in full sentences.

KITAGOBWA UMEA PRIMARY SCHOOL

INTER-CLASS DEBATE

P.6 VS P.5

VENUE: SCHOOL MAIN HALL

TIME: 2:15pm – 4:15 pm

DATE: 1ST APRIL, 2021

MOTION: "A NUCLEAR FAMILY IS BETTER THAN AN EXTENDED FAMILY"

CHAIRPERSON

Hon: Ssemujju Nathan

SECRETARY

Hon: Nambooze Ruth

TIME KEEPER

Hon: Okum Pascal

CHIEF WHIP

Hon: Kikonko Hope

Proposers	**Opposers**
Hon: Asaba Tom	Hon: Akello Peace
Hon: Bayiga Ann	Hon: Kakembo Isa
Hon: Were Peter	Hon: Musumba Salama

Main speakers: 5mins: Floor speakers: 3mins

Mr. Muzaale Paddy

PATRON DEBATING CLUB

Questions

a) What is the notice about?
b) Where is the seminar held?
c) How long does the seminar take?
d) Who wrote the notice?
e) To whom is the notice addressed?
f) In which newspaper did the notice appear?
g) How often is the seminar conducted?
h) Give another word or group of words with the same meanings as the following words in the notice;
(i) venue……
(ii) noon …….
i) Why do you think the above seminar is organized?

COMPREHENSION

TABLE

Study the debate timetable of Rwentojo Junior School and answer questions about it.

DAY	10:00a.m-11:00a.m	11:00a.m 12:00p.m	LUNCH	2:00p.m 3:00p.m	3:00p.m 5:00pm
Monday	P.2 Blue	P.3G		P.7 Y	P.5R
Tuesday	P.3 Red	P.7B		P.5R	P.4B
Wednesday	P.5 Yellow	P.2R		P.2G	P.2Y
Thursday	P.4 Green	P.6G		P.3Y	P.3B
Friday	P.6 Blue	P.4Y		P.5B	P.4R
Saturday	P.7 Red	P.5R		P.6Y	P.7G
Sunday	All classes	All classes		All classes	All classes

Questions

1. What is the information about?
2. For which school is the timetable?
3. When are the pupils of primary three yellow supposed to practice?
4. On which day will all the classes practice?
5. Which classes practice three times a day?
6. According to the time table, why do you think all classes
7. Practice the whole day on Sunday?
8. What is the first class that practice on a Monday morning?
9. How many hours does p.7 Green practice on a Saturday?
10. According to the time table, why do you think debating should be taught to school children?

GUIDED COMPOSITION

Below is an incomplete passage. Read it carefully and fill in the blank spaces correctly with the given words in box. Each word should be used only once.

_____in schools is a very interesting activity. Debating promotes self-expression, critical thinking, reasoning and confidence among learners. It also prepares children for further formal discussions and studies. Learners express their _____freely and develop the_____of debating.

The teacher in charge of the debating_____usually suggests two or three _____for the debate then the pupils themselves choose the one they like most. Sometimes the pupils suggest the motion themselves.
After selecting the motion, some of the pupils propose while others oppose the motion. The proposers and_____organize their_____who are always referred to as principal or main speakers. Then the different speakers prepare themselves for the debate.
The debate is chaired and controlled by the_____During the debate, the secretary records the_____raised by both sides. Each speaker is allowed three minutes and the timekeeper takes note of the time allocated.
The audience cheers and applauds the speakers from the sides they support. The audience raises points such as 'point of inquiry,' 'point of_____' and point of order' among others. When the debate is about to end, the chairperson calls upon one speaker from each side make a_____Lastly, the secretary announces the points each side has declares the_____and the losers.

winners,	motions,	club,	information,	chairperson,
opposers,	debating skills,	speakers,	conclusion, points,	opinions

TOPIC 3: FAMILY RELATIONSHIPS

Vocabulary

1. Looking up meanings and proper pronunciation of new words
2. Describing the vocabulary and constructing correct**sentences**

Examples

Vocabulary lesson 1	
family:	A group of people related by marriage or blood. **I belong to the family of Mr. Sulaiman Turo.**
relationship:	way in which two or more people are related **What is the relationship between Mary and Martha?**
genealogy:	The study of family history, including the study of who the ancestors of a particular person were.
family tree:	A diagram that shows the relationship between family members. **It is logical to draw a family tree.**
spouse:	Two people married to each other (husband and wife) **Mary is John's spouse.**
couple:	a husband or wife **Couples should love one another**.
relative:	People with whom you are related. **Most of my relatives live in rural areas.**
ancestor:	a person in your family who lived a long time ago **most of my brothers are named according to our ancestors.**
generation:	all the people who were born at about the same time
in-laws:	one's relatives by marriage especially parents of your wife or husband **Most of my in-laws live in Tanzania.**

Vocabulary Practice I

Arrange these vocabularies in correct ABC order.

1. spouses, couples, ancestors, relatives
2. related, relatives, relate, relating

Arrange these words to form a meaningful sentence.

3. head father is A the of a family.
4. very hardworking all relatives my Are?
5. good genealogist What a John is !

Fill in the most suitable word or group of words.

6. Joan is_____young to get married to an octogenarian.
7. _____Hansa nor Jacinta is related to the beautiful florist.
8. The siblings would rather suffer_____report their cruel parents to the police.
9. _____of the fact that my niece is very beautiful, she is not married yet.
10. The_____a child grows, the wiser he becomes.

ASPECT: Vocabulary

Vocabulary lesson II	
nephew:	The son of your brother or sister. **Master Mark is my nephew.**
niece:	The daughter of your brother or sister. **Bettys niece is very beautiful.**
aunt:	The sister of your mother or father or wife of your uncle. **Joan is my aunt.**
uncle:	The brother of your mother or father or husband of your aunt. **Uncle Peter is ever poor.**
half-sister:	A sister you are related through one parent only. **I have two half-sisters.**
half-brother:	Abrother you are related through one parent only. **Petra likes her half-brothers better than her cousins.**
cousin brother:	A son of your uncle or aunt. **Peter's cousin brother is a very kind boy.**
cousin sister:	A daughter of your uncle or aunt. **Their cousin sisters will visit them next holidays.**
great-uncle:	The elder brother of your mother of father husband of your aunt. **His great uncle lives in Dubai.**
great aunt:	the elder sister of your mother of father **my great aunt is a very caring woman.**

Vocabulary practice II

Arrange these vocabulary words in correct ABC order

1. nephew, niece, uncle, cousin
2. sister, brother, uncle, father

Give the plural from of these vocabulary words

3. Half-sister_____
4. Cousin brother _____
5. Great-uncle _____

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

6. My **aunt's child** has just married.
7. Tom's **mother and father** are very wise.
8. Where does your **brother's son** live?
9. John's father's brother is a lawyer in Kampala.

Give the opposite of these words.

10. Nephew_____
11. Aunt _____
12. Cousin brother_____

13. Great-uncle_____

Vocabulary lesson III	
paternal uncle:	The brother of your father **His paternal father lives in Canada.**
Maternal aunt:	The sister of your mother
Maternal grandmother:	The mother of my mother
Paternal grandfather:	The father of your father. **My paternal grandfather died long time ago.**
Stepbrother:	The son of your stepfather of stepmother.
Stepsister:	The daughter of your stepfather of stepmother
Stepmother:	a woman who is married to your father but is not your biological mother
Stepfather:	a man who is married to your mother but is not your biological father **my stepfather is a very hardworking man.**
Stepson:	The son of your wife/ husband from another marriage. **My stepson is very playful.**
stepdaughter	The daughter of your wife/ husband from another marriage. **John forced her stepdaughter into early marriage.**

Vocabulary practice III

Fill in the blank space correctly.

1. Mystepmother could see the baby in a corner_____the room was very dark.
2. My late grandfather was_____honest man that the family loved him.
3. There is the lady_____gave birth to quadruplets.
4. _____written the letter, your nephew posted it.
5. Grandfather is a centenarian_____is grandmother.
6. No sooner had the school choir_____the anthem than lightning struck the boy.
7. Mrs. Tito is my mother's younger sister, so she ismy_____aunt.

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

8. Samson is the_____of the two brothers. (fat)
9. What a_____girl your elder sister is! (beauty)
10. His daughter got_____last year.(marry)
11. Abdul is more_____than my cousin brother.(handsome)
12. A relative of_____visited them last year.(we)
13. Our grandmother usually wear_____sandals.(wood)

Rewrite these sentences giving the opposites of the underlined words.

14. My stepsons are very playful
15. Peters stepmother loves him very much.

Vocabulary lesson IV	
Sister-in-law:	The sister of your husband or wife or wife of your brother. **My sister-in- law is very beautiful.**
Grandfather - in- law:	The grandfather of your husband or wife. **His grandfather-in law is too old to walk.**
In-laws:	One's relatives by marriage.
Great-grandfather:	The father of your grandfather. **My great grandfather is too old to walk.**
Mother - in- law:	The mother of your wife or husband. **My mother-in-law loves me so much.**
Orphan :	A child whose father or mother is dead**.**

	The orphans who lost their father were crying bitterly.
Guardian:	A person legally caring for another person.
Twins:	Two children born at the same time to the same mother.
Triplets	Three children born at the same time to the same mother.
Quadruplets:	Four children born at the same time to the same mother.

Exercise:

Rewrite these sentences giving one word to mean the same as the underlined group of words.

1. The **mother of my wife** died last week.
2. My **sister's husband** will visit us next month.
3. Jane and Sarah are **two children born at the same time by the same mother.**
4. Peter's **grandfather's mother** is too old to walk.
5. Those **children whose father was dead** are crying loudly.

Write these short forms in full

6. Grandma_____
7. Bro. _____

Give the opposite of these underlined words.

8. Great grand father _____
9. Grandmothers-in-law _____

Rewrite these sentences giving the plural form of the underlined word.

10. Elvis saw his **stepbrother** yesterday.
11. Her **guardian** went to Kampala five years ago.

ASPECT: Prepositions

PREPOSITIONS

A preposition is a word that shows the relationship between a noun or pronoun and the other word(s) in a sentence.

PREPOSITIONS

Prepositions are used to show place, time and agency

Examples of prepositions

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

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

TYPES OF PREPOSITIONS

Prepositions of place

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

e.g.

1. I have put it on the box.
2. We met at the roundabout.
3. We went round the house.

Prepositions of time

These 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

Prepositions of agency (agent)

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

Activity

Use the most suitable preposition to complete the sentences

1. Nairobi is_____Kampala and Mombasa.
2. My great grandfather was born_____1902.
3. The number 5 is_____4 and 6.
4. John is behind Mary and Mary is_____John.
5. There is a road in front of our house but there is no road……our house.
6. The graduation ceremony started_____six o'clock.
7. The guest of honour stayed_____5 o'clock.
8. What is the time_____your watch.
9. We have been learning_____primary one.
10. His sister is_____Dar – es – salaam.

Use by, with, due to, through

1. John went to England……ship
2. Every day I wash my hands……soap and water
3. Sophia cut her nails…… a pair of scissors
4. Mwangi went to Mombasa……bus

5whom did you do that work.

6whom was that boy slapped?

7. The hen was chased ……the cat.
8. The thief jumped …… the window.
9. The thief jumped ……the fence
10. The thief jumped ……the lorry

TOPIC: FAMILY RELATIONSHIPS

Prepositions

Choose the correct preposition from the brackets

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 always died…… beliefs. (for, from, of)
5. Both parents were deaf ……their son's request (to , for)
6. His building was valued …… four thousand dollars. (on, at, for)
7. I shall not talk to you……you pay me back, (until, since)
8. All my sisters are suffering…… measles. (from, of, in)
9. The house was broken into……the thieves. (by, with)
10. We failed to see him because he had covered himself…… the blanket. (below,under)

Fill in a correct preposition

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

For example;

- The walking stick is on the table.
- The walking stick is under the table.
- The walking stick is beside the table.

Other examples include;

aboard	behind	from	through
about	below	in	till
above	beneath	into	towards
across	beside	near	under
after	between	of	until
against	beyond	off	up
along	by	on	upon
among	down	opposite	with
around	during	over	within
at	except	past	without
before	for	since	besides

Words and their prepositions

- married to somebody
- married with children
- related to
- give birth to
- congratulate somebody on something
- share something between the twins
- (Find more words & their prepositions.)

Exercise

Complete each sentence by inserting a correct preposition.

1. The teacher shared six mangoes_____the twenty pupils in his class.
2. Margaret, there were several other girls at the dining table.
3. Bolingo jumped_____the fence and escaped from school.
4. There were sixteen sailors_____the sunken ship.
5. We often see teachers seated_____their desks marking our exercise books.
6. Did you succeed_____convincing your parent to pay for the educational tour?
7. I have not seen my half-brother_____last Christmas.
8. The cow's leg broke when it fell_____a deep hole.
9. Rose and Amanda hid in a thick forest in order to escape_____the rebels.
10. We shall wait_____the doctor arrives.
11. Hundreds of my relatives were bombed_____the war.
12. The bird flew_____the window and escaped.

TOPIC: FAMILY RELATIONSHIPS

Language structures

Using: .....would rather.....than.....

The structure is use to show that you would prefer to do one thing and not the other.
The infinitive verb is used between **would rather** and **than**

Examples

1. My elder brother would choose walking and not being ridden by a stranger.
   My elder brother **would rather** walk **than** be ridden by a stranger.
2. The triplets like swimming. The triplets like travelling more.

The triplets **would rather** travel **than** swim.

Exercise

Rewrite the following sentences using the structure

1. I dislike apologizing. I dislike being punished the more.
2. My young brother prefers listening to a speech to making one.
3. Hafiswa dislikes bitter vegetables. Hafiswa doesn't want to feel hungry at all.
4. For me, it is better to buy from markets than shops.
5. It is right for the fattest woman to walk instead of riding the small bike.
6. I would prefer twins to triplets.
7. Daddy would prefer taking tea to coffee.
8. Maria was more interested in carrying triplets than quadruplets.

Language structures

Using:_____too_____to_____

Examples

1. Nalugwa's aunt is very old. She cannot remember anything.
   Nalugwa's aunt is too old to remember anything.
2. Katongole is weak. He cannot do good work.
   Katongole is too weak to do good work.

   *When the two sentences are talking about two different subjects, we use **for** to join the two sentences.*

3. The food is very hot. The baby can't eat it now.
   The food is too hot for the baby to eat now.
4. The box is very heavy. Aida cannot carry it. (Different subjects)
   The box is too heavy for Aida to carry.

Activity

Join these sentences using:……too……..to…..

1. Kato's sister is very short. She can't jump over the fence.
2. Maria's niece is very young. She can't get married.
3. My uncle is very poor. He cannot pay my school fee.
4. Banda's sister was very scared. She couldn't walk out of the house.
5. Mugabo's brother-in-law is very poor. He cannot care for a big family.
6. Magie's co – wife is very kind. She cannot refuse to give you a lift.
7. My step mother is very cruel. I cannot live with her.
8. Peter is very busy. He cannot visit us in the holidays.
9. Their grandfather is very old. He cannot stand on his own.
10. My aunt is very beautiful. Shabby John cannot marry her.

Language Structures

Using: ……just……

Just is an adverb of time used to tell what has happened a while ago or recently.

It is preceded by has for singular noun and have for plural nouns. The verb to followjustmust be in past participle tense.

Examples

1. My niece gave birth to a baby boy a while ago.
   My niece has just given birth to a baby boy.
2. My aunt gave birth few weeks ago.
   My aunt has just given birth.
3. Your niece got married to an Ethiopian a while ago.
   Your niece has just got married to an Ethiopian.

4. Thomas went away a few minutes ago.
   Thomas has just gone away.

Exercise

Rewrite the following sentences using: ……just……

1. Seku's uncle went to town a few minutes ago.
2. A relative of mine passed away recently.
3. Sheba's aunt gave birth to a baby girl a little while ago.
4. Omedo's grandmother was given a wheelchair recently.
5. Ojok's cousin was here a while ago.
6. My half-brother, the head prefect, went to the staffroom a while ago.
7. Brian and Angel graduated this year.
8. Mugisha's brother-in-law was imprisoned recently.
9. My grandfather died a while ago.
10. His aunt went to Kampala a few days ago.

The use of: ……already……

The word already means before now or before the particular time in the past.

Construct six sentences from the table below.

John		gone to Aunts Mary's house.
We		met our nephews.
Brenda	has	visited her grandparents
You	have	talked to our sisters.
They	had	escorted their uncle.

Examples

1. John has gone to Aunts Mary's house.
2. Brenda had visited her grandparents

Activity

Rewrite the sentences using ……already……

1. My mom gave birth to a baby girl a while ago.
2. Andy's father – in – law lost his wife a while ago.
3. Rose wedded this week.
4. Yogo's cousin completed P7 a few weeks ago
5. Lule's brother had a meeting a while ago
6. My step brother, the stationer sold a lot of books three minutes ago.
7. Hama's step sister left for Jinja a few minutes ago.
8. The family meeting ended a few minutes ago.
9. My nephew wrote a letter to my niece a short while ago.

Language structures

The use of:……is …but….is…….

Examples

1. Jennifer is my niece. Her brother is my nephew.
   Jennifer is my niece but her brother is my nephew.
2. Alex is my brother. His son is my nephew
   Alex is my brother but his son is my nephew

TRIAL ACTIVITY

3. Mr. Kimuli is my father. Mrs. Kimuli is my mother.
   Mr. Kimuli is my father but Mrs. Kimuli is my mother
4. Father is masculine. Mother is feminine
   Father is masculine but mother is feminine

Activity

Use:_____is/are_____but_____is/are_____

1. Hawa is my niece. Her brother is my nephew.
2. That teacher is my uncle. His wife is my aunt.
3. Mugisha is my brother. Mbabazi is my sister.
4. The magistrate is your half – brother. The doctor is your half-sister.
5. Carol is my cousin. Farida is not our cousin.

Complete with the best word

1. Mr. Nkambo is my uncle but his sister is my_____
2. Omondi is my brother-in-law but his sister is my_____

Language structures

The use of: ……such ……that……

Examples

1. Opio's uncle is very honest. He cannot accept any bribe.
   Opio's uncle is such an honest man that he cannot accept any bribe.
2. Bakama's sister is a very fast runner and always comes first in the race.
   Bakama's sister is such a fast runner that she always comes first in the race.

Activity

Join these sentences using ……such……that…….

1. My uncle is a cruel man. I fear to talk with him.
2. The bride's mother – in – law was a very old woman. She could not attend the wedding.
3. A nephew of mine has a cute dress. You would love to own it.
4. Kitty's niece has a very good handwriting. All her teachers can read it.
5. Your grandmother is a very humble lady. I love to live with her.
6. Our grandfather is a very old man. He can neither see nor hear.
7. My step mum is wearing very expensive shoes. No other person can afford them.
8. My brother is a very friendly person. Everyone likes him.
9. You son – in – law is a very obedient man. We all want to work with him.
10. His half – brother is a very rude man. People near him fear him.

Grammar

ORDER OF ADVERBS

Adverbs are words which describe verbs. They tell us more about the verb according to time, place, frequency and purpose.

The order of adverb is Verb/ manner/ place/ frequency/ time/ purpose

Examples

1. Dad walks impatiently into town every afternoon before supper to get a newspaper
2. We take milk hurriedly at home every morning

Activity 6

1. The prefect spoke (yesterday, at the parade, carefully)
2. Will your run (in the field, at 8:00am, tomorrow, fast)
3. The congregation prayed (in the church, very hard, last Sunday)
4. The couple moved (to the reception hall, smartly, after the church ceremony)
5. I shall take the ball (outside, today, stealthily)
6. Take it (there, silently, now)

Language structures

Using:……..hardly/scarcely/barely……

These adverbs are used to show that something does not almost happen or exist. They show **near negative** ideas.

For example

1. Since Tom was very dizzy, he could **hardly** stand up.
   Since Tom was very dizzy, he could **scarcely** stand up.

NOTE: The adverbs are near-negative and don't require (need) negative words like not.

Note: No sooner is used with **'than'** and **barely,scarcely,** and **hardly** go with **when** e.g.

1. No sooner had he come than we went away.
2. Scarcely had he come when we went away.
3. Barely had the teacher entered the class when the pupils clapped theirhands.
4. Hardy had the manager arrived when the applicant knocked at the door.

No comma in the middle of the sentence except when the sentence begins with: As soon as, just as, the moment or immediately.

Activity

Rewrite the following using:_____no sooner_____

1. As soon as Cate saw the book, she shouted for joy.
2. As soon as it started raining, we entered the room.
3. Just as the visitors arrived, the host brought soda.
4. Just as the elections were over, the electoral commission announced the results.
5. They sang the national anthem the moment the president arrived.
6. She complained as soon as she go the salary.
7. As soon as the doctor arrived, the patient died.
8. The taxi started moving just as all the passengers sat.
9. The moment the hair dresser arrived, all the women stopped working.
10. As soon as the parent came back, the child reported the matter.

Grammar

RELATIVE CLAUSES

Content: adjective clauses and relative pronouns

Relative pronouns are; who, whom, which, whose, when, where, that

Use of ……..who……..

Example

1. I am going to see Mr. Mubiru. He is a carpenter.
   I am going to see Mr. Mubiru who is a carpenter.

2. That is Sarah. She gave you a new pen.
   That is Sarah who gave you a new pen.

Activity

Join the following sentences using……..who……

1. The man was taken to hospital. The man was seriously injured.
2. John took your book. Your book was taken yesterday.
3. That is the woman. She got injured in the accident.
4. There goes the teacher. He beat us last week.
5. That is the carpenter. He is my uncle.

Content: using……..whom……..

1. That is the girl. We met in the market.
2. That is the girl whom we met in the market.
3. There goes the man. He gave him our new bicycle.
4. The patient has died. I told you about him yesterday.

Activity

1. My cousin is a candidate already. I beat him by age.
2. Denise is a pupil. I hate him very much.
3. That is the girl. I though she got a first grade.
4. My father has gone away. I love him very much.
5. The pupil was badly hurt. The teacher beat him.

Lesson 3

Content: using .....which....

1. That is the car. We bought it from Kenya.
2. That is the car which we bought from Kenya.
3. That is the flower. I bought it for you.
4. That is the flower which I bought for you

Activity

1. The hen was eaten by a wild cat. The man was looking for it
2. The fish was already stale. My father bought it along the road.
3. The sentence was correct. The teacher constructed it
4. The house was really weak. The thieves broke into it.

Language structures

Content: using..... whose...

Example

1. That is the girl. Her mother is a nurse.
   That is the girl whose mother is a nurse.
2. That is the man. His car made an accident.
   That is the man whose car made an accident.

Activity

Join the following sentence using.....whose.....

1. This is the lady. Her bag scratched away by a thief.
2. He is the one. His failures have never weakened.
3. Sendi has a brother. His hair is brown.
4. That is the woman. Her skirt was burnt

Grammar

Content: using When.../.....when.....

Example

5. He came home. I was in the garden.
6. He came home when I was in the garden
7. Mukasa laughed. The teacher knocked himself
8. Mukasa laughed when the teacher knocked himself

Activity

1. I was in the garden. It rained heavily
2. Sarah was sleeping. Mother came back
3. The woman disappeared. The police arrived
4. I told him the truth. He beat me.

Content: using.....where....

Example

1. That is the shop. I bought my bag from there.
   That is the shop from where I bought my bag.
2. You look at that pit. The drunkard fell in yesterday.
   You look at that pit where the drunkard fell yesterday.

Content: using.....that.....

That is used for animals and things and at times used for persons

Examples

1. The rich man revealed a secret. He is a thief.
   The rich man revealed a secret that he is a thief.
2. Our teacher has a car. He leaves it at home.
   Our teacher has a car that he leaves at home

Activity

1. He went to the furniture mart. He told him about it
2. I cannot remember the book. I promised to lend you a book.
3. Mary gave me food. The food had poison in it
4. He bought a hen. It was expensive

The use of :_____whenever_____

Whenever means every time.

If whenever begins a sentence, a comma must be put after a verb.

(i) Whenever Carol sang, she got a lot of money.

Rewrite the following using:_____whenever_____

1. It is good to inform your parents every time you are sick.
2. Any time you want to go out you must always ask for permission.
3. People must work hard every time they want to get money.
4. Crops dry up every time there is too much sun shine.
5. My husband fights a lot every time he drinks.
6. People always dance a lot every time there is a party.
7. Every time I am hungry, I prepare myself food.
8. Every time Mukasa drives that car, he has to knock someone.
9. Every time that shop is open, it attracts many customers.
10. Many people fear to walk every time it is dark.

Grammar

VERBS

A verb is a doing word. It is a word that expresses an action.

Examples of verbs include; relate, marry, bond, bear, give, die, pacify, smooth, speak, live, break, succeed, etc.

VERBS;

A verb is a doing word or a word with a lot of functions it performs in a sentence.

KINDS OF VERBS

a) Regular verbs;

Regular verbs are doing words that take "d", "ed" and "t" in their past forms.

