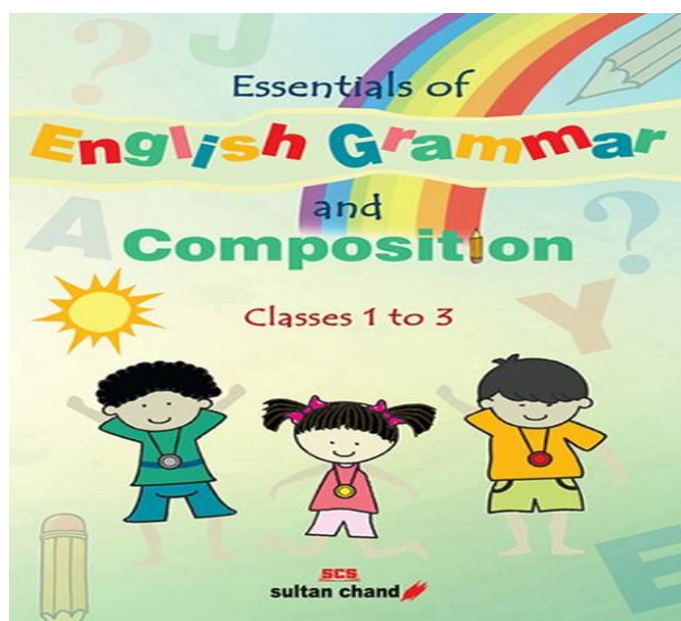
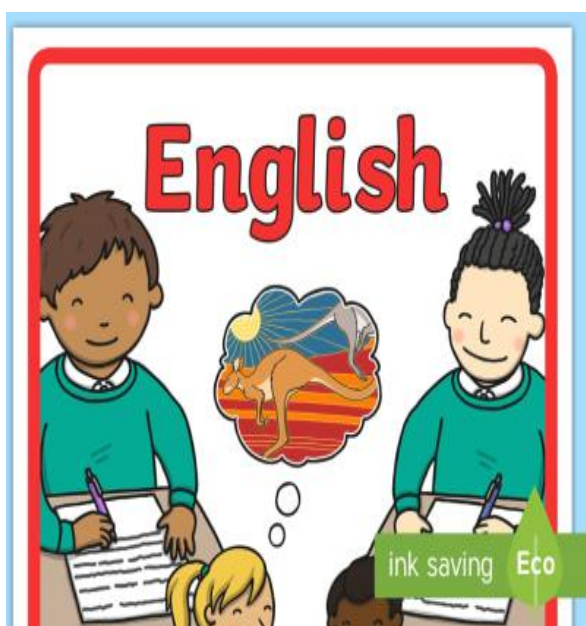


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PRIMARY FIVE ENGLISH BOOKLET



HOME STUDY MATERIAL FOR 2024

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TERM ONE

ENGLISH HOME STUDY MATERIAL FOR PRIMARY FIVE

TOPIC 1: VEHICLE REPAIR & MAINTENANCE

Sub topic: Parts of a vehicle.

Week 1

Lesson one

A. Parts of a vehicle.

Vocabulary

saddle	indicators	windscreen
carrier	brakes	driving mirrors
head lamp	peddle	chain
seats	engine	boot
spokes	tyre	mud guard
bell	bonnet	dashboard
handle bar	side mirror	steering wheel
seat belt	reflector	

VERBS:

What is a verb?

A word or group of words that expresses an action.

A performing word or doing word

Types of verbs.

- ✓ regular verbs
- ✓ irregular verbs
- ✓ modal verbs
- ✓ Auxiliary verbs /helping
- ✓ transitive and intransitive verbs

Regular verbs:

Verbs that have their past tense and past participle ending in –d or –ed e.g.

book	-	booked
walk	-	walked
care	-	cared
close	-	closed

A table of regular verbs with –ed sound ending.

Infinitive	Present participle	Past tense	Past participle
Recall		Recalled	Recalled
Love		Loved	Loved
Plan		Planned	Planned

Clear		Cleared	Cleared
Care		Cared	Cared
Peel		Peeled	Peeled
Define		Defined	Define
Smile		Smiled	smiled

A table of regular verbs with –ed sound ending

Infinitive	Present participle	Past tense	Past participle
bury	burying	Buried	
collect	Collecting	Collected	
correct	Correcting	corrected	
want	Wanting	Wanted	
hunt	Hunting	hunted	
carry	Carrying	carried	
worry	Worrying	worried	
rally	Rallying	rallied	
hurry	Hurrying	hurried	
marry	Marrying	married	
vary	varying	varied	
tally	tallying	tallied	
rest	resting	rested	

A table of regular verbs with –t sound ending.

Infinitive	Present participle	Past tense	Past participle
book	booking		booked
cook	cooking		cooked
look	looking		looked
walk	walking		walked
talk	talking		talked
trap	trapping		trapped
drop	dropping		dropped
clap	clapping		clapped
slap	slapping		slapped
stop	stopping		stopped
coach	coaching		coached
laugh	laughing		laughed
mark	marking		marked

Lesson two: Week 1

Irregular verbs:

These are verbs whose past tense and past participle change in different ways, without necessarily ending in –in or –ed

Irregular verbs that differ from the infinitive, the part tense and past participle.

Infinitive	Present participle	Past participle
Beat	beat	beaten
Speak	spoke	spoken
Break	broke	broken
Give	gave	given
Forgive	forgave	forgiven
Forbid	forbade	forbidden
Forsake	forsook	forsaken
Do	Did	done
know	knew	
grow	grew	
come		
become		
see		
choose		
weave		
throw		
grind	ground	ground
bind	bound	bound
wind	wound	Wound

2. Irregular verbs which change from vowel 'i' of the infinite to 'a' for past tense and 'u' for past participle.

Infinitive	Present participle	Past tense	Past participle
drink	drinking	drank	drunk
begin	beginning	began	begun
ring			
sing			
Shrink			

3. Irregular verbs that change 'i' to u' for both past tense and past participle.

Infinitive	Present participle	Past tense	Past participle
dig	digging	Dug	dug
cling		clung	
stick			stuck

strike			struck
sting			stung
wring			
spin	spinning		

Exercise

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

1. One of the riders _____ the bells. (ring)
2. Pauline has _____ the side mirror. (break)
3. The lorry driver..... the seat belt. (fasten)
4. You should stop bicycles at night. (ride)
5. She _____ my dress yesterday. (tear)
6. The wounded antelope _____ on the ground helplessly. (lie)
7. My milk has been _____ by the cat. (drink)
8. The stupid mother _____ all her children (forsake)
9. The primary five pupils _____ for advice from their teachers. (seek)
10. Transport has _____so expensive these days. (become)
11. The wasps _____ my mother-in-law. (sting)
12. The time Harriet entered the house, the baby had _____ crying. (stop)
13. My father _____ my mother five years ago. (marry)
14. Sheila was asked to _____ the timber. (smooth)

Lesson three: Week I

4. Irregular verbs that drop 'e' and then add 't; to the past tense and past participle.

Infinitive	Present participle	Past tense	Past participle
creep	creeping	crept	
feel	feeling		felt
kneel			
sweep		swept	
weep			wept

5. Irregular verbs whose past tense is the same as the past participle but different from the infinitive.

Infinitive	Present participle	Past tense	Past participle
bring	bringing	brought	
sit	sitting	sat	
seek	seeking		sought
buy			
catch		caught	
fight			
find			found
stand		stood	stood

6. Irregular verbs that do not change at all in the past tense and the past participle.

Infinitive	Present participle	Past tense	Past participle
burst	bursting	burst	burst
broadcast	broadcasting		
cast	casting		
hurt	hurting		
put	Putting		
hit	hitting	hit	hit
read	reading		
let	letting		
bet	betting		
split	splitting		

Exercise

Use the correct form of words in brackets.

- Who has ----- the firewood? (split)
- The news was ----- yesterday. (broadcast)
- A man ----- his finger with a razorblade. (cut)
- The metal ----- my toe. (hit)
- My mother has ----- the little salt in the soup. (put)
- Peter has ----- an interesting book. (read)
- Thembo ----- a snake on its head. (hitting)
- I don't like to ----- the truth that my father owns the company.
(broadcast)
- The bicycle ----- me fifty thousand shillings. (cost)
- The likes ----- on ironed clothes. (put)
- Did you ----- yourself?(hurt)
- She ----- so bad when her mother died. (feel)
- The orphans ----- because they have no one to pay ----- their school fees. (weep)
- He ----- the compound last week. (sweeps)
- We always ----- for advice from our parents. (seek)

Lesson four:

7. Irregular verbs and regular verbs whose past tense and past participle are often confused.

Infinitive	Present participle	Past tense	Past participle
hang	hanging	hanged	hanged
hang	hanging	hung	hung
lie	lying	lied	lied
lie	lying	lay	lain

lay	laying	laid	laid
die	dying	died	died
dye	dyeing	dyed	Dyed

8. Verbs that have two forms in their past tense and past participle. These are, however, regular verbs.

Infinitive	Present participle	Past tense	Past participle
burn	burning	burned/burnt	burnt
dream	dreaming	dreamed /dreamt	dreamt
spoil	spoiling	spoiled/spoilt	spoilt
spill	spilling	spilled/spilt	spilt
smell		smelled/smelt	smelt
speed		speeded/sped	sped
cost		cost	cost
learn		learned/learnt	learnt
spell		spelled/spelt	spelt
leap		leaped/leapt	leapt
wed		wedded/wed	wed

Exercise:

Use the correct form of words in brackets.

- Two men _____ the new carpet. (lay)
- Our driver _____ the vehicle so as to reach in time. (speed)
- Harriet _____ her, body on the ground yesterday. (lie)
- His grandfather _____ himself last year. (hang)
- The art tutor _____ the cloths with his students last week. (dye)
- The geese _____ our beans last Friday. (spoil)
- What was the _____ of that dress. (cost)
- The horse _____ a five foot wall. (leap)
- Don't cry for _____ milk. (spill)
- We never _____ the new words correctly. (spell)
- The porridge _____ kamukama during break time. (burn)
- Teacher Ngolobe _____ a chart on a wall. (hang)
- "Have you ever _____?" asked Mango. (dream)

Lesson five Week 2

Tenses

A tense is change of a verb according to tome of action.

