

# THE PEARL EDUCATIONAL CONSULT KAMPALA SCHOOLS



## QUALITY ASSURANCE 2024 PRIMARY FIVE STANDARD WORK BOOK ENGLISH TERM THREE

SCHOOL NAME:.....

TEACHER`S NAME:.....

PUPIL`S NAME:.....

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LETS SIMPLIFY LANGUAGE

**Aspect: PUNCTUATION MARKS**

### **SPELLING EXERCISE**

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

### **Lesson 1 Capital Letters and full stops**

(i) Usage of capital letters

(a) Used at the beginning of sentences, e.g. **Mukasa** is riding a bicycle.

(b) Use for proper nouns and proper adjectives e.g. **Uganda** – **Ugandan**

(c) Proper nouns e.g.

- Names of the months of the year .....

Names of people .....

- Names of schools - .....

- Names of classes.....

- Names of teachers etc.

(d) Used for all **titles** applied to one particular person, e.g. Our **President** met the Egyptian **President** at Hotel Famous Five.

- (e) To begin **direct speech**, e.g. "I have hurt my finger," said Tom.
- (f) To write pronoun **I**, e.g. While I was playing netball, Jane was peeling matooke.
- (g) To begin words of exclamation, e.g. "Oh!" shouted the boy.
- (h) To begin words He, Him, His, Himself, if they refer to God or Jesus Christ.

Note well: The personal pronoun I is always written in capital letter.

(ii) Usage of full stops

- (a) Used at the end of either an affirmative or negative sentence, e.g. - We are learning English.

We are not learning English.

(b) Used in abbreviations, e.g.

- i.e. - That is to say
- C.I.D. - Criminal Investigation Department
- Capt. - Captain
- P.S.V. - Public Service Vehicle

**Activity 1. Rewrite and punctuate the sentences below**

(a) he saw a big snake on tuesday

.....

(b) robert has left for london

.....

(c) i said i shall come tomorrow

.....

(d) tom wants to work in italy, so he is learning italian

.....

(e) god said i am who i am

.....

(f) what an honest man dan is

.....

(g) god was happy with his creation

.....

**2. Write the short forms of the following**

(h) Mistress .....

(i) Doctor .....

(j) Namely .....

(k) For example .....

## **LESSON 2**

(a) Question mark

(b) Exclamation

Usage of a question mark

- Used at the end of a direct question, e.g. Where is Tom?
- Used at the end of tag questions, e.g. She is my wife , isn't she?

Use of an exclamation mark

- Used after expressions of strong emotions like surprise, fear, pain, anger etc.
- What a clever boy you are!
- Come here at once!

### **Activity**

***Punctuate the following sentences correctly***

(a) What did you see at the park

.....

(b) Where did you go after supper

.....

(c) What aggregate are you likely to get

.....

(d) What time is it asked the traveller

.....

(e) How beautiful you sister is

.....

(f) What a clever boy you are

.....

(g) What a deadly snake a cobra is

.....

(h) The child suddenly shouted look

.....

(i) What is the capital city of China

.....

### **LESSON 3**

(a) Apostrophe

(b) Comma

#### Usage of an apostrophe

In contractions (to show that a letter or letters are missing) e.g.

isn't - is not

ca

n't - cannot

O'clock - of the clock

o'e

r - over etc.

To show possession

•**Singular nouns** For example

The girl's dress

The lady's bag etc.

**OR;**

Jesus' words

Moses' wife and so on, only if the noun ends in s.

## **PEACE AND SECURITY**

### **Vocabulary Practice**

**judge** : the fair treatment of people.

*All criminals demand equal rights and justice.*

**peace** : a situation or a period of time in which there is no war or violence in a country or an area.

*The Ugandan soldiers are in Somalia to keep peace.*

**security** : the activities involved in protecting a country, building or person

*Every citizen needs security to lead a better life.*

**army** : a large organized group of soldiers who are trained to fight on land.

*Libya has one of the strongest armies in Africa.*

**reparations** : money paid by a country that has lost a war, for the damage, injuries etc. that it has caused.

*Offenders should be forced to make reparations to their communities.*

ceasefire : a time when enemies agree to stop fighting, especially when there is a way to stop fighting permanently.