Examples;

	Verb	**Present continuous**	**Past simple**	**past participle**
1.	arrive	arriving	arrived	arrived
2.	use	using	used	used
3.	dance	dancing	danced	danced
4.	measure	measuring	measured	measured
5.	receive	receiving	received	received
6.	complete	completing	completed	completed
7.	type	typing	typed	typed
8.	retire	retiring	retired	retired
9.	revise	revising	revised	revised

10.	refuse	refusing	refused	refused
11.	travel	traveling	travelled	travelled
12.	perform	performing	performed	performed
13.	abstain	abstaining	abstained	abstained
14.	clap	clapping	clapped	clapped
15.	appear	appearing	appeared	appeared
16.	jump	Jumping	jumped	jumped
17.	pick	picking	picked	picked
18.	look	looking	looked	looked
19.	plan	planning	planed	planned
20.	absorb	absorbing	absorbed	absorbed
21.	burn	burning	burned	burnt
22.	learn	learning	learned	learnt
23.	mean	meaning	meant	meant
24.	deal	dealing	dealt	dealt
25.	dream	dreaming	dreamt	dreamt
26.	spoil	spoiling	spoilt	spoilt
27.	leap	leaping	leapt	leapt
28.	lean	leaning	leant	leant

Grammar

B) IRREGULAR VERBS;

Irregular verbs are doing words whose past simple and past participle have no order of change. Examples;

	Verb	**Present continuous**	**Past simple**	**Past participle**
1.	sweep	sweeping	swept	swept
2.	keep	keeping	kept	kept
3.	sleep	sleeping	slept	slept
4.	weep	weeping	wept	wept
5.	kneel	kneeling	knelt	knelt
6.	feel	feeling	felt	felt
7.	leave	leaving	left	left
8.	spell	spelling	spelt	spelt
9.	spill	spilling	spilt	spilt
10.	meet	meeting	met	met
11.	spend	spending	spent	spent
12.	sit	sitting	sat	sat
13.	send	sending	sent	sent
14.	fight	fighting	fought	fought
15.	build	building	built	built
16.	go	going	went	gone
17.	come	coming	came	came
18.	break	breaking	broke	broken
19.	tear	tearing	tore	torn
20.	wear	wearing	wore	worn
21.	buy	buying	bought	bought

22.	lend	lending	lent	lent
23.	freeze	freeze	froze	frozen
24.	find	finding	found	found
25.	give	giving	gave	given
26.	drink	drinking	drank	drank
27.	do	doing	did	done
28.	see	seeing	saw	seen
29.	sink	sinking	sank/sunk	sunk
30.	lead	leading	led	led
31.	sing	singing	sang	sung
32.	be	being	was	been
33.	ring	ringing	rang	rung
34.	wring	wringing	wrung	wrung
35.	sting	stinging	stung	stung
36.	dig	digging	dug	dug
37.	sling	slinging	slung	slung
38.	stick	sticking	stuck	stuck
39.	strike	striking	struck	struck
40.	cling	clinging	clung	clung

41.	string	stringing	strung	strung
42.	know	knowing	knew	known
43.	grow	growing	grew	grown
44.	run	running	ran	run
45.	become	becoming	became	became
46.	eat	eating	ate	eaten
47.	beat	beating	beat	beaten
48.	bite	biting	bit	bitten
49.	throw	throwing	threw	thrown
50.	sell	selling	sold	sold
51.	seek	seeking	sought	sought
52.	choose	choosing	chose	chosen
53.	bleed	bleeding	bled	bled
54.	breed	breeding	bred	bred
55.	feed	feeding	fed	fed
56.	shrink	shrinking	shrunk	shrunk
57.	spring	springing	sprung	sprung
58.	shine	shining	shone	shone
59.	grind	grinding	ground	ground
60.	wind	winding	wound	wound
61.	read	reading	read	read
62.	cast	casting	cast	cast
63.	broadcast	broadcasting	broadcast	broadcast
64.	hurt	hurting	hurt	hurt
65.	burst	bursting	burst	burst
66.	cost	costing	cost	cost
67.	spit	spiting	spat	spat

68.	put	putting	put	put
69.	cut	cutting	cut	cut
70.	hut	hutting	hit	hit
71.	swim	swimming	swam	swam
72.	shut	shutting	shut	shut
73.	set	setting	set	set
74.	let	letting	let	let
75.	bet	betting	bet/betted	bet/betted

76.	knit	knitting	knitted/knit	knit
77.	rot	rotting	rotted	rotten
78.	get	getting	got	got
79.	begin	beginning	began	begun
80.	fit	fitting	fit/fitted	fit
81.	skip	skipping	skipped	skipped
82.	forget	forgetting	forgot	forgotten
83.	win	winning	win	won
84.	forbid	forbidding	forbade	forbidden
85.	say	saying	said	said
86.	draw	drawing	drew	drawn
87.	sow	sowing	sowed	sown
88.	sew	sewing	sewed	sewn
89.	saw	sawing	sawn	sawn
90.	blow	blowing	blew	blown
91.	lay	laying	laid	laid
92.	lie	lying	lay	lain
93.	show	showing	showed	shown
94.	pay	paying	paid	paid
95.	fly	flying	flew	flown
96.	tie	tying	tied	tied
97.	die	dying	died	died
98.	tread	treading	trod	trodden
99.	stride	striding	strode	stridden
100.	hide	hiding	hid	hidden
101.	bear	bearing	bore	born
102.	catch	catching	caught	caught
103.	drive	driving	drove	driven
104.	fall	falling	fell	fallen
105.	flee	fleeing	fled	fled
106.	forsake	forsaking	forsook	forsaken
107.	bear	bearing	bore	borne
108.	hang	hanging	hung	hung
109.	hold	holding	held	held
110.	mow	mowing	mowed	mowed
111.	rise	rising	rose	risen
112.	shake	shaking	shook	shaken
113.	slay	slaying	slew	slain
114.	speak	speaking	spoke	spoken
115.	steal	stealing	stole	stolen

116.	swear	swearing	swore	sworn
117.	swell	swelling	swelled	swollen or swelled
118.	take	taking	took	taken
119.	teach	teaching	taught	taught
120.	think	thinking	thought	thought
121.	bring	bringing	brought	brought
122.	bend	bending	bent	bent
123.	shoot	shooting	shot	shot
124.	smell	smelling	smelt	smelt
125.	weave	weaving	wove/weaved	woven/weaved
126.	thrive	thriving	thrived/throve	thriven/thrived
127.	thrust	thrusting	thrust	thrust
128.	wake	waking	woke	woken
129.	understand	understanding	understood	understood
130.	write	writing	wrote	written

ALL ABOUT "LAY" AND "LIE"

	Present simple	Present continuous	Past simple	Perfect or past participle
1.	lay	laying	laid	laid
2.	lie (rest)	lying	lay	lain
3.	lie (deceive)	lying	lied	lied

ASPECT: Verbs

Formation of verb

B) Some verbs are formed basing on word-relatedness

Examples

Word	Verb	Word	Verb
food	feed	seat	sit
pursuit	pursue	knee	kneel
success	succeed	Practice	practise
hatred	hate	Behaviour	behave
song	sing	sight	see
seat	sit	flight	fly
loss	lose	angry	anger
advice	advise	thought	think
knee	kneel	loan	lend
life	live	belief	believe
deceit	deceive	receipt	receive
sale	sell	tale	tell

Exercise

Complete each sentence below using the correct form of the verb formed from the word in brackets.

1. Many people_____in life after death. (belief)
2. She_____down and greeted her parents. (knee)
3. Our teachers usually encourage us to_____handwriting. (practice)
4. My half-sister could not_____clearly due to eye defects. (sight)
5. To_____in a society of smokers is dangerous to our health. (life)

6. Laala_____at the front desk in class nowadays. (seat)
7. Make sure you do not_____my expensive pen, please. (loss)
8. Orphans and wardens_____a lot of assistance from their guardians. (receipt)
9. The police will_____the criminal until they find him. (pursuit)

COMPREHENSION

PASSAGE

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

Comprehension

Poem

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

As happy as a King 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.

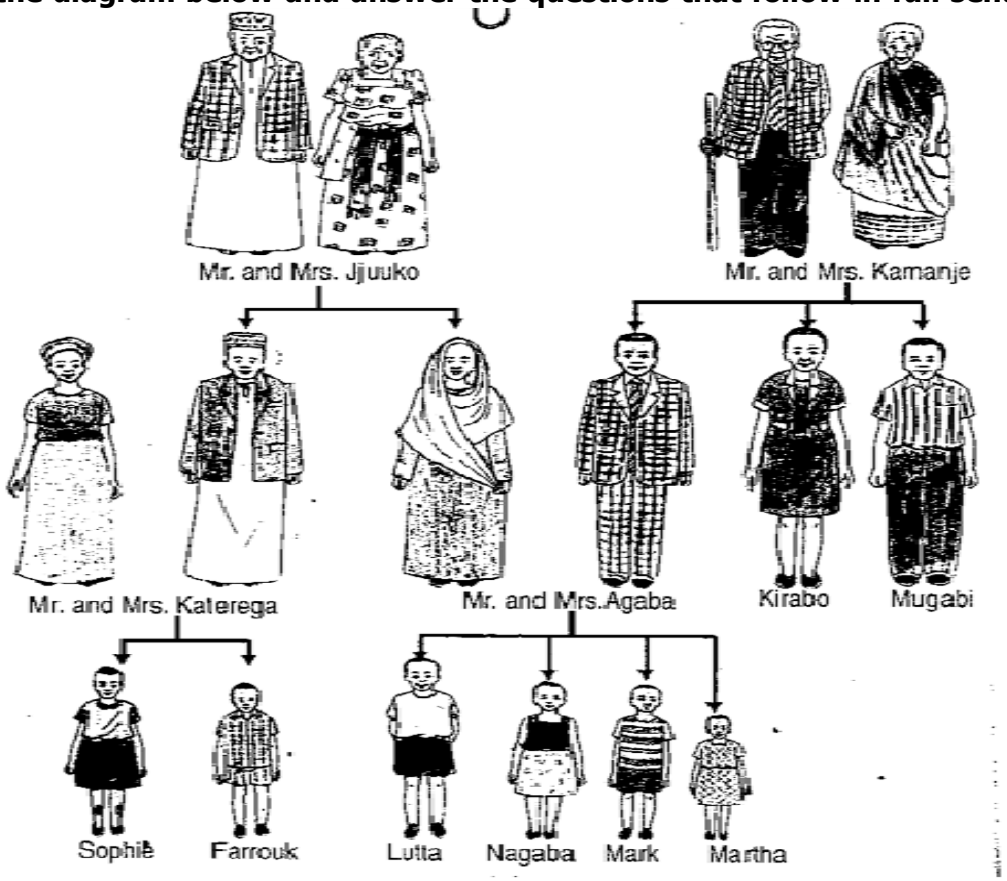
Little Morgan P.6

a) Where is the writer's hoe found?
b) What is the colour of the writer's home?
c) How many stanzas have 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?

Comprehension

Comprehending a family tree

Study the diagram below and answer the questions that follow in full sentences.



Who is Katerega's father?

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

COMPREHENSION

TABLE

Our family trip

The table below shows some highlights of Mr. Kassajja Amy's family Trip to Kasese which took place on 1st – 5th May 2013 Study it carefully and answer questions that follow in full sentences.

DATE	PLACE	ACTIVITY	WHAT WAS SEEN
Mon.2nd 2013	Fort Portal Kabarole District	-visit Kichwamba -view the portrait of Sir.Gerald Portal -view Mt. Rwenzori ranges -tour the Rubombora caves -climb Mt. Rwenzori ranges. -tour the Nyakasura crater lakes. -shopping from the supermarket	-the mass graves -the portrait of Sir Gerald Portal -the ranges of Mt. Rwenzori -the breasts of Nyinamwiiru. -tea estates -the crater lakes - a huge supermarket
Tue. 3rd May 2013	Kasese District	-tour the Bugoye Power Station -climb Mt. Rwenzori ranges -tour Kilembe Mines -going through the tunnel	-Hydro electric power station. - a man-made water fall -River Bugoye -copper-ore -tunnels -the source of R. Bugoye -Mt. Rwenzori ranges -Coffee plantations.
Wed. 4th May 2013	Kasese District	-visit the Kazinga Channel -boat riding on Kazinga Channel(most enjoyable) -game park ride -visit Katwe Salt Mining -park for a return journey.	-fish mongers -a lot of hippos, buffaros, elephants and crocodiles. -Mweya Safari Lodge -Queen Elizabeth National Park -Lake George and Lake Edward -Kazinga Channel -other wild animals e.g four lions, water burgs

Questions

1. Whosefamily had a trip to Kasese?
2. Which part of Uganda is Kasese found?
3. When did the trip take place?
4. What did the family members see in the Rubombora caves?
5. According to the table, which physical feature was commonly seen in both districts?
6. What activity did the family members enjoy most on Kazinga Channel?
7. Name the two lakes which are joined by Kazinga Channel?
8. How many lions did the family memberssee in the national game park?
9. Why do you think a trip of this kind is important to the family members?
10. Write these abbreviations in full.
    (i) e.g. (ii) etc

Debate:

Motion: Nuclear families are better than extended families

ASPECT: Comprehension

PASSAGE

THE ENYARU'S FAMILY

The name Enyaru is a popular one in the village of Opit in Kaberamaido. It got its root from a great grandfather who was once a 'muluka' chief. This man married twenty wives who each produced eight children.

This man was a Christian and each of his children was baptized. Solomon Enyaru was his eldest son. He also had several wives since he was a son of a chief. He also produced a long line of grandchildren for his father. His brother and sisters produced sons and daughters who were also Enyaru's grandchildren, and too carried the name on. Solomon's daughters were nieces to his sisters and these daughters called them their aunties. Solomon's sons called his brothers uncles and therefore the boys were nephews to them. These children of uncles and aunties were cousins to one another.

Solomon had half brothers and half sisters who also had children and the children too produced grandchildren for Enyaru, who were both granddaughters and grandsons of Enyaru.

One thing which was taken care of very seriously was that despite the fact that they were very many; no marriage was ever heard of among them. There was no incest at all. Instead, anyone who wished to get a husband or wife had to go long distances away from Opit Village.

This now brought in sons-in-law and daughters-in-law in Enyaru's family.

The Enyarus you hear of now are great-grandsons and great-granddaughters of a once a 'muluka' chief of Opit.

Questions

1. From which village do the Enyarus originate?
2. How many wives did the great Enyaru marry?
3. What shows that Enyaru was a God-fearing person?
4. What does Solomon call his brother whom they share the father?
5. What did Solomon's daughters call his sisters?
6. Give one word to mean the following;
   i. Your sister's daughters
   ii. Your brother's sons
   iii. A brother to your father
7. Why did Enyaru have several wives?
8. Write the title of the passage.

COMPREHENSION

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

Mother	: Mary
Daughter	: Yes please, mummy.
Mother	: There is someone knocking at the gate. Hurry and check please.
Daughter	: I am pleased to see you, grandmother.
Grandmother	**:** I am pleased to see you too my granddaughter.
Mother	: You are welcome mother in-law
Grandmother	Thank you daughter in-law. How are my grandsons and granddaughters?
Mother	: Very fine, except your son Mr. Kapere who has been ill for a fortnight. He no longer goes to work.
Grandmother	: When did my son fall sick? Why didn't you ring andinform me?
	Yet you know that he is my only child!

Mother	: I sent your grandson. George, our first born but refused to come to Kisozi village**.**
Grandmother	: What …… ! Is George around?
Daughter	: No, grandmother, he has gone to school.
Grandmother	: Do you mean George goes to school on Saturday?
Mother	: Yes, he does because he is preparing for the Primary Leaving Examinations this year?
Mr. Kapere	: I am pleased to see you mother!
Grandmother	: I am pleased to find you my only son when you are still alive and kicking! Sorry for the sickness.
Mr. Kapere	: Don't worry, mother. My health is getting better and better nowadays.

Questions

1. How many people are taking part in the dialogue?
2. On which day of the week did Mary's grandmother visit their home?
3. Where does the grandmother live?
4. How many children does the old woman have?
5. For how long has Mr. Kapere been ill?
6. Who is the first born of Mr. Kapere's family?
7. In which class is George according to the dialogue?
8. Give another word or group of words with the same meaning as the underlined words:
   i. Fortnight
   ii. Getting better and better
9. Why does George to school on Saturday?
10. Suggest a suitable title for this dialogue.

JUMBLED STORY

The sentences below are not in correct order. Re-arrange them to form a composition about "Visiting Relatives"

1. While there, they help their relatives at home.
2. Finally, when the holidays end, they go back to school.
3. So, school children have to travel either to town or up country.
4. They also visit their aunts, uncles and cousins.
5. During these holidays, many school children visit theirgrandparents.
6. There are three holidays in a year.
7. This keeps them busy and prevents them from bad behavior.
8. While others stay in the villages.
9. However, these relatives live in different places.
10. Some live in towns.

Guided composition

Use these words to fill in the gaps

evening	timetable	4:30pm	children	normally
smoothly	mother	supper	at	six

MR. AND MRS. BARIGYE'S FAMILY

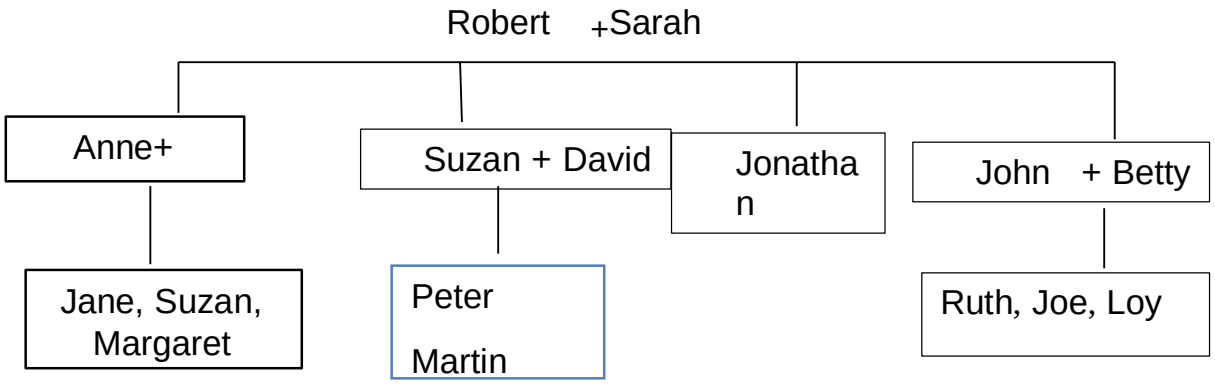
Mr. And Mrs. Barigye's family gets up a_____o'clock and has breakfast. Mrs. Barigye is a teacher. She and the children go to school_____seven o'clock . The children and their_____have lunch between twelve- thirty and two o'clock . The school closes at_____.

Mrs. Barigye prepares the evening meal as the_____do their homework. Mr. Barigye_____comes home late in the_____. The family

eats_____at 8:30pm. After supper, they all go to the bed. This _____helps the family to run_____.

FAMILY TREE

1. Study the family tree below and answer the questions in full sentences.

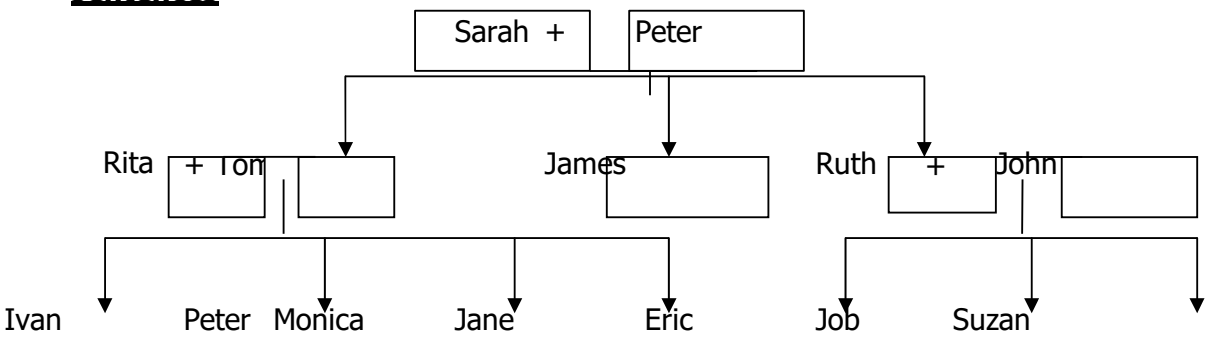


Questions

a) How does Betty call Suzan?
b) Among the Sarah's children, who is a bachelor?
c) What is the relationship between John and Martin?
d) How many grandchildren does Mr. Robert have?
e) How is Robert related to Sarah?
f) How many nephews does Jonathan have?
g) Who is Mark's grandmother?
h) What is the relationship between Jane and Peter?
i) What relationship does Anne have with Margaret?
j) What does this family tree show?

COMPREHENSION

1. **<u>Study the family tree carefully and answer the questions that follow in full sentences</u>**



Questions

a) What name is given to the above information?
b) What is the relationship between Sarah and Peter?
c) How many grandchildren are in this family?
d) What is the relationship between John and James?
e) According to the above information, who is the grandfather in this family?
f) Among Sarah's children, who is a bachelor?
g) How many sons did Peter produce?

h) According to the above information, who is Suzan's Auntie?
i) What type of family do you think is shown above?
j) Give the opposite of brother-in-law .

INVITATION CARD

Read the invitation card below carefully and answer in full sentences the questions that follow.

INTRODUCTION CEREMONY

The family of Mr. and Mrs. Olum Bernard of Bunga with pleasure invites the company of

Mr. and Mrs. Abdul Mukasa

to the introduction ceremony of their daughter Aol Precious
The ceremony will take place on 6/10/2020 at their home in Bunga at 12:00 noon.

Your presence will grace the occasion.

Musoke Paul *RSVP* *Wanda Gerald*
0776430120 *078195341*

Questions:

1. What is the invitation about?
2. Where will the ceremony take place?
3. How is Aol related to Mr. Olum?
4. How many people are invited to this function?
5. Which two people should be contacted for further information?
6. Write the meaning of RSVP?
7. When will the function take place?
8. Where is Mrs. Olum's residence?
9. At what time will the function take place?
10. Write in full: R.S.V.P.

TOPIC: CARPENTRY

Dictionary work

1. Looking up meanings and pronunciations
2. Description of vocabulary
3. Finding/forming other possible words from the vocabulary
4. Making sentences using the vocabulary

Vocabulary lesson 1
Wood : material used for making furniture
The carpenter uses wood to make furniture.
Carpenter : a person who makes furniture
Masaba, the carpenter makes good office furniture.
Carpentry: the work of or art of making wooden objects.
My elder brother will study carpentry when he completes P.L.E.

drill	a tool with a pointed and used for making holes in wood **The drill is beside the cupboard.**
Hammer	a tool with a heavy metallic head and handle used for hitting nails into wood **The carpenter uses a hammer to fix a chair.**
Plane	A machine with a blade used for smoothing wood. **Mr. Opolot's house has wooden doors and windows.**
Furniture:	objects such as tables, stools, cupboards, chairs, beds and benches **The carpenter will be repairing our furniture tomorrow.**
Wooden :	something made of wood. **The young man will make the piece of wood smooth using a plane.**

Vocabulary practice I

Arrange these words in a dictionary order.

1. carpenter, drill , hammer, plane
2. carpenter, wood, carpentry, wooden

   Use each of these words in a sentence to show that you know the difference in their meanings.
3. plane
4. plain

   Write the full from of the following short forms
5. can't
6. shan't

   Rewrite these sentences giving the opposite of the underlined words.

7. The new hammer is very **heavy**.

8. John made a very **shinny** bed.

   Rewrite these sentences giving the plural form of the underlined words.
9. Mende sells all sort of furniture in his Mart.
10. Tendo is cutting wood in order to get timber.

Vocabulary lesson II	
Besides	in addition to **The carpenter made a chair besides a table.**
Beside	next to, near or at the side of
	The carpentry workshop is beside the highway.
Plank	a long narrow flat piece of wood **The planks which the headmaster bought yesterday will be used to make desks and tables.**

Polish	To make something or a surface smooth and shinny. **Joseph polished his shoes with a brush and kiwi**
Fix	to put family together **The headmaster fixed the shelves to the wall with nails and hammer.**
Varnish	a liquid which is painted or polished onto wood to make it shiny. **His bed was smooth and shiny after varnishing it.**
Sandpaper :	Strong paper with a rough surface used to make wood smooth. **The little boy rubbed wood with sand paper in order to make it smooth.**
Glue	A sticky substance used to fix things together. **The headmaster fixed the pictures on the notice board with glue.**
Tool	an instrument like a hammer, a saw, a plane or a drill etc. used for a particular purpose. **The carpenter keeps his tools in the tool box.**

Vocabulary practice II

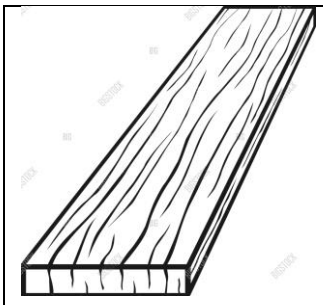
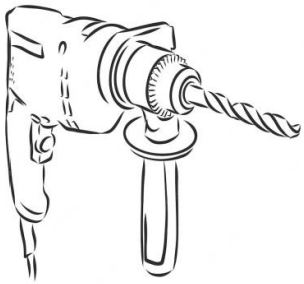
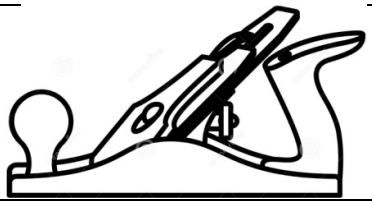
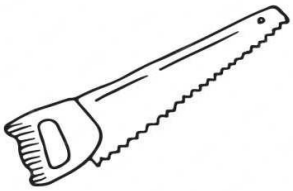
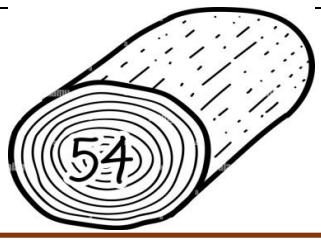
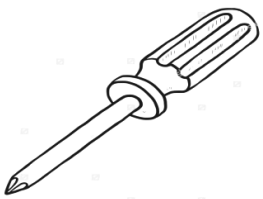
Use the correct form of the given words to complete the sentences.