There three types of tenses.

- The present tense
- The past tense
- The future tense.

The present tense.

- ✓ the present simple.

This tense is the commonest of all tense. It is formed by having the verb in its infinitive or present form.

We commonly use words like every day, every hour, every minute, every week, every month, weekly, monthly etc.

Examples:

1. Kapere always sucks his thumb. (suck)
2. Some girls smoke cigarettes every hour. (smoke)
3. The boys play cricket every day. (play)
4. He goes swimming twice a day. (go)
5. I always make mats from banana fibres. (make)
6. They go hunting every week. (go)
7. The moon appears at night. (appear)

Exercise:

Use the verbs in the brackets to complete the sentences below correctly.

1. Mrs. Bwambale _____ to the Cinema every evening. (go)
2. We _____ always late for school. (to be)
3. That man can _____ a hundred kilogrammes bag of rice all by himself. (to carry)
4. My aunt _____ a house that _____ five rooms. (own, have)
5. The baby _____ his mother whenever she is away. (cry)
6. The primary five girls _____ their baskets every afternoon. (knitting)
7. I _____ a money purse but my brother _____ have. (has, do not)
8. _____ Faridah remember her date of birth? (to do)
9. Whenever the monitor _____ his class work, he collects the books for marking. (to finish)
10. Those birds _____ over our house every morning, (flying)
11. The house girl _____ off the lights whenever they go to bed. (switch)
12. I _____ not bothered whether he comes or not. (to be)

Lesson six Week 2

The active and passive voice in present simple tense.

Examples

1. Peter plays football. (active)
Football is played by Peter. (passive)
2. He eats matooke twice a week. (active)
Matooke is eaten by him twice a week. (passive)
3. We lie in the bed. (active)
The bed is lain by us. (passive)
4. I drive a car. (active)

A car is driven by me.(Passive)

5. Brazil speaks Portuguese. (active)

Portuguese is spoken in brazil. (passive)

Note: (i) The use of helping verbs is used i.e. is, and, are;

(ii) The main verb change to the past participle form e.g. drunk, swim, lain, sown, seen etc.

(iii) Some nouns and pronouns are not written in the passive e.g. someone. somebody, a girl, a man, He, she, it, They, you etc.

Exercise.

Change the following sentences from active to passive voice.

1. Peter drinks water.
2. A cat eats a rat.
3. sarah plays volleyball.
4. Oporot speaks French.
5. The fire destroys the house.

Change the following sentences from passive to Active.

1. The rat is eaten by the cat.
2. The class is swept by Arnold and Alice.
3. President Kennedy is killed by the bullet.
4. Arabic is spoken in Morocco.
5. My pen is stolen by the thief.

Lesson seven: Week 2

The present continuous tense

This tense, also called the present progressive tense, can be referred to as the now tense. It is used to show actions taking place or happening.

Examples.

1. Kato is digging in his cassava garden now.
2. They are watching television now.
3. We are playing football.
4. I am dancing well.

Agreement of subject and verbs in the present continuous

Subject	Verb	
I	am	running to school now.
He		
She	is	
It		
Nakato		
We		
They	are	
You		

Exercise:

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

1. He is _____ in the pool. (swim)
2. She is _____ the baby. (hit)
3. The girls are _____ sweaters. (knit)
4. They are _____ on a long bench. (sit)
5. Children are _____ rubbish in the compound. (drop)
6. The teacher is _____ our books. (mark)
7. The sheep are _____ their lambs. (feel)
8. I m _____ on my bed. (sleep)
9. They are _____ compositions.
10. They are _____ their cassava garden. (weed)

Change the following sentences from present simple to present continuous tense.

11. We sometimes dig in my garden
12. They always clap for headmaster.
13. Jane always slaps her sister.
14. The girls knit sweaters.
15. He swims in the pool.

Week two:

Lesson one

Active and passive voice of the present continuous tense.

The passive of the present continuous is formed by;

Auxiliary verb + being + past participle.

Examples

1. He is eating a banana. (active) A banana is being eaten. (passive)
2. I am washing the towel. (active) The towels are being washed by me.
3. They are fetching water. (active) Water is being fetched. (passive)
4. Mary is carrying the pails. The pails are being carried by Mary.

Exercise:

Change the following sentences into passive voice.

1. Musa is riding our new bicycle.
2. We are mopping the dining hall.
3. The monitor is cleaning the chalkboard.
4. They are writing invitation letters.
5. The time keeper is ringing the bell.
6. The primary five pupils are singing the National Anthem.
7. I am weaving a basket.
8. Children are chopping the pieces of paper on the compound.
9. Mummy is cooking food.

10. My friends are abusing me.

Lesson two week 2

The present perfect tense.

In this tense, we use auxiliary verbs **has** or **have** + **past participle form of the main verb**.

Examples.

1. The passengers have boarded the bus. (board)
2. The bicycle has broken down. (break)
3. The mechanic has oiled the bicycle. (oil)
4. The engine has over heated. (heat)

Note: Singular nouns and pronouns take **has**.

(ii) plural nouns and pronouns take **have**,

Exercise.

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

1. The women have _____ to the mechanic. (talk)
2. The boys have _____ the bicycle for repair. (take)
3. Paul has _____ side mirror. (break)
4. One of the riders has _____ the bell. (ring)
5. The passengers have _____ the fare. (pay)
6. The tyre has _____ (burst)
7. The lorry driver has _____ off. (drive)
8. Simon has _____ the chair. (break)
9. The driver has _____ the engine. (start)
10. Mr. Mango has _____ a new chain for his bicycle. (buy)
11. The girls have _____ their bicycle to the market. (ride)
12. Bwambale has _____ pressure into the tubes. (put)
13. Harriet has _____ the mudguard. (clean)
14. Joseph has _____ the luggage on the carrier. (tie)
15. Lydia has _____ the tyre in the boot. (put)

Ref. Mk Primary English book 5 Page 4-5.

Lesson three. Week II

The active and passive of the present perfect tense.

- We use an auxiliary verb **has** or **have** + **been** + **past participle form of the main verb**.
- Singular nouns and pronouns take **has** and plural nouns and pronouns take **have**.

Examples

1. Peter has eaten mangoes. Mangoes have been eaten by Peter.
2. The girls have opened the boat. The boat has been opened by the girls.
3. The teachers have given the pupils more exercises.
More exercises have been given by the teachers.

4. He has played football. Football has been played.

Exercise.

Change the following sentences into passive voice.

1. The girls have opened the boot.
2. The driver has started the engine.
3. Bwambale has put pressure into the tubes.
4. The girls have ridden their bicycles.
5. Mary has played netball.

Change the following sentences into active voice.

1. The pupils have been taught by the teacher.
2. Pressure has been put into tubes by Simon.
3. The tyre has been put in the boot by Claire.
4. The saddle has been fixed on the bicycle by the mechanic.
5. A new chain has been bought by Mr. James.

Lesson four.

Comprehension.

MABOR’S SECOND –HAND VEHICLE.

Mabor was overjoyed when he bought a car. Although it was old, he liked it very much. He knew of good mechanics who could repair his car in case it broke down. One day, Mabor wanted to travel to his village, Kiberenge. Kiberenge village is about twenty kilometres away from Kampala town. He did not want to travel alone. He asked his friend, Majok to accompany him. Mabor started the engine of the car and they drove off. The car picked speed and Mabor was excited. He drove faster and faster. He started over taking other cars. Majok got worried and reminded Mabor about the dangers of driving at such a high speed. “You should not drive so fast, it is not safe with an old car like this,” said Majok.

Majok did not pay attention. Instead he answered, “This is not my first time to drive. Maybe it is your first time to travel by a saloon car”.

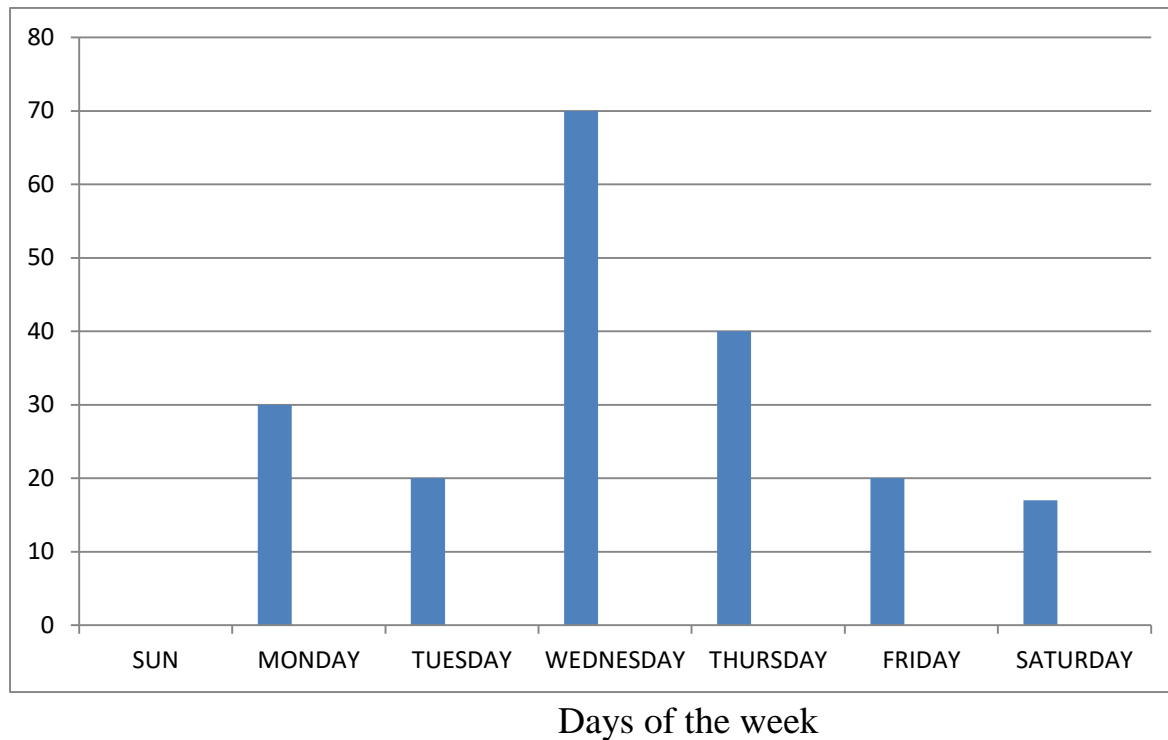
No sooner had Mabor said this than they started hearing a funny noise from the engine. The car certainly had a mechanical problem. Majok looked at his friend and said, “What has happened to the car”? Mabor answered, “First, there was a funny noise the engine stopped. I do not know what the matter is. The break down truck (wrecker) towed Mabor’s car to a nearby garage. The mechanic repaired the vehicle and advised Mabor against travelling at a high speed. He advised him to drive more carefully.