*The ICC has called for an immediate ceasefire.*

arrows : thin sticks with sharp points at one end, which are shot from bows

*Our school gatekeeper was given two bows and arrows.*

judge : a person in a court who has authority to decide how criminals should be punished or to make legal decisions.

*The judge sentenced the bank robber to ten years imprisonment.*

justice : the fair treatment of people

*Ugandan laws are made basing on the principles of justice.*

prison : a building where people are kept as a punishment for a crime they have committed, or while they are waiting for trial

*The suspects were remanded to Luzira prison.*

bond : a legal written agreement or promise

*My father was given a police bond yesterday.*

bail : money that somebody agrees to pay if a person accused of a crime does not appear at their trial

*The suspected rapist was given a court bail last week.*

**1. Use the given words in the brackets to complete the given sentences correctly.**

2. The police have \_\_\_\_\_ down the bank robber.  
(gun)

3. Peter, the prison warder has lost his pair of \_\_\_\_\_.  
(handcuff)

4. He \_\_\_\_\_ never to steal again when he was arrested.  
(swear)

5. If one commits a crime, one will be \_\_\_\_\_. (arrest)

6. The \_\_\_\_\_ requested the complainant to pay him some money. (law)
7. How many \_\_\_\_\_ are in your area? (police post)
8. The chief's son has been \_\_\_\_\_ stealing a he-goat. (catch)
9. The suspected rapist was finally \_\_\_\_\_ yesterday. (prison)
10. The five \_\_\_\_\_ pleaded guilty to charges of torture
11. If one commits a crime, one will be \_\_\_\_\_ (arrest)

### **Vocabulary Practice**

**barracks** : a large group of buildings or a large building for soldiers to live in.

*The president visited Bombo Barracks.*

**case** : a matter that is officially being investigated, especially by police

**cell** : a room for one or more prisoners in a prison or police station.

*The suspected criminal was locked in the police cell.*

**judge** : a person in a court who has the legal authority to decide how criminals should be punished or to make legal decisions.

*The high court judge presided over the age limit bill.*

**complainant / plaintiff**: a person who is complaining or somebody who is not satisfied about somebody or something.

*The complainant produced three witnesses in the court of law.*

**complaint** : a reason for not being contented with a statement that somebody makes

*The most common complaint from the youths in Uganda is about unemployment.*

**criminal** : connected with or involving crime

*Knocking a pedestrian is a criminal offense.*

**crime** : an illegal act or activity that can be punished by law.

*Ongwen is being charged with crimes against humanity.*

**witness** : a person who sees something happen and is able to describe it to other people or a person who gives evidence in court.

*The witnesses were asked to tell the truth as they gave evidence about Hamil Mukulu's case.*

**police station** : the office of a local police force

*The suspected arsonist was taken to Kat we police station for questioning.*

**police post.** :the place where somebody especially a policeman or policewoman does their job

*A police post is smaller than a police station..*

**Give one word for the following group of words.(in lower case letters)**

1. A group of soldiers \_\_\_\_\_
2. An official who acts as judge in the lowest court of law \_\_\_\_\_
3. A tool for one or more suspects in a police station : \_\_\_\_\_
4. A weapon for firing bullets : \_\_\_\_\_
5. Office of a local police force : \_\_\_\_\_
6. A person giving evidence in court \_\_\_\_\_
7. The act of protecting somebody or something against attack \_\_\_\_\_
8. A matter that is officially being investigated, especially by police: \_\_\_\_\_
9. An illegal act or activity that can be punished by law \_\_\_\_\_
10. Being sent to prison : \_\_\_\_\_

**Make sentences using words below to show that you know their meaning (homophones are words that are pronounced like another word but which has a different spelling and meaning.)**

1. peace.....  
piece.....
2. cell : .....  
sell .....
3. court.....  
coat.....

4. steal.....  
still .....
5. shot.....  
short.....
6. law .....  
low .....