1. The carpenter is_____the bed. (smooth)
2. The cashier's counter was well_____. (polish)
3. John_____the doorframe yesterday. (fix)
4. Isabirye has_____tables and chairs in his dining room.(wood)
5. My elder brother studied_____at Kisubi Technical Institute. (carpenter)
6. He is a_____carpenter because of his good furniture. (fame)
7. The carpenter_____the log into plank. (splitting)
8. David makes his furniture_____. (careful)

Language structures

What is…… used for?

Read the name of each item in the picture and tell its use

		
plank	**A drill**	**A hammer**
		
A chisel	**A plane**	**A hand saw**
		

wood	**Screw driver**	**Wood glue**	

Fill in the blank spaces with the correct words

Examples

1. A tool for cutting wood is called a saw.
2. A tool for driving nails into wood is called a hammer.

Activity 1

1. A tool for making the wood surfaces smooth is called a_____
2. A tool for fixing screws is called a_____.
3. A tool for turning nuts is called a_____.
4. A tool for making holes in wood is called a_____.
5. A strong paper used to make an object smooth is called_____.
6. The sticky substance used to join pieces of wood is called _____.
7. The liquid painted onto wood surfaces to make them shine is called____

Activity II

1. A drill is used for_____
2. A hammer used for _____
3. A screw driver is used for _____
4. Sand paper is used for _____
5. A saw is used for _____
6. A plane is used for _____
7. Glue is used for _____
8. A spanner is used for _____
9. Vanish is used for _____

Grammar

THE USE OF PRESENT TENSE

The present simple tense is used to show that something happens regularly, it is a habit or it is done every day, sometimes, usually, generally, often, twice a week or more than once

Requirements

I
We
They run
Ruth and Rose

He
She runs
It
Robert

Activity

Fill in the blanks with the correct form of the verb given

1. Mr. Obbo_____sandpaper to smooth the furniture.
2. Anna_____furniture from the nearby workshop. (buy)
3. I always ..... to school (walk)
4. We ..... fish every week. (eat)
5. It..... like a frog. (jump)
6. Many pupils .....sweets in class. (eat)
7. Dorothy .....faster than Judith. (run)
8. My sister .....Italian as the second language. (study)
9. Our headmistress .....good English. (speak)

10. She ……Swahili news very well. (read)

Note: the other use of present simple tense is to make statements or facts e.g. Sugar melts, a river flows, Kampala is the capital city of Uganda

THE PRESENT CONTINUOUS TENSE

It is used to describe what is really happening at the present moment.

e.g. What…… doing? What is / are he / they doing?

Answers

He is going to Kampala

They are reading a novel

The present continuous is also used to describe an action that started in the past but is still going on.

e.g. My brother is learning to drive.

There is a teacher who is giving me extra work

Forming 'ing'	**Adverbs of time used**
Come – coming	now
Cook – cooking	at the moment
Bark – barking	today

Activity

Use the given verbs to complete the sentences

1. The policeman_____the bus now. (stop)
2. He_____in his book now. (write)
3. I_____for my book now. (look)
4. Catherine_____her work now. (do)
5. They are_____very fast. (run)
6. Why are you_____your friend. (hit)
7. The oxen_____grazing. (be)

ASPECT: Grammar

Active and passive voice in the present simple tense

Examples

1. They eat food/ food is eaten by them.
2. I love football/ football is loved by me.
3. Kato eats pork/ pork is eaten by Kato.
4. She loves music/ Music is loved by her.

Activity

Rewrite the sentences below in passive voice

1. The police seldom catch thieves.
2. We do little work.
3. Janet tears dress.
4. Pupils sweep the classroom.
5. Joy rarely sharpens the pencil.
6. She drives a long lorry.
7. Indians burn corpses.
8. Sanyu spells words wrongly.
9. He teaches English.
10. My mother feeds the baby.

Active and passive in the present continuous tense

Examples

1. I am writing a letter (active).
   A letter is being written by me.(passive)
2. Suzan is peeling cassava.
   Cassava is being peeled by Suzan
3. They are playing football.
   Football is being played

Activity

Rewrite the sentences below in passive voice

1. She is telling them to go.
2. He is riding a bicycle.
3. The pupils are eating porridge.
4. They are giving her some work.
5. John is repairing his bicycle.
6. I am taking the baby to bed.
7. The time keeper is ringing the bell.
8. The crowd is shouting at the thief.
9. My mother is waking me up.
10. The teacher is punishing later comers.

Grammar

Active and passive in the present perfect

Examples

1. We have drunk cold tea.
   Cold tea has been drunk by us
2. They have drunk cold tea.
   Cold tea has been drunk by them.
3. Sanyu has drunk cold tea.
   Cold tea has been drunk by Sanyu

Rewrite the following sentences in passive

1. The boy has climbed a tree.
2. He has watched a film.
3. The tailor has made a new cap.
4. A thief has stolen our car.
5. I have written the letter.
6. The policemen have stopped the motorist.
7. Jackson has trained his dog.
8. He has given them sweets.
9. Paul and Peter have fetched water.
10. The stranger has helped the old woman.

Language structures

The use of: What is ..... used for?

We use the structure to ask what a special tool or material is supposed to do.
The response of the structure is followed by the continuous from of the verb.

Examples

1. What is a plane used for?
   A plane is used for smoothing wood.

Activity

From the table below, form questions using the structure and answer themaccordingly. Using

…….**used for…..**

Plane	Smoothing wood
Drill	Making holes into wood or metal
Varnish	Polishing wood
Plank	Making furniture
Glue	Sticking wood firmly together
A hammer	Fixing nails in wood
Bench	Sitting on
Saw	Cutting wood
Screw driver	Fixing screws in wood or metal
Spanner	Turning screws in furniture

Language structures

The use of: First ……..next…….then…….

The structure is used to tell the sequence or order of doing something.

Examples

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

Activity

Use the structure: First……..next……then…. to describe how the following are made

a) A bed
b) A cupboard
c) A chair
d) Frying clips
e) Mopping the house
f) Serving food to guests
g) Writing an exam
h) Fetching water

Language structures

Using: ……..beside……..

____beside means: -at the side of, -near, -next to

Examples

1. James' varnish is near the toolbox.
James' varnish is beside the toolbox.
2. He sat next to his wife all night.
He sat beside his wife all night.
3. Mr. Malevu has a carpentry workshop near a saw mill.
Mr. Malevu has a carpentry workshop beside a saw mill
4. Kato's saw is near the table.
Kato's saw is beside the table.
5. Kamoga's varnish is near the tool box.
Kamoga's varnish is beside the tool box.

Note carefully

Beside is usually confused with **besides** which means **in addition to** or **apart from**.

Activity

Rewrite the sentences using:_____beside_____

1. His carpentry workshop is at the side of the butcher's.
2. The chauffeur parked the saloon near the telephone booth.
3. Rajab sits next to me in class.
4. Our school was built along the Northern By-pass.
5. Put the fridge next to the dining table.
6. The wood is near the furniture workshop.
7. The carpenter put the plane near the plank.
8. The drill is near the screw driver.
9. The saw is near the bench.
10. The varnish is near the door.

Construct meaningful sentences from the table

The carpenter has not got	any furniture	beside	the double bed
Did you see anything	all the items you need		the screw driver
Anguzu didn't receive	in the box		the dining table

Grammar

Note: "Besides", "on top of" or "in addition to" are closely followed by 'being' before any adjective is written e.g.

1. **Rose is short. Rose is thin.**
   Besides being short, Rose is thin.
2. **On top of being clever, the carpenter is friendly.**
   Besides being clever, the carpenter is friendly.
3. **In addition to being young, Rita is absent minded.**
   Besides being young, Rita is absent minded.

Rewrite the following using: Besides……)

1. Nakayima is not only helpful but also generous.
2. Godfrey is hungry. Godfrey is angry too.
3. Mr. Muyita is a teacher on top of being a preacher.
4. Kakembo is careless. He is always forgetful.
5. Not only is Mwanje a news reporter but also a businessman.
6. On top of being energy less, Dorcus is dizzy.
7. Mwangu is punctual and attentive.
8. Water is used for bathing. It is also used for washing.
9. A phone is used for sending messages. It is also used for receiving information.
10. Apart from law, education is also an expensive course at the university.

Tenses

(B) The present continuous tense

The tense is used to show an action that is happening now.

We use auxiliary (helper) verbs am, is and are before the main verb in its -ing form.

That is to say;

…….am/is/are + '-ing' verb…….

Examples

1. I am varnishing the furniture now.
2. The old carpenter is smoothing the planks.
3. They are carrying the wood away.

How verbs change to the continuous (ing)form

a) Some verbs simply add -ing e.g. cry-crying

ActivityUsing the following verbs, make sentences in the present continuous tense

1. study _____
2. smooth _____
3. eat _____
4. listen _____
5. saw _____

b) Some verbs drop vowel e at the end before adding ing, for example;

write – writing
take – taking
shade – shading
strive - striving

Except;

dye – dyeing
free - freeing
see – seeing
flee – fleeing

Activity

Write the continuous (ing) form of the following verbs

1. line
2. ice
3. ride
4. bite
5. dine
6. breathe _____

c) Some verbs double the last consonant before adding ing. This applies to verbs that end in a consonant – vowel-consonant letter order.

sit – sitting
travel – travelling
shut – shutting
dig – digging
skip – skipping
let – letting

Except;

loosen loosening
roughenroughening
listen – listening
open – opening
tow – towing
show – showing
saw – sawing
sew – sewing
draw – drawing
snow – snowing
bow – bowing
pray – praying
say – saying
buy – buying
enjoy – enjoying
delay – delaying

Activity

Change the following verbs to their continuous(-ing) forms

1. skip
2. drop
3. swim
4. run
5. begin
6. knit

7. thin
8. split

d) Some verbs form continuous (-ing) forms by changing i.eto y before adding -ing.

lie – lying
vie – vying
tie – tying
die – dying

e) The verbs; panic and traffic, add k before adding ing.

panic – panicking traffic – trafficking

Activity

Use the given verbs to complete the sentences

1. The policeman……the bus now. (stop)
2. He…… in his book now. (write)
3. I……for my book now. (look)
4. Catherine……her work now. (do)
5. They are ……very fast. (run)
6. Why are you……your friend. (hit)
7. The oxen…… grazing. (be)

ASPECT: Tenses

C) The present perfect tense

This tense is used to show an action that has taken place.
We use; …..has/have + participle form of the main verb…….

For example

1. The carpenter has broken his hammer.
2. The boys have varnished the furniture
3. The carpenter has not ridden to work.
4. Has the puppy eaten its food?
5. The audience has not yet sung the anthem.

Activity

Complete these sentences in the present perfect tense, using the given words

1. The carpenter has _____ the long planks into short pieces. (to saw)
2. The boys have _____ the wood. (to smooth)
3. I have_____the police. They are coming. (ring)
4. I have never_____a horse. (ride)
5. They have_____beautiful mats for sale. (weave)
6. The baby has_____ himself in soil. (to dirty)
7. The competition has just_____.(begin)
8. The pupil has_____the Oxford Advanced Learner's Dictionary. (choose)

TENSES

D) The present perfect continuous tense

This tense is used to show an action that has been taking place.
We use auxiliary verbs has or have been and the continuous (ing) form of the main verb.
For example;
The carpenter has been repairing the shelves.

Using "for" and "since"

FOR is used when the length or period of time is shown, for example;
…..for two hours
……for a week

…….for a decade
…….for a fortnight
……for ten years

SINCE

is used when the point of time at which the action started happening is given. This means that the action started at that time and is still continuing.

For example;……since nine O'clock.
…….since Monday.
……since last week.

1. I have been varnishing the furniture **for** six hours.
2. We have been studying the map **since** two O'clock.
3. She has been knitting tablecloths **for** a decade.
4. It has been raining **since** morning.

Activity

Use the words in brackets correctly to complete the sentences in the presentperfect continuous tense.

1. The lumberjack has been_____trees since yesterday. (to fell)
2. The loggers_____down trees for two hours now. (cut)
3. The police have_____the highway robbers since nine O'clock. (to pursue)
4. We have been_____French since we came to France. (study)
5. I have_____up in the banking hall for hours. (to queue)
6. AIDS_____killing people since 1980. (to be)
7. Mother has_____the tablecloths for the last four hours. (knit)
8. John_____under the tree since eight in the morning. (to lie)
9. The carpenter has_____the planks for thirty minutes. (to smooth)
10. Dad has been_____to news for about twenty-five minutes. (listen).

ASPECT: Comprehension

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

I AM A CARPENTER

I am a carpenter and a designer,
With two hands, I have made fame,
With two hands, I have made a name,
I make wood useful to people,
I am a carpenter and designer by profession.

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

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

I am proud each time I am called to work,
It is on wood I entirely depend,
I am proud that I do fill your house,

Designing is part of my life,
On my skills, I can survive I am proud,
I am a carpenter.

Atiko Policap (P6)

Designer : a person who makes patterns or fashions out of something
Profession: a kind of job

Questions

1. What makes the carpenter famous?
2. What does the carpenter use to make counters and shelves?
3. Suggest what the word 'most comfortable beds for the dead' refers to in the second stanza.
4. What are the best raw materials in the carpenter's workshop?
5. Why do you think pine is not among the best materials?
6. When does the carpenter feel proud?
7. What do carpenter use to firmly pastes planks together?
8. What type of wood is pine and cypress?
9. Write a word or group of words with the same meaning as the words below:
   Survive_____
   Entirely_____

TENSES

The past continuous tense

This tense is used to show an action that was taking place in the past.

We use;……was/were + ing verb……

Examples

1. The lumberjack was felling trees.
2. The class was studying the Scottish map.

Using "……..when……." with the past continuous tense

Examples

1. I was digging in the orchard when I cut myself.
2. She was tying firewood when she hurt herself.
3. They were sleepingwhen it started raining.

Activity

Use the given words to complete the sentences

1. While mother was____up at the ATM, I was reading a novel in the car. (line)
2. Jane was_____the window when the windowpane broke. (shut)
3. They were_____to music when they fell asleep. (listen)
4. The carpenter was_____the plank when he hurt his arm. (carry)
5. The loggers were_____logs while the carpenter was smoothing the furniture. (cut)
6. I was_____under the mango tree when a snake bit me. (lie)

TENSES

(C) The past perfect tense

- The tense is used to show that one event happened before another in the past.
- It is also used to show that an event took place before a certain fixed time.
- The only helping (auxiliary) verb used in this tense is had.
- The past participle form of the main verb is used.

We therefore use**;……had + past participle verb……..**
Examples

1. The chauffeur **had driven** his boss to the airport.
2. The chauffeur **had** not **driven** his boss to the airport.
3. **Had** the chauffeur **driven** his boss to the airport?
4. They **had gone** to school by taxi.
5. The lumberjack **had cut** down the trees when the police arrested him.

Note carefully
In this tense we can also the adverb **already** (positive sentences) and **yet** (in negative and interrogative sentences as seen below;
1.The baby had already fallen when I saw him.
2.The baby had not yet fallen when I saw him
3.Had the baby fallen yet?

TENSES

(D) The past perfect continuous tense
The past perfect continuous tense is used to show an action that started in the past and had been going on for some time.
We use**;…….had been + ing verb……..**
Examples

i) The engineer had been working on the road construction.
ii) The old man had been smoking for a decade.
iii) The loggers had been splitting the logs when it started raining.
iv) We had been revising for our examinations.
v) The girls had been skipping.

3. THE FUTURE TENSE
This is about actions and events of the future (the time that will come after the present).
The future tense is also sub-divided as follows;
A) Future simple : I shall try. He will try.
B) Future continuous : I shall be trying. He will be trying.
C) Future perfect: I shall have tried. He will have tried.
D) Future perfect: I shall have been trying.He will have been trying. continuous

Activity
Use the correct form of the given verb to complete the sentences
1. The teachers will_____a meeting tomorrow. (to hold)
2. The carpenter will be_____the planks in the afternoon. (to smooth)
3. We shall have_____the exams by the end of the term. (do)
4. The train will leave at 5:30a.m. The train will have_____by 6:00a.m. (leave)
5. Mother_____the orphan's fees next term. (to pay)
6. I shall the cutlery and crockery later. (buy)
7. The patient will be_____on his bed in the afternoon. (lie)

COMPREHENSION
PASSAGE

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

CARPENTRY

Carpentry is one of the most self reliant pr independent occupations in our country today. It involves making and repairing wooden objects.

Carpentry requires life skills. Besides, one has to join a technical institution in order to acquire professional skills in wood work or journey.

In Uganda, like in other parts of the world, there are a number of technical institutes. Some are private and others are owned by the government. These include Elgon Technical Institute in the eastern region, Kicwamba Technical Institute in the western region, Kisubi and Kyambogo Technical Institutes in the central region among others.

These institutes have trained many carpenters in Uganda. The carpenters make good office and home furniture. Some furniture is even exported to neighbouring countries like Sudan, Kenya and Rwanda.
The carpenters, however, say that the best wood comes from the Ssesse Islands, Mahogany Oak, Mvule and Musizi provide hard wood. On the other hand pine and cypress trees provide soft wood.

First, the lumberjacks **fell** the trees into logs with power saws. Next the logs are sawed into timber which is sooner or later transported and distributed to different parts of the country for sale.

Then, the carpenters access and **purchase** the timber in any quantities they can afford from the timber stores. They make it smooth with planes; cut the planks into sizeable pieces and make beds, chairs, tables, wardrobes and coffins for the dead. Tools such as hammers, drills, saw, screw drivers, nails and glue are used to join and fix furniture firmly.

After making the furniture, the carpenters polish it with vanish and brushes. Varnish makes furniture shiny and glittering.

Finally, the carpenters display their furniture either in the show rooms or by the road side for the customers to admire and buy. In turn, they make a loaf of money and send their children to school.

Questions:

a. What is carpentry?
b. Where can one get professional skills in wood work?
c. Why do you think carpenters are useful people in our community?
d. How are the trees fell into logs?
e. Which trees provide hard wood according to the passage?
f. Where does the best wood come from?
g. Why do carpenters polish their furniture?
h. Give another word or a group of words with the same meaning as the underlined words in the passage.

(i)fell _____(ii) purchase _____

i. Write any one technical institute mentioned in the passage.

COMPOSITION

Jumbled sentences

Rearrange the following sentences in order to write a good story.

1. The furniture he makes includes; chairs benches, desks, tables and beds.
2. James is a very famous carpenter in our sub-county.
3. They are made out of different types of wood.
4. When this wood is got from there, it is brought to the workshop.
5. He makes a lot of very beautiful furniture.
6. At the workshop, the wood is cut into different sizes of planks using a saw.
7. The wood is Mvule, mahogany or Ennongo obtained from forests.
8. The planks are then planned, shaped and later joined into frames using nails.
9. Finally, he puts the finished furniture on display.
10. After all that, the item made is polished and left to dry.

Dialogue

A VISIT TO A CARPENTRY WORKSHOP

Carpenter:	I am pleased to see you, dear pupils of St. Agnes primary school.
Pupils:	Thank you! We have great pleasure of meeting you too.
Carpenter:	Where is the teacher who has accompanied you?
Pupils:	He is still in the school truck. He is Mr. Kisakye our teacher of English in P.6.
Carpenter:	Would you like to ask any questions, please?
Pupils:	Certainly, Mr. Carpenter. We have just learnt about carpentry. What is a plane used for?
Carpenter:	To make the wood smooth.
Pupils:	Thank you, Mr. Carpenter. What do we need to make a chair?
Carpenter:	You need some wood, a plane, a saw, some nails and varnish.
Pupils:	That's wonderful! What steps do you take to make a chair?
Carpenter:	First you plane the wood, next you cut it into pieces, then you fix the pieces firmly together using nails and a hammer.
Pupils:	Mr. Carpenter, what do you do when you want to polish a chair or any other piece of furniture?
Carpenter:	First, you make it smooth using sandpaper, next you polish it using varnish and a brush, and then you put the chair in the sun to dry.
Pupils:	Dear sir, will you please tell us why you apply varnish to wooden objects?
Carpenter:	Well, we polish wooden objects with varnish to make them shiny and good looking.
Pupils:	We didn't know all this information about carpentry. Thank you very much, Mr. Carpenter. Good bye.
Carpenter	Not at all. Thank you for coming. Good bye.

Questions

1. Where do you think this dialogue took place?
2. Which class visited the carpentry workshop?
3. Who accompanied the pupils to the workshop?
4. Why did the pupils visit the carpentry workshop?
5. Do you think the carpenter was co-operative? Give a reason to support your answer.
6. How does a carpenter make wood smooth?
7. Why do carpenters polish wooden objects according to the dialogue?
8. How did the pupils travel to the workshop?
9. From which school were the tourists?
10. What is a saw used for according to the dialogue?

COMPREHENSION

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

LUBUTO FURNITURE MART.

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

- Sofa sets and coffee sets from China.
- Mahogany and metallic beds of all sizes from Korea,
- Wooden dining tables, wardrobes and a variety of baby cots.

We are open from 8: 00 am – 7: 00 pm Monday to Saturday.
Find us at Mbwa Old Rd. Plot 5 Masindi.

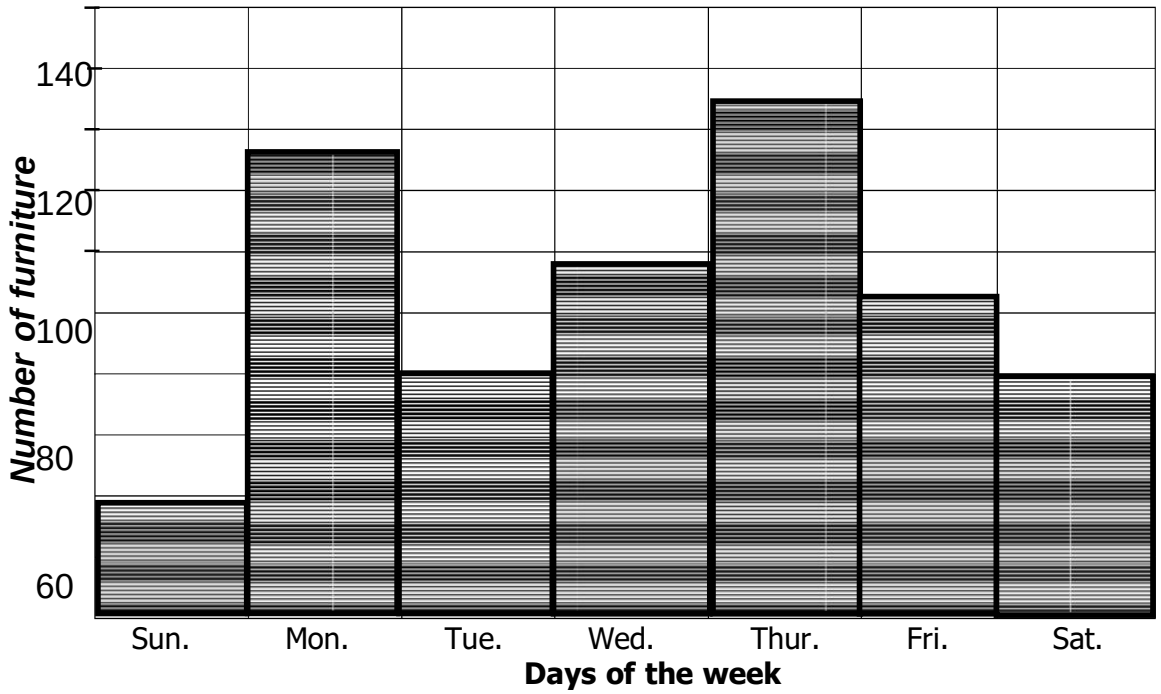
Management
17/04/2020

Questions:

1. What does Lubuto furniture mart deal in?
2. Where is the company located?
3. At what time does business open?
4. What type of beds do they have in stock?
5. On which day does this business close?
6. What item can you buy for a baby from this company?
7. When was the advertisement written?
8. Who wrote the advertisement?
9. Who are informed?
10. Write in full "Rd."

COMPREHENSION

The graph below shows how Timo's Carpentry workshop served its customers in the first week of July 2021. Study it and answer the questions that follow in full sentences.



Questions:

1. What does the graph show?

2. On which day of the week did the carpentry workshop serve the least number of customers?
3. How many customers did the carpentry workshop serve on Thursday?
4. When did this carpentry workshop take a record of the customers served?
5. For which carpentry workshop was the information recorded?
6. How many customers were recorded in the week?
7. How many more customers were served on Wednesday than Tuesday?
8. Why do you think many customers flocked the carpentry workshop?
9. What was the total number of customers served on Sunday and Monday?
10. Write Wed. in full.