Questions:

1. Why was Mabor very happy?
2. How far did the two people want to travel?
3. Who drove the car?
4. What advice did Majok give to Mabor?
5. What is the danger of driving fast?
6. Why did the engine produce a funny noise?
7. How was the car taken to the garage?
8. How many people were in the car?
9. What is the registration number of the car?
10. What work does the breakdown truck do?

Lesson five

The graph below shows Rwakataka's garage in Kyebando. He repaired the following number of vehicles in a certain week from 14th – 20th of March 2021.



Questions:

1. Whose garage is talked about in the graph?
2. How many vehicles were repaired on Sunday, Wednesday and Saturday?
3. Which day of the week had the lowest number of cars repaired?
4. How many vehicles were repaired on 18th March 2021?
5. Why do you think Rwakataka did not repair any car on Sunday?
6. Which days of the week had the same number of cars repaired?
7. What is the difference between the cars which were repaired on Thursday and Saturday?
8. On which date did the Rwakataka repair the highest number of vehicles?
9. Write the following abbreviations in full.
 - (i) Thur. _____
 - (ii) No. _____

Below is a dialogue between Kevin and Yurie. What Yurie said is given. Study it carefully and fill what you think were Kevin's replies.

Yurie: Hello Kevin, how come you are pushing your bicycle?
Kevin: It
Yurie: Flat tyre! What happened
Kevin: I rode over
Yurie: Sorry! Didn't you see them?
Kevin: It was
Yurie: Why didn't you switch on the head lamp?
Kevin: The bulb
Yurie: Better repair the bulb. And who will repair this flat tyre?
Kevin: Moodi the
Yurie: Moodi the mechanic! Alright. Aren't the spokes broken?
Kevin: Some are
Yurie: So they must be, mustn't they?
Kevin: Yes, they should be replaced?

GUIDED COMPOSTION

Use the words in the box to complete the passage.

steering wheel,	seat belts,	vehicle,	diesel,	engine,
damage,	indicators,	headlight,	driving mirror,	brakes.

A car is a good with many parts working together. It has that control the speed of the car. The is used to turn the car in any direction. The is for seeing vehicles that are coming from behind. The provides power for the car to run.

Some of them use petrol while others use as fuel. When the flash, it may be a warning to other drivers. We have two lights in a car. They are called They show other drivers when we want to make a turn to either the right or the left side.

..... are used in car and aeroplanes because if there is an accident, you will not fall forward and any part of your body.

WEEK THREE

Lesson one

Equipment used in vehicle repair.

vocabulary

✓ tester	pliers
✓ sandpaper	wire
✓ grease	file
✓ carjack	spanner
✓ screw driver	oil
✓ hammer	saw
✓ tool box	

Modal verbs.

These are verbs which are used with other verbs to express possibility, ability, permission, obligation or determination. They are also referred to as modal auxiliary verbs or defective verbs because they do not have the full range of endings especially in the past tense and past participle like other verbs.

Examples:

Can, may, will, shall, must, ought, to, have, need, dare.

Use of some modal verbs in sentences.

ought to / should

Ought to is used to talk about an obligation /duty.

Ought to is used to ask for and give advice.

Ought to is used to say what is right or good.

Examples.

1. You should respect elders.
You ought to respect elders.
2. Children should obey their parents.
Children ought to obey their parents.
3. Tom should stop smoking.
Tom ought to stop smoking.
4. All candidates should revise their books seriously.
All candidates ought to revise their books seriously.

Exercise

Re-write the following sentences using ‘ought to ‘

1. People should boil drinking water to make it safe.
2. Everybody should be inside when it starts raining.
3. He should apologise to the headmaster.
4. School children should report to school early.
5. They should go for further studies.

Re-write the following sentences using ‘should’

6. A responsible parent ought to pay school fees for all his children.
7. The maids ought to keep the home clean.
8. You ought to revise your books in preparation for exams.
9. Mechanics ought to be literate.
10. We ought to go for further studies.

Lesson two

Using ought to /should not

Examples.

- (i) A child should not disrespect the elders.
A child oughtn’t to disrespect the elders.
- (ii) You should not fight your classmates.
You oughtn’t to fight your classmates.
- (iii) Mature girls oughtn’t to move alone at night.
Mature girls should not move alone at night.
- (iv) They oughtn’t to drink alcohol frequently.
They should not drink alcohol frequently.

Exercise

Re-write the following sentences using” oughtn’t

1. You should not deceive people.
2. We shouldn’t cane our children.
3. Children should not abuse their parents.
4. Birungi should not have ridden that bicycle.
5. I should not steal people’s property.

Re-write the following sentences using”should not

6. Little children oughtn’t to disobey the elders.
7. The pregnant women oughtn’t to carry heavy luggage.
8. My parents oughtn’t to mistreat me.
9. The class monitor oughtn’t to have rubbed of the work from the chalkboard.
10. Politicians oughtn’t to tell lies to the public.

Lesson Three Week 3

Usingneed.....

Examples.

1. Candidates should copy all the notes.

Candidates need to copy all the notes.

2. You should go to the market.
You need to go to the market.
3. Girls should work hard all day.
Girls need to work hard all day.
4. Farmers should supervise their gardens thrice a month.
Farmers need to supervise their gardens thrice a month.

Exercise.

Re-write the following sentences using’ need’

1. Drivers should be careful when driving at night.
2. Christians should go to church every Sunday.
3. Musicians should be humble and respectful in society.
4. The youth should think about their future as they study.
5. Business owners should treat their employees fairly.

Re-write the following sentences using”should”

6. I need to go to school tomorrow.
7. We need to drink enough water to stay healthy.
8. Peter needs to brush his teeth regularly.
9. You need to have gathered all your books in the morning.
10. Conductors need to wake up early for work.

Lesson four: Week 3

Using, ‘.....needn’t.....’

Examples.

- (i) Young children should not cross the road alone.
Young children needn’t cross the road alone.
- (ii) Adults should not defile young girls.
Adults needn’t defile young girls.
- (iii) I should not have gone to the butcher’s.
I needn’t have gone to the butcher’s.
- (iv) Mother should not have prepared much food.
Mother needn’t have prepared much food.

Exercise.

Rewrite the following sentences using “needn’t

1. I should not talk to the headmaster because I talked to him yesterday.
2. We should not cook the food as we had no appetite for it.
3. They should not ask for permission all the time.
4. Benson should not go to hospital for treatment since he wasn’t sick.
5. I was already certified. I should not eat any food.

Rewrite these sentences using “should not

6. He needn’t have gone to the field last Friday.

7. The professor needn't have explain the meaning of the words.
8. The cobbler needn't tear my shoes.
9. You needn't leave the furniture in the rain.
10. Our headmistress needn't have caned the newcomers.

Lesson Five Week four: Lesson I

Conditional sentences (If clauses)

Conditional sentences are used to show an activity or event that will /would take place if a certain condition is /was fulfilled.

Examples of conditional sentences.

1. IF 1
2. IF2
3. If3

If 1

Rule: If clause has the present tense while the main clause has the future simple.

Examples:

1. If I get money, I shall, buy a new shirt.
2. Namuddu will plant maize if she goes to the garden.
3. If you give us a spanner, we shall tighten the nuts.
4. The driver will remove the tyre if he gets the car jerk.

Exercise.

Complete the following sentences in 'IF1'

1. If Kabuye goes to school, he
2. Joan will become poor if he
3., we shall plant our crops in time.
4. If her father comes next week,
5. Okello will be happy if

Re-write these sentences as instructed in the brackets.

6. I won't buy another car if I do not get money. (Begin: If.....)
7. When I go to Kiboga, I shall see my relatives. (Useif.....)
8. They will weave baskets if they get papyrus. (begin: If)
9. If she works hard, she will pass in division one. (Begin: she will.....)
10. If Kombole drives faster, he will cause a terrible accident. (Use.....if....)

WEEK 3: LESSON FIVE

Comprehension.

Form questions from the table below.

What happened to	Ogwang's the teacher's your their Scovia's	cart? bus? wheel barrow? motorcycle? car?
------------------	--------------------------------------------------------	-------------------------------------------------------

	the school your mother's the headmistress' Ali's	bicycle? taxi? van?
--	-----------------------------------------------------------	---------------------------

Form answers from the table.

Ogwang's Your Their Scovia's The school Your mother's The headmistress' Ali's	Cart bus wheel barrow motor cycle car bicycle taxi van	broke down.
----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	-------------

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

**WEEK THREE LESSON SIX
CONVERSATION.**

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

The tool box in the garage.

Hannah: (shouting) Henry, Brian, Opio, Come here!

Brian: A snake again!

Hannah: No it not a snake, It is a box, look over there.

Henry: What kind of box is that?

Opio: Never touch what you're not sure of!

Brian: It seems you're right. Our parents and teachers warned us not to touch objects left lying.

Hannah: But you always come to this garage and you don't know what kind of box this is!

Opio: If you are so informed, then tell us what the box is.

Brian: Ah! she is just teasing us again. I remember now. That is where Dad keeps rat poison.

Hannah: (laughs) A box of rat poison in the garage! Be serious my friend.

Opio: You just called us to tease us.

Hannah: Ok, now, it is a toolbox.

Henry: Yes, that is what I was about to say.

Opio: But you did not say it.

Henry: Let me open the tool box now. (he opens the box) this is a pair of scissor.

Hannah: You mean you are really ignorant? That is a pair of pliers. That is a spanner. We should know what these tools are used for. One day we may have to use them ourselves.

Questions:

1. Where was the toolbox?
2. Who wanted to touch the toolbox?
3. Why did Hannah laugh at Brian?
4. What tools are kept in the toolbox?
5. How many people are in the discussion?
6. Why do you think that one should not touch things left lying around?
7. Why did Henry think that a pair of pliers was a pair of scissors?
8. Who seems to know more about toolboxes in the play?
9. Who was the first to speak in the conversation?
10. What did the parents and teachers teach the children?

Week 3 Lesson seven.

Use the words in the box to complete this passage correctly.

KATEREGGA AND HIS NEW CAR.

Kateregga bought a new car last year. It was a big pink _____ benz. He showed it to his family on the first of _____.

It became the family's pride immediately. yesterday morning, Kateregga said "by" to the family. He was going to meet his friend at the _____. His wife told him to drive _____ much as he was late. Mr. Kateregga was very happy. He was listening to music as he drove. The _____ was very loud and then he got a call from his friend. He _____ to his friend as he drove.

Then he reached a level crossing. He didn't stop to look. He just drove _____ on a his car was hit by a train that was moving on the railway.

_____, Mr. Kateregga didn't die but he was badly hurt. An _____ rushed him to Mulago hospital and he is _____ likely to lose his two legs.

talked,	fortunately,	airport,	ambulance,	music,
Mercedes ,	straight,	most,	slowly,	September.

Week 4 lesson 2

If 2

This condition has the past simple in the if clause and the conditional 'would' in the main clause.

Examples

1. If teacher Harriet helped us, we would finish.
2. If I got enough money, I would buy another cow.
3. If I were my father I would marry many wives.

Exercise:

Complete the following sentences correctly in IF2

1. If Isaac went to the butcher's,
2. I would sell some milk to you if
3. If you invited her,
4. If Fiona got a pair of pliers, she
5. She would hit the nail if,

Change these sentences to IF 2

6. If you check in the toolbox, you will see the file.
7. The mechanic will check the electric current if he get a tester.
8. If I am the Pop, I will be very rich.
9. They will fix the tyre if I get the spanner.
10. If the mechanic repairs my motor cycle, I will Juba early.

Lesson Seven Week four

If 3

This is a rejected condition, We use past perfect tense in the if clause and 'would have' in the main clause.

Examples

1. If Teddy sees her mother, she will tell her.
If Teddy has seen her mother, she would have told her.
2. If Joshua buys a car, he will travel to different places.
If Joshua had bought a car, he would have travelled to different places.
3. He would be better if Samuel joined the army.
It would have been better, If Samuel had joined the army.
4. If you bought the saw, we would cut the timber.
If you had bought saw, we would have cut the timber.

Exercise.

Change these sentences to If3

1. If Kintu gets a toolbox, he will keep the tools sagely.
2. The learners will visit the garage if the teachers allow them.
3. Lubinga will polish the machines if he gets the sand paper.
4. Mother will drive if father is sick.
5. If you give us a file, we shall sharpen the knives.
6. If Janet joined university she would study medicine.
7. They would fix the tyre if I got the car jerk.
8. If the mechanic repaired the car, I would reach Kasese early.
9. If you swept the house, your mother would be happy.
10. If he bought a car, he would be a proud man.

Week Four

Lesson One

Usinghad.....

Examples.

1. If I had bought a textbook, I would have shared the information with my friends.
Had I bought a textbook, I would have shared the information with my friends.
2. If Yona had got a pair of pliers, he would have cut the wire.
Had Yona got a pair of pliers, he would have cut the wire.

Exercise.

Re-write the following sentences beginning, “Had.....”

1. If the mechanic had got a tester, he would have checked the electric current.
2. If you had checked in the toolbox, you would have seen the file.
3. If she had got a hammer, she would have hit the nail.
4. The mechanic would have repaired my wheelbarrow if I had paid him.
5. He would have kept the tools if he had had a toolbox.
6. Lubowa would have polished the machines if he had got the sand paper.
7. If the teacher had allowed the pupils to go to garage, they would have gone.
8. If I had seen the mechanic, he would have given me my vehicle.
9. We would have tightened the nuts if you had given a spanner.
10. He would have removed the tyre , If the driver had got a car jerk.

Lesson two WEEK 5.

The use of the ‘unless’

Unless means if not or except if.

Unless must appear in the if clause only.

When unless begins a sentence a comma be used but when used in the middle a comma is not necessary.

Examples.

1. If my cow does not get healed, I will arrest you.
Unless my cow gets healed, I will arrest you.
2. If you read hard, you will pass the examination.
Unless you read hard, you will fail the examination.
Unless you read hard, you will not pass the examination.
3. He will not teach us mechanical engineering if we don't love vehicles.
He will not teach us mechanical engineering unless we love vehicles.

Exercise

Re-write the following sentences beginning, “ Unless.....”

1. If you swing the table, it will break.
2. We would make many mistakes if the supervisor did not warn us.
3. If the gardener does not water, the plants, they will wither.
4. If you pay attention in class, you will understand this exercise.
5. I won't help you if you don't behave well.

Re-write the following sentences using'unless.....'

6. If he ate all the food, he will develop a stomach upset.
7. If he buys a car, he will be a proud man.
8. If Masembe buys a tractor, he will cultivate a lot of maize.
9. If you made a promise, people would be hopeful.
10. The teacher will punish us if we don't sweep the class.

Lesson Three Week 5

Usingin order to ‘

This structure is used to give the purpose or reason of doing or achieving something.
Other structures used in the same way as ‘ in order to’ are’

so that

so as

such that

Examples;

1. You should not abort. You will avoid risks.
You should not abort in order to avoid risks.
2. Children should not play in class if they want to pass well.
Children should not play in class in order to pass well.
3. Alex borrowed pliers. He wanted to cut the wire.
Alex borrowed pliers in order to cut the wire.

Exercise.

Join the following sentences using “.....in order to”

1. Rehema brought a jack. She wanted to remove the flat tyre.
2. The mechanic sent for a hammer. He wanted to remove the nails.

3. He provided all the basic needs so that he shouldn't be ailed.
4. The community should discourage early marriages. It will make the young ones enjoy life.
5. We should protect our children's rights. We shall be appreciated.
6. My teacher came to school early because he wanted to have enough time for me.
7. Parents have to be hardworking such that they can be rich.
8. Mary woke up very early. She wanted to reach school in time.
9. Say no to bad touches, You will stay safe.
10. Children complained a lot. They wanted to enjoy their rights.

Lesson four: Week 5

Use ofso as.....

It is followed by preposition 'to'

Examples.

1. Some people migrate to towns in order to live comfortably.
Some people migrate to towns so as to live comfortably.
So as to live comfortably, some people migrate to towns.
2. School children need home security such that they can grow safely.
School children need home security so as to grow safely.
So as to grow safely, school children need home security.

Exercise.

Re-write the following sentences using, ".....so as...."

1. We shouted to the top of our voices. We wanted to be heard.
2. They all went to Kololo in order to watch the motor rally.
3. The man opened the tool box. He wanted to get the spanner.
4. Opeda saved a lot of money. He wanted to buy an expensive car.
5. He slowed down the speed of the car. He wanted to avoid an accident.

Re-write the following sentences beginning " so as....."

6. Edith went to the salon. She wanted her hair plaited.
7. In order to catch the morning bus, Josephine woke up very early.
8. He did a lot of practise so that he could win the race.
9. The mechanics complained bitterly. They wanted to have their taxes reduced.
10. Kamagu planted a lot of beans in order to harvest a lot of it.

Lesson five:

Using.....so that.....

It is followed by can if the action is in the present and could if the action is in the past.

Examples.

1. Omondi took us to the garage. We wanted to learn mechanics.
Omondi took us to the garage so that we could learn mechanics.
2. Sanyu walked very slowly in order to dodge the angry parent.
Sanyu walked very slowly so that she could dodge the angry parent.
3. Children have cried to the government so as to get help against rapists.
Children have cried to the government so that they could get help against rapists.

Exercise.

Rewrite the following sentences using ‘.....so that.....’

1. The shopkeeper displays his good on the veranda in order to attract more customers.
2. Her father –in-law bought me a present so as to please me.
3. Christians fast. They want to be humble to God.
4. Emesu sleeps under a mosquito net. He wants to avoid mosquito bites.
5. Boys wear their uniforms daily. They want to look smart.
6. Girls softened their voices. They wanted to speak sweetly.
7. Namakula washed her hands. She wanted to be happy.
8. Good pupils revise day and night. They want to get first grades.
9. Brian went to the market in order to dodge work at home.
10. The doctor arrived in time because he wanted to save the patient’s life.

LESSON SIX.

Using; “such that”

Just like ‘so that’, ‘such that’ is also followed by ‘can’ if the action is in the present and ‘could’ if the action is in the past.

Examples.

1. Kabengwa gave up motor sporting in order to save his life.
Kabengwa gave up motor sporting such that he could save his life.
2. Jonathan took us for volley ball training. He wanted to get a strong team.
Jonathan took us for volleyball training such that he could get a strong team.
3. Betty saves a lot of money. She wants to buy an expensive dress.
Betty saves a lot of money such that she can buy an expensive dress.

Exercise.

Rewrite the following sentences using ‘.....such that’

1. The doctor arrives in time. He wants to save the patient’s life.
2. Josephine went to the market in order to dodge work at home.
3. Keith planted a lot of maize so as to harvest a lot of it.
4. My teacher comes to school early. He wants to have enough time for me.
5. He did a lot of practice so as to win the race.

6. The builders asked for a lot of money. They wanted to build a strong house.
7. The minister stood aside so as to give way for investigations.
8. Boys wash their uniforms daily. They want to look smart.
9. We shouted to the top of our voices. We wanted to be heard.
10. The staff members called for a meeting. They wanted to discuss the performance.

Lesson seven.

A passage.

TOM'S FIRST BICYCLE RIDE.

Ref. MK primary English Pupils book 5 Page: 25 - 27

Questions:

1. Who is Tom's friend?
2. What happened when he tried to ride the bicycle?
3. Why was the bicycle taken to the mechanic?
4. What damage was done to the bicycle?
5. How many spokes were missing after the accident?
6. Why do you think the children couldn't lift the bicycle?
7. Who helped Tom when he fell down?
8. Give the name of Fadhul's sister?
9. Which lesson do you learn from the story?
10. Write the title of the passage.

Week Five:

Lesson One & two

A poem

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

OLD CAR! OLD VAN
Why run your wheels in the city.
Producing smoke to pollute the air.
which makes people sick,
What you need is a breakdown
To take you to the garage.

Old car! Old Van
You make a lot of noise makes my ears burst.
You cause accidents that kill my friends
You create jam when you break down

And no space tyre you have
Why do you exist in the city?
Old car! Old Van
Arrested every time and towed to police station
Because of your poor mechanical condition
But from the police, you are released as usual
Because you have people to corrupt and bribe
please leave us to live!

Old Car! Old Van
The mechanic hates you
For you make him dirty.
With your black oil and grease
You give him all the money you make
But remember, he will sell you in scrap.

By Chris Mugalo P.5 East

Questions:

1. What is the poem about?
2. What causes the writer's ears to burst?
3. In which class is the writer?
4. How does the old car cause jam in the city?
5. Why is the old car released from police?
6. How many stanzas has the poem?
7. Why do you think it is not good to have old cars in the city?
8. Who wrote the poem?
9. What is the use of a break down truck?
10. Give a suitable title for the poem.

Composition.

Lesson three & four

PRINT MEDIA

Vocabulary

✓ Cartoon	- pullout
✓ puzzle	- column
✓ Newspaper	- columnist
✓ Journalist	- article
✓ News letter	- brochure
✓ advertisement	- media
✓ magazines	- editor

- | | |
|--------------|-------------|
| ✓ reporter | - camera |
| ✓ cartoonist | - educative |

Articles:

There are three articles in English. These include; 'a' , 'an' and 'the' articles 'a' and 'an' are called indefinite articles and are only use before singular countable nouns.

Article 'the' is used in the following ways;

- ✓ When we talk of the obvious (what the lister already knows about)
- ✓ When we talk of the only available thing e.g. The moon shines at night.
- ✓ When we talk of superlatives in sentences e.g. The best candidate got aggregate four.
- ✓ When we are introducing ordinal numbers e.g. Benton was the fifth student.

The use of 'a' and 'an'

Examples.

- | | |
|--------------------|-----------------|
| ✓ an angel | - a news letter |
| ✓ an eaglet | - a table |
| ✓ an editor | - a reporter |
| ✓ an advertisement | - a television |

When we say;

A boy watched a television; this means any by any television.

Most nouns which, with a vowel (a, e, i, o,u) or with a vowel sound take 'an' before them e.g.

Begin with a vowel letter	Begin with a vowel sound
✓ an editor	✓ An honourable man
✓ an orange	✓ An hour
✓ an embryo	✓ An honest
✓ an ant	✓ An heir

Most nouns which begin with a consonant letter (b, c, d f, g, p) or a consonant sound take article 'a' before them e.g.

Begin with consonant	Begin with a consonant sound
✓ a front page	✓ a uniform
✓ a back page	✓ a European
✓ a story	✓ a Uganda
✓ a journalist	✓ a university

Exercise.

Use either a' an or the' in each of the following sentences below correctly.

1. Shamim eats _____egg every Monday.

2. His father is _____ editor.
3. It is _____unwise to sit on _____broken chair.
4. Herbert was _____ugly man.
5. John's sister is _____columnist in one of the local newspaper.
6. One of _____boy is present.
7. Mrs. Naigaga is _____ news anchor.
8. Bugema is _____oldest University in East African.
9. _____arm chair is not made of wood.
10. We wrote articles for _____school magazines.

Lesson five week 6

The past tense

This tense can also be referred to as the yesterday tense. This tense is sub-divided into four tenses these are;

- ✓ past simple
- ✓ past continuous
- ✓ past perfect
- ✓ past perfect continuous

The past simple tense.

Verbs in this tense are the past tense.

Examples

words.

spoke cooked reported talked boiled announced wore buried

Sentences

1. Peter talked to me.
2. Ngolobe reported the case to the police.
3. The school announced the best candidates.

Exercise.

Complete the following sentences by filling in the past simple tense verb in the brackets.

1. Who _____ the article about the sports day? (write)
2. Our class _____ cartoons last Wednesday. (draw)
3. Mapengo_____the crossword puzzle in a short time. (complete)
4. Haruna _____the news last weekend. (read)
5. The columnist _____to find out the truth. (come)

Change the present simple tense sentences into the past simple tense.

6. The stop selling newspapers on Sunday.
7. The workers at Bukedde disagree with what their boss says.

8. The meeting begins at 9 o'clock.
9. Henry weaves a beautiful mat during holidays.
10. The headmaster forbids us from going to the shops.

Lesson six. Week 7

Active and passive voice of the past simple tense.

Examples

1. Musa wrote the letter. (active)
The letter was written by Musa.
2. The cat drank my milk. (active)
My milk was drunk by the cat.
3. The teacher punished the pupils. (active)
The pupils were punished by the teacher. (passive)

Note: In this tense, the passive voice of the past simple is formed by; auxiliary verb in the past simple + past participle.

Exercise:

Change the following sentences into the passive voice.

1. Tom wrote my new bicycle.
2. Mummy sewed my skirt.
3. Sarah drew a cartoon.
4. Peter wrote an article.
5. She broke the news to me in the evening.

Change the following sentences into the active voice.

6. The bicycle was hidden by the naughty boy.
7. The house was mopped by the house keeper.
8. My car was repaired by Mr. Tooko.
9. The children were forsaken by their parents.
10. They were addressed by the chief guest.

Lesson seven

The past continuous tense.

This tense is used to show an activity or activities that took place in the past but in a continuous form.

In this tense, we use helping verbs in the past e.g. was, were and the main verb in the continuous form i.e. and with 'ing'

Examples

1. We were working in our coffee plantation all day yesterday.
2. Joreen was revising her books the whole of last week.
3. He was playing football the whole day.

Exercise.

Change the verbs given in the brackets into the past continuous tense.

1. When Julius _____ a bicycle, he caused an accident. (to ride)
2. The prisoners _____ the play ground all day yesterday. (slash)
3. NTV _____ news about the burial of Mr. Museen by the time we arrived. (broadcast)
4. All last night we _____ songs of praise. (sing)
5. The members of parliament were _____ to the U.S.A when the aeroplane developed a problem. (travel)
6. She _____ the beans when it started raining. (plant)
7. The choir _____ the school's anthem. (sing)
8. Mr. Tembo _____ the students when he received a call. (address)
9. The teacher _____ when she called Julius. (teach)
10. The travellers _____ to Jinja when they got an accident. (go)

Week Six : Lesson One

The passive of the past continuous tense. In this tense, we use was or were + the main verb in the continuous form e.g. mopping, cooking etc. Being is also introduced in the sentence.

Examples:

1. Kato was chopping firewood. (active)
Firewood was being chopped by Kato.
2. The pupils were writing compositions when the bell rang.
Compositions were being written by the pupils when the bell rung.
3. The headmaster was interviewing us all day yesterday.
We are being interviewed by the headmaster all day yesterday.

Exercise:

Change the following sentences into the passive voice.

1. Peter was playing football.
2. The carpenter was making furniture yesterday.
3. The Chairman was conducting the meeting.
4. The cat was pouring the milk.
5. We were finishing our work two hours ago.
6. The girls were weaving the baskets.
7. Peter was carrying the baby.
8. He was crossing the road when lightning struck.
9. Joseph was playing cricket all day.
10. Ali was going to the mosque every Friday.

Lesson Two

The past perfect tense.

This tense is used mostly to show activities that happened in the past.

The adverbs already and just are commonly used. It is constructed with;

had+ past participle

Examples.

1. We had written our exams by the time the bell rang (write)
2. I had already known its contents when Mary brought the letter. (know)
3. She had eaten some food when she fell sick.(eat)

Exercise:

Complete the following sentences with a correct past perfect tense of the verbs in brackets.

1. The water _____ already _____ by the time I wanted to drink it. (freeze)
2. When we arrived at school, the headmistress _____ the student' (addressed)
3. We _____ our uniforms by the time the bell rang (wear)
4. By the mother wanted to feed the children, they _____ (sleep)
5. At the time we reached the railway station, the train _____ (to leave)
6. The sun _____ for so long when the rain started falling. (shine)
7. They _____ for five kilometres when they met Juma. (walk)
8. Tom _____ his salary before he went to Arua. (earn)
9. By the time mother came back, Juliet _____ the house. (mop)
10. I _____ that bicycle several times before it broke down (ride)

Lesson three: Week 8

Relative pronouns.

These are pronouns that begins a subordinate clause and relative to an idea in the sentence.

Examples of relative pronouns. Who, whom, whose, which, that.

Using 'who'

It is used for people.

examples

1. That is the boy, The boy hit me.
That is the boy who hit me.
2. Those are the men. They snatched my sister's bag yesterday.
Those are the men who snatched my sister's bag yesterday.

Exercise.

Join usingwho.....

1. The house boy has gone. The house boy was a fool.
2. This is the boy. He took the chair.
3. The beggar is poor. The beggar is dressed in rags.
4. That is the girl. She caused the accident.
5. I saw the man. He saved the girl from the leopard.
6. The sweepers will sweep today. The sweepers swept yesterday.
7. Joanita was ashamed. She farted in class.
8. The gentleman was carrying a beautiful lady. The gentleman was ugly.
9. Lazy people will do the punishment alone. They are weak.
10. That is the doctor. He treats us malaria.

Lesson four:

Use of which or that;

They are mostly used for animals and things.

Examples.

1. The stone has cut off his nose. The stone was thrown at him.
The stone which was thrown at him cut off his nose.
2. The car was sold off. It failed to move up the hill.
The car which failed to move up the hill was sold off.
3. The tree did not bare fruits. The farmer cut it down.
The tree which the farmer cut down did not bare fruits.

Exercise

Join usingwhich.....

1. The house was really weak. The thieves broke into it.
2. That is tree. The tree fell over the building last week.
3. The money was stolen. It was in a metallic box.
4. The text book has a torn cover. The text book has good material.
5. The mat was not very strong. The mat was made of banana leaves.

Join the following sentences using that.

6. The dog was killed. The mad man was chasing it.
7. The tree had good timber. The carpenter cut it.
8. That is the cat. It drunk my milk.
9. Those are the animals. They destroyed our crops.
10. That is the key. The key opens my house.

LESSON FIVE WEEK 8

Usingwhose.....

Whose refers to people or things. It is used to show possession.

Examples.

1. That is the cow. Its calf is very strong.
That is the cow whose calf is strong.

2. A man cannot be happy. His wife is quarrel some.
A man whose wife is quarrel some can not be happy.

Exercise.

Join using; ‘ whose.....’

1. Harriet is my friend. Her father comes from Sudan.
2. Those are Ouma’s shoes. Their soles are worn out.
3. She is the girl. Her father died in the accident.
4. They gave him a horse. Its legs were very short.
5. Barack Obama won the elections. His campaign was very expensive.
6. Here comes the man. His wife has died in the car accident.
7. Teddy is my class mate. Her hand writing is the best in the class.
8. That is the old woman. Her old cat was stolen.
9. The boy is crying. His wallet has been stolen.
10. The passenger went to police. His luggage was stolen by the thieves.

Lesson six.

Week 8

Using ...’who.....’

Is used after a preposition for people.

Example.

1. You spoke to the lady. The lady is the bursar.
The lady to whom you spoke to was the bursar.
2. My cousin is a candidate already, I beat him by age.
My cousin whom I beat by age is a candidate already.

Exercise:

Join using.....’whom.....’

1. The man has gone to China. I work for him.
2. The child was three years old. The policemen were moving with her.
3. That’s the librarian. I got reading books from him.
4. The two boys didn’t like her. Alex used to sit between them.
5. The disease was a scourage. The minister died of it.
6. The officer brought her a pancake. Sarah delivered the message to him.
7. The man did not pay me. I worked for him.
8. The doctor will be back soon. You have an appointment with him.
9. I carried the luggage with boy. The boy was a Somali.
10. The thief was arrested by the passer-by. The defence forces were looking for him.

Lesson seven

Mixed activity,

Complete the sentences with the correct word.

1. Ben is the boy to _____I lent my not book.
2. To _____teacher did you give the books?
3. She injured her leg _____got broken last month.
4. That is the doctor _____injected my sister yesterday.
5. That is the wheel barrow _____My father bought from Mbale.

Re-write the given sentences as instructed in the brackets.

6. That is the bottle. I drank water from it.(Usewhich.....)
7. Mr. Okello is the man. His son has gone to Lira. (usewhose....)
8. That is the man. He gave me gifts for love. (Usewho.....)
9. Who swept this classroom? (Use.....whom....)
10. Sunday is the day Christians go for prayers. (Use.....when.....)

WEEK SEVEN.

Lesson one and two

Dialogue

Read the act the dialogue

Josephine: Good morning, Mr. Mwebaza

Have you seen today's newspapers yet?

Mwebaza: Oh yes I have, two of our pupils wrote letters to the Editor!

Josephine: I am one of the pupils who wrote!

Mwebaza: I am very pleased to hear that.

Josephine: I feel encouraged to write about what goes on in our village.

Mwebaza: What did you write about?

Josephine: I wrote about the importance of newspapers. Jollyne, wrote about hygiene.

Mwebaza: I must read those letters you wrote.

Josephine: I promise to write even more!

Lesson Three and Four

Poem

Read, recite and answer questions about the poem below.

THE MEDIA HOUSE

Where no one ever sleeps.

Where the lights never go out.

Where business never stops.

Where laziness has no place

Is media house.

Newsreader, Cartoonists and journalists

The editors, the columnists, the reporters,

photographers with cameras

each one has a role to play

in the media house.

They write notes and search for photos.

With eyes facing computers.

They type, delete and type again.

They print and pack.

Ready to sell

Outside the media house.

(Ian Ayebale)

Questions:

1. What never stops in the media house?
2. Mention the people who work in the media house.
3. Why do you think these people face computers?
4. What happens outside the media house?
5. What is used to print the texts?
6. Who is a cartoonist?
7. Mention any one behaviour which is not accepted in the media house.
8. Who is the poet?

Lesson five and six.

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

CLASSIFIED ANNOUNCEMENT.

THE NEW VISION

Tuesday, February 4, 2016

*The family of Mr. & Mrs. Ngolobe with much pleasure invites the company of Mr. & Mrs J.J Wafula to the graduation party of their beloved son **Ngolobe Bruno.***

The graduation ceremony will be held at Kampala international University and the reception will be at Garden city.

Organising chairman committee

R.S.V.P

Mangeni Bernard – 0773 40882

Questions:

1. On which day was the above announcement made?
2. Who wrote the announcement?
3. In which newspaper did the announcement appear?
4. What is the relationship between M.B Ngolobe and Bruno?
5. Where will the reception be held?
6. Write R.S.V.P in full.
7. What would you do if you wanted to know more about the party?
8. Where will the graduation ceremony take place?
9. Who is graduating?

10. Who was invited to the above party?

Lesson seven

Guided composition.

Fill in the gaps with a suitable word from the list below to complete the story correctly.

Newspapers.

Mark and Betty were wondering why _____ father always reads different types of newspapers. They _____ to ask him. He told them that newspapers are written by different news reporters. Each _____ writes information different from other. Some news reporters record _____ information in order to earn money from public. Therefore, he reads different newspapers to compare _____

Another _____ why he reads different newspaper is that it enables him to get information on what is happening in Uganda and other parts of the _____. He wants to be informed, educated and entertained as some newspaper have interesting and exciting news items. He also _____ them that he wants to get business _____ which are commonly advertised.

After his clear _____, the children thanked him and were encouraged to read newspaper too.

their	decided	false	opportunities	journalist
notes	word	reason	told	explanation

Week eight :Lesson one

Re-arrange the sentences to form a good story.

1. The newspaper had a special pullout.
2. There was an accident near my home.
3. The photograph of the stubborn goat and the page of the newspaper.
4. The pullout was about avoiding accidents.
5. The accident was caused by a stubborn goat.
6. He took the photograph of the stubborn goat that had caused the accident.
7. The journalist has a camera.
8. The stubborn goat attracted the attention of a journalist who was passing by.

Lesson two and three

TRAVELLING

✓ taxi	cycle	speed
✓ destination	coach	reach
✓ seat	luggage	cyclist
✓ ticket	departure	ferry
✓ conductor	arrive	further
✓ fare	reduce	passenger

✓ about

fast

by

Adverbs

An adverb is a word that adds meaning to a verb, adjective or another adverb.

Examples of adverbs.

beautifully, heavily, easily, well, fast, nicely, hurriedly,
badly, quickly, slowly, faithfully, greedily.

Classes of Adverbs.

- ✓ Adverbs of manner
- ✓ adverbs of duration
- ✓ adverbs of frequency
- ✓ adverbs of place
- ✓ adverbs of number
- ✓ adverbs of questioning
- ✓ adverbs of degree

A. Adverbs of manner.

These adverbs tell us how something happens or happened. They are commonly formed from adjectives.

Examples,

1. We speak English Fluently.
2. Tim's work is badly written.
3. My new pen writes well.
4. Musicians sing beautifully.

B. Adverbs of time.

These adverbs tell us when something happens or happened.

Examples.

1. I am eating now.
2. She will visit her aunt tomorrow.
3. Wejuli has been in Uganda since 1990
4. My wife bought a car yesterday.

C. Adverbs of place.

These adverbs tell us where something happens or happened.

Example

1. Good is everywhere.
2. Where is the cup you are looking for.
3. Here is the cup you are looking for.

4. He arrived at home late.

Lesson four.

D. Adverbs of frequency

These adverbs tell us how many times something happens or happened.

Examples

1. Doreen often writes work in class.
2. Jackson always plays volleyball.
3. We rarely eat meat at school
4. I have never gone for a tour.

E. Adverbs of number.

These adverbs tell us the number things happen or happened

Examples

1. She eats meat thrice a month.
2. Peter plays football once a week.
3. I visit my brother twice a year.

F. Adverbs of degree.

Examples

1. I have enough money to buy a radio.
2. I rather sleep than going to the bar.
3. She very much speaks about others.

Lesson Five.

Study the timetable for some of the buses at Africel bus park in Kampala and answer the questions that follow in full sentences.

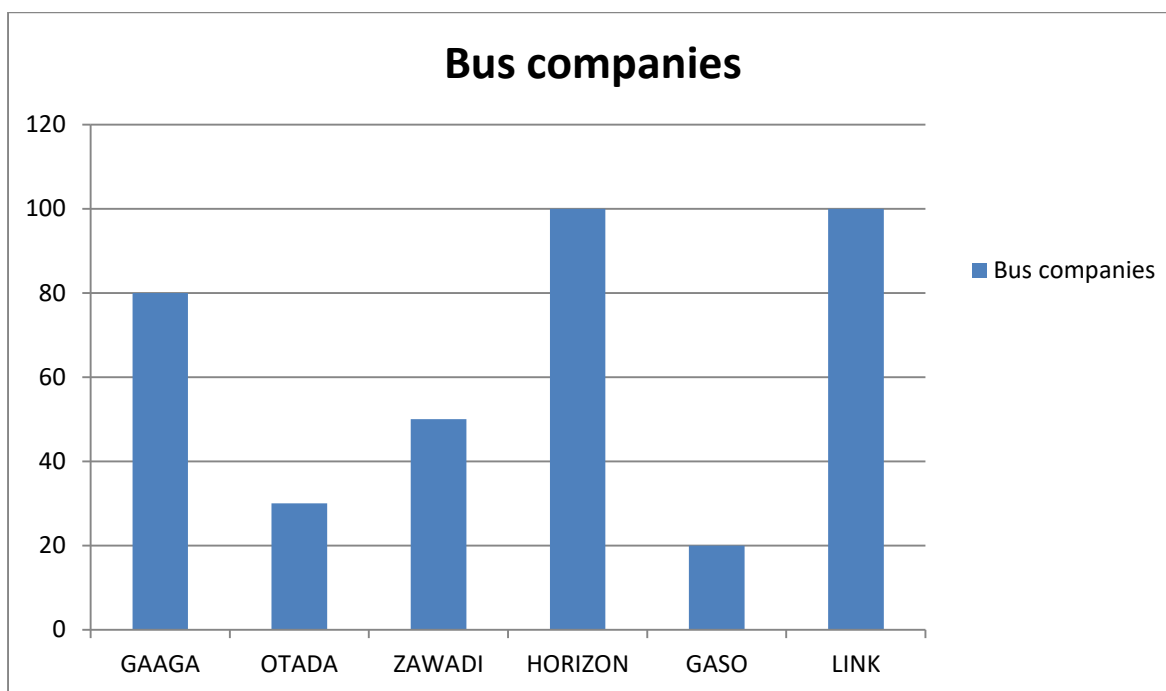
Day	Bus	arrival	Departure	Destination
Sunday	Horizon	11:00am	6:00am	Mombasa via Nairobi
Monday	Endahi Gateway	10:00am 10:00am	12:00noon 11:45am	Masindi Mbale
Tuesday	Otada	2:00pm	7:00am	Lira via Mbale
Wednesday	Endahi Kinkizi	9:30am 8:45am	2:00pm 10:30am	Tororo Rukungiri
Thursday	Twakim	5:00pm	7:00am	Kasese
Friday	Endahi Gas	12:00noon 6:00am	4:00pm 4:00pm	Iganga Mwanza via Mutukula
Saturday	Akamba Royal coach	7:00am 9:00am	9:00pm 7:00pm	Kisumu Kigali vian

Questions:

1. Which bus travels more than the rest according to the timetable?
2. How many buses arrive at night?
3. Name the bus that goes to Rwanda?
4. What time does Otada bus depart from Kampala?
5. Which bus leaves Kampala earlier?
6. What bus goes to Nairobi?
7. Where does Royal Coach make its first stop over?
8. Which bus arrives latest in Kampala?
9. Give another word to mean 'destination'?
10. What does 'via' mean?

Lesson six week 6

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



Questions:

1. What is the graph about?
2. Which company has the least number of buses?
3. Which companies have the same number of buses?
4. What do we call a person who collects bus fair?
5. Why do you think Otada has few buses/
6. Which is the second richest company on the graph?
7. How many buses does Dawadi have?
8. What is the total number of buses for Gaaga and Link companies?

9. What do you call people travelling by bus?
10. How many companies have been talked about on the graph?

Lesson Seven Week 7

Re arrange the following jumbled sentences to form a meaning full story.

1. The plane landed at Dubai airport and my Aunt received me happily.
2. I was very much excited and anxious to get into the plane.
3. Last December holiday, I got a letter from my Aunt.
4. Indeed it was an exciting journey for me and I will never forget it.
5. My parents processed my travel documents very fast.
6. She was inviting me to spend my holidays with her in Dubai.
7. At the airport, I was checked in using scanners and given a boarding pass with a seat number.
8. On the day I travelled, my Dad drove me to the airport.
9. I was very much overjoyed because it would give me a chance to travel by air for the first time.
10. After the checking, I entered the plane and the flight was seven hours.

Week Nine: Lesson I

Formation of adverbs.

Most adverbs are formed by adding 'ly' to the adjective, others are formed by changing 'y' to 'i' before adding 'ly'

Most adverbs are regular in their formation and always end in 'ly' while a few are irregular.

Formation of regular verbs that add 'ly'
examples.

Adjective	Adverb formed
Careful	carefully
Clear	clearly
Near	
Sincere	
General	
Slow	
Interesting	
Proud	
Humble	humbly
Scare	
Beautiful	
Faithful	
Nice	
Kind	

Sharp	

Adverbs which drop 'y' for 'i' before adding 'ly'

Adjective	Adverb formed
Heavy	heavily
Tidy	
Noisy	
Clumsy	clumsily
Lucky	
Happy	
Easy	
Ugly	uglily

Irregular adverbs.

Adjective	Adverb formed
bad/ill	badly
far	far
late	late
much	much
good	well
a lot of	a lot of

Exercise:

Underline the adverbs in the following sentences.

1. Jane answered the questions sensibly.
2. The hymn was nicely sung by the choir.
3. Steven talks slowly.
4. The performance was ably done on stage.
5. She fell down heavily as she was playing with her friends.
6. Do you know that the crested crane moves humbly?
7. The triplets behaved well.
8. Kiprotich ran very fast and won the rest.
9. Their teacher speaks softly.
10. The angry mother talked rudely to her sons.

Lesson Two: Week 10
Comparison of adverbs.

- Just like adjectives some adverbs too have three parts, i.e. the positive, the comparative and the superlative.
- Most adverbs consist of more than three syllables so they do not take the –er and –est forms as adjectives do.
- They often take more and most in the comparative and the superlative respectively
- However, a few of them can take the regular form of comparison.

A. Adverbs that take –er and –est.

Positive	Comparative	Superlative
fast	faster	fastest
soon		
early		
long		

Adverbs that take ‘more’ and ‘most’

These are usually adverbs of manner.

Positive	Comparative	Superlative
freely	more freely	most freely
quickly	more quickly	most quickly
hurriedly		
slowly		
happily		
actively		
lately		

Irregular forms of comparison of adverbs.

Positive	Comparative	Superlative
late	later/ latter	latest /last
much	more	most
a lot of	more	most
well	better	best
badly /ill	worse	worst
far	farther/further	farthest/furthest

Exercise:

Complete the sentence with the correct comparative or superlative for of the adverbs in brackets.

1. Pupils in our school are behaving far ____ than they used to do. (badly)
2. Our new care engine works _____ than the old one. (efficiently)
3. Nagawa did her work _____ than the rest of her friends. (well)

4. A concorde is the _____ of all passenger planes (fast)
5. A chameleon move _____ than a snail. (quickly)

Lesson three Week 10

The future tense

This tense is sub-divided into four tenses.

These are;

- Future simple.
- Future continuous
- Future perfect
- Future perfect continuous

Future simple tense.

The helping verbs used in this tense are will and shall.

This is also called the tomorrow tense. It is used to show what will happen or action that will be performed in the future.

The adverbial particles of time such as tomorrow, next week, next month, next year, the day after tomorrow, next holiday etc are use.

Examples.

1. They will finish the work tomorrow.
2. I shall pay him a visit next Monday.
3. He is going to visit his uncle tomorrow.

Note: We } shall

I }

They }

You }

She }

He }

It }

will

Nouns: When you interchange the use of will and shall shown above the statement becomes coloured future.

Exercise.

Complete the following sentences in the future simple correctly.

1. We _____ our exams in November this year. (finish)
2. He _____ his relatives in the village next month. (visit)
3. Moses _____ the money. (accept)
4. They _____ their own luggage. (carry)
5. I _____ to the teacher. (apologise)
6. We _____ be in Mombasa in two weeks' time? (shall)
7. She _____ a prize for her art work. (get)
8. Doreen _____ know when they ask. (say)

9. The headteacher _____ us what to do when he comes . (tell)
10. You _____ the president tomorrow morning. (meet)

Lesson four

Week 10

Using “.....going to”

Example:

1. I will pay you tomorrow.
I am going to pay you tomorrow.
2. They will finish the work tomorrow.
They are going to finish the work tomorrow.
3. She will go to church next holiday.
She is going to go to church next holiday.
4. I shall not visit him next week.
I am not going to visit him next week.

Exercise.

Re-write these sentences changing will or shall to “.....going to”

1. Someone will leave the money in the house.
2. The birds will not entertain us at the zoo.
3. They will carry their own luggage
4. The invited guests won't be late for the function.
5. We shall believe what he says.

Re-write these sentences changing “going to “ to will or shall.

6. I am going to teach you well this term.
7. We are not going to help you at the farm tomorrow.
8. She is going to go school next week.
9. The cow is going to fight the bull.
10. They are not going to see you tomorrow.

LESSON FIVE. WEEK 7

A NOTICE

Read the given notice which was written by one keen observant in Kampala and then answer the questions about it.

12th April, 2016.

DURING SCHOOL HOLIDAYS, HOLIDAY MAKERS GO HOLIDAY MAKING TO DIFFERENT PLACES HOLDING EACH OTHER HANDS, STUDYING LITTLE BUT CARING MORE ABOUT PLAYING GAMES MOST OF THE TIME, WATCHING TVS AND LIVING TO EAT AND SLEEP.

Questions:

1. What is the notice about?
2. When was the notice written?
3. Who wrote the notice?
4. Where do holiday makers go?
5. According to the writer, how do holiday makers move?
6. What do holiday makers care about?
7. Explain the meaning 'Live to eat and sleep'
8. Do holiday makers take a lot of time to read during the holidays?
9. Write a suitable title to this notice.
10. According to you, what can you say about the holiday makers.

Lesson six

A poem

The different places.
Oh, the different places you go to
And the different things you see
You dream about them
Each time you sleep.

Whether departure is by air
by car, by boat or rail
Your destination you will reach
With speed quick or slow

The fare you will pay
The ticket you will receive
A conductor will show you a seat
Your luggage he will put on the rack

Oh, the different places you go to
Oh, the different things you see
They stick in your mind
Even when you sleep.

(Joseph Odong)

Questions:

1. What does the speaker dream of?
2. What means of transport is used in the poem?
3. Where is the luggage kept?
4. What does the word 'fare' mean?
5. How many stanzas has the poem?

6. Where in the car is luggage kept?
7. What lesson do you learn from the poem above?
8. Why do you think people travel?
9. Who wrote the poem?
10. What would be a better title for the poem?

Lesson Seven: Week 8

Composition.

Write a story about the place you visited the previous holiday.

Week 11

Letter writing:

Vocabulary.

➤ envelope	receiver	dear
➤ addressee	card	yours
➤ invite	guest	reply
➤ sincerely	ceremony	stamp
➤ affectionately	host	
➤ friendly	party	
➤ sender	writer	

Sentence construction

Examples

1. Party: Muthon attended the party yesterday.
2. She expects to invite few people to her wedding ceremony.
3. Who wrote the invitation card?

Exercise.

Construct five meaningful sentences using any of the above vocabulary.

Week II: Lesson 4

Interjections:

These are words used to express surprise or inner feelings. They are punctuated with an exclamation mark.

Examples:

- oh!
- Wow!
- What!

Exclamatory sentences.

1. He is an old man. What an old man he is!
2. Dorah wrote a very nice letter. What a nice letter Dorah wrote!
3. Eh! I have steeped in mud!
4. My! What a beautiful stamp!

5. Wow! What a nice letter!

Exercise.

Punctuate the following sentences.

1. What a lovely envelope that is
2. Oh cried the girl
3. Wow you have written to her twice
4. How fake this letter is
5. What a lovely letter you have written
6. Hello you are welcome
7. Hurrah I have got this number correct
8. What an expensive watch Henry bought
9. Wow That's unbelievable
10. Eh he must be joking.

Week 11: Lesson 5

Ref: Mk pupils book 5 page 97 -98

Week II Lesson 6

Ref. p.5 Mk page 96-97

Week 11 Lesson 7

Ref: P.5 Mk Page 99-100 (composition)

Week 12 Lesson 1

Using: Neither.....nor.....

Examples:

1. Jacky did not write a good letter. Harriet did not write a good letter.
Neither Jacky nor Harriet wrote a good letter.
2. The headmaster will not stamp your letter. The deputy will not stamp your letter.
Neither the headmaster nor the deputy will stamp your letter.
3. Nakato cannot draw. Nakato cannot colour.
Nakato can neither draw nor colour.
4. Junior will not write a letter. Junior will not send a letter.
Junior will neither write nor send a letter.

Exercise:

1. Acheni cannot write a friendly letter. Bwambale cannot write a friendly letter.
2. Peter did not ask the post master. Paul did not ask the postmaster.
3. I have never received a letter. Juma has never received a letter.
4. Ruth has not sent an e-mail. Winnie has not sent an e-mail.
5. Sheila did not receive my letter. Ham did not receive my letter.

Re-write the following sentences using “.....neither.....nor.....”

6. I will not send him a letter. I will not send him an aerogram.
7. My father cannot write. My father cannot read.
8. They have not invited their parents. They have not invited their brothers.

9. He did not receive an e-mail. He did not receive an aerogram.

10. The postmaster has not given me the stamps.

Week 12 Lesson 2

Using “.....and neither.....”

Examples:

1. Henry can't write a letter. Andrew can't write a letter.
Henry can't write a letter and neither can Andrew.
2. Annet did not receive an invitation letter.
Annet did not receive an admission letter.
Annet did not she receive an admission letter.

Exercise

Re-write these sentences using”and neither.....”

1. The baby cannot smile. The baby cannot cry.
2. The prisoner does not dig. The prisoner does not fetch water.
3. George did not watch the film. Angella did not watch the film.
4. Susana has not greeted people. John has not greeted people.
5. Jim will not build a house. Jim will not buy one.
6. Boys do not eat too much. Girls do not eat too much.
7. Mangeni did not play football. Opeda did not play football.
8. Tony has not posted a letter. Tony has not written a letter.
9. A goat does not pull heavy things. A sheep does heavy things.
10. Nandera could not sit. She could not stand alone.

Week 11: lesson 3

Using “and so”

This structure is mostly used to join affirmative statements.

Examples.

1. Winnie is a beautiful lady. Betty is also a beautiful lady.
Winnie is a beautiful lady and so is Betty.
2. Amanyia fears a dog. Bony fears a dog.
Amanyia fears a dog and so does Bony.
3. The husband is a Moslem. The wife is a Moslem.
The husband is a Moslem and so is the wife.
4. John is very handsome. John's brother is very handsome.
John is very handsome and so is his brother.

Exercise

Join the following sentences using: “and so”

1. Mathematics is a simple subject. English is also a simple subject.
2. Sam is a born-again Christian. Sengendo is a born-again Christian.
3. Esther was happy with her marriage. Mbabazi was also happy with her marriage.
4. The postmaster has come. The bank manager has come.

5. Tamale is a bachelor. Tom is a bachelor.
6. The secretary has to come today. The officer has to come today.
7. Matrons were to blame. The pupil was to blame.
8. Cups should be cleaned. Plates should be cleaned.
9. Nairobi is very cool. Kisumu is very cool.
10. A doctor must be smart. A teacher must be smart.

Week 12

Lesson 4

Using “ Eithernor..... “ andeitheror....”.

Examples.

1. Juliet may attend the show. Adogo may attend the show.
Either Juliet or Adogo may attend the show.
2. I will come on Monday. I will come on Tuesday.
I will come on either Monday or Tuesday.
3. If she does not buy bread, she will buy a cake.
She will either buy bread or a cake.

Exercise

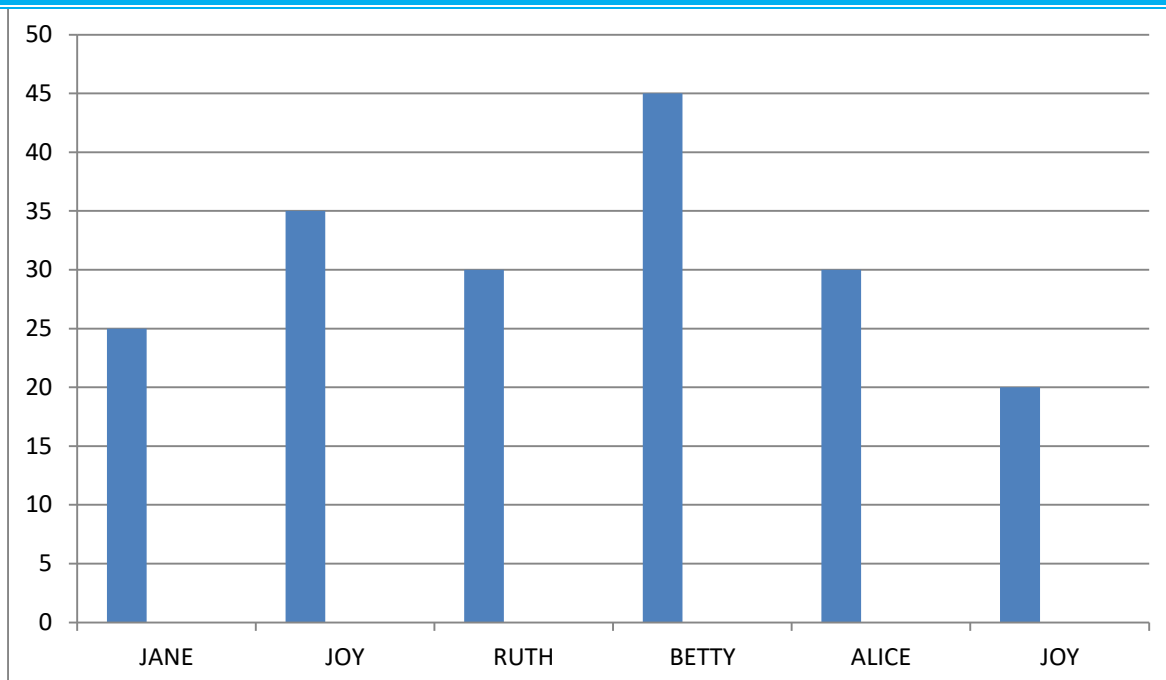
Re-write the following sentences using “eitheror.....”correctly.

1. The boys will wash the plates. The girls will wash the plates.
2. The teacher may clean the chalkboard. The pupils may clean the chalkboard.
3. The doctor will come early. The nurse will come early.
4. If she does not fetch water, she will prepare supper.
5. Take a bottle of water if not soda.
6. He might have been promoted. He might have been demoted.
7. Julian watched the match if not on Sunday, it was on Wednesday.
8. If he does not curse him, he will bless him.
9. When I don’t see the boys, I will see the girls.
10. If Jackson does not pass, he will fail.

Week 12

Lesson 5

The graph below shows the age of girls who got married in 2015 in Mayuge district. Study it carefully and answer questions about it in full sentences.



Questions

1. How many girls got married?
2. What does the graph show?
3. Who is the youngest of all the girls?
4. Which girls got married at the same age?
5. How old was Betty in 2014?
6. When did these girls get married?
7. In which district were these girls?
8. Who got married at the age of thirty five years?
9. Give the opposite of the following words.
 - (a) lady
 - (b) bachelor

Week 12 Lesson

Study the invitation card and in full sentences answer the questions that follow.

The family of late stephano wabwire of Busia.
Together with the family of Mr. & Mrs. Tebigwa Denis of Bugiri with great pleasure invite
Bishop /Hon/Mr./Mss./Dr. Ngolobe M.B
To the wedding ceremony of their children Ouma Bruno and Nekesa Lydia
Which will take place on Saturday 20th February, 2016 at 2:00p.m
At Sts. Philip and Andrew Cathedral Mukono, and thereafter a reception at Uganda
Christian University main hall.
R.S.V.P
 Mr. Bogere Francis Mr. Juma Joseph
 0773 480882 0701587802

Questions:

1. Who are the parents of the bride?
2. Who is being invited according to this card?
3. When will the wedding take place?
4. Where will the guest go for reception?
5. What will happen at the cathedral?
6. Why did the writer use the word 'late' before stephano Wabwire?
7. Where does the groom live?
8. To whom should regrets be addressed?
9. Write the meaning of R.S.V.O
10. Write Hon. in full.

Week 12 Lesson 7

Tembo was a candidate in Primary Leaving Examination. The results have been released. Jacob meets Tembo a day later. Below are the questions Jacob asked Tembo.

Complete in full sentence, what you think were Tembo's answers.

Jacob: You look sad, what is the matter?

Tembo:

Jacob: What was the cause of your poor performance in the P.L.E?

Tembo:

Jacob: What is that reason?

Tembo:

Jacob: Why did you stay out of school for whole term?

Tembo:

Jacob: Why didn't your father buy the school uniform for you?

Tembo:

Jacob: Why did he go to Britain?

Tembo:

Jacob: How did you get the money to buy the uniform when your father went to Britain for studies?

Tembo:

Jacob: What a kind uncle! You are going to repeat P.7, aren't you?

Tembo:

Jacob: I wish you success.

Tembo:

Jacob: Good bye

Tembo: