

# PRIMARY WORK BOOK

## ESSENTIAL BACK UP TOOL FOR SUCCESS

ESSENTIAL BACK UP TOOL FOR SUCCESS IS A SERIES OF LEARNING THE SOURCE MATERIALS ORGANISED FOR USE AFTER THE TEACHER HAS INTRODUCED AND EXPLAINED THE CONCEPT TO THE LEARNER.

ESSENTIAL BACK UP TOOL FOR SUCCESS COVERS PRIMARY SYLLABUS FROM **PRIMARY ONE TO PRIMARY SEVEN** IN ALL SUBJECT ASPECTS THAT IS ENGLISH, SOCIAL STUDIES, INTEGRATED SCIENCE, MATHEMATICS, LITERACY ( FOR LOWER CLASSES) AND RELIGIOUS EDUCATION.

THIS TOOL IS WELL SUMMARISED WITH RELEVANT EXPLANATIONS, FOLLOW UP EXERCISES AND ACTIVITIES IN LINE WITH TERM ONE WORK AS PRESCRIBED BY THE NATIONAL CURRICULUM DEVELOPMENT CENTER , UGANDA.

EACH OF THE ABOVE ASPECTS HAS A VARIETY OF DIFFERENT FORMS OF ACTIVITIES TO ENHANCE MASTERY.

THIS WORK BOOK IS ORGANISED BY MARKS GATE INTERNATIONAL (MGI) IN CORROBORATION WITH STANDARD HIGH SCHOOL ZZANA (STAHIZA)

THIS TOOL HAS SERIES IN TERMS THAT IS (TERM ONE, TERM TWO, TERM THREE)

**Here in is an extract of the material that compose a whole book. In case you are interested in the complete sets of books, contact; 0772511120/0705283741**

# ENGLISH WORKBOOK FOR PRIMARY FIVE – TERM ONE.

## TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

**1A:** PARTS OF A VEHICLE.

**A:** VOCABULARY

### i) Read the passage below:

My father has nice car. When he starts the engine, he checks the brakes. Then he also looks at the four tyres. He then takes his seat and turns the steering wheel. He checks to see if the indicators are working. When it is at night he checks the headlamp. At times the windscreen is dirty. He uses the wiper to clean it. He then puts the side and driving mirrors in position. These help him to see what is behind the car when he is driving. He then fastens the seat belt after he has put his bag in the car boot.

a) Write down ten words that we have learnt

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b) How many times are tyres mentioned in the story?

\_\_\_\_\_

c) What does he do when he takes the seat?

\_\_\_\_\_

d) At what time of the day does a headlamp work?

\_\_\_\_\_

e) What does a wiper do?

\_\_\_\_\_

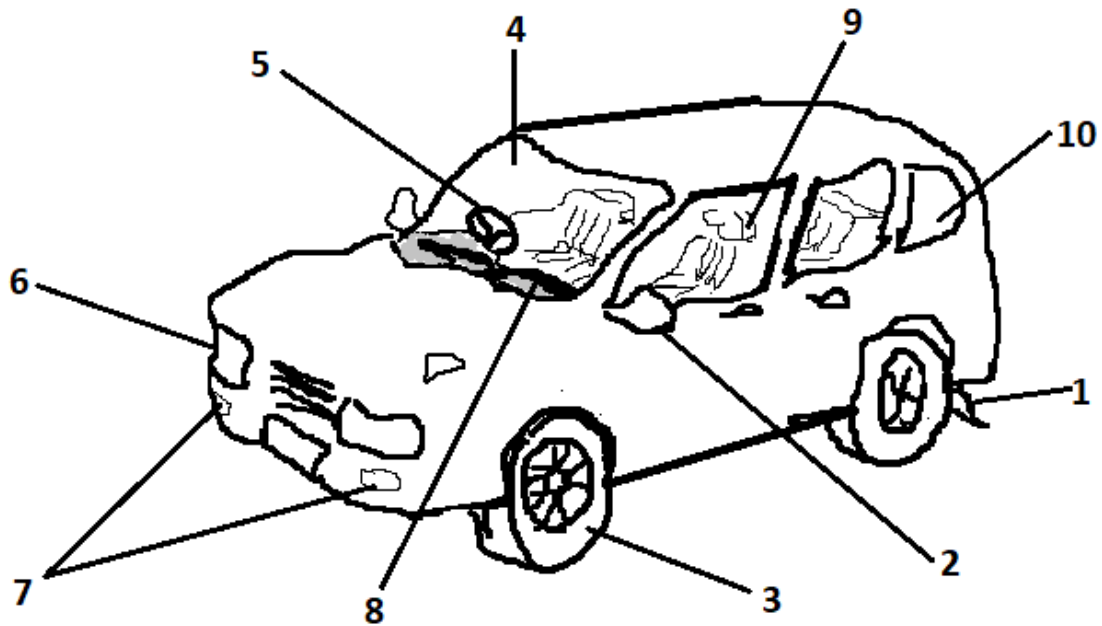
f) What does the driver use to see what is behind the car?