TOPIC 4B: TAILORING

ASPECT: VOCABULARY

Dictionary work

1. Look up meanings and proper pronunciations
2. Description of vocabulary
3. Using the words in simple sentences

Vocabulary lesson I	
tailoring:	a job/ style of making clothes **After sitting Primary Leaving Examination, Diana will study tailoring.**
sewing machine:	a machine that is used for sewing fabric materials e.g clothes **Mary bought a new sewing machine.**
tailor:	a man whose job is to make and repair clothes **Tailor Salongo mended my school uniform very well.**
seamstress:	a woman whose job is to make and repair clothes **Sarah is the seamstress with whom I came.**
material:	**a** piece of cloth used for making clothes. **We bought our materials from the market.**
cloth:	fabric made by weaving or knitting cotton, wool or silk.
garment:	a piece of clothing made already. **My aunt normally buys exported garments.**

Vocabulary practice I

Arrange these vocabulary words in correct dictionary order

1. tailoring, tailor, thimble, material
2. cloth, clothes, clothing, clothed
3. seamstress, button, material, garment

Use each of the words in a sentence to show that you know the difference in their meanings.

4. Sew
5. See

Fill in the blank space with a suitable word

6. Joan couldn't remember_____the tailor told her.
7. Mary, the_____sew very dressesnicely.
8. The second month on the calendar is_____.
9. Both the tailor and the_____sew and patch clothes.

Rearrange these words to form from a meaningful sentence.

10. tailor My brother little wants to a be.
11. tailoring Is a business profitable Uganda in?
12. a hardworking What seamstress is Mary!

Vocabulary lesson II

cloth : fabric made by weaving or knitting cotton, wool or silk.

John used a pair of scissors to cut a piece of cloth.

bobbin: a small device on which a tailor or seamstress winds thread

Having wound the thread on a bobbin, the seamstress started sewing clothes.

scissors :a tool with two sharp blades and handles used for cutting cloth, paper etc into pieces.

Masaba bought a new pair of scissors yesterday.



a pair of scissors

j. **texture** : the way a surface or fabric feels when you touch it i.e.how rough, smooth, hard or soft it is

My gown has a smooth texture

k. **seam :** a line along which two edges of fabric are sewn together.

Her dress was torn at the shoulder seam.

l. **button :**a small round piece of metal or plastic usually sewn onto apiece ofclothing used for fastening two parts together.

m. **materials** : cloth used for making clothes, curtains etc.

What material is your wedding gown made of?

n. **Knitting :**making clothes from woolen or cotton threat using two long thin knitting needles or a machine.

Our grandmother is an expert at knitting sweaters.

Vocabulary practice II

Use the correct form of the given word.

1. That blue dress was_____by Pamela. (sew)
2. The seamstress had _____ _____my dress by midday. (patch)
3. A beautiful mat was_____by Nalongo. (weave)
4. The queen usually wears_____clothes. (wool)
5. _____is a profitable business. (tailor)
6. Nambi forgot her_____needle in the classroom. (knit)
7. The bride made a good_____of wedding dress. (choose)
8. Mr. Okumu is an expert at_____ladies' clothes. (sew)
9. The old woman weaves her mat_____. (skill)
10. The tailor_____his first finger. (hurt).

Arrange the given words to form a correct sentence.

13. cloth is nice What a this!
14. John Both tailors and are Sam skillful.

Vocabulary lesson III	
tape measure:	a long narrow strip with the measurement mark used to measure the length of something. **The tailor measured us using the tape measure.**
button:	a small round piece of metal or plastic usually sewn on a piece of clothing used for fastening two parts together**.** **He fastened the button on his shirt.**

patch	to cover a hole or worn-out part of a cloth using another piece of cloth.
thimble:	a small metal or plastic worn on the end of fingers to protect them when sewing
mend	to repair something that has been damaged **Teddy mended her dress yesterday.**

design	to decide how something will look by making models **Sylvia Awori makes good designs and fashions.**
designer	a person whose job is to decide how clothes, furniture will look **My elder brother is an industrial designer.**

Vocabulary practice III

Fill the gaps with a suitable word

1. Ochaya used a pair of_____to cut the cloth.
2. My aunt is a professional_____. She sews ladies suits.
3. Mugoya, the_____always sews nice suits.
4. The old woman bought a new_____machine.
5. The seamstress hurt her finger because she did not have a_____.
6. The tailor_____my shirt because it had.

Arrange the words to form meaningful sentences

7. my tailor The mended uniforms yesterday.
8. seamstress What hardworking a are you!
9. taken Have you uniform your to tailor the?

Language Structures

Be careful when……..

Examples

1. Be careful when stitching the cloth because you may hurt your finger
2. 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

Make sentences using the given words and the structure: Be careful when…….because……..

1. Using a sewing machine, damage it
2. Designing a jacket, spoiling it
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 button holes, making bigger ones
9. Fixing the zip, selecting wrong colours
10. Using a pair of scissors, cutting yourself.

TAILORING

…….prefer ……..to……..

We use the structure to talk about ones top preference besides the other.

Examples

1. Robert likes knitting. He likes sewing more.
   Robert prefers sewing to knitting
2. Elijah likes designing. He likes hemming more.
   Elijah prefers hemming to designing

Activity

Rewrite the sentences below using……prefer……to….

1. The tailor liked designing jackets more than trousers.
2. Newton likes measuring more than sewing.
3. I like wearing jeans more than Khaki.

4. The seamstress would rather weave than sew uniforms.
5. The teacher would rather contact the tailor than the seamstress.
6. She would rather buy new dresses than old ones.
7. The customer likes linen more than silk.
8. Lule likes buttoned trousers. He likes zipped trousers even more.
9. The old man liked sewing. He liked weaving even more.
10. The boy liked shorts. He liked trousers even more.

Language structures

The use of: ……and……

And is a conjunction used to join two parts of a sentence. The nouns written after and is changed to the plurals.

Examples

1. peter is a tailor. Paul is a tailor.

Peter and Paul are tailors.

Rewrite these sentences using: ……and……

1. Akello bought a sewing machine. Apio bought a sewing machine.
2. Kawere had a needle. Kamsiime had a needle.
3. Musa had a tape measure. Seamstress had a tape measure.
4. Maria bought a dress. She gave it to the friend.
5. Sarah bought a material. Shadiah bought a material.

Language structures

The use of …….as soon as……

…….immediately……

The two structures are used in the same way to show the shortest possible time something happened.

They are used either at the beginning or in the middle of the sentences.

Examples

1. The seamstress finished sewing the dress. She ironed it.
   The seamstress ironed the dress **as soon as** she finished sewing it.
   The seamstress ironed the dress **immediately** she finished sewing it.

Activity

Rewrite the following sentences using:…….as soon as……..

1. Our father took his suit to the tailor. The tailor started mending it.
2. The workers made nice designs. Their master paid them.
3. The tailor finished sewing the shirt. He gave it to me.
4. The seamstress planned to sew. The electricity went off.

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

1. Andrew bought a cloth. Andrew took the cloth to the tailor.
2. The school re – opened for term II. The tailor came and took our measurements.
3. The tailor got the tape measure. The tailor measured me.

Language structures

The use of: As soon as……

Immediately……

When these structures are used at the beginning of the sentence, a comma is used to separate the two sentences.

Examples

Rewrite these sentences beginning: Immediately……..

1. **As soon as the seamstress finished sewing the dress, she ironed it**

Immediately the seamstress finished sewing the dress, she ironed it

2. **The seamstress ironed the dress as soon as she finished sewing it.**
   Immediately the seamstress finished sewing the dress, she ironed it.

USING: .....AS WELL AS .....

'As well as' simply means just like the other. When using this conjunction, focus should be on the similarity or likeness.

Using **'as well as'** calls for a comma just before **'as well as'** and then after the second noun.

Examples

1. Mary, as well as Betty, has gone to fetch water.
2. John, as well as Henry, is very polite.

N.B: Don't confuse '**both**', '**together with'** and '**and**' with as well as. '**Both**', 'and' and '**together** with' make the subjects plural.

Joining sentences using:____as well as_____doesn't change the subject to plural.

Rewrite the following using:_____as well as_____.

1. James is sick. Kato is sick too.
2. Mary has a sewing machine. Betty has a sewing machine.
3. Julius is going to Jinja. Matovu is also going to Jinja.
4. A lorry is a good vehicle. A taxi is a good vehicle.

5. A tailor is very important in society. A seamstress is very important in society.
6. Education is wealth. Health is wealth.
7. The secretary has to come. The teacher has to come.
8. That song is nice to hear. This song is nice to hear.
9. My father is very generous. My mother is very generous.
10. The headmistress is happy. The teachers are happy.

Language structures

.....enough to.....

1. The material is very good. It can be used to make a good uniform.
   The material is good enough to be used to make a uniform
2. Tendo is weak. He can't lift that sewing machine.
   Tendo is not strong enough to lift that sewing machine

Activity

Join the sentences below using:_____enough to_____

1. Oketcho is very strong. He can lift that sewing machine alone.
2. Diana is clever. She will get a first grade.
3. Masaka is a fertile district. All bananas Uganda needs can grow in that district.
4. He understands science. He will be able to pass it.
5. This food is not ready. We can't eat it.
6. Jalia is very rich. She can buy new sewing machines.
7. The ditch was very deep. It broke her leg.
8. He is very skilled. He can repair a computer.
9. Tina speaks Kiswahili very well. The soldier understood her.
10. The tree is very big. P3 pupils can't climb it.

Language Structures

Despite the fact that_____

Despite and **in spite** have the same meaning as **'although'** or **'much as'** or '**but'**.

Note the following:

i. Despite is used with 'the fact'.

ii. In spite is used 'of the fact'.
iii. Despite and in spite can be used without "(of) the fact"

In this case, the adjective or verb that comes after despite must change into a noun e.g.

i. Despite the fact that it was raining, the children went out to play.
ii. In spite of the fact that it was raining, the children went out to play.
iii. Despite the rain, the boys went out to play.
iv. In spite of the rain, the boys went out to play.
v. Much as it was raining, the children went out to play.

Rewrite the following using:_____despite the fact_____

1. Although the car was moving at a high speed, the man jumped off.
2. The woman danced a lot although she was pregnant.
3. Although the police was on alert, the party members went on with therally.
4. The boy completed the term in spite of the fact that he had no school fees.
5. In spite of the fact that he was poor, he always admired expensive things.
6. The child did a lot of mistakes although power was on.
7. The machines failed to work although power was on.
8. In spite of the fact that he was tired, he spoke throughout the night.
9. The child was given hard food although he had no teeth.
10. In spite of the fact that it was sunny, the clothes did not dry up.

Activity II

Rewrite using:_____despite_____without using the 'fact that'

1. Although he was complaining, nobody listened to him.
2. Despite the fact that he was highly paid, he did not buy anything at home.
3. Kasozi jumped the highest although, she was very heavy.
4. Suzan did not stop fighting although her father was around.
5. Despite the fact that she was poor, she ate meat daily.
6. Although Sharon was weak, she went for the dance.
7. Birungi went on fast although she loved food.
8. In spite of the fact that she is poor, she eats meat daily.
9. In spite of the fact that she was beautiful, she did not get married.
10. The pupils feared a lot although the night watch man was around.
11. Although the lamp had enough fuel, it did not give bright light.
12. Many children don't go to school although there is free education.

ADVERBS

Revision exercises involving adverbs

a) Complete the sentences using the words in brackets.

1. Seamstresses and tailors always cut their long cloths_____.(care)
2. The tablecloths were_____knitted by my paternal aunt.(good)
3. The mischievous boy_____crept out of the bedroom.(stealthy)
4. The planks were_____cut since the saw was blunt.(crooked)
5. Owen's handwriting is_____getting better and better.(steady)
6. To survive that accident, Tom must have escaped death_____.(miracle)
7. David_____fought and beat Goliath centuries ago.(courage)
8. The police are_____dealing with crime nowadays.(wise)
9. Did he do it_____, or you forced him?(voluntary)
10. "Learn to speak_____," my father advised me.(polite)
11. You mustn't treat each other_____. (cruel)

b) Rewrite and give one word for the underlined words

12. The embroidery on his shirt was made with beauty.
13. Do not act with anger.
14. "Why did the teacher leave in a hurry?" asked Martha.
15. The cobbler mends my shoes every fortnight.

Language structures

Using: Not only….. but also…….
……not only……but also…….

The structure is used to emphasize that something else is also true.
The conjunction '**Not only'** means the following besides, on top of, in addition to, and apart from.
It can begin a sentence or be used in the middle of a sentence.

Example

a) The seamstress measured the long cloth. She also cut it.
- The seamstress **not only** measured **but also** cut the long cloth.
- **Not only** did the seamstress measure **but also** cut the long cloth.

b) Agaba washed his face. He also washed his hands.
- Agaba washed **not only** his face **but also** hands.

Activity

Rewrite the sentences using;_____not only_____but also_____.

1. I attended the debate. I also attended the meeting.
2. Atai bought the novel. Atai read the novel.
3. We learn English and French.
4. The tailor designed the dress. The tailor embroidered the dress.
5. I have seen the teacher.Ihave seen the receptionist.
6. Zawedde shook hands with the president as well as the first lady.

Rewrite these sentences beginning: Not only…….

1. Apart from being a teacher, John is also a doctor.
2. Mary is a lawyer. She is also a seamstress.
3. Susan is bright on top of being humble.
4. George was hardworking and disciplined.
5. Jackie will go to London. She will also go to South Africa.
6. Primary seven pupils will go to Jinja. Even Primary six will go.
7. In addition to being stupid, Namagwatala was very playful.
8. Besides preparing the meal, Mary will also serve it.
9. The teacher will teach us a lot. He will also care for us.
10. He punished the child. He also denied him food.

COMPREHENSION

Passage

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

HARD WORK PAYS

Martin Mukambwe, aged 30, is a young but professional tailor in Kiyembe Market, Lilongwe town council in Masaka District. He has a family of three boys and two girls. All his children are studying in good schools. It is through his creativity and hard work in fashion wear that he has been able to take care of his family very successfully.

Martin started this business as an individual by knitting sweaters and weaving table clothes, selling them to relatives and friends. Out of it, he managed to acquire an electric sewing machine which helped him to make work easier and quicker. He would buy materials from Kampala and make fashionable garments and sell them from door to door. This attracted many customers.

Martin's friends and relatives supported him greatly and some of them connected him to some schools around. He made school uniforms and sweaters and sold them at lower prices. This made him to be popular in the area. His business expanded and he decided to start a Professional Tailoring School. In his school, would be taught how to develop skills in tailoring, weaving, patching torn clothes, hemming and stitching materials and sorting buttons. He created jobs for low income earners. Most of these people have been encouraged to start their own self-help projects. They have put up retail shops which sell items like needles, buttons, thread, zips, scissors, and seams and already made garments.
Martin's hard work and creativity has helped him to develop steadily and he is one of the richest people we have in town today. It is very true that indeed hard work pays a lot.

Questions

1. How old is Martin Mugambe?
2. What is the work of Martin Mugambe?
3. Which district does Martin come from?
4. How many children does Martin have?
5. How did he start his business?
6. According to the passage, who made Martin to be popular in the area?
7. Write any three activities done in his school.
8. What did Martin do when his business expanded?
9. How many girls and boys does Martin have?
10. What helped Martin to develop very fast?
11. Write a suitable title to the story.

COMPREHENSION

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

Tailor:	Good morning, madam.
Customer:	Good morning, sir.
Tailor:	How can I help you?
Customer:	have brought my gomesi for repair and a piece of cloth to make a suit for my husband.
Tailor:	May I have a look? What happened to this beautiful gomesi?
Customer:	I sat on a chair with a nail which had not been well fixed. My cloth got torn. It created a big hole.
Tailor:	I am sorry! It will be patched. How about the other cloth? Do you have the measurements?
Customer	: Yes, my husband normally wears size eighteen in the waist and his height is three metres.
Tailor:	What did you use to measure his size?
Customer:	I used a string to measure his size.
Tailor:	Oh, no! You should have used a tape measure but not a string. This material is very nice. I need to get the actual measurements so as to make for him a better suit.
Customer:	In that case, what do I do?

Tailor:	Your husband needs to come and take proper measurements using a tape measure.
Customer:	I see! So, what about my torn Gomesi?
Tailor:	I will stitch the hole, patch it with care, then replace the buttons which match with the colour of the Gomesi and the garment will look more beautiful.
Customer:	You have been very kind to me and your customer care is highly appreciated.
Tailor:	Thank you for your encouraging remarks.
Customer:	It is my pleasure. Good day.
Tailor:	Good day, too.

Questions

1. What time of the day was the conversation?
2. Which people are talking n the conversation?
3. Why did the customer go to the tailor?
4. Which items did the customer take to the tailor?
5. Do you think the customer was a male or female? (Give a reason for your answer)
6. How did the Gomesi get torn?
7. What is the use of a tape measure according to the dialogue?
8. Why couldn't the tailor sew the suit?
9. What did the tailor promise to do about the Gomesi?
10. How many people are taking part in the dialogue?

COMPOSITION

JUMBLED SENTENCES

Re-arrange these sentences to describe the process of making a shirt.

1. After sewing the uniforms, he puts the buttons and holes onto them.
2. My school gives free uniforms to all of us.
3. Next, he chooses the thread that matches the colour of the cloth.
4. The school uniforms and made by a tailor at school.
5. After taking measurements, he cuts the cloth with a pair of scissors.
6. Then he fixes the thread into the bobbin and starts sewing the uniforms.
7. The tailor takes measurements of every pupil.
8. Sewing usually takes three to five days.
9. Finally he asks each pupil to try on his uniform before taking it for use.
10. This is done at the beginning of every year.

Guided composition

Use the words in the box to fill in the blank spaces

tailor	scissors	stitch	needle	material
tape measure	design	button	sewing machine	zips

Making a suit for the groom

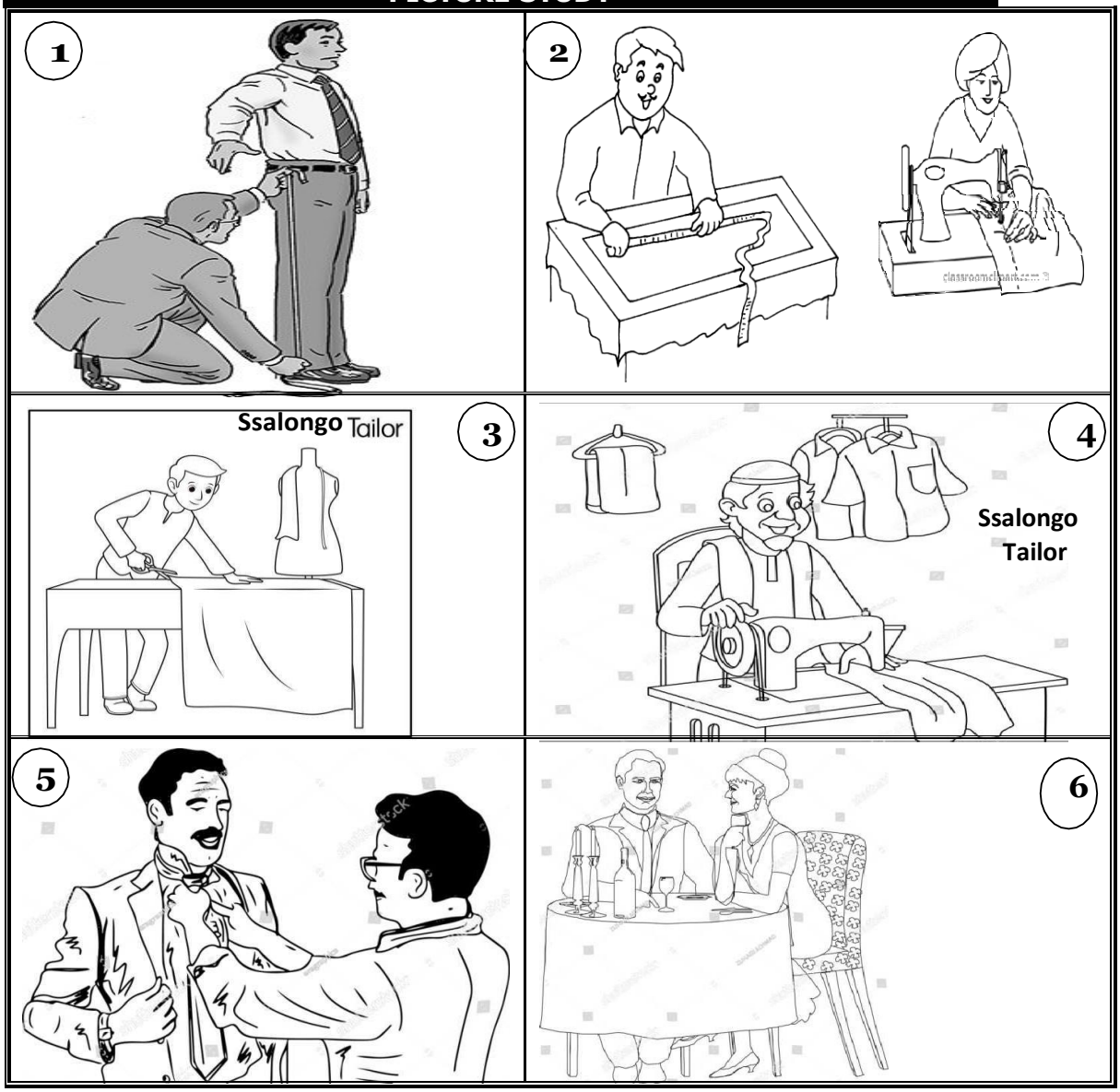
The groom and his best man went to the_____who was good at making suits. They first chose the_____and then took their measurements using a _____. After that he got a pair of_____and started cutting the cloth. He made the_____they wanted.

With his_____, he was to_____and make_____holes. Then for the trousers, he put_____on the fly and rear pockets and lastly made the hem with a_____. He told them to come and pick them up after two weeks.

Picture composition

The pictures 1 - 6 tell a story. Study them carefully and write a sentence to describe what is happening in each picture. You may use the following words to help you: tape measure, pair of scissors, sewing, fit, sewing machine, cutting, material, tailor, measurements, man, happy.

PICTURE STUDY



Questions

1. Picture 1 : _____
2. Picture 2 : _____
3. Picture 3 : _____
4. Picture 4 : _____
5. Picture 5 : _____
6. Picture 6 : _____
7. Who is being measured in picture 1?
8. What is the tailor doing in Picture 3?
9. Why do you think the man is happy in picture 5?
10. Suggest the suitable title of the story.

TOPIC: BAKING

ASPECT: VOCABULARY

Dictionary work

1. Look up the meanings and pronunciations of the words.
2. Use the words in simple sentences.

Vocabulary lesson I	
baker	A person who bakes bread, cakes etc. **A baker earns money every day.**
bakery	A place where bread and cakes are made. **The little girl bought a cake from the bakery yesterday.**
cutter	A person or thing that cuts **Abdul sliced the loaf of bread with a cutter.**
bake	To cook in an oven using dry heat. **Diana baked a cake for her birthday.**
turn off	To switch off something. **Jane turned off the oven as soon as the cake was ready.**
knead	To press and stretch dough with your hands to make it ready for baking. **My sister prefers kneading dough to fetching water.**
yeast	A fungus used to make bread rise. **The baker usually adds yeast to make bread rise.** **The bread did not rise because she forgot to add yeast.**

Vocabulary practice 1

Arrange these vocabularies in correct ABC order.

1. bake, baking, baked, bread
2. yeast, knead, cutter, bakery

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

3. John has gone to a <u>place where bread and cakes are made</u> in Bulo.
4. Sam bought much<u>fungi used to make bread rise</u> yesterday.
5. Susana and Brenda are <u>allpeople who bake bread, cakes</u>in Musa's bakery.

Give the opposites of these vocabularies

6. He <u>turned off</u> the oven as soon as he started baking.
7. His cakes are <u>cheaper</u> than ours.

Use each of the words in a sentence to show that you know the difference in theirmeanings.

8. need
9. knead

Vocabulary lesson II	
baking	The process of cooking using dry heat in an oven **Grace is very good at baking wedding cakes**
ingredient :	One of the things from which something is a made. **Even though we added enough ingredients, the cake was not tasty.**
Pinchof sugar:	The amount of sugar that can be picked between your thumb and first finger. **Male added a pinch of sugar to the dough.**
dough	A mixture of flour water, sugar and other ingredients used for baking. **Mother told me to knead the dough for Teddy's birthday cake.**

Oven	The part of a cooker or stove shaped like a box with a door on the front in which bread is heated or baked. **She switched off the oven in order to bake bread.**
flour	A fine white or brown powder made from grain like wheat, barley, sorghum, millet, maize etc. **I will bake a cake immediately I get wheat flour.**

Vocabulary practice II

Choose the best word from the list to complete the sentence

No sooner, pinch, although, bread, because, mixture, baker's, baking, baker, ingredients, neither

1. Norman, the …… baked a lot of bread.
2. When I reached the …… , I asked for some bread from the baker.
3. Will you get me a ……of salt, please?
4. The teacher has been teaching about…….
5. If you want some loaves of…… , you will go to the baker's

6 ……had the baker's caught fire than the fire brigade was called.

7. The cake is not tasty ……the recipe was wrongly made.

8 …… Okurut nor Masaba bakes bread.

9. Although the man had all the …… , the cake was not tasty.
10. Make the…… first, then knead the dough

Vocabulary lesson III	
recipes	instructions that tell you how to cook something and the ingredients **Do not forget the recipes for chicken soup, please.**
taste	flavor **Mother always prepares food with good taste.**
sieve	A tool for separating solids from liquids. Daddy bought a plastic sieve last month.
grater	A tool with a rough surface used for cutting or chopping food into small pieces **Sandra grated the carrot with a grater.**
Biscuit	A small flat dry cake for one person. **Peter ate a lot of biscuits at the party.**
Icing sugar	A fine white powder made from sugar that is mixed with water to make icing **We use icing sugar to make the cakes look nice.**
Baking tins	Metal containers used for baking cakes **We bought very attractive baking tins**

Vocabulary practice III

Construct a meaningful sentence using each of the following words

1. taste: _____
2. test: _____

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

3. My elder sister is good at…… (to bake)
4. The loaf of bread is very…… (sugar)
5. Mutebi, the_____ came to our school last month. (bakery)
6. Tom ate three_____ of bread because he was hungry. (slice)
7. All the_____ of bread were stolen last night. (loaf)

8. Mother buys buns and cookies_____. (day)

Rewrite these simple sentences giving one word for the underlinedgroup of words.

9. The baker has been absent for a period of fourteen days.
10. **Maria bought a**tool with a rough surface used for cutting or chopping foodinto small pieces yesterday.
11. Martin, the baker, was working without making noise.

Give the plural forms of these simple words

12. pinch of salt: _____
13. half cake _____
14. flour:_____
15. dough:_____

Language structure

The use of:_____used for _____

Match the list of words in A to B correctly

LIST A	LIST B
1. A cookie cutter is used	for cooking and breading on bread.
2. Yeast is used	for slicing bread.
3. Baking flour is used	for chopping food into small pieces.
4. Margarine is used	for instructing you on how to prepare and cook food.
5. Spices are used	for protecting other clothes from getting dirty.
6. A recipe is used	for making bread for flavoring food.
7. A mixer is used	for cutting shapes of cookies.
8. An apron is used	for making dough to rise and become light.
9. A grater is used	
10. A bread knife is used	

Examples

A cookie cutter is used for cutting shapes of cookies.

Complete these sentences sensibly

1. Yeast is used _____
2. Baking flour is used _____
3. Margarine is used_____
4. Spices are used _____
5. A recipe is used _____
6. A mixer is used _____
7. An apron is used_____
8. A grater is used_____
9. A bread knife is used_____

Formation of nouns

Nouns are naming words, for example: dough, flavour, roll, dough, recipe, taste…..

Many nouns are formed from adjectives, verbs and other nouns using suffixes such as;

…ness, …t, …sion …sure …ship

…th	…ment	…nce	…y	…hood
…ty	…tion	…ncy	…dom	and so on

Word _al	**Noun formed**
betray	betrayal
approve	approval
arrive	arrival
deny	denial
try	trial

bury	burial
propose	proposal
_t	
complain	complaint
weigh	weight
high	height
receive	receipt
pursue	pursuit

Complete the sentences by inserting the most suitable noun formed from the word in brackets.

1) The_____to the theatre was crowded with people. (enter)
2) The_____ took place at St. Peter's Church of Good Hope. (marry)
3) Riots led to the _ _____of the presidential elections. (postpone)
4) The teacher could not control his_____in the dining hall. (annoy)
5) We all heard the loud_____of the hyenas. (laugh)
6) The children's_____was truly excellent. (behave)
7) After a hot_____, a decision was finally taken. (argue)
8) The beauty of our school fills us with_____. (admire)
9) The_____was led by one of the UPDF lieutenants. (rebel)
10) The teacher made a clear___so that we could understand him.(explain)
11) I love this shirt because of its beautiful_____. (embroider)
12) The accident was an unfortunate_____.(occur)
13) The undisciplined student deserves an_____. (expel)
14) My son's academic excellence gives me_____. (proud)
15) A_____is an accident in which two vehicles crash into each other.(collide)

Language structures

USE OF: HAVING .....

The structure '**having**' is used to express that after a certain action, another one followed immediately. E.g. Having seen the book, the girl became happy.

Note that: having is always followed by a verb in the past participle tense e.g

i. Having taken the drugs, the boy went to sleep.
ii. Having eaten all the food, the pupils went out to play.

There must be a comma after the object if 'having' begins a sentence

Rewrite the following using: Having .....

1. The children ran to school after putting on the school uniform.
2. The girl started peeling cassava after getting the knife.
3. The baby slept. It first took a cup of milk.
4. The boy entered class after paying school fees.
5. Joan got a first class. She went to Namagunga S. S.
6. The visitor relaxed a bit and then gave a speech.
7. After getting the money, the old woman bought a kilogram of sugar.
8. After reaching the city, the girl grew wild.
9. The woman washed her hands. She started eating.
10. The driver started the car. The driver drove off.
11. The demanded for marriage after growing up.

Language structures

SINCE AND FOR

Since is used when a point of time in the past when the action started is to be mentioned e.g. Mary has been sick **since** yesterday. **Yesterday** is the point of time when Mary started being sick.

Note: (i) If the action is still going on, since is proceeded by "**has been**" or "**have been**".

If the action has stopped, don't use **'has been'** or **'have been'** e.g.

1. Tom has been busy since morning. This means that Tom is still busy.
2. Tom was busy since morning. This means that Tom is no longer busy.

For" is used only when the total amount of time taken by an action is to be mentioned e.g.

3. Mary has been sick for two days.
4. Tom has been busy for six days.

Rewrite the following as instructed in the brackets.

1. Jolly is reading the novel. She started reading it last week. (Join using ….since ……)
2. Kellen started washing her dress in the morning. She is still washing. (Use ……. since ……..)
3. Matovu is digging. He started digging at 1: 00 pm. (Join using: ……has been……)
4. Mwesigwa is still living in London. He went there in 2002. (Join using ….since…….)
5. Kangave became patriotic on the Independence Day. He is still patriotic. (Join using ….since ….)
6. It is five days since Joan fell sick and she is still sick. (Rewrite using ……..for……)
7. Mwebaza spent ten years living in California. (Rewrite using …….for……)
8. The child has spent four hours sleeping. (Rewrite using …….for …….)
9. The manager has spent nine years praying for a car. (Use ……for……)
10. They have been studying English. They started at 10: 00 am. (Join using ….. since …)
11. Mulungi is sick. The sickness started two weeks ago. (Join using ……..for…….)
12. Moses has spent five months away. (Use ……for ……)
13. They are playing. They started in the morning. (Join using:……since ……)
14. The Primary five pupils have been in class. They went there at break time.
15. Use …….since……)
16. Martin has lived in Kampala from 2014. He has been there for six years.
17. (Join using ……since……)
18. I am singing. I started singing in the morning. (Join using ……since…….)

Language structures

Using; …….either….or…….

We use this structure to suggest any of the two actions will yield positive result.

Example

1. Peter will bring my books. Paul will bring my books.
   Either Peter or Paul will bring my books.
2. I shall drink Pepsi – cola. I shall drink juice.
   I shall drink either Pepsi – cola or juice.

Activity

Join using …either…or……..

1. You can hand in your work today. You can hand in your work tomorrow.
2. Moses is allowed to come in. Simon is allowed to come in.
3. Our teacher will go to Britain. Our headmaster will go to Britain.
4. Rosette enjoys reading novels. Rosette enjoys reading magazines.
5. I shall scratch jadalottery. I shall scratch premier lottery.
6. The aero plane has fallen into the ocean. The helicopter has fallen into the ocean.
7. The girls will sing well at the concert. The boys will sing well at the concert.

8. I dreamt getting free money. I dreamt getting free cows.
9. A dog is a dangerous animal. A cat is a dangerous animal.
10. Janet eats fish every day. Janet eats meat every day.

Language structures

Using: 1. Not only….. but also…..

2. ……not only……but also…….

- The structure is used to emphasize that something else is also true.
- It can begin or be used in the middle of a sentence.

Example

c) The seamstress measured the long cloth. She also cut it.
   - The seamstress **not only** measured **but also** cut the long cloth.
   - **Not only** did the seamstress measure **but also** cut the long cloth.

d) Agaba washed his face. He also washed his hands.
   - Agaba washed **not only** his face **but also** hands.

Activity

Rewrite the sentences using; …..not only…..but also…..

1. I attended the debate. I also attended the meeting.
2. Atai bought the novel. Atai read the novel.
3. The tailor designed the dress. The tailor embroidered the dress.
4. I have seen the teacher. I have seen the receptionist.
5. Zawedde shook hands with the president as well as the first lady.
6. Apart from being a teacher, John is also a doctor.
7. Susan is bright on top of being humble.
8. Primary seven pupils will go to Jinja. Even Primary six will go.
9. In addition to being stupid, Namagwatala was very playful.
10. The teacher will teach us a lot. He will also care for us.

Rewrite the following using: Not only……

1. Kasumba is a mechanic. Kasumba is also a driver.
2. Juma cleaned his bedroom and his sitting room.
3. Kafeero applied for education. He also applied for law at the university.
4. Besides being humble, Najjuma is beautiful.
5. On top of being happy, Susan is generous.
6. In addition to a radio, Julius got a car too.
7. Fazirah went to the mosque and also read the holy book.
8. The boy is lame in one leg. The same boy is blind.
9. Apart from dancing, Jane sings well.
10. She bought a book and a school bag.

Language structures

The use of :……and neither……

The structure is used to mean that any of the two mentioned items do not yield positive results.

Examples

1. Peter won'tbake the cakes. Simon won't bake the cakes.
   Peter won't bake the cakes and neither will Simon.
2. I shall not drink beer. Ronald will not drink cola.
   I shall not drink beer and neitherwill Ronald.

Trial

Using; ……..and neither…….

1. Janet does not eat pork. Janet doesn't eat mutton.
   Janet does not eat pork and neither does she eat mutton
2. Musa is not short. Mate is not short.

Musa is not short and neither is Mate.

Activity

Join using ……and neither…….

1. Robinah can't wash utensil clean. Her brother Peter can't wash utensils clean.
2. Walumbe did not return to Gulu. Kaikuuzi did not return to Gulu.
3. My dress is not new. Pauline's dress is not new.
4. Kato didn't turn off the oven. Wasswa didn't turn off the oven.
5. Cows are not grazed. Goats are not grazed.
6. Ruth didn't slice the bread. Bernard didn't slice the bread.
7. The hosts are not organized. The guests are not organized.
8. Kaisa hasn't learnt how to cook. Kaisa hasn't leant how to sew.
9. The man did not take the money. The man did not take the merchandise.
10. We must not tell lies to our teachers. We must not tell lies to our parents.

Language structures

The use of:……looking forward to ……

The structure 'looking forward to …' is used to express an eagerness to experience a certain situation in the future. "**Looking forward to**" is normally followed by a verb ending in … ing.

….looking forward to ……is used in the same way as: will/ shall, going to

Examples

1. We shall bake brown cakes tomorrow.

   We are looking forward to baking cakes tomorrow.

Rewrite the following sentences using 'looking forward to'

The candidates are eagerly waiting to sit their PLE

1. We shall see the president walking on foot.
2. I will watch Arsenal playing football.
3. We hope to receive you at the party.
4. Jane is hoping to build her own house.
5. Matovu is eagerly waiting to win the race.
6. We are hoping to see you at the stage.
7. I am expecting to start my own shop.
8. Jolly is waiting for the day she will join university.
9. The manager is expecting to see his workers busy.

COMPREHENSION

PASSAGE

Read the passage and answer questions that follow in fullsentences

At the beginning of school term, the pupils of primary six in Lweza Public School visited Tip Top bakery in Jinja town. The trip was organized by Mr.
Kaddu, 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 Tip Top 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 etc are baked in an oven.
Next, they went to the slicing section. While in the slicing section, the pupils saw how bread is sliced using machines.
Lastly, the 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

(a) When did the pupils visit the bakery?
(b) Who organized the trip?
(c) How did the pupils travel from school to the bakery?
(d) Why did Mr. Kaddu organized the trip?
(e) In which town is the bakery located?
(f) What is a bakery?
(g) According to the passage, what did the pupils see on the way?
(h) Which class had a trip to the bakery?
(i) How many sections did the pupils visit at the bakery?
(j) Suggest a suitable title for this passage.

Poem

Read the following poem and answer in full sentences the questionthat follow

Wake up fellow youth!
Prepare for tomorrow
By acquiring skills in various occupations,
First by joining training schools.

Wake up fellow youth!
Prepare for our future,
By learning carpentry, tailoring or baking,
Bearing in mind the scarcity of white-collar jobs.

Wake up fellow youth!
Avoid bad peer groups,
*That may **block** our plans,*
To achieve success in life.

Wake up fellow youth!
Remember to seek career guidance
From our parents or teachers.
Because they are our mentors.

Obua Arnold

Questions:

(a) What does the first line of each stanza advise the youth to do?
(b) Who is the writer of this poem?
(c) How many stanzas does this poem have?
(d) Why should the youth avoid bad peer groups?
(e) How will the youth prepare for tomorrow?
(f) Where should the youth seek career guidance?
(g) Which kind of jobs are scarce nowadays?
(h) Mention any one occupation in the poem.
(i) Give another word with similar meaning as the underlined word in the poem
block
(j) Give this poem a suitable title.

Comprehension

Read the following dialogue and answers the questions that follows in full sentences

Luke	Who always bakes your birthday cakes, Samantha?
Samantha	My mother does. She is very good at baking birthday cakes.
Luke	How does your mother bake cases?
Samantha	First, she buys the following ingredients from the
	supermarket or elsewhere; baking flour, sugar, egg,
	lemon, baking powder, margarine, milk and wine.
Luke	What does she do after buying the ingredients?
Samantha	Next, she puts the necessary ingredients on a clean tray. She measures the required units. She breaks the eggs and separates the egg white: she mixes the egg white with baking flour, sugar, margarine, milk, baking powder etc. She adds three mugfuls of water to make dough. She kneads the dough for about 10 to 15 minutes until it makes a fine paste.
Luke	What does she do after kneading the dough?
Samantha	Mother shapes and puts the dough into the baking tins or containers.
Luke	What happens next after shaping and putting the dough into baking tins or containers?
Samantha	Mother turns on the oven to warm up for a little while.
Luke	When the oven warms up, what does she do?
Samantha	Mother pushes the baking tins or containers into the oven to bake the cakes.
Luke	How long does it take a cake to get ready?
Samantha	It takes a few hours. When the cake is ready it turns brownish.
Luke	When the cake is ready, what does she do lastly?
Samantha	Lastly, mother decorates the cake with icing sugar.

Questions

1. How many people took part in this dialogue?
2. According to the dialogue, whose mother bakes cakes?
3. Mention any five ingredients one needs to bake cakes.
4. What does Samantha's mother do lastly according to the dialogue?
5. How can one tell that a cake is ready?
6. Why does Samantha's mother turn on the oven for a little while first?
7. Give a suitable title for this dialogue.

Jumbled sentences

The sentences below are in the wrong order. Arrange them in correct order to form a good story about baking.

1. When we came back, we measured the ingredients in its right amounts.
2. I put in baking trays as mother heated the oven.
3. It was my grandmother's birthday.
4. We then mixed them and kneaded the dough.
5. The cake was then ready for the birthday.
6. We decided to bake a cake for her.
7. Everybody ate and enjoyed the cake.
8. When the dough had made a fine paste.
9. She then put the trays in the oven . for thirty minutes.
10. Mother and I wrote a shopping list and went to buy ingredients.

GUIDED COMPOSITION

2. Read the letter below and answer the questions in full sentences.

Juliana Natasha
c/o
Nambale Junior School,
P. O. Box 7490,
Mbale.
19th March, 2020.

Dear Mummy,

How are you and the rest of the family?
You know I miss you, my daddy and baby Deborah so much.

The purpose of writing this letter is to request you to open for me a baking project in our nearby trading centre. I have seen three pupils so far who have this type of investment in my class. This project will help me to get some money to support you pay my school fees. Mummy, our teacher taught us the importance of baking and I have picked interest in it. I shall be grateful to hear from you especially after receiving this letter.

From your loving daughter,
Juliana Natasha.

Questions:

1. Who wrote this letter?
2. When was the letter written?
3. Why did Juliana write the letter?
4. To whom did Juliana write the letter?
5. What is Juliana's favourite investment?
6. In which school is Juliana?
7. What shows that Juliana is in boarding?
8. What type of business does Juliana want to have?
9. Who taught the writer the importance of baking?
10. Why do you think it is good for a child to have an investment?

TOPIC: KEEPING ANIMALS

ASPECT: VOCABULARY

VOCABULARY PRACTICE 1	
tether	to tie an animal to a post or tree so that it cannot move very far. **Jeremiah tethers his goats beside the road.**
	pet : an animal or bird that one has at home for pleasure. **Smith buys meat for his pet dog from the butcher's shop.**
dock :	to cut an animal's tail short **Farmers usually dock their sheep.**
Stray	to move away from the place where you should be. **Some domestic animals stray from their master's home.**
slaughter	the killing of animals for their meat **Animals are slaughtered in the abattoir**
abattoir	a place where animals are slaughtered **Many animals were being slaughtered at the city abattoir**
torture	to hurt somebody or an animal **You should not torture domestic animals.**
husbandry	farming done carefully and well. **Tom practices crop and animal husbandry.**

Vocabulary practice I

Arrange these words in ABC order.

1. pet. tether, slaughter, torture _____
2. stray, strain, sprain, spray_____

Give the plural of the following words

3. pet: _____
4. abattoir: _____

Give a word used to mean the same as these groups of words.

5. Tendo works in a place where animals are slaughtered.
6. We need to avoidhurting somebody or an animal.
7. Most animals move away from the place where you should be due to torture.

Use each of the given words in a sentence to show that you know the different in their meaning.

8. lack_____
9. luck_____

Re-write the sentence giving the opposite form of the underlined word.

10. He has got a **permanent** job.
11. **Success** in the examination is brought about by many factors.

Vocabulary lesson II

veterinary :	caring for the health of animals. **The old man bought some veterinary medicine for his cattle.**
dip :	to put animals into a bath of liquid containing chemicals in
	order to kill external parasites. **The herdsman dips cows and bulls with ticks into the pond.**
herdsman :	a person who looks after cattle. **The herdsman has taken the cows and bulls and calves to graze.**
shepherd :	a person who looks after sheep **The shepherd looks after a large flock of sheep.**
welfare :	the general health, happiness and safety of an animal or person. **Farmers should be concerned about the welfare of animals.**
vaccinate :	to give an animal or person a vaccine by injecting it to protect it against a disease. **The veterinarian vaccinated the cows against foot and mouth disease.**
cruel :	causing pain or suffering to an animal or a person. **I can't stand people who are cruel to animals.**

Vocabulary practice II

Fill in the blank spaces with the most suitable word or a group of word.

1. Moses the shepherd, has been sick_____last month.
2. The farmers are ready_____sell their animals.
3. One of my books_____borrowed by Tom yesterday.
4. I can't remember_____I put his pen.
5. _____teacher took your book yesterday?

In each of the questions 6 to 15, use the correct form of word given in the brackets to complete the sentence.

6. The doctor talked about the importance of_____of animals. (vaccinate)
7. The farmer_____his cows because they had ticks. (dip)
8. The sheep are_____beside the lake shores. (graze)
9. A good scout shows_____to domestic animals. (kind)
10. The shepherd was_____by the tsetse fly. (bite)
11. The herdsman was very_____to take the cattle to graze. (anxiety)
12. She told him not to_____her book. (dirt)
13. It is the job of the_____to prepare the food early. (cooking)
14. Sironko is one of the_____districts in Uganda (mountain)
15. She dressed_____for the party. (smart)

Vocabulary lesson III

Quarantine	a period of time when an animal that has or may have a disease is kept away from others in order to prevent the disease from spreading. **The cows and bulls were kept in quarantine for six months**
cruelty :	the behavior that causes pain or suffering to others **We must not show cruelty to domestic animals.**
mistreatment	the act of treating an animal or a person in a cruel or unkind way. **Ifanimals were people, they would complain about mistreatment.**

anxious :	feeling worried or nervous or wanting something very much
	The young boy was anxious to take his sheep formating.
veterinarian:	a person trained to treat sick animals. **Our grandfather told us to call the veterinarian because his heifer was sick.**
heifer :	a young cow which has not yet produced a calf **My uncle has five heifers on his farm.**
an ox :	a bull that has been castrated. **The farmer uses his oxen for ploughing.**

Vocabulary lesson II

Arrange these vocabulary words in a dictionary order.

1. cruelty, mistreatment, veterinarian, heifer
2. cruel, farmer, cruelty, farm

Rewrite these sentences giving one word for the underlined group of words

3. John has a lot of **behavior that causes pain or suffering to others**.
4. Mark is a known **person trained to treat sick animals** in our village.
5. Tendo has two young cows which has not yet produced a calf each.

Rewrite these sentences giving plural form for the underlined words

6. those Are oxen all grazing yours?
7. has uncle five My heifers farm on his.

Fill in the blank space with a suitable word.

8. We_____all be great farmers, shan't we?
9. This is the place_____Petra fell off the motorcycle.
10. Musa is the boy with _____we went to the farm.
11. _____Opio vaccinates his animals, he will not h
12. The bitch has given birth to three_____.

VOCABULARY

Table of animal details (involving masculine, feminine, young, home and sound)

(A) Tame Animals

Masculine	**Feminine**	**Young**	**Home**	**Sound**
Tomcat	tabby cat	Kitten	cattery	purrs, meows
buck(rabbits)	doe	*	hutch	_____
billy goat	nanny goat	Kid	_____	_____
Ram	ewe	lamb	pen	bleats
Bull	cow	calf	_____	_____
_____(pigs)	_____	Piglet	sty	grunts
Dog	bitch	_____	_____	barks
_____(horses)	_____	Foal	stable	neighs
sire (donkeys)	dam	Foal	*	brays
Cock	hen	chick	coop	crows, cackles
_____	_____	Duckling	coop	_____
Gander	goose	gosling	*	*
peacock	peahen	_____	coop	gobbles
Turkey	turkey	Chick	coop	gobbles

(b) **Wild Animals**

Masculine	Feminine	Young	Home	Sound
Leopard	leopardess	Cub	lair	screams
Lion	_____	Cub	lair/den	_____
Tiger	_____	Cub	lair	screams
Fox	vixen	Cub	earth	howls
wolf	wolf	cub	earth	howls
bull(elephant)	cow	calf	jungle	trumpets
Eagle	eagle	_____	eyrie	_____
Owl	owl	Owlet	Barn/ tree	hoots
Bird	bird	Nesting	nest	Sings/ whistles
monkey	monkey	Baby	*	chatters
Snake	snake	*	*	hisses
frog, toad	frog, toad	Tadpole	*	croaks

LANGUAGE STRUCTURES

(a). The use of: You should.....

(b). The use of: You shouldn't.....

LANGUAGE STRUCTURES

Not only.....but also.....

The conjunction '**Not only'** means the following: besides, on top of, in addition to, and apart from

Note: After thefirst verb or adjective, '**but also'** is used to introduce the second verb or adjective e.g.

Examples

1. You should feed the animals. You should treat them when they are sick.

Not only should you feed animals but also treat them when they are sick.

2. We should be kind to animals. We should give them comfort.

Not only should we be kind to animals but also comfort them.

Activity

Rewrite these sentences using: Not only.....but also.....

1. One should keep domestic animals. One should keep domestic birds.
2. The goat is hungry.The goat is sick.
3. Okello is a farmer. Okello is a veterinarian.
4. You should milk the cows. You should give them good shelter.
5. One should be kind to animals. One should comfort animals.
6. We should look after the animals.We should learn their behavior.
7. We should treat the animals when they are sick. We should feed them.

LANGUAGE STRUCTURES

The use of: .....needn't/ .....

The structure .....**needn't**..... is a contracted form of the word need not. It is a structure used to point out what one has done/ will do but he/ she is not supposed to do it.

It is also used to point out ones action which was/ is / will not be necessary.

Examples

1. It is not necessary for you to beat domestic animals.

You needn't beat domestic animals.

2. It was not necessary for you to be cruel to the animals.

You needn't have been cruel to the animals.

Activity

Rewrite these sentences using: ……needn't……

1. We should not starve our animals because they provide with us a lot of things.
2. Farmers should not be selfish because animals are their sources of income.
3. It is not necessary for ventinary officers to treat animals harshly.
4. You should not torture animals because they feel bad.
5. It was not necessary for you to dock the sheep because it pains them.

LANGUAGE STRUCTURES

The use of: If….. would……

We use tword would when referring to a condition that cannot be fulfilled. One is only trying to imagine what would happern f a certain condition was fulfilled.

We use auxillary verb **were** instead of **was** .

We use **If + past simple + would/ should + a verb in the present simple tense**

Examples

Change these sentences from if 1 to if II conditionals.

1. If animals are people, they will complain.
   If animals **were** people, they **would** complain.
2. If animals have power they will not allow to be milked.
   If animals had power they **would** not allow to be milked.
   Activity

Change these sentences from if 1 to if II conditionals.

(a) If dogs are wild animals, they will be dangerous to people.

(b) If animals are given chance to talk, they will report for abuse.

Join these sentences using: …… would……

(c) I am not an animal. I cannot sleep out.

(d) I am no a dog .I can not bark.

(e) We area not cows. We cannot eat grass.

PASSAGE

Read the following passage carefully and answer in full sentences the questions that follow

In a small village called Maddu, there lives a **well-known** farmer called Kasirye. He is so hardworking that many people in his village admire him.

Kasirye rears animals and grows a variety of crops on his farm. He has a big herd of cattle and flocks of goats and sheep. Some of his animals are black and white while others are brown. These animals moo, bellow and bleat at the farm. His dogs guard the farm and bark at the strangers who visit him.

He grows maize, millet, simsim, sunflowers beans, cassava, mangoes, oranges, cabbages and tomatoes mainly for sale. In addition, he keeps domestic birds such as ducks, geese, turkeys, and guinea fowl. He is able to pay school fees for his children. Some of whom have joined University and others are still in primary and secondary schools.

However, to be able to manage the farm, Kasirye uses a large number of workers to help him. This provides employment for these people. They are also able to earn some money for sending their children to school too.

When his animals fall sick, Kasirye invites a veterinary doctor to treat them and give him advisory services. Mr. Kasirye hates herdsmen and shepherds who torture his animals. On some occasions, he docks and castrates his animals.

Kasirye uses cow dung on his farm as manure. Very many residents from near and far visit his farm to buy dairy products like milk, butter, ghee, yoghurt and even fruits and vegetables from his orchard. His herdsmen milk the cows every morning and evening. They use machines and milk cans.

Like Kasirye therefore, Ugandans ought to practice mixed farming to improve on their house hold income and develop our country.

Questions

a) Where does Mr. Kasirye live?
b) What type of farming does he practice?
c) How often are the cows milked?
d) Which animals do you think bleat at the farm?
e) How does Mr. Kasirye make cow dung useful?
f) Mention any three milk products from Kasirye's farm.
g) Give another word with similar meaning as "well known" in the passage.
h) Why do you think people admire Kasirye?
i) Why does Kasirye invite a veterinary doctor?
j) Give a suitable title for the passage?

TOPIC: KEEPING ANIMALS

Common words in animal keepings	
A person who looks after cattle.	herdsman
A person who looks after sheep.	shepherd
A person who looks after goats.	goatherd
A person who kills and sells animal's meat.	butcher
A person who sells milk.	milkman
A place where meat is sold.	butcher's
A place where animals are slaughtered.	Abattoir/ slaughterhouse
A place where milk and its products are processed and sold.	dairy
A cow that has not yet produced any calf.	heifer
A bull that has not yet started mounting cows.	bullock
The act of killing animals.	butchery
A person who is skilled at treating animal diseases.	veterinarian
A person who sells fowl, ducks and turkeys.	poulterer
A person whose job is to manage a game park and take care of the animals in it.	garden warden
A person who sells clothes made from animal fur.	furrier
A person who deals in or sells cattle.	drover
A person who sells fish.	fishmonger
A person who catches fish from lakes or rivers.	Fisher man.

ABSTRACT NOUNS;

- Abstract nouns are nouns of things which donate express ideas, feelings, states, quantity or quality.
- Abstract nouns are things can't either, see, hear, feel, taste or smell but we only realize them or imagine them in our mind. FORMATION OF ABSTRACT NOUNS;
- Abstract nouns can be formed from adjectives, verbs or other nouns.
- Most abstract nouns are formed by suffixes.
- Abstract nouns can be formed by the following suffixes.

1. ness
2. ce
3. cy
4. ty
5. tion
6. sion
7. ment
8. ship
9. hood
10. th
11. ous
12. ism
13. hee etc

A) Formation of abstract nouns from adjectives by adding "ness".

	ADJECTIVE	ABSTRACT NOUN		ADJECTIVE	ABSTRACT NOUN
1.	dark	darkness	6.	cold	coldness
2.	sad	sadness	7.	hot	hotness
3.	happy	happiness	8.	ugly	ugliness
4.	kind	kindness	9.	dry	dryness
5.	mad	madness	10.	clean	cleanliness

B) Formation of abstract nouns from adjectives that end with "t" or "te" by changing the "t" or "te" to "ce" or "cy".

	ADJECTIVE	ABSTRACT NOUN		ADJECTIVE	ABSTRACT NOUN
1.	distant	distance	6.	pregnant	pregnancy
2.	innocent	innocence	7.	accurate	accuracy
3.	silent	silence	8.	urgent	urgency
4.	patient	patience	9.	vacant	vacancy
5.	violent	violence	10.	accountant	accountancy

C) Formation of abstract nouns from adjectives that end with "ful" by dropping the "ful".

	ADJECTIVE	ABSTRACT NOUN		ADJECTIVE	ABSTRACT NOUN
1.	hopeful	hope	6.	useful	use
2.	faithful	faith	7.	harmful	harm
3.	peaceful	peace	8.	careful	care
4.	helpful	help	9.	merciful	mercy
5.	powerful	power	10.	beautiful	beauty

D) Formation of abstract nouns from adjectives with no order of change.

	ADJECTIVE	ABSTRACT NOUN			
1.	dangerous	danger	6.	wealthy	wealth
2.	old	age	7.	coward	cowardice
3.	dead	death	8.	angry	anger
4.	poisonous	poison	9.	hungry	hunger
5.	healthy	health	10.	thirsty	thirst

E) Formation of abstract nouns from adjectives by adding "ty".

	ADJECTIVE	ABSTRACT NOUN			
1.	difficult	difficulty	6.	pure	Purity
2.	casual	casualty	7.	able	ability
3.	loyal	loyalty	8.	safe	safety
4.	royal	royalty	9.	possible	possibility
5.	honest	honesty	10.	poor	poverty

F) Formation of abstract nouns from verbs by adding "tion".

	ADJECTIVE	ABSTRACT NOUN	5	ADJECTIVE	ABSTRACT NOUN

1.	explain	explanation		repeat	repetition
2.	pronounce	pronunciation		invite	invitation
3.	exclaim	exclamation		congratulate	congratulation
4.	inform	information		accommodate	accommodation
				introduce	introduction
				compete	competition

G) FORMATION OF ABSTRACT NOUNS FROM VERBS BY ADDING "SION".

	VERB	**ABSTRACT NOUN**		**VERB**	**ABSTRACT NOUN**
1.	decide	decision	6.	admit	admission
2.	conclude	conclusion	7.	permit	permission
3.	confuse	confusion	8.	possess	possession
4.	divide	division	9.	express	expression
5.	comprehend	comprehension	10.	provide	provision

H) FORMATION OF ABSTRACT NOUNS FROM VERBS BY ADDING "MENT".

	VERB	**ABSTRACT NOUN**		**VERB**	**ABSTRACT NOUN**
1.	more	movement		advertise	advertisement
2.	announce	announcement		manage	management
3.	equip	equipment		commit	commitment
4.	develop	development		defile	defilement
5.	improve	improvement		pay	payment

I) FORMATION OF ABSTRACT NOUNS FORM VERBS BUT WITH NO ORDER OR CHANGE;

	VERB	**ABSTRACT NOUN**			
1.	arrive	arrival	15.	lend	loan
2.	depart	departure	16.	maintain	maintenance
3.	choose	choice	17.	marry	marriage
4.	fail	failure	18.	speak	speech
5.	succeed	success	19.	just	justice
6.	sit	seat	20.	obey	obedience
7.	assemble	assembly	21.	disobey	disobedience
8.	mix	mixture	22.	hate	hatred
9.	grow	growth	23.	enter	entrance
10.	advise	advice	24.	refuse	refusal
11.	receive	receipt	25.	exist	existence
12.	receive	reception	26.	begin	beginning
13.	deceive	deceit	27.	lose	loss
14.	avail	availability	28.	sell	sale
	end	end	29.	serve	service

J) FORMATION OF ABSTRACT NOUNS FROM OTHER NOUNS.

	NOUN	**ABSTRACT NOUN**		**NOUN**	**ABSTRACT NOUN**
1.	child	childhood		slave	slavery
2.	brother	brotherhood		adult	adulthood
3.	neighbour	neighbourhood		relation	relationship
4.	king	kingdom		pot	pottery
				martyr	martyrdom

K) ABSTRACT NOUNS WHICH DO NOT CHANGE THE VERBS AT ALL.

	VERB	ABSTRACT NOUN		VERB	ABSTRACT NOUN
1.	process	process	13.	work	work
2.	produce	produce	14.	rule	rule
3.	record	record	15.	date	date
4.	play	play	16.	fish	fish
5.	progress	progress	17.	share	share
6.	cut	cut	18.	pull	pull
7.	water	water	19.	rest	rest
8.	push	push	20.	walk	walk
9.	conduct	conduct	21.	ride	ride
10.	race	race	22.	drive	drive
11.	repair	repair	23.	love	love
12.	dance	dance	24.	look	look
			25.	drink	drink

ASPECT: COMPREHENSION

Comprehending a dialogue

Read the dialogue and answer the following questions accordingly.

MUTEBIRE'S FARM

Balinda: Welcome back, Eddie.
Edward: Thank you, Balinda.
Balinda: Were you able to get some milk?
Edward: Yes, I was, but it was not very easy.
Balinda: Not very easy! Why?
Edward: Mr. Mutebire's dogs were at the farm gate barking fiercely.
Balinda: Well, he says that his fierce dogs help to protect the animals on his farm from being attacked by wild animals. Does he really keep many domestic animals?
Edward: I think so. I saw a kennel, a sty, a byre, a stable and a few cages in his compound.
Balinda: Mr. Mutebire and his wife must be always busy looking after all those animals. In fact, I think the dogs help to protect the animals from thieves as well.
Edward: Oh, yes. No thief would dare face those dogs. They are very fierce.

Questions

1. Where was Edward coming from?
2. Name two domestic animals from which milk can be got.
3. Why was it hard for Edward to get milk from Mutebire's farm?
4. Why doesn't Mr. Mutebire keep his dogs in a kennel?
5. Besides dogs, which other animals does Mr. Mutebire keep on his farm?
6. Name three products from a dairy farm.
7. What shows that Mr. Mutebire keeps some birds as well?

COMPREHENSION

Notice

Below is an important notice found on the notice board of Nakasongola district.

Read it carefully and answer the questions that follow in full sentences.

THE OFFICE OF THE VETERINARY OFFICER,
NAKASONGOLA DISTRICT.
P.O. BOX 15 NAKASONGOLA.

NOTICE

ALL FARMERS IN NAKASONGOLA DISTRICT MUST LEAD THEIR COWS, BULLS, CALVES, SHEEP, GOATS, DOGS AND CATS TO THE DISTRICT VET OFFICES FOR VACCINATION WITHOUT FAIL OR ELSE THERE WILL BE QUARANTINE FOR TWO MONTHS.

MALOBA BAPTIST
VETERINARY OFFICER

a) Where is this notice found?
b) Who wrote this notice?
c) Who will lead the animals to the district veterinary offices?
d) How will the animals reach the district vet. Offices?
e) Why must the farmers take their animals to the district vet. Offices?
f) Which animals will be vaccinated according to the notice?
g) What will happen if the farmers don't take their animals for vaccination?
h) Give the meaning of 'without fail" in the notice.
i) How long is the quarantine likely to last?
j) When was the information written?

COMPREHENSION

ADVERTISEMENT

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

Vocational Courses

The office of the Chairperson L.C 1 Kibwa Village, informs all those whose daughters and sons completed Primary Seven and Senior four that they have Opened up a centre at Kira to teach and train students in vocational courses. Each course is nine months for the award of a certificate.

Course	Fees
Carpentry	220,000/= per term.
Tailoring	200,000/= per term.
Baking	150,000/= per term.
Animal keeping	100,000/= per term.
Catering	250,000/= per term.

The new term will begin on 5th August, 2020. Register your children now.

Batenga Julie
Secretary Kibwa village

6th July 2020

Questions:

(a) What is the advertisement about?
(b) Which people qualify for the course?
(c) How long is each course?
(d) Which is the most expensive course?
(e) Where has the centre been opened?
(f) How much will a student taking baking pay per term?
(g) When was the advertisement written?
(h) Who wrote the advertisement?
(i) When will the new term begin?
(j) How many courses are offered at this centre?

POEM

Read the poem and answer the questions in full sentences

The abattoir is like a battle field,
Filled with blood every morning
From the innocent animals,
Sentenced to death by the butcher,
Cows, bulls, goats and sheep, Are neitherpardoned?

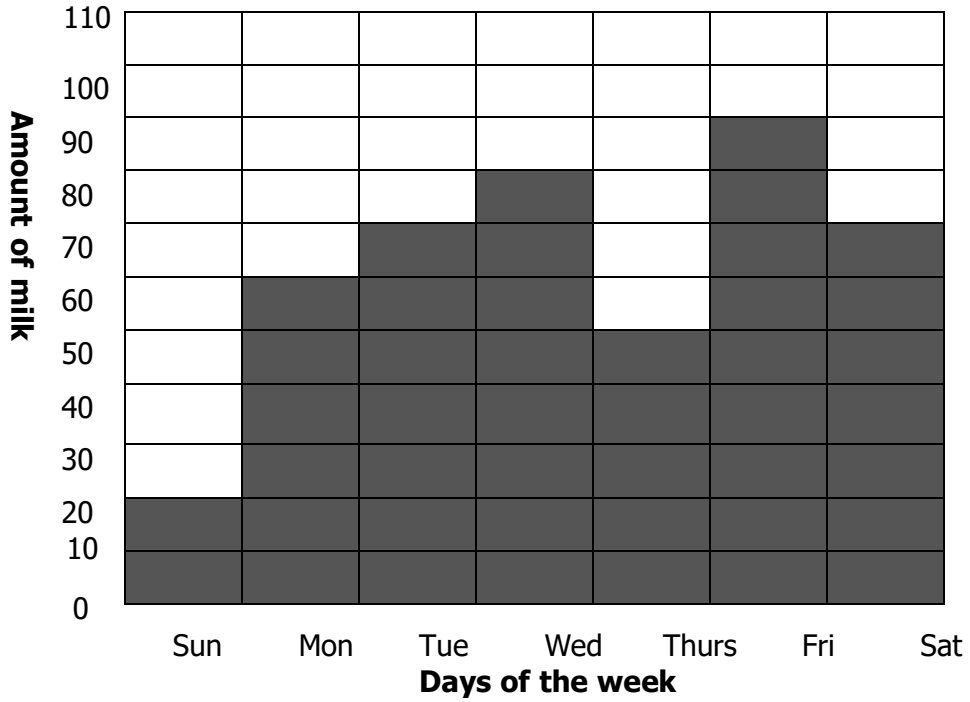
The cows moo and the bulls bellow,
The goats and sheep bleat,
But no one comes to their rescue,
Because they will make a stew,
And tasty meals.

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,
Kilograms are measured,
But the vegetarians have mercy,
For they never taste the meat.

Questions

(a) How many stanzas does this poem have?
(b) What is the abattoir compared to in stanza one?
(c) In which units is meat sold according to the poem?
(d) Which kind of people have mercy according to the poem?
(e) Give the opposite of "innocent"
(f) What do the sheep do in stanza two?

The graph shows the amount of milk Amooti receives on his farm every week. Study the graph carefully and answer the questions in full sentences.



Questions

1. What is the graph meant to show?
2. On which day does Amooti receive the least litres of milk?
3. How many litres of milk does he get on Saturday?
4. Which two days have the same litres of milk?
5. On which day does he get sixty litres of milk?
6. How many more litres of milk does he get on Tuesday than Thursday?
7. On what day of the week does Amooti receive the maximum litres of milk?
8. If a litre of milk is sold at 700/=, how much money does he get on Monday?
9. What is the total number of litres received throughout the week?
10. Write Thurs. in full.

TOPIC 7: HOTELS

VOCABULARY LESSON I

Vocabulary lesson one

Hotel:	A building or a place where people can buy and eat meals. **The presidents had their lunch at Sheraton hotel in Kampala.**
Waiter:	A man who serves customers in a hotel or restaurant**.** **The waiter has just taken my order.**
Waitress:	A woman who serves customers in a hotel or restaurant. **My niece is a waitress at Rafiki restaurant.**
Chef :	The most expert cook in a restaurant or hotel**.** **The new chef is a very hard working man.**
Menu :	A list of food to be served in a restaurant or hotel**.** **The customer requested the waiter to give him the menu.**

Receipt:	**A**piece of paper which shows that goods and services have been paid for**.** **The cashier makes a receipt after receiving the money.**
Cook :	A person who prepares food or to prepare food by heating it**.** **The school cook fell sick last Thursday.**
Customer	A person who buys goods and services from a hotel, ship or business. **Waitresses should be cheerful in order to attract customers.**

VOCABULARY PRACTICE I

Complete the sentences with the correct form of the word in the brackets

The waiter…… the cups every morning. (wash)

1. The heads of state were given a warm……at African hotel. (receipt)
2. Have you……my receipt, please? (write)
3. The waitress is …… the table for lunch. (lay)
4. The cashier gave me a……after receiving the money. (receive)
5. Who …… the customers tomorrow. (to serve)
6. Has anybody……your order, please? (take)
7. The old man …… for chips and chicken yesterday? (order)
8. Having …… for the meals, I was served by the waiter. (pay)
9. The customers are……lunch now. (have)

VOCABULARY LESSON II

Breakfast:	The first meal of the day**.** **Most children have breakfast before going to school.**
Lunch :	A meal eaten in the middle of the day**.** **"May I have lunch, please? "Saidthe customer.**
Lay :	To prepare knives, forks and plates on a table for a meal. **The waitress laid the table and served the guests with coffee.**
Serve :	To give somebody food or drinks. **The waiter served me with cold passion juice.**
Delicious:	A tasty or having a very pleasant taste or smell. **The customers always enjoy delicious food.**
Take an order:	To request for food or drinks in a restaurant or hotel. **"May I take your order, please? The waitress asked.**
Dinner :	The main meal of the day**.** **The board of Directors will have their dinner at Serena hotel tomorrow.**
Supper:	The last meal of the day**.** **Tony usually does his homework after eating supper.**

VOCABULARY PRACTICE II

Arrange the vocabularies in ABC order.

1. What is the____between a hotel and a restaurant?(different)
2. The head of state was given a warm at Serena hotel.(receive)
3. Were you given a_____after clearing the bill) (receive)
4. The waiter is____the table for lunch.(lay)
5. Having___for meals, I was served by the waiter.(pay)

VOCABULARY LESSON III

Cutlery:	Forks, spoons, and knives used for eating food**.** T**he cutlery should be kept clean.**
Bill:	A paper which shows the amount of money one has to pay for food, drinks or other services. "Could you bring the bill, please?" said the customer.

Dessert:	Sweet food eaten at the end of the meal. **A water melon is a good dessert.**
Serviette:	A piece of cloth or paper used at meals for cleaning one's lips and fingers. **The waiter forgot to provide us with the serviette.**
Dining-room:	A room used mainly for eating meals in. **The visitors are eating in the dining room.**
Dining table:	A table for having meals on. **Our father's dinner is already at the dining table.**
Tooth pick :	A short pointed piece of stick used for removing bits of food from between the teeth. **Some tooth picks are made of plastic**.
Book:	To arrange with a hotel, restaurant, or airline to have a room, seat etc on a particular date. **The bridegroom booked two rooms for their honeymoon.**
Salad :	A mixture of raw vegetables such as lettuce, tomatoes and cucumber usually served with other food as part of meal. **Most customers prefer fruit salad to vegetables.**

VOCABULARY PRACTICE III

Activity

Complete the sentences with the correct form of the word in the brackets

1. The waiter…… the cups every morning. (wash)
2. The heads of state were given a warm……at African hotel. (receive)
3. Have you…… my receipt, please? (write)
4. The waitress is ……the table for lunch. (lay)
5. The cashier gave me a……after receiving the money. (receive)
6. Who …… the customers tomorrow. (to serve)
7. Has anybody…… your order, please? (take)
8. The old man ……for chips and chicken yesterday? (order)
9. Having …….for the meals, I was served by the waiter. (pay)

VOCABULARY LESSON IV

Table manners:	The behavior that is considered correct while you are having a meal at a table with other people. **School children should be taught table manners by their teachers.**
Balcony:	A platform that is built on the upstairs outside the wall of a building, with a wall or rail around it. **The customer forgot his mobile phone at the balcony.**
Bathroom:	A room in which there is a toilet, as ink and sometimes a bath tub or shower. **The bathroom should be kept hygienic.**
Lounge:	A public room in a hotel, club etc for waiting or relaxing in. **The guests are resting in the lounge.**
Conference room:	A large room or hall in which official meetings or seminars are held. **The FUFA officials have booked the conference room on 1st may.**
Pudding:	A sweet dish eaten at the end of the meal. **What's for pudding tonight?**
Gym:	A room or hall with equipment for doing physical exercise. **Barbara works out at the gym most days.**
Sauna:	A period of time in which you sit or lie in a small room which has been heated to a very high temperature by burning coal or wood. **A good hotel must have a swimming pool and sauna.**

VOCABULARY PRACTICE IV

1) "Has anyone _your order?" asked the chef.(take)

2) The old man _for chips and chicken.(to order)

Activity II

Write the plural forms of the words.

1. waitress _____
2. tooth pick _____
3. menu _____
4. table knife _____
5. tooth brush _____
6. dish _____
7. bar of soap _____
8. a piece of meat_____
9. spoonful of sugar_____
10. tomato _____

Activity III

Re-write the following sentences using one word for the underlined group of words.

1. At school, the middle meal of the day is servedat1:00 o'clock.
2. Our teacher taught us how to use spoons, knives and forks while eating.
3. That man who serves customers is very cheerful.
4. In my opinion, the list of food and prices should be placed on the table.
5. The manager told the people who prepare meals to keep time.
6. We sat in the room for waiting or relaxing in for one hour.
7. We were not given any sweet food after the meal.
8. The waitress forgot to provide us with a piece of paper for cleaning our lips andfingers.

LANGUAGE SRTUCTURES

Using: may I ……., please?

We use the structure to make a polite request and when we need someone to do for us something.

Examples

1. I need some help.

May I have some help, please?

2. I want to see the menu.

May I see the menu, please?

3. I wish to have rice and chicken.

4. May I have rice and chicken, please?

5. Send me a tooth pick.

May I have a toothpick, please?

Activity

Rewrite the following beginning: May I ……., please?

1. Pass me the sugar bowl.
2. I would like a glass of cold water.
3. I need some more salt
4. Send me a tooth pick.
5. I want to see the chef
6. Where is the cashier
7. I need a bottle of soda
8. I wish to have a cup of milk
9. Pass me a serviette
10. I need some more sauce

Using ……may……

We use **may** to give suggestion about what will happen in nearby future

Examples

1. The customer may pay the bill in dollars
2. The guest may have a rest in the lounge

Activity

Write five sentences using……may…….

LANGUAGE STRUCTURES

Using …….after/ before……..

Examples

1. Which word comes …… ?
2. Which word comes before in the dictionary 'peach' or 'people
3. Peach comes before people in the dictionary
4. The word people comes after peach in the dictionary
5. Which word comes last in the dictionary 'wind' or 'war'
6. Wind comes last in the dictionary. War comes before wind in the dictionary

LANGUAGE STRUCTURES

No sooner……than……

No sooner is used with **had** and….**than**to show the shortest possible time something happened. It gives the same meaning as shortly after, immediately, as soon as etc

Note:

- No sooner comes at the beginning of the sentence.
- No sooner is used to show what happened soonest after the other thing or action
- The verb after No sooner 'did' should be in present simple e.g. go, do, sing, play, see
- The verb after No sooner 'had' should be in past participle e.g. gone, done, sung, eaten, seen, paid
- Never use No sooner than and as soon as, immediately in the same sentence

Example

1. The boss paid for his lunch. The driver came for him.

- ✓ No sooner had the boss paid for his lunch than the driver came for him
- ✓ No sooner did the boss pay for his lunch than the driver cam for him

2. As soon as we started eating, it began raining. No sooner had we started eating, than it began raining

- ✓ No sooner did we start eating than it began raining.
- ✓ No sooner had we started eating than it began raining.

Activity

Rewrite the following sentences using: No sooner……"

1. Jessica followed her father immediately he left the hotel.
2. The waiter saw the customer. He stood up.
3. As soon as she laid the table, she served the guest.
4. Timothy paid the bill shortly after he finished eating breakfast.
5. Immediately the workers felt hungry, they went to the hotel.
6. The bell rang, the pupils lined up for lunch.
7. They washed the dishes as soon as the customers stopped eating.
8. We served the guest of honour immediately he arrived.

LANGUAGE STRUCTURES

Use of: Inspite of/ despite……

These structures are used to show that something or someone can have something good and bad at the same time.

They give the same meaning as that of although, though, even if, even though and but.

"Despite" and "in spite of" are used with both adjectives and abstract nouns. The easiest form is the use of "the fact that"
When a sentence begins with "in spite of" or "Despite", a comma is used.
It is wrong to write "**inspite**" as one word.
"In spite" takes preposition "of" whereas despite doesn't.

