

ENGLISH LESSON NOTES FOR P.6 TERM II

WEEK ONE
LESSON ONE & TWO
TOPIC: THE BASICS OF LEARNING AND WORK ORDER
ASPECT: Conduct, Penmanship and Work Organization

- Pro-learning conduct and personality
- The basics of the recommended handwriting i.e. The 4S principle of handwriting
- Work organization
    - framing the page
    - underlining the date, instructions etc.

WEEK ONE
LESSON THREE AND FOUR
TOPIC: REVISION AND REMEDIATION
ASPECT: Holiday Package, English

- Completing sentences with suitable words
- Completing sentences using given words
- Rewriting sentences as instructed
- Reading and discussing texts
- Answering questions about texts

WEEK ONE
LESSON FIVE AND SIX
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Vocabulary

Vocabulary
Dictionary work

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

Example

1. Family(n)
   - a group consisting of one or two parents and their children
   - all the people who are related to each other including those who are now dead
   - My family lives in a small house along the Northern Bypass.

Other vocabulary

Marry	marriage	family tree	genealogy	spouse
Aunt	great-grandfather	nephew	niece	cousin
Sister	brother	half-sister	half-brother	step-son
Brother-in-law	lineage	sister-in-law	grandfather	in-laws
Grandmother	granddaughter	grandson	great-uncle	young
Elder	relative	relationship	related	couple
Siblings	bond	bonding	paternal	maternal
Descendant	ancestors	ward	ancestral	orphan
survived by	guardian			

Exercise:

Use the following words to construct sentences.

1. family
2. relative
3. nephew
4. niece
5. half-sister
6. elder
7. grandfather
8. cousin
9. related to
10. relationship

WEEK TWO
LESSON ONE AND TWO
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Verbs

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.

FORMATION OF VERBS **(**Jr. English Revised, pp 30&31)
Whereas a lot of verbs exist independently (i.e. on their own), others are formed from other words as follows;

A) Verbs formed by use of affixes i.e. en, ac, im, ise, fy, e, be, em, etc.

Word	**Verb**	**Word**	**Verb**
slave	enslave	beauty	beautify
height	heighten	peace	pacify
broad	broaden	poor	impoverish
joy	enjoy	person	impersonate
strong/strength	strengthen	siege	besiege
knowledge	acknowledge	little	belittle
company	accompany	custom	accustom
large	enlarge	friend	befriend
light	enlighten	breath	breathe
bright	brighten	cloth	clothe
throne	enthrone	bath	bathe etc.

Exercise
bear, give, die, pacify, smooth, speak, live, break, succeed, dirty
With the above list, complete the following sentences with a suitable verb.
Examples;

- My siblings speak fluent French.
- Humans, just like hyenas, bear live young ones.

1. The intention of that speech was to.....the rioting crowds.
2. Like tigresses, people.....live young ones.
3. "Do not.....yourself with ink," the teacher warned us.
4. Zak, Jok and Alexis.....German and Portuguese fluently.
5. Many babies.....of malaria before their fifth birthdays.
6. People who work hard at class normally.....in academics.

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

1. Did colonialists truly make slaves our great-grandfathers?
2. Residents of Northern Uganda asked the president to bring peace to their area.
3. The government plans to make beautiful the monument of the former president.
4. Higenyi's handwriting gets better and better every day.

Give a word to mean the same as the phrases given below

1. to give advice
2. to make up your mind
3. to take a seat
4. to take a breath
5. to make clear

WEEK TWO
LESSON THREE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Vocabulary

Dictionary work

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

Example

1. genealogy:
   - the study of family history, including the study of who the ancestors of a particular person were
   - a diagram showing a particular person's line of ancestors
2. family tree:
   - a diagram that shows the relationship between family members
3. spouse:
   - a husband or wife
4. couple:
   - two people married to each other (husband and wife)
5. ancestor:
   - a person in your family who lived a long time ago
6. generation:
   - all the people who were born at about the same time
7. in-laws:
   - one's relatives by marriage especially parents of your wife or husband
8. ancestral:
9. survived by:

WEEK TWO
LESSON FOUR
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Verbs

Verb formation (contd)

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 wards ——— a lot of assistance from their guardians. (receipt)
9. The police will ——— the criminal until they find him. (pursuit)

WEEK TWO
LESSON: 5, 6, 1 & 2
TOPIC: FAMILY RELATIONSHIPS
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.

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.