## SPELLING EXERCISE

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### • **Plural nouns**

Put the apostrophe after **s** if the plural noun ends in **s**

For example

boys' books

ladies' shoes

(a) Put the apostrophe and s (**'s**) if the plural noun does not end in s,

e.g.

children's toys,

men's hats etc.

SINGULAR POSSESSIVE	PLURAL POSSESSIVE
(i) a teacher's chair	teachers' chairs
(ii) a child's cup	children's cups
(iii) the woman's dress	the women's dresses
(iv) a lady's bag	ladies' bags
(v) the baby's tooth	the babies' teeth
(vi) the fly's wing	the flies' wings



(iii) An apostrophe can also be used to show the plural of letters or figures.

For example

- You should cross your **t's** and dot your **i's**.
- I was born in the **1990's**.
- **TV's** are expensive.

**N.B:** Certain words are contracted without an apostrophe

Example

bus -	omnibus	photo -	photograph
piano -	pianoforte	plane -	aeroplane
auto -	automobile	specs -	spectacles
exam -	examination		

### **Activity**

Correct the following sentences by putting in the apostrophe.

1. The boys pencil lay on the floor.

.....

2. The ladies coats were hung on a dirty wall.

.....

3. My nephews hand was badly hurt.

.....

4. The mens boots were covered with mud.

.....

5. The childs toy fell in the pond.

.....

6. He looked very smart in page boys suit.

.....

Write the following in short

7. of the clock \_\_\_\_\_

8. shall not \_\_\_\_\_

9. had not \_\_\_\_\_

10. for the attention of \_\_\_\_\_

### **SPELLING EXERCISE**

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### **Usage of commas**

- (i) used in lists of words, clauses etc

#### **Example**

He plays football, tennis, volleyball and hockey.

He entered the library, walked to the history section, picked a book and started reading.

- (ii) Used after participial phrases

#### **Example**

Chained to the post, the dog was unable to attack the thieves. Having said her prayers, the old woman lay down to sleep.

- (iii) Used after an adverbial clause in a main clause.

#### **Example**

Although he worked for the company for many years, he was not promoted.

- (iv) Used to set off words which come after a proper noun and explain or describe it

#### **Example**

George Kakoma, who composed the National Anthem, visited our school.

- (v) Used after **yes, no** or **well**, if other words are to follow in a sentence.

#### **Example**

Yes, he smokes a lot.

No, I don't think so.

Well, I will see what I can do for her.

- (vi) Used with words addressing a person

#### **Example**

**Mr Mukasa**, you can have a seat.

Good morning, **Mr. Mukasa**.

Come here, **Jane**, and see this.

Good morning, sir.

(vii) Used to separate lines within an address

Example

Broadway Primary School,

P. O. Box 10, Mityana.

(viii) Used with direct speech to mark off actual words from the reporting verb.

Example

'I am nine years old,' said Julius.

**Activity**

Insert commas and use capital letters where necessary in the following sentences.

1. Although he worked hard he did not get any promotion.

.....

2. Unless you give me my money I will not forgive you.

.....

3. Mr Museveni the president of Uganda is a very wise man.

.....

4. In spite of the sickness he played football.

.....

**LESSON 4**

Semi colon (;), Colon (:), Quotation marks (" "), Hyphen (-)

Usage of a semi colon (;)

- Used between two closely related main clauses

Example

There wasn't a cloud in the sky; it was so hot.

**N.B:** Certain conjunctions like nevertheless, therefore, moreover showing a close connection between two clauses, are preceded by a semi colon.

Usage of a colon (:)

(a) Used to introduce a list of items or things, e.g.

We study four subjects at school: English, science, social studies and mathematics.

Usage of quotation marks

(a) Used before and after words of direct speech

### Example

"Don't forget to bring your own pen," our teacher said.

"The dead man," said John, "is my father."

(b) Used to mark a quotation Example

Politicians should never forget that "a week is a long time in politics".

(c) Used to quote titles of books

### Example

I was reading "Oliver Twist".

(d) Used to quote words not accepted as normal English.

