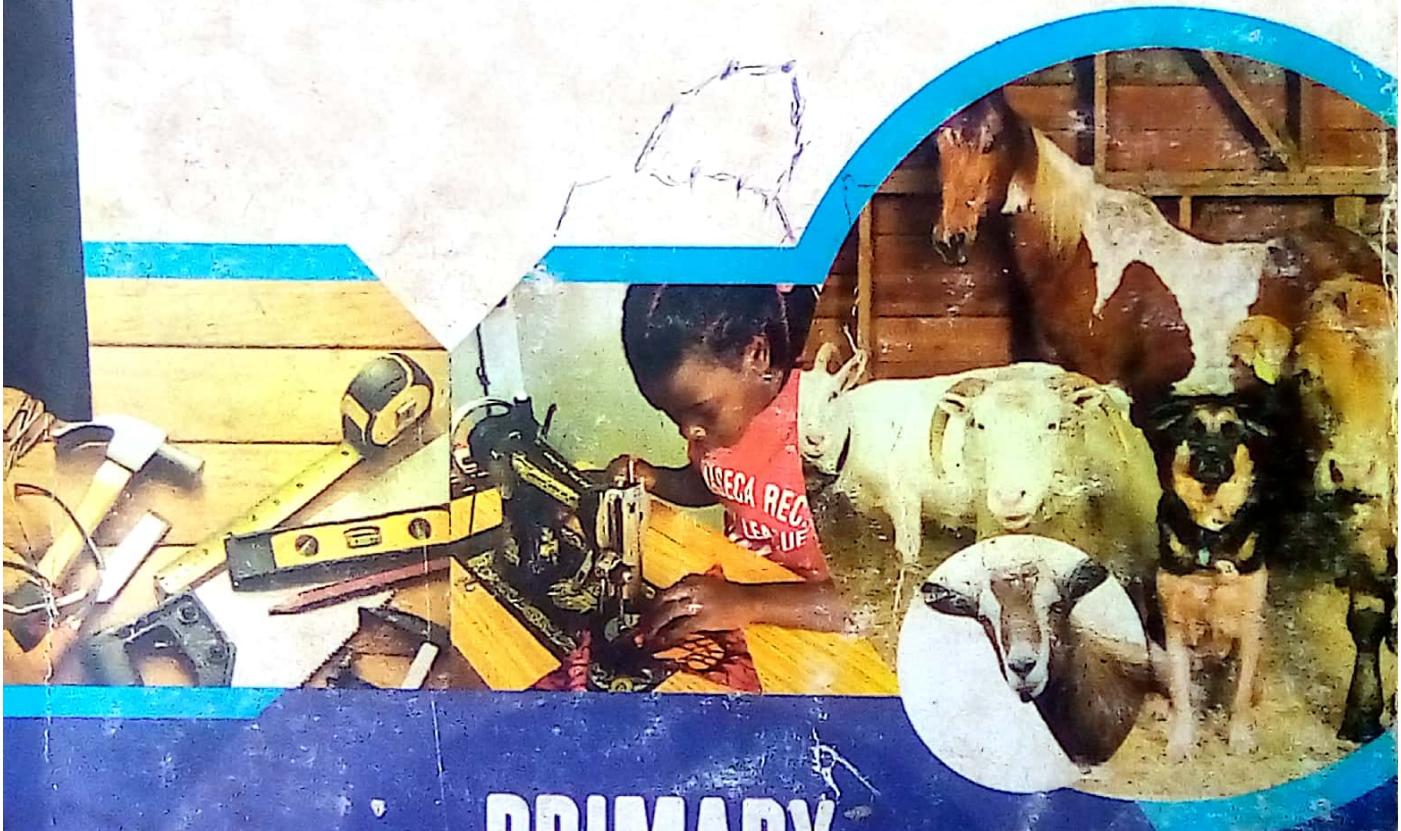


The Sipro

PUPIL'S COMPANION



PRIMARY

6

English

Learn from the known to the unknown concepts.

IN THIS
COVID-19 ERA

TABLE OF CONTENTS

Revision of P.5 work	3
Safety on the road	16
Traffic dangers	44
Debating	59
Family relationships.....	79
Occupations.....	103
Carpentry	103
Tailoring	120
Baking	127
Keeping animals	145
Hotels	158
Using a dictionary	177

REVISION OF P.5 WORK

Relative pronouns.

- These are pronouns used in clauses which are related.
- In most cases, these pronouns are used as joining words. They include who, whom, whose, that and which.

Who: Is used to refer to people. It is used to give more information about people.

Read these sentences.

- a) That is the man who gave me the brochure.
- b) The woman who gave me the pullout is coming.

Exercise

Join the sentences below using -----who-----

The editor has gone to town. He wrote today's editorial.

➤ The editor who wrote today's editorial has gone to town.

1. That is the journalist. He captured the teacher's wedding.
2. The columnist has collapsed. He reached here today morning.
3. The cartoonist did not draw today. He draws for The Monitor.
4. The manager has boarded to London. He gave you the job.
5. There goes the man. He was appointed as the chief editor for sports in The Rupiny.
6. The lady called me yesterday. She wrote the article.
7. The boy came here. He read the job advert in the newspaper.
8. Here comes the woman. She prints for the magazine.
9. That is the girl. She types for the newspaper company.
10. The reporter has reported to police. He lost the camera.
11. There goes the man. He reports for Bukedde.
12. The man has been awarded. He reported the war story in Gulu.
13. The correspondent has got a job in the New York Times. He used to write interesting and educative stories.
14. The officer has been arrested. He punched the reporter.

Language structures

Whose: This one is used to show possession or ownership.

Examples.

- a) That is the journalist whose identity card got lost.
- b) The man whose photo appeared in the magazine is lame.

Rewrite the sentences usingwhose.....

1. The lady is crying. Her newspaper got lost.
➤ The lady whose newspaper got lost is crying.
2. The man has died. His article was rewarded as the best of the year.
3. That is the lady. Her company's advertisement appeared in the newspaper.
4. There goes the minister. His photo appeared on the front page of the magazine.
5. The woman has visited the hospital. Her article appeared in today's vision.
6. The journalist has got an accident. His column was about corruption.
7. The editor has gone out. His glasses got lost.
8. The man is coming here. His newspaper company was banned.
9. That is the girl. Her pullout dropped in water.
10. There goes the boy. His puzzle was misplaced.

Language structures

Using "The ----- which-----"

"Which" as a relative pronoun is used with things and animals.

Read these sentences.

- The newspaper which published false news has been banned
- The article which explained the president's visit has been approved by the press secretary.
- The editorial which the chief editor wrote was not interesting.
- The newspaper which my father bought was expensive.

Exercise

Join the following sentences using-----which-----.

The front page was interesting. I read it.

➤ The front page which I read was interesting.

1. The magazine has been published. It talks about culture.
2. The advertisement was brief. It was published in yesterday's newspaper.
3. The cartoon was imitating the minister. Ekanya drew it.
4. The special pullout talks about sports. It appears in the newspaper on Saturday.
5. The puzzle was very easy. It appeared in last week's newspaper.

Letter writing

There are two kinds of letters:

- Personal/informal/friendly letters
- Official/business/formal letters.

Personal letters:

These are letters written to a family member, close friend, or relative.
Parts of a friendly letter.

1. The address

This is the writer's full address. This informs the reader where you wrote the letter from.

There are two types of addresses. i.e.

1. Personal addresses
2. Business addresses

Personal address

A personal address belongs to an individual and it must bear his/her name, e.g.
Mubiru Anderson,
PO Box 274,
Tororo.

Comprehension

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

address { Den Primary School,
PO Box 364,
Soroti.

date { 2nd March 2020.

salutation { Dear Mum,

greetings { How are you and everyone at home? Has dad returned from the trip? Back to me, I am doing real good.

reason { I have written to inform you about the quiz competition. Our school will participate in a quiz competition starting on 3rd March, 2020. It will be aired on Urban TV every Sunday. I am lucky to be one of the participants. That means you will be watching me on TV. I feel so proud. Inform all my neighbours and friends about it.

conclusion { Send my regards to everyone.

closing { Your daughter,

name { Cynthia Musenero.

Questions:

- a) To which school does the writer go?
- b) When was the letter written?
- c) To whom was the letter written?
- d) Where did the writer's father go?
- e) When will the competition begin?
- f) Which TV station should the mother watch?
- g) Who should know about the competition?
- h) What is the relationship between the writer and the receiver?
- i) Who wrote the letter?

Guided composition

Your sister's birthday party is on Friday. You won't be able to attend it because you will be at school and you have a test. Write a letter to her informing her about your absentia and wish her a happy birthday. Promise to give her a birthday gift later. Use your school address.

Dear _____

Hope you are doing well? Back to me, I am fine though a bit busy I have a test on Friday and

I am revising seriously so that I can perform well.

I am sorry I won't be attending _____ birthday party because of the test. I will ask my friend to come and help you with the preparation of the party. I want to make sure your party is nice though I won't be around. I _____ to give you the birthday gift when I come back home in the holidays. Happy _____ my lovely sister. Wishing you the best

Your _____

Interjections.

These are short sounds, words or phrases spoken suddenly to express emotions. The emotions can be of joy, wonder or surprise.

These sentences or statements end with an exclamation mark (!) and begin with words like 'What' or 'How'

Examples:

- What an interesting letter this is!
- How clever this writer is!
- "What" requires an article 'a' or 'an' if it is used with singular subjects and a common noun, for example:
 - i) What an honest man the writer is!
 - ii) What a brief letter this is!
- The formula is "What a/an + adjective + common noun + helping verb or verb."
- 'What' is also used to represent 'very' in a statement
- a) "What" with plural subjects doesn't require articles.

Examples

- (i) What a lovely letter this is!
 - (ii) What tall men they are!
- 'How' doesn't need any article. It is immediately followed by the adjective, for example:
 - (i) How lovely this letter is!
 - (ii) How ugly the writer is!

Exercise

(A) Rewrite these sentences beginning: What-----

1. This is a very detailed letter.
➤ What a detailed letter this is!
2. That is a very beautiful picture.
3. The receiver is a very kind man.
4. That is a very dirty envelope.

(B) Rewrite these sentences using ----- very-----

What sweet words these are!
➤ These are very sweet words.
How nice this envelope looks!
What a charming writer this is!

(c) Rewrite these sentences beginning: How-----

This handwriting is very illegible.
➤ How illegible this handwriting is!
This envelope is very wet.
That letter is very lengthy.

Punctuation

This is the use of special marks in writing to divide sentences and phrases. They include: question marks, full stops, commas, hyphens, quotation marks, exclamation marks, colons, apostrophes, semi-colons and capital letters.

❖ The full stop (.)

A full stop is used at the end of a logical and complete thought.

Examples: a) I don't want to become a doctor.

b) My father has travelled to Jinja.

A full stop is also used in some abbreviations

for example

a.m. - in the morning or before noon.

p.m. - in the afternoon

❖ The question Mark (?)

This is used only after direct questions and question tags.

For example:

a) Have you been to Mukono?

b) That is a very interesting letter, isn't it?

❖ The Exclamation Mark: (!)

This is used after exclamation words or sentences.

Example:

a) Help!

b) Come here at once!

c) What a clever boy you are!

❖ Capital letters. (A, B, C, D, E, F, G, H, I, J, K, etc.)

These are used:

a) At the beginning of a sentence,

Example:

i) He opened the door.

(ii) The girl has arrived.

b) With proper nouns (particular names of persons, places and things) e.g.

- Names of people e.g. Jesca.

- Names of places (towns, villages, cities, countries e.g. Uganda, Kampala, Najjera.

- Days of the week, and months e.g. Wednesday, November.

- Names of rivers, mountains and lakes e.g. River Nile, Mt. Rwenzori, Lake Victoria.

c) Proper adjectives (adjectives that come from proper nouns)

e.g. Chinese, Turkish

d) Pronoun "I"

e) For all pronouns, nouns and adjectives which indicate divine power.

e.g. God, The Lord.

f. For all words in titles of books, plays, poems, etc, except words that are prepositions and conjunctions. Example; The Lost Seed.

Exercise

Rewrite and punctuate the following sentences.

1. When did Amoti travel to dubai

➤ When did Amoti travel to Dubai?

2. how intelligent you are
3. chinese food is so delicious.
4. mukisa and i leave near mt rwenzori
5. she watched the movie on friday

Write the following words in short.

- a) and many others - _____
- b) that is to say - _____
- c) page - _____
- d) telephone number - _____
- e) for example - _____

❖ The comma (,)

This is used:

- a) To separate phrases, nouns or clauses in lists. The final two items in the list are separated by "and" or "or".

Examples:

- (i) He plays football, tennis, volleyball and hockey.
- (ii) While Musa was cleaning the house, Ali washing plates.
- (iii) The stubborn boy, who beat the dog, has been reported to the teacher.
- b) In letter writing; the salutation and the closing e.g. Dear Mum, Yours sincerely,
- c) To mark off words used in addressing people.

Example:

- i) Lwanga, can you hear me?
- ii) I would like to talk to you, Simon.
- d) To mark off interjections like please, thank you, yes and no.
e.g. Yes, I visited him on Saturday.
- e) In question tags

Example:

She replied to the letter, didn't she?

The semi-colon (;)

- This is used between two loosely connected main clauses, for example:
- a) There was no cloud in the sky; it was extremely hot.
 - b) The question paper had been leaked; therefore, the examination could not take place.
 - **The colon (:)this is used;**
 - a) To introduce a quotation:

Example:

Benard said: "Follow your dreams"

- b) To introduce words which explain what has already been referred to; for example:

She now had many choices; she can go home, she can go for music training or she can go for a netball practice.

• Quotation Marks ("")

These are used:

- a) Before and after words which are the exact words of somebody in the direct speech.

Examples:

- a) "Don't forget to bring your own pen with you," the teacher said.
- b) For titles of books, plays, poems or articles e.g. "Oliver Twist"
- c) For words not accepted in English, especially those from other languages but used because there is no English word for them.

For example:

"Adungu"

• The Apostrophe (')

This is used:

- a) To show omission of one or more letters.

Example:

hasn't, isn't, can't, etc

- b) To show possession.

Examples:

Kato's pen, James' toy, Anna's dress, Agnes' watch, etc.

Note the position of the apostrophe in the plural differs e.g.

boys' games, children's books, ladies' clothes, men's clothes, etc.

Note

- ❖ It's - it is (contraction) while its = possession
- ❖ Who's - who is or who has (contraction) while whose = possession

Exercise**Write the plural of the following words.**

1. girl's letter - girls' letters
2. dog's house - _____
3. head teacher's book - _____
4. woman's envelope - _____
5. baby's toy - _____

Write the following words in short

1. cannot - can't
2. will not - _____ 3. there is - _____
4. we are - _____ 5. you have - _____
6. she has - _____

Rewrite and punctuate the following sentences.

1. Yes the address wasn't clear.
➤ Yes, the address wasn't clear.
2. Don't forget to buy reams rulers and pens.
3. Can you help me please
4. Close the door won't you.
5. He ate atapa at the party.

❖ The dash (-)

The dash is used to give extra information or comments.

The dash is used in the same way as the brackets. In formal writing you should use the

bracket rather than the dash as a dash is considered less formal.

Example:

a) She might reply to your letter – you never know.

The Hyphen (-)

This is used:

a) Compound nouns e.g. father-in-law.

b) In numbers

Use a hyphen with compound numbers from twenty-one to ninety-nine.

c) In letter collisions e.g. co-operate, bell-like

d) Where a prefix is added e.g. anti-nuclear, post-colonial

e.g. to join two or more words (formation of adjectives) e.g. hard-working.

Exercise

Apply correct punctuation marks to the sentences below;

1. I wrote a letter to my mother last month

2. did you eat rice for lunch

3. what an interesting book that was

4. when you come to jinja you will see bujagali falls

5. my mother bought mangoes oranges pineapples and cakes

6. kakiri and pereta are clean towns.

7. our subjects include maths, science, social studies and english

8. there will be an assembly this afternoon the headmaster said

9. no I did not beat her

Comprehension

Read the letter below and punctuate it correctly.

iganga primary school

po box 22,

iganga

24th august 2020

dear mum

How is my brother joel and sister bridget

Thank you for paying my fees and providing all my needs at school iam glad to inform you that the school term has ended today

however my major intention of writing the letter is to ask you to allow me go and have this holiday with my best friends family in nebbi beginning on 30th august 2020.

Send greetings to all our relatives and neighbours

Your loving son

komakech santos

Personal Pronouns.

Personal pronouns are divided into two kinds i.e;

- i) Subjective pronouns.
- ii) Objective pronouns.

Subjective pronouns.

A subjective pronoun works as a subject or a doer of an action in a sentence. They include it, they, she, you, he, we, I and one.

Examples of sentences with subjective pronouns.

- (a) I am taking the car to the garage.
- (b) You lost all the tools for repairing motorcycles.
- (c) He works as a journalist at UBC.

NB: Subjective pronouns are mainly used in active voice.

Objective pronouns.

They play a role of objects or receivers of actions in a sentence. These include; me, us, him, her, it and them.

Examples of sentences with objective pronouns.

- (a) The news was read by him.
- (b) That interesting letter was written by us.
- (c) The car that broke down was repaired by them.

NB: The objective pronouns are commonly used in passive voice.

Exercise

Underline the subjective and objective pronouns in the sentences below.

1. The journalist asked me to tell him the whole story.
2. I saw the bus leaving for Masaka.
3. The wipers were fixed by her.
4. The teacher told us to always keep time.
5. These letters belong to them.
6. One should take care of one's luggage when travelling.

Language structures

Enoughto:

"Enough" is used with preposition 'to'. It is used after verbs, adjectives and adverbs to mean "to the necessary degree".

- a) I have enough money to run my account.
- b) The Bank manager is experienced enough to manage this bank effectively.

Exercise

Join these sentences using:----- enough-----

1. Joel is old. He can open a fixed account with us.
➤ Joel is old enough to open a fixed account with us.
2. The cheque is valid. It can be accepted by the bank.
3. The bank's services are very good. They can attract many clients.
4. The ATM is durable. It can last for over forty years.
5. The bank-book is big. It can be used for a long period of time.

Language structures

Use of enough negative sentences.

When we use ----enough---- to join two negative sentences, the adjective changes to its opposite.

Read these sentences

- The cashier is not hard-working enough to work the whole day.
- The bank is not large enough to accommodate many customers.

Exercise

Join these sentences using -----not---enough to-----.

- Kevin is very young. She cannot bank her school fees alone.
➤ Kevin is not old enough to bank her school fees alone.
- The bank manager is uncomfortable. He cannot work on all clients.
- The customer is impatient. She cannot wait for long.
- This safe is very weak. It cannot keep our money.
- The village bank is insecure. It cannot keep people's money.

Interrogative pronouns

Interrogative pronouns are used to ask questions. These include; who, what, whose and which.

Interrogative pronouns can be used in direct and indirect questions.

Examples

Indirect questions

- I do not know who helped her.
- Tell me what she is suffering from.

Direct questions

- Who scored the first goal?
- What have you learnt today?

Pronoun	use	Example
who	Used to give more information about people.	Who helped you? (name of the person as the answer)
which	It implies a question concerning a limited number.	Which of the two boys is your brother?
whom	Used as the object of a verb or preposition.	To whom did they write?
what	used for things only.	What are you talking about?
whose	used to ask who something belongs to.	Whose envelope is that?

Fill the blank space with a suitable interrogative pronoun.

- _____ used the computer in the corner?
- _____ destroyed all the information?
- _____ of the dresses do you like?

4. _____ parcel was not delivered?
5. _____ bought that mouse?
6. _____ did you visit?
7. _____ should we do now?
8. _____ of the boys knows how to surf?
9. _____ are you talking to?
10. _____ envelope got lost?

Complete the sentences with a suitable interrogative pronoun.

1. Find out _____ he is looking for.
2. She wanted to know _____ sent the message.
3. Do you know _____ her name is?
4. Tell me _____ you saw.
5. The man inquired _____ of the envelopes was more expensive.
6. Ask Joseph _____ he went with.
7. Show me _____ you bought.

Language structures

Using "-----needn't-----"

This structure means that there is no need for something to happen.

Example

He needn't own two phones.

Exercise

Rewrite the sentences below using -----needn't-----

It is not necessary for Mary to ring the police.

➤ Mary needn't ring the police.

1. It is not necessary for you to write many letters.
2. We are not supposed to see the postmaster.
3. She shouldn't write to the mother.
4. It is not necessary for them to buy the tokens.
5. It is not necessary for Kato to send a telegram.

Language structures

Using "-----need to-----"

This is the opposite of 'needn't'. It means that it is important for something to happen or take place.

Examples

- a) You need to send him a phone message.
- b) Alex needs to be brief on phones.

Exercise

Rewrite the sentences below using "-----need/needs----- to"

1. Children should learn to use the telephone booth.
2. They should always call in case they have problems.
3. Girls should be trained how to use phones.

4. People should be careful with their phones.
5. Our phones should be kept safely.

The use of 'arrive' and 'reach.'

- To **arrive** is to get to a place while to **reach** is to arrive at the place that you have been travelling to.
- arrive and reach mean the same but they are used differently.
arrive; takes "at" to refer to a smaller area. It takes "in" when referring to a bigger place.
 - **at** a place e.g. station, school, hospital.
 - **in** a city, country, continent, town, etc.

Note: We arrive home. No preposition is used when referring to home.

This implies that 'arrive' can be used with propositions at, in and without any when referring to home e.g. I arrived home safely.

reach is not used with any preposition of place hence it should not take any except the one for time e.g. I arrived at 7p.m.

Read these sentences.

- a) I will reach the station in the morning.
- b) Daudeta reached South Africa yesterday evening.
- c) He arrived at the accident scene very late.

Exercise

A) Rewrite these sentences using 'reach'.

The bus will reach Lyantonde in the afternoon.

- The bus will arrive at Lyantonde in the afternoon.
- 1. I arrived at the bus park very late.
- 2. The visitor will arrive in London in the evening.
- 3. Agnes arrived in Tanzania at 9:00a.m.
- 4. Musiime will arrive in Sudan at 1:00p.m.
- 5. He arrives home in the evening.

B) Rewrite these sentences using "arrive"

1. The policemen reached the crime scene as soon as they heard about the incident.
2. Our teacher reached the police post in the morning.
3. The boys reached school very late.
4. We will reach America in the afternoon.

Words written as one	Words written as two	
signpost	traffic jam	saw dust
railcrossing	black spot	tape measure
roundabout	seat belt	sewing machine
chairperson	road hump	tape measure
indirect	side path	button hole
grandparent	first aid	baking flour
stepmother	cross road	body signs
sandpaper	brother - in - law	air conditioner
breakfast	half - brother	swimming pool
restrooms	screw driver	table mat
		dining room
		look up

Commonly misspelt words

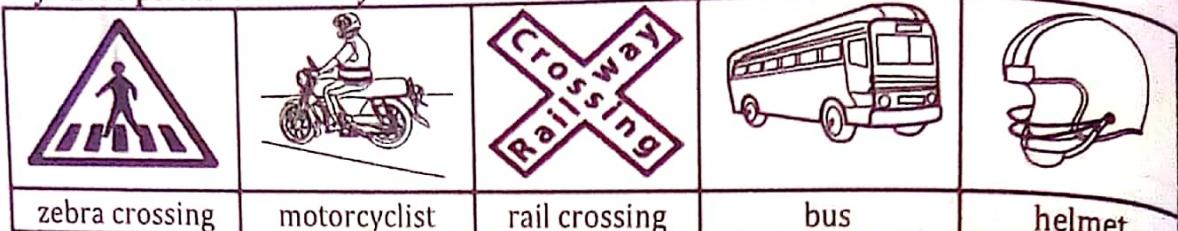
Wrong spelling	Correct spelling
helment	helmet
carefull	careful
iland	island
arguement	argument
previously	previously
anut	aunt
carpentery	carpentry
seamistress	seamstress
cruelity	cruelty
vetinary	veterinary
waiteress	waitress
dinning room / table	dining room/table
pronounciation	pronunciation

TOPIC 1: SAFETY ON THE ROAD

Using the knowledge acquired in P.2 and Science P.4 on road safety, describe the procedure of crossing the road safely.

Sub-topic 1a: Safety on the road.

Study these pictures carefully.



Vocabulary practice

Read and study the meaning of these words:

blackspot: a place, a situation or an event that is a problem or that causes a lot of problems

➤ *That corner is an accident blackspot.*

bus: a large road vehicle that carries passengers, especially one that travels along a fixed route and stops regularly to let people get on and off

➤ *Johnson travelled to the village by bus.*

cross: to go across; to pass or stretch from one side to the other

➤ *The woman was told to cross the road carefully.*

cyclist: a person who is riding a bicycle

➤ *The cyclist waved to the driver.*

heavy: more or worse than usual in amount, degree, etc

➤ *The traffic was heavy in town today.*

helmet: a type of hard hat that protects the head, worn by cyclists, police officers, etc

➤ *The motorist wore a helmet to protect his head from danger.*

left: on the side of your body which is towards the west when you are facing North

light: of less than average or usual weight

➤ *Only the light vehicles are allowed to go over the old bridge.*

motorist: a person driving a car

➤ *The motorist stopped to allow the pupils to cross.*

pedestrian: a person walking in the street or along the road and not travelling in a vehicle

➤ *The pedestrian was walking along the pavement.*

Exercise

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

1. The person who is riding a bicycle has collided with the lorry.

➤ *The cyclist has collided with the lorry.*

2. The traffic officer stopped the people who were driving cars.

➤ *Hats worn on the head for protection are very expensive.*

3. Makebe did not pass from one side to another from the zebra crossing.

4. The speeding taxi knocked the girl who was walking along the road.

5. Muimbise boarded the large road vehicle that carries passengers from the park.

6. The traffic is more than usual on Bombo Road.

Use the correct form of the word given in brackets.

7. The cyclist jumped off the bicycle. (cycle)

8. How many _____ do you think are there in Hoima? (zebra crossing)

9. The traffic is _____ today than it was yesterday. (heavy)

10. After negotiating the corner, the _____ increased the speed. (motor)

11. Five _____ arrived in town at the same time. (bus)
12. The pupils hurriedly _____ the road. (cross)
13. Motorists must drive _____ at any bend. (slow)

Vocabulary practice

Read and learn the meaning of these words.

police: an official organization whose job is to make people obey the law and to prevent and solve crime

➤ *The traffic police stopped the taxi in which we were travelling.*

railroad crossing: a place where a road crosses a railway/ railroad line

➤ *The accident occurred at the rail crossing.*

right: of, on or towards the side of the body that is towards the East when a person faces north

➤ *Keep on the right side of the road.*

seat belt: a belt that is attached to the seat in a car or plane and that you fasten around yourself so that you are not thrown out of the seat if there is an accident

➤ *You must fasten your seat belt before driving.*

signal: a piece of equipment that uses different coloured lights to tell drivers to go slower, stop, etc used especially on railways / rail roads and roads

➤ *The traffic signal instructed the drivers to stop.*

signpost: a sign at the side of a road giving information about the direction and distance of place

➤ *The stranger used the signpost to locate the place.*

taxi: a small bus with a driver that you pay to take you somewhere

➤ *Many people in Kampala use taxis to go to their workplaces.*

traffic: the vehicles that are on a road at a particular time

➤ *There is always a lot of traffic on Bombo Road in the morning and evening.*

traffic jam: a long line of vehicles on a road that cannot move or can only move very slowly

➤ *I am stuck in traffic jam.*

zebra crossing: a part of the road marked with black and white stripes across the road where pedestrians cross

➤ *Most children cross the road at the zebra crossing.*

Exercise

A) Use the words in the box to complete the sentences.

zebra crossing, seat belts, signpost, traffic,
railroad crossing, taxi, traffic police, light , left

1. The passengers in the bus are always instructed to tighten their seatbelts before the bus sets off.
2. The _____ stopped the vehicles when the president's convoy was passing by.
3. I delayed to arrive because of the _____.
4. The lorry collided with the train at the _____.

5. Look _____, right and left again before crossing the road.
6. The motorist stopped because the traffic _____ was showing red.
7. Anita crossed the road at the _____.
8. The chairperson LCI boarded a _____ when he was going to the sub-county headquarters.
9. The school's _____ does not indicate the distance ahead.

B) Write the plural form of the words below.

motorist - <u>motorists</u>	bus
taxi	helmet
policeman	signal
seat belt	blackspot
signpost	cyclist
pedestrian	conductress

C) Rewrite the sentences giving the opposite of the underlined words.

- a) The driver turned left and headed to the city.
➤ The driver turned right and headed to the city.
- b) That luggage is heavy.

D) Arrange these words in alphabetical order.

- a) light, left, helmet, heavy
➤ heavy, helmet, left, light
- b) police, pedestrian, bus, blackspot
- c) traffic, traffic jam, taxi, tax
- d) signpost, signal, cyclist, cross

E) Use the words below to construct meaningful sentences.

i) right: The pedestrian is standing on the right hand side of the road.
write:

ii) seat :

sit :

iii) taxi :

tax:

Grammar

Adjectives

An adjective is a word which explains, talks more, talks about, gives more meaning, qualifies or describes a noun or a pronoun.

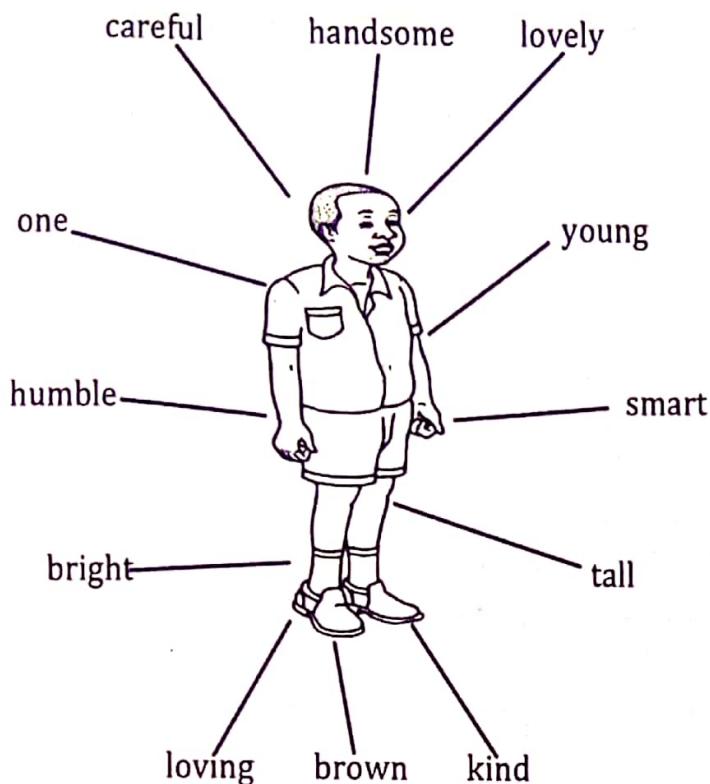
Examples.

strong, happy, black, round, steep, quick, etc.

♦ Most adjectives are preceded by nouns whereas others are used after.

♦ Adjectives tell what kind, which one, how many, or how much something is.

Look and notice:



Note: All the words above describe or talk about the boy (noun). Therefore, the words are known as adjectives since they describe the noun (boy).

Read these sentences.

- (a) The cyclist was a very handsome man.
- (b) The driver has a blue handkerchief.
- (c) The government is building a new school in Gulu.
- (d) What a smart man the officer is!
- (e) Nkaada market is always busy in the evening hours.

Note:

Words like handsome, long, new, smart, busy and blue are telling more about nouns like man, handkerchief, school and market.

Below is a list of some adjectives:

late	heavy	smart	big
nice	noisy	dull	fat
rude	juicy	kind	sad
humble	busy	active	hot
handsome	merry	good	red
wise	holy	bad	sharp
wide	early	delicious	expensive
safe	easy	sweet	organised
ripe	lazy	hot	able
salty			

Exercise

Underline the adjectives in the sentences below.

1. My father is always careful.
2. The traffic officer is very fat.
3. The zebra crossing is marked black and white.
4. Crossing the road while running is not good.
5. There are very many vehicles on the road.
6. The boy took his old bus to the garage.
7. I bought two helmets.
8. Zephanus saw a blue sign post on his way to school.
9. The bus in which I travelled is very big.
10. The accident occurred in that black spot.

Types of adjectives

Type	Use	Example
Demonstrative adjectives	These show the noun, pointing them out	that, these, this, those
Proper adjectives	These are formed from proper nouns	Chinese, American
Emphasizing adjectives	These indicate emphasis laid on something.	very, too
Quantity adjectives	These show how much a thing is. They answer the question of "how much"	much, little
Interrogative adjectives	These are used to ask questions	whose, what, when, which
Colour adjectives	These stand for the colour of nouns	red, orange, white, etc.
Personal pronoun adjectives	These are personal pronouns which are used as adjectives	his, it, her, etc.
Quality adjectives	These talk about the goodness or badness of a noun	nice, good, bad, ugly, beautiful etc.
Numeric adjectives	These show how many persons or things meant.	one, two etc.
(i) definite numeric adjectives	These show the exact number	
(ii) indefinite numeral adjectives	These do not show the exact number	many, few, some, any
(iii) distributive numeral adjectives	These refer to each one of a number	either, every, each

Exercise

A) Use a suitable adjective to fill the blank space.

1. We were served with very delicious meals at Mvara Hotel.
2. The chef was _____ busy to help you to serve.
3. She went to an _____ restaurant yet she didn't have enough money.
4. Most Africans are _____ in colour.
5. Our tea was _____ hot.
6. The milk tea has been as _____ as honey.
7. He preferred to use the sharp knives to the _____ ones.
8. James likes going to cheap restrooms _____ than the expensive ones.
9. The diner is as _____ as a grave.
10. The waiter is _____ but you are short.

Comparison in adjectives

There are two types of degrees of comparisons:

1. Regular comparison
2. Irregular comparison

These types comprise three parts; namely:-

- a) Positive b) Comparative c) Superlative

Regular comparison in adjectives.

For these adjectives, we add 'r,' 'er,' 'more,' 'less' or 'ier' in the comparative form and 'st,' 'est,' 'most,' 'least' or 'iest' in the superlative degree.

Exercise

1. Double the last letter and add 'er' in the comparative and 'est' in the superlative degree.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative,</u> biggest
big	bigger	
sad		
fat		
thin		
glad		
red		
hot		
wet		
flat		

2. Add 'er' in the comparative and 'est' in the superlative.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
green	greener	greenest
loud		
proud		
round		
common		
stubborn		
brown		
dull		

clever
bright
steep
weak
short
old
dear
new
slow
quick
rich
hard
few
strong
thick
high
rough
tall
long
young
fast
near
warm
handsome
cold
soft
cheap
light
clear
clean
fresh
smart
deep
black
sweet
wild

3. Change 'y' to 'i' and add 'er' in the comparative and 'est' in the superlative degrees.

Positive	Comparative	Superlative
healthy		
lovely		
friendly		
dirty		

shabby			
ugly			
heavy			
dry			
stealthy			
busy			
early			
happy			
lazy			
merry			
pretty			
_____	easier		

wealthy			
funny		emptiest	

4. Add 'r' in the comparative and 'st' in the superlative degrees.

Positive	Comparative	Superlative
fine	finer	finest
free	_____	_____
nice	_____	_____
polite	_____	_____
handsome	_____	_____
humble	_____	_____
safe	_____	_____
blue	_____	_____
wide	_____	_____
gentle	_____	_____
wise	_____	_____
white	_____	_____
pure	_____	_____
noble	_____	_____
idle	_____	_____
rude	_____	_____
large	_____	_____
brave	_____	_____

5. Add 'more' or 'less' in the comparative and 'most' or 'least' in the superlative degrees.

Positive	Comparative	Superlative
handsome	more handsome	most handsome
careful	_____	_____
beautiful	_____	_____
hopeful	_____	_____

active		
harmful		
important		
difficult		
dangerous		
interesting		
industrious		
delicate		
doubtful		
famous		
wonderful		
generous		
graceful		
peaceful		
expensive		
natural		

Irregular comparison in adjectives.

These adjectives change completely from the original word when used in comparison.

Positive	Comparative	Superlative
bad	worse	
well	better	
ill	better	
	worse	
much		
far		
Old	further elder	least most farthest

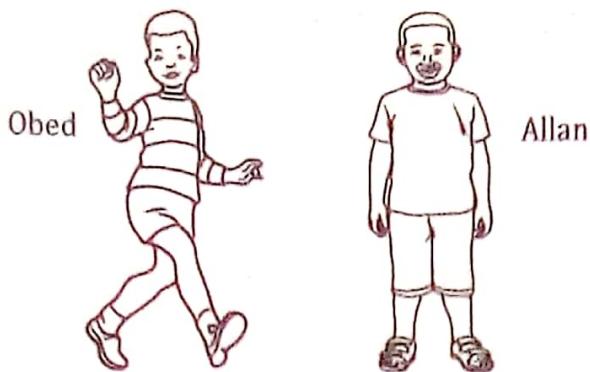
Applying the degrees of comparison in sentences.

A. Positive degree:

Here, we only talk about the equality of the nouns being compared. Therefore, we use the structure "as---as" to illustrate it. The adjective remains in the positive degree.

Read these sentences

- (a) Obed is as tall as Allan.
- (b) The cyclist is as heavy as the motorist.



Obed is as tall as Allan.

Note:

When the adjective is not given, identify an adjective that can be used to compare the two objects/things.

Exercise

Useas.....as..... to join these sentences correctly.

1. Desmond is bright. Victor is bright.

► Desmond is as bright as Victor.

2. Bennie is ignorant. Benita is also ignorant.

3. Hoima Road is wide. Jinja Road is also wide.

4. Gloria is three metres. Sandra is three metres.

5. The officer's cow is fat. The driver's cow is also fat.

6. The windscreen is delicate. The side mirror is also delicate.

7. Joseph is brave. Justine is also brave.

8. Eve is smart. Shakirah is also smart.

9. That officer is rude. This officer is also rude.

Language structures

Using:.....not as

We can also use the positive degree to compare nouns that are not equal. Here, we use 'not as---as' to show the inequality of the nouns being compared.

When comparing nouns that are not equal, we begin with the one of less value.

Read these sentences.

a) Ninzima is not as thin as Aksam.

b) This tree is not as tall as that one.

Exercise

Join the sentences using ---not as---as---

1. Brenda is 2 metres. Jennifer is 3 metres.

► Brenda is not as tall as Jennifer.

2. A fox is a cunning animal. A hare is a very cunning animal.

3. Willy is proud. Mega is not so proud.

4. The driver is not happy. The cyclist is happy.

5. The pupils are smart. The lollipop men are very smart.
6. Morris is lazier than Deo.
7. My neighbour is poor. My driver is very poor.
8. The bus is not clean. The lorry is clean.
9. Apio is not weak. Akello is weak.
10. The women are hard-working. The men are not so hard-working.
11. Julie is very careful. Beatrice is careful.

Comparative degree

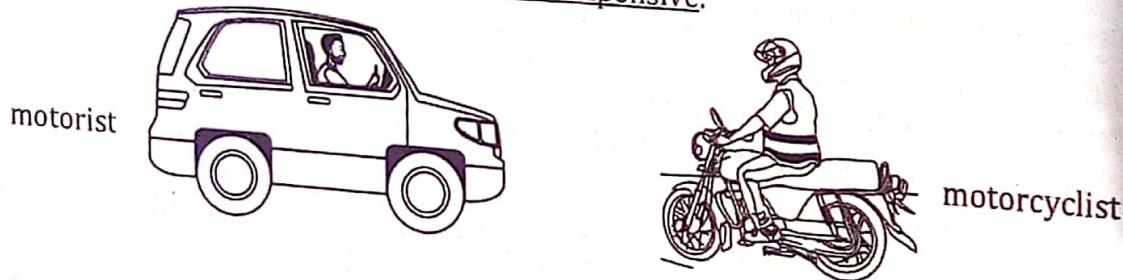
In the comparative degree, we compare strictly two sides, people, items, things, animals or parties, where one is superior or inferior than the other.

To illustrate the difference, we use 'than' which follows the comparative.

The comparative can also be preceded by article "the" if the word 'than' is not used.

Read these sentences.

- (i) The motorist is faster than the cyclist.
- (ii) The driver is ruder than the traffic police officer.
- (iii) Of the two items, the helmet is the more expensive.



Exercise

A. Use the correct form of the word given in brackets.

1. The traffic is heavier today than it was last week. (heavy)
2. The taxi is _____ than the bus. (light)
3. Of the two roads, Kampala Road is the _____. (safe)
4. The motorcyclist is _____ than the pedestrian. (brave)
5. Of the two vehicles, the bus is the _____. (fast)
6. The red light is _____ than the green one. (bright)
7. Your signal was _____ than his. (clear)
8. It is _____ to cross the road at the zebra crossing than at any other part of the road. (easy)
9. The driver is _____ than the conductor. (friendly)
10. The passengers were _____ than the pedestrians. (sad)

Language structures

Usingthan.....

"than" is used in the comparative degree. It is written after the adjective.

Read these sentences.

- a) The cyclist is faster than the pedestrian.
- b) Jesca is smarter than Auma.

Exercise

Join the sentences using ----- than -----

1. The cyclist is shorter. The motorist is short.
2. The driver is very brave. The passengers are brave.
3. The helmet is safe. The seat belt is very safe.
4. The black spot is so dangerous. The bend is dangerous.
5. The pedestrians are careful. The police are so careful.

Language structures

Applying the comparative degree in structure: The----, the---

Here, we have two clauses where each one starts with article "the" followed by the adjective in the comparative degree. If there is no adjective, we introduce the comparative 'more'.

The two clauses are separated by a comma.

Read the sentences.

- a) The longer he walked, the farther he reached.
- b) The faster the cyclist is, the earlier he will reach.

Exercise

Rewrite these sentences using; The-----the-----

1. If the motorist eats a lot of fats, he will become very fat.
➤ The more fats the motorist eats, the fatter he will become.
2. When the traffic is very heavy on the road, the vehicles take very long on the way.
3. If the traffic officers come very late, they will be very busy that day.
4. If you are very careless on the road, you will cause many accidents.
5. If he signals very well, the road users will be very safe.
6. If your seat belt was very tight, you would be in a better position.
7. When the bus is very heavy, it becomes very firm on the road.
8. You will cause many problems if you drive very fast.
9. If the motorist is very slow, you will arrive very late.

Common mistakes

Incorrect: Mary is more fatter than Ritah.

Correct : Mary is fatter than Ritah.

Comment: 'more' is an adjective in the comparative degree as well as 'fatter'.

Two adjectives in the comparative degree cannot be used when comparing things.

C. Superlative degree:

The superlative degree is used to compare more than two nouns. Here, only one turns out to be supreme. Note: Adjectives 'old' and 'far' are used in two ways each: old - elder - eldest (used with people who are related.)

old - older - oldest (used with people who are not related and other things)

far - farther - farthest (used with distance)

far - further - furthest (used with time only)

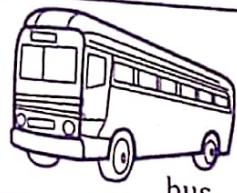
In most cases, the superlative is preceded by article "the".

Read these sentences.

(i) The bus is the fastest of all the vehicles.

(ii) Of the three motorcyclists, Kavuma is the shyest.

(iii) The corner is the most dangerous part of the road.



bus



car



van

The bus is the fastest of the three vehicles.

Exercise

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

1. This is the safest road in Uganda. (safe)

2. The female traffic officer is the _____ of all. (pretty)

3. This is the _____ taxi I have ever seen. (red)

4. That is the _____ motorist in town. (ugly)

5. Bombo Road has the _____ tarmac of the three roads. (black)

6. Robert is the _____ motorcyclist in the city. (busy)

7. This is the _____ traffic jam she has ever met. (heavy)

8. Juma is the _____ traffic officer on the road. (proud)

9. Amina is the _____ driver among the women. (fast)

10. Of the four vehicles, the car is the _____. (light)

Practice

Use the correct form of the word given in brackets.

1. Lauben is the smartest prefect I have ever seen. (smart)

2. Is Martha your _____ sister? (old)

3. The blue helmet is the _____ of the three helmets. (old)

4. That passenger is _____ than the conductor. (rude)

5. Is Isuzu the _____ vehicle? (fast)

6. Our driver was _____ than their driver. (young)

7. The red light is the _____ of the three. (bright)

8. Soroti is _____ than Nyeri. (far)

9. This taxi is the _____ in the park. (clean)

Adverbs

These are words which talk more about verbs, adjectives and other adverbs. They give more meaning to the verbs, adjectives, clauses and adverbs. Adverbs explain how, where and when the action was done.

Kinds of adverbs

Type	Use	Example
Adverbs of place	These tell us more about places. They answer the question of "where".	here, there, somewhere, anywhere etc.
Adverbs of time	These adverbs talk about the time something happens or happened. These answer the question of "when".	today, tomorrow, yesterday, last week
Adverbs of negation	These adverbs are used to say that something did not or does not happen.	no, not, never, nay
Adverbs of affirmation	These adverbs are used to accept that something happened or happens.	yes, of course, certainly definitely.
Adverbs of degree	These adverbs tell the level or the state of something.	very, so, extremely, too, such, enough.
Adverbs of manner	These tell us how an action is or was done.	quickly, hurriedly, happily.

Formation of adverbs

A) Add '-ly' on the following to form adverbs.

slow	slowly	hopeful	
smart		beautiful	
excessive		current	
bright		peaceful	
sweet		quick	
careful		hopeless	
grateful		merciful	
loud		violent	
careless		sorrowful	
quiet		soft	
brief		sudden	
stubborn		exact	
loving		regular	
recent		awkward	
strong		silent	
sound		willing	

B) Change 'y' to 'i' and add '-ly' to form the adverb.

noisy	noisy	clumsy	_____
shabby	_____	heavy	_____
lazy	_____	merry	_____
happy	_____	lucky	_____
easy	_____	busy	_____

C) Omit '-e' and add 'y' to form the adverbs.

capable	capably	simple	_____
gentle	_____	probable	_____
able	_____	terrible	_____
humble	_____	suitable	_____
possible	_____	_____	_____

D) Retain the '-e' and add 'ly' to form the adverbs.

active	actively	rude	_____
polite	_____	free	_____
wide	_____	fierce	_____
rare	_____	tense	_____
safe	_____	immediate	_____
nice	_____	fortunate	_____
wide	_____	late	_____
complete	_____	wise	_____

E) These adjectives ending with el, al take 'lly'.

accidental	accidentally	parental	_____
loyal	_____	brutal	_____
fatal	_____	real	_____
social	_____	official	_____
mental	_____	practical	_____
equal	_____	occasional	_____
annual	_____	cruel	_____

F) These verbs first become adjectives before adding "ly".

hurry	hurried	hurriedly
worry	_____	_____
excite	_____	_____
repeat	_____	_____
delight	_____	_____

G) These adjectives remain unchanged; but it doesn't mean that they aren't adverbs of manner.

Adjective	Adverb	Adjective	Adverb
fast	fast	last	
hard		late	
early		next	
better		well	

H) There are some adjectives whose adverbs change completely from the original word e.g. good - well

Exercise

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

1. The driver drove the bus very slowly. (slow)
2. We reached town safe. (safe)
3. immediate the traffic officer stopped the vehicles, the pupils crossed the road.
4. The motorcyclist knocked the old woman accidental. (accidental)
5. The driver merciful allowed the children to cross the road. (merciful)
6. The man quick crossed the road. (quick)
7. You should cross the road very careful. (careful)
8. The bus was driven gentle. (gentle)
9. The motorist hurry tightened the seat belt. (hurry)

Adverbs of place:

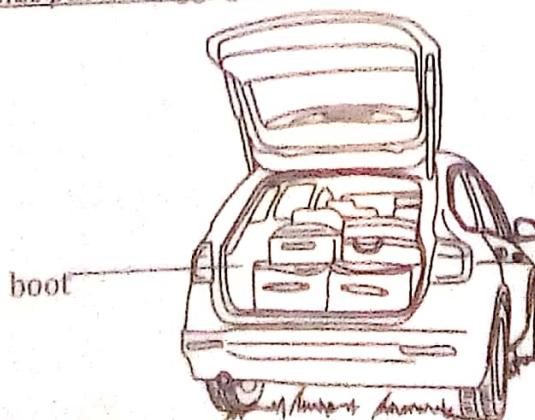
These adverbs show the place or position where an action of the verb took place or will take place. They are mainly about places e.g. there, Masaka, here, somewhere, in front, behind, etc.

They are usually placed after the direct object of the sentence.

They answer the question of "where".

Examples:

- (a) Where did the pilot go?
The pilot went to Arua.
- (b) Where has the passenger put her luggage?
The passenger has put her luggage in the boot.



The passenger has put her luggage in the boot.

Exercise

Underline the adverb of place.

1. The drunkard sailor threw his luggage in the lake.
2. Jimmy spent his holiday in America.
3. The conductor scattered our property on the verandah.
4. I shall put your luggage outside.
5. Nathan has travelled to Tororo because he has lost a relative.
6. I put my ticket there when I reached my destination.
7. The driver parked his vehicle in the garage.
8. Please, put your books somewhere before you travel.
9. The captain bought meat when we went to Jinja.
10. Safina will travel to the village in December.

Grammar

Adverbs of time:

They show when an action of the verb happened, will happen/ happens.

We can determine the adverbs of time from the word "when". These adverbs are normally placed at the beginning or end of a clause or sentence.

Examples:

- (a) When did you go to the village?
- I went to the village in December.
- (b) When did you end your journey?
- I ended my journey yesterday.



I went to the village in December.

Exercise

Underline the adverbs of time.

1. It took a month for the tourist to move around Uganda.
2. Our teacher came back sooner than we expected.
3. Those students have ever been to Luwero before.
4. The pilot has been at the airport since morning.

5. We hope to reach by midnight.
6. Lillian will travel to Mukono soon.
7. He reached the capital city of Kenya late.
8. Male and his family will go on tour before next year.
9. Okoro never boarded an aeroplane in his entire life.

Language structures

Using -----often-----

Often is an adverb of frequency. It is used in the present simple tense.

Other adverbs of frequency are always, seldom, rarely usually, etc.

Examples.

- a) I often travel to Tanzania every Wednesday.
- b) Aki often carries luggage in the bus park

Exercise

Rewrite these sentences using -----often-----

1. Mary always travels to school by bus.
➤ Mary often travels to school by bus.
2. She always pays the fare before boarding.
3. The taxi usually stops at every destination.
4. The conductor usually collects fare from the bus.
5. I always go to the village every weekend.



Language structures

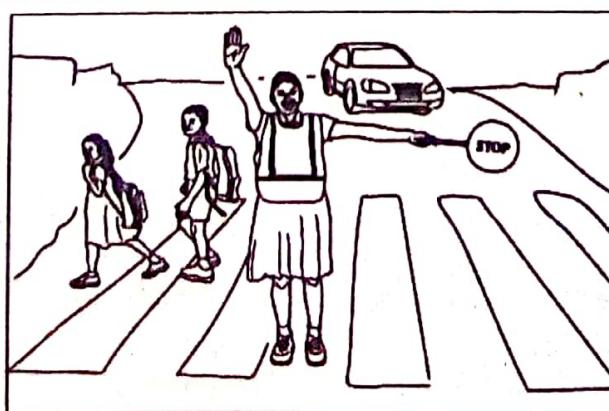
Using ----- as soon as -----

This structure is used to talk about a situation which happened one after the other in the shortest time possible.

When using "as soon as" within the sentence, no comma is used. We begin with the second action when using 'as soon as' within the sentence.

Read these sentences.

- a) The pupils crossed the road as soon as the lollipop man stopped the vehicles.
- b) The cyclist set off as soon as he wore the helmet.



The pupils crossed the road as soon as the lollipop woman stopped the vehicles.

Using : As soon as -----

When 'as soon as' is used at the beginning of the sentence, a comma is applied to separate the two clauses.

Here, we begin with the first action in the sequence.

Examples:

- a) As soon as the boy approached the traffic officer, he agreed to help him.
- b) As soon as the vehicles stopped moving, he crossed the road.

Exercise

A) Join the sentences using:

a) As soon as

b)as soon as

1. The driver drove quickly. The passengers started complaining.
2. The woman saw the signpost. She smiled.
3. He kept quiet when he reached the black spot.
4. The passengers entered the taxi. It set off.
5. Children stepped in the zebra crossing. They started crossing the road.
6. Otto ran to the bush. The bus driver hooted.
7. The traffic lights signalled red. The vehicles stopped.
8. Girls reached the railroad crossing. They saw the train coming.
9. The pedestrian started walking along the pavement. He boarded off the vehicle.
10. The motorist met the traffic. He turned back.

B) Writing separate sentences

The structure used to join the sentences will not be used when writing two separate sentences.

Examples

a) The motorist checked the vehicle as soon as he heard a burst.

➤ The motorist checked the vehicle. The motorist heard a burst.

b) Abdu put on his helmet as soon as he saw it.

➤ Abdu put on his helmet. Abdu saw his helmet.

Exercise

Rewrite as two separate sentences.

1. They gave me my balance as soon as I asked for it.
2. The cheque bounced as soon as Mbaga gave it to the manager.
3. The account was closed as soon as it remained with zero balance.
4. The machine was taken away as soon as it stopped working.
5. Busulwa was given another passbook as soon as the old one got used up.
6. Benon deposited the money as soon as he got it.
7. The customers joined the queue as soon as they finished filling the deposit forms.
8. The thieves robbed the bank as soon as they killed the security guards.
9. The teller worked on my problems as soon as I talked to her.

Language structures

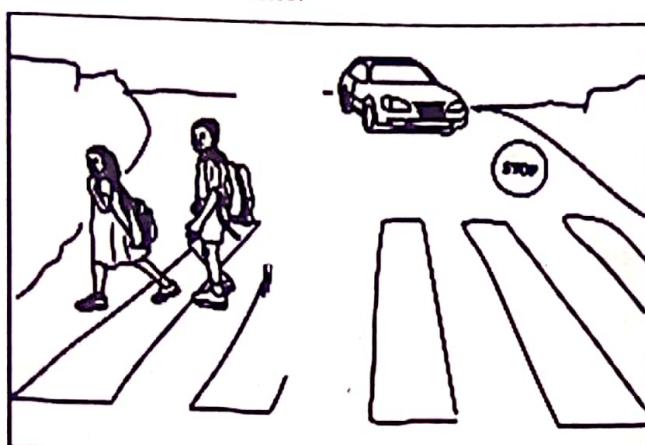
Using-----must-----

"Must" is used when something is necessary or very important. It is used in most cases when a rule or law is involved.

Note: The past simple of "must" is "had to"

Read these sentences.

- We must cross the road from the zebra crossing.
- Cyclists must wear helmets all the time.



We must cross the road from the zebra crossing.

Exercise

Rewrite these sentences using-----must-----

- The traffic police should always be alert on the road.
- You should tighten your seatbelt before you set off.
- It is necessary for pedestrians to walk along the right side of the road.
- Drivers and cyclists should drive from the left side of the road.
- You should avoid speeding at the black spots.
- Road users should signal when turning to either side of the road.
- All of us should obey the signals of the traffic lights.
- We ought to read the signposts on the way.
- You should cross the road carefully.
- It is necessary for you to avoid playing along the road.

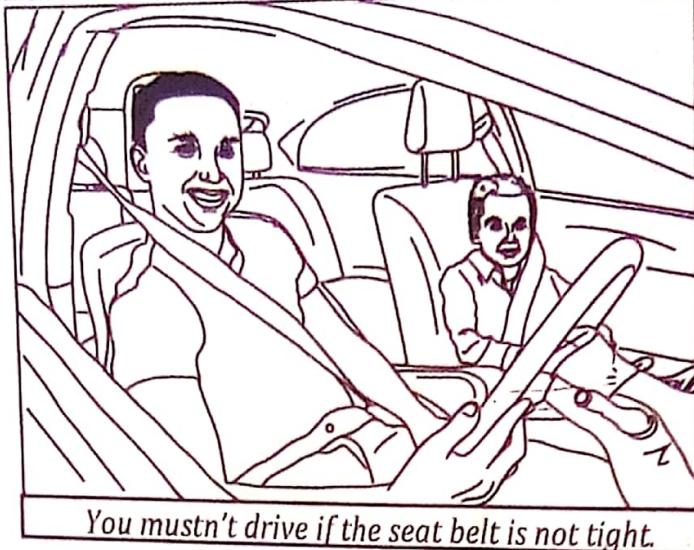
Language structures

Using-----mustn't-----

The negative of 'must' is 'must not'. The short form is mustn't. It is used to show that something is not necessary.

Read these sentences.

- You mustn't drive if the seat belt is not tight.
- You mustn't cross the road if it is not clear.



You mustn't drive if the seat belt is not tight.

Exercise

Rewrite the sentences using ----- mustn't -----

1. You shouldn't drive away if the police hasn't allowed you to.
2. It is not necessary for Bosco to turn left if he doesn't see the signpost.
3. You shouldn't speed in case the road workers are on the road.
4. Aminah needn't stand behind a parked car.
5. Children shouldn't cross the road without help except when it is clear.
6. You oughtn't get off the taxi if it hasn't stopped.
7. Drivers shouldn't drive old vehicles if they are not in good mechanical condition.
8. You don't have to ride during bad weather except when on emergency.
9. You shouldn't call the police if you haven't confirmed the accident.

Language structures

Using-----should not-----

"should" is used to show what is right, appropriate, etc especially when criticizing somebody's actions. Here, you are giving or asking for advice about the best or right thing to do. The negative of should is *should not*.

Exercise

Rewrite these sentences using----- should not -----

1. It is not good for cyclists to ride without helmets.
2. Pedestrians must not play in the road.
3. Taxis oughtn't to overload luggage and passengers.
4. Drivers must not drive with the seat belts not tightened.
5. Pupils must not cross the road while playing.

Comprehension (passage)

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

Different Tribes in Uganda celebrate their customary practices differently. For example, the Bagisu celebrate theirs in one way. They circumcise male teenagers at the age of fourteen. The circumcision is carried out as a sign of promotion from childhood to adulthood. During this occasion, a lot of activities take place. Dancing, drinking and singing are among them. These activities take place before circumcision is carried out. There is a lot of fun and enjoyment during this time.

However, last year, something unusual happened to some of the boys who were preparing for the usual ceremony. A taxi knocked down some of the teenagers who were to undergo circumcision. These boys were busy dancing in the middle of a busy road. A speeding taxi knocked them down. All the forty boys lost their lives in the terrible accident.

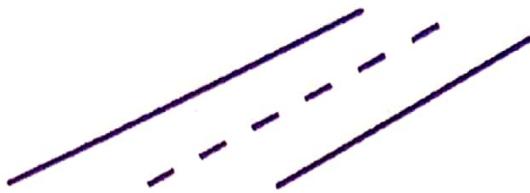
The driver who caused the accident ran away. The on-lookers said that the accident happened because the driver had not switched on the headlamps. So he could not see the boys. The area traffic officer told the elders to advise the boys to always hold cultural celebrations in safe places. He also promised to put road signs on roads to avoid such sudden happenings.

Questions:

- a) Which people are talked about in the passage?
- b) How do the Bagisu celebrate their customs and beliefs?
- c) At what age are the teenagers circumcised?
- d) Which activities take place before the circumcision?
- e) What happened to the boys who were celebrating in the middle of the road?
- f) How many teenagers died in the accident?
- g) Why do you think the accident occurred?
- h) What did the traffic officer advise the elders to do?
- i) Write another word or group of words to mean "unusual"
- j) Suggest a suitable title to the passage.

Comprehension (Poem)

Study the picture below and then answer the questions orally before reading the poem.



Questions:

- What is shown in the picture?
- What is the use of the place in the picture?
- Mention three ways of correctly using the place in the picture.
- What is likely to happen if we don't use the place in the picture well?

Now read the poem below carefully and then answer, in full sentences, the questions that follow.

*I lead to all places of various interests,
All people use me day and night without rest,
I am made of either tarmac or murram,
I have no specific shape though*

*I am very useful to the country,
But some people use me wrongly.
Drivers drive carelessly on me;
Cyclists forget the helmets,*

*Traffic officers are nowhere to be seen
They only appear when the traffic is heavy on me.
Motorcyclists no longer signal when turning,
Children are playing along me.*

Mutesi

Questions:

- Where do the people who use the writer go?
- When is the writer used?
- Who should use the helmet?
- Why does the writer think that drivers are bad?
- What should motorcyclists do when turning?
- Where are the children?
- Write another word or group of words to mean the same as the underlined in the poem.
 - wrongly
 - appear
- What will happen if the writer is used wrongly?
- Who wrote the poem?
- Suggest a suitable title to the poem.

Comprehension dialogue

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

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 motorcyclists must wear helmets.

Jovia : Then, how about motorists?

Scovia: As soon as they enter the cars, they must tighten their seatbelts.

Jovia : We are late for the market, let us cross now.

Scovia: Sister, mum told us that we mustn't cross the road unless it is clear.

Jovia : oh! Sorry! I was only minding about time.

Scovia: Mind about nothing else when you are on the road; be careful and don't play along the road.

Jovia : Thanks for the advice, big sister.

Exercise

- a) Which road was busy that day?
- b) What was Monica's dad wearing?
- c) When is a helmet very important according to the dialogue?
- d) What should motorists do before they drive off?
- e) Where were the two girls going?
- f) What is the relationship between Scovia and Jovia?
- g) Who warned the girls against road safety?
- h) Give a word or group of words with the same meaning as the underlined in the dialogue:
 - i) wear
 - ii) minding
- i) How many people are involved in the dialogue?
- j) Suggest a suitable title to the above dialogue.

Guided composition

Use the words in the box to complete the composition correctly.

reduce, Pedestrians, heavy, duty, traffic,
play, up, right, cyclists, corner

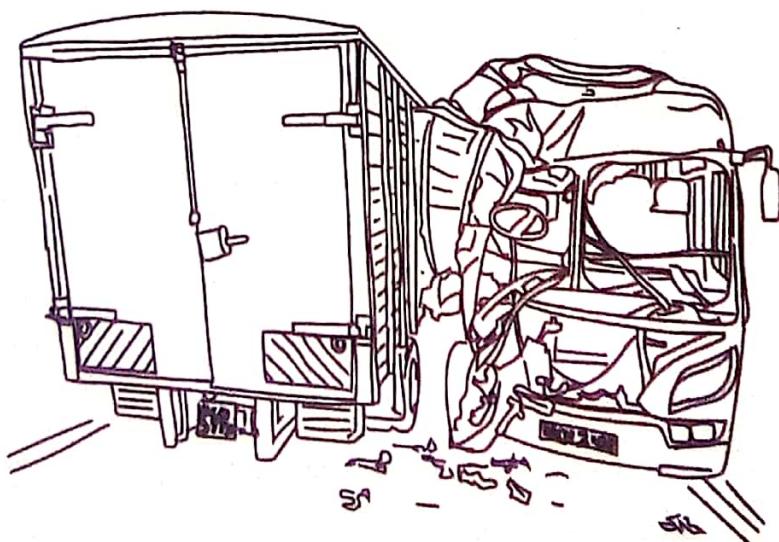
Whenever there is a lot of _____ on the road, pedestrians must take care. It is at this time that _____, motorists and motorcyclists are hurrying trying to catch _____ with time. It leaves most of them panicking because of the _____ traffic jam.

_____ are encouraged to cross from the zebra crossing in case there is one. They should look right, left and _____ again and then cross the road as soon as it is clear. It is also not advisable to cross the road from a bend or a _____.

Children should not _____ along the road because in most cases, vehicles don't have eyes. Drivers should also _____ speed at the corners, rail crossings and blackspots. Let the police also do its _____ of ensuring the safety on the road at all times.

Comprehension (passage)

Study the picture below and answer the questions orally before reading the passage.



Questions:

1. What is shown in the picture?
2. What do you think caused this incident?
3. What should road users do to avoid such accidents?

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

Kimu Road is known to be one of the most unsafe roads in Kanu County. This is because of the fatal accidents that mostly happen along this road during the Christmas Season.

Last year's Christmas, a very nasty accident occurred on the very road. An overloaded lorry collided with a coach. The lorry was coming from Vusi Boarder while the coach was heading to the opposite direction. The lorry was loaded with timber. It was at a very terrible speed. Because of the sharp bend on this road, it just rammed into the coach. The lorry hit the coach so hard that the coach fell into a deep valley. Forty two people died on the spot. The eighteen survivors were badly injured. They were rushed to Komo Hospital.

This accident hurt people so much. They requested their area member of parliament to find a solution to such happenings. The MP asked the DPC to deploy traffic officers on this road. The officers had to make sure that the road signs are observed. The speed limits were also to be followed strictly. Because of such innovations, accidents on Kimu Road reduced.

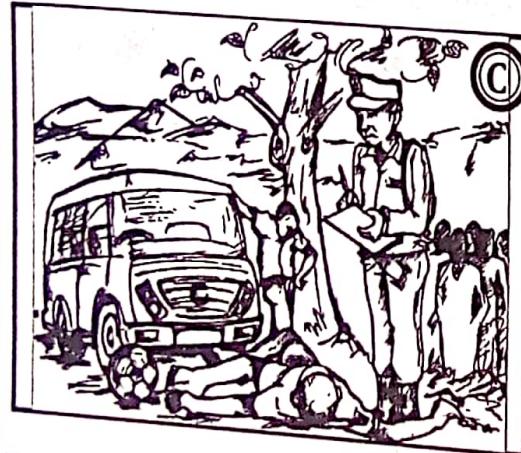
Questions

- a) Which road is talked about in the passage?
- b) Why is this road regarded as the most dangerous?
- c) When do most accidents occur along this road?
- d) According to the passage, which vehicles were involved in the accident?
- e) What was the lorry carrying?
- f) How many people were taken to hospital?
- g) Who asked the DPC to deploy traffic officers along Kimu Road?
- h) Write another word or group of words to mean the same as the underlined in the passage;
(i) fatal (ii) coach
- k) Suggest a suitable title to the passage.

Picture composition

Pictures A- F tell a story. Study them describe and what is happening in each picture. You may use these words to guide you.

boys, play stretcher, bus, ambulance, clap, teach,
traffic officer, on lookers, carry, knock, run



Picture A: Three boys are playing football or some boys are playing with a ball.
Picture B Picture C Picture D Picture E Picture F

Questions

- g) What has caused the accident?
- h) Where do you think the boy was taken in picture D?
- i) What did the children do to appreciate the traffic officer?
- j) Suggest a suitable title to the above story.

Common mistakes

Incorrect:

Picture A: The boys are playing football.

Correct: -Some boys are playing football or
-Three boys are playing football.

Comment

Use some, the number of objects, a or an when talking about objects for the first time in picture composition. Describe one action in each picture.

Composition (free writing)

Write a composition about an accident you have ever witnessed. Mention the cause of the accident, people involved in the accident, where it took place and what happened after.

My plan:

Key words

-An accident

-Cause

-People involved

-Where

-What happened after

First paragraph

day, where, cause

second paragraph

-people

-what happened to them

Third paragraph

-what happened after the accident.

First
paragraph

Practical work

With your friends, discuss the roles of the traffic police, activities along the road and how to be safe on the road. You can then act a play about safety on the road.

Sub topic 1B: Traffic dangers.

Study the pictures below carefully.



Vocabulary practice

Read and learn the meanings of these words.

accident: sudden happenings that may cause harm or death

➤ *Accidents are frequent especially in the festive season.*

careful: giving attention or thought to what you are doing so that you avoid hurting yourself, damaging something or doing something wrong

➤ *You must be careful when driving.*

careless: not giving enough attention to what you are doing, so that you make mistakes

➤ *Careless drivers should be arrested.*

crossroads: a place where two roads meet and cross each other

➤ *Traffic lights must be put at the crossroads.*

first aid: simple medical treatment that is given to somebody before a doctor comes before the person can be taken to a hospital

➤ *The casualty was given first aid before the ambulance arrived.*

highway code: the official rules for drivers and other users of public roads ; or the book that contains these rules

➤ *All road users must follow the highway code.*

island (traffic island): an area in the middle of a road where you can stand and wait for cars to go past until it is safe for you to cross

➤ *As soon as the pedestrian crossed the first part of the road, he stepped in the island.*

junction: the place where two or more roads meet without crossing each other

➤ *The accident occurred at the junction.*

road humps: a large lump that sticks out above the surface of something, especially on a road that forces traffic to drive more slowly

➤ *When the bus reached the road humps, it reduced speed.*

roundabout: a place where two or more roads meet, forming a circle that all traffic must go around in the same direction

➤ *The taxi got a mechanical problem at the roundabout.*

side path: a flat part at the side of a road for people to walk on (pavement)

➤ *The old woman walked on the side path.*

traffic lights: a signal that controls the traffic on the road, by means of red, orange and green lights that show when you must stop and when you can go

➤ *The traffic lights signaled green and the drivers set off.*

1. Give the singular forms of the words below.

accidents	accident
road humps	
traffic lights	
roundabouts	

2. Write the plural forms of the words below.

side path	side paths
island	
junction	
crossroad	

3. Rewrite the sentence giving the opposite form of the underlined word.

Masereka drove the taxi carelessly.

➤ Masereka drove the taxi carefully.

The school van driver is very careless.

Arrange these words in alphabetical order.

side path, road humps, traffic lights, roundabout

➤ road humps, roundabout, side path, traffic lights

first aid, careful, accidents, careless

junction, island, highway code, crossroads

Exercise

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

1. When you reach the place where two roads meet, turn to the left.

➤ When you reach the junction, turn to the left.

2. The bus collided with a lorry at the place where two or more roads meet in a circular motion.

3. All the pedestrians were seen walking along the flat part at the side of a road for people to walk on.

4. Meet me at the place where the road bends at 10:00pm.

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

1. He drove carelessly and caused an accident. (care)

2. Madibo is such a _____ driver that he has never got an accident while driving. (care)

3. The _____ was thanked by the on-lookers. (first aid).

4. When he reached the road humps, he _____ speed. (reduce)

5. The motorist has _____ past the traffic lights. (drive)

6. The _____ of the traffic officers on the road caused a lot of chaos. (absent)

7. That is the _____ officer I have come across since morning. (five)

8. Knocking the school child was _____. (accident)

Write the following in full :

9. Ave. _____ 10) Rd. _____ 11) Is. _____

Common mistakes

Incorrect: He was arrested for over speeding.

Correct: He was arrested for speeding.

Comment: To speed is to drive too fast or to move or happen quickly.

Therefore, a degree of extremity has already been expressed in the word speed, it is wrong to add the word "over".

Language structures

The use of 'when'

This conjunction is used to join two clauses with two actions that took place almost at the same time. It is used to mean 'at or during the time that.' When it is used at the beginning of the sentence, a comma is applied; and when it is used within the sentence there is no need for a comma.

Read these sentences.

- When I reached the crossroads, I saw the traffic officers.
- The boy ran away when he came across the overturned vehicle.

Exercise

Join these sentences:

(a) using -----when-----

(b) Beginning: When

1. The car reached the roundabout. It moved in a circular way.
➤ When the car reached the roundabout, it moved in a circular way.
2. He increased the speed. He caused an accident.
3. Abdul got an accident. He was given first aid.
4. Sewanyana drove carelessly. He ran into the building.
5. They reached the humps. They reduced the speed.
6. The traffic lights signalled red. The vehicles stopped.

Language structures

Using "-----while-----"

- While is used to talk about two different actions happening at the same time.
- When it is used within the sentences, no comma is applied.

Read these sentences.

- a) The conductor was collecting the fare while the driver was driving.
- b) The pastor was preaching in the bus while we were travelling.

Exercise

Join the sentences using -----while-----

1. The teachers were travelling by plane. The pupils were travelling by boat.
2. The plane will leave for Dubai at 11:00p.m. The bus will leave for Kigali at 12:00a.m
3. The taxi leaves for Hoima at night. The cab leaves for Hoima during day.
4. Amooti will travel by bicycle. Adyeri will travel by motorcycle.
5. Kihembo was driving a lorry. Abdullah was riding a bicycle.

Language structures

Using "While-----"

When it is used at the beginning of the sentence, a comma is applied to separate the two clauses.

Examples.

- While the driver was driving, the passengers were eating in the bus.
- While the coach is heading to Kapchorwa, the taxi is heading to Kabale.

Exercise

Join these sentences beginning: While-----

- The lorry driver was speeding. The cab driver was parking.
➤ While the lorry driver was speeding, the cab driver was parking.
- The porter was loading the luggage. The passenger was boarding.
- The pastor was looking for the fare. The conductor was searching for the ticket.
- Oscar was leaving for Bushenyi. Osman was leaving for Ishaka.
- The conductor was standing. The passengers were sitting.
- Hamis was waiting for the departure of the coach. Sarah was waiting for the arrival of the bus.

Language structures

Using "----- in order -----"

In order is used to demand for a reason why something happened or was done. It is also used to show 'the purpose or intention of doing or achieving something.'

'in order' and " so as " are followed by preposition 'to'. "In order" is related to "so that" and "such that" in meaning'

Read these sentences.

- John bought the car jack so as to support the car.
- The mechanic asked for the hammer in order to hit the nails.

Exercise

Join each of the sentences using -----in order-----

- Sam got the file. He wanted to sharpen the screw driver.
➤ Sam got the file in order to sharpen the screw driver.
- Jane looked for the oil. She wanted to pour it in the engine.
- Tindyebwa used a screw driver. He wanted to ease the turning of the nails.
- The girls used sand paper. They wanted to smooth the metals.
- I bought pliers. I wanted to hold these wires firmly.
- Bogere searched for the saw. He wanted to use it to cut the metals.
- The mechanic handled the spanner. He wanted to turn the nuts and bolts.
- He opened the toolbox. He wanted to put in the tools.
- They used the tester. They wanted to prove the presence of power.
- She bought new wires. She wanted to replace the old ones.

Language structures

Using: In order -----

Read these sentences.

- In order to cut the wire, Opoka used a pair of pliers.
- In order to buy new spare parts, the mechanic went to town.

Exercise

Join the given sentences beginning: In order -----

- Mr. Mpoke sold his car. He wanted to buy a new car.
➤ In order to buy a new car, Mr. Mpoke sold his car.
- You want to hold the nuts firmly. You may use the pliers.
- Bolingo used a spanner so as to remove the flat tyre.
- The old man called some helpers. He wanted them to help him push the car.
- The driver put on an indicator so as to turn left.
- The conductor called for a break down truck. He wanted to tow his car to the garage.
- The mechanic bought a toolbox. He wanted to keep his tools safely.
- The police has put a road block. They want to arrest drivers without driving permits.
- Okello went to Soroti Market. He wanted to buy spare parts cheaply.
- I turned on the headlamps so as to see the road clearly.

Language structures

Usingso as.....

Read these sentences.

- Rina called the police so as to report the accident.
- The driver stopped at the zebra crossing so as to help the children to cross.

Exercise

Rewrite the sentences usingso as.....

- The traffic lights should be put at the crossroads in order to control traffic.
➤ The traffic lights should be put at the roads so as to control traffic.
- That officer stopped all vehicles. He wanted to arrest the careless driver.
- Our driver is very careful. He wants to avoid accidents.
- She signaled. She wanted to turn left.
- Tina reads the road sign. She wants to observe the highway code.

Language structures

Using:because/ because

"Because" is used to mean "for the reason that."

It is used to show the reason why something happened or was done.

Read these sentences.

- He was arrested because he was speeding.
- Because he was speeding, he was arrested.

Exercise

Join the sentences using:

- a) beginning: Because.....
b) using:because.....

Topher caused an accident. He wasn't moving in the right direction at the roundabout.

- Topher caused an accident because he wasn't moving in the right direction at the roundabout.
➤ Because Topher wasn't moving in the right direction at the roundabout, he caused an accident.
- a) Accidents occur at times. Drivers are careless.
b) He failed to negotiate the corner. He caused an accident.
c) She stayed alive. She got first aid.
d) That motorist was banned from the company. He was careless.
e) They don't know the highway code. Most road users cause accidents.
f) The vehicles ran into each other. There were no traffic lights at the crossroads.
g) He was knocked down. He was walking in middle of the road.

Language structures

Using " Yes ----- might-----"

It is used to show a suggestion about a possibility that something may happen or may be true.

Read these sentences.

- (a) Yes, I think we might go to the post office today.
(b) Yes, I might buy one for my letter.

Exercise

Answer the questions asked below using:"-----might-----"

Follow the examples.

1. Do you think Mary is going to receive her parcels this week?
2. Will you send your letter by mail?
3. Are you going to make a telephone call this afternoon?
4. Do you think they have been taught how to use the phone booth?

Language structures

Using-----may-----

'May' is used to say that something is possible.

Here, it is to be used to show that there is a possibility that something can happen if a certain condition comes true.

Read these sentences.

- a) If you don't use a side path, you may get an accident.
b) If you overload the vehicle, it may overturn.

Exercise

Rewrite the sentences using ----- may -----

1. You can cause an accident if you drive at a very high speed.
2. You can be arrested if you drive while drunk.
3. If we go through the humps at a high speed, we can cause problems.
4. If I ride carelessly, I will knock down people.
5. You can arrive safely if you drive carefully.
6. He might cross the road safely if there is a traffic break.
7. He might stop bleeding if he gets first aid.
8. They might use the road well if they read the highway code.
9. Annette will cause an accident if she doesn't follow the traffic lights.
10. You can crush into a vehicle if you don't use the roundabout well.

Language structures

Using ----- should always-----

'Should' shows what is appropriate or right. Here, it is used with always when advising about the best thing to be done all the time or usually.

Read these sentences.

- a) You should always walk along the pavement.
- b) He should always drive carefully.

Exercise

Rewrite the sentences using -----should always-----

1. Walk along the side path.
➤ You should always walk along the side path.
2. Use the highway code correctly.
3. Move clockwise at the roundabout.
4. Reduce speed at the junction.
5. Follow the traffic lights.
6. Avoid overloading passengers or luggage.
7. Minimise the speed as you draw towards the road humps.
8. Give first aid to the casualties.

Language structures

Using-----so-----that-----

The structure gives more information as to why something or somebody appears to do so. The pattern is: so + adjective + that + relative clause.
If 'very' is used, it is replaced by 'so'

Read these sentences.

- a) The driver was so careless that he caused an accident.
- b) The lorry was so overloaded that it overturned.

Exercise

Join the sentences using -----so-----that-----.

1. The cyclist was very careless. He bumped into the tree.
➤ The cyclist was so careless that he bumped into the tree.
2. The corner was very sharp. The motorist failed to negotiate it.
3. The traffic lights were very swift. They set the road users off within no minute.
4. The man was very weak. He couldn't cross the road in time.
5. The side path was very narrow. Many pedestrians couldn't use it.
6. The roundabout has very many roads. Vehicles take time to turn around it.
7. The bus was very fast. It could not even stop at the bus stop.
8. The boy was very naughty. He stood in the middle of the road.
9. The first aid was very helpful. It saved the life of the casualty.
10. The road humps are very big. You can't drive over them at a high speed.

Language structures

Using-----so-----

'So' as a conjunction is used to show the reason for something.

Read these sentences.

- a) He saw the corner so he reduced the speed.
- b) The pedestrian saw the vehicle coming so he waited to cross the road.

Exercise

Join these sentences using-----so-----

1. The traffic lights signaled red. The driver stopped.
➤ The traffic lights signaled red so the driver stopped.
2. He reached the junction. He reduced the speed.
3. The motorist saw the old woman crossing. He passed behind her.
4. He forgot some rules. He checked in the Highway Code.
5. She saw the trailer coming. She rode from the side path.
6. Andrew saw the road being clear. He crossed to the other side.
7. The driver came closer to the blackspot. He switched off his mobile phone.
8. He reached the roundabout. He signaled the indicator.
9. They met the accident victims. They offered them a lift.
10. The weather was bad. He rode back home.

Language structures

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

Examples.

1. What do you do to cross a road?

(Look left, look right, look left again, cross the road)

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

Exercise

Use the guiding words given in brackets to make sentences.

1. How do you keep safe on the road. (walk on the left of the road, read road signs, don't play along the road)

2. What do you do to cross from a zebra crossing (wait for cars to slow down cross the road)

3. What do you do to give first aid to an accident victim. Remove the victim from the accident scene.

(Observe the injuries the victim has sustained. Clean the injured part in case of a wound.)

Comprehension (information)

The information below shows the number of accidents which occurred along Bombo Road in 2020. Study it and then answer, in full sentences, the questions that follow.

Month	Number	Type of vehicle	Cause(s)
January	21	buses -10 taxis - 8 cars - 3	-speeding -overloading
February	6	Taxis - 5 lorry - 1	-overloading -poor mechanical condition
March	7	cars - 5 buses - 2	-speeding
April	2	buses - 2	-poor road
May	4	lorries - 2 taxis - 2	-carelessness -drunken driving
June	10	motorcycles - 6 pickups - 4	-recklessness -speeding
July	20	double cabins - 2 taxis - 18	-speeding -poor road
August	3	buses - 2 lorry - 1	-drunken driving -over loading

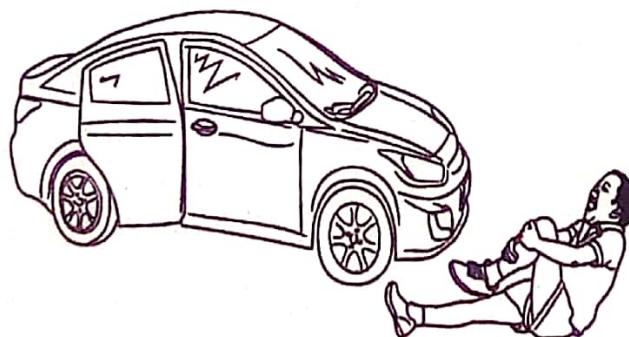
September	2	cars - 2	-recklessness -poor mechanical condition
October	1	Motorcycle - 1	-speeding
November	5	taxis - 5	-tyre bursting
December	11	buses -11	-speeding

Questions:

- a) What is the information about?
- b) On which road did the accidents occur?
- c) What caused the accidents in April?
- d) Why did the motorcycle cause an accident in October?
- e) Which two months had the same number of accidents?
- f) How many buses were involved in accidents in the whole year?
- g) Which type of vehicle caused the highest number of accidents?
- h) How many motorcycle caused accidents due to recklessness?
- i) Which month had the least number of accidents?
- j) What caused the accidents in December?

Comprehension (poem)

Study the picture below carefully and then answer, the questions orally before reading the poem.



Questions:

1. What do you think happened in the picture?
2. Why is the boy holding his leg?
3. What do you think caused the accident?

Now read the poem below and then answer, in full sentences, the questions that follow.

*Accidents! Accidents!
At the roundabouts, junctions and corners
Due to careless driving and riding
As well as overloading and speeding.*

*Accidents! Accidents!
You always attack us suddenly
At times when children play along the road
At times when motorists drive when drunk.*

*Accidents! Accidents!
Let us all be careful on the road
Read and follow all road signs
And respect all road users.*

JAY

Questions:

- a) Where do accidents take place?
- b) Apart from careless driving, what else causes accidents according to the poem?
- c) How do accidents happen?
- d) When do children cause accidents?
- e) Who should stop driving while drunk?
- f) What is written along roads?
- g) What should drivers do while at the road?
- h) Who should be respected?
- i) Who is the writer of the poem?
- j) Suggest a suitable title to the above poem.

Comprehension (poem)

Read the story below and then answer, in full sentences, the questions that follow

"Don't come!" were the last words Tom spoke to his brother Denis. In a blink of an eye he was witnessing the splashing of his brother's blood on his clothes. He couldn't believe it when he saw the brother having been torn apart by the speeding truck. Tears flowed on his cheeks when he couldn't identify the broken body parts of Denis who was initially running fast to cross the road after the brother had left him on the opposite side. Apart from the clothes no body part could be recognised by any relative of his.

The journey to their aunt's place turned out to be Denis' journey to leave the world in such a painful death. Tom later lost the energy and guts of putting together the remains of Denis before the sympathisers came in to offer a helping hand. The incident remained a dark spot in Tom's mind and it always left him in sorrow anytime he crosses the road.

Since then, Tom has been extremely careful every time he crosses the road. The accident was so painful that he at times sheds tears when he remembers it. So, that is why we should always be careful when we are crossing the road because if not, we may get accidents. Remember, before crossing, first look left, next look right, then left again; if the road is clear, you can then cross.

Exercise

- a) What is the relationship between Denis and Tom?
- b) Which vehicle knocked down Denis?
- c) Why do you think Tom told Denis not to cross?
- d) What helped Denis' relatives to identify the body?
- e) Where were Denis and Tom going?
- f) Who helped Tom to gather Denis' remains?
- g) Why do you think Tom is careful when he is crossing the road?
- h) Write another word or group of words to mean the same as the underlined in the passage:
 - (i) extremely
 - (ii) remembers
- i) Suggest a suitable title to the story.

Comprehension (dialogue)

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

Eve : Shane, did you watch yesterday's Prime news?

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

Eve : A speeding bus crushed a parked lorry.

Shane : What! Accidents every day! Why? I mean, what happened?

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

Shane : Jesus! How about the passengers?

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

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

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

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

Eve : I think that is the only way to go. We may get accidents if we are careless.

Shane : Eh! Let everybody get concerned.

Questions:

- a) How did Eve learn of the accident?
- b) Why didn't Shane watch the news?
- c) What caused the accident?
- d) How many people lost their lives in the accident?
- e) What happened to the driver after the accident?
- f) Who are involved in the dialogue?
- g) Why does Eve think that drivers are bad people?
- h) Give a word or group of words with the same meaning as the underlined in the dialogue:
(i) braked
(ii) sustained
- i) Suggest a suitable title to the dialogue.

Comprehension (poem)

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

Along the road
Buses, taxis, motorcycles and pedestrians
All heading to different destinations
Some speeding and others are not.

Along the road
Buses hooting and taxis signalling
Using horns and indicators
Warning road users and showing direction.

Along the road
Full of road signs
That help us to use the road well
But people are too blind to see them.

Pepe

Questions:

- (a) What is along the road?
- (b) Where are the taxis and pedestrians going?
- (c) What are the buses using to hoot?

- (d) According to the poem, who is warned?
(e) Why does the writer think that road signs are good?
(f) What don't people see?
(g) Write another word or group of words to mean the same as the underlined;
(i) signalling
(ii) destinations
(h) Who wrote the poem?
(i) Suggest a suitable title to the poem.

Comprehension (notice)

Study the notice and then answer, in full sentences, the questions that follow.

ROAD ACCIDENTS

Warning to everybody to live safely

Drivers	: Stop speeding on roads to avoid accidents
Passengers	: Warn careless and drunken drivers.
Traffic officers	: Arrest and charge careless road users
Pedestrians	: Cross busy roads at zebra crossings
Everybody	: Take care while on roads

Questions:

- (a) What is the notice about?
(b) What should traffic officers do?
(c) Where should pedestrians cross the road?
(d) Why should drivers stop speeding?
(e) What should the passengers do?

Composition (jumbled story)

The sentences below are in a wrong order. Rearrange them correctly to form a meaningful story.

- (a) Solome felt bad because of what happened.
(b) She asked Liz to escort her before she left.
(c) As they were crossing the road.
(d) She bent and picked it.
(e) She lost some of her front teeth.
(f) Liz saw money in the middle of the road.
(g) They both ran to Grace's shop.
(h) A motorcycle knocked her down as she picked it.
(i) Solome was sent to the shop.
(j) Grace's shop is just across the road.

Comprehension (notice)

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

NOTICE

Due to the increase in accidents nowadays, the general public is hereby notified to be more vigilant and strict when they are on the road. The traffic officers are to be very strict on the following crimes:

- Overloading of passengers and goods.
- Speeding of all vehicles.
- Poor mechanical conditions of vehicles.
- Absence of driving permits.
- Not using the protective gears i.e. helmets and seatbelts.

Anyone who commits any of the above will be taken to prison.

So, be more careful not to fall victims.

Tumwine Lazarus

Commissioner of Traffic,

21st January, 2020

Questions

- a) What is the notice about?
- b) Who is being informed in the notice?
- c) Who will count the number of people in a vehicle?
- d) Which vehicles are not allowed on the roads?
- e) What should a driver have before he is allowed to drive a car?
- f) What will happen to a driver who will be found speeding?
- g) Who wrote the announcement?
- h) When was the announcement written?
- i) Give a word or group of words with the same meaning as the underlined in the notice.
 - (i) increase
 - (ii) notified

Composition (jumbled story)

The sentences below are in a wrong order. Rearrange them correctly to form a story.

- a) When the mother asked him why he hadn't bought sugar,
- b) His mother warned him to be careful before he left.
- c) This disturbed him so much that he felt disgusted.
- d) So, he together with the mother, went back to the road.
- e) When he reached the road, he found the traffic heavy.
- f) When the road was clear, they both crossed and bought sugar.
- g) Tito was sent to the shop across the road to buy sugar.
- h) He went back home without sugar.

- i) He waited and waited but the vehicles continued passing.
- j) He admitted that he had failed to cross the road.

Practical work

Get a simple set of playing cards with one letter printed on the front and back of each card. Starting with any four letter word e.g. sign, add one letter at a time to the original four letters to create a new word. e.g. signpost.

Common mistakes

Incorrect: You should be carefull along the road.

Correct : You should be careful along the road.

Comment: Full is an adjective meaning with no empty space, having a lot, of etc.
Ful is a suffix meaning "full of," having the qualities of or tending to. It is used to form other adjectives e.g. forgetful, spoonful, etc.

TOPIC 2: DEBATING

Vocabulary practice

Read and study the meaning of the words below.

argue: to give reasons why you think that something is right/ wrong, true or not

➤ *He argued for the right of girl education.*

argument: a reason or set of reasons that somebody uses to show that something is true or correct

➤ *His argument was that girls must be equally treated with boys.*

audience: a group of people who watch or listen to the speakers in a debate

➤ *The audience in last week's debate was lively.*

chairperson: the person in charge of a debate

➤ *The chairperson told him to be audible.*

conclude: to come to an end or to bring something to an end

➤ *The speaker concluded that foreigners destroyed rather than build the lives of Africans.*

current: happening now; of the present time

➤ *The current speaker is very argumentative.*

motion: a formal proposal that is discussed in a debate

➤ *Today's motion was very interesting*

opinion: your feelings or thoughts about something or somebody, rather than a fact

➤ *I was asked to give my opinions about the motion.*

opposer: a person who disagrees strongly with somebody's opinions or views and tries to change them or prevent them from succeeding

- Ojok likes being an opposer in every debate.
 - point of information:** a point raised in order to notify the speaker about something
 - The speaker didn't know what he was talking about, so I raised a point of information.
 - point of inquiry:** a point raised when one wants to ask about something
 - His point of inquiry wasn't clear.
 - point of order:** a question about whether the rules of behaviour in a formal discussion or meeting are being followed correctly
- I raised the point of order because the speaker was shabby.

Exercise

A) Use the correct form of the word given in brackets.

1. The opposer's conclusion was very impressive. (conclude)
2. The _____ of the previous debates were all boys. (chairperson)
3. Gidudu is _____ raising a point of correction. (current)
4. Did the _____ talk about the corrupt officials? (oppose)
5. Their _____ was not necessary. (argue)
6. Only three _____ were raised in this evening's debate. (point of inquiry)
7. The chairperson's _____ was very brief. (speak)
8. Mutibwa _____ a point of order about the dressing code. (raise)
9. The chairperson did not grant my point of _____. (inform)
10. "Point of _____!" exclaimed Martha. (inquire)

Vocabulary practice

Read and learn the meaning of the words.

points: things that somebody says or writes giving the opinion or stating a fact

- She made several points in her discussion.

previous: happening or existing before the event or object that you are talking about

- I agree to the previous point.

proposer: a person who formally suggests or agrees or supports the motion in debate

- The proposer hasn't mentioned a point yet.

roles: the function or position that somebody has or is expected to have in a debate

- The role of a timekeeper is to manage time.

secretary: a person who notes down the points raised by the speakers in a debate

- The secretary did not write any views.

speaker: a person who gives a talk or makes a speech

- The speaker is smart, confident and precise.

timekeeper: a person who records the time that is spent doing something for example the time a speaker uses while talking

- The timekeeper rang the bell and the speaker left the floor.

Exercise

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

1. The group of people listening to the speaker clapped when the speaker mentioned a very educative view.

- The audience clapped when the speaker mentioned a very educative view.
2. The formal proposal discussed in the debate was too complicated for pupils to discuss.
 3. The person who records time in a debate was unfair to the opposers' side.
 4. His things that somebody says to state a fact were very influential in the discussion.
 5. The person who makes a speech had a lot of information to put across.
 6. The girl who notes down points in a debate did not record all the points raised.
 7. The person who supports the motion in a debate was so lively.

Speeches

Direct speech

We use the very words/actual words of the speaker in direct speech e.g. "Where is your bag? asked my mother.

Indirect speech

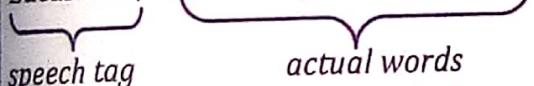
We report what has been said/taken place in indirect speech.

Direct speech

- The direct speech has two parts
 - (i) The speech tag
 - (ii) The actual words.
- Quotation marks are used to quote the actual words.

Example

Lucas said, "The chairperson is sick."

A bracket under "Lucas said," is labeled "speech tag". A bracket under "The chairperson is sick." is labeled "actual words".

The speech tag can appear at the beginning of the sentence, within or at the end.

Examples

1. "The secretary forgot to note down some points," said Maureen.
2. Maureen said, "The secretary forgot to note down some points."

Exercise

Punctuate the following sentences correctly.

1. where is the menu Anderson Dave asked
2. we have prepared many kinds of food the chef replied
3. i shall call you after reading through this menu said the customer
4. please, get me some African tea and a chapatti ordered the diner
5. there is almost every type of food the waiter replied
6. meat is more expensive than beans the old woman said
7. your brother, who works as a chef, has paid your fees said my mother
8. this is the most delicious meal of the week commented the man
9. clean restaurants attract many diners confessed the researcher
10. who is the manager of this guest house the visitor asked

Double quotation in direct speech

As earlier learnt, the direct speech is made up of two parts, the actual words and the speech tag.

But sometimes the speech tag can be given within the sentence.

That means that two commas will be used.

Note:

The rules for direct speech still apply i.e.

- A capital letter after the opening quotation marks.
- Remember, the second part of the direct speech doesn't require a capital letter because it is a continuation of the first part.
- Inverted commas are needed to show the words of the speaker.

Read these sentences

1. "That is the hotel," said the boy, "where my father works as a chef."
2. "May I have," requested the customer, "chips and chicken, please?"
3. "The manager," said the cashier, "went to purchase new cutlery from town."
4. "The secretary," said Maureen, "forgot to write down some points."
5. "May you please," said the chairperson, "be audible enough."

Exercise

Punctuate the following sentences.

1. Peter said the chairperson was not strict.
➤ "Peter," said the chairperson, "was not strict"
2. The opposer's side said the secretary has more points.
3. Where asked the timekeeper is the bell.
4. The chairperson said speak loudly.
5. May you requested the speaker add me some more time.
6. Stand up said the chairperson and we sing the national anthem.
7. Your time is up said the timekeeper.
8. The secretary said the opposers were not audible.
9. Are you reading news asked the opposer.
10. We shall have said the chairperson a debate tomorrow.

Grammar

The use of direct and indirect speech

In direct speech, we use the very words spoken by the speaker whereas in indirect speech, we report what the person said indirectly.

The direct speech has two parts: The *speech tag* and the *actual words* used. The indirect speech has three parts: The speech tag, the joining word and the said words.

Changing from direct speech to indirect speech.

In direct speech, inverted commas and a comma are used to separate the actual speech from the reporting words; but in indirect speech (reported speech), commas, question marks, exclamation and inverted commas are not used.

In direct speech, the words of the speaker are used but in indirect speech, they are sometimes changed according to time and the person speaking.

Some changes that take place:

(a) Change in pronouns

direct speech	Indirect speech
we	they
I/ me	he, she / him, her
this	that
these	those
us	them
your	their

(b) Change in tenses

direct speech	Indirect speech
present	past
future (will/ shall)	conditional (would)
past simple	past perfect
present perfect	past perfect

(c) Change in adverbs

direct speech	Indirect speech
today	that day
here	there
now	then
tomorrow	the following / next day
yesterday	the previous day / day before

(d) Change in verbs

direct speech	Indirect speech
come	go
bring	take

(e) The inverted commas, question marks and exclamation marks are not used in indirect speech.

Forming indirect sentences in the present simple.

- The *present simple tense* changes to *past simple tense* in indirect speech.
- The joining word or conjunction between the speech tag and the said words is "that."
- When the speech tag is in present simple tense, the speech body verbs don't change example.

1. She says, "My book is old." (direct speech)
- She says that her book is old. (indirect speech)

Examples

- (a) Direct: The debate teacher said, "We always organize a debate on Thursday."
 Indirect: *The debate teacher said that they always organized a debate on Thursday.*
- (b) Direct: The speaker said, "I raise my points of order in a reasonable way."
 Indirect: *The speaker said that he raised his points of order in a reasonable way.*

Exercise

Change the statements to indirect speech.

1. The chairperson said, "You disturb us in the debate."
2. "I always argue about mistaken ideas," said the opposer.
3. Omwony said, "He arrives in the hall before the debate starts."
4. The boy said, "We discuss about current issues."
5. "Girls are usually treated unfairly in the debate," said the female teacher.
6. The time keeper said, "I usually fulfill my roles."
7. The speaker said, "We speak English when debating."
8. The girl said, "These two boys always argue in the debate."
9. "Your points of order are ever irrelevant," said the chairperson.
10. Mary said, "This boy concludes well."

Forming indirect sentences in the present continuous tense.

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

- (a) Direct: The boys said, "We are going to the neighbouring school for a debate."
Indirect: *The boys said that they were going to the neighbouring school for a debate.*
- (b) Direct: The timekeeper said, "You are running out of time."
Indirect: *The timekeeper said that she was running out of time.*

Exercise

Change the sentences to indirect speech.

1. "I am summarizing," said the speaker.
2. The proposer said, "I am going to support this motion a hundred percent."
3. "You are not defending your points," said the chairperson.
4. "I am noting down their points," said the secretary.
5. The teacher said, "You are not explaining the major words in the motion."
6. The audience said, "You are pressing the right button."
7. "I am not granting any points of opinion now," said the chairperson.
8. The girl said, "She is not going to answer it correctly."
9. The speaker said, "I am planning to convince the opposite side."
10. "I am raising a point of inquiry, sir," said Tugume.

Forming of indirect speech in present perfect tense

The present perfect tense changes to the past perfect tense; i.e. has/have to 'had'

Examples:

(a) Direct: "I have got views," said the girl.
Indirect: *The girl said that she had got views.*

(b) Direct: Opolot said, "She has gone to attend a debate."
Indirect: *Opolot said that she had gone to attend a debate.*

Exercise

Change these statements to indirect speech

1. "I have not participated in the debate today," said Samuel.
2. Eliza said, "Boys have not concluded."
3. "Girls have not raised any point of opinion this evening," said Brian.
4. "She has gone to the floor," said Daphine.

5. The chairperson said, "I haven't heard your question."
6. "The previous speaker has summarized her points well," said Dickson.
7. The secretary said, "I have written all your points."
8. The teacher said, "I have informed all the pupils about the debate."
9. The parent said, "My son hasn't returned since he went for a debate."
10. "The debate teacher hasn't given us next week's motion," said the pupils.

Changing sentences in the past simple tense

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

Examples:

(a) Direct: "I did not debate last week," said Anthony

Indirect: *Anthony said that he had not debated the previous week.*

(b) Direct: Martha said, "The chairperson came late yesterday."

Indirect: *Martha said that the chairperson had come late the previous day.*

(c) Direct: Eve said, "I argued a lot last week."

Indirect: *Eve said that she had argued a lot the previous week.*

Exercise

Change the statements to indirect speech.

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

Formation of indirect statements in the past continuous tense.

The *past continuous tense* changes to the *past perfect continuous tense*; ie was/were to 'had been'

Examples

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

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

(b) Direct: Phillip said, "I was arguing about poaching."

Indirect: Phillip said that he had been arguing about poaching.

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

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

Exercise

Change these statements to indirect speech.

1. Gallas said, "I was proposing the motion."
2. The boy said, "Debaters were calculating time wrongly."
3. The chairperson said, "You were not talking about your side."
4. "Foreigners were mistreating Africans," said the speaker.
5. "I was concluding when the timekeeper rang the bell," said Arthur.

6. Nanteza said, "The secretary wasn't noting my points."
7. Willy said, "You were supporting the wrong side."
8. "I was raising a point about corruption," said Tom.
9. Winfred said, "All boys were talking and explaining the same points."
10. "She was saying points of information," said Alupot.

Formation of indirect speeches in the future tense.

The future tense changes to individuals to conditional; i.e will/shall changes to 'would' in indirect speech.

Examples

- (a) Direct: "We will go to London College to debate," said Harry.
Indirect: Harry said that they would go to London College to debate.
- (b) Direct: The girl said, "I shall go for a debate very late."
Indirect: The girl said that she would go for a debate very late.
- (c) Direct: The timekeeper said, "I will be strict with time"
Indirect: The timekeeper said that he would be strict with time.

Exercise

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

How to report questions:

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

Questions are classified into two:

- (A) Those which begin with helping verbs (auxiliaries). Here, the conjunction (joining word) is either 'whether' or 'if'.

Examples

- (a) Direct: "Did you attend the debate?" asked the teacher.
Indirect: The teacher asked them whether they had attended the debate.
- (b) Direct: Alex asked, "Is the chairperson around?"
Indirect: Alex asked if the chairperson was around.
- (c) Direct: "Has the secretary noted down the points?" asked Jennipher.
Indirect: Jennipher asked whether the secretary had noted down the points.

A) Change these questions to indirect speech

1. Franco asked, "Were you around during debate?"
2. "Did the teacher appreciate the opposers' side?," asked Betina.

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

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

Examples:

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

Indirect: *Nahia asked what they were going to discuss about.*

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

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

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

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

Exercise

Change these questions to reported speech

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

How to report commands:

Commands are categorized into two:

1. Positive commands

2. Negative commands

1. Positive commands

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

Examples

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

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

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

Indirect: *He told him to leave the floor then.*

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

Indirect: *The prefect told her to go and debate.*

(A) Positive commands

Change these commands to indirect speech.

1. "Keep quiet," ordered the chairperson.

2. "Get out of the room," said the head prefect.

3. The teacher said, "Oppose the motion."

4. Our friend said, "Summarise your speech."

5. Rebecca said, "Ring the bell now."

6. "Call another speaker," ordered the teacher.

7. "Explain your points," said the judge.

8. The girl said, "Sit down and listen."

9. "Do your duty," ordered the chief whip.

10. The prefect said, "Support your fellow neighbour."

(B) Negative commands

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

Examples

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

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

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

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

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

Indirect: *Anne told her not to oppose the motion.*

B) Negative commands

Change these commands to indirect speech.

1. "Don't debate this week, Sauda," said Melissa.
2. Diego said, "Don't argue."
3. "Don't go away," said Doreen to Adam.
4. "Don't conclude anyhow," ordered Nyangoma.
5. "Don't talk about corruption," his neighbour said to the patron.
6. The classmate said, "Don't go there now."
7. Angel said, "Don't write anything."
8. "Don't enter the room with sharp objects," said Walter.
9. Jemimah said, "Don't look at the audience for long."
10. Sylvia said, "Don't make notes during a debate."

Common mistakes

Ask

Incorrect : She asked me a drink.

Correct : She asked me for a drink.

Comment: Ask is the usual verb for questions.

For example:

-He asked me a question. But "ask for" means to make a request for something.

Say and tell

Incorrect : He said me a story.

Correct : He told me a story.

Incorrect: She said she would go home.

Correct : She said that she would go home.

Note: "Say" is not followed by anybody spoken to in indirect speech, it is followed by a direct object but tell is often followed by an indirect object referring to the person spoken to.

You can say:

- He says his prayers regularly.
- She said goodbye to us.
- He always tells the truth.
- He told me a secret.

Language structures

Using even though.....

'even though' is used to mean "no matter whether."

It shows that two contradicting ideas/actions took place. It is used when there is an advantage and a disadvantage; a bad thing and a good one. When used within the sentence, the result comes before the condition Even though is followed by the condition.

Read these sentences.

- a) He raised a point of inquiry even though he wasn't given permission.
- b) The speaker was confident even though he was shabby.

Using: Even though.....

When 'even though' is used at the beginning, the condition follows it and then the result

Read these sentences

- a) Even though he had no views, he debated.
- b) Even though the speaker was stopped, he went on discussing.

Exercise

A) Join the sentences using:.....

- a)even though.....
- b) Even though.....

She stood up. She did not say anything.

➤ Even though she stood up, she did not say anything.

1. The chairperson was not lively. He made the audience jolly.
2. The speaker's points were not clear. The supporters continued supporting him.
3. Everybody debated. The motion was complicated.
4. The secretary was not attentive. She noted the points down.
5. Subi managed the time. Subi had no watch.
6. We were given the motion very late. We debated it well.
7. He did not do his duty. He was praised.
8. We were allowed in. We arrived late for the debate.
9. I had a note book. I did not take notes during the debate.

Language structures

Using although.....

'although' is used the same way we use 'even though.' It is used in sentences with contradicting ideas.

When used at the beginning, a comma follows the condition and the result later comes in.

If it is used within the sentence, the result comes first and the condition later; a comma is not needed.

Examples;

- a) Although the boy was called to debate, he did not come.
- b) The boy did not come although he was called to debate.

Exercise

Join the following sentences:

(a) beginning: Although-----

(b) using -----although-----

1. The audience was laughing off her points. She kept arguing.

➤ Although the audience was laughing off her points, she kept arguing.

➤ She kept arguing although the audience was laughing off her points.

2. The motion was interesting. The debaters were bored.

3. The debate teacher wasn't around. The debate was very organised.

4. Europeans mistreated Africans. They brought development.

5. He was present. He wasn't involved in the debate.

6. She argued a lot. She didn't convince the audience.

7. Duncan was given a role to play. He didn't do anything.

8. They opposed the motion. They were not happy about it.

9. The point of order was granted. It was irrelevant.

10. The speaker was smart. She didn't give any point.

11. He wrote notes during the debate. He did not go through them.

Language structures

Using "If"

If 1

- This is used to talk about the consequences (results) of a possible action. It is used when we want to say that something is going to happen if a certain condition is fulfilled.

- The verb in the if - clause is in the present simple tense; the verb in the main clause is in the future tense; e.g.

➤ If I get a file, I will sharpen this tester.

➤ I will sharpen this tester if I get a file.

- When we want to talk about the general truth, we use the present tense in both the if - clause and the main clause (zero condition) e.g.

➤ If you hit yourself, you feel pain.

➤ You feel pain if you hit yourself.

- When advising somebody to do something because of a relevant condition, we use the present tense in the if - clause and the imperative in the main clause; e.g.

➤ If the vehicle stops functioning properly, take it to the mechanic.

➤ Take your vehicle to the mechanic if it stops functioning properly.

- Use a comma in the if - clause if it comes first and don't apply a comma if the main clause comes first.

Read these sentences.

- If I get a toolbox, I will put in all these tools.
- He will break those metals if he gets a hammer.
- If the mechanic gets the pliers, she will twist the wires.

Exercise

A) Write out if (1) sentences using the groups of words below e.g.

getting grease, pouring it in the engine.

➤ If I get grease, I will pour it in the engine.

- seeing the tester, bringing it to me
- getting a flat tyre, taking it to the mechanic
- my tyre losing pressure pumping the tyre
- buying a windscreen, replacing the broken one
- buying a hammer, hitting all the nails
- repairing my bicycle, paying you
- getting the broken parts, testing them
- driving carelessly, causing an accident
- buying the screwdriver, easing your work
- smoothing the metal, looking nice

B) Punctuate and complete the following if (1) sentences sensibly

- If I use sandpaper to rub the surfaces, they will become smooth.
- If I brake the car,
- If the driver turns the steering wheel,
- If he looks into the driving mirror,
- If she fastens the seat belt,
- If the mechanic gets a tool box,
- If the bicycle carrier breaks,
- If you misplace the car jack,

C) Use the correct form of the word given in brackets.

- If the machine loses oil, it functions properly(function)
- If he _____ his tester, he will test the presence of power in this machine. (finding)
- The metal will become smooth if he _____ it. (smooth)
- If I find out that the wires are aging, I will _____ them. (replace)
- The mechanic will repair the puncture in the tube if he _____ super glue.
- They _____ that car if they use a lot of effort. (push)
- He will turn the nuts and bolts if he _____ a spanner. (use)
- Bennet _____ the wire if he gets the pliers. (twist)
- If the mudguard gets filled with mud, the bicycle _____ slowly. (move)
- If he _____ his car to the garage, it will be repaired. (take)

Language structures

Using -----if-----

If 2 talks about results of certain conditions which are possible and imagined rather than being real and true. The verb in the *if-clause* is in the *past simple tense*; and a *conditional tense (past)* in the *main clause*.

'Were' is used instead of 'was' to emphasize the impossibility especially if what we are imagining is impossible and cannot happen.

Read these sentences.

- If I got views, I would debate.
- I would raise a point of inquiry if the chairperson allowed me.
- If I got a chance to talk to the secretary, I would tell her to be more observant.

Exercise

Use the pairs of clauses below to form If 2 clauses.

1. my being a chairperson, my controlling the house well

► If I were a chairperson, I would control the house well.

2. his coming, the audience's being happy

► If he came, the audience would be happy.

3. his arguing eloquently, his scoring more points

4. his raising a point of inquiry, him being rebuked

5. my being a timekeeper, my choosing interesting motions

6. my being a debate teacher, promoting the debating club.

7. her arguing, her understanding points

B) Change these if 1 sentences to if 2

6. If they argue about the motion, they will end up fighting.

7. We will lose points if he raises a point of order.

8. I will feel happy if you inform me.

9. If the chairperson comes, the debate will begin.

10. If the current speaker talks about immorality in the society, he will get more points.

11. The opposers will win if the secretary notes down all their points.

Complete these sentences sensibly.

12. If I were a chairperson, _____

13. If I were a debate teacher, _____

14. If I were a timekeeper, _____

15. If the motion was interesting, _____

16. If Oketta raised a point of correction, _____

17. If the prefect attended the debate, _____

18. If Otunnu debated well, _____

19. If I were a secretary, _____

20. If the chairperson came, _____

21. If Hakeem summarized his points, _____

Language structures

Using ".....unless....."

Unless is used to show that something can only happen or be true in a particular situation.

Example

You won't be allowed in class unless you show the teacher your medical form.
Unless you show the teacher your medical form means if you don't show the teacher your medical form.

Read these sentences

- Unless you load airtime, you will not be able to send the message.
- You will not post the letter unless you buy a stamp.
- Unless the post master is sick, you will post the letter.
- The letter will get lost unless it is sealed.

Exercise

Rewrite the sentences using:

a) Beginning: Unless.....

b) Usingunless.....

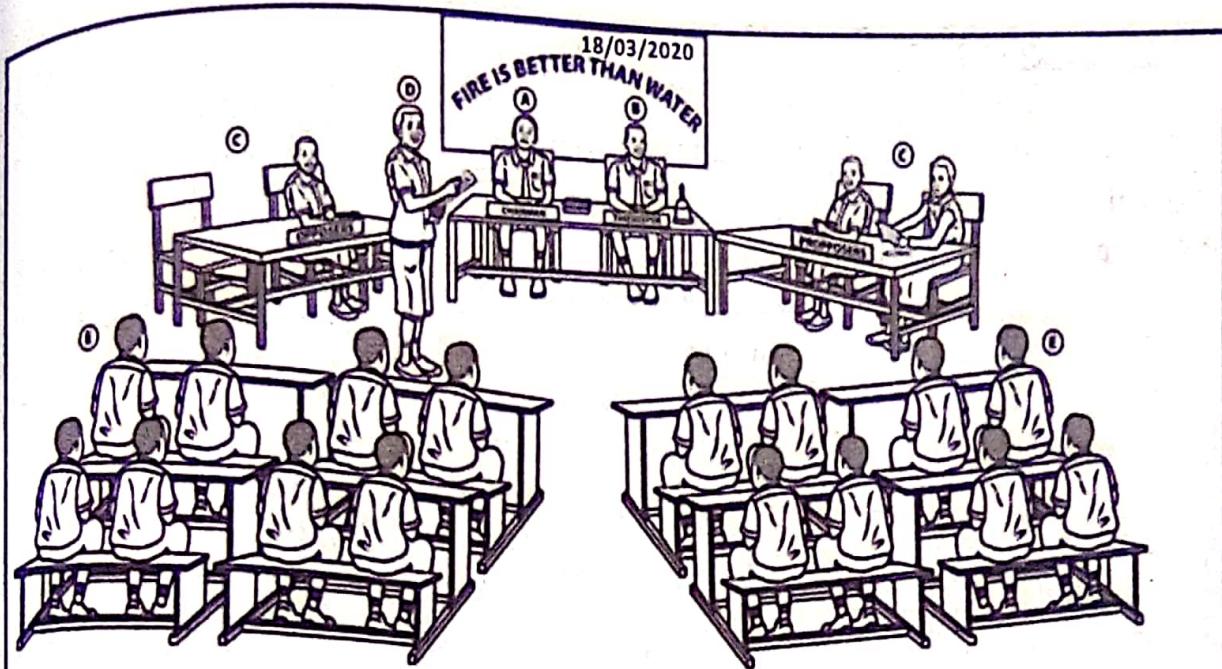
- If you do not insert a token in your telephone, you will not be able to make calls.
➤ You will not be able to make calls unless you insert a token in your telephone.
- You will get a stamp if you pay for it.
- If you don't send a telegram, your uncle will not get the message.
- They will not go to the post office if they don't have uniforms.
- She will miss the post bus if she doesn't hurry.
- If he works hard, he will pass the exams.
- You will be late for school if you don't wake up early.

Comprehension (passage)

Study the picture below and answer the questions orally before reading the passage.

Questions:

- Which activity is shown in the picture?
- What is the motion for the debate?
- Why is the activity in the picture important?
- Mention the roles of each person involved in a debate.



Now read the story below and then answer, in full sentences, the questions that follow.

"I have come to oppose the motion; women shouldn't have equal rights with men; because of the following views;" Those were the final words before I lacked what to add on. Amidst anxiety from the audience about what I was going to discuss, I remained stuck and silent.

All I could hear was the murmuring resulting from the long silence. "As if he is dead alive," complained one of my classmates. Although I was silent for a while, the chairperson was patient enough to wait for the following moment of shame. I looked at the audience and eventually started becoming afraid. "If I were him, I wouldn't come in front of the audience." said Aryemo.

I had nothing else to do other than accepting the shame ahead of me in case I disappeared from the floor. The shouting accompanied me back to my seat before the friend of mine comforted me. "Even though you've not said anything, at least you were brave enough to stand before us," said Aisha my friend.

So, ladies and gentlemen, before you go for a debate, you must prepare yourself by gathering enough views that will help you be able to convince the audience. You must also make sure that you understand all of them so that you can explain them comprehensively. Make consultations before debating; to avoid such an embarrassment. Debating helps us to express ourselves confidently and freely.

Questions

- a) What was the motion of the day?
 - b) What happened when the writer finished introducing the motion?
 - c) Why did the audience murmur?
 - d) What did Aryemo comment about the situation?
 - e) What did the writer do after a long moment of silence?
 - f) Who thought that the writer was brave?
 - g) Why should you gather enough views?
 - h) Give a word or group of words with the same meaning as the underlined in the story
- (i)silent
(ii)afraid
- i) Suggest a suitable title to the story.

Comprehension (notice)

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

Debate! Debate!

Joy and Hope Primary Sch. Vs Elite Junior Sch.

WHEN : 1stFeb,2020

VENUE : Joy and Hope Main Hall

TIME : 2:00p.m.-4:00p.m.

FEE : Free to all pupils

Main speakers:

- 1.Winfred Kiiza (Joy and Hope)-opposer
- 2.Okello Simon Peter (Joy and Hope)-opposer
- 3.Ebulu Lazarus (Joy and Hope)-opposer
- 4.Opolot Stephen (Elite Jr.)-proposer
- 5.Osukuku Jenipher (Elite Jr.)-proposer
- 6.Atim Grace (Elite Jr.)-proposer

Motion: Money is Now a Disgrace to the World.

Dare not to miss!

come all!

GIDUDU CHRISTOPHER

Debate teacher-Joy and Hope,

Questions:

- a) What is the announcement about?
- b) Which school is hosting the debate?
- c) When will the debate be held?
- d) How long will the debate take?
- e) How much is a pupil supposed to pay in order to attend?
- f) Which school will propose the motion?
- g) What is the motion of the day?
- h) Why do you think money is a disgrace to the world?
- i) From which school does Jenipher study?
- j) Who is Gidudu Christopher?

Comprehension (poem)

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

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

*The chairperson is taking long to call me,
So that I can argue, discuss and debate
About ancient life being better than the modern one.
Let him call me now,
When I still have the morale*

*I want to express my opinions Mr. Timekeeper;
Forget about time when am around,
My fellow opposers should keep in touch,
Points of inquiry are all welcome
For I have all the answers.*

Elian

Exercise

- a) What does the writer need?
- b) How will the writer prepare himself?
- c) Who will listen to the writer?
- d) What does the writer want the chairperson to do?
- e) Write the motion that the writer wants to debate about.
- f) What did the writer tell the timekeeper to do?
- g) Which side of the motion is the writer supporting?
- h) Why doesn't the writer fear the points of inquiry?
- i) Write down one of the writer's hobbies.
- j) By whom was the poem written?



Guided composition

Use the words in the box below to complete the composition correctly.

defeated, notes, morale, what, comments,
language, opinion, manage, bell, debaters

In a debate, everybody has their own duty. The chairperson controls the whole house. He is responsible for _____ is going on in the debate. He calls speakers, corrects mistakes made, _____ about speakers, commands respect, to mention but a few. He allows and disallows points of _____ raised.

The secretary _____ down the accepted points. If a point is criticized by anybody from the audience and the current speaker is _____ the secretary cancels it out. It is also the secretary's role to note the _____ mistakes sighted.

The timekeeper is meant to _____ time. He allocates time to main and floor speakers. If the time is about to elapse, he sounds a warning _____; and when the time is up, he rings to see the speaker off the floor.

_____ are urged to discuss, explain and argue when they are on the floor. They are expected to give reasonable views pertaining their sides. The audience is supposed to give _____ to the speakers by clapping and applauding in support.

Practical work

1. Given the motion, Europeans Did More Harm Than Good. Write down your views about it by either proposing or opposing it but not both.

2. With your friends, organize a debate under the motion, "The Internet has Led to Immorality Among Children. First interpret the motion, write down the points, critique them before your friends, and then organize the debate.

Comprehension (passage)

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

It was a wonderful moment last Wednesday when Victoria Primary School and Namuli Preparatory held a competitive debate at Namuli Preparatory in the school main hall. Mr. Gubi, the teacher of English of Victoria Primary School wrote a letter to the Debating patron of Namuli Preparatory requesting for a debate. In his request, he presented the motion "A Girl Child Should Be Given More Education than A Boy". He requested Namuli Preparatory School to host the participants and also be in favour of the motion.

Soon, the day came and at a half past one, we all walked to the venue since it was only 700 metres away from our school. I was among the main speakers since the

teacher had realized my ability to debate.

At exactly two o'clock in the afternoon, the chairperson, Hon Isomba Ishaq, the headprefect, Namuli Preparatory opened the debate. Each side had fourteen speakers of which four were the main ones and the ten from the floor.

The participants aired out their views strongly both in favour and against the motion. The secretary noted down the views the participants gave.

After two and a quarter hours, the debate came to an end. The chairperson asked the secretary to present the results. The results showed that the opposers' views were more than the proposers'.

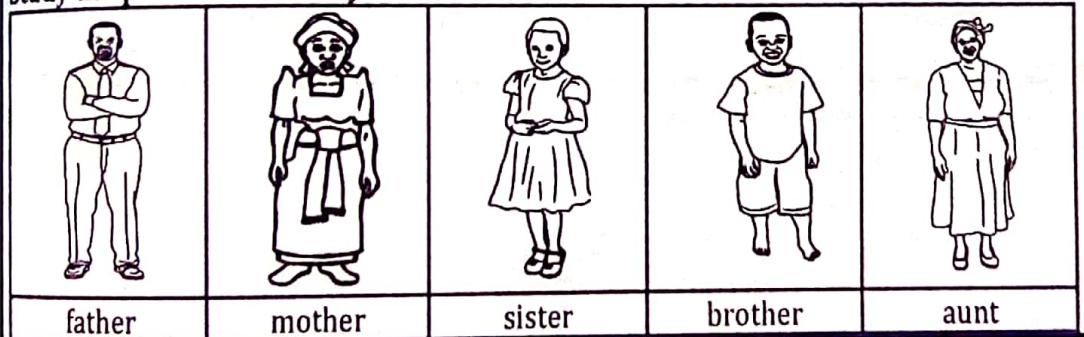
With joy and celebrations, we walked back to our school. It was a wonderful moment for us.

Questions:

- a) When was the debate held?
- b) Which schools participated in the debate?
- c) Who received the letter from Mr. Gubi?
- d) Which school opposed the debate?
- e) Write down the motion for the debate.
- f) How far is Victoria Primary School from Namuli Preparatory?
- g) Who chaired the debate?
- h) For how long did the debate last?
- i) Who won the debate?
- j) Suggest a suitable title to the passage.

TOPIC 3 : FAMILY RELATIONSHIPS

Study the pictures carefully.



Vocabulary practice

Read and learn the meaning of these words.

populated: having a lot of people

➤ Our village is so populated.

aunt: a sister to your mother or father/ (also your uncle's wife)

➤ Rose is my aunt.

give birth to: to produce a young one

His wife gave birth to twins.

brother: a son of your mother and father

➤ Morgan is my elder brother.

defile: to make something dirty or impure especially sex with an underage girl.

➤ The young girl was defiled yesterday.

incest: a sexual activity between people who are very closely related in a family

➤ Mr. Komodo and his daughter practised incest and were both punished.

nephew: a son of your brother or sister

➤ Simon is your nephew but Sandra is your niece.

niece: a daughter of your brother or sister

➤ Am I right to call Harriet my niece?

rape: to force someone to have sex when he or she is not interested

➤ It is a crime to rape a friend or any other person.

twins: two children born at the same time to the same mother

➤ One of the twins was born with six fingers.

triplets: three children born at the same time to the same mother

➤ Massa's wife gave birth to triplets.

uncle: a brother of your father or mother/a husband to your aunt.

➤ I live with my uncle at Nyakabanga.

Exercise

A) Fill the blank spaces with the correct words.

1. A brother is a son of your mother and father.

2. Bryton is my _____ because she is a daughter of my brother.

3. One's _____ is a male parent.

4. A brother of your mother or father is your _____.

5. A _____ is a male child of your sister or brother.

6. _____ are two children born at the same time to the same mother.

7. _____ are three children born at the same time to the same mother.

8. Your niece is your brother's _____.

9. _____ is a mother of your wife or husband.

10. His sister has _____ birth to a baby boy.

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

1. My sister's daughter got married to a pastor.

➤ My niece got married to a pastor.

2. The boy over there is my son's son.

3. Irene and Patrick will soon be husband and wife.

4. Daniel is my father's son but not my mother's.

5. Justine is my wife's sister.

6. Your parent's daughter has just reached home.

7. My brother's son can identify his father.

8. I am going to the village to see my uncle's daughter.

9. My brother to my father contested for presidency and failed to go through.

10. My step-mother gave birth to five children at the same time last week.

Vocabulary practice

Read and study the meaning of these words.

brother-in-law: the brother of your husband or wife

➤ My brother-in-law likes paw paws.

densely populated: having a lot of people

➤ Cities are densely populated because of good life.

father-in-law: the father of your husband or wife

➤ Did your father-in-law attend the recent family meeting?

marry: to become a wife or husband of someone

➤ John married Ketty last year.

young: having lived for a short time/not fully developed

➤ Kameo is a young brother of Jane.

elder: a relative with more age

➤ Robert is Sarah's elder brother.

half sister: is a daughter to one of your parents but not both.

➤ She is my half-sister

populated: having people or things in an area

➤ Kampala is one of the most populated cities in Africa.

quadruplets: four children born at the same time to the same mother

➤ Bangi is one of the quadruplets born to Mrs. Brown.

quins (quintuplets/quints): five children born at the same time to the same mother

➤ The luckiest woman has given birth to quins.

step mother: the woman who is not your real mother but married to your father

➤ He loves his step mother more than his real mother.

triplets: three children born at the same time to the same mother

➤ The triplets his wife bore two weeks ago are very healthy.

Exercise

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

1. Samalie is one of the three children born at the same time to the same mother.

➤ Samlie is one of the triplets.

2. His male parent of his wife gave me an invitation card.

3. Our number of people in an area is growing very fast.

4. Joanna is a wife to my father but she loves me.

5. She gave birth to four children at the same time last month.

6. Your wife's mother cannot be your wife.

7. He goes to school with his stepmother's son.

8. Olga, whose home is in Nairobi is my father's mother.

9. My son to my brother is now a Managing Director of a company.

10. Our head prefect is not yet old.

Grammar

Prepositions

A preposition is a word or group of words used before a noun or pronoun to show place, position, time or method.

A preposition is usually followed by a noun or pronoun.

There are three types of prepositions.

1. Simple prepositions
2. Compound prepositions
3. Phrase prepositions

simple prepositions

These include; through, to, at, by, of, to, out etc.

Examples

afraid of	familiar <u>with</u>	participation <u>in</u>
sure of	angry <u>at</u>	belief <u>in</u>
interested <u>in</u>		grow <u>up</u>

Read these sentences

- a) The old lady is telling a story to her grandchildren.
- b) My stepbrother was accused of defilement.

Exercise

Fill the blank spaces with a suitable preposition.

1. Children depend on their parents for education.
2. I prefer having twins _____ triplets.
3. My uncle always travels to his place of work _____ foot.
4. Her sister was happy _____ my performance.
5. Your daughter is likely to get married _____ Dr.Mpande.
6. An extended family consists _____ father, mother, children and immediate relatives.
7. The houseboy was charged _____ defilement.
8. We haven't visited our grandparents _____ last Christmas.
9. Nyakato and Nyangoma are related _____ each other.
10. Girls should not get married _____ they complete their studies.

Compound prepositions

These are formed by prefixing a preposition to a noun, an adjective or an adverb.

Examples.

about, above, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, outside etc.

Exercise

- Fill the blank space with a suitable preposition.
1. There is no difference between his stepson and his cousin.
 2. Cildays sits _____ Amuge.
 3. They shared the cake _____ themselves.
 4. We saw her hiding _____ the door.
 5. My sister prefers to sit _____ because it is very hot inside the house.
 6. Their relatives arrived _____ 8:00a.m.

Phrasal prepositions

These are groups of words used as a single preposition e.g

Exercise

A) Fill the blank space with a suitable preposition.

- A) Fill in the blanks with appropriate prepositions.

 1. She was told to stand _____ front of the class.
 2. In addition _____ weeding, farmers also prune.
 3. The prefect talked _____ behalf of the teacher.
 4. According _____ the cousin, the uncle died in the morning.
 5. Her aunt bought a car instead _____ a house.
 6. The teacher advised us to stay _____ from strangers.

Practice

Complete with the correct preposition.

capable	approval
jealous	belief
proud	concern
sorry	need
sure	respect
tired	apologize
desire	look
fond	pay
similar	ask
think	hatred
worried	concern
success	capable
apologise	talk
made	trust

Prepositions of time:

(a) "Since" and "for"

- (d) Since and for

 - "For" is used when the period or duration is known.
 - "Since" is used when a point of time at which the action started is given or known.
(Past till now)

For example:

- He has been living in this town for eight years.
 - He has been living in this town since 1981.

Exercise

Fill the blank spaces using 'for' or 'since.'

1. Esther has studied French for seven years.
 2. Cameroon players have been in the football league since 1975.
 3. Americans have suffered from bird flu for eight years.
 4. The rebels have been fighting the government since 1986.
 5. Annet has been studying from India since 2000.

6. My uncle worked with the United Nations _____ ten years.
7. Ethiopians have been fighting _____ 1996.
8. Police have kept peace in Sudan _____ five years.
9. Ronaldo has been playing football _____ his childhood.
10. Indians have lived in Uganda _____ Amin's regime.

b) ago and before

"Ago" is used for a certain time in the past.

"before" is used to refer to earlier than a certain point of time.

Read these sentences.

1. Our teacher arrived before 8:00a.m.
2. My sister left Uganda two years ago.

a) in and on

"in" is used for months or seasons, time of the day, year and after a certain period of time (it answers the question when)

"on" is used with days of the week.

Read these sentences.

1. We shall talk to the Nigerian on Monday.
2. Americans wear thick clothes in November or in winter.
3. They went to Saudi Arabia in 2018.
4. Anita will arrive in an hour from now.

b) at, till, until and to

to, till and until are used to mark the beginning and end of a period of time.

at is used for night, weekend and a certain point of time.

To is also used to tell time.

Read these sentences.

1. The office is closed at the weekend.
2. We shall learn French from Monday to/ till Wednesday.
3. He will be away until Friday.
4. It is ten minutes to seven.
5. She does not go out at night.

Exercise

Use "ago", before, till, until, to, in or on to complete the sentences.

1. The Russian will come here on Wednesday.
2. Sozi bought a stamp two hours _____.
3. She will listen to the radio _____ she gets tired.
4. Did you weed the garden _____ October?
5. It is two minutes _____ four.
6. We shall do PLE _____ 2021.
7. The pupils will be out _____ an hour's time.
8. You must be here _____ 7:00a.m.
9. We don't attend classes _____ the weekend.
10. She is afraid of going out _____ night.

Grammar

"at" and "in"

"at" is used for smaller places.

"in" is used for bigger places.

Read these sentences.

(a) Sarah lives at Kazo in Kampala.

(b) Peter stays in Nairobi.

(c) She lives at Mitemula in Masaka.

Ozibo was born at Lugoba in Kawempe.

Exercise

Fill the blank spaces using 'at' or 'in'

1. Some Americans work in Uganda.

2. Social studies is taught _____ the University in Dar-e-Salaam.

3. President Moi was born _____ Kenya.

4. Passengers boarded the plane _____ the airport.

5. Rwandans stay _____ Rwanda.

6. I live _____ Buseera in Mayuge.

7. Does your friend live _____ Kalelwe?

8. Samantha has a shop at Bugembe _____ Jinja.

9. King Oyo was born _____ Bwera in Uganda.

10. Were the British born _____ Britain?

'between' and 'among'

'between' is used for two things/persons.

'among' is used for more than two persons/things.

Read these sentences.

(a) The money was divided between a Burundian and a Rwandan.

(b) The four pupils shared the fruit among themselves.

(c) The two Ugandan guests shared the meal between themselves.

Exercise

Use "among" or "between" to fill the blank spaces.

1. My sister sits between a Kenyan and a Sudanese.

2. Did you share the apples _____ Sadoon, Ramesh, Okello and Mugabe?

3. He lives _____ Kawempe and Kampala.

4. _____ French, English, Latin and Luganda, which one did you refer?

5. Her colour is _____ black and brown.

6. Johnson works _____ morning and evening.

7. There were a lot of arguments _____ the racers.

8. That Kikuyu sits _____ Moses and Hana.

9. Madina is standing _____ Hamed and Lawrence.

10. They shared the money _____ his two wives.

Beside and besides:

"beside" means next to

"besides" means in addition to or apart from

Read these sentences

- (a) Sharifa speaks French besides Arabic.
- (b) Tina sits beside Marion in class.
- (c) I have ever gone to Cameroon besides Nigeria.

Exercise

Fill the blank spaces using 'besides' or 'beside'.

1. _____ Ugandans, I also like the Togolese.
2. Uganda is located _____ Kenya.
3. I enjoy sitting _____ an Indian in class.
4. Komakech is married to a Ugandan _____ a German.
5. John studies Latin _____ Italian.
6. The president is seated _____ the Nigerian Prime minister.
7. _____ studying, Americans also like sports.
8. Okello plays football _____ Hockey.
9. My uncle is walking _____ a Moroccan.
10. Jasper prefers riding _____ an American because of his speed.

Prepositions of place and direction.

Preposition	Use	Sentences
above	higher than something	The picture hangs above my bed.
across	from one side to the other side	There isn't a bridge across the river.
after	one follows the other	The cat ran after the dog.
against	directed towards something	The bird flew against the window.
along	in a line from one point to another	They are walking along the beach.
among	in a group	I like being among tall people.
around	in a circular way	We are sitting around the campfire.
behind	at the back of	Our house is behind the supermarket.
between	something / somebody is on each side.	Their house is between the market and the school.
close to	near	Our house is close to the supermarket
from	the place where it starts	Do you come from Masaka?
in front of	the part that is in the direction it faces	Our house is in front of the garden.
under	below something	The cat is under the table

Fill the gaps with the correct preposition

1. The officers stood _____ the road.
2. Don't lean _____ the dirty wall.
3. Eunice sat _____ Timothy and Allan.
4. He put the signpost _____ of the house.
5. The word shape comes _____ the word sheep in the dictionary.
6. The boys hid _____ the bed.
7. That ceiling is _____ the chalkboard.
8. She is coming _____ the market.
9. Tom was the only one shouting _____ the group
10. Their workshop is _____ to the shop.

Grammar

Some words with different prepositions

agree - with, about, on, that

- ✓ We agree with somebody.
- ✓ We agree about/or something.
- ✓ We agree that (something)

argue - with, about, over, for against, that

- ✓ We argue with somebody.
- ✓ We argue about pr over something
- ✓ We argue for /against something or doing something.

break - down , up, off, into

break down - to stop working because of a fault

break up - to separate into smaller pieces or to come to an end.

break off - to become separated from something.

Read these sentences.

1. Their vehicle broke down on their way to Masaka.
2. The pupils agreed about visiting the Europeans.
3. Samantha argued with her sister about money.
4. They all agreed that Americans are smart.

Exercise

Complete the following sentences using the correct preposition.

1. She does not agree _____ him over the issues of tribalism.
2. Okongo does not want his parents to break _____.
3. Some branches broke _____ when it rained yesterday.
4. Stop arguing _____ who the smartest pupil is.
5. The P.5 pupils agreed _____ they will all go swimming.
6. My sister and aunt argued _____ what to eat.
7. Jethro agreed _____ Tim to do the homework together.
8. They argued _____ the election of Mazige as their head prefect.

Common mistakes

Incorrect: There is no chair to sit.

Correct : There is no chair to sit on.

Comment: If the infinitive in the above construction is of an intransitive verb, it must have a preposition after it.

But when the infinitive is of a transitive verb, it does not take any preposition e.g.

I have no money to spend.

Incorrect : I showed to her my photographs

Correct : I showed my photographs to her. or I showed her my photographs.

Incorrect: I bought for my son an umbrella.

Correct : I bought an umbrella for my son. Or I bought my son an umbrella.

Comment : When a transitive verb takes two objects, you should put the indirect object first and then the direct object. The indirect object can be turned into a prepositional phrase and in that case, this phrase is used after the direct object.

The prepositional phrase cannot be used before the direct object. We buy somebody something or we buy something for somebody.

The past simple tense:

This tense expresses an action or a condition that was started and completed.

The tense uses adverbs like yesterday, last, ago, before, etc.

Here, it doesn't matter whether the subject is singular or plural when forming the past form of a verb.

A) The past simple of regular verbs.

Add '-ed' to the verbs below.

climb	climbed	work	
publish		arrest	
report		allow	
add		talk	
edit		stop	
comment		slap	
appear		walk	
wait		cook	
laugh		offend	
handcuff		witness	

B) NB: 'hanged' is used when referring to death by hanging.
 ➤ 'lied' is used when referring to not talking the truth.

Add '-d' to these verbs.

announce	announced	arrange receive	_____
advertise	_____	arrive	_____
state	stated	judge	_____
complete	_____	dance	_____
believe	_____	move	_____
achieve	_____	bake	_____
commence	_____	escape	_____
behave	_____	compare	_____
relieve	_____	deceive	_____
save	_____	date	_____

C) Drop "y" and replace it with "i" before adding "ed".

carry	_____	dirty	_____
bury	_____	supply	_____
apply	_____	rely	_____
reply	_____	fry	_____
dry	_____	beautify	_____
study	_____	party	_____
cry	_____	try	_____
copy	_____	marry	_____
spy	_____	clarify	_____

D) Add '-t' to these verbs to form the past simple tense.

learn	learnt	burn	_____
leap	_____	mean	_____
dream	_____	spoil	_____

E) Drop one '-e' add '-t' at the end.

kneel	_____	sweep	_____
creep	_____	feel	_____
sleep	_____	weep keep	wept

F) Drop the last letter and replace it with 't'.

lend	_____	build	_____
spend	_____	send	_____
bend	_____	smell	_____
spell	_____	spill	_____

G) Drop one '-e' or '-o' to form the past simple.

feed	_____	shoot	_____
speed	_____	bleed	_____
breed	_____	choose	_____

H) Change '-i' to '-a' to form the past simple.

sit	_____	begin	_____
sing	_____	give	_____
swim	_____	spit	_____
ring	_____	sink	_____
drink	_____	_____	_____

I) Change '-i' to '-u' to form the past simple.

wring	_____	shrink	_____
stink	_____	stick	_____
cling	_____	fling	_____
dig	_____	strike	_____

J) These verbs change completely.

be	_____	fight	_____
bear	_____	freeze	_____
become	_____	write	_____
bind	_____	get	_____
catch	_____	find	_____
do	_____	go	_____
eat	_____	flee	_____
fall	_____	grind	_____
break	_____	fly	_____
buy	_____	grow	_____
come	_____	forbid	_____

draw		have	
hear		forget	
hide		bite	
hold		forgive	
knit		blow	
know		lie	
lay		say	
lead		light	
leave		shine	
seek		lose	
sell		take	
saw		make	
think		sow	
stand		meet	
mistake		steal	
pay		tell	
swell		throw	
ride		wear	
rise		win	
run		tear	
leave		swear	
see		show	
shake		speak	
slide			

K) These verbs don't change at all when forming the past simple tense.

put		telecast	
cut		slit	
read		beat	
hit		cast	
burst		broadcast	
hurt		shut	
set		cost	
wet		split	
let			

Exercise

Use the correct form of the verb in brackets.

1. Amina _____ an article in The Independent Magazine yesterday. (write)
2. The Observer _____ the news about the elections in D.R. Congo. (publish)
3. The news about the minister's expulsion _____ on the front page yesterday. (appear)

4. He _____ in the newspapers last week. (advertise)
5. The editor _____ at the desk and wailed. (sit)
6. The columnist _____ an hour writing the column last month. (spend)
7. She _____ me with newspapers last night. (hit)
8. Who _____ my magazine yesterday evening? (hide)
9. The guard _____ the stranger breaking into the printing room yesterday night. (catch)
10. I _____ those newspapers last Thursday. (arrange)
11. They _____ my pullout last evening. (burn)
12. David _____ sad after reading the announcement in the newspaper. (feel)
13. He _____ very nice cartoons yesterday. (draw)
14. The teacher _____ his magazines on his desk. (leave)
15. The government _____ the editor of The Red Pepper last month. (forgive)

Writing sentences in the past simple tense.

Examples of sentences in the past simple tense:

1. I bought an original phone from Kampala Road.
2. He called his aunt last week.
3. The airtime card fell in water and got spoilt.

Exercise

Rewrite and change the following sentences to past simple tense.

1. Anthony is buying an expensive phone.
➤ Anthony bought an expensive phone.
2. That man fixes the phone terminals well.
3. There is a network mast on Lubya hill.
4. He is looking for the telephone contact from the directory now.
5. The postmaster delivers the letters on time.
6. The officer is arresting the careless driver.
7. Atwine throws away the books.
8. The thieves are breaking into the shop.
9. Jacob travels to town every day.

Adverbs

Adverbs are words that describe verbs, adjectives or other adverbs.
Use "just" or already in sentences.

Example:

- Birabwa's aunt has just arrived.

Exercise

Rewrite the sentences using: "just/already"

1. My sister-in-law is going away. (just)
➤ My sister-in-law has just gone away.
2. His niece met her friend. (already)
3. The cousin is cleaning the house. (just)
4. You sent an invitation card to your half-brother. (already)
5. Nancy gave birth to triplets. (just)
6. Their uncle was accused of defilement. (already)

7. Dad settled in a sparsely populated area. (just)
8. The family members were registered at the country headquarters. (already)

Language structures

Using prefer to

To prefer is to like one thing or person better than another, or to choose one thing rather than something else because you like it better.
Prefer takes preposition to.

Read these sentences.

- I prefer judges to magistrates.
- Serete prefers being a policeman to being a soldier.

Exercise

Rewrite these sentences using: ----- prefer ----- to -----

1. Isabirye, likes arrows more than guns.

► Isabirye prefers arrows to guns.

2. I like being a lawyer. I like being a judge more.

3. Peter enjoys defending the citizens more than attacking the rebels.

4. The old woman liked taking the criminal to the police station more than beating him.

5. The criminal liked to the police cells than the prison.

6. I would rather handle the case myself than giving it to the officer.

7. The policewoman likes arresting criminals. She likes recording statements the more.

8. The OC Kampala Central Police likes keeping law and order. He likes keeping peace more.

9. Peyton liked the security group more than the army.

10. The headmaster likes the fire -brigade more than the Criminal Investigation Department.

Practice

Rewrite the sentences using:

a) ----- like ----- more than -----

b) enjoy

Most people prefer killing criminals to handing them over to police.

► Most people prefer killing criminals more than handing them over to police.

That officer preferred listening to music to watching football.

The traffic officer prefers arresting drunken drivers to unlicensed ones.

Egyptians preferred demonstrating to having peace talks.

The chairperson LCI prefers settling conflicts to causing them.

Angume and Akello prefer staying in the camp to the barracks.

He prefers putting on the uniform to the usual clothes.

We should prefer creating peace to chaos.

The villagers preferred talking to the thieves to imprisoning them.

Language structures

Using: ----- rather ----- than -----

Rather is used to mean fairly or to some degree. It can also stand to mean better idea than the other.

Rather is always followed by "than", Since there is a sense of comparing two parties or ideas.

Rather can be used to replace "prefer" or "like".

Read these sentences.

- I would rather have twins than triplets.
- I would rather walk with cousins than nieces.

Exercise 2

Rewrite the sentences using: -----rather-----than-----

James preferred having quadruplets to quins.

➤ James would rather have quadruplets than quins.

- My father-in-law prefers eating rice to matoke.
- Her uncle preferred writing about family life to politics.
- Kandy's nephew liked shopping more than touring new places.
- It is better for my stepsister to visit her uncle than playing in the mud.
- Our grandfather prefers going to church to visiting friends.
- I prefer explaining to my father to explaining to my mother.
- The twins liked playing football more than riding bicycles.
- His mother-in-law liked boiling eggs more than frying them.
- Miriam's father-in-law preferred singing to dancing.
- Kamanzi's niece liked making friends more than quarrelling.

Language structures

Using:----- too-----to-----

too.....to..... is used to express a degree of extremity or a great degree and something cannot happen.

Read these sentences

- His telegram is too long to be sent.
- Rona's step father was too shy to conduct a clan meeting.

Exercise

Rewrite each pair of sentences using: -----too-----to-----

➤ The envelope is too old for us to use.

- The envelope is very old. We cannot use it.
- Winnie's grandfather is very old. Winnie's grandfather cannot remember his date of birth.
- Fatima's daughter is very young. She cannot begin school now.
- Your father is very busy. Your father cannot edit the articles.
- My mother is very kind. My mother is not hated by anyone.
- Moses' stepmother is very cruel. She cannot look after him well.
- Our half-brother was very rich. He could not fail to pay our school fees.
- Their aunt is very short. Their aunt cannot touch the top of the cupboard.

Rewrite as two separate sentences.

Practice

- The man is too fat to pass through the door way.
- Simon's grandfather is too old to carry a heavy bag.
- Oloya's grandmother is too slow to walk up to the market.
- Shanitah's son is too young to marry.
- Mark's nephew is too shy to take part in the debate.

Language structures

Using: ----- too ----- for ----- to -----

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

Read these sentences.

- Father is too strong for the son to fight with.
- The morning was too cold for my sister-in-law to go out without a sweater.

Exercise

Rewrite each pair of sentences as one using: -----too-----for-----to-----

- Sarah is very young. Her father cannot allow her marry.
- The boy is very weak. His mother cannot allow him carry the luggage.
- Your step father is very strict. Jakaya cannot fool him.
- Joseph's niece is very disobedient. I cannot forgive her.
- My mother-in-law is very busy. The visitors cannot chat with her.
- I am very tired. Your half-sister cannot add any more work.
- This box is very heavy. My little sister cannot carry it alone.

Language structures

Using:-----just-----

Read these sentences.

- My aunt has just given birth to twins.
- Your niece has just got married to an Ethiopian.
- Their mother has just left for Zambia.

Exercise

Rewrite the following sentences using:-----just-----

- His grandmother bought an expensive car a few days ago.

➤ His grandfather has just bought an expensive car.

- My niece gave birth to a baby girl a while ago.

- Andy's father-in-law lost his wife recently.

- Rose wedded this week.

- Yugo's cousin completed P.7 a few weeks ago.

- Lule's brothers-in-law had a meeting a while ago.

- My half-brother, the stationer, sold many books three minutes ago.

- Hamas' stepsister left for Jinja a little while ago.

- My nephew visited her aunt a short while ago.

- The family meeting ended a few hours ago.

Language structures

Using:such.....that.....

This is a structure of result. 'such' is an adjective and it is used before an adjective + noun. The formula is:

Subject + such a / an + noun + that + predicate

Note:

Such takes "a" when it is followed by a word with a consonant sound and singular noun, takes.

Such takes "an" when it is followed by a word with vowel sound

e.g----such an old----

Read these sentences.

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

b) Sam's brother-in-law has such healthy cows that everybody admires them.

Exercise

Rewrite each pair of sentences as one using:such.....that.....

1. Clare is very obedient. Clare's niece is always pleased with her.

► Clare is such an obedient girl that her niece is always pleased with her.

2. My uncle is a cruel man. I fear to talk with him.

3. The bride's mother-in-law was a very old woman. She could not attend the wedding.

4. A niece of mine has a very cute dress. You would love to own it.

5. Kitty's nephew has a very good hand writing. All his teachers can read it.

6. Your grandmother is a very humble lady. I love to live with her.

7. His half-brother is a very rude man. People near him hate him.

8. Our grandfather is a very old man. He can neither see nor hear.

9. My step-mum is wearing very expensive shoes. No other person can afford them.

10. Denis is a very bright boy. He will answer all the questions correctly.

11. Your son-in-law is a very obedient man. We all love to work with him.

Language structures

Using:but.....

Rule: "But" is commonly used in contrasts to make the fact weaker than thought to be.

Read these sentences.

a) Mr. Kyaka is my father but I do not live with him.

b) My aunt lives near the school but she always arrives late.

Exercise

Join the following sentences using:but.....

► My niece is a moslem but she does not pray on Friday.

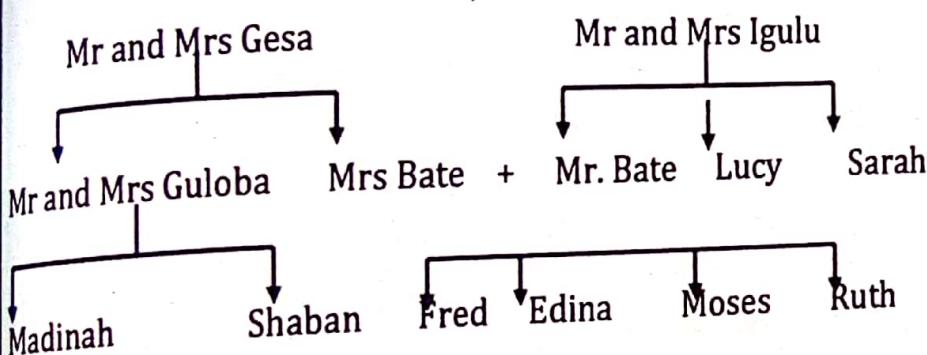
2. That teacher is my uncle. He does not help me with homework.

3. Mugisha is a prefect. He does not favour his relatives.

4. The magistrate is your half-brother. He will not help you on that case.
 5. Her grandmother lives in Abim. Her grandfather lives in Ishaka.
 6. Carol has a home in Kampala. Carol works in Wakiso.
 7. Your aunt is cruel. She gives me money to buy eats.
 8. Rachael is my sister. We do not go to the same school.
 9. Davies has four brothers. Davies has one sister.
 10. Our grandmother is old. She still does work at home.

Comprehension (information)

Study the family tree carefully and, in full sentences, answer the questions about it.



Questions:

1. Who is Mr. Guloba's father?
 2. Who is the father of Sarah?
 3. How is Moses related to Lucy?
 4. What is the relationship between Mrs. Bate and Mrs. Guloba?
 5. What is the relationship between Shaban and Mr. Gesa?
 6. How many cousins does Shaban have?
 7. How many grandchildren do Mr. and Mrs. Gesa have?
 8. How many grandsons does Mrs. Igulu have?
 9. How is Fred related to Mr. Igulu?
 10. What type of family is Mr. and Mrs Igulu's?

Comprehension (poem)

Tondra C. Tutem wrote a poem to her granddaddy. Read it carefully and then answer, in full sentences, the questions that follow.

Granddaddy Granddaddy
I really admire you
At 70 and you are still strong
Going to the garden at 7:00a.m.
Not until it is 11:00a.m. for you to return.

Granddaddy Granddaddy
Always welcoming everyone home
The nephews, grandchildren and passers-by
Telling them interesting stories
That make them laugh hard.

Granddaddy Granddaddy
Your absence is a problem
It makes everyone sad
We all sit and watch the road
Waiting to see your blue car.

Questions:

- a) Who is admired?
- b) How old is the granddaddy?
- c) How long does the granddaddy take in the garden?
- d) Which people are welcomed home?
- e) What do those people do when they reach home?
- f) According to the poem, what makes people sad?
- g) What do those people at the road want to see?
- h) Who wrote the poem?
- i) What means of transport does the granddaddy have?
- j) Suggest a suitable title to the poem.

Composition

The dialogue below took place between a daughter and a mother. What the mother said has been given. Complete it by filling in what you think was the daughter's response.

Mother: Good evening, Sarah.

Sarah: _____

Mother: What are you doing?

Sarah: _____

Mother: What is the homework about?

Sarah: _____

The Sipro Primary Six English Pupil's Book

Sarah:

Mother: May I ask you a few questions about family relationships?

Sarah:

Mother: What do you call your uncle's daughter?

Sarah:

Mother: That's right. Last question, what do you call your father's father?

Sarah:

Mother: Good, that means you were attentive in class.

Sarah:

Mother: Ok, what are you going to do after completing your work?

Sarah:

Mother: I have already washed the dishes. I want to send you to aunt Sarah.

Sarah:

Mother: Nothing is wrong with her but I want you to take some food to her.

Sarah:

Comprehension (poem)

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

I love my grandparents so much,
Old as they are,
They tell interesting stories
And give me words of wisdom.

I love my aunties and uncles so much,
When Dad and Mom are away,
They take care of me
Like I'm their own child.

I love my cousins so much,
I learn a lot from them
When we play football and netball together
And when we do some chores together.

I love every relative of mine so much,
Especially those who are good to me.
But those who abuse me,
I stay away from them.

Questions:

- Who are the oldest people in the poem?
- What kind of words is the writer of the poem given?

- (c) Who takes care of the writer when his mom and his dad are away?
- (d) Why does the writer love his cousins so much?
- (e) Mention one game that the writer plays with his cousins.
- (f) Which relatives does the writer love so much?
- (g) From whom does the writer stay away?
- (h) Give another word or group of words with the same meaning as each of the underlined words in the poem.

 - (i) grandparents
 - (ii) chores

- (i) Suggest a suitable title to the poem.

Comprehension (dialogue)

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

Son: Good afternoon, Dad!

Father: Good afternoon, Son.

Son: Please, Dad I would like to talk to you.

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

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

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

Son: An important meeting! What is it about?

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

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

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

Son: But Dad! What is incest?

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

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

Questions

- a) Who are taking part in the dialogue?
- b) At what time of the day did the dialogue take place?
- c) Why didn't the father talk to the son at that time?
- d) Where was the father going for the meeting?
- e) What was the cause for the meeting?
- f) What type of meeting was the father going to attend?
- g) Why do you think it was wrong for Connie and Bobby to marry each other?
- h) What is incest, according to the dialogue?
- i) How is Connie related to Bobby, according to the dialogue?

Comprehension (information)

The budget below was made by Ntuyo's Family before they travelled upcountry to visit their relatives. This journey to Kabule - Mityana District was in August 2020. Study it carefully and then answer, in full sentences, the questions that follow.

Item	Quantity	Amount	Person in charge
(a) Fuel for pickup truck.	20 litres	80,000	Mr. Ntuyo
(b) Bread for Grandpa and Grandma's family	10 loaves	45,000	Mrs. Ntuyo
(c) Cake for celebrating Ntuyo Junior's birthday	1 (twelve tiers)	600,000	Mrs. Ntuyo
(d) soda	4 crates	80,000	Mr. Ntuyo
(e) cocks	5	150,000	Mrs. Ntuyo
(f) beef	10 kilos	130,000	Mr. Ntuyo
(g) rice	1 bag (25 kilos)	95,000	Mr. Ntuyo
(h) soap	10 bars	35,000	Ntuyo Junior
(i) hiring a generator	1	100,000	Magunda
(j) Tarpaulin	2	120,000	Magunda
(a) others	—	200,000	Mr. Ntuyo
Total = Sh 1,635,000			

Questions:

- Which family made the budget above?
- Where do Ntuyo's relatives live?
- How did the family above travel to their destination?
- How much was spent on bread?
- Whose birthday was celebrated during the above visit?
- Apart from beef, which other sauce was prepared for the above occasion?
- Which was the most expensive item on the budget?
- Which item did Ntuyo Junior purchase?
- Why do you think the above family needed a generator?
- What was bought in tiers?

Practical work

- Draw your family tree.
- Write down names of twins in your class, neighbourhood or family.
- Write down the relationship between you and the people in your home e.g.
Mr. Ssembirige John is my father.
- Write down the relationship between you and the people in your grandfather's home. e.g. Nalule Cissy is my aunt.

Composition (jumbled story)

Unjumble the given sentences and come up with a good story.

- a) A day before the meeting, my family and I started our journey from Mbale to Kiruhura.
- b) It was late in the evening when we reached Kiruhura.
- c) Last year, we had a very big Family Get Together meeting.
- d) On our way, we had to stop over at Iganga to pick the family of uncle Ashaba.
- e) The meeting was held in September at my grandfather's home in Kiruhura
- f) The small brief meeting was to discuss the programme for the next day.
- g) And finally the day for the big meeting came and we all sat to discuss the future of the family.
- h) They gave us seats and greeted us in Runyankole.
- i) On arrival at my grand's, many people who had arrived earlier welcomed us.
- j) Soon after we had been greeted, my father, grandfather and uncles held a small meeting.

Practical Exercise

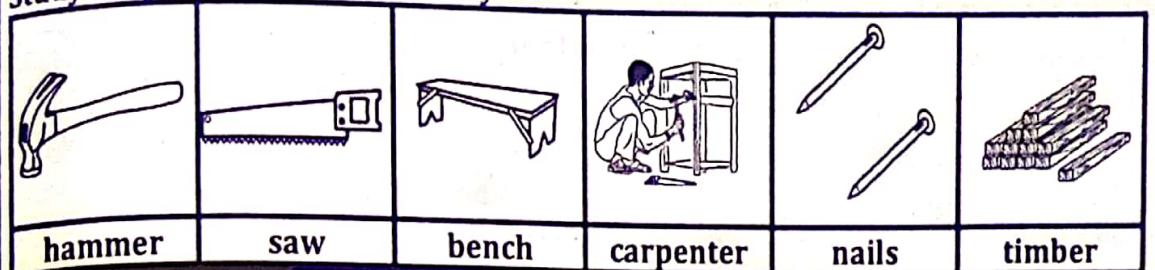
What do you call :

- a) your brother's wife?
- b) your sister's daughter?
- c) your uncle's son or daughter?
- d) your father's mother?
- e) your mother's elder sister?
- f) your husband's mother?

TOPIC 4: OCCUPATIONS.

SUB-TOPIC 4 A: CARPENTRY

Study the pictures below carefully.



Vocabulary practice

Read and learn the meaning of these words.

carpenter: a person who makes and repairs wooden objects and structures.

➤ *Gideon's stepbrother is a carpenter.*

clamp: a tool for holding things tightly together by means of a screw.

➤ *He used a clamp to hold the four pieces of timber together.*

drill: a machine which makes holes in wood or metals.

➤ *Hamilton uses a drill to make holes in the door frames.*

furniture: things or objects that can be moved such as chairs, desks, benches, tables, etc. that are put into a house or an office to make it suitable for living or working in.

➤ *Most of the furniture in that office is old.*

glue: a sticky substance used to fix things firmly together.

➤ *My father fixed the wood with glue.*

plane: a tool with a sharp blade used to make wood smooth.

➤ *He smoothed the wood using a plane.*

plank: a flat piece of wood used to make furniture.

➤ *I only have seven planks for making a bed.*

polish: to make something clean and shiny using a brush or rug.

➤ *The carpenter polished the side board before selling it.*

sandpaper: strong rough paper for making wood and other things smooth.

➤ *If you buy sandpaper, you will make this plank smooth.*

saw: a tool with a blade which has sharp teeth for cutting wood or metal.

➤ *The carpenter used a saw to fell a tree.*

varnish: a liquid used to polish wood or metal.

➤ *This varnish will not be enough to polish that bed.*

Exercise

A) Use the words given in the box to fill the blank spaces.

varnish, saw, plane, hammer, drill, bench, carpenter, desks

1. These planks are very rough, you need a _____ to make them smooth.
2. The carpenter made very beautiful _____.
3. We use a _____ to fix nails into wood.
4. Mr. Owen, the _____ sells his desks expensively.
5. Please, get me that new _____ I want to cut some wood.
6. The head teacher bought eight _____ from a workshop.

7. Where is my _____? I want to make holes in this table.

8. May I have some _____ for polishing my new table?

B) Fill the blank spaces with the correct form of the word given in brackets.

1. The carpenter _____ the planks firmly before he fixed the nails. (join)

2. She _____ sandpaper to make the plank smooth. (use)

3. _____ a plane, the carpenter made the surface of the timber smooth. (use)

4. That workshop _____ very durable chairs annually. (produce)

5. The man _____ the chairs before selling them. (polish)

6. Have you already _____ the door frames? (fix)

7. The carpenter _____ a good table but nobody bought it. (make)

Language structures

Using: What is-----used for?

Examples:

i) What is sandpaper used for?

➤ *Sandpaper is used for making wood and other materials smooth.*

ii) What is a drill used for?

➤ *A drill is used for making holes in wood or metal.*

Exercise

1) Write the correct answers for the following questions.

a) What is a plane used for?

b) What is varnish used for?

c) What is glue used for?

d) What is a bench used for?

e) What is a plank used for?

f) What is a hammer used for?

g) What is a clamp used for?

h) What are nails used for?

i) What is a mallet used for?

2) Form sensible questions for which the following are the appropriate answers.

a) Sandpaper is used to make wood smooth.

b) A saw is used to cut wood.

c) A chair is used for sitting on.

d) A screwdriver is used for fixing screws into wood.

e) A drill is used to make holes into wood.

f) A hammer is used for fixing nails into wood.

3. Match the tools in list A with their functions in list B	
A	B
screw driver	making holes in wood or metal
hammer	fixing nails into wood
desk	fixing screws in wood or metal.
saw	smoothing wood
plane	sitting at
tape measure	sticking wood firmly together
drill	polishing wood
glue	measuring wood
varnish	

4. Answer these questions:

What will you use to:

- a) make the wood smooth before adding varnish?
- b) stick two door joints firmly together?
- c) hit the nails or fix the planks together?
- d) cut the planks into pieces?
- e) make holes into a piece of wood?
- f) make a piece of timber smooth?



Language structures

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

Examples

- a) How does a carpenter make a frame?
(Cuts the planks into pieces using a saw, joins them using a hammer and nails, makes planks smooth using a plane).

- First the carpenter makes the planks smooth using a plane, next he cuts them into pieces using a saw, and then he joins them using a hammer and nails.
- b) What do you do when you want to polish a table?
(make the table smooth using sandpaper, polish using varnish, put in the sun to dry)
➤ First make the table smooth using sandpaper, next polish it using varnish, then put it in the sun to dry.

Exercise

Use the guiding words given in brackets to make sentences.

1. What do you do when you want to polish a bed? (smooth the wood using sand paper, polish it using varnish, put in the sun to dry)

2. How does a carpenter make a desk?

(cuts wood with a saw, makes wood smooth with a plane, fixes wood with nails)

3. How does a carpenter make a window frame?

(smooths planks with a plane, fixes the frames with glue, inserts them into the window with a mallet)

4. How does a carpenter make a door frame?

(cuts wood into pieces using a saw, joins the pieces together with nails, makes holes in wood with a drill)

5. How do we get wood?

(fell the tree down using a saw, cut the felled tree into pieces using a saw, then you season it/dry it)

Language structures

Using:**besides**.....

Besides is used to mean in addition to somebody or something; or apart from somebody or something.

Read these sentences.

a) Besides being a carpenter, Mr. Bwambale also writes novels in his free time.

b) The carpenter made a table besides a chair.

Exercise

A) Rewrite the sentences beginning: Besides-----

1. He bought glue in addition to nails.

➤ Besides glue, he also bought nails.

2. She fixed a chair in addition to a desk.

3. Mukibi fixes broken chairs apart from roofing his shelter.

4. Isabirye bought stools apart from borrowing some.

5. Obote makes beds apart from polishing them.

B) Join the sentences using:----- **besides**-----

1. We need wood in addition to planks.

2. He planned the planks on top of sharpening the saw.

3. The carpenter made a double decker in addition to a single decker.

4. He drills wood in addition to planks on top of drilling them.

5. Sandra retails timber in addition to selling it in wholesale.

Language structures

Using: **Though**.....

When though is used at the beginning of a sentence, a comma is needed for some pause.

Read these sentences

a) Though John is not a trained carpenter, he makes good beds.

b) Though Mr. Lugonvu has a lot of money, he does not have good chairs.

Exercise

Rewrite the sentences beginning: Though-----.

I went to the workshop. I did not buy any chairs.

➤ Though I went to the workshop, I did not buy any chairs.

1. Your father always buys good timber. He does not make nice chairs.
2. My brother is not a trained carpenter. He makes good and durable furniture.
3. The carpenter made nice tables. None of them was bought.
4. We paid money to the carpenter. She hasn't made our furniture.
5. He had all the required nails. He did not fix any nail into the chair.

The present simple tense

This tense is used to express repeated actions or unchanging situations, emotions and wishes. It is also used to give instructions or directions and to express fixed arrangements.

- The present simple tense shows actions which happen every day, regularly, always, often, sometimes, usually or more than once.
- It talks about a permanent situation or something that is always true.

Read these sentences.

- a) The carpenter smokes cigarrates. (habit)
- b) My brother watches cartoons every day. (repeated action)
- c) Our holidays start on 1st May 2019. (fixed arrangements.)
- d) Turn left and slope down. (instructions)
- e) The sun rises in the East. (general truth)

When the subject is singular, the main verbs are affected by adding "s", "es" or "ies".

i.e.

He
She
It
John

} add 'ies', 'es' or 's' to the verb.

Note: "I" doesn't affect the main verb.

The main verb is not affected once the subject is plural i.e.

We
They
John and Peter
The dogs

} Do not add "ies", "es", "s" to the verb.

Read these sentences.

1. Omaido calls his parents twice a week.
2. Whenever a new cell phone is on market, he buys one.

That woman repairs phones very well.

NB:

Verbs remain in their original form (infinitive) for pronouns, you, I and plural subjects.
With singular subjects, these verbs undergo very many changes.

A) Add 's' to the following verbs:

Verb	Singular subjects
bank	
save	
deposit	
withdraw	
forged	
bounce	bounces
balance	
account	

B) Add 'es' to the verbs below:

Verb	Singular subjects	Verb	Singular subjects
pass		trash	
dress		branch	
fix		crush	
press		polish	
fetch		discuss	
brush		bleach	
catch		preach	
		process	

C) Change 'y' to 'i' and add 'es' on the verbs.

Verb	Singular subjects	Verb	Singular subjects
try		bury	
dry		copy	
carry		beautify	
study		clarify	
supply		pity	
fly		rely	
spy		party	
dirty		accompany	

Exercise

A. Use the present simple tense of the verb given in brackets to complete the sentences.

1. That criminal _____ money notes every day. (forge)
2. That cashier is not so good but she _____. (try)
3. The security guard _____ a gun daily. (carry)
4. Lususu _____ like tellers. (dress)
5. Diego _____ with Stanbic Bank. (bank)
6. Alvin _____ to City Bank almost every day. (go)
7. Every cashier _____ for every single shilling. (account)
8. That lady _____ books of accounts in that bank daily. (balance)
9. That workshop _____ nice chairs. (produce)
10. The carpenter _____ the angles of a bed. (mark)
11. He _____ wood before cutting it into planks. (smooth)
12. James _____ a lot of chairs every week. (make)
13. The girls always _____ the planks to the workshop. (carry)
14. Pastor Ntulume _____ desks, tables and benches from that carpenter. (buy)
15. They _____ nice beds from wood. (design)
16. Whenever I make chairs, my son _____. (polish)
17. The national furniture trade fair _____ place annually. (take)
18. She sometimes _____ the planks before joining them using glue. (plane)

B. Rewrite the following sentences in the present simple tense.

1. My father sold touch screen phones.
► My father sells phones.
2. He called his relatives once a week.
3. That company built tall masts.
4. Urban Television broadcast news at 8:00p.m.
5. How often did you make phone calls.
6. Moses carried a phone all the time.
7. She paid the service fee whenever she made a call.
8. They received the call.
9. Ochom sent letters to his aunt in Gulu.
10. The children watched news after classes.

The present continuous tense.

- ❖ The present continuous tense is used for actions happening at that real moment.
- ❖ The action should have started earlier and still going on by the time of reporting.
- ❖ The main verbs take-ing and a helping verb "is" / "are" is needed to modify the tense.

The helping verbs must agree with the subjects.

Examples :

I - am

He

She

It

Singular

is - the third person

You

We

They are

Plural Noun

Read these sentences.

- (a) The carpenter is smoothing the planks.
- (b) The carpenters are smoothing the planks.
- (c) I am cutting wood using a saw.
- (d) She is polishing the bench using varnish.

The verbs below are normally not used in the present continuous tense because they refer to states rather than actions or processes.

1. Senses/ perception

-feel, hear, see, smell, taste

2. Opinion

-assume, believe, consider, doubt, feel (think)

Find (consider) suppose think.

3. Mental states

-forget, imagine, know, mean, notice, recognise, remember, understand

4. emotions/ desires

-envy, fear, dislike, hate, hope, like, love, mind, prefer, regret, want, wish.

5. Measurement

Contains, cost, hold, measure, weigh

6. Others

-look (resemble) seem, behave (possess)

The perception verbs are often used with "can" e.g.

(i) I can see an umbrella.

Formation of the continuous (progressive) tense.

a) Verbs ending in -single "e" add -ing after dropping -e.

infinitive	continuous	infinitive	Continuous
file	filng	plane	planing
move		cope	
make		compose	
write		drive	
ride		bake	
accuse		divide	
choose		revise	
live		produce	
shake		manage	

b) most verbs with one syllable and one vowel and end in a single consonant (except w, x, and y), double the consonant before adding 'ing'

infinitive	continuous	infinitive	continuous
run	running	clap	
win		drop	
beg		stop	
begin		shut	
rub		cut	
rob		put	
permit		hop	

man prefer	preferring	wrap sit	sitting
c) other verbs ending in consonants add -ing			
infinitive	continuous	infinitive	continuous
work	working	design	designing
mark		pay	
splash		dirty	
plant		polish	
start		varnish	
dry		join	
sell		match	
buy		finish	

Exercise

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

1. The woman is _____ for nice desks to buy. (look)
2. I am _____ this tree in order to get timber. (fell)
3. She is _____ the planks smooth before she joins them. (make)
4. Is the carpenter _____ wood into equal pieces? (cut)
5. They are _____ the furniture. (drill)
6. You are not _____ that window frame wisely. (design)
7. The workers are busy _____ their workshop. (clean)
9. The boy is _____ on the already made bed. (lie)
10. They are _____ the sideboard. (polish)
11. The carpenter is _____ the nails into the table. (fix)

Grammar

Using:has / have

Has and have are used to form the present perfect tense.

Note: Has and have can also be used to show possession e.g.

He has two spanners.

Use 'have' or 'has' to complete the sentences.

1. Okuti's car _____ broken down
2. The mechanics _____ bought new spokes for the bicycle.
3. The driver _____ started the engine.
4. The passengers _____ misplaced the spare tyre.
5. I _____ bought new wheels for the car.
6. He _____ used a pump to put pressure into the bicycle tube.
7. How many vehicles _____ the mechanic repaired?
8. The stone _____ hit the windscreen.
9. Mr. Kabuye _____ dirtied the side mirror.
10. The bicycle _____ been taken to the garage.

The present perfect tense

The present perfect tense is used to express actions that happened in a period of time and is not yet finished.

It is also used when the time in the past is not mentioned or is not important.

Or to express actions that took place in the past but the effects are felt in the present.

a) The tense is used to indicate completed activities in the immediate past. e.g

➤ He has just baked a delicious cake.

b) An action when the time is not important back.

c) The tense is also used to indicate past actions as we think more of their effect in the present than of the action itself.

e.g. Jesca has eaten all the biscuits.

d) The tense is also used to denote an action beginning sometime in the past and continuing up to the present moment. e.g We have baked cakes for several years.

e) An action performed during a period that has not yet ended e.g.

-She has baked caked twice this week.

The helping verbs has and have are used to modify the main verb.

It	has	I	have
He		we	
She		you	
Singular Noun		they	
Plural		Plural	

The main verb changes to the perfect form.

Read these sentences.

1. Tom has bought four benches.
2. She has drawn a saddle.
3. They have gone back.

a) Regular verbs with the perfect tense.

infinitive	Perfect Has/have	infinitive	Perfect Has/have
play	played	carry	carried
scare	scared	mark	marked
plane	planed	join	joined
hammer	hammered	advise	
polish		jump	
look		shout	
design		pray	

b) Irregular verbs with perfect tense.

infinitive	perfect	infinitive	Perfect
take	taken	draw	drawn
sell	sold	grow	grown
ring	rung	make	made
show	_____	cut	_____
leave	_____	put	_____
buy	_____	bring	_____

c) Irregular verbs with perfect tense.

infinitive	perfect	infinitive	Perfect
take	taken	draw	drawn
sell	sold	grow	grown
ring	rung	make	made
show	_____	write	_____
leave	_____	fly	_____
buy	_____	bring	_____
		sing	_____
		hang	_____

c) Some verbs do not change in participle form.

They maintain the infinitive form.

Examples

Infinitive	Perfect (has/have)
cut	cut
put	_____
bet	_____
hurt	_____
let	_____

Exercise

Use the correct form of the word given in brackets to form the present perfect tense.

1. The cyclist has _____ the bicycle bell. (ring)
2. Has she ever _____ a bicycle? (ride)
3. The windscreen has got _____. (break)
4. My father has just _____. (buy)
5. The driver has _____. on the steering. (sleep)
6. The mechanic has _____. out my new spokes. (give)
7. The traffic officer has _____. the whistle because the car's boot has opened. (blow)
8. The customer has _____. the most durable wheel. (choose)
9. She has _____. the chain on the rope. (hang)
10. The careless man has _____. his wipers at the garage. (leave)

Active and passive voice in the present continuous tense

Being is used to represent the continuous tense. A verb in the past participle is used.

Examples :

- a) Angella is making good chairs. (active)
- Good chairs are being made by Angella. (passive)
- b) The carpenter is polishing the bench.
- The bench is being polished by the carpenter.
- c) She is cutting wood into planks.
- Wood is being cut into planks.

Exercise

Rewrite the following sentences in the passive voice.

1. The man is planing the window frames.
2. The carpenter is taking measurements the planks.
3. Jamada and Masha are sorting the nails.
4. The carpenter is sharpening the saw.
5. The customer is buying some desks.
6. Our head teacher is bringing more desks.

Active and passive voice in the present perfect tense.

been plus a verb in the past participle is used.

Examples

- a) Angella has made good chairs. (active)
- Good chairs have been made by Angella. (passive)
- b) The carpenter has polished the desks.
- The desks have been polished by the carpenter.
- c) She has cut wood into planks.
- Wood has been cut into planks.

Exercise

Rewrite each sentence in the passive voice.

1. The carpenters have organized a meeting.
2. The man has just felled a huge tree.
3. The manager has sold seven chairs.
4. They have cut the wood into short planks.
5. Mr. Mubaazi has sold nice sideboards.
6. The carpenter has made good benches.
7. The man has bought a new tape measure.

Active and passive voice in the past simple tense.

The helping verbs was and were are used plus a verb in the past participle.

Examples

1. Opio read the news yesterday.
- The news was read by Opio yesterday.
2. Mable called the mechanic.
- The mechanic was called by Mable.

Exercise

Rewrite the following sentences in passive voice.

1. That man helped me.
2. Nassaka washed the utensils.
3. Sara broke the teacher's seat.
4. Mazo saw an aeroplane.
5. Amina passed the exams.
6. My mother drank cold juice last night.
7. Desire told us an interesting story.
8. The mechanic lost the toolbox.
9. Monica dirtied the uniform.
10. Omedo cut the tree.

Common mistakes

Changing a sentence to passive voice.

Sentence:

The carpenter has sent me to buy a spanner.

Incorrect: I have been sent to buy a spanner by the carpenter.

Correct: I have been sent by the carpenter to buy a spanner.

Comment: Write the verb next to the doer of the action e.g. sent (Verb) carpenter (doer) of the action.

Comprehension (notice)

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

NOTICE	
The general public is hereby notified that Kabaawo Carpentry Mart has organized an exhibition	
Date: Friday, July 15, 2020	
Venue: Kabaawo Grounds	
Time : 10:00a.m. – 4:00p.m.	
Entrance: 32,000/= each	
<i>Come one, come all!</i>	
Management 26/6/2020	

Questions

- a) What is the above information about?
- b) Who is notified?
- c) Which company has organized the exhibition?

- d) When will the exhibition take place?
- e) Where will the exhibition be staged?
- f) How long will the exhibition last?
- g) How much is the entrance fee?
- h) At what time will the event kick off?
- i) Who put up the above notice?
- j) When was this notice written?

Comprehension (information)

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

QUICK FURNITURE SHOP

This is to inform the general public that we have new items in stock.

We have replaced three-seat sofas with two-seat sofas.

We have also brought hard wood tables instead of soft wood tables.

For more information, visit us at our offices in NONZO or call

Tel. 77002131

Questions:

- (a) Which company wrote the above information?
- (b) To whom is the information written?
- (c) Which sofas did the company use to sell?
- (d) According to the information, which tables are in the shop?
- (e) How can customers talk to the owners of the shop?

Comprehension (passage)

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

After two months of floods, the people of Ngoto were left helpless. They had no food, shelter and where to graze the animals. The floods had destroyed all the gardens and granaries. The area member of Parliament, Mr. Ojon thought of what to do so as to save his people from the suffering. He thought of starting carpentry projects for the adults and youths.

He organized them in groups of thirty people each. He bought tools like; hammers, pairs of pliers, clamps, saws, sandpaper and nails. He also provided them with timber and varnish. The men and youths worked very hard under mango trees. They produced beautiful and attractive items. Each group made different items. Bado Group made desks, Kati Group made chairs and stools; while Mambo Group made

tables and beds. In two months, each group had made some good amount of money. They were then able to buy food, rebuild their houses and even pay their children school fees. Those groups were also able to lend money to other women groups within the district. All the people were happy for having such a wonderful leader.

Questions:

- (a) Which place was affected by floods?
- (b) For how long did the floods last?
- (c) Who is Mr. Ojon?
- (d) Which projects were put in place for the people?
- (e) How many people were in each group?
- (f) Where did these people carry out their activities?
- (g) How did the men and youths help the women groups?
- (h) Write another word or group of words to mean the same as the underlined words in the passage.
 - (i) save
 - (ii) starting
- (i) Suggest a suitable title to the story.

Composition (jumbled story)

The sentences below are not in their correct order. Rearrange them to make a sensible story.

- (a) I enjoyed each of the two lessons very much.
- (b) We learnt this topic systematically.
- (c) She taught most of the words using real objects.
- (d) What memorable lessons they were!
- (e) Two weeks ago, we learnt about carpentry.
- (f) Learning vocabulary took us two lessons.
- (g) In the first place, we learnt the meaning of carpentry.
- (h) I was able to see and touch a saw, a drill and a hammer for the first time.
- (i) After knowing the meaning of carpentry, we learnt related vocabulary.
- (j) My joy was caused by the teacher's way of teaching.

Comprehension (dialogue)

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

Paatu: It is very nice to see you, Mr. Kwajja.

Kwajja: Thank you. How are you dear and how is your family?

Paatu: Hmm.....I am not fine. My son broke uncle John's chair this morning.

Kwajja: How did he break it and which son of yours?

Paatu: Junior Bright. He was playing with his friend, on jumping, he landed on a chair and broke it.

Kwajja: Oh! That is bad news. Now what do you want me to do for you?

Paatu: Since you are a carpenter, I request that you make me a new chair for me so that I can replace uncle John's.

Kwajja: But....., I think I can repair the broken one.

Paatu: No! That is impossible. John says he needs a brand new chair.

Kwajja: Okay, then. You will pay fifty five thousand shillings for a new one.

Paatu: That is too much money. Please, make it at forty nine thousand shillings.

Kwajja: Alright. I will, because you are my brother-in-law.

Paatu: Thank you very much. Here is some deposit.

Kwajja: Thank you.

Questions

- a) How many people are taking part in the dialogue?
- b) Where is the dialogue taking place from?
- c) Why did Paatu go to Kwajja's workshop?
- d) Who broke the chair?
- e) Whose chair was broken?
- f) Who is the carpenter, according to the dialogue?
- g) Why couldn't the broken chair be repaired?
- h) How much money did Paatu pay for the chair?
- i) What is the relationship between Kwajja and Paatu?
- j) Give another word or group of words that mean the same as impossible?

Practice.

Write a letter to your father. In the letter, inform him that you were playing in class during lunch hour break and you broke the teacher's desk. Let him know that you were forwarded to the headmaster who asked you to replace the broken desk. Use your school address.

Practical work

Visit a workshop. Write down all tools and wooden products you find at the workshop.
Write an advertisement to market the products you have seen.

Common mistakes

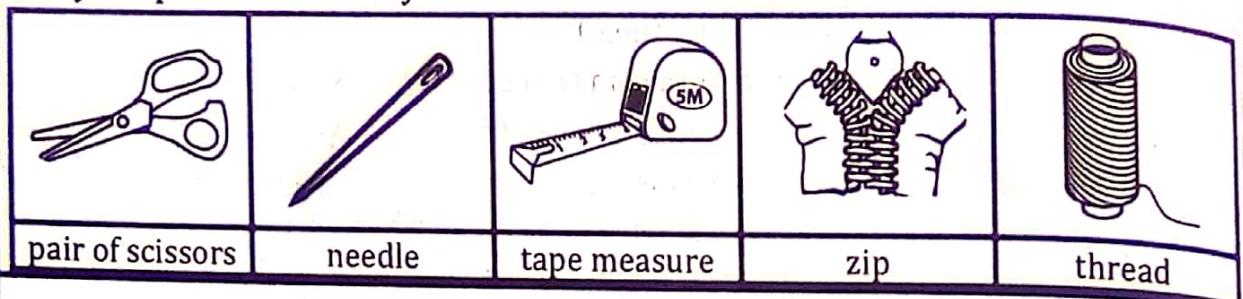
Incorrect : A carpenter is a person who makes furniture.

Correct : A carpenter is a person who makes and repairs wooden objects and structures.

Comment: Furniture are objects that can be moved such as tables, chairs and beds that are put into a house or an office to make it suitable for living or working in.

SUB-TOPIC 4B: TAILORING

Study the pictures carefully.



Vocabulary practice

Read and learn the meaning of these words.

bobbin: a small device in a sewing machine on which a thread is wound

➤ *Wind some threads on this bobbin.*

button hole: a hole on a piece of clothing for a button

➤ *The tailor designed nice button holes on my shirt.*

Seam: a line where two edges meet and are sewn together.

➤ *My color seam is well designed.*

design: The general arrangement of the different parts of something made

➤ *The basic design of the men's wear is very diplomatic.*

garment: a piece of clothing

➤ *The seamstress designed a shapeless garment.*

seamstress: a woman who sews and makes clothes

➤ *The seamstress ironed the dress after sewing it.*

patch: a small piece of cloth used to cover a hole in a cloth, to patch is to cover a hole in another cloth.

➤ *The tailor used a patch to cover my torn trousers.*

Sewing machine: a machine that is used for sewing things that are made out of cloth

➤ *The tailor bought a new sewing machine.*

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

➤ *The seamstress used a pair of scissors to cut the cloth.*

Stitch: to use a needle and thread to join, decorate or repair pieces of cloth.

➤ *Which tailor stitched this nice suit you are wearing?*

thimble: a small metal or plastic object worn on the end of fingers to protect them when sewing

➤ *Remember to wear a thimble before you start sewing.*

hem: to fold and sew the cloth edge.

➤ *The seamstress hemmed their cloths.*

thread: a thin string of cotton, wool or silk used for sewing garments

➤ *The tailor had very nice threads for sewing.*

tape measure: a long narrow strip of plastic or cloth marked with measurements

➤ *The lady uses a tape measure to take my length.*

Exercise

A) Use the correct form of the given word to fill the gaps.

1. My jacket has only three button holes. (hole)
2. The tailor was _____ the cloth using a pair of scissors. (cut)
3. The seamstress has been _____ a party dress. (sew)
4. There is a difference between sewing and _____. (knit)
5. I can't tell the exact _____ of this pair of trousers. (measure)
6. The tailor was _____ a thimble on his thumb but he cut his finger. (has)

B) Form the plural of the following words.

button _____

needle _____

sewing machine _____

thimble _____

garment _____

cloth _____

seamstress _____

design _____

measurement _____

stitch _____

Language structures

Using: Be careful when----- because-----

Read these sentences.

- a) Be careful when stitching the cloth because you may hurt your finger.
- b) Be careful when sewing the jeans because you may break the needle.

Exercise

Use the given words to make interesting sentences beginning:

Be careful when-----because-----

Hemming a cloth, make zigzag hems.

► Be careful when hemming a cloth because you may make zigzag hems.

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 buttonholes, making bigger ones.
9. Fixing the zip, selecting wrong colours.
10. Using a pair of scissors, cutting yourself.

Language structures

tool	function
sewing machine	sewing clothes
scissors	cutting cloth into pieces
thimble	protecting fingers when sewing
bobbin	winding sewing threads on
tape measure	measuring the needed size of cloth
thread	stitching cloth
button	fastening the parts of a clothing
needle	sewing clothes

Exercise

Answer the following questions.

- What is a pair of scissors used for?
➤ A pair of scissors is used for cutting cloth into pieces.
- What are buttons used for?
- What are threads used for?
- What is a needle used for?
- What is a tape measure used for?—
- What is a bobbin used for?
- What is a thimble used for?
- What is a sewing machine used for?

Language structures

Note:

- “Immediately” is a conjunction used to connect events with time.
- “Immediately” can be used at the beginning of or within a sentence.
- “Immediately” requires a comma if it is used at the beginning of a sentence.

Examples

- Immediately the shirt got torn, Daudi patched it.
➤ Daudi patched the shirt immediately it got torn.
- Immediately she finished cutting the cloth into pieces, she started knitting it.
➤ She started knitting the cloth immediately she finished cutting it into pieces.

Exercise

A) Rewrite the given sentences beginning “Immediately”

I took the material to the seamstress. She started measuring it.

➤ Immediately I took the material to the seamstress, she started measuring it.

- Annett's skirt got torn. She took it to the seamstress for mending.
- The tailor finished designing the attire. He put it on display.
- The man measured the boy. He started cutting the cloth.
- Joram bought the red cloth. He took it to the tailor.
- The young lady found the needle. She began knitting.

B) Rewrite these sentences using:-----immediately-----"

1. The teacher entered our room. He taught us about tailoring
2. We bought the pieces of cloth. We took them to the seamstress.
3. The boy reached the workshop. He explained to the tailor.
4. The needle broke. The tailor stopped sewing.
5. She finished hemming the skirt. The customer took it back home.

Language structures

Using "-----and-----"

This conjunction joins or combines two things or sentences together.

Read these sentences.

- a) The security guard followed the mad man and arrested him.
- b) The nurse stole the baby and hid it.

Exercise

Join these sentences using:----- and -----

The magistrate read the judgement. He set the suspect free.

➤ The magistrate read the judgement and set the suspect free.

1. Namukasa found the gun. She took it to the police station.
2. Nankya whipped the girl. She ran away.
3. The old man stole a hen. He reported himself to the police station.
4. The witness saw the incident. He reported to police.
5. The housekeeper started the fire. He escaped.
6. The mob got permission. It started demonstrating.

Common mistakes

Incorrect: The teacher appreciated you and I.

Correct: The teacher appreciated you and me.

Comment: and is a conjunction that joins two complete sentences. Therefore the sentences were;

1. The teacher appreciated you.
2. The teacher appreciated me.

An objective pronoun is used after a conjunction.

Language structures

Bothand

This conjunction is used with plural nouns to mean 'the two' or the one as well as the other. Both goes hand in hand with 'and'. It can be used in both positive and negative sentences. Both can be used at the beginning and within the sentence. When the subjects are different, 'both' begins sentences and when the subjects are the same, 'both' is used within the sentences.

Examples

a) Both the policeman and the soldier have come.

- b) He has both a bow and an arrow.
c) Both the robber and the murderer were arrested.

Exercise

A) Join these sentences usingboth.....

That man has a bow. That man has an arrow.

➤ That man has both a bow and an arrow.

1. Bob has been imprisoned. Daniel has been imprisoned.
2. The woman has gone to the police station. The man has gone to the police station.
3. The OC has the report. The OC has the statement.
4. The robbers have guns. The murderers have guns.
5. Thomas will not withdraw the case. Phillip will not withdraw the case.

B) Rewrite as two separate sentences.

1. Both Bonny and Benedict have gone to the barracks.
2. Both Anne and Liz haven't reported the case.
3. The security officers have both guns and arrows.
4. Both the traffic warden and the traffic officer do not arrest thieves.

When 'Both' shows ownership of numbered items, the sentence ends with the word 'each' to show that the two subjects are equally owning a single item.

Examples

- a) Both the army man and the policeman have a gun each.
- b) Both the judge and the magistrate have two arrows each.

Exercise

Join these sentences using 'both'

1. Bukholi sub-county has two courts of law. Karambi sub-county has two courts of law.
2. Your court has a magistrate. Our court has a magistrate.
3. Gidudu has a knife. Bwambale has a knife.
4. The traffic officer owns four whistles. The traffic warden owns four whistles.

Comprehension (passage)

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

My mother is a professional seamstress. She does tailoring and designing. Many people like my mother because she makes very beautiful designs. I also like her for the reason that she makes for me excellent outfits.

She leaves home as early as 6:00 a.m and heads to Kiyembe lane in the city. At Kiyembe, she enters her workshop and assigns her employees duties. My mother's workshop makes skirts, blouses, casual dresses, party dresses school and corporate uniforms. People come from all corners of the country to buy her products. Most customers say she is the best seamstress in this country. This makes me proud of her.

From her job, my mother has generated a lot of money. She has not only become rich but also a consultant in tailoring. Over forty tailors and seamstresses visit her

workshop for advice per day. My mother charges each person twenty thousand shillings as consultation fee. All this has made her a very rich and knowledgeable lady.

My mother always advises me never to despise any kind of job. I shall also become a famous tailor when I grow up.

Questions:

- a) What is the writer's mother?
- b) Which people like the mother, according to the passage?
- c) At what time does the mother go to her place of work?
- d) Name any **two** things the mother makes in her workshop.
- e) What do the customers say about the mother?
- f) What makes the writer proud of his mother?
- g) How many people come to consult this seamstress?
- h) How much money does she charge per person who comes to consult her?
- i) How has the mother benefited from this job?

Comprehension (poem)

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

Tailoring! Tailoring!
The language of seamstresses and tailors.
Mending torn clothes and sewing new ones
Cutting a lot of cloth.
Not forgetting taking measurements.

Tailoring! Tailoring!
An activity common in towns
Where people know many designs
And want to be smart
Not like in my village
Where fashion is not important

Tailoring! Tailoring!
The job that I enjoy most
For I want to be remembered
By people whose clothes I mend
And everyone who comes to my shop.

Lawrence Mark

Questions:

- a) Which language do seamstresses understand?
- b) According to the poem, what is mended?
- c) How many activities are done in stanza one?
- d) Where is tailoring liked most?
- e) What is the writer?
- f) Who will remember the writer?
- g) Write another word or group of words to mean the same as the underlined in the poem.
 - (i) many
 - (ii) mend
- h) Who wrote the poem?
- i) Suggest a suitable title to the poem.

Comprehension

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

PETALS TAILORING COMPANY
'Designers of the new generation'
Come and buy the newest designs
At Kyeyo Plaza
Coats, jackets, shirts, trousers
Very nice for all gentlemen
Modern suits, dresses, skirts, blouses
Fit for the modest ladies
Official and casual designs
Come and buy at affordable prices!
Tel: 0392420096
26/5/2020

Questions:

- a) Which company put up the above advertisement?
- b) Which designers work for this company?
- c) Where can one find Bridgeway Tailoring Company Limited?
- d) What products are for the gentlemen?
- e) Write two products a woman can buy from this company.
- f) How many types of designs are made by this company?
- g) Why should one come and buy from this company?
- h) How can one get more information about this Company without going to Kyeyo Plaza?
- i) When was this advertisement written?

Practice
Assuming your mother is a professional seamstress working from Mukono town. Make an advertisement to market her products. In it, indicate her names, address, contact and some of the products.

Practical work

Talk to a tailor and write down the process of making a skirt, trouser and a dress.

Common mistakes

Singular plural

Incorrect: cloth - clothes

Correct : cloth - cloths

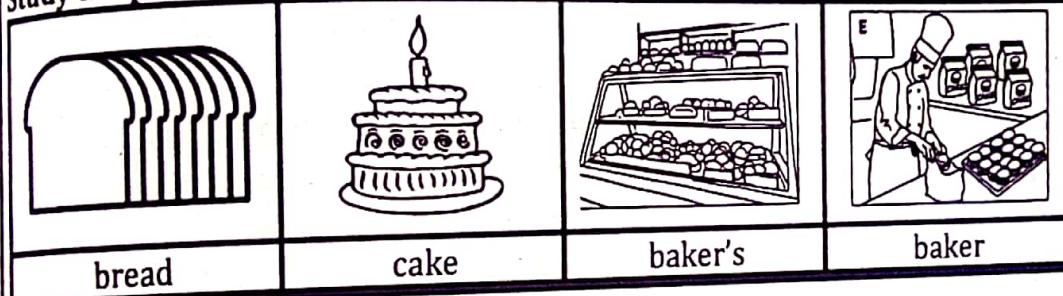
Comment: cloth is material made by weaving or knitting cotton, wool, silk, etc.

Clothes are things that you wear such as trousers / pants, dresses and jackets.

'Clothes' is ever plural since it refers to a collection of more than one.

SUB-TOPIC 4C: BAKING

Study the pictures below carefully.



Vocabulary practice

Read and learn the meaning of these words:

baker: a person who makes or sells bread and cakes

➤ *The baker sold sweet bread to my mother.*

bakery: a place where bread and cakes are made and sold

➤ *There are five bakeries in Malongo village.*

baker's: a shop that sells bread and cakes

➤ *James has just gone to the baker's to buy cakes.*

dough: a mixture of flour, water, sugar, salt etc into which bread is made

➤ *Jack kneaded this dough very well.*

knead: to press and stretch dough to make it ready for use

➤ *He was kneading the dough by the time I entered.*

ingredient: one of the things from which something is made

➤ *Wheat flour is a basic ingredient for bread.*

icing sugar: fine white powder made from sugar which is mixed with water to make icing

➤ *The baker sprinkled icing sugar after baking the cake.*

recipe: a set of instructions telling you how to cook something and the ingredients needed

➤ *The baker made a clear recipe for the cake.*

- The baker sprinkled icing sugar after baking the cake.
- recipe:** a set of instructions telling you how to cook something and the ingredients needed
- The baker made a clear recipe for the cake.

Exercise

A) Form the plural of the following;

cake _____	bakery _____
bread _____	baker's _____
bun _____	dough _____
cookie _____	shape _____
baker _____	sieve _____

B) Use the words from the list to fill the gaps.

no sooner, pinch, neither, baker, bread, because, mixture, baker's, ingredients, baking,

1. Norman, the _____ made a lot of bread.
2. When I reached the _____, I asked for some bread from the baker.
3. Will you add another _____ 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 bakery 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.

C) Arrange the lists in alphabetical order.

- a) over, oven, ovens, ovary
➤ ovary, oven, ovens, over
- b) bakery, bake, baking, baker
- c) kneaded, kneading, kneads, knead
- d) cookie, cook, cooker, cake

d) Use the correct form of the given words to fill the blanks.

1. The baker gave me three _____ for baking bread. (recipe)
2. Nathan owns a very large _____ in Entebbe. (bake)
3. Those _____ produce sweet and salted bread. (bakery)
4. The lady _____ the dough alone. (knead)
5. We _____ a lot of bread because we had enough ingredients. (bake)
6. He has _____ the dough. (knead)
7. I can add more _____ of salt into the dough. (pinch)
8. Here are the _____ for the cookies. (ingredient)
9. The baker sold twelve _____ last night. (bun)
10. The _____ of bread she bought were stale. (loaf)

Articles (Grammar)

Using "..... an"

Article an is used before words beginning with a vowel sound e.g. an editor, an article, an engineer.

- It is used before a singular countable noun.
- It can also be used in exclamatory sentences before singular countable nouns e.g. What an interesting article she wrote.

Read these sentences.

a) An announcement was published in The Rupiny.

b) It took me an hour to read the sports column.

Article "a"

Article 'a' is used for a word beginning with a consonant sound; e.g. a pullout, a journalist, a university, a European, a, etc.

- It is only used before a singular countable noun.
- It is used with a noun compliment e.g. She is a columnist.
- Article a is used in certain numerical expressions e.g. a thousand, a dozen, a lot of etc.
- It is also used in exclamation before singular countable nouns e.g. What a beautiful page that is!

More examples.

a) The columnist eats six times a day.

b) I read a newspaper yesterday.

c) Evelyn did not write a column.

The definite article

The definite article is the. It is used both in singular and plural and for all

genders. e.g.

- | | |
|-------------------|--------------------|
| - <u>The</u> man | - <u>The</u> men |
| - <u>The</u> girl | - <u>The</u> girls |

"The" is used before nouns of which there is only one, or which are considered as one.

- | | |
|----------------------------|-----------------------|
| - <u>The</u> moon | - <u>The</u> earth |
| - <u>The</u> New Vision | - <u>The</u> Observer |
| - <u>The</u> stars | - <u>The</u> Sun |
| - <u>The</u> Daily Monitor | |

Exercise

Fill the gaps with a suitable article.

1. I read _____ announcement in the magazine.
2. Did you take a look at _____ front page of Orumuri?
3. The journalist wore _____ uniform last week.
4. He can answer _____ puzzle correctly.
5. They were planning to start publishing _____ magazine.
6. Makerere is _____ university but not _____ primary school.
7. The editor asked me to write _____ story.
8. Dovico attempted _____ crossword puzzle.
9. I saw _____ journalist at the function.
10. The columnist broke _____ egg.
11. The cartoonist is _____ honest man.
12. _____ honourable man bought the newspaper from the vendor.
13. _____ editor was chewing _____ orange.
14. _____ Rupiny Newspaper has published your announcement.
15. The managing director of The Red Pepper is _____ European.
16. _____ journalist published _____ story about theft.
17. He gave me _____ soccer pullout.
18. _____ journalist wrote an interesting story about elections.

Grammar

Nouns

A noun is a name. It can be a name of a person, animal, place, thing, collection of things, collection of persons e.g. boy, girl, village, district, river, doctor, etc.

Types of nouns

1. common nouns.
2. abstract nouns.
3. collective nouns.
4. proper nouns.

Common nouns

A common noun is a name given in common to a person or thing of the same class or kind. e.g country, town, hospital, school, man, woman , teacher, etc.
Common nouns are divided into two i.e. uncountable nouns and countable nouns.

Uncountable nouns

These are nouns that cannot be counted. They include millet, water, milk, barley, blood, etc. We cannot use a/an with these noun To express quantity of an uncountable noun, use a word or expression like some, a lot of much, a bit of, a great deal of, or else use an exact measurement like a cup of, a bag of, 1kg of a handful of, etc. If you want to ask about the quantity of an uncountable noun, you ask "How much?"

Countable nouns

These are nouns that can be counted. These nouns include: teacher, doctor, hospital, mountains, hotel, book, table, etc.

Plural forms of countable nouns

Common nouns form their plural in different ways as shown below.

(a) By adding "s"

Examples

Singular (one)	Plural (many)
boy	boys
girl	girls
book	books
bag	bags
date	dates
toy	toys
table	tables
desk	desks
boat	boats

(b) By adding "es"

Examples

Singular (one)	Plural (many)
church	churches
brush	brushes
mango	mangoes
potato	potatoes
flamingo	flamingoes
negro	negroes
hero	heroes
echo	echoes
coach	coaches
box	boxes
bus	buses
bitch	bitches
dish	dishes
tax	taxes
punch	punches

Exercise

Write the plural forms of the following.

tax	wish	beach	hutch
church	potato	negro	cargo
volcano	mosquito	mango	window
pen	road	chimney	

(c) By changing "y" to "i" then add "es"

Examples

Singular (one)	Plural (many)
city	cities
baby	babies
lady	ladies
copy	copies
duty	duties
factory	factories
dairy	diaries
country	countries
enemy	enemies
party	parties

(d) Nouns that end with "o" but just add "s"

Examples

Singular (one)	Plural (many)
radio	radios
piano	pianos
disco	discos
video	videos
photo	photos
studio	studios

Exercise
Give the singular form of the following.

dictionaries

flies

allies

anniversaries

strategies

nationalities

entries

lookers- on

studios

berries

eskimos

rhinos

assemblies

taboos

solos

e) Compound nouns generally form the plural by adding "s" to the principal word.

Singular

passer - by

Plural

passers - by

commander - in - chief

commanders - in - chief

maidservant

maidservants

son - in - law

sons - in - law

Exceptions

manservant - menservants

men - of - wars

man - of - war

By changing "f" to "v" then add "es"
Examples

Singular (one)	Plural (many)
leaf	leaves
wolf	wolves
shelf	shelves
thief	thieves
knife	knives
wife	wives
life	lives

g) Nouns that end with "f" but just add "s"
Examples

Singular (one)	Plural (many)
roof	roofs
gulf	gulfs
proof	proofs
chief	chiefs
chef	chefs
golf	golfs
stuff	stuffs
belief	beliefs

Exercise

Use the plural form of the word given in brackets.

- The police arrested four _____ along Kampala road. (thief)
- That hotel has well trained _____. (chef)
- Basoga have many traditional _____. (belief)
- The strong wind blew off the _____ of those buildings. (roof)
- All the _____ in that zoo are furious. (wolf)
- That hawker sells blunt _____. (knife)
- The _____ in that supermarket are clean. (shelf)
- King Muswata has eighteen _____. (wife)
- All the village _____ attended the meeting. (chief)
- Most trees shed off their _____ in the dry season. (leaf)

These nouns take either "s" or "es" to form the plural

volcano - volcanos or volcanoes

dwarf - dwarfs or dwarves

wharf - wharfs or wharves

hoof - hoofs or hooves
scarf - scarfs or scarves

(i) These nouns completely change to form the plural.

Examples

Singular (one)	Plural (many)
man	men
woman	women
tooth	teeth
goose	geese
foot	feet
oasis	oases
radius	radii
fungus	fungi
bacterium	bacteria
mouse	mice
larva	larvae
axis	axes

NB: some nouns maintain their forms in plural. They remain the same.

Examples

- a) sheep
- b) deer
- c) fish (fishes – different kinds)
- d) species
- e) aircraft
- f) thousand (when used after numerals)
- g) dozen
- h) hundred

2. Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns.

The most common ones are; accommodation, advice, baggage, behavior, advice, bread, furniture, information, luggage, news, traffic, travel, trouble, weather, work.

Irregular verb/noun agreement

a) Singular verb

Plural nouns used with a singular verb.

News – e.g. The news is being read by Anita.

Athletics – e.g. Athletics is good for young people.

Some nouns have a fixed plural form and take a plural verb. They are not used in singular or they have a different meaning in the singular. These include; trousers, stairs, glasses, steps, outskirts, customs, congratulations, wages, spectacles, goods, thanks.

b) Plural noun with plural verb.

trousers – e.g. My trousers are torn.

jeans – e.g. She bought new jeans.

glasses - e.g. He wears glasses every day.

The following nouns look plural but are in fact singular.

1. Subject e.g. mathematics
2. The word news.
3. Some common diseases e.g. mumps, rickets, measles.

The following nouns are only used in the plural.

1. Names of instruments which have two parts forming a pair e.g. scissors, spectacles, tongs, pliers.
2. Names of some articles of dress e.g. trousers, jeans, shorts, pyjamas, some collective nouns though singular in form are always used as plurals e.g. poultry, cattle, people.

Collective nouns

Collective nouns are names given to groups of things or persons or This is a name of a number of persons or things taken together and spoken of as one whole.

Examples

a group of;	collective noun
sheep/ goats	flock
bees	swarm
cattle	herd
people praying	congregation
singers	choir
thieves	gang
sticks	bundle
people listening to a speech	audience
bishops/judges	bench
directors	board
spoon, knives, forks	cutlery
geese	gaggle

Exercise

Complete the table below

a group of;	collective noun
wolves	pack
pigs	_____
_____	team
_____	school
books, pens, paper, pencil, ruler	_____
monkeys	_____
_____	forest
chicks	_____
ships moving together	_____
servants	_____

Proper nouns

A proper noun is a particular name of a person, place, road, school, district, town, country, etc.

All proper nouns should be written beginning with a capital letter.

Names of people.

Okello, Masaba, Mugisha, Mutesi, etc

Names of roads.

- Main Street
- Jinja Road
- Masaka Road

Names of rivers.

R. Nile, R. Achwa

Names of mountains

- Mt. Rwenzori
- Mt. Muhavura

Names of schools

Sipro Primary School, Town View Primary School.

Names of places (countries, districts, villages, continent, etc)

Kazo, Luweero, Uganda, Brazil

Months and days of the week

January, Wednesday, June, etc

Exercise

Punctuate the following sentences correctly.

1. abel went to Tanzania last week
2. he comes from rwanda.
3. february is the second month of the year.
4. namutebi and aturinda live in mukono.
5. the accident took place at namirembe road.
6. We go for PE lessons on tuesday and friday.
7. mandela was born in africa
8. The name of our head teacher is okoth ochola.
9. He came back from britain.
10. Mount elgon is found in mbale district.

Formation of nouns

Most abstract nouns are formed from verbs, adjectives and other nouns.

Formation of nouns from verbs:

Group A

They are formed by adding :ion

Verb	Noun	Verb	Noun
admire	admiration	form	formation
add		invite	
abolish		invade	
compose		confess	
compete		locate	location

decide		migrate	
declare	declaration	oppose	
digest		occupy	
explain		provide	
extend		pollinate	

Group B

These are formed by adding: ment.

Verb	Noun	Verb	Noun
manage	management	appoint	appointment
encourage		apart	
discourage		announce	
move		enrol	
entertain		recruit	
judge		commit	
measure		treat	
amuse		employ	
develop		advertise	

Group C

These take : 'ence' or 'ance'

Verb	Noun	Verb	Noun
absent	absence	present	presence
repent		perform	
assist		appear	
expectant		disturb	
exist		enter	entrance
hinder	hindrance	abundant	
remember		accept	
allow		ally	alliance
clear		patient	

Group D

Other abstract nouns have no regular way of formation as shown in the table.

Verb	Noun	Verb	Noun
behave	behaviour	serve	service
choose		sit	
save		succeed	
believe		enter	entry
prove		prosper	
free		lose	loss
bore		join	
deceive	deceit	clean	cleanliness

die		sell	
receive	receipt	lend	
weigh	poor	remain	
mix		know	knowledge
fix		marry	
fail	failure		

Practice

Use the correct form of the word given in brackets.

- The baker made a great _____ last month. (sell)
- The _____ of my father's bakery has been a big success. (complete)
- That baker's over there has a good _____. (manage)
- Fauza's baker's sells a lot of bread because of its _____. (clean)
- I was given a comfortable _____ at the new bakery. (sit)
- The _____ of icing-sugar made the cake very beautiful. (apply)
- He made the _____ following the correct recipe I gave him. (mix)
- The baker hasn't given me the _____ for the cake. (receive)
- That tailor took the right _____. (measure)
- There are two bakeries on that _____. (apart)
- I really need some _____ in kneading this dough. (assist)
- Hamid got a _____ in order to increase on his production. (lend)
- During the tour, the baker's _____ was not very clear. (explain)

Formation of nouns from Adjectives

a) Add : "ness" to form nouns.

Adjective	Noun	Adjective	Noun
bitter	bitterness	lazy	laziness
cold		busy	
hot		happy	
kind		holy	
sad		harsh	
dark		ready	
bright		eager	
clean		sick	
dull		ill	
sharp		polite	
weak		short	

(b) Other nouns are formed differently.

Adjective	Noun	Adjective	Noun
dirty		generous	generosity
uniform		curious	
angry		adverse	
loyal		able	

hungry		honest	
anxious		painful	
royal		poor	
beautiful	beauty	cruel	
wide		deep	
long		proud	
warm		wealthy	
humble		healthy	
true		high	

Practice

Use the correct form of the word given in brackets.

1. I can't feel the _____ of the oven. (hot)
2. It is important for a bakery to have good _____. (safe)
3. The _____ of the baker earned him many customers. (kind)
4. Baking is a common _____ in Bwaise town. (busy)
5. The police failed to get the _____ from the baker. (prove)
6. There is too much _____ in the oven. (dirty)
7. _____ is needed if one is to deal in selling bread. (know)
8. Having sliced the cake, she kept the _____ for her dear son. (remain)
9. Poverty and _____ led to the closure of that baker's. (lazy)
10. I got _____ to make all kinds of bread. (permit)

Language Structures

Using: Do not forget.....

Read these sentences.

- a) Do not forget to shut the oven.
- b) Remember to shut the oven.
- c) Do not forget to turnoff the switch after baking.
- d) Remember to turn-off the switch after baking.

Exercise

A) Rewrite the following using: "Remember-----"

1. You must follow the recipe when mixing the ingredients.
2. You must clean the bakery before you begin baking.
3. You must make the right measurements.
4. You must advertise your products regularly.
5. You must add icing sugar at the end.
6. Remember to turn off the switch when you finish.
7. Remember to measure the wheat flour first.
8. Remember to clean all the utensils.
9. Remember to service the oven today.
10. Remember to advertise the new bakery.
11. Remember to use the trough for kneading dough.
12. Remember to slice the loaves of bread.
13. Remember to count the tiers of the cake.



14. Remember to add some pinches of sugar.

15. Remember to shut the oven.

B) Rewrite the following using: "Do not forget....."

1. You should clean the baking tins every day.

2. You should knead this dough very well.

3. You should add some yeast.

4. You must buy enough food colour.

5. You must use a mixer to mix sugar and butter.

Language structures

Using:----- used to -----

This structure is used to talk about habits in the past or things we formerly, habitually or repeatedly did but possibly no longer do them.

Read these sentences.

(a) I used to bake cakes when I was young.

(b) I used to work at the bakery when I was in my holidays.

Exercise

Form interesting sentences as shown in the examples. Use the guiding words.

1. eat sweet bread/Mbale

► I used to eat sweet bread when I was in Mbale.

2. bake bread/eleven years ago

3. sell cakes/young

4. whisk eggs locally/the village

5. sieve sugar and baking flour/at school

6. mixing ingredients/working with my father

7. eat sweet bread/young

8. buy doughnuts/working at the bakery

9. practise baking/at school

10. bake cookies/young

11. decorate cakes/a baker

Language structures

Using:----- neither----nor-----

It is used to show that two actions / situations did / do not take place.

'Neither---nor' is used within the sentences when the subjects are the same.

Remember, 'neither' is a negative conjunction.

Read these sentences

a) Wafula will neither withdraw nor deposit money today.

b) Amos talked to neither the teller nor the manager.

Exercise

Join these sentences using:---- neither----- nor----

1. The bank did not pass the warning. The bank did not stop the use of the notes.

2. The man did not enter into the bank. The man did not go to the ATM.

3. Awio does not steal money. Awio does not steal the cheques.
4. That bank will not give you a loan. That bank will not give you a credit.
5. I will not forge the cheque. I will not forge the slips.

Language structures

Using: Neither---nor----

Note

Neither is a correlative conjunction used at the beginning of and within sentences.

Read these sentences.

- a) Neither Kadoma nor Juma eats biscuits.
- b) Neither our teacher nor our headmaster can bake a cake.
- c) Neither biscuits nor cakes are sour.

Exercise

Rewrite the sentence using:.....neither.....nor.

1. Inzikuru does not bake cakes. Inzikuru does not bake cookies.

► Inzikuru bakes neither cakes nor cookies.

2. We do not have sugar. We do not have flour.

► We have neither sugar nor flour.

3. Kamagu doesn't like cakes. She doesn't like bread too.

4. We haven't baked bread. We haven't baked cakes.

5. Allan did not eat cakes. Hellen did not eat cakes.

6. The man will not buy doughnuts. The woman will not buy doughnuts.

7. Maurice did not bake bread. Miriam did not bake bread.

Common mistakes

Sentence:

Kadoma does not eat biscuits. Juma does not eat biscuits.

Incorrect: Neither Kadoma nor Juma eat biscuits.

Correct: Neither Kadoma nor Juma eats biscuits.

Comment: The verb eats will be used instead of eat because a singular subject has been used.

Language structures

Using:----- prefer-----to -----

Read these sentences.

- a) Musa prefers cakes to bread.
- b) Children prefer biscuits to buns.

Exercise

Rewrite the sentences using:----- prefer----

1. He likes baking more than carpentry.
2. Alice likes eating cakes more than rolex.

3. I like baking salty bread more than sweet bread.
4. The children like kneading more than cleaning the baking tins.
5. My parents like bread more than biscuits.

Comprehension (notice)

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

KAWOMERA BAKER'S

Sellers of the best:

- o Bread-sweet and salted bread
- o Cakes in all shapes and for all functions
- o Doughnuts in all sizes.
- o Cookies for all seasons

Prices are the most affordable

Working hours: 8:00 a.m. – 6:00 p.m.

Location : Naluvule-Iganga

Tel : 0972467636

Come and buy while stock lasts.

Questions:

- a) Which baker's is advertising its products?
- b) Who is the best seller, according to the advertisement?
- c) Which types of bread does Kawomera Baker's sell?
- d) Name any **two** things one can buy from this baker's.
- e) For how long is this baker's open per day?
- f) If you don't know the location, how can you contact this baker's?

Composition (guided dialogue)

Below is a dialogue between Jonathan, a primary six pupil and Mr. Otto the baker. Study it carefully and fill in what you think were Jonathan's words.

Jonathan: _____

Mr. Otto: Good morning, young boy. I have seen you around for some time. How can I help you?

Jonathan: _____

Mr. Otto: Why would you like to get some skills in baking cakes? Have you ever baked?

Jonathan: _____

Mr. Otto: Who taught you about baking last term?

Jonathan: _____

Mr. Otto : What a good teacher of English you have! This is a very profitable job. How was the lesson?

Jonathan: _____

Mr. Otto : How interesting and educative was it to you?

Jonathan: _____

Mr. Otto : Great! You learnt how to make bread and after you ate it. That was interesting and educative. Did you make cakes?

Jonathan: _____

Mr. Otto : Oh sorry! I am ready to help you since it is the reason why you have come here.
Where do you live?

Jonathan : _____

Mr. Otto : Do you mean Mr. Kalule's home, our chairperson local council one? He is my best friend in this village. I am going to teach you without any charge.

Jonathan : _____

Mr. Otto : No, you don't need to carry any flour for this exercise. Just come with a book and a pen. I wish you a good lesson tomorrow.

Jonathan : _____

Composition (jumbled story)

The sentences below are jumbled. Unjumble them sensibly.

1. After measuring, mix the ingredients thoroughly and prepare the dough.
2. Baking is the process of cooking using dry heat in an oven.
3. Eggs, sugar, icing sugar, butter, wine, baking flour, salt and others.
4. In order to bake a nice cake,
5. Use a weighing scale to measure the correct amount of ingredients.
6. Make sure you have the following ingredients.
7. Finally add icing sugar to make the cake beautiful.
8. What is baking?
9. When the dough is ready, turn on the oven and put it in and wait for some time.
10. After a short time, remove the cake.

Comprehension (passage)

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

MULOMI'S BAKERY

Mulomi is a famous baker in our area. He owns the biggest bakery in Busakira sub-county in Mayuge district. Mulomi who lives at Bubaali wakes up at dawn and rides his bicycle to Kaluuba. He goes there because his bakery is located there.

Whenever he arrives at Kaluuba, he opens his bakery's gate and the other eleven bakers enter after him. He gives them work to do. Others are asked to clean the baking tins. Igulu and Nyende are good at mixing the ingredients and kneading the dough. Oburu controls the oven as an expert. The two teams do the work as fast as possible.

By around 2:00p.m, bread, cakes , doughnuts, buns and daddies are ready for sale. Buyers start flocking in so as to buy the nicest product from this bakery. By the end of the day, Mulomi gets around Shs 500,000/. He pays his workers in the evening. He goes back to his home a very happy man.

Questions:

1. What is Muloni?
2. Where does Mulomi live, according to the passage?
3. Why do you think Mulomi goes to Kaluuba every day?
4. How does Muloni reach Kaluba?
5. Why does Mulomi let Igulu and Nyende knead the dough?
6. How many people work at Muloni's bakery?
7. Which people flock into Mulomi's bakery in the afternoon?
8. How much money does Mulomi earn every day?
9. Why do you think Mulomi goes back home a happy man?
10. What is the title of the passage?

Practical work

- ❖ Write down the recipe for baking a cake.
- ❖ Write a composition about your birthday cake. Talk about the number of tiers, the colour of the cake, who made it for you, the people you shared it with and when the birthday was held.

Common mistakes

Incorrect : The dinner forgot to pay for the juice.

Correct : The diner forgot to pay for the juice.

Comment: A diner is a person having dinner. Dinner is the meal. dinner is the

main meal of the day often eaten in the evening.

Incorrect: dinning table

Correct : dining table

Comment: - dinning is to assail with loud noise.

SUB-TOPIC 4D: KEEPING ANIMALS

Study the pictures carefully.

A



B



Answer these questions orally.

1. What is taking place in picture A?
2. Which person is shown in picture B?
3. Who do you think is the person in picture A?
4. What is sold in picture B?

Vocabulary practice

Read and learn the meaning of these words.

Herdsman: a man whose job is to take care of a group of animals.

- *The herdsman has been paid a lot of money.*

dairy: a place on a farm where milk is kept and where butter and cheese are made

- *We shall go to the dairy in the evening.*

anxiety: the state of feeling nervous or worried that something bad is going to happen

- *The herdsman caused anxiety among the animals.*

anxious: feeling worried or nervous

- *The farmer has been anxious about the sick calf.*

sorrow: a feeling of great sadness because something very bad has happened.

- *Most farmers are filled with sorrow due to disease outbreaks.*

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

- *Have the goats been tethered.*

butcher's: a place where meat is sold

- *My cousin has gone to the butcher's.*

herd: a group of animals of the same kind.

- *He was looking after a herd of cattle.*

Exercise

Arrange these words in alphabetical order.

1. butchers, butcher, butchery, butchered

► *butcher, butchered, butchers, butchery*

2. anxiety, animal, anxious, abattoir

3. herd, head, hear, hard

4. tick, torture, tame, tether

5. dog, cow, sheep, goat

Vocabulary practice

Read and learn the meaning of the words.

comfort: the state of being physically relaxed and free from pain

- All animals need to be given comfort.

cruelty: behaviour that causes pain or suffering to others

- Farmers should avoid cruelty to animals.

cruel: having a desire to cause pain and suffering

- Some farmers are cruel to animals.

dock: to cut an animal's tail short

- The farmer will docked the sheep next week.

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

- The farmer has dipped his animals.

pet: an animal, a bird, etc that you have at home for pleasure and not for work or food

- This is John's pet.

butchery: the work of preparing meat to be sold

- People have become rich through butchery.

flock: a group of sheep, goats or birds of the same type

- The farmer is looking after his flock of sheep.

Exercise

1. Form the plural for the given words.

butcher - butchers

butcher's

herd

paddock

flock

pet

puppy

heifer

kitten

kid

2. Use each word in an interesting sentence to show its clear meaning.

(a) dairy: Namutebi bought a litre of milk from the dairy.

diary:

(b) dip:

deep:

(c) herd:

hard:

(d) sheep:

ship:

Vocabulary practice

Read and learn the meaning of these words.

discomfort: a feeling of slight pain or of being physically uncomfortable

- The farmer does not cause discomfort to his animals.

husbandry: farming, especially when done carefully and well

- He practices crop husbandry.

slaughter: to kill an animal, usually for its meat

- Has the farmer slaughtered the sheep?
- veterinary : connected with caring for the health of animals
- The veterinary officer has come.
- sounds : things that you can hear
- The teacher taught us about animal sounds.
- veal : meat from a calf
- We ate veal last week.

Exercise

1. Write the opposite of the following:

hen - <u>cock</u>	bull	peacock	ewe	sow
bullock	pullet	stallion	drake	bitch

2. Form plural for the following words

kraal - <u>kraals</u>	sty	ox	sheep	lamb
goose	calf	duckling	chicken	boar

Vocabulary practice

Read and learn the meaning of these words;

torture: to hurt physically or mentally.

- We should avoid torturing animals.

misery: great suffering of the mind or body.

- Shortage of food has brought misery among farmers.

stray: an animal that has got lost or separated from its owner or that has no owner.

- That is a stray dog.

welfare: the general health, happiness and safety of an animal.

- We shall gain more when we take care of the welfare of our animals.

butcher: a person whose job is cutting up and selling meat in a shop.

- Our neighbour is a butcher.

beef: meat that comes from a cow.

- We shall have matoke and beef for supper.

domestic (animals): kept on farms or as pets

- How useful domestic animals are!

Exercise

Use the correct form of the words given to fill the gaps.

- Who _____ the bulls last week? (slaughter)
- The herdsman looks _____. (misery)
- The _____ were found grazing in my field. (ox)
- ____ goats is a very tiring job. (tether)
- There are several _____ built in our city. (abattoir)
- The _____ were all treated by the veterinary doctor. (puppy)
- He owns about seven _____. in Kampala. (butcher's)
- I hate a person who _____. animals. (torture)
- A cow is _____. than a calf. (heavy)
- A lot of domestic animals are _____. (mistreat)

Nouns

Nouns denoting animal young ones.

Some animals have special names for their young ones. Read the table aloud.

animal	young one	animal	young one
pig	piglet	sheep	lamb
sow	piglet	ewe	lamb
boar	piglet	ram	lamb
cow	calf	leopard	cub
bull	calf	horse	foal
cattle	calf	rabbit	rack
elephant	calf	dog	puppy
buffalo	calf	goat	kid
lion	cub	donkey	colt
fox	cub	cat	kitten
duck	duckling	hen	chick
goose	gosling	monkey	baby
owl	owlet	bitch	puppy

a) Nouns denoting animal homes.

Some animals have special names for their homes/habitats. Learn the following:

animal	home	animal	home
cattle	kraal/byre	pig	sty
sheep	pen	bee	beehive
goat	pen	bird	nest/cage
dog	kennel	parrot	cage
rabbit	hutch	fish	pond
horse	stable		

b) Nouns denoting animal sounds.

Different animals make different sounds as shown in the table.

animal	sound	animal	sound
bull	bellows	dog	barks/woofs
cow	moos	horse	neighs
sheep	bleats	duck	quacks
goat	bleats	rabbit	squeals
elephant	trumpets	monkey	laughs
pig	grunts	donkey	brays

c) Collective common nouns.

Collective nouns are common nouns given to a group of things of the same type.

Examples:

flock, herd, stud, flight, litter, team, gaggle, swarm, nest, brood

Learn the following:

a flock of sheep

a herd of cattle

a team of oxen

a stud of horses

a troop of lions.

a troop of donkeys

a herd of pigs.

a litter of kittens

a muster of peacocks.

a pack of dogs

a catch of fish

a brood/clutch of chickens

a litter of puppies

a gaggle of geese

a nest of rabbits

a swarm of bees

a leap of leopards

a pack of wolves

a pack of hounds

a flight of birds

a nest of snakes

a pack of asses

Exercise

A) Fill the blank spaces with suitable collective nouns.

1. A large herd of cattle was found grazing by the roadside.

2. Our _____ of sheep is bigger than your _____ of goats.

3. I can clearly hear the buzzing of a _____ of bees

4. That _____ of kittens feeds on milk only.

5. A _____ of lions is more dangerous than a _____ of fish.

6. You should not mistreat that _____ of dogs at your house.

7. The doctor treated a large _____ of geese.

8. I met a nest of _____ on my way to school.

9. His _____ of oxen does great work on his large farm.

B) Write the young ones of the following:

cat -kitten

bitch

ewe

monkey

duck

bird

horse

elephant

rabbit

owl

Write the homes and sounds for the following:

animal	home	sound
cow	kraal	moos
lion		
pig		
sheep		
donkey		
dog		
horse		

Complete the table correctly.

Animal	Male	Female	Young one	Sound
sheep	ram	ewe	lamb	bleats
goose				
dog				
horse				
rabbit				

Language Structures.

Using: You should-----

Note: "Should" is used to say that something is the best or right thing.

- "Should" means the same as ought to.
- "Should" in this sense is followed by an infinitive verb form.

Examples:

- a) You should treat all the animals on your farm.
- b) You should mind about the welfare of your animals.

Exercise

Rewrite the following sentences using: -----should-----

1. Do not forget to wash your hands before you start milking the cow.
➤ You should wash your hands before you start milking the cow.
2. Do not forget to mind about the welfare of your bitch.
3. Do not forget to give your bulls enough water.
4. Do not forget to call the doctor to come and treat the sick kitten.
5. Do not forget to immunize the chicks at the right age.
6. You have to mind about the cleanliness of the kennel.
7. You have to remind the shepherd about the new ewe.
8. You have to boost the milk harvest using a special dairy meal.
9. You have to take good care of all the animals on the farm.
10. You have to love the cats and the dogs equally.
11. Do not forget to care for the calves.

Practice

- Rewrite the sentences beginning: Do not forget-----
1. You should label all the oxen on your farm.
 2. You should keep the sheep's pen clean.
 3. You should treat the puppies with a fair heart.
 4. You should boil the milk before drinking it.
 5. You should mind about the future of the geese.

B) Rewrite the following sentences using: Do not-----

1. You should not dock ewes because it hurts them.
2. You should not punish cats because they are our friends.
3. You should not under feed your hens because they will not produce any eggs.
4. You should not torture pets because they will become miserable.
5. You should not bark at chickens because it scares them.

Language structures

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

Note:

Not only is used at the beginning of sentences. It can also be used within sentences.

- "Not only----- but also" means that the former is correct, true or right as well as the latter.

Examples

- a) Not only should you feed animals but also treat them when they are sick.
➤ *You should not only feed animals but also treat them when they are sick.*
- b) Not only are domestic animals useful but also friendly.
➤ *Domestic animals are not only useful but also friendly.*

Exercise**A) Rewrite the following sentences beginning: "Not only-----".**

1. Animals are our friends. They are also useful to us.
➤ Not only are animals are our friends but also useful to us.
2. He mistreats his animals. He tortures them.
3. Cows give us both manure and food.
4. Mr. Wamono looks after both cattle and sheep.
5. We should treat our livestock. We should also feed them.

B) Rewrite and join using:-----not only-----

1. Farmers should spray their animals. They should also love them.
2. That woman keeps animals. She also grows crops.
3. This dog protects both my home and my animals.
4. Farmers should feed their animals. They should also treat them.
5. You should clean the kraal. You should also smoke it.

Practice**Rewrite the sentences using-----not only-----**

1. Mulooli mistreated both his cows and calves.
2. We drank both milk and soda at the party.
3. She is both a herdswoman and a shepherdess.
4. The farmer looks after both goats and pigs.
5. The doctor treated the calves and kittens.
6. Mr. Magodo is feeding his cows. He is treating them.
7. Kayongo respected both his flock and herd.
8. Some farmers hate pigs. They also hate ducks.
9. My father loves both his dogs and his bulls.
10. That doctor treated this sick sheep and chicken.

Common mistakes

Sentence:

We drank both milk and soda at the party.

Incorrect : Not only did we drink milk but also drank soda at the party.

Correct : We drank not only milk but also soda at the party.

Comment: The use of helping verbs like "did" and "does" should be avoided when using not only. The tense of the sentence is reflected by the main verbs.

Language structures

Using :----- need not-----

Note: "Need not" is used to mean or say that something is not necessary.

Read these sentences

- a) We need not be cruel to animals because they are our friends.
- b) Animals need not be mistreated because it hurts them.

Exercise

Rewrite the sentences using:-----need not-----

1. You should not starve lactating animals because they won't produce much milk.
2. We should not torture animals because they have feelings too.
3. You should not forget cleaning the sty because pigs must stay in a clean place.
4. They should not dock dogs because it hurts them.
5. I should not treat the cuts myself because I am not a doctor.
6. We should not beat cattle because it pains them.
7. We should not over work oxen because they also get tired.
8. That woman should not castrate those calves because they feel a lot of pain.
9. You should not over milk the cow because the calves will starve.

Language structures

If 2

- In 'If 2', the chances of the set result to happen are very few because the conditions set are not possible and imagined rather than being real and true.
- The 'if clause' is in the past simple tense and the main clause takes the would + present tense.
- We often use 'were' instead of 'was' to emphasize impossibility.

Read these sentences.

1. If I were a pig, I wouldn't play in mud.
2. If the cows were given enough attention, they would produce much milk.
3. If John treated the animals very well, they would grow fatter.
4. That bull would charge at you if you tortured it.
5. Animals would be happy if we all loved them.

Exercise

Change the following sentences into if 2

1. If I get enough money, I will start up a farm.
2. James will become rich if he cares and feeds his animals well.
3. That goat will produce a lot of flesh if we feed it well.

4. If that ewe conceives now, it will give birth in October.
5. If the doctor arrives on time, his bull will not die.
6. If you spray your sheep regularly, you will save them from flies.
7. Mr. Muhungu will teach about animal husbandry if he comes tomorrow.
8. The herdswoman will sell some milk if she needs money.
9. The milk will get spoilt if you put it in a dirty container.
10. If I sell all my cattle, I will not get any manure.

Comprehension (dialogue)

The dialogue below took place between a farmer and a veterinary doctor. Read it and then answer, in full sentences, the questions that follow.

Farmer: Hello, Doctor Okwale.

Doctor: Hello, Mr. Chanda. Any problem?

Farmer: Yes, doctor. I have some problems on my farm. Most of my animals are not eating grass well.

Doctor: When did you last deworm your cattle, sheep and goats?

Farmer: Deworming! Do I need to deworm even animals?

Doctor: Of course yes. Since animals eat grass which is not cooked and drink unboiled water, they need to be dewormed.

Farmer: It is surprising! By the way doctor, how often should I deworm them?

Doctor: This should be done at least after every two months and by a professional person.

Farmer: How do I know that my animals need to be dewormed?

Doctor: Sometimes this can be noticed when the animals lose appetite, pass out hard dung and so on.

Farmer: Will you always be there to help me in deworming my animals?

Doctor: Oh, yes You should always give me a call and I will always be right there for you.

Farmer: Thank you for your kindness and advice.

Doctor: You are welcome.

Questions:

- a) What is the conversation about?
- b) Who are taking part in the dialogue?
- c) What is the name of the farmer?
- d) Name one animal found on the farmer's farm.
- e) Why do animals need deworming according to the dialogue?
- f) Who should perform the deworming of the animals?
- g) How can a farmer know that his animals need deworming?
- h) Write a suitable title to this dialogue.

Comprehension (passage)

Study the picture and answer the questions orally.



- What is the boy doing in the picture?
- How many goats can you see?
- What is the sheep doing?
- Why shouldn't the boy use the stick when grazing animals?

Now read the passage below carefully and then answer, in full sentences, the questions that follow.

If is said that great things were once little ideas. I learnt this from my teacher when he taught us about animals. I decided to start rearing goats when I went back home that day. I told my mother about it and she gave me money to buy a goat from our neighbour. I took the goat home and started feeding it well. I also constructed a shed for it. The goat grew fat and healthy. My neighbour advised me to take the goat for artificial insemination so as to get good breeds. I followed his advice and soon, the goat was pregnant. It gave birth to two kids. My mother helped me take care of the goat and kids when I was at school. We got some milk from the goat as we also fed the kids well. I now had three goats. These goats later gave birth to more goats and I had ten goats after two years. Do not regret rearing goats because they are profitable.

Questions

- Who taught the writer about little ideas?
- From whom did the writer buy the goat?
- Why did the writer take the goat for artificial insemination?
- How many kids did the goat give birth to?
- When did the writer's mother take care of the goats?

- f) How many goats did the writer have after two years?
- g) What does the writer think is profitable?
- h) Write another word or group of words to mean the same as the underlined words in the passage:
 - (i) shed
 - (ii) rearing
- i) Suggest a suitable title to the passage

Comprehension (poem)

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

We are lucky creatures
Chosen among the many
To live with the most caring master
And enjoy comfortable life at this farm.

The only master we have known
Who doesn't know mistreatment of animals
As he keeps us in clean places
Without forgetting to feed us well.

We are the only animals
Whose wool is the cleanest
Without painful body signs
For docking and beating are not there.

Fellow friends, don't stray,
Give a lot of mutton to our master
As a way to thank him
And pray for him to live longer.

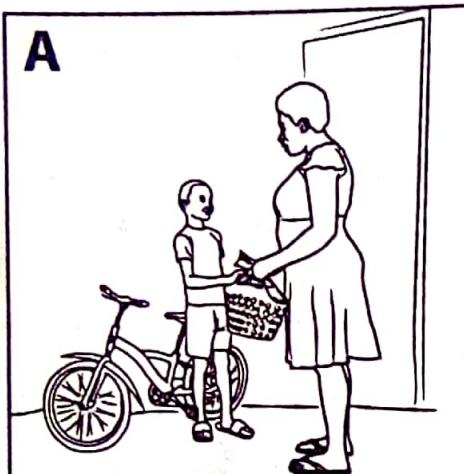
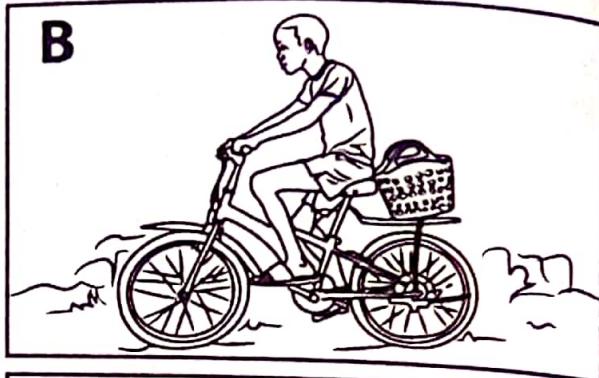
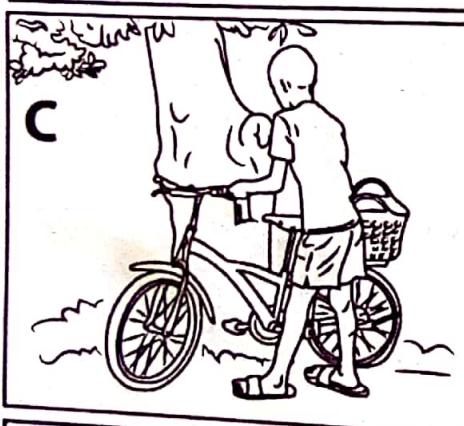
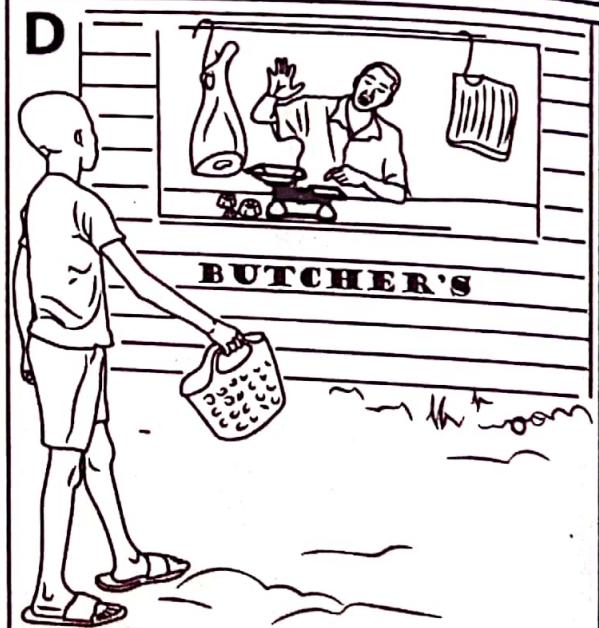
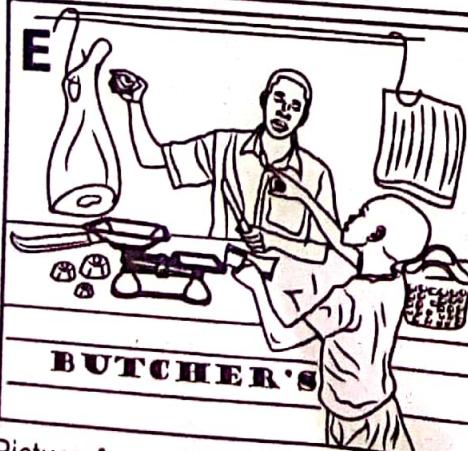
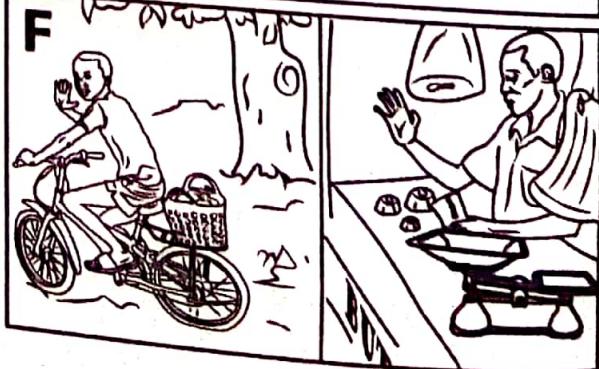
Questions:

- (a) What type of master is talked about?
- (b) Where are these creatures?
- (c) What does the master do to treat these creatures well?
- (d) Why don't these animals have painful body signs?
- (e) What does the master get from these creatures?
- (f) Which creatures are being talked about?
- (g) How many stanzas has the poem?
Give a word or group of words that means each of the underlined ones in the poem.
- (h) docking
- (i) stray
- (j) Suggest a suitable title to the poem

Composition (picture story)

Pictures A - F tell a story, study them carefully and write a sentence to describe what is happening in each picture.
You may use the words in the box to guide you.

mother	welcome	market	wave	order	bicycle	meat
money	ride	son	butcher's	pay	send	under

A**B****C****D****E****F**

Picture A

Picture B

Picture C

Picture D

Picture E

Picture F

Questions

- g) How is the boy going to the market?
- h) Where has the boy left the bicycle?
- i) What do you think the boy has bought?
- j) Suggest a suitable title to the picture story.

Comprehension (passage)

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

My last holiday was very exciting. I visited not only my relatives but also my friends. For example, I visited my uncle who lives in one of the villages in Kumo District. While there, I carried out several activities. One of the activities was fishing. My cousins taught me how to fish using a hook. I learnt how to put the bait on the hook and how to tell that a fish had got hooked. One day, as we were fishing, I felt a fish pulling my rod with a lot of force. "This must be a big fish," I said to myself. With all my might, I overpowered it. I slowly pulled it out of the water. To my surprise, it was a big strange creature. My cousins shouted that it was a tortoise. They laughed at me for catching a tortoise.

On some other days, my cousins and I grazed the animals. We could drive the animals to fields which were many kilometers away. On such days, we packed our breakfast and lunch in our leather bags. We also had containers for water. Whenever we grazed the animals, uncle realized that they were more satisfied than on other days. The cows also produced more milk on such days than on other days.

"What do you feed the animals on, my children?" he one time asked. "Fresh grass," one of my cousins answered.

Towards the beginning of this term, Uncle told me to ask for anything I wanted. It was as a token of appreciation for all that I had done and for being a good-mannered child. I told him I wanted an Oxford Advanced Learner's Dictionary. When he bought it, I felt very grateful.

Questions:

- a) What made the writer's holiday exciting?
- b) Where does the writer's uncle live?
- c) What did the writer use to fish?
- d) What pulled on the writer's rod?
- e) With whom did the writer graze the animals?
- f) Why do you think the cows produced more milk whenever the writer and his cousins grazed them?
- g) What was bought for the writer as a token of appreciation?
- h) How many activities did the writer do during the holidays?

Give another word or group of words with the same meaning as each of the underlined words in the passage.

(i) several

(ii) strange

Practical work

Write a composition about the animals you have in your home. Mention where they stay during day and night, what they feed on, why you keep them and why you like them.

Common mistakes

Full forms

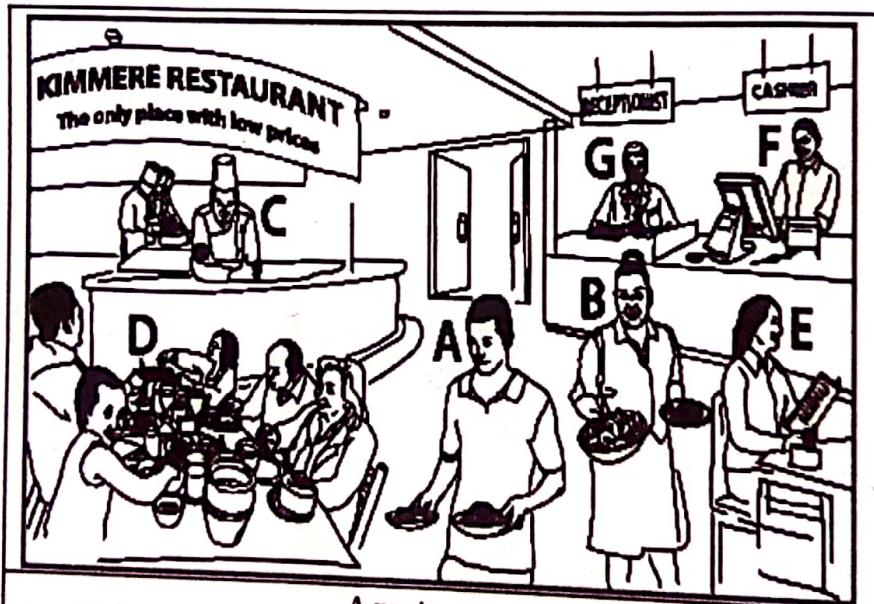
Incorrect: vet - veterinary

Correct : vet - No full form

Comment: Vet is a noun. This is a person who has been trained in the science of animal medicine, whose job is to treat animals which are sick or injured. Also known as a veterinarian or veterinary surgeon.

SUB-TOPIC 5: HOTELS

Study the picture below and tell what is happening at each point labelled A, B, C, D, E, F, G.



Vocabulary practice

Read and learn the meaning of these words.

balcony: a platform that is built on the upstairs outside a wall of a building with a wall or rail around it

➤ *She met the waiter sitting on the balcony at the hotel.*

bill: an amount of money to be paid for something or services received or used
➤ *May I know the bill so that I can pay you?*

booking: an arrangement made in advance to buy or use something
➤ *Jacana has made a booking for a restroom at Sheraton Hotel.*

serviette/napkin : a piece of cloth or paper used at meals for protecting your clothes and cleaning your lips and fingers

➤ *The serviette was too dirty for the customers to use.*

fruit : the part of a plant that consists one or more seeds and flesh that can be eaten as food, usually tastes sweet

➤ *He did not get any fruit for lunch.*

breakfast: the first meal of the day

➤ *Samuel usually takes his breakfast at 8 o'clock.*

check-in: the place where you go first when you arrive at an airport to show your ticket

➤ *You cannot eat food from a check-in.*

check-out: the time when you leave a hotel at the end of your stay

➤ *The bill will be printed for you at the checkout.*

chef: a professional cook

➤ *The chef helped other cooks to prepare this fruit salad.*

conference room: a room in which large meetings, exhibitions and social events are held

➤ *He met the hotel manager in the new conference room.*

counter: a long flat table over which goods are sold or business is done in a hotel or shop

➤ *Go to the counter and pay your bills.*

customer: a person or organisation that buys things from a shop or business

➤ *Mr. Kigumba is a very common customer in our restaurant.*

cutlery: knives, forks and spoons used for eating and serving food

➤ *The waitress forgot to bring me some cutlery.*

dessert: sweet food eaten at the end of a meal

➤ *The hostess gave me a rich chocolate dessert as soon as I finished eating food.*

diner : a person eating a meal at a restaurant or hotel

➤ *Doris Restaurant receives about one thousand diners every day.*

dinner: the main meal of the day eaten either in the middle of the day or in the evening

➤ *Mr. Odong takes his family to Masaba Hotel for dinner every Saturday.*

Exercise

A) Use the correct form of the word given in brackets to complete the sentences.

1. Some four diners had their meal at Kamukamu Restaurant. (dine)

2. We had our _____ at 4:20 p.m. (dine)

3. Can we make our _____ now so that we can avoid disappointments? (book)

4. They _____ get their lunch at 12:30 p.m. (usual)

5. The meeting was _____ in the newest conference hall. (hold)

6. Mr. Tamale is _____ the bill now. (pay)

7. Having _____ the food, I was given a bill. (eat)
8. All the _____ were beautifully painted. (balcony)
9. Did your father buy a new _____ table. (dine)
10. One of the _____ needs a serviette. (customer)

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

1. At what time did you have the first meal of the day?
➤ At what time did you have breakfast?
2. She does not like sweet food eaten at the end of a meal.
3. Some knives, forks and spoons should be wiped.
4. We always have the main meal of the day at Riz restaurant.

C) Write the plural of these words.

chef - chefs
diner _____
customer _____

conference room _____
balcony _____
counter _____

Vocabulary practice

Read and learn the meaning of these words.

lunch: a meal that is eaten in the middle of the day
➤ *Mother served lunch at 1:00 p.m.*

meal: an occasion when people sit down to eat food such as breakfast, lunch or dinner
➤ *Lunch is the main meal of the day.*

menu: a list of food that is available in a restaurant or hotel
➤ *May I have a look at the menu before I order for a meal?*

napkin: a piece of cloth used at meals for protecting your clothes and cleaning your lips
➤ *The waitress brought a napkin after serving me with food.*

receipt: a piece of paper that shows that goods or services have been paid for
➤ *May I have my receipts, please!*

restroom: a room with a toilet in a public place such as a theatre or restaurant
➤ *Can I find any free rest room in this inn?*

restaurant: a place where you can buy and eat a meal
➤ *Julie works at Kimmeme Restaurant as a waitress.*

serve: to give/ provide somebody with food or a drink.
➤ *The waiter who served us with soup is a kind man.*

supper: the last meal of the day
➤ *Who is serving supper to the people?*

waiter: a male person whose job is to serve customers at their tables in a restaurant
➤ *I did not find any waiters at Riz Restaurant.*

waitress: a female person whose job is to serve customers at their tables in a restaurant
➤ *Harriet is the smartest waitress at Byona Restaurant.*

lounge: a public room in a hotel or club for waiting and relaxing in
➤ *I met the hotel manager in the lounge.*

salad: a mixture of raw vegetables such as lettuce, tomato and cucumber usually served with other foods as part of a meal.

- Do we need meat and salad for lunch?
- pudding**: a sweet dish eaten at the end of a meal.
- We had a good pudding today at lunch.

Exercise

1. Arrange the words in alphabetical order.

- waited, waiter, waitress, wait
wait, waited, waiter, waitress
- supper, super, superior, superb
- receipt, reception, receive, receiver
- source, sauce, soup, soccer
- room, rest, ring, rang
- menu, meal, men, made
- fish, fresh, food, fork
- lunch, diner, lounge, dinner

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

- James had served the customers by the time the chef called me. (serve)
- Hellen is one of the youngest _____ at Nsava Hotel. (wait)
- I found a male _____ at the counter counting money. (receive)
- There are few _____ left at the counter. (napkin)
- Naume has the _____ table manners. (good)
- None of the _____ was signed. (receipt)
- Can we go for _____ please? (dine)
- I hate _____ bills in my life. (pay)
- The meeting was _____ because we got many good ideas. (fruit)

Vocabulary practice

Read and learn the meaning of these words.

swimming pool: an area of water that has been created for people to swim in

✓ *She went and swam in the swimming pool.*

bar: a place where you can buy and drink alcoholic drinks

✓ *The bar was so crowded that I took long to get a drink.*

pub: a place where people go to drink and meet their friends

✓ *They went to the pub for a soft drink.*

table manners: acceptable behaviour or conduct at a table when having a meal with others

✓ *He has poor table manners and does not eat with other people.*

table mat: a piece of wood or cloth that is put under a hot dish or plate to protect the surface of the table

✓ *The table mats we used were very dirty.*

toothpick: a short-pointed piece of wood or plastic used for removing bits of food between the teeth

✓ *She eats meat only if she has a toothpick.*

dining room: a room that is used mainly for eating meals in

✓ *She did not find any food to eat in the dining room.*

order: a request for food or drinks in a restaurant or bar



- ✓ *My order was of beef and posho.*
conditioner: a machine that cools and dries air
 ✓ *The air conditioner in that restaurant is very good.*
sauce: a thick liquid that is eaten with food to add flavour to it
 ✓ *The sauce wasn't enough for all people at the port.*

Exercise

A) Write the plural form of the following words.

order - <u>orders</u>	tooth	toothpick	swimming pool	table mat
pub	air conditioner	bar	gym	reception

B) Use these words in a sentence to show that you know the difference in their meaning.

sauce - There isn't enough sauce for all the guests.

Source - _____

C) Use the correct form of the word given in brackets to complete the sentences.

- Did you talk to the receptionist when you arrived. (reception)
- My cousin does not want to brush her _____. (tooth)
- The waitress first _____ the table before serving the customers. (lay)
- Young children are not allowed to go to _____. (bar)

Table manners

- Chew with your mouth closed.
- Don't use your utensils like a shovel or stab your food.
- Don't pick your teeth at the table.
- Remember to use your napkin.
- Wait until you're done chewing to sip or swallow a drink.
- Cut only one piece of food at a time.
- Wait until everyone is served before eating.
- Never stuff your mouth.
- Never reach to get something (ask for it)
- Always pick up your plate and say thank you.

Formation of adjectives

Many adjectives are formed from nouns, verbs and others are formed from adjectives.
 (a) words that add suffix 'ous' to form adjectives.

Noun/verb	Adjective	Noun/verb	Adjective
anxiety	anxious	danger	dangerous
luxury	luxurious	courage	_____
industry	_____	marvel	_____
injury	_____	vigour	_____
victory	_____	advantage	_____
glory	_____	poison	_____
mountain	_____	zeal	_____
religion	religion	grace	gracious
space	_____	miracle	miraculous
continue	_____	_____	_____

(b) Those which take suffix "ful" to form the adjectives.

Noun/verb	Adjective	Noun/verb	Adjective
mercy	merciful	youth	
Beauty		hope	
skill		colour	
Harm		success	
Wonder		sorrow	
peace		fruit	
use		faith	
forget		play	

(c) Nouns that add 'y'

Noun/verb	Adjective	Noun/verb	Adjective
fault	faulty	smoke	
smell		water	
milk		dirt	
cloud		guilt	
sun		speed	
rain		health	
wind		storm	
fruit		salt	
taste	tasty	dust	
haste		sand	
juice		blood	
stone		fun	

(d) Some add 'less' to form adjectives.

Noun/verb	Adjective	Noun/verb	Adjective
hope	hopeless	help	
harm		child	
care		end	
aim		use	
job		taste	
mercy			

Using "ing" to form adjectives.

Noun	Adjective
love	loving
care	caring
interest	interesting
smile	smiling

Formation of adjectives: Using 'sh'

Noun	Adjective	Noun	Adjective
child	childish	woman	womanish
Denmark	Danish	Poland	Polish
England	English	Britain	British
Spain	Spanish	Turkey	Turkish
boy	boyish	girl	girlish
Finland	Finnish	blue	bluish

Exercise

Fill the blank spaces using the correct form of the words given in brackets.

- That German lady has _____ behaviour. (child)
- He comes from Britain. So, he is a _____. (Britain)
- My mother behaves in a _____ way. (girl)
- Most Ugandans are _____. (job)
- Young girls are so _____ to the old. (help)
- Europeans are very _____ to the Africans. (mercy)
- Madibo is known to be _____. (care)
- Sandra is wearing a _____ t shirt. (boy)
- Every race is _____ in the whole world. (use)

Using suffix 'al' to form adjectives.

Noun	Adjective	Noun	Adjective
nature	natural	economy	
centre	central	instrument	
region		logic	
parent		machine	
picture		accident	
Bible			

Using suffix 'ly' to form adjectives.

Noun	Adjective	Noun	Adjective
love	lovely	day	
year		man	
god		coward	
father		life	
friend		mother	
		alone	

Some adjectives are formed differently. These don't have a specific formula.

Noun	Adjective	Noun	Adjective
pride	proud	wood	
cruelty	cruel	safety	
volcano		affection	
true		difficulty	
energy		freedom	
circle		wool	
muscle		metal	
breadth	broad	width	
thickness		bravery	

Formation of adjectives from verbs.

Some adjectives are formed from verbs.

verb	adjective	verb	Adjective
open		think	
collect	collective	imagine	
construct		instruct	
correct		love	
describe		obey	
enjoy		prevent	
study		prosper	
speak	spoken	quarrel	
talk			

Proper adjectives:

This is an adjective which is formed from a proper noun. A proper adjective must begin with a capital letter.

Countries and their citizens			
Country	Citizen	Country	Citizen
Uganda	Ugandan	Libya	Libyan
Kenya	Kenyan	Ghana	Ghanaian
Rwanda	Rwandan	Senegal	Senegalese
Burundi	Burundian	Malawi	Malawian
Congo	Congolese	Zimbabwe	Zimbabwean
Sudan	Sudanese	Nigeria	Nigerian
Tanzania	Tanzanian	Mali	Malian
Egypt	Egyptian	Togo	Togolese
Somalia	Somali	Swaziland	Swazi
Belgium	Belgian	Burkinafaso	Burkinabe
Botswana	Batswana (people) Motswana (person)	Cameroon	Cameroonian

Benin	Beninese	Chile	Chilean
Morocco	Moroccan	Gabon	Gabonese
Ethiopia	Ethiopian	Guinea	Guinean
Other countries/citizen.			
Country	Citizen	Country	Citizen
Japan	Japanese	Pakistan	Pakistani
Newzealand	Newzealander	Britain	British/Brit
Greece	Greek	England	English
Finland	Finn	Poland	Pole
America	American	Iran	Iranian
Germany	German	Israel	Israeli
Vietnam	Vietnamese	Norway	Norwegian
Spain	Spaniard	Netherlands	Dutch
Jamaica	Jamaican	Denmark	Dane
Korea	Korean	Italy	Italian
Europe	European	Russia	Russian
Tunisia	Tunisian	Uruguay	Uruguayan
Turkey	Turk	Russia	Russian
Switzerland	Swiss	Portugal	Portuguese

Exercise

To form the plural of a word for a person from a particular country add "s" except for Swiss and words ending in "ese" e.g. Japanese. These stay the same.

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

1. Kelly went to France to study _____ (France)
2. _____ are well known sports men. (Kenya)
3. Most wrestlers are _____. (Greece)
4. A Korean, as well as a _____ has small eyes. (China)
5. _____ are the weakest race in the world. (Syria)
6. Indians eat red pepper more than _____. (Eritrea)
7. I asked my _____ friend about their culture. (Sudan)
8. British speak better English than _____. (America)
9. Mexicans are taller than _____. (Russia)
10. Her niece is married to a _____. (Brazil)

Formation of proper adjectives.

Proper noun	Proper adjective	Proper noun	Proper adjective
America		Cuba	
Angola		Cyprus	
Australia		Denmark	
Belgium	Belgian	Egypt	
Austria	Austrian	Eritrea	
Botswana		Ethiopia	
Burkina		Finland	
Cameroon		Gabon	
Chile	Chillean	Greece	
China		Hungary	
Congo		Iran	
Croatia		Norway	
Italy		Pakistan	
Jamaica		Poland	
India		Rwanda	
Japan		Russia	
Libya		Senegal	
Luxembourg		Singapore	
Madagascar		South Africa	
Malawi		Somalia	
Mali		Sudan	
Mexico		Sweden	
Morocco		Togo	
Mozambique		Tunisia	
Namibia		Turkey	
Niger		Uganda	
Nigeria		Ukraine	
Vietnam		Uruguay	
Zambia			
Zimbabwe			

Proper noun	Proper adjective	Proper noun	Adjective
Afghanistan	Afghan	Israel	
Algeria	Algerian	Kenya	
Asia		Lesotho	
Europe		Namibia	
Brazil		Spain	
France		Swaziland	
Germany		Uruguay	
Ghana	German	Iraq	
Senegal		Yemen	
Netherland		Slovakia	
Britain	Brit/Briton	Yemeni	
		Slovakian	

Languages

Languages spoken in Uganda.

Tribe	Language	Tribe	Language
Baganda	Luganda	Banyankole	Runyankore
Basoga	Lusoga	Batooro	Lutooro
Bagishu	Lugishu	Japadhola	Dhopadhola
Acholi	Acholi	Itesot	Ateso
Langi	Langi	Madi	Madi
Alur	Alur	Bakonzo	Lhukonzo

Languages spoken in other countries.

Tribe	Language	Tribe	Language
France	French	England	English
Britain	English	Italy	Italian/Latin

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

1. Samson speaks the language of people from France fluently.
➤ Samson speaks French fluently.
 2. We learn the language of people from England at school.
 3. My mother speaks Lusoga and the language of people from Italy.
 4. Can you speak the language of the Batooro?
 5. The language of the Itesot is difficult to speak.

Common mistakes

Incorrect : That Polish has not paid for the juice.

Correct: That Pole has not paid for the juice.

Order of adjectives.

Sometimes we use a variety of adjectives to describe a particular noun. In this case, we have to put the adjectives in their right order. Therefore, we use the formula below.

N - number e.g. a, one, many, little, few, ten, four etc
OP - opinion e.g. yes, no, like, dislike

S - size and shape

size e.g. fat, thin, small, big, large etc

shape e.g. oval, circular, triangular etc.

H - height e.g. tall, short, long etc.

A - age e.g. old, young, new, mature, adult etc.

C - colour e.g. white, yellow, dark, blue etc.

O - origin e.g. Japanese, Swazi, Chilean, Kenyan etc.

M - material e.g. cotton, golden, silken, woollen, etc.

P - purpose or use e.g. racing, shopping, walking, playing, dancing, etc.

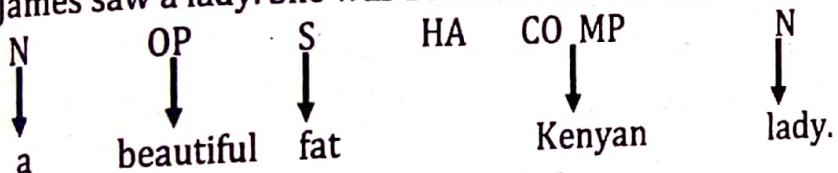
N-noun e.g lady, boy, girl, man, etc

N	OP	S	SH	H	A	C	O	M	P	N
four	humble	thin	circular	tall	young	brown	Kenyan			ram
a	beautiful		oval	old	black	British			girl	
an			triangular		white	Japanese				pigs
eleven	nice	small		short						

Examples.

Join the sentences without using 'who', 'which', 'that', or 'and'.

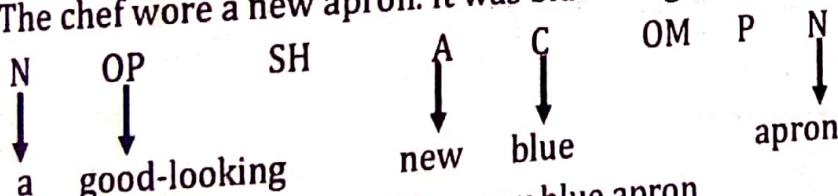
1. James saw a lady. She was beautiful. She was fat. She was from Kenya.



❖ James saw a beautiful fat Kenyan lady.

Note: Don't use commas when arranging adjectives in order.

2. The chef wore a new apron. It was blue and good looking.



❖ The chef wore a good looking new blue apron

3. I have four rams. They are brown. They are also thin.

➤ I have four thin brown rams.

4. Teddy saw eleven pigs. They were from Japan. They were small.

➤ Teddy saw eleven small Japanese pigs.

Exercise

A. Underline the adjectives in the sentences below.

1. There are nineteen fine fat round-headed mature white cocks in the house.
2. The butcher slaughtered six enormous black goats last week.
3. The doctor treated the thin young brown Chinese pigs with care.
4. The farmer sold ten fat black rabbits.
5. There are eight slim tall old grey Ugandan sheep over there.

B. Join the sentences without using 'who', 'which' or 'and'.

1. The waitress was a dark - skinned lady. She was from Sudan. She was beautiful.
2. The customer was a polite man. He was young.
3. Our hotel has golden cutlery. They are many. They are new.
4. The hotel manager bought serving trays. They were blue and round.
5. There were nice chairs in that hotel. They were for sitting on. They were many.
6. Harriet has napkins. They are two and white.
7. Have you seen the waiters? They are smart. They are tall.
8. The chef has a knife. It is sharp. It was made in Japan.
9. My grandfather has a stick. He uses it for walking. It is long.
10. There is a swimming pool at that hotel. It is large and modern.

Language structures

Using: May I-----

- May is used in polite language to ask for something or give permission.

Using may to ask for something

Read these sentences

- a) May I have the menu, please?
- b) May I have some rice and beans, please?
- c) May I have some African tea, please?

Exercise

Rewrite the following sentences using: May-----?

1. I want to see the waiter.
➤ May I see the waiter, please?
2. I want more sugar in this tea.
3. I want some mushroom soup.
4. We want some cold juice.
5. I want to pay for the guest room.
6. I want to share some food with you.
7. I want to have a glass of orange juice.
8. I want a chapatti and chicken soup.
9. I want to talk to the manager now.
10. We want to prepare some mango juice.
11. They can take up their seats in the room.

Language structures

May can be used to say that something is possible

Read these sentences.

- Amuria Primary School may hold their end of year party in the conference room.
- The brides may have their dinner at Makula Hotel.
- Henry may pay the bill tomorrow morning.

Exercise

Rewrite the sentences using:----- may---- instead of "will"

- Sarah and Bob will not visit your restaurant.
► Sarah and Bob may not visit your restaurant.
- The diners will pay their bills at the counter.
- The waitress will serve you with a dish of your choice.
- That rude waiter will not attend to the customers.
- Children below eight years will not be allowed to swim.
- Homis will build a five-Star Hotel in Gulu town.
- The chef will not prepare delicious meals this time.
- The restaurant managers will not punish the lazy waiters.
- The restroom will accommodate the three holiday makers.
- The old swimming pool will be renovated in the next two months.
- Our father will not take us to Tororo United Restaurant for dinner.

Language structures

Using No sooner-----

No sooner is used to show events that happened one after the other. It is followed by the first action.

- "No sooner" means not longer than and it's always attached with "than"
- No and sooner are two different words which must be written separately.

Using: No sooner----- to introduce events.

Read these sentences.

- No sooner had the boss paid for his breakfast than the driver came for him.
- No sooner had the diner broken a cup than she was reported to the hotel manager.

Rewrite the following sentences using: No sooner----- than-----

- The customer ate the meat. She paid money to the cashier.
► No sooner had the customer eaten the meat than she paid the money to the cashier.
- The cashier sat behind the counter. The diner paid all the money.
- The chef entered the kitchen. She lit fire.
- The chief guest reached the conference room. The master of ceremonies recognised him.
- The customer sat at the big table. A waitress welcomed him.
- The boss made an order and then his wife slapped him.
- The tall waiter gave me a bill and I paid some money to the cashier.
- The customers said their prayer. They started eating the food.
- As soon as I reached the counter, the cashier greeted me.
- The new waitress saw a customer. She ran into hiding.

Language structures

Using: Could you-----?

- "Could" is used as the past tense of "can".
- "Could" is a modal verb also used to ask if you can do something.
- "Could" is as well used to politely ask somebody to do something for you.

Read these sentences.

- a) Could you bring the bill, please?
- b) Could you get me some orange juice, please?
- c) Could you send me the menu over there, please?

Exercise

Form polite questions from these statements beginning: 'Could -----?'

You can serve the diners.

➤ Could you serve the diners, please?

1. The boys should be given some mango juice.
2. You can clean the plates.
3. Give me some African tea.
4. Give the customers some cold water.
5. Make a new receipt for my payments.
6. She can give the menu to the customer.
7. Nandujja should be served with some milk.
8. Get me a plateful of traditional dish.
9. Prepare the bill for Mr. Balabye.
10. Pay the money for the services received.

Comprehension (menu)

The menu below was found at Kate Restaurant. Study it carefully and, in full sentences, answer the questions that follow.

MENU

Item Price in shillings

soda	1000/= a bottle
cold milk	1500/= a glass
milk tea	1800/= a cup
samosa	1700/= a pair
chapatti	600/= each
fried eggs	500/= each
bread	300/= a slice

Questions

- a) Which restaurant uses the menu above?
- b) Which item costs one thousand five hundred shillings on the menu?
- c) How many items are shown on the menu?
- d) What is the most expensive item on the menu?
- e) How much will John pay for a cup of milk tea and a pair of samosas?
- f) What is the cost of a glass of cold milk?
- g) How much is a plate of chips and chicken?
- h) What is the cheapest item on the menu?
- i) How much is bread?
- j) How many samosas do you get if you pay one thousand seven hundred shillings?

Composition (jumbled story)

The sentences below are jumbled. Rearrange them to make a good story.

1. When we reached there, we went and sat at the table near the balcony.
2. This is because my mother took me to Ekimere Hotel.
3. This hotel is found in Kampala along Speke Road.
4. Last week, my mother and I had a good day.
5. She cleared it and we went back home happily.
6. After eating, mother asked for the bill.
7. He served us with exactly what we had ordered for.
8. Then we started eating our delicious food.
9. We read it and placed the orders immediately.
10. A waiter happily received us and gave us a menu.

Comprehension (passage)

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

My name is Baryomu. I completed my Primary Five last year at Nsyosyo Primary School. After the exams, my father asked me to help him in his restaurant. As a young man of twelve, I was able to do all jobs in the restaurant well. First of all, I could speak politely to the customers in English and I was always in time for everything.

Near our restaurant, there was a livestock farmer. He usually supplied us with milk, beef, mutton and eggs. I was always the one to collect those things on a daily basis. The farmer had a pet cat. Whenever I went there, it could come to me. I would carry it in my arms and this comforted it but one of the workers on the farm hated the cat. He was cruel to it. He used to deny it food. One day, it poured some milk that was for sale. The worker hit it on the head and it ran away. For the next six days, the

farmer didn't know what had happened to his pet.

One day, our chef opened the food store. Most of the fruit, meat, sauce and butter had been spoilt. The chef called all the waiters including me. We had nothing to say. Nobody knew what had spoilt the foods.

As we were still wondering what to do, a cat came from under one of the tables. It had smeared itself with butter. It came towards me as if it was asking for a lift. Everybody was shocked. I carried the cat and told them that it belonged to the farmer.

When the owner was told about what had happened, he felt sorry. He thanked us and promised to give us a reward.

Questions:

- a) How old was Baryomu when he did his final examinations?
- b) Give one reason why Baryomu was able to help his father well.
- c) Which animals were likely to be at the farmer's farm?
- d) Why did the cat like Baryomu?
- e) How did one of the workers mistreat the cat?
- f) Where did the cat go after escaping from the farm?
- g) Why do you think the cat came out of the hiding?
- h) In each of the questions h – i, give a word or group of words that mean each of the underlined ones.
 - i) restaurant
 - ii) cruel
- i) Suggest a suitable title to the story.

Guided composition

Choose the correct words from the box and use them to fill the blank spaces so as to complete the story.

there, chicken, went, menu, dinner, because, good, back, minutes, my

One evening, I _____ to the restaurant to have _____. When I reached _____, I entered and was given a _____ to make a choice. I ordered for a bottle of soda, chips, _____ and salads. The waitress first gave me an appetiser that arose _____ appetite. I waited for only two _____ and I was served. I ate and I did not even leave a bone unchewed. I hope to go _____ to that restaurant _____ of the _____ customer care and the delicious meals.

Comprehension (Information)

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

Rwampara Traders Ltd
Tring Road
PO Box Kisero Tel. 20305560

Cash receipt

Date: 3/ Feb/ 2020

Received from: Manga Kezroni

Being payment of: Serviettes, cutlery, and table mats.

Amount : Ninety thousand shillings only.

Quantity		Amount
1 box	serviettes	20,000/=
1 set	cutlery	60,000/=
4	table mats	10,000/=
Total		90,000/=

Cashier Nankya Jovia.

Questions

- From which shop were these items bought?
- Where is Rwampara Traders Ltd found?
- Who bought these items?
- When were these items bought?
- How many serviettes were bought?
- Who received this money?
- How much did each table mat cost?
- What is Nankya Jovia?
- How much was spent on serviettes and cutlery?
- What was sold in a set?

Composition (guided dialogue)

The dialogue below was between Joan and Bosco. What Joan said has been given. Complete with what you think were Bosco's appropriate responses.

Joan: Good morning, Sir

Bosco:

Joan: My name is Joan Assy. May I know you too?

Bosco:

Joan: It is nice to meet you Bosco. What do you do here?

Bosco: _____

Joan : Who is a chef?

Bosco: _____

Joan : That is wonderful. So, did you train for that kind of job?

Bosco: _____

Joan : Where did you train from?

Bosco: _____

Joan : Oh! I will also take my sister to YMCA for training after her S.4. May I have a look at the menu, please?

Bosco: _____

Joan : Why is your buffet very expensive?

Bosco: _____

Joan : Do you want to mean food commodities are only expensive this way.

Okay, I shall have matoke, rice, yams and fresh fish. How much will that cost me?

Bosco: _____

Joan : Okay, get your twenty four thousand shillings. Can you serve me now?

Bosco: _____

Joan : Thank you.

Bosco: _____

Common mistakes

Incorrect: Good morning Mr. Tulale

Good morning, cashier

Correct : Good morning Mr. Tulale

Good morning, Sir.

Comment: Titles like cashier, shopkeeper, teacher etc. Should not be used when responding to greetings.

Instead Madam or Sir should be used. They should be capitalised because they are being used as titles.

Practical work

- ❖ Write the weekly menu at your home
- ❖ With your friends, act out a day at the restaurant.

TOPIC: USING A DICTIONARY

Vocabulary practice.

Read and learn the meaning of these words:

abbreviation: a short form of a word or words: e.g. etc.

➤ The abbreviation form of Doctor is Dr.

alphabet: a set of letters or symbols in a fixed order used for writing a language

➤ The English alphabet has twenty six letters.

arrange: to put something in a particular order

➤ We are to arrange the chairs in our classroom.

define: to say or explain what the meaning of a word or phrase is

➤ Davis cannot define ten words without opening a dictionary.

definition: an explanation or the meaning of a word or a phrase

➤ Find the definition of the word alphabet.

dictionary: a book that gives a list of the words of language in alphabetical order and explains their meaning

➤ Look up the word pronounce in the dictionary.

Index: a list of topics or names that are referred to in a book.

➤ Go to the index and find the name.

introduction: the first part of a book or speech that gives a general idea of what is to follow

➤ This book has a wonderful introduction.

label: a piece of paper attached to something that gives information about it

➤ The reading instructions are on the labels.

Exercise

A) Use the correct form of the word given in brackets to complete the sentences.

Aisu was not able to arrange the words in _____ order. (alphabet)

You cannot _____ a word unless you know its meaning. (definition)

Several _____ were already dirty. (label)

They first _____ the classroom before leaving yesterday. (arrange)

How many _____ were bought? (dictionary)

B) Write the plural of the following words.

definition _____

index _____

introduction _____

dictionary _____

Vocabulary practice

Learn the meaning of these words

look up: to look for information in a dictionary or a reference book

► *Can you look up the definition of the word dictionary?*

meaning: the idea that a word, sign or sound represents.

► *The word mess has several meanings.*

pronounce: to make the sound of a word or letter in a particular way

► *The man pronounced the word "popcorn" funnily.*

pronunciation: the way in which a language or particular word is pronounced

► *There is more than one pronunciation of 'minute'*

skill: the ability to do something well

► *I have better skills in using a dictionary.*

spelling: the act of forming words correctly from individual letters

► *I always avoid spelling mistakes.*

stress: an extra force used when pronouncing a particular word or syllable

► *I am working on pronunciation, stress and intonation.*

thesaurus: a book which is like a dictionary but in which words are arranged in groups that have similar meanings

► *My father bought a thesaurus from Moroto stationer's.*

Exercise

Use the correct form of the given words to fill the blank spaces.

1. Do you know the _____ of the word compound? (pronounce)

2. We have _____ up the meaning of some words in a dictionary. (look up)

3. I forgot the _____ of the word acting. (abbreviate)

4. The teacher will _____ a new topic next week. (introduction)

5. She is _____ the words in alphabetical order. (arrange)

6. _____ are useful parts of books. (index)

7. There are about eight _____ in our book shelves. (thesaurus)

8. Allen sometimes _____ the meanings of difficult words. (guess)

9. The _____ of the word he gave was wrong. (arrange)

10. All the library shelves have been _____. (label)

Vocabulary practice

Read and study the meaning of these words.

reference: the act of looking at something for information

♦ *Keep a list of words for every reference.*

refer: to look at something or ask a person for information

♦ *Please, refer to your notes whenever you forget.*

sound: to give a particular impression when heard

♦ *Our teacher sounds clear when he talks.*

guide word: a word that can help you make a decision or form an opinion

♦ *The teacher gave us guide words before we did the exercise.*

an acronym: a word formed from the first letters of words that make up the name of something

♦ *P.L.E is an acronym of Primary Leaving Examination.*

1. **check:** to find out if something is present, correct or true
 • I need to check for the meaning of the words in a dictionary.

Form nouns from the following:

Word	Noun	Word	Noun
arrange		form	
abbreviate		skilful	
refer		complete	
guide		define	
pronounce			

Similes

Similes are used to directly compare two things.

Examples

as alike as two peas in a pod.

as bald as a coot

as bent as a bercow.

as big as an elephant.

as steady as a rock.

as sure as death.

as thin as a rake.

Complete the following similes

as tough as _____

as white as _____

as clean as _____

as cold as _____

as large as _____

as poor as _____

as soft as _____

as sweet as _____

as ugly as _____

as drunk as _____

as wise as _____

as dead as _____

as dry as a _____

as neat as _____

as quick as _____

as sweet as _____

as true as _____

as right as _____

as blind as _____

Answer correctly

1. I am as hungry as _____

2. The class was as quiet as _____

3. This cake is as sweet as _____

4. Jerom looked as innocent as _____

5. The mattress is as soft as _____

Grammar

The Question Tags

- A question tag is a short question attached to a statement to check on its correctness.
- A question tag changes or turns a statement into a question.
- A question tag aims at a "yes" or "no" short response.

Examples

won't we? shan't we? will you? can they? didn't I? isn't he? etc.

Note:

Question tags are formed using helping verbs and pronouns.

Formation of negative question tags.

Affirmative or positive statements take negative question tags.

Positive statement	Negative tag	Positive statement	Negative tag
I can use a dictionary,	can't I?	We shall write the alphabet,	shan't we?
Musa arranged the words,	didn't he?	You like fresh fish,	don't you?
It is very hot,	isn't it?	I am singing,	aren't I?

Things to remember:

- Positive statements with helping verbs form their question tags using the negative forms of the helping verbs i.e
is → isn't had → hadn't do → don't are → aren't
could → couldn't did → didn't am → aren't must → mustn't
does → doesn't were → weren't may → mayn't should → shouldn't
was → wasn't would → wouldn't have → haven't has → hasn't
might → mightn't, ought - oughtn't etc.
- Positive statements with the present or past simple, form their question tags using the metal helping verb "do, does, did"
i.e goes - doesn't, go - don't, went - didn't

Example

1. We looked up the words - didn't we?

Exercise

Add suitable question tags to the given statements.

1. Mr. Kintu is teaching us about alphabetical letters, _____?
2. Joyce has arranged the words in alphabetical order, _____?
3. It was difficult to look up words in a dictionary, _____?
4. She found the meaning of the new word, _____?
5. A dictionary will give you the meaning, _____?
6. They were learning the letters of the alphabet, _____?
7. That man finds it easy to arrange words beginning with letter a _____?
8. It was a very big book, _____?
9. The teachers have prepared us for a bright future, _____?
10. You must own a thesaurus and a dictionary, _____?
11. I am arranging and writing the abbreviations in full, _____?
12. We should look at the introduction of this book, _____?

13. We shall write foreign words in our books, _____ ?
 14. We could have seen the index of the books, _____ ?
 15. James unjumbled the sentence very fast, _____ ?

Practice

A) Write the short form of the following:

will not	_____	must not	_____
shall not	_____	would not	_____
cannot	_____	had not	_____
is not	_____	are not	_____
have not	_____	ought not	_____
could not	_____	did not	_____
does not	_____	do not	_____
was not	_____	has not	_____
might not	_____	may not	_____

B) Supply a suitable question tag:

- a) You bought an encyclopedia, _____ ?
- b) The herdsman has been around, _____ ?
- c) Monica can arrange the words in alphabetical order, _____ ?
- d) He teaches us how to put words in dictionary order, _____ ?
- e) They will buy new thesauruses when they get money, _____ ?
- f) We have already answered all your questions, _____ ?
- g) The boy is busy looking up some words in a dictionary, _____ ?
- h) The students were signing up for new encyclopedias, _____ ?
- i) She did the work accurately, _____ ?
- j) You may pay all the money here, _____ ?

C) Write the full form of the following:

won't	_____	wasn't	_____
couldn't	_____	aren't	_____
mayn't	_____	hasn't	_____
mustn't	_____	haven't	_____
can't	_____	wouldn't	_____

Forming positive Tags

Negative statements take positive question tags.

Negative statement

- Annet doesn't have a thesaurus,
- He didn't buy a dictionary,
- You can't pronounce this name,
- We hadn't spelt the word,

Positive tag

- does she?
- did he?
- can you?
- had we?

Note:

- Question tags must appear in the same tense with the statements they are attached to.
- A question tag ends with a question mark preceded by a pronoun or adverb.

Exercise

Add suitable question tags to the following statements.

1. The students did not look up the word in the encyclopedia, _____ ?
2. My mother does not know the meaning of the word thesaurus, _____ ?

3. I will not arrange these words in ABC order, _____?
 4. We shan't write foreign words today, _____?
 5. The boy couldn't spell the new words correctly, _____?
 6. You mustn't spell the new words wrongly, _____?
 7. I can't tell the opposite of the word pronounce, _____?
 8. The children weren't arranging the words in alphabetical order, _____?
 9. The man wasn't reading a thesaurus, _____?
 10. We shouldn't forget to look up new words in a dictionary, _____?
 11. You mustn't look for the meaning of that word, _____?
 12. This book isn't the one I gave you, _____?
 13. They don't refer to the dictionary, _____?
 14. You weren't defining foreign words, _____?
 15. The students don't know the spellings of most words, _____?

Question Tags with suggestions, requests and commands

- Commands take future positive questions tags.

Examples

- Look up the word in the dictionary, will you?
- Stop writing wrong spellings, will you?
- Bring here one thesaurus, will you?
- Arrange the words in ABC order, will you?

- Requests: Statements in suggestion form take "shall we" or "will you" question tags.

a) Will you?

Statements that ask for permission take 'will you' as the question tag.

Examples

- Let the pupils open their dictionaries, will you?
- Let the teacher show us some examples, will you?

a) Shall we?

Statements that ask for accompaniment take 'shall we' as the question tag.

Read these sentences

- Let's look up the word "bevy" in the dictionary, shall we?
- Let's go and explain to him, shall we?
- Let's meet in the library room, shall we?
- Let's read the introduction of this book together, shall we?

Exercise

Add suitable question tags to the statements below.

- Please, get me a glass full of orange juice, _____?
- Clean the whole compound at once, _____?
- Let us arrange these words in alphabetical order, _____?
- Let's meet at Lugogo Game for a dictionary reading competition, _____?
- Bring the thesaurus and the dictionary, _____?
- Write the meanings of these foreign words, _____?
- Let us check for the full form of these abbreviations, _____?
- Let us do the spelling activity together, _____?
- Write the twenty six letters of the alphabet, _____?

10. Go to the index and find other reference books, _____?
11. Let's practise the pronunciation of the word *thesaurus*, _____?
12. Let us abbreviate our names, _____?

Grammar Opposites

- "Opposite" 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

a) Opposites of gender

- These are opposites of nouns according to their gender. Some animals, birds and plants have special nouns denoting their sex.
- The male gender nouns are referred to as masculine.
- The female gender nouns are termed as feminine.

Masculine	Feminine	Masculine	Feminine
man	woman		girl
father			ewe
ram		son	cow
fox		drake	
hero			sow
buck		prince	
billy goat		king	
dog		brother-in-law	
	madam	bride	
mayor		best man	
poet		hunter	
governor		Headmaster	
peacock		Lion	
god		leopard	
tiger			

Opposites of Verbs

Verb	Opposite	Verb	Opposite
come	go	cry	
bring		begin	
sell		start	
send		encourage	
arrive		Clean	
lose			

Opposites of adjectives

Some adjectives have their corresponding opposites.

Adjective	Opposite	Adjective	Opposite
slow	fast	short	tall
long		wet	
dirty		proud	
easy		sweet	
new		near	
young		powerful	
smooth/gentle		handsome	
calm		humble	
happy		late	
quick		lazy	
silent		busy	
good		shabby	
white		mortal	
big		difficult	
fat		many	
heavy		beautiful	
dull		sharp	

Exercise

A) Rewrite the sentences giving the opposite of the underlined word.

1. American women are very beautiful.
2. Most men are so careful.
3. It is useful to associate with other races.
4. The Arab fighters were so merciless.
5. Learning other languages is so advantageous.
6. The meeting was fruitful.
7. Is it dangerous to drive while drunk?
8. Thomas behaves in a girlish way.
9. British have useless ideas.
10. The Congolese nationals are so generous.

B) Rewrite the sentences giving the opposites of the underlined words.

1. Wilson owns a very expensive car.
2. It is good to always read a thesaurus.
3. Rearrange the words listed below.
4. Our teacher proudly talks about the importance of goods.
5. The inside of this book is very colourful.

6. My mother-in-law can arrange these words in dictionary order.
7. The woman who gave me this copy was shabbily dressed.
8. Who brought this beautiful idea of reading various dictionaries?
9. Did the teacher send the list of new words?
10. You are advised to stop writing wrong spellings.

Using prefixes to form opposites.

- A prefix is a word or group of words added at the beginning of a word to change its meaning.

Examples: un, im, in, de, dis, mis etc

a) Opposites formed using prefix "un"

Word	Opposite	Word	Opposite
wise	unwise	lucky	unlucky
usual	unusual	likely	
faithful		impressive	
kind		holy	
		fair	
happy		stable	
godly		willing	
employed		wanted	unwanted
jumble		tidy	
fortunate		told	
comfortable		sporting	
productive		reliable	
seen		professional	

b) Opposites formed using prefix "mis."

Word	Opposite	Word	Opposite
manage	mismanage	trust	mistrust
represent		understand	
calculate		use	
appropriate		understood	
apply		read	
report		hear	mishear
behave		match	
lead	mislead	direct	
print		quote	

c) Forming opposites using prefix "im".

The words below can form their opposites by adding prefix "im" before them.

Word	Opposite	Word	Opposite
possible	impossible	moral	
polite		patient	
personal		proper	

permanent		pure	
movable		passable	
perfect		balance	
mobile		purity	
mature			

d) Forming opposites using prefix "il"

Some words that begin with "l", form their opposites by adding prefix "il".

Word	Opposite	Word	Opposite
legal	illegal	legality	
licit		liberal	
legible		literate	
legitimate		lumine	illumine

e) Opposites formed using prefix "dis"

The following words can form their opposites by using prefix dis.

Word	Opposite	Word	Opposite
agree	disagree	organise	disorganise
respect		honest	
regard		connect	
qualify		comfort	
assemble		approve	
like		encourage	
own		order	

f) Opposites formed using prefix "in."

Find the opposites for the following words:

Word	Opposite	Word	Opposite
ability	inability	adequate	inadequate
accurate		efficient	
capable		fertile	
direct		soluble	
correct		finite	
competent		formal	

g) Opposites formed using Prefix "ir"

Look up in the dictionary and write the opposites of the following using "ir"-

Word	Opposite	Word	Opposite
regular		rational	
relevant		resistible	
reverent		responsible	
refutable		redeemable	
religious		reversible	

Revision Exercise

Examples of opposites formed by replacing "ful" "with" "less".

Word	Opposite	Word	Opposite
powerful	powerless	merciful	merciless
colourful	colourless	helpful	helpless
hopeful	hopeless	mindful	mindless
careful	careless	graceful	graceless
useful	useless	painful	painless

B) Write the opposites of the underlined words.

- a) The dictionary gives direct answers to my questions.
- b) He sat on a comfortable chair as he read his new thesaurus.
- c) After writing the correct answer, the boy looked up the word in a dictionary.
- d) The class monitor has managed the class today.
- e) This book has a lot of good information.
- f) This is the most legible work among all.

C) Rewrite each sentence giving the opposite of the underlined words.

- a) Mukula responsibly handled the library.
- b) That was a big fortune that you experienced.
- c) Did she own you because you stole a dictionary?
- d) In our school having a thesaurus is optional.
- e) This book is full of correct information.
- f) Some substances are soluble in water.
- g) Amutenda is a famous author in Uganda.
- h) Start organising the dictionaries in the library.
- i) The stationer has many books in his stationer's.

Language structures

a) Using:after.....

- "After" means a time later than something OR a time when something has already finished happening.

Examples

Which word comes after the other?

- a) peach; people
 - The word "people" comes after "peach" in the dictionary.
- b) agape; aged
 - The word "aged" comes after "agape" in the dictionary.
- c) first, family
 - The word "first" comes after "family" in the dictionary.
- d) rocket; scout
 - The word "scout" comes after "rocket" in the dictionary.

Exercise

A) Which word comes after the other in the dictionary?

- | | |
|-------------------|----------------------------|
| a) vale, veil | f) smart, smash |
| b) meet, meat | g) arrive, arrange |
| c) week, weeks | h) personally, personality |
| d) big, bigger | i) mean, menu |
| e) scored, scorer | |

B) Arrange the words in dictionary order.

kindle, kindest, kind, kinder

know, knight, knew, knot

best, basket, boast, boost

fair, fame, factory, fast

dance, damage, danger, daddy

C) Which word comes after the other in the dictionary?

- a) check-in, check out
- b) look, loop
- c) marker, market
- d) mind, hind

Language structures

Using: before

- "Before" also shows that a certain thing appears first then the other next.

Examples

- a) The word "peach" comes before "people" in the dictionary.
- b) Letter c comes before e in the alphabetical order.
- c) The word "arise" comes before "arouse" in the dictionary.
- d) The word "weak" comes before "week" in the dictionary.
- e) The word "sheep" comes before "ship" in the dictionary.

Exercise

A) Use the given pairs of words to show which word comes before the other in the dictionary.

- a) wood, ward
- b) moon, mood
- c) rural, ruler
- d) pronunciation, pronounce
- e) become, became
- f) phase, phone
- g) person, people

B) Rewrite these sentences using 'both'

- a) Not only does Brenda write textbooks but also writes readers.
- b) A dictionary is not only big but also a useful book.
- c) The teacher did not only punish the evil child, but also the late comers.
- d) The unkind maid has spoilt the books. The cook also has spoilt the books.
- e) Not only does the man sell dictionaries but also course books.
- f) The police arrested the robbers. The police also arrested the idlers.

Language structures

Using:whenever.....

- "Whenever" as a conjunction is used to mean at any time that, on any occasion that or every time that.
- "Whenever" can be used to introduce a phrase or within a sentence to join phrases.
- When "whenever" is used to introduce a combined sentence, a comma is used to separate the two phrases.

Read these sentences.

- a) Whenever you find difficult words, refer to the dictionary.
- b) Whenever you want the correct pronunciation of words, consult the dictionary.

Exercise

Rewrite each sentence beginning: Whenever-----

If you want to speak clearly, prepare your speech.

➤ Whenever you want to speak clearly, prepare your speech.

If you don't understand a word, look it up in a dictionary.

Use the guide words every time you fail to see a word in a dictionary.

If James wants to know the meaning of a new word, he consults the dictionary.

If you want to borrow a dictionary, go to the librarian.

If Hamas wants to buy a good textbook, he goes to a book store.

Language structures

Using:whenever

- "Whenever" means at a time that, on any occasion that or every time that.
- When "whenever" is used within a sentence, no comma should be applied.

Read these sentences

- a) Refer to the dictionary whenever you find difficult words.

- b) Consult the dictionary whenever you want the correct pronunciation of words.

Exercise

Rewrite each sentence using:----- whenever-----

Look up the word in a dictionary if you don't know its meaning.

➤ Look up the word in a dictionary whenever you don't know its meaning.

1. Consult a thesaurus if you don't know words with similar meanings.

2. Find a dictionary if you want to speak fluent English.

3. Follow these spelling rules if you want to spell words correctly.

4. Listen to some music if you don't want to read books.

5. We shall go to bookshops if we want to buy good books.

6. Open the Bible and pray if you are tired of reading a dictionary.

7. Consult Derrick if you fail to arrange the words in alphabetical order.

8. Look up a word in a dictionary if you don't find it in an encyclopaedia.

Language structures

Using:as well as

- "as-----as" is used when comparing two people or things.
- "as -----as" comparison takes adverbs well to emphasise a similarity. Thus we use "as well as".
- 'as well as' takes two commas, one after the first subject and the other after the second subject.
- A singular helping verb is used if the subjects are in singular and a plural helping verb is used when the subjects are in plural.

Read these sentences

- a) A dictionary, as well as a thesaurus, is a useful book.
- b) Letters of alphabet, as well as counting numbers, are important in writing.

Exercise

Rewrite the following sentences using..... as well as.....

1. Pronunciation, as well as spelling, makes one fluent.
➤ Pronunciation, as well as spelling, makes one fluent.
2. The teacher has a huge thesaurus. The pupil has a huge thesaurus.
3. The man was reading a dictionary. The woman was reading a dictionary.
4. The new dictionary belongs to her. The old encyclopedia belongs to her.
5. Mr. Odonkara arranged the words alphabetically. Mrs Byamukama arranged the words alphabetically.
6. The pupils will need dictionaries. The parents will need dictionaries.
7. Abbreviations are short forms. Acronyms are short forms.
8. Guided words help dictionary readers. Indexes help dictionary users.
9. The class exercise was very easy. The homework was very easy.
10. Amoseni writes wrong spellings. Amodipo writes wrong spellings.
11. My father has sold ten dictionaries. Your mother has sold ten dictionaries.

Comprehension (Passage)

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

Anita picked her bag and ran home as soon as the bell rang. She wanted to help her mother with the chores before she could do her homework. She found when her mother had done most of the chores. She washed her uniform, ate food and washed the dishes.

She then started doing her homework. She did not do number four. There were two difficult words in the sentence that she did not understand. She did all the other numbers and skipped that number.

She asked her mother to help her but her mother did not know the answer. She then decided to borrow a dictionary from her neighbour. Her neighbour told her that she had left her dictionary at school. She asked her mother to help her with her phone. She called her teacher of English to help her. The teacher told her the meanings of the difficult words and also advised her to buy a dictionary. Anita's mother bought for her a dictionary the next day.

Questions:

- a) Where was Anita coming from?
- b) What did Anita do when she reached home?
- c) Why didn't Anita answer number four?
- d) From whom did Anita first ask for help?
- e) Where was the neighbour's dictionary?
- f) Who helped Anita with her homework?
- g) What advice did the teacher give to Anita?
- h) Write another word or group of words with the same meaning as the underlined in the passage.

(i) skipped
(ii) difficult
- i) Suggest a suitable title to the passage.

Comprehension (poem)

The table below shows the different types of dictionaries used in Hellene Primary School, Mukono. Study it carefully and then answer, in full sentences, the questions that follow.

Type of dictionary	Publisher	Edition	Size	Reason for buying	Price	Date of Production
Advanced	Oxford	8 th Edition	Big	Well detailed	20,000/=	15/11/2018
Webster's Merriam	Basic English	5 th Edition	Small	Clear meaning	25,000/=	8/06/2019
Better English	Pearson	7 th Edition	Medium	A variety of meanings	35,000/=	9/04/2019

Questions

- (a) What is the above table about?
- (b) How many publishers are mentioned in the table?
- (c) Which publisher has the newest type of dictionary?
- (d) In which school are the dictionaries used?
- (e) Which dictionary is neither small nor big?
- (f) Which dictionary is the cheapest?
- (g) Who publishes the Advanced Dictionary?
- (h) In which month was Basic English dictionary produced?
- (i) Why did the school buy the Advanced dictionary?
- (j) How much will two dictionaries from Webster's Merriam cost

Comprehension

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

The magical book
Fully packed with a lot of knowledge
Bettering my pronunciation into fluent spoken
Examples of sentences to help me construct my own

The magical book
Knowledge of the alphabet is important
Before one can use it easily
Beautiful pictures help me to understand better
In different sizes it comes

Questions:

- a) What is packed in the magical book?
- b) What becomes better?
- c) Why is the writer able to construct his own sentences?
- d) What should a learner know before using the magical book?
- e) Why are pictures used in the magical book?
- f) In which sizes is the magical book?
- g) According to the poem, where can one find vocabulary?
- h) Write another word or group of words to mean the same as the underlined in the poem.
 - (i) construct
 - (ii) important
- i) What is the poem about?

Comprehension (dialogue)

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

Jimmy : Excuse me Sir, May I talk to you, please?

Dave : Yes, you may. Any problem little boy?

Jimmy : Problem! Not really. But I just beg to get help from you Sir.

Dave : Alright. You may. How can I help you, Jimmy?

Jimmy : Today, in our class, you taught us how to use a dictionary. However I failed to arrange listed words in alphabetical order.

Dave : Do not worry my boy. First, do you know all the 26 letters of the alphabet?

Jimmy : Yes, I do. They range from A,B,C-Z. Am I right?

Dave : Yes, you are. Now if you know them, then they are arranged alphabetically. A is the first and Z is the last.

Jimmy : So, what do I need to have words arranged in alphabetical order?

Dave : Look at the first letters of each word. If they are different, arrange them according to their first letters.

Jimmy: *What about those bearing similar first or second letters?*

Dave : If the first letters are the same, check the second, third, fourth, until you get the ones that are different.

Jimmy: *Now I have got you, Sir. You are such a wonderful teacher. Thank you for your time.*

Dave : It is my pleasure. Good luck.

Questions:

- a) What did Jimmy learn that day?
- b) How many people are taking part in the dialogue?
- c) Why do you think Jimmy talked to Dave?
- d) According to the dialogue, what is Dave?
- e) What should Jimmy consider before arranging words?
- f) How many people are taking part in the dialogue?
- g) What kind of teacher is Dave according to Jimmy?
- h) Why do you think Jimmy thanked Dave?
- i) Write another word or group of words with the same meaning as the underlined in the dialogue.
 - (i) arranged
 - (ii) wonderful
- j) What is the dialogue about?

Practical work

Using the list below, find other words similar in meaning, similar in pronunciation, similar in sound or opposite in meaning. Group these words according to their parts of speech. plane, saw, knit, tape, bun, taste, roll, sorrow, dip, chef, sauce, fan, pool and guide.