\_\_\_\_\_

g) What is the use of a boot?

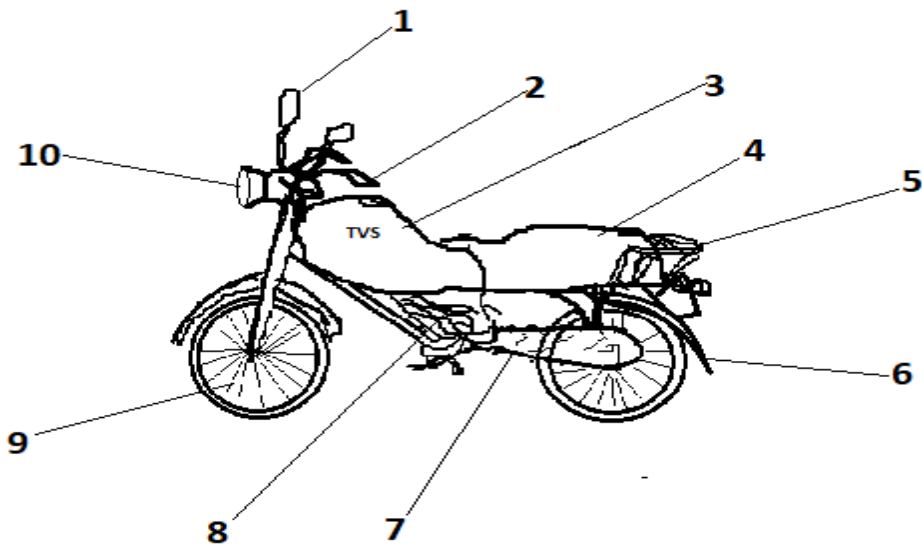
\_\_\_\_\_

ii) Use the words in the box to name parts of the car as below;



Indicators,	headlamp,	seat,	mudguard,	tyre,
Wiper,	steering wheel,	windscreen,	boot,	side mirror.

iii). Have you ever seen a motorcycle? It is also a vehicle. Name its parts and use words in the box below.



Engine,	reflector,	handlebars,	headlamps,	indicators,	carrier,
saddle,	spokes,	mud guard,	chain,	fuel-tank,	tyre, seat

iv) Can we use these words in the sentence? Number one is done for you.

1. Mud guard: I cannot ride my bicycle because its mud guard is spoilt.

2. windscreen: \_\_\_\_\_
3. brakes: \_\_\_\_\_
4. bell: \_\_\_\_\_
5. seat belt: \_\_\_\_\_
6. boot: \_\_\_\_\_
7. carrier: \_\_\_\_\_
8. tyre: \_\_\_\_\_
9. wiper: \_\_\_\_\_
10. saddle: \_\_\_\_\_

**v) Which part of the vehicle am I?**

- a) I clean the windscreen.  
\_\_\_\_\_
- b) Cyclists use me to turn the chain.  
\_\_\_\_\_
- c) I help vehicles to reduce speed.  
\_\_\_\_\_
- d) I help drivers to see where they are driving to at night.  
\_\_\_\_\_
- e) Passengers keep their luggage in me.  
\_\_\_\_\_
- f) Drivers use me to show that they are turning off the road.  
\_\_\_\_\_
- g) The cyclist sits on me as he rides.  
\_\_\_\_\_

\_\_\_\_\_

h) I protect the driver from wind and rain.

\_\_\_\_\_

i) The cyclist puts luggage on me.

\_\_\_\_\_

j) The cyclist uses me to tell pedestrian to give way.

\_\_\_\_\_

## GRAMMAR

### Auxiliary verb - 'has' 'have'

'Has' and 'have' are helping verbs. They are used in forming the present perfect tense. These are placed before the main verb in the past participle form.

#### Look at these sentences

- a) Juma has eaten a cake.
- b) We have ridden a bicycle.
- c) The boys have written a letter.
- d) I have drawn a picture.

- ❖ We use 'have' with: I, we, you, they, the boys, the drivers.
- ❖ We use 'has' with: he, she, it, my father, John, the cow.
- ❖ 'Have' and 'has' are also used to show possession.
- ❖ 'has' and 'have' can be used to ask questions.

When we use "has" and "have", some words change. E.g.

eat	-	eaten
ride	-	ridden
write	-	written
draw	-	_____
play	-	_____
begin	-	_____
see	-	_____
dance	-	_____
take	-	_____
sweep	-	_____
lose	-	_____

close	-	_____
dance	-	_____
sing	-	_____
drink	-	_____
go	-	_____

### Making sentences with the present perfect tense

Subject + have/has + participle + object

Subject	has/have	participle	object.
Opio	has	washed	the car.
Maria	has	repaired	the engine.
We	have	removed	the tyre.
I	have	driven	the van.