### Example

The Baganda women wear "gomesi".

### Use of a hyphen

A hyphen is used to form compound adjectives that precede a noun.

#### Examples

1. The president came with a ten-man delegation.
2. We saw a three-legged animal at the zoo.
3. The thief climbed a ten-foot wall.

A hyphen is used to join compound words.

#### Example:

1. - His father-in-law went to Masaka.

### **Activity**

#### **Punctuate the following sentences correctly**

1. Annette is very clever no wonder she passed with flying colours.

.....

2. Her parents are very poor nevertheless they have managed to educate her.

.....

3. She went to the market and bought the following onions sugar meat and rice.

.....

4. I can run faster than any other boy in the school boasted Michael.

.....

5. Susans apple is bigger than mine grumbled jack

.....

6. John go and have lunch

.....

## SPELLING EXERCISE

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### Topical test.

#### TOPIC: PUNCTUATION

#### Punctuate the following sentences

1. I study in america

.....

2. We shall leave early he said

.....

3. What a clever boy matama is

.....

4. President kabira is a man of wisdom

.....

5. Betty can you hear me

.....

6. He plays football, tennis volleyball and hockey

.....

7. We sell ladies clothes in our shop

.....

8. How many rs are there in preferred

.....

9. Dr wangolo is a Nigerian

.....

10. He cant win the race can he

.....

### Write the short form of the given words

11. For example.....
12. That is .....
13. Public service vehicle .....
14. Before noon.....
15. Shall not .....
16. Of the clock .....
17. The Post office .....

### Comprehension

Study the police report about crimes committed in Bandana Municipality in the **months of January and February 2019** and answer the questions that follow correctly.

Month	Theft	Murder	Rape	Defilement	Accidents
Jan.	220	15	19	10	300
Feb.	130	03	-	05	250
Mar.	90	05	40	12	100
Apr.	50	-	28	15	112
May.	60	-	15	03	230
Jun.	95	105	21	12	150
Jul.	280	17	-	18	219

Report is compiled by O.C Bandana Police Station (Mr. Kanyambo Robert)

#### Questions:

1. What is the report above about?  
.....
2. For how many months was the report?  
.....
3. Name any two crimes shown in the report.  
(i) ..... (ii) .....
4. How many murder cases were reported in the month of April and May?

- 
5. Which month had the highest number of accidents?  

---
  6. In which month was the least number of defilement cases recorded?  

---
  7. What do you think can be done to reduce theft cases in this area?  

---
  8. How many murder cases were reported in June and February?  

---
  9. In which year were these crimes recorded?  

---
  10. Who compiled the above report?  

---

### **JUMBLED STORY**

The sentences below are in wrong order. Re-arrange them to form a good story

1. After making the statement, the suspect is taken to a police cell.
2. He puts handcuffs around the suspects wrists.
3. The police officer then takes the suspect to the police station.
4. If he is guilty, he is sent to prison.
5. He is kept in the cell until be is produced in count for trial.
6. This is done to prevent the suspect from running away.
7. It is the court to prove whether the suspect is guilty or not.
8. At the police station, the suspect makes his statement.
9. When a police officer arrests a suspect, this is what he does.
10. Finally, if he is innocent, he is then set free to go home.

- 1.....
- 2.....
3. ....
- 4.....
- 5.....
- 6.....

- 7.....
- 8.....
- 9.....
- 10.....

### COMPOSITION - DIALOGUE

**The dialogue below took place between Peter and Moses. What Peter said has been given. Fill in what you think Moses said.**

Peter: Good morning, Moses

Moses .....

Peter: How was your night ?

Moses.....

Peter: Moses, where are you going in such a hurry ?

Moses:.....

Peter: To court ! What happened ?

Mose.....

Peter:You are a witness in court, which one ?

Moses.....

Peter:When did the robbery take place ?

Moses.....

Peter:You are right. Last month there were many robberies. How many  
suspects were arrested ?

Moses.....

Peter:That is good if four of the suspects were arrested. How do you feel about  
going to court ?

Moses.....

Peter:Scary ! Why are you scared of going to court ?

Moses.....

Peter:Even if it is your first time to go to court, you should not be scared.

Moses.....

Peter:Bye, Moses.

### Composition Writing

Using your own address, write a letter to your friend, Stuart informing him  
about



[illegible]

Study the pictures below carefully. Write one sentence of your own describing what is happening in each. You may use the following words to guide you; chasing, arrested, making a statement, police station, police cell, listening, jailed.



Picture A

.....

Picture B

.....

Picture C

.....

Picture D

.....

Picture E

.....

Picture

F.....

g. What do you think the police is doing in picture C?

.....

h. Where is the man with a goat in picture B being taken?

.....

i. In your opinion, who is the man in picture E?

.....

j. What lesson do you learn from the man in picture F?

.....

**Fill in the blank space with the correct analogy (Analogy is a comparison of one thing with another thing that has similar features).**

**Examples:**

## **SPELLING EXERCISE**

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## **Alphabetical order.**

- ✓ This is the arrangement of words according to the correct order of the alphabet.
- ✓ It can also be called dictionary order/ alphabetically/ ABC order.
- ✓ Words can be arranged using two methods i.e. using table method or cancellation method.
- ✓ For one to arrange words correctly, one must know all the letters of the alphabet correctly i.e.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

a). When the first letters are different

③                  ①                  ②                  ④

- pronounce, arrange, define, spell  
arrange, define, pronounce, spell

④                  ③                  ②                  ①

- sound, refer, mispronounce, dictionary  
dictionary, mispronounce, refer, sound

b). When the first letters are the same.

②                  ①                  ③                  ④

- acronym, abbreviation, arrange, arranger  
abbreviation, acronym, arrange, arranger

②                  ③                  ④                  ①  
spelling, spells, spelt, speller  
speller, spelling, spells, spelt

## 1.5 Activity

**Arrange the following words in ABC order.**

- Listen ,lesson,link,learn

---

- Cork,coil,cook,comb

---

- Milk, meat, mill, meet

---

- Spoon, spill, spend, spell

---

- Trees , transfer, treat, trade

---

- Pour, pocket, pact, produce

---

7. Pardon, parent, parcel, parallel.

---

8. Steal, steep, steam, steel.

---

9. Blank, blade, black, blanket

---

10. Pain, pair, pail, paint.

---

11. Bark, bargain, barge, barn

---

12. Term, team, teach, tear.

---

### **SPELLING EXERCISE**

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### **ASPECT 3 :JUNIOR ENGLISH**

Abbreviations and contractions

(a) Latin Abbreviations

#### Exercise

Make research about the following abbreviations and write their full forms with the guidance of your teacher.

NB: those with foreign language full forms should be written alongside the English version. Remember that in the examination we answer the English version.

#### Example

i.e.-id est / that is to say etc.- et cetera/ and so on

a.m.-ante meridiem/ before midday/ before noon

p.m.- post meridiem/ afternoon/after midday AD-anno domini/in the year of our Lord.

NB-Nota Bene /note well

RIP- Requiescat in pace/ Rest In Peace

No.- Numero/ Number

Do. Ditto/ the same

Vs –Versus/ against

Military Abbreviations

Example

- Brig.....
- Capt.....
- Gen.....
- Col.....
- CPL.....
- Lt/Lieut.....
- Maj.....
- OC.....
- Pte.....

Organizational abbreviations (discuss the full form of each organization and their functions)

Examples

- TASO.....
- URA.....
- UNRC.....
- RDC.....
- UWESO.....
- NRM.....
- FDC.....
- UNEB.....
- PLE.....
- PRO.....
- NEMA.....
- UMA.....
- CAA.....
- AG.....

FUFA.....  
FIFA.....  
NCS.....  
IGG.....  
UBOS.....  
MP .....

### **SPELLING EXERCISE**

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(b) Common Abbreviations

#### Examples

Hon.....  
Rev.....  
Ag.....  
Ave.....  
COD.....  
Co-op.....  
Dr.....  
GPO.....  
IOU.....  
LTD.....  
Messrs.....  
Mrs.....  
PP.....  
P.O.....  
PTO.....  
Rd.....  
Re.....

St.....  
w.e.f.....  
via.....  
a/c.....  
asst.....  
cf.....  
doz.....  
dept.....  
govt.....  
GMT.....  
BBC.....  
DVD.....  
Jr.....  
Sr.....  
Bro.....  
OK.....  
OB.....  
OG.....  
PSV.....  
PMO.....  
Xmas.....  
Yr.....  
Fr.....  
MTN.....  
ATM.....  
UTL.....  
e-mail.....  
Kg.....  
Internet.....  
WWW.....  
PP.....

PPP.....

MC.....

LC.....

YMCA.....

YWCA.....

BC.....

CID.....

PhD.....

HM.....

H/M.....

MC.....

PS.....

Corp.....

Cert. ....

## **SPELLING EXERCISE**

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## **Articles**

There are three articles with singular countable nouns; these are:-

- a) a    b) an    c) the

### **Article a**

i) This article is used with common nouns which begin with a consonant for example :-

a monkey	a car
a plate	a lion
a tree	a dog
a bench	a table

ii) It is also used with common nouns with adjectives for example :-

a torn shirt  
a black skirt



a tall man

a lazy woman

### **Article an**

i) This article is used with words beginning with vowels a,e,i,o,u

For example

an animal

an apple

an egg

an eagle

an angel

an onion

an ox

an owl

an orange

an elephant

It is also used before common nouns with adjectives which begin with vowels

For example

an old man

an ugly woman

an early bird

an assistant prefect

an open door

an obedient servant

### **N.B.**

'An ' can also be used with words which begin with letters that are pronounced like vowels for example:-

an honest child

an hour

an heir

an heiress

an x-mas tree

an x-ray

Article A can be used in front of nouns that begin with vowels but whose pronunciation sounds like a consonant.

A university

A uniform

A union set

A European

A eulogy etc

**Fill in the gaps using article a or an**

1. He is \_\_\_\_\_ wise man.
2. He bought \_\_\_\_\_ pen.
3. She eats \_\_\_\_\_ apple everyday.
4. The boy has \_\_\_\_\_ a brown shirt.
5. This book has \_\_\_\_\_ brown cover.
6. Sixty minutes make \_\_\_\_\_ hour.
7. He is \_\_\_\_\_ clever boy.
8. Dorothy is \_\_\_\_\_ obedient boy.
9. His father is \_\_\_\_\_ old man.
10. There is \_\_\_\_\_ ox in the farm.
11. \_\_\_\_\_ idle mind is the devil's workshop.
12. My father's brother is called \_\_\_\_\_ uncle.
13. That man is \_\_\_\_\_ Egyptian.
14. He went to town without \_\_\_\_\_ umbrella.
15. Mr Kapere is \_\_\_\_\_ honest man.

**SPELLING EXERCISE**

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**ARTICLE 'THE'**

i) 'The' is used for a particular person , thing or place.

**For Example :-**

- a) The hat he wore was very dirty (particular)
- b) The man you talked to was kind. (particular)
- ii) It is also used before names of seas, oceans etc.

**for example.**

- a) The Indian Ocean

b) The Red Sea

c) The Pacific Ocean etc

d) It is also used before superlative adjectives

**for example**

the tallest boy

the wisest king

the thinnest woman.

### **Exercise**

#### **Fill in the gaps with a, an and the .**

1. One of \_\_\_\_\_ boys is absent.
2. A thief was caught by \_\_\_\_\_ police.
3. She has bought neither \_\_\_\_\_ pencil nor a pen.
4. Give her \_\_\_\_\_ glass of water.
5. There is \_\_\_\_\_ ant on her dress.
6. \_\_\_\_\_ cat is watching \_\_\_\_\_ dog.
7. One of \_\_\_\_\_ eggs is broken.
8. \_\_\_\_\_ elephant is \_\_\_\_\_ heaviest animal in the jungle.
9. There is \_\_\_\_\_ bird on \_\_\_\_\_ apple tree.
10. Ann was singing \_\_\_\_\_ beautiful song.
11. Jack is \_\_\_\_\_ honourable member of Parliament.
12. Would you like to be \_\_\_\_\_ English teacher ?
13. I used to be very shy when I was \_\_\_\_\_ child.
14. What is \_\_\_\_\_ longest river in the world ?
15. Kampala is \_\_\_\_\_ capital city of Uganda.
16. Yes, I'd love to go to \_\_\_\_\_ moon.
17. It's on \_\_\_\_\_ second floor.
18. Poor man ! He never got \_\_\_\_\_ opportunity to go to school.
19. David is \_\_\_\_\_ cleverest boy in our class.
20. This is \_\_\_\_\_ agreement between you and I.

## **SPELLING EXERCISE**

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

## **TOPIC: PARTS OF SPEECH**

### **S/TOPIC: NOUNS**

#### **PARTS OF SPEECH**

There are eight parts of speech.

Parts of speech are the words that make up the language.

- |                                |              |                |               |
|--------------------------------|--------------|----------------|---------------|
| - nouns                        | - adjectives | - adverbs      | - preposition |
| - pronouns                     | - verbs      | - conjunctions |               |
| - interjections / exclamations |              |                |               |

#### **Nouns**

A noun is a name given to a person, an object, a place, an idea and feeling.

#### **TYPES OF NOUNS**

- |                  |                    |                            |
|------------------|--------------------|----------------------------|
| - Abstract nouns | - Collective nouns | - Countable nouns          |
| - Compound nouns | - Gender nouns     | - Uncountable nouns.       |
| - Proper nouns   | - Common nouns     | Plural and singular nouns. |

#### **Abstract nouns**

An abstract noun, is a noun which can't be seen or touched but do exist as ideas and feelings. E.g cowardice, love, health, kindness and others.

Abstract nouns can be formed from other parts of speech

#### **Example:**

Kind (adjective) – kindness (noun)

Educate (verb) – education (noun)

Many of these abstract nouns can be formed by adding suffixes like;

- |        |        |       |      |          |        |
|--------|--------|-------|------|----------|--------|
| - ness | - tion | - ice | - al | - ity/ty | - ship |
|--------|--------|-------|------|----------|--------|

- ment      - th      - ance      - ence,      - sion  
 - good      - ism      hood,dom

and others do not change e.g know – knowledge    lend – loan

### **SPELLING EXERCISE**

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

### **TOPIC: NOUNS**

### **S/TOPIC: FORMATION OF ABSTRACT NOUNS**

#### **Introduction:**

Oral review of the previous lesson about parts of speech.

#### **FORMATION OF ABSTRACT NOUNS**

##### **a) adding -ness**

<b>slow</b>	<b>great</b>
<b>calm</b>	<b>good</b>
<b>thin</b>	<b>short</b>
<b>smart</b>	<b>quick</b>
<b>tough</b>	

#### **NOUNS ENDING IN Y FOLLOWING A CONSONANT(changing y into i before adding ness)**

<b>Happy</b>	<b>Ugly</b>
<b>Heavy</b>	<b>Holy</b>
<b>lazy</b>	

b) **Changing the last T or Te to ce or cy**

distant	innocent
absent	ignorant
present	violent
important	pregnant.
patient	

c) **Using -th**

faithful	true
dead	wide
deep	warm
long	

d) **Using 'ty or ity**

loyal	cruel
difficult	safe
poor	noble
humble	generous
punctual	able
curious	possible
inferior	

e) **Adding -tion**

explain	repeat
oppose	continue
interpret	pronounce
corrupt	congratulate
destroy	construct
compete	educate
qualify	

## f) Using -sion

decide	conclude
confuse	divide
explode	discuss
expel	ascend
possess	

*Most nouns that end with t form nouns by dropping t- and adding -ssion*

Permit

Admit

Commit

Transmit

## SPELLING EXERCISE

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

## TOPIC: NOUNS

## S/TOPIC: FORMATION OF ABSTRACT NOUNS

### Introduction:

Review of the