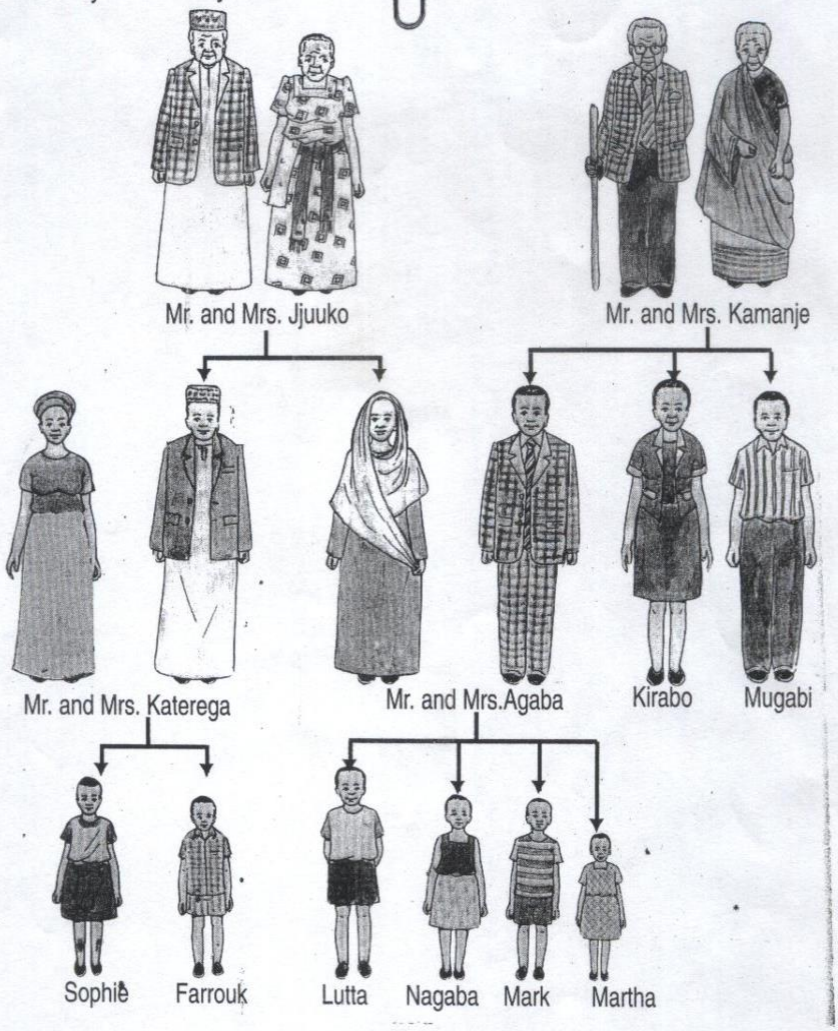
11. Hundreds of homes were bombed ——— the war.
12. The bird flew ——— the window and escaped.

WEEK THREE
LESSON: THREE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Comprehension

Comprehending a family tree

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

C: Study the family tree:



Questions

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

WEEK THREE
LESSON FOUR
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Structure

Using: 1……just……
2……already……

Examples

1. My niece gave birth to a baby boy a while ago.
   - My niece has just given birth to a baby boy.
   - My niece has already given birth to a baby boy.

2. Tomas went away a few minutes ago.
   - Tomas has just gone away.
   - Tomas has already gone away.

Exercise
Rewrite the following sentences using;

1. **……just……**
2. **……already……**

1. Seku's uncle went to town a few minutes ago.
2. A relative of mine passed away.
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.

WEEK THREE
LESSON FIVE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: SENTENCES

CLASSES OF SENTENCES

A sentence is a group of words expressing a complete thought or idea.

- Sentences express positive or negative ideas.
- Some sentences seek answers.

Classes of sentences

The three basic classes of sentences are positive sentences, negative sentences and interrogative sentences.

Positive sentences

These are sentences that express **agreement** and **acceptance**. They are also called **affirmative sentences**. To affirm something is to state that you agree with it.

Examples

1. My siblings listen to music daily.
2. Grandpa bought food for the family.

Some, a lot, plenty of, a great deal of, a heap of, along way and **a long time** are words basically used in positive sentences.

More examples of positive sentences

3. I always listen to some music at night.
4. The couple withdrew some money for the party.
5. The family spends a lot of money and time on parties.
6. It is a long way from home to the orphanage.
7. My elder brother thought about it for a long way.

Activity

Construct two sentences using each of the following;

a) some
b) a lot of
c) a long way
d) a long time

WEEK THREE
LESSON SIX
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Sentences

Negative sentences

These are sentences that express disagreement and opposition using no, not, never, none or neither.

For example

1. My siblings do not listen to music daily.
   - **Any**, **many**, **much**, **far** and **long** are words mainly used in negative sentences.

More examples of negative sentences

2. The miser will not buy <u>any</u> food for his family.
3. There weren't <u>many</u> fruits on the tree.
4. The family does not spend <u>much</u> money like you think.
5. It is not <u>far</u> from home to the orphanage.
6. My elder brother never thinks about it for <u>long</u>.

<u>Activity</u>

Construct two negative sentences using each of the words.

a) any
b) many
c) much
d) far
e) long

WEEK FOUR
LESSON ONE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Sentences

(C) <u>Interrogative sentences</u>

These are questioning sentences. They seek answers. They end with question marks as illustrated below;

- What……..?
- Who……..?
- Is……..?
- Will……..?
- Should…..?
- Has……..?
- Would……..?
- Do……..?
- Did……..?
- Had……..?
- Must……..?

<u>and so on</u> (etc.)

<u>Examples of interrogative sentences</u>

1. **Will** the couple wed next month**?**
2. **Are** we about to reach our destination**?**

Like in negative sentences, **any**, **many**, **much**, **far** and **long** are special words used in **interrogative sentences** as shown below;

<u>More examples of interrogative sentences</u>

3. Did the couple withdraw <u>any</u> money for the party?
4. Were there <u>many</u> fruits on the tree?
5. Have they had <u>much</u> to talk about?
6. Is it <u>far</u> from home to the orphanage?
7. Did my elder brother think about it for <u>long</u>?

Activity

Construct two interrogative (questioning) sentences using each of the words.

a) any
b) many
c) much
d) far
e) long

SUMMARY TABLE SHOWING THE SPECIAL WORDS

Positive (affirm)	**Negative (**Use not, no etc.**)**	**Interrogative (?)**
...some...	...any...	...any...?
...a lot of... ...a great deal of... ...plenty of... ...a heap of...	...many/much...	...many/much...?
...a long way...	...far...	...far...?
...a long time...	...long...	...long...?
...already...	...yet...	...yet?

ACTIVITY

A) Complete the sentences with the most suitable word as shown in the table above.

1. The triplets have_____ money in their account.
2. My niece and I enjoyed the party because there was_____ food and soda.
3. James' paternal aunt lives_____ from here.
4. The couple talked for_____ at the beach.
5. The twins will not wait for_____ before their mother returns.
6. The couple has not _____ named the quadruplets.
7. "Were there_____ children in the audience?" I asked my maternal uncle.
8. It wasn't_____ before I realized I'd made a mistake.

B) Rewrite as instructed in brackets

9. The stationer sold some stationery. (Use: any)
10. Have you had dinner yet? (Use: already)
11. My great-grandfather had a great deal of wealth (Use; …much……..)
12. Is it far from the theatre to the mortuary? (Begin: It is……..)

WEEK FOUR
LESSON TWO
TOPIC: FAMILY RELATIONSHIPS
ASPECT: 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.
2. Since Tom was very dizzy, he could **scarcely** stand up.
3. My cousin can **hardly** read an English sentence.
4. My cousin can **barely** read an English sentence.
5. A small candle will **scarcely** light up this large room.
6. There is **hardly** any money in the account.
7. There is **barely** any money in the account.

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

Activity

Rewrite the following sentences using;

- hardly
- scarcely
- barely

a) There is almost nobody seated in the auditorium.

1. There is hardly anybody seated in the auditorium.
2.
3.

b) My great-grandmother almost has no strength left in her body.

1.
2.
3.

c) I have very little money so I will walk to town.

1.
2.
3.

WEEK FOUR
LESSON THREE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Comprehension

Passage comprehension

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 themselves. 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.

WEEK FOUR
LESSON FOUR & FIVE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Sentences

Question Tags

These are phrases put at the end of statements so as to change them into questions. Question tags normally involve the use of **helper** and **modal verbs** such as; is, am, are, must, ought, will, shall, should, do and so on.

Examples

1. Busia is a long way from here, isn't it?
2. Busia is not far from here, is it?
3. She has waited for a long time, hasn't she?

Requests and orders

Requests and orders (like; "**Let us go swimming."** and "**Shut up now!"**) make positive question tags using shall and will.

For example

1. Let us go swimming, shall we?
2. Shut up now, will you?

Activity

Supply question tags to complete the sentences

1. There was a large congregation in the church, _____?
2. The family did not attend the burial ceremony last fortnight, _____?
3. A mother and baby ought to keep together so that they can bond well, _____?
4. You miss your family, _____?
5. Let's have dinner now, _____?
6. I am related to you, _____?
7. The quadruplets and I shall board the taxi, _____?

Rewrite as instructed in brackets.

8. A great-grandfather must not necessarily be a centenarian, must he?
(Use: ……must be a……..)

WEEK FOUR
LESSON SIX
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Comprehension

Poem

WHO IS WHO

Listen! Listen carefully
Call me your grandfather
I am your father's father
Call me your father
I am your mother's spouse
Call her your grandmother
She is your mother's mother.

Listen again! Listen carefully
Call her your mother
She is your father's wife
Call her your sister
She is your father's daughter
Call him your brother
He is your father's son
All fathers, mothers, bros, sisters.

1. What do you call the father of your father?
2. What do you call your father's son?
3. According to the poem, what does 'spouse' mean?
4. How many lines has the poem?
5. Which word is used to describe your father's daughter?
6. How are you related to the father of your mother?
7. Ryan's father produced a son. Therefore he is Ryan's_____
8. What is the relationship between the listener and the speaker in the poem?
9. Give a group of words for couple.
10. If Sula and Sukuma were brothers, what would Sula call Sukuma's daughter?

WEEK FIVE
LESSON ONE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Structures

Using: ……would rather……than……

The structure is used to show that you would prefer to do one thing and not the other.

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 traveling 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. Hafswa dislikes bitter vegetables. Hafswa 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.

WEEK FIVE
LESSON TWO
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Comprehension

Dialogue (the sure key to success p.41)

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

Mother : Mary.
Daughter : Yes please, mummy.
Mother : There is someone knocking at 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 daughters?
Mother : Very fine, except your son Mr Kapere who has been ill for a fortnight.

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**

WEEK FIVE
LESSON THREE
TOPIC: FAMILY RELATIONSHIPS
ASPECT: Revision involving structures

Revision Exercise involving structures

Fill in the most suitable word or group of words.

1. Joan is_____ young to get married to an octogenarian.
2. _____ Hansaa nor Jacinta is related to the beautiful florist.
3. The siblings would rather suffer_____ report their cruel parents to the police.
4. _____ of the fact that my niece is very beautiful, she is not married yet.
5. The _____ a child grows, the wiser he becomes.
6. Mother could see the baby in a corner _____ the room was very dark.
7. My late grandfather was _____ honest man that the family loved him.

8. There is the lady _____ gave birth to quadruplets.
9. _____ written the letter, your nephew posted it.
10. Grandfather is a centenarian _____ is grandmother.
11. No sooner had the school choir _____the anthem than lightning struck.
12. Mrs Tito is my mother's younger sister, so she is my_____aunt.

WEEK FIVE
LESSON FOUR & FIVE
TOPIC: CARPENTRY
ASPECT: Vocabulary

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

Example

1. carpentry
   - the work of a carpenter
   - things made by a carpenter
   - Chris and Edith make carpentry for sale.
2. carpenter
   - a person whose job is making and repairing wooden objects and structures like furniture
   - The carpenter fixed the broken furniture.

Other vocabulary

occupation	sandpaper		
wood	spanner		
timber	screw-driver		
a saw	varnish		
to saw	drill		
plank	furniture		
plane	to polish		
smooth	toolbox		
rough	square		
roughen	tape measure		
screw	lumberjack	logger	to fell

Activity

Use the words in sentences to show that you know how they differ in meaning.

1. vanish
   varnish
2. sew
   saw
3. wood
   would
4. tough
   rough
5. polish
   polish
6. plain
   plane

WEEK FIVE
LESSON SIX
TOPIC: CARPENTRY
ASPECT: Structures

Using: What is ……..used for?
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 them accordingly.

(A)	(B)
1. a plane	- fixing nails in wood
2. a drill	- making holes in wood or metal
3. varnish	- sticking wood firmly together
4. glue	- smoothing wood
5. a saw	- polishing wood
6. a screw driver	- fixing screws in wood or metal
7. a hammer	- cutting wood

WEEK SIX
LESSON ONE
TOPIC: CARPENTRY
ASPECT: Tenses

Introduction of tenses

A tense is a form of a verb used for showing the time something happened.

There are three **main types of tenses.**
These are; 1. the present tense
2. the past tense
3. the future tense

These types of tenses are sub-divided to show the exact time something happened or happens.

1.THE PRESENT TENSE

The tense shows events of the **current** time. The following are its sub-divisions.

(A) The present simple tense

This is used to show actions that take place regularly.

Note carefully;

1. Sentences with singular or uncountable doers (subjects) take verbs with **s** or **es** added at the end.

That is to say;

- The carpenter smoothes planks daily.
- Lule fixes broken furniture every Saturday.
- This water flows down the valley.

2. Sentences with plural doers (subjects) take verbs in their infinitive (i.e. without **s** or **es** added).

- The two carpenters smooth planks daily.
- Lule and Kato fix broken furniture.
- We seldom go to our ancestral home.

3. Pronouns **I** and **you** do not add **s/es** to the verb.

4. Adverbs of frequency like always, often, seldom, usually, normally and regularly can be used.

Activity

Complete the sentences below using the given words.

1. The carpenter frequently_____ his saw and plane nowadays. (sharpen)
2. She_____ to her workshop every morning. (hurry)
3. He seldom _____ his carpentry workshop on Sunday. (open)
4. The carpenter always_____ his furniture in the morning. (polish)
5. Daddy and I_____ furniture at the family workshop daily. (to fix)

WEEK SIX
LESSON TWO

TOPIC: CARPENTRY

ASPECT: 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

Activity

Using 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 _____	4. ice _____
2. ride _____	5. bite _____
3. 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	dig	– digging
travel	– travelling	skip	– skipping
shut	– shutting	let	– letting

Except;

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

Activity

Change the following verbs to their continuous(ing) forms

1. skip _____
2. swim _____
3. begin _____
4. thin _____
5. drop _____
6. run _____
7. knit _____
8. split _____

d) Some verbs form continuous (ing) forms by changing *ie* to *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

WEEK SIX

LESSON THREE

TOPIC: CARPENTRY

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)

WEEK SIX
LESSON FOUR
TOPIC:CARPENTRY
ASPECT: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

Sentences

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 present perfect 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).

WEEK SIX

LESSON FIVE

TOPIC: CARPENTRY

ASPECT: Comprehension

Poem

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.

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 'beds' refers to in the second stanza.
4. What are the best raw materials in the carpenter's workshop?
5. Why is the pine not among the best materials?
6. When does the carpenter feel proud?
7. Where do we lay the dead for the rest of their time?
8. Write a word or group of words with the same meaning as the words below:
    i. Survive
    ii. entirely

WEEK SIX
LESSON SIX
TOPIC: CARPENTRY
ASPECT: TENSES

2. THE PAST TENSE

The past tense is about actions and events of **the past** (the time that has gone by).

Its sub-divisions include;

(A) The past simple tense

- The past simple tense is used to show an action that took place some time back, e.g. yesterday, last week, last Saturday etc.
- When using the past simple tense, do not use any helping (auxiliary) verb.

Examples

i) The baby dirtied the wall.
ii) The teacher went to town for stationery.
iii) Tom woke up and ran to the orchard.
iv) The carpenter smoothed the wood yesterday.
v) The police stopped the motorcyclist.
vi) The casualty lay helpless at the scene of the accident.

How verbs change to their past simple forms and past participle

Infinitive	Past simple form	Past participle
Add **d/ed** to the verb		
Arrive	arrived	arrived
Brake	Braked	braked
breathe	Breathed	breathed
enclose	Enclosed	enclosed
Smooth	Smoothed	smoothed
Saw	Sawed	sawed
Slow	Slowed	slowed
Laugh	_____	_____
slaughter	_____	_____
Advise	_____	_____
knead		
lie (tell a lie)		
Double last consonant and add-**ed**		
Clap	clapped	clapped
slap	slapped	slapped
admit	_____	_____
prefer	_____	_____
refer	_____	_____
commit		
mop		
skip		
omit		
permit		

travel
regret
knit

If there is a consonant before **y** ,change **y** to **i** and add **ed**.

carry	carried	carried
dry	dried	dried
hurry	_____	_____
cry	_____	
dirty		
pacify		
beautify		
deny		
empty		
simplify		
clarify		
spy		
study		

If a vowel letter precedes **y**, simply add **ed** in both forms.

pray	prayed	prayed
delay	_____	_____
destroy	_____	_____

Except;

lay	laid	laid
pay	paid	paid
say	said	said

Drop **e** and add **t** at the end in both forms.

sleep	slept	slept
keep	_____	_____
kneel	_____	
weep		
creep		
feel		

Add **t** to form both the past simple and past participle forms.

Burn	burnt	burnt
dream	_____	_____
learn	_____	_____

lean	_____
leap	
deal	

Change **d** to **t** in both forms.

build	built	built
bend	_____	_____
spend	_____	_____
send	_____	_____
lend	_____	_____

Change **i** to **a** in the past simple and to **u** in the past participle

drink	drank	drunk
begin	_____	_____
ring	_____	_____
swim	_____	
sink		
sing		

	Change **ea** to **o** and add **e** at the end.	Change **ea** to **o** and add **n** at the end.
wear	wore	worn
swear	swore	sworn
tear	_____	_____
bear	_____	_____
weave	_____	_____

Change **i** to **ou** in both the past simple and participle forms.

fight	fought	fought
wind	_____	_____
rewind	_____	_____
find	_____	_____
grind	_____	_____
bind	_____	

Drop one **e** to form both the past simple and past participle

speed	sped	sped
breed	_____	_____
bleed	_____	_____
feed	_____	_____
meet	_____	

Do not change in both the past simple form and past participle

cut	cut	cut
spread	_____	_____
shut	_____	_____
hit	_____	_____
beat	_____	
hurt	_____	
burst		
cost		
cast		
broadcast		

Other verbs and their past simple forms and past participle forms (Look them up)

seek	_____	_____
flee	_____	_____
leave	_____	_____
hold	_____	
lie (to be in a flat position)	_____	

WEEK SEVEN
LESSON ONE
TOPIC: CARPENTRY
ASPECT: TENSES

(B) 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 sleeping when 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)

WEEK SEVEN
LESSON TWO
TOPIC: CARPENTRY
ASPECT: 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?

WEEK SEVEN
LESSON THREE
TOPIC: CARPENTRY

(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.

WEEK SEVEN
LESSON FOUR
TOPIC: CARPENTRY
ASPECT: COMPREHENSION

Comprehending a passage

PREPARING TIMBER

Timber is one of the most widely used things in the world. It is used to make different types of furniture, including beds, chair, tables, cupboards and stools. Timber is also used in building. It is used to make the frames of roofs, to make doors, windows, ventilators and sometimes walls and floors.

Unfortunately, in most parts of Uganda it is now very difficult to get good timber. People have cut down most of the trees. They use the wood to make charcoal, to bake bricks and as firewood.

Most carpenters now have to buy timber from the few forests that remain.
Some who cannot manage the high prices of good timber now go around cutting down the poor-quality trees that are left. Some of these trees produce softwood. This is not good wood for making furniture. The best furniture comes from hardwood trees. Furniture made from softwood breaks very easily. Sometimes it becomes cracked or crooked.

Before timber is ready for making furniture, a number of things have to be done to it. First, you have to cut the tree. Next, you have to split it into timber of the size you want, then, put the timber in a cool, shady place to dry. Timber should never be dried in sunshine as the sunshine causes moisture in the timber to expand, making the timber crack. You may have seen furniture made with cracked timber.

For timber to remain straight, you have to leave it to dry on a flat surface. If you put it on a crooked surface, it will also become crooked. It's also important not to pile the pieces of timber up together in case mould develops. Moulds are dangerous as they weaken the timber.

After the timber has dried, the carpenter cuts it into smaller pieces. He then planes it and gets it ready for making furniture. When the furniture is made, it is varnished to protect it from weevils and beetles, and then polished to make it shiny.

Cutting timber is a very profitable business for people living around forests. In forests like Maramagambo and Budongo, you find people with hand saws and others with electric saws, all cutting trees for timber. But it is important not to cut young trees, otherwise we shall not have any good timber in the future.

Questions

1. Give any two uses of timber mentioned in the passage.
2. Why is it difficult to get good timber in most parts of Uganda?
3. Why is softwood not good for making furniture?
4. How are moulds dangerous to timber?
5. Why is it important to apply varnish to furniture?
6. What do lumberjacks use to fell trees in Maramagambo and Budongo forests?
7. Where do most carpenters buy timber now according to the passage?
8. Give the plural form of ' furniture'
9. Why should one leave timber to dry on a flat surface?

WEEK SEVEN

LESSON FIVE
TOPIC: CARPENTRY
ASPECT: TENSES

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 continuous : I shall have been trying. He will have been trying.

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)

WEEK SEVEN
LESSON SIX
TOPIC: CARPENTRY
ASPECT: Composition

Jumbled sentence story about Yvonne and her bed
Rearrange the following sentences in order to write a good story.

1. Next she went to a carpenter who had lost both his hammer and plane.
2. With a hammer and nails he joined the planks and made a bed in one hour.
3. Yvonne had a very uncomfortable night yesterday.
4. He had all the tools in his workshop.
5. "Sorry, I can't make a bed now because the planks are wet," said the first one.
6. At last Yvonne had got a smooth bed polished with varnish.
7. The reason was that she did not have a good bed to sleep on.
8. The one who helped her was called Mundu.
9. She wanted a carpenter who could make a good bed for her.
10. In the morning, she decided to look for a carpenter.

WEEK EIGHT
LESSON ONE
TOPIC: CARPENTRY
ASPECT: STRUCTURES

Using: ……beside……..

Beside means: -at the side of
-near
-next to
-by

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.

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. "Come and stand near me," Reverend Whitney said softly.
5. Our school was built along the Northern By-pass.
6. Put the fridge next to the dining table.

WEEK EIGHT
LESSON TWO
TOPIC: CARPENTRY
ASPECT: STRUCTURES

Using: First.....next.....then.....

The structure is used to introduce information and additional information about something or somebody.

Example

How does a carpenter make a frame?

- A carpenter **first** smoothes the planks using a plane, **next** he cuts them into pieces using a saw, **then** he joins the pieces using a hammer and nails.

Activity.

1. What do you do when you want to polish a table?
   (Smooth the table with sandpaper, varnish it, put it in the sun to dry).
2. How does the carpenter make a table?
   (cuts wood with a saw, smoothes it using a plane, fixes planks with glue and nails)
3. …..

WEEK EIGHT
LESSON THREE
TOPIC: TAILORING
ASPECT: VOCABULARY

Dictionary work

1. Look up meanings and proper pronunciations
2. Description of vocabulary
3. Using the words in simple sentences

Example

1. tailor
   - someone (esp. a male) whose job is to make and repair clothes

- The uniforms were sewn by a skilful tailor.

2. inside out

Other vocabulary

tailoring	skilful	jeans	attire
seamstress	knit	trousers	cloth(s)
sew	a patch	pants	clothe
sewing machine	to patch	blouse	embroider
skill	stitch	clothes	embroidery
skilled	thread	garments	hem

WEEK EIGHT
LESSON FOUR
TOPIC: TAILORING
ASPECT: 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.

WEEK EIGHT
LESSON FIVE
TOPIC: TAILORING

ASPECT: STRUCTURES

Using: 1. <u>Not only….. but also…..</u>

2. <u>……not only……but also…….</u>

- The structure is used to emphasize that something else is also true.
- It can begin or be used in the middle of a sentence.

<u>Example</u>

a) The seamstress <u>measured</u> the long cloth. She also <u>cut</u> 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 <u>his face</u>. He also washed <u>his hands</u>.

- Agaba washed **not only** his face **but also** hands.

<u>Activity</u>

<u>Rewrite the sentences using; …..not only…..but also…..</u>

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.
   I have seen the receptionist.
6. Zawedde shook hands with the president as well as the first lady.

WEEK EIGHT

LESSON SIX

TOPIC: TAILORING

ASPECT: COMPREHENSION

Poem

<u>Read the poem carefully and answer the questions that follow accordingly.</u>

'Potter, potter, my friend, I've been told you have lots.'
Of cups, plates and dishes and beautiful pots.
'Yes, I mould them and broke them and turn them and paint them,
They're better than any you'll find in the shops!'

'Carpenter, carpenter, what have you there?'
'I'm making a table, a stool and a chair.'
'I carve them and smooth them and paint them and glue them,'
'And sell them in markets, in shops and at trade fairs.'

'Aunty, please tell me, what's that you're knitting?'

'I'm making a sweater, a hat and some mittens.'
'I knit and embroider with cotton and wool,'
'And I use what is left to make patchwork toy kittens.'

Questions

1) What is the writer's aunt doing?
2) What do you think is the relationship between the writer and Aunty?
3) According to the poem, what is used to knit and embroider?
4) What do we call the designs that are made when one embroiders a piece of cloth?
5) According to the poem, the carpenter is making_____ (Write one word).
6) Write one word to mean the things the potter makes.
7) Write down the two rhyming words in stanza two.
8) What do you think the carpenter uses to smooth the items he makes?

WEEK NINE
LESSON ONE & TWO
TOPIC: BAKING
ASPECT: VOCABULARY

Dictionary work

1. Look up the meanings and pronunciations of the words.
2. Use the words in simple sentences.

bake	to ice	bun	delicious
baker	icing sugar	roll	taste
baker's	food colour	bread roll	tasty
flavour	flavoursome	flavourful	flavourless
bakery	yeast	sieve	margarine
oven	turn off	baking flour	
dough	turn on	pinch of salt	
knead	switch on	recipe	
butter	slice	ingredient	

WEEK NINE
LESSON THREE, FOUR & FIVE
TOPIC: BAKING

REVISION OF NOUNS

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	**Noun formed**
_al	
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)

WEEK NINE
LESSON SIX
TOPIC: BAKING
ASPECT: COMPREHENSION

Passage (MK Eng. BK 7 pp10-12**)**

ABU'S BAKERY

Abu bakes and supplies bread and cakes to almost all schools and shops in Lugazi Town. The customers make their orders by booking a day in advance. Tukei is responsible for taking all the orders from…

Questions

1) Where is Abu's bakery found?
2) How many people work at the bakery?
3) When do the employees have to work at night?
4) Where does Abu supply bread and cakes?
5) …

WEEK TEN
LESSON ONE & TWO
TOPIC: KEEPING ANIMALS
ASPECT: VOCABULARY

Dictionary work

live stock	dip	herder	pen
husbandry	slaughter	butcher	abattoir
tame	veterinary	butcher's	moo
dock	veterinarian doctor	bellow(s)	coop
pet	tether	low(s)	fold
cruelty	tame	bleat(s)	ewe
torture	shepherd	purr(s)	goatherd
stray	herdsman	quack(s)	cattery
Vet.	game	game meat	huntress

WEEK TEN
LESSON THREE
TOPIC: KEEPING ANIMALS
ASPECT: VOCABULARY

ANIMAL DETAILS

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	_____	_____
_____(sheep)	ewe	_____	pen	bleats
Bull	cow	Half	_____	_____
_____(pigs)	_____	Piglet	sty	grunts
Dog	bitch	_____	_____	barks
_____(horses)	_____	Foal	stable	neighs
sire (donkeys)	dam	Foal	*	brays
Cock	hen	_____	coop	crows, cackles
_____	_____	Duckling	coop	_____
Gander	_____	_____	*	*
_____	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

WEEK TEN

LESSON FOUR

TOPIC: KEEPING ANIMALS

ASPECT: COMPREHENSION

Reciting and comprehending a conversation

ANIMAL SOUNDS

Piglet: Hello, can you tell me about yourself. I would like to know about you.

Lamb: My name is Lamb and I'm the young of Mother Sheep. My mother and I live in a pen with the goat and her kid. The cow and her calf stay in a byre or kraal.

Duckling: You're a lamb! So you're the animal that bleats.

Lamb: Yes, sheep and lambs don't talk like people but they bleat to communicate with each other. What about you, Duckling? How do you communicate?

Duckling: My mother and I quack. This is how we communicate; Quack! Quack! Quack!

Piglet: That's interesting! We pigs grunt. You can hear us grunt in our pigsty.

Kitten: Let me tell you about the sound we make. We kittens don't quack like ducklings. We don't bleat like lambs and we don't grunt like piglets. We meow to communicate with each other.

Piglet: May I ask a question? Lamb said that she bleats and I know that kid also bleats. Are lambs and kids related?

Kid: Yes, we're cousins, so we both bleat. We live together in a pen and we always play together.

Kitten: Friends, let's make our beautiful sounds one at a time.

Piglet: Grunt! Grunt! Grunt!

Kid: Bleat! Bleat! Bleat!

Duckling: Quack! Quack! Quack!

Lamb: Bleat! Bleat! Bleat!

Kitten: Meow! Meow! Meow! Or mew! Mew! Mew!

Questions

1. In pairs, let pupils ask each other; 'Which animal are you?', 'What sound do you make?' The partner answers; 'I am a_____.'
   'I_____.'
2. Which sound does a sow and piglet make?
3. Besides goats, what else lives in a pen?
4. According to the conversation, what quacks?
5. How many characters are taking part in the conversation?
6. What is the young of a goose?
7. What is a female sheep?
8. How is a ewe related to a lamb?
9. A shepherd is to a flock of sheep as a_____ is to a herd of goats.

WEEK TEN

LESSON FIVE

TOPIC: KEEPING ANIMALS

ASPECT: Revision of structures and conjunctions

Revision exercises

Complete the sentences below with a suitable word or group of words.

1. There is the tabby cat_____ gave birth to a litter of kittens.
2. No sooner had the pigs grunted_____ the pack of dogs barked.
3. The bitch and its puppies shouldn't leave their_____. They should stay there.
4. The mother hen was in the coop_____ were her chicks.
5. The girl_____ wove that mat is a pretty niece of mine.
6. _____ of us are goatherds. We love herding goats.
7. The gaggle of geese was swimming in the river_____the swarm of bees was buzzing noisily.
8. _____ the fat white sow had no appetite, it ate all the food.

Rewrite the sentences as instructed in brackets.

9. Cattle are not wild animals. A ewe is not a wild animal. (Join using: neither)
10. There are pigs in both sties. (Use:……either…..)

WEEK TEN
LESSON SIX
TOPIC: KEEPING ANIMALS
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.

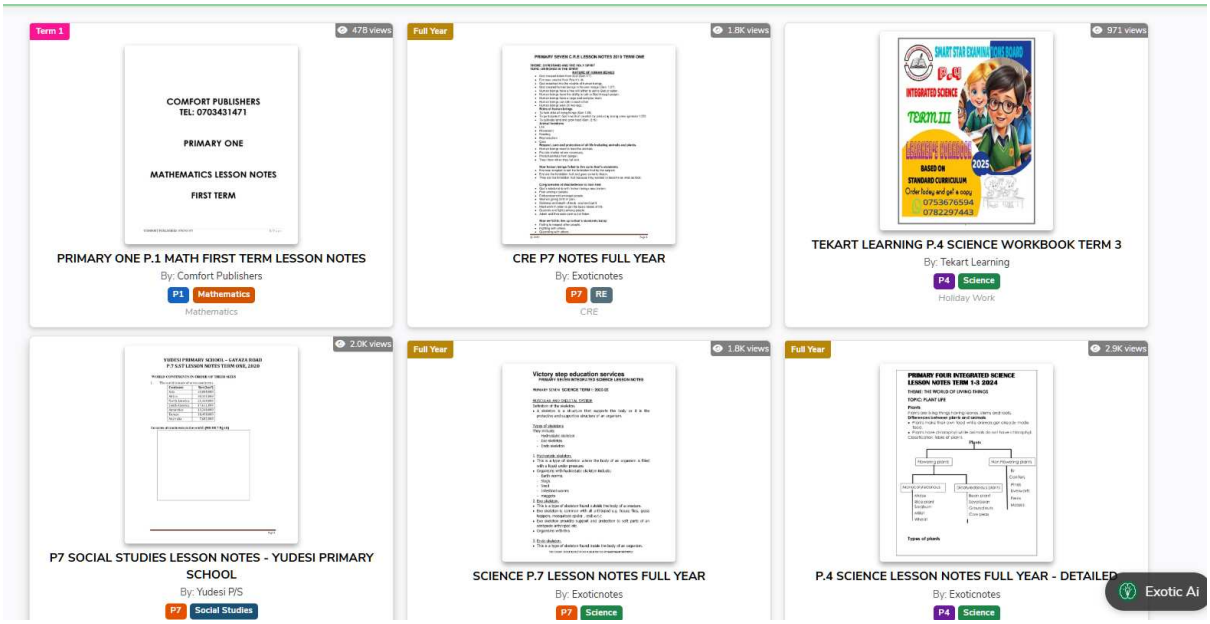
Balinda: Well, he says that his fierce dogs help to protect the animals on his farm from being attacked by wild animals. Does he really keep many domestic animals?
Edward: I think so. I saw a kennel, a sty, a byre, a stable and a few cages in his compound.
Balinda: Mr. Mutebire and his wife must be always 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?

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