#### EXERCISE I

##### Fill in 'has' or 'have'

- I \_\_\_\_\_ closed the book.
- She \_\_\_\_\_ woven a basket.
- John \_\_\_\_\_ gone to the market?
- \_\_\_\_\_ you seen my book?
- \_\_\_\_\_ John eaten a cake?
- We \_\_\_\_\_ washed our clothes
- Wilson \_\_\_\_\_ taught us about parts of a bicycle.
- Oponyo \_\_\_\_\_ drawn a good picture.
- You and I \_\_\_\_\_ left our books on the table.

#### EXERCISE II

##### Use the correct form of the words in bracket to complete the sentences.

- Mary has \_\_\_\_\_ home. (go)
- Binta has \_\_\_\_\_ a letter. (write)
- We have \_\_\_\_\_ a book. (buy)
- Have they \_\_\_\_\_ the plates? (wash)
- Has Peelowa \_\_\_\_\_ his pen? (see)

- f) I have \_\_\_\_\_ a fly. (catch)
- g) The shopkeepers have \_\_\_\_\_ some soap. (sell)
- h) Jamil and Kamil have \_\_\_\_\_ a rat. (kill)
- i) The old woman has \_\_\_\_\_ her stick. (break)
- j) The dog has \_\_\_\_\_ the small boy. (bite)
- k) That bad boy has \_\_\_\_\_ me. (beat)
- l) Mulosi has \_\_\_\_\_ the old cup. (break)

#### GRAMMAR:

**The use of:        must, mustn't**

**'Must'** is a helping verb.

- a) 'Must' is used to indicate that something is true or certain.
- b) 'Must' is used to express obligation or the need to do something.
- c) We use 'must' when we want something done.

#### **Read the sentences.**

- a) Go home
- b) You should have a rest.
- c) John has to stop playing.

*The sentences above can be written as:*

- a) You must go home.
- b) You must have a rest.
- c) John must stop playing.

#### **EXERCISE:**

**Rewrite the following sentences using; .....must ....**

1. We have to clean our bicycles.

2. John should write well.

3. The boys need to come early.

4. School children have to be clean.

5. The dogs have to eat every day.

6. Kaposi will replace the headlamp.

7. The old man has to go back today

8. I have to stop here.

9. You have to clean part of a bicycle.

10. He has to repair his bicycle now.

### 'Mustn't

'**Mustn't**' is used to express undesirable actions or to say that something is unacceptable. It is used to talk about actions which should never be done.

### Read the sentences.

- a) We should not play with fire.
- b) I cannot stay alone.
- c) Don't tear that book.
- d) We needn't play on the road.

### The sentences above can be written as:.

- a) We mustn't play with fire.
- b) I mustn't stay alone.
- c) You mustn't tear that book.
- d) We mustn't play on the road.

**NB:** **mustn't** is the short form of **must not**

### EXERCISE III

Rewrite the following sentences using ..... **mustn't** .....

- a) Don't look at me.



- b) You should not ride a bad bicycle.
- c) We cannot climb this tree.
- d) The pupils should not lose their books.
- e) Jackson doesn't abuse elders.
- f) It is bad for Jane to cry.
- g) The cat needn't drink baby's milk.
- h) You don't need to write on the wall.
- i) Simba should not play with a motorcycle.
- j) Don't enter a dirty room.

## COMPREHENSION

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

Last week, on Friday, our school had a football match with St. Anna Junior School, The match took place at that school. So we had to go to St. Anna Junior school. Some of us walked. Those who had some money took a taxi. The rest rode their bicycles.

I don't have my own bicycle. My friend Sansa gave me a ride on his. That morning it had rained seriously. There was a lot of mud on the way. At one time the wheels could not move. The mudguards were covered with mud. The brakes could not work. The peddles were hard to use. They were all mud. We decided to roll the bicycle. This was because the saddle was wet.

There was a group that travelled by a taxi. Half way the journey, the tyres could not move. The mud was very much. The windscreen couldn't be seen through. The wipers were faulty. Before they reached the venue, the vehicle stopped. The engine had developed a problem and the steering wheel failed to work.

### Questions

- a) Which school had a football match with your school?
- b) Where did the match take place?
- c) How did the team move from school to the match ground?

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d) Why did the wheels of the bicycle fail to move?

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e) Which part of the bicycle was covered with mud?

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f) Which part of the taxi was faulty?

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g) Why did the taxi steering wheel fail to work?

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

I am a proud vehicle  
With two wheels and an engine  
There is no peddle to move me  
But my chain uses the engine.

I have two indicators on the front  
There are other two at the back  
My Master, the motorcyclist uses them  
Every time he wants to change direction.

My brakes are very strong  
They obey my master's order  
Whenever he wants me to stop  
And every time he wants to lower speed.

I have a great friend and relatives  
The man with only three wheels  
People have called him tuk-tuk  
The money maker in most villages.

By Zona Nte

Questions

a) How many wheels does the vehicle in the poem have?

b) How many indicators does the vehicle have?

c) When does a motorcyclist use the indicators?

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d) Which part of the vehicle is used to slow it down?

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e) Name any four parts of the vehicle mentioned in the poem.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

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NB: What you have finished is a **small part** of the material that compose a **whole book**. In case you are **interested** in the complete set of this book, contact; **0772 511 120/ 0705 283 741**