Examples

1. **Although the road is narrow, it is very busy.**
   - ✓ Inspite of the fact that the road is narrow, it is very busy.
   - ✓ Despite the road's narrowness, it is very busy.
2. **He can touch the ceiling through he is short.**
   - ✓ In spite of the fact that is short, he can touch the ceiling.
   - ✓ Despite the fact that he short, he can touch the ceiling.
3. **He dropped out of school but he is clever.**
   - ✓ In spite of the fact that he is clever, he dropped out of school.
   - ✓ He dropped out of school despite his cleverness.
4. **Okwogo is very rich but he was not elected.**
   - ✓ Inspite of the fact that Okwogo is very rich, he was not elected.
   - ✓ Despite the fact that Okwogo is very rich, he was not elected.

Activity

Re-write the following sentences using "in spite of" and "Despite" respectively

1. Although he was sickly, he was always active in class.
2. Children normally fear dogs although they don't bark at them.
3. They are poor but happily married.
4. Although the lion was strong, David killed it
5. Mbidde is very rich. He doesn't pay school fees for his children.
6. It was a very stormy rainfall but no tree fell down.
7. He is a handsome boy although girls don't like him.
8. She is a good mathematician. She can't draw an acute angle.
9. She comes late but she follows what the teacher teaches.
10. Even though she was beaten, she didn't cry.

LANGUAGE STRUCTURES

BOTH _____AND_____

"**Both**" means that not only but also the other': It makes the nouns plural e.g.

(a)Philip is sick. Andrew is sick.

Both Philip and Andrew are sick.

Rewrite the following using: Both ....

1. The waitress is tall. The waiter is also tall.
2. The husband attended the party. The wife also attended the party.
3. Uganda is a lively country. Nigeria is a lively country.
4. My uncle is a chef. His wife is also a chef.
5. The son resembles his father. The daughter also resembles her father.
6. Namilyango Junior School is a good school. City Parents' School is also a good school
7. They stole my slippers. The stole my shoes.
8. The morning paper was difficult. The evening paper was also difficult.
9. My sister is suffering from malaria. My brother is also suffering from malaria.

OPPOSITES

Opposites means something or a person that is as different as possible from something or somebody else

Opposite words are formed from different parts of speech i.e. some opposites are in nouns, verbs, prepositions, adjectives, adverbs etc

Opposites of nouns

Opposites of nouns according to gender

Masculine		feminine
Man	-	woman
Ram	-	ewe
Fox	-	vixen
Governor	-	governess

Opposites of verbs

Verb		opposite
Come	-	go
Begin	-	end
Cry	-	laugh
Lose	-	gain

Opposites of adjectives

Adjective		opposite
Slow	-	fast
Dirty	-	clean
Barren	-	fertile
Generous	-	mean/ selfish
Inner		outer

Opposites from prefixes (un, dis, mis, in, irr, il etc)

Kind	–	unkind
Tidy	–	untidy
Encourage	–	discourage
Arm	–	disarm
Quote	–	misquote
Correct	–	incorrect
Sane	–	insane
Polite	–	impolite
Patient	–	impatient
Legible	–	illegible
Logical	–	illogical
Suffix ful	–	less
Needful	–	needless

Activity

Rewrite giving the opposite of the underlined word

1. Is my handwriting <u>legible</u>?
2. Our teacher <u>proudly</u> talks about the importance of books.
3. I am sitting in a <u>comfortable</u> seat.
4. The shopkeeper is a <u>merciful</u> man.
5. Mvule is a <u>thin</u> tree.

6. Why do you use ancient styles of dancing?
7. Edith is a faithful servant.
8. The floating boat appeared yesterday.

ADVERBS

An adverb is a word which modifies or adds to the meaning of a verb, adjective or another adverb. Adverbs may be divided, according to their use; as below:

(a) TIME: before, now, since, then, already, soon, seldom.
Example: We have met before.
(b) PLACE: here, there, everywhere, nowhere. Example;
They came here yesterday
(c) MANNER: badly, easily, slowly, well. Example; The tall boy won easily.

(d) DEGREE: almost, much, only, quiet, very, rather.
Example; The old lady walked very slowly.
(e) NUMBER: once, twice. Example; they ran twice round the park.

(f) Questioning: where, when, how. Example; When did you see him?

(g) Affirmation and negation: yes, certainly, no not
Example; She can certainly swim.
I have not read the book.

Many adverbs can be used as connecting words and therefore become conjunctions. Many of these will be looked at under the unit 'conjunctions.

EXERCISE I

Underline the adverbs in the following sentences.

1. Dinner will soon be ready.
2. There lay the object of our search.
3. The man walked slowly across the field.
4. The apples were quite good.
5. I once saw an eagle kill a rabbit.
6. Where did you find that knife?
7. He can certainly boast about his adventures.
8. We did not go to the concert.

LESSON II

ADVERB FORMATION

The majority of adverbs are formed from corresponding adjectives.

(a) Adding – ly to given adjective.

1.	quiet	-	quietly
2.	generous	-	generously
3.	slow	-	slowly
4.	open	-	openly
5.	willing	-	willingly

(b) If the adjective ends in **'y'** you have to change y into **'i'** and then add – ly e.g.

Adjective			adverb
1.	happy	-	happily
2.	heavy	-	heavily
3.	hurry	-	hurriedly

4. hungry - hungrily
5. angry - angrily
6. easy - easily

(c)If the adjective ends in 'le' you have to drop le and then add – ly e.g.

Adjective		adverb
1. simple	-	simply
2. gentle	-	gently
3. able	-	ably
4. suitable	-	suitably
5. reliable	-	reliably

EXERCISE II

Form adverbs from the following nouns.

Noun	**Adverb**	**Noun**	**Adverb**
1. accident	-	10. centre	-
2. anger	-	11. economy	-
3. beauty	-	12. force	-
4. distance	-	13. peace	-
5. force	-	14. nature	-
6. hope	-	15. origin	-
7. law	-	16. pride	-
8. memory	-	17. silence	
9. music	-	18. skill	-

LESSON III

COMPARISON OF ADVERBS

Adverbs are compared in the same way as adjectives. This is by putting them under positive, comparative and superlative degree. Some adverbs are compared by adding -er or -est respectively.

Positive	comparative	superlative
well	better	best
hard	harder	hardest
fast	faster	fastest
soon	sooner	soonest
long	longer	longest
much	more	most
badly	worse	worst
far	farther	farthest

Adverbs that end – ly are compared by adding more to form the comparative degree and most to form the superlative degrees.

Examples

positive	comparative	superlative
slowly	more slowly	most slowly
quickly	more quickly	most quickly
smartly	more smartly	most smartly
shabbily	more shabbily	most shabbily
generously	more generously	most generously
happily	more happily	most generously
promptly	more promptly	most promptly

Re-write the following sentences using the correct form of the word

1. They arrived much ..... than we did. (early)
2. No one can run as ..... as Charles (fast)

3. Of the three brothers, it is always Otieno who works…… (hard)
4. Kamau worked …… but Njirige worked
5. My sister is……interested in science than I. ((little)
6. Of the six children, Joe worked……of all (little)
7. He did ……. (badly) in English and even ……(badly) in history but it was in maths that he did……(badly) of all.
8. Rono can run a long way. Rotich can run ……(far) than Rono.
9. Koech can run ……(far) of the three.
10. Which member of the class did ……in the exam. (well

Complete the table below by putting the right degree of the adverb.

Positive	comparative	Superlative
Badly	……	…….....
Far	……	…….....
Little	……	…….....
Much	……	…….....
Quickly	……	…….....
Stupidly	…….	…….....
Early	…….	…….....
Fast	……	…….....
Soon	…….	…….....
Long	…….	…….....

ORDER OF TWO ADVERBS

When we wish to use an adverb of place and an adverb of time in the same sentence or clause, the usual order is adverb of place + adverb of time.

e.g.

- He left for Europe last Thursday.
- She went to the theatre last Saturday.

If we wish to emphasise the adverb of time we may place it before the adverb of place.

He left last Thursday for Europe.

She went on Saturday to the theatre.

As mentioned above, the adverb of time can come at the beginning of the sentence or clause.

Last Thursday he left for Europe.

On Saturday she went to the theatre.

An adverb giving the number of times or frequency normally comes before an adverb of time.

- She went to the library several times last week.
- He went fishing every weekend last summer.

The rule also applied when often is used towards the end of a sentence.

- She went there often in 1982.
- He used to come here often last year.

Practice I

Re-arrange the group of words following the procedure discussed and form good sentences.

1. To his parents' home at weekends often goes he class he
2. class this term every Saturday play, will he
3. to the clinic last month six times he went.
4. thoroughly last week cleared the rooms were.
5. hardly this year able be her education to complete she will.
6. he in class reminded last year was to pay attention often
7. to his office yesterday I went three times.

8. before had been we there never.
9. arrived last week on time never she for her classes.
10. get up he before seven O'clock never these days.

Practice II

Put the adverb in a suitable position in the sentence without emphasizing it.

1. The builders have completed the house. (almost)
2. His parents arrived. (half an hour ago)
3. This student does good work. (generally)
4. I met him (in the library)
5. He doesn't refer to a dictionary. (often)
6. He has heard of Marconi (never)
7. We were able to hear what he said. (hardly)
8. She doesn't play volleyball. (still)
9. Our teacher has marked these books. (just)
10. He goes to see his parents. (five times a year)
11. He can beat me at tennis (nearly)
12. Have you glanced through the book. (merely)
13. He has explained the theory to me. (often)
14. His father got married. (twice)
15. Do you make many mistakes? (usually)
16. He has become fluent in Arabic. (already)
17. I have glanced at the newspaper. (scarcely)
18. Has her brother been a schoolmaster. (always)

COMPREHENSION

PASSAGE

Read the following passage and then answer the questions in full sentences.

HOTELS

A hotel is a commercial building which offers lodging or accommodation to travelers and tourists. Some hotels have conference rooms, banquet halls for official parties like wedding receptions, graduation parties and other services that are available to the general public.

There are other hotels which have multiple eating places known as restaurants. In these restaurants, meals are served in the premises which make it quite appealing to guests, tourists and other holiday makers. In such restaurants, waiters, waitresses serve customers with quality food which is prepared by well–trained chefs. These chefs prepare delicious meals which are served with alot of customer care.
In most attractive hotels, hygiene is given the first priority. All rooms are air conditioned and are extremely neat. The gardens around the hotel are well kept. Every worker in such hotels must have high standard of customer care.

Some of the workers in hotels include; the manager, waiter, waitresses, receptionists, caterers, chefs cashiers and cleaners, waiters and waitresses must be smartly dressed in corporate uniform. They should be speaking more than two languages in addition to English.

Hotels with restaurants have menus where lists of available food and prices are given to customers. All the bookings are done at the reception in case one needs lodging facilities. At the reception, a receptionist will always give necessary information about the hotel. If one needs permanent residence in a hotel, one is taken around the facilities such as washrooms, restrooms, sauna, gym, a swimming pool etc. If the customer is satisfied with the available

facilities, he will be taken to the cashier to pay the agreed amount of money and then be given a receipt. This kind of life is only fit for the millionaires.

Questions;

1. What is a hotel?
2. According to the passage, what are banquet halls used for?
3. Who serves food and drinks in a restaurant?
4. Why do you think waiters and waitresses need to know more than two languages?
5. According to the passage, who gives information to the customers in a hotel?
6. Why is it important for the customers to be taken around the hotel before booking?
7. Give another word to mean the same as that one underlined in the passage?
8. Why should a hotel have a swimming pool?
9. What name is given to a list of food items and prices?
10. What is the differencebetween a hotel and a restaurant?

COMPREHENSION

Dialogue

AT THE HOTEL

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

Waitress: Hello, I am pleased to see you Dr. Kizito
Customer: Thank you, madam
Waitress: Good evening sir
Customer: Good evening madam
Waitress: May I take your order please?
Customer: That is good for you! I have a look at the menu please?
Waitress: Here it is sir, please?
Customer: You know as a doctor, I always prefer a balanced diet
Waitress: Don't mind doctor, please. Everything you want is available and very delicious
Customer: Okay madam, could you bring me some matooke, a piece of posho, chicken, a spoonful of
gnuts and some greens
Waitress: Will you take a cold drink sir?
Customer: Yes madam, I would prefer a glass of passion juice to soda
Waitress What will you have for a dessert sir?
Customer: A slice of water melon, please
Waitress: Okay, sir let me……

Questions

1. What is the name of the customer?
2. Where did the dialogue take place?
3. When did the dialogue take place?
4. Which meal of the day had the customer gone to eat?
5. Do you think a customer had a balanced diet?
6. Who served the customer according to the dialogue?
7. What does the term "dessert" mean
8. Why is it necessary for one to take a drink or water after eating?
9. Write "Dr. in full

COMPREHENSION

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

Baraka Boarding Primary School,
P O Box 1994,
Bulamu

6th March, 2023

The Debate Coordinator,
Nyange Primary School,
P O Box 80,
Fanaka

Dear Sir/Madam,

RE: INVITATION FOR A FRIENDLY DEBATE

I am writing to invite your school to have a friendly debate with ours.
The motion of the debate will be "Hotels are better than restaurants".
The debate will take place on 11th March 2023, and will start at 2:00 pm.
It will last one and a half hours, so try to keep time.
Please inform your pupils to decide whether they will be proposers or opposers and all the main speakers will get free meals prepared by Jumuiya restaurant and take away.
Kindly let me know the side you have taken as soon as possible.
I am looking forward to hearing from you soon.

Yours faithfully,
Onyait Charles
NSAMBA CHARLES
(Chairperson Debate Club)

Questions

a) In which school is the writer?
b) When was this letter written?
c) To whom was the letter addressed?
d) In which district is Nyange Primary School found?
e) Mention the motion for this debate.
f) At what time will the debate end?
g) Which special gift will be given to the main speakers?
h) Who signed the letter?
i) Why did Nsamba Charles write this letter?
j) How is Nsamba Charles important in his school?

COMPREHENSION

DIALOGUE

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

Waiter **: Goodmorning sir, can I help you?**
Customer : Good morning to you, can I have the menu?
Waiter : Yes sir, here it is.
Customer : I want four plates of chips and chicken.
Waiter : okay sir, which parts of the chicken can I serve you?
Customer : I prefer the chicken wings and my wife, twins prefer the drumsticks.
Waiter : Drumsticks! Sir, what are drumsticks?
Customer : Oh sorry, the drumsticks are the chicken thighs.
Waiter :Chickenthighs?
Customer : Yes, chicken thighs. Excuse, how long will it take for the food to be ready.
Waiter : About ten minutes from now. It will be served.
Customer : Can we have some soft drinks?
Waiter : Yes sir, what brands do you want?

Customer : I want Novidaapple and my wife……..
Woman : I want Novidapineapple
Paddy : I want mountain dew.
Passy : I also want mountain dew.
Waiter : Can I please have the money?
Customer : How much does each cost?
Waiter : Each is at three thousand shillings only.
Customer : Get the money, we are waiting.
Waiter : Okay sir, thank you very much. I'll be back soon.

Questions;

1. Where do you think the dialogue took place?
2. How many people went to eat food?
3. Which type of drink did the children ask for?
4. How long did the food take to be served?
5. How much money did the customer spend on sodas?
6. If the plate of chips and chicken costs eleven thousand shillings, how much was spent on the food?
7. What type of cutlery do you think was used to eat the food?
8. What does the term "drumsticks" mean?
9. What type of soft drink did the couple order for?
10. Give a suitable title to the dialogue.

COMPREHENSION

MENU

Study the menu below carefully and answer the questions that follow in full sentences

LATINO'SRESTAURANT LABOR- GURU

OFFICIAL MENU

DRINKS

Item priceItem price



1. Sodas 1000 each
2. Passion/ orange juice 2000-a glass
3. Cold milk 2000aglass
4. Black coffee 1000/=-a cup
5. Black tea 1000/=-a cup
6. Milk tea/coffee 1500/=-a cup.

SNACKS

Itemprice item price			
Samosa	1,000/=a pair	Omelette1000/=	
Chapatti	500/= each	Doughnut 500/=	
Boiled eggs 300/= each		Bread 1000/=two slices	

FOOD (PRICES INCLUDED ON THE SAUCE)

Matooke	yams
Rice	pumpkin
Potatoes	irish potatoes
Cassava	chips

SAUCE (PRICE OF FOOD INCLUSIVE)

Liver	4000/=		Mushroom Soup	2500/=
Fresh Beans	3000/=		Peas	3000/=
Ground nuts	3000/=		Chicken Luwombo	6000/=
Chicken Stew	5500/=		Beef Luwombo	3500/=
Fish	5000/=		Chaps	2500/=
Beef Stew	4500/=		Sausages	3000/=

DESSERT (GIVEN FOR FREE)

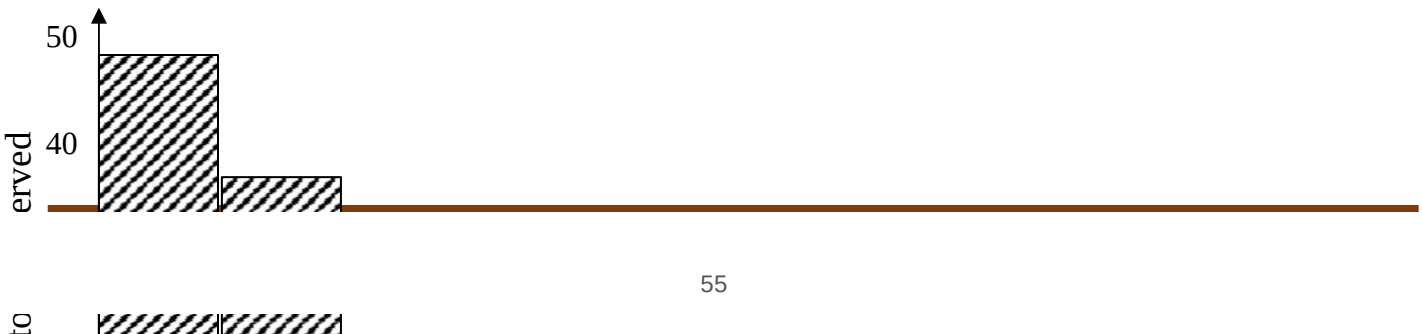
- Fruit Salad Yellow Bananas

Questions;

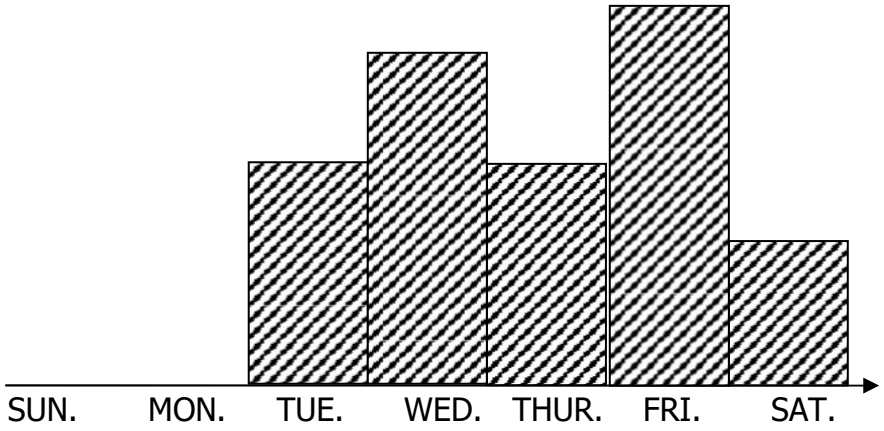
1. For which restaurant is the menu above?
2. What snack costs the least amount of money?
3. How many types of drinks are shown on the menu?
4. How much would you pay for a pair of samosa and a bottle of soda?
5. How much would you pay for a plate of liver and chips?
6. John placed order for two plates of fish with irish potatoes. How much money did he pay?
7. What is a dessert?
8. How much would one pay for a plate of matooke , rice and fresh beans?
9. How much are theyellow bananasserved asdessert?
10. What is the importance of a menu in a restaurant?

COMPREHENSION

The graph below shows how Joash Restaurant served its customers in the first week of July 2020. Study it carefully and answer the questions that follow in full sentences.



to



Days of the week

Questions:

1. What does the graph show?
2. For which restaurant was the information recorded?
3. On which day of the week did the restaurant serve the least number of customers?
4. How many customers did the restaurant serve on Thursday?
5. Why do you think many customers flocked the restaurant?
6. When did this restaurant take a record of the customers served?
7. How many customers were recorded in the week?
8. How many more customers were served on Wednesday than Tuesday?
9. What was the total number of customers served on Sunday and Monday?
10. Write Sat. in full.

COMPREHENSION

Below is an extract of a menu from Baguma's Restaurant in Nyendo, Masaka Study it carefully and answer the questions that follow in full sentences.

BAGUMA'S RESTAURANT

Item	Price
Milk tea	800 @
Coffee	500@
Juice (variety)	500@
Soda (300ml)	700@
Chips and chicken	3500/=
Matooke and meat	2800/=
Rice and meat	7500/=
Rice and fish	4500/=
Grilled chicken	1500/=
Deep fried fish	9000/=
Cassava and beans	1200/=
Mineral water	800/=
ALL ARE WELCOME	**MANAGER**

Questions

1. Who is the owner of the restaurant above?
2. Where is the above restaurant found?
3. Which item is the cheapest according to the menu?
4. Why do you think hotels or restaurants should have menu?

5. Who wrote this menu?
6. If Mr and Mrs. Sseninde had lunch composed of two plats of matooke, chicken and two bottles of soda, how much would they pay?
7. How much is a bottle of mineral water?
8. Which item is the most expensive on the menu?
9. Suggest an order that would make a balanced diet.
10. What is a menu?

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

GREAT LAKES HOTEL
VACANCIES

One waitress and one chef

Applications are invited from suitably qualified Ugandans for the post of a Waitress and a chef at Great Lakes Hotel. Applicants should be between 18 – 25 yrs old.

Qualifications: At least a certificate in catering

Salary : Very attractive and includes free medical care and free accommodation.

Handwritten applications with copies of certificates should be addressed to:

The Manager,
Great Lakes Hotels,
P. O. Box 723, Kasangati.

To reach him not later than 30th Sept. 2020.

Questions:

1. Which hotel has put this job advertisement?
2. How many vacancies are available at this hotel?
3. What type of applications is needed?
4. Will a Congolese woman with a certificate in catering be given a job at this hotel? Give your reason.
5. How old should the applicants be?
6. What qualification is required for the advertised jobs?
7. Where is this hotel located?
8. To whom should all the applications be addressed?
9. Which posts are being advertised?
10. What is the closing date for receiving applications?

JUMBLED SENTENCES

The sentences below are in a wrong order. Re-arrange them in the proper order so as to make a good composition about "Mr. OkweraGoes to Muyenga Hotel."

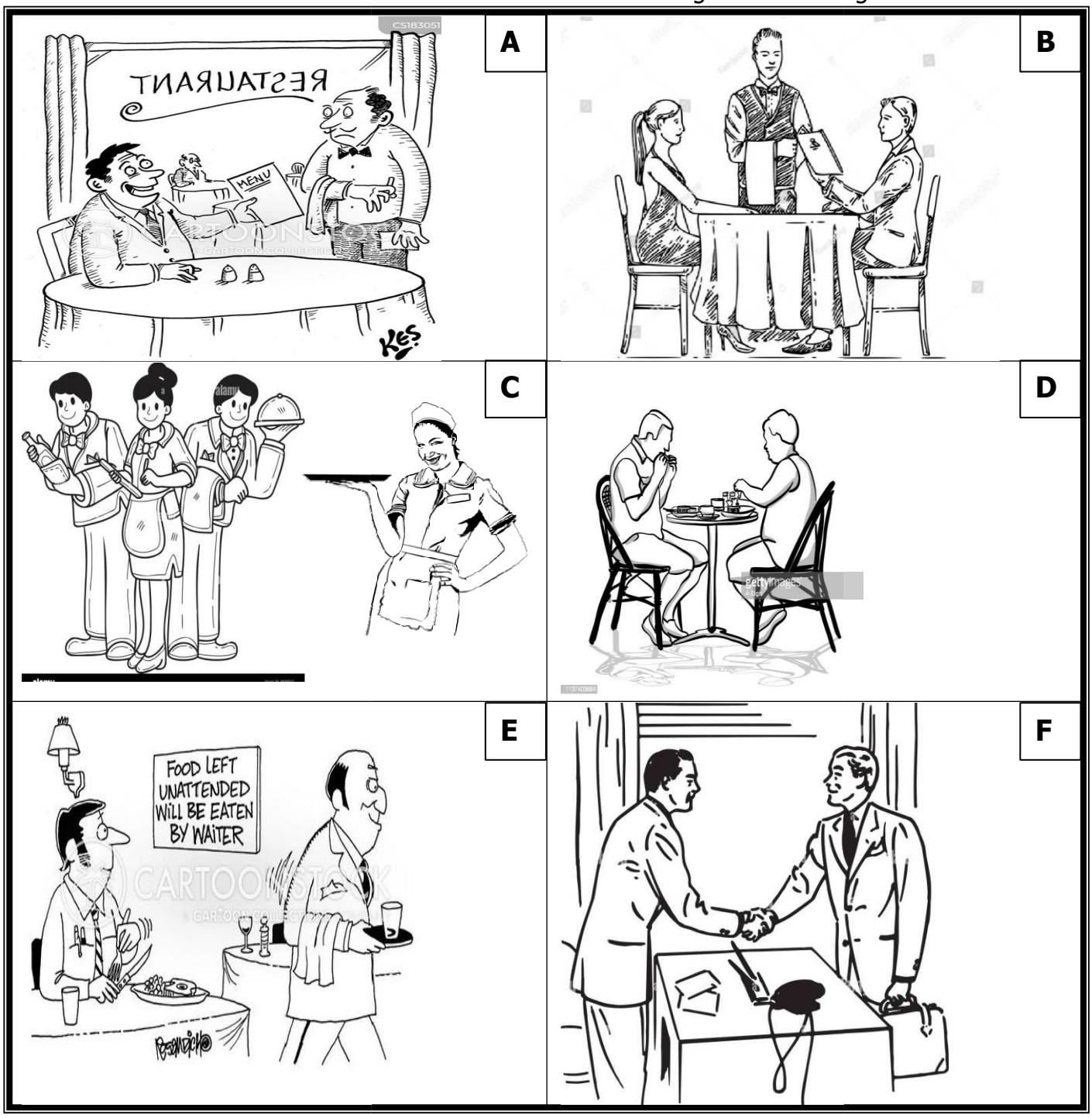
a) Finally, Mr. Okware paid the bill and left the hotel.
b) The waitress quickly showed him the menu.
c) He went to Muyenga Hotel.
d) He took an order which included posho, chicken, rice and orange juice.
e) The food was so delicious that he even requested for more.
f) He therefore decided to go to the hotel.
g) "Yes, May I see the menu, please?" replied Mr. Okware.
h) When he reached there, the waitress warmly welcomed him and offered him a seat.
i) One day, Mr. Okware felt hungry at lunchtime.
j) Then she asked, "May I help you sir, please?"

PICTURE COMPOSITION

The picture A- F tell a story, study them carefully and write one sentence to describe what is happening in each picture.

The words in brackets may help you.

customer menu farewell eating serving waiter order restaurant attending leaving



a) Picture A : _____
b) Picture B: _____
c) Picture C: _____
d) Picture D: _____
e) Picture E: _____

f) Picture F: _____
g) How is a customer able to identify the food available at the hotel in picture **B**?
h) Who attended to the customer in picture **B**?
i) What are the customers doing in picture F before leaving the restaurant?
j) Suggest a suitable title for this picture story?

GUIDED COMPOSITION

Fill in the blank spaces with the correct words chosen from the list to complete the

Customers, meals, lay, serve, more, choose, cashier, aprons, chef, number, cutlery, hotels, Hotels

In developing towns, there are always special places where people go to have_____.
These places are called……or restaurants. They usually prepare delicious meals for the customers.
At the hotel or restaurant, there are people who are employed to offer services to the _____. One of the most important workers in the hotel is a _____. The chef is an expert cook in a hotel or a restaurant. Other workers include, waitress, waiter, the_____who receives money at the counter and the manager.

A hotel or restaurant with a clean environment always attracts a good…… of customers. The arrangement inside also matters a lot. For example the person to……the tables should do it in an orderly manner. He must also ensure that there is enough …… Here I mean forks, spoons and knives used for eating. Radios and television sets can offer extra services to the customers to avoid boredom.

In addition, the waiters and waitresses have to be smart and polite to the customers. The smartness can easily be noticed depending on the …… they wear. They should also ……..customers cheerfully. Lastly when the customers take their orders, they ought to be served as soon as possible

If all this is done, there is no doubt for one to…… your hotel a place to be for breakfast, lunch, dinner, or supper. This means that the bigger the number of customers is the ……..the profits the owner of the business will take

TOPIC 8: DICTIONARY

Vocabulary

Dictionary: a book which gives the spelling and meanings of words of a language in alphabetical order**.**

The words in a dictionary a real ways arranged in alphabetical order.

Alphabet **:** a set of letters used for writing a language**.**

Birungi's elder brother can hardly read the English alphabet.

Arrange **:** to organize or put something in a particular order**.**

The class teacher usually arranges the pupil's names alphabetically in the register.

Meaning : the thing or idea which a word represents**.**
Words in a dictionary have several meanings.

Pronounce : to utter the sound of a letter or a word**.**
Very few pupils can pronounce the word "ewe" correctly.

Stress : to give extra force to a word or syllable when pronouncing it
Pupils ought to stress the first syllable in "street"

Lookup : to find information in a dictionary or reference
The teacher told the p.6 pupils to lookup the spelling of the word "pneumonia" in the dictionary.

Spelling : the way a word is formed or written.
Children should be given spelling exercises daily.

1. key, kettle,keep,kid.
2. drum, drink, dream, drown.
3. bear, beam, beast, bean.
4. bird, save, old, kind.

Abbreviation : a shortened form of a word.
Govt is the abbreviation for government.
Ave. is an abbreviation of Avenue.

Introduction :the beginning part of a book, speech or something.
The introduction of the story was very interesting.

Refer : to consult or look at something.
You may refer to the dictionary whenever you come across a new word.

Acronym : a word formed from the first letters of the words that make up the name of something or an abbreviation.
AIDS is an acronym for acquired immune deficiency syndrome.

Index : a list of names or topics that are referred to in a book**.**
The index is usually arranged at the end of a book in alphabetical order.

Thesaurus : a book that is like a dictionary, but in which the words are arranged in the groups that have similar meanings.
"Big, large and huge" have the same meaning in the thesaurus.

Guide words: thewords found on the top left and right corners in the dictionary which help user to find the word he/she is looking for faster.
The guide word on the top left corner is the first word on that page whereas the guide word on the right is the last word on that page.

Skill : the ability to do something well.

By the end of the lesson, the p.6 pupils will have acquired the skills of using a dictionary

Foreign words; In or from a country that is not your own.

ACTIVITY1

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

1. The teacher told the pupils to mind the_____of all the given words.(pronounce)
2. The teacher arranged our names_____.(alphabet)
3. What is the_____of the word "Acting"?(abbreviate)
4. After the teacher had taught the new words, we_____their meanings (lookup)
5. It is important to read the_____of the dictionary.(introduce)
6. The names of the candidates are always arranged in_____order (alphabet)
7. A dictionary is a very_____book.(use)
8. Samson is good at _____words.(spell)
9. What is the_____letter in the word "stress"?
10. Have you_____to the dictionary for the right spelling of the word?(refer)

ACTIVITY II

Arrange the words in alphabetical order.

5. say, said, sad, hay.
6. hear, heard, here, hare.
7. hazard, hazel, hazy, lazy.
8. read, near, write, kite.
9. eat, catch, ewe, you.
10. dictionary, pronounce, abbreviation, alphabet.

.....not only.....but also.....

Rewrite the following sentences using

Examples

1. The dictionary gives the meaning of words. It also gives their pronunciations
   Not only does the dictionary give the meanings of words **but also** their pronunciations
2. I looked up the new word in the dictionary. I also learnt its meaning
   Not only did I look up the new in the dictionary **but also** learnt its meaning

Activity

Rewrite the following sentences beginning: Not only...but also.....

1. My brother has a dictionary. He also has an atlas
2. The teacher taught us the meaning of the new word. He also taught us its spelling
3. Mary is a good netballer. She is also a good musician
4. The pupils spelt the word ewe. They also used it in their own sentences
5. The lesson was interesting. The lesson was educative.
6. Peter is very clever. He is also hard working.
7. The girls attended the reading completion. The boys attended the reading competition
8. The dictionary was new. The dictionary was new
9. I did a spelling game. I also filled in a puzzle
10. Grace won the reading competition. She also won the prize

Examples

3. The dictionary gives the meaning of words. It also gives their pronunciations
   The dictionary does **not only** give the meanings of word **but also** their pronunciations

4. I looked up the new word in the dictionary. I also learnt its meaning
   I did **not o**nly look up the new word in the dictionary **but also** learnt its meaning

Rewrite the following sentences using…….not only…….but also

1. Peter arranged the words alphabetically. He also gave the book to the teacher to mark
2. Inzikuru won the race. She also won the gold medal
3. The teacher gives us spelling exercises. He also marks our work
4. The girls go to the library. They also do research.
5. Mr. Musana will help the girls. Mr. Musana will help the boys.
6. The song was interesting. The song was educative.
7. Robert came late. Robert escaped from school.
8. She is a good speaker. She is a good writer.
9. Miss Mariam is a netballer. She is also an athlete.

Structure…… Whenever ……

Study the examples below.

Whenever I want to get the meaning of a word, I look it up in the dictionary.

I always visit my father whenever I want to be advised. Whenever I want to be advised, I will visit my father.

Note: Whenever means "every time" but not always. Therefore whenever can be used in place of every time

Examples:

Every time he visits me, I feel great.
Whenever he visit me, I feel great.
I feel great whenever he visits.

Exercise:

Use whenever in the sentence below.

1. Every time my father looks at my books he praises.
2. When he comes to school late, he always apologies.
3. All the pupils in class clap their hands every time a lesson has ended.
4. That stubborn boy annoys everybody every time he comes to our class.
5. When he visited me, he would bring some bread.
6. We get a lot of money every time we organize a trip to Mombasa.
7. When we do an exercise about alphabetical order, I find it very challenging.
8. If you visit him, please, carry something.
9. Every time she calls me , I know there is some money.

join the following sentences beginning Whenever……

1. I write to my parents. They reply
2. A person dies. People feel sad
3. They always go to the zoo. They see many elephants
4. The teacher pronounces the words. The pupils repeat after him
1. The teacher enters the class. The pupils stand up to greet him
2. Jane wakes up in the morning. She greets her parents
3. Peter goes to the library. Peter borrows a dictionary
4. You find difficult words. Refer to the dictionary

Structure: ----as ----as ----

Read the following examples.

- A dictionary is as useful as an atlas.
- A bicycle is not as fast as a motorcycle.

The structure is used to compare things in terms of size, colour and weight.

<u>Join the following sentences using as ---- as ---</u>

1. A novel is small. A text book is also small.
2. Babirye is 10kgs. Nviri is 10kgs.
3. Sekabembe is four metres tall. Bonita is also four metres tall.
4. Mathematics is easier. English is easy.
5. That wall is 5 metres high. This wall is also 5 metres high.

DIRECT AND INDIRECT SPEECH

Direct speech is when we enclose the actual or exact words of the speaker wit quotation marks
Quotation marks can also be called speech marks or inverted commas (" ")
Examples

1. "I am going to have lunch now," said Tom
2. He asked "why is the baby crying?"

Indirect speech is also known as reported speech

Indirect speech is used when we wish to report what another person said unlike direct speech, the indirect speech does not require inverted commas.
Instead we remove them and use a full stop only at the end of the sentence.
Examples

1. Direct: I am preparing dinner now," the chef said.
2. Indirect: the chef said that he was preparing dinner then.
3. Direct: The customer said, "I am hungry."
4. Indirect: The customer said that he was hungry.
5. Direct: Miriam said, "I will have chips and chicken.
6. Indirect: Miriam said that she would have chips and chicken.

Note:
There are certain rules that govern direct and indirect speech.
When a sentence is changed from direct speech to indirect speech certain changes are made. They include;

1. Changing tenses i.e. present simple to past simple.
2. Changing pronouns.
3. Changing adverbs of time and place.
4. Changing questions.
5. Changing commands i.e. using told or ordered etc.
6. Changing demonstrative adjectives i.e. these – those, this – that

Note to teacher: Go into details here as much as you can

Tenses

1. Present simple becomes past simple tense
2. Present continuous becomes past continuous

3. Present perfect become past perfect tense
4. Past simple changes to past perfect
5. Future simple 'will' change to 'would' and 'shall' changes to 'should'

Pronouns

Direct speech		indirect/ reported speech
I	-	he / she
My	-	his/ her
We	-	they
Our	-	their
You (singular)	-	he/ she
You (plural)	-	they

Other changes

Direct		indirect/ reported speech
This	-	that
These	-	those
Now	-	then
Here	-	there
Am	-	was
Is	-	was
Are	-	were
Shall	-	should
Will	-	would
May	-	might
Can	-	could
Must	-	had to
Today	-	that day
Yesterday	-	the previous day
Tomorrow	-	the following day
Night	-	the night before
Next week	-	the following week
Next Monday	-	the following Monday

Note: "if" or "whether" is used in reported speech when the direct speech is in question form beginning with a help verb such as. Do, is are, can, will, could etc

Examples

Direct: He asked, "can you help me now"?
Indirect: He asked if I could help him then
Direct: "Will you have supper with us today?" mother asked
Indirect: Mother asked whether I would have supper with them that day

Commands

In commands "said" is changed to told or ordered in the reported speech.

Examples

Direct: "Stop here," said my boss.
Indirect: My boss ordered me to stop there.

Direct:	"Don't take anything out of this hotel," said the gatekeeper.
Indirect Requests	The gatekeeper told him not to take anything out of that hotel.
Direct:	"Get me a glass of passion juice, he said.
Indirect:	He requested me to get him a glass of passion juice .
Direct:	The customer said, "Pass me that salt, please."
Indirect:	The customer requested me to pass him that salt .

Activity

Change the following sentences into reported speech

1. "When will lunch be ready?" she asked.
2. The waitress said, "I am going home now."
3. "Can you do me a favour? Asked the cashier.
4. The old man said, "I am very hungry.
5. "Would you like a bottle of soda?" asked the waiter.
6. Mary says, "I am sick."
7. The girl said, "My dress is torn."
8. He asked, "What is she looking for?"
9. The doctor said, "The patients have been discharged."
10. "Did the prisoners slash the bush?" the manager asked.

Abbreviations

An abbreviation is shortened form of a word.

Some common abbreviations

cr.	Credit
cf.	Compare
Col.	Colonel
CID	Criminal Investigation Department
COD	CashonDelivery
Hq	Headquarters
i.e	That is
IGG	Inspector General of Police
I.o.u	I owe you
ISBN	International standard book
kg	Kilogram
Is	Island
Lt.	Lieutenant
L c m	Lowest common multiple
Ltd.	Limited
m	metre
M.P	Member of Parliament
MC	Master of Ceremonies
Mr.	Mister
Mrs.	Mistress
Capt.	Mountain Captain
Jan.	Company January
Jr.	Number Junior
SIM	Novemb esubscriber identification module
Sgd	Negative Son of

abbr.	Abbreviation
A.D	Anno Domini
Ag.	Acting
a.m	ante meridiem
a.k.a	Also known as
Ave.	Avenue
ATM	Automated teller machine
a/c	account
a/c no	Account number
Apr.	April
B.C	Before Christ
bro.	Brother
CNN	Cable News Network
cc	Carbon copy
Maj.	Major
Mon.	Monday
MTN	Mobile Telephone Network
cm	centimeter
N.B	Nota Bene
Cert.	Certificate
c/o	care of

T.B	Tuberculosis
Temp.	Temperature
Tel.	Telephone
T.V	Television
P.S	Postscript
PIN	Personal identification number.
p.m	Post meridiem
Pte	Private
PO	Post Office
Pop	Population
PMO	Private Motor Omnibus
DNA	Deoxyribonucleic acid
PTO	Please turn over
P.S.V	Public Service Vehicle
PE	Physical Education
pp	pages
PP	On behalf of
Prof.	professor

PRO	Public Relations Officer.
Rd	Road
Rev.	Reverend
RIP	Rest in peace
RSVP	please reply
G.P.O	General Post Office
S.O.S	Save our Souls
Sat.	Saturday
St.	Saint/Street
Sq	Square
Sun.	Sunday
Sch.	school
SMS	Short message service
Shs	Shillings
via	By the way of
vs	Versus,against
VIP	Very important person.

QUESTION TAGS

Definition

A question tag is a short question that comes at the end of a statement.

Points to note

All question tags are separated from the statements by use of comma and end with question marks.

Positive statements take negative question tags.

Whereas negative statements take positive question tags.

Helping verbs used in the statement is the same as one in the question tags.

Examples

1. He is sick, isn't he ?
2. I am in primary four, aren't I ?
3. We grow millet, don't we?
4. Musoke doesn't dig, well, does he?
5. Children enjoy swimming, don't they?

Activity

Supply questions tags to the given statements

1. She listens to her mother,……?
2. They are good boys,…… ?
3. Namusoke doesn't play netball…… ?
4. I am beautiful……?
5. There isn't any sugar in my tea…… ?
6. That building has ten windows……?
7. My uncle can ride a bicycle……?
8. We are not lazy,……?
9. Our teacher comes to school early, ……?
10. Moslems don't eat pork?

QUESTION TAGS (PRESENT CONTINUOUS TENSE)

Examples

1. Mukasa is sleeping on his, bed, isn't he?
2. I am feeding the puppies, aren't I?
3. I am not feeding the puppies, am I?
4. Children aren't eating supper, are they?

Activity

Supply question tags to the following statements.

1. I am revising my notes,……?
2. We are not attending the meeting,…… ?
3. The doctor is not attending to the patient, ……?
4. Schools are closing soon,……?
5. The farmer is not harvesting the crops, …… ?
6. Musa is climbing a tree, ……?

IF CONDITIONAL II

If conditional II is used to express the condition which is impossible and we are only imagining the result and we don't expect it to happen. e.g. if Tom went to London, he would study law. This is known as unlikely condition. If conditional II is made up of two tenses

(a) If clause Main clause

Past simple tense conditional tense

More examples

1. If Kamesh ran faster, she would win the race.
2. The headmaster would expel you if you behaved badly.
3. If I saw him, I would give him a lift.

Complete the following sentences in it condition II

1. If I told my father……
3. I would give him the book if……
5. We would be late……
6. If I had a bicycle…… ….
8. If I were a king……
10. If I had two heads……

Use the words in the brackets to complete the sentences using if condition II.

6. If I were sent to prison, you …… me. (visit)
7. I…… shares in that company if, I had some money. (buy)
8. If I…… a big prize in a lottery I would give up my job (min).
9. He would get fat if he ……smoking. (stop)
10. I would tell you what this means if I……Luganda. (know)
11. He …… a horse if he could afford it. (keep)
12. I could get a job easily if I…… a degree (have).

Read the following passage carefully and answer the questions that follow in fullsentences.

USEFULNESS OF A DICTIONARY

A dictionary is a book which gives the spelling and meanings of words in their alphabetical order. A dictionary is a very useful reference book to learners of English

language and other subjects. It helps them to look up the meanings and spellings of words and phrases they don't understand.

However, in order one to be able to use the dictionary, one must learn the **alphabet** and acquire dictionary skills first. This is because the words are arranged alphabetically in a dictionary ; ABC……Order. Therefore, check words beginning with A at the front pages, with M and N in the middle, with Z at the back pages.

The alphabet is a set of letters in a fixed order used for writing a particular language. For instance the English alphabet has twenty six letters.

A dictionary identifies the words with their respective word families or classes and purposes. For example using abbreviations and grammar labels such as abbr. for abbreviation, adj for adjective, adv, for adverb, conj for conjunctions, prep for

preposition, sing for singular, pl–for plural, sthfor something,(n) for noun and many more. This prompts incidental learning and mastery of parts of speech.

Besides, a dictionary enriches the pupil's or student's vocabulary. It also gives the pronunciation and stress of words, consonants, vowels and **diphthongs.** A diphthong is a combination of two vowel sound or vowel letters. For instance the sounds/ei/ingate /get/ or the letters **ou**in the word about.
A dictionary should indeed be one's companion in all academic spheres.

Questions

a) What is the passage about?
b) How are the words organized in a dictionary?
c) What is a dictionary used for?
d) Why do you think each pupil should have a dictionary?
e) Where do you think children can borrow a dictionary while at school?
f) What should one learn before using a dictionary?
g) According to the passage, what are diphthongs?
h) If you came across a new word, what would you do?
i) Give another word or a group of words with the same meaning as:
i) alphabet_____
ii) besides_____

Alphabetical order

The words in a dictionary are arranged in alphabetical order. Words beginning with the letter "A" or 'a' come first, however these words are arranged in a certain order depending on the preceding letters in the word
The English alphabet
Aa Bb Cc Dd Ee Ff Gg HhIiJj Kk Ll Mm NnOo Pp Qq Rr Ss Tt UuVvWwXxYyZz.
Arranging words in alphabetical order ABC…….

1.	Cupful	cash	child	children	
2.	Leap	lease	lean	leave	
3.	Airport	air force	airbase	aircraft	
4.	Dirty	duck	drake	dam	

5. Earpiece eardrum earing earmark

Spelling game

Look up the missing letters 'ie' or 'ei'

1. the____r
2. ___ther
3. bel____f
4. dec_____ve
5. ch____f
6. for____gner
7. n____ther
8. the____f

PASSAGE

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

Using a Dictionary

A dictionary is a reference book. We use a dictionary to look up the meanings of words and expressions which we do not understand well. A dictionary has the following:

Naming words (nouns), describing words (adjectives), words indicating actions(verbs), words describing verbs(adverbs).

When we want to know the correct way of reading a word then we refer to pronunciation. When we wish to understand grammar and any language, it is advisable to check the definitions, punctuation, and other explanations given.

A dictionary has regular and irregular verbs, compound words, comparatives and superlatives, synonyms and similes. The most interesting words are abbreviations like i.e, etc and acronyms like UNESCO, UWESO.

When you have a dictionary, your learning is made a lot easier.

Questions:

1. What is a dictionary used for?
2. What should one do if he or she does not understand a word well?
3. What do you look for when you want to find the correct way to read a word?
4. What are words which describe verbs in a dictionary called?
5. What is a naming word called in a dictionary?
6. What word describes a verb?
7. How are words arranged in a dictionary?
8. What are naming words?

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

USING A DICTIONARY.

Amanda	:Good afternoon, Natasha.
Natasha	: Good afternoon, Amanda.
Amanda	: Will you lend me your dictionary, please?
Natasha	:Sorry, Amanda. I am using it. Just wait a minute or two.

Amanda	:Okay please.
Natasha	:Here it is! What is puzzling your brain?
Amanda	:Anew word .I have failed to understand what itmeans.
Natasha	:Let's look it up in the dictionary. Which wordexactly?
Amanda	:"Boon companion"
Natasha	: Wow it is very strange to me, too.
Amanda	: I have seen it, Natasha. It means a good friend".
Natasha	: You mean you are my boon companion, Amanda?
Amanda	:We should learn to check up words in a dictionary. It will help us even to acquire more vocabulary,Improveon spellings but above all to avoid being a **laughing stock.**
Natasha	:Do you know how to pronounce the word "ewe"?
Amanda	: No, I don't.
Natasha	:Don't worry, it is "you". A dictionary can as well help you to improve yourPronunciationand articulation of word.
Amanda	: Which of these words comes before the other in a dictionary, bin or bean?
Natasha	:"Bean" comes before bin because it has 'e' in the second position whereas bin has 'i'

Questions;

1. How many people took part in the dialogue?
2. At what time of the day was the dialogue held?
3. Who are the people talking in the dialogue?
4. What should one do whenever one comes across a new word?
5. Give the opposite of 'strange'
6. Why do you think a dictionary is a useful book?
7. According to the dialogue, what does the term **'boon companion'**mean?
8. Suggest any other title to the dialogue.

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

a) Do you mind lending it to me tomorrow?
b) Oh yes, it is.
c) Is it Oxford Advanced Learner's Dictionary?
d) She wanted me to improve on my spellings and pronunciation.
e) Of course I don't mind, Bridget so I will lend it to you.
f) My mother bought it for me.
g) Who bought it for you?
h) "I am looking for my dictionary," replied Charlotte.
i) Bridget asked Charlotte what she was looking for.
j) Why did your mother buy it for you?

POEM

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

A dictionary is a vital reference.

It teaches vocabulary,
It gives meanings and spellings;
It is really a teacher,
A way from school!

A dictionary is a vital reference.
In the library it lies,
With it I can learn parts of speech,
With it I can find describing words,
With it I can learn proverbs.

A dictionary is a vital reference,
With it I can learn pronouns,
With it I can master pronunciation,
With it I can write abbreviations in full,
With it I can guess the correct preposition!

By AmugeViole

Questions:

1. Which reference does the poem talk about?
2. Who wrote the poem?
3. How many stanzas does the poem have?
4. Where can you find the dictionary according to the poet?
5. What does the writer compare a dictionary to in stanza one?
6. Write one part of speech you learn from the dictionary.
7. What does 'it' refer to in the poem?
8. Why can the writer learn the parts of speech?
9. Give another word with the same meaning as 'vital'
10. Suggest a suitable title for this poem.

COMPOSITION

1. You have lost two school dictionaries and the headmaster threatens to expel you from school if you don't apologize. Using your school address, write a letter of apology. Promise him that you will buy the new dictionaries after talking to your parents.

GUIDED COMPOSITION.

Use the words in the word box to fil in the blank spaces correctly.

A dictionary is a_____which gives the spellings and_____of words in their_____order. A dictionary is a very useful reference book to learners of English language and other_____. It helps them to look up the meanings and _____of words and phrases they don't understand.
However, in order for one to be able to use a dictionary, one must learn the_____and acquire_____skills first. This is because the words are arranged in a dictionary. The alphabet is a set of letters in a fixed order used for writing a particular_____. For instance the English alphabet is twenty_____letters.
A dictionary identifies the words with their respective_____families or classes and purposes. For example using abbreviations and grammar labels such as abbr. for abbreviation, adj. For adjectives, adv. for adverbs and many others. This prompts incidental learning.

word, book, meanings, alphabet, six, alphabetically, subjects language dictionary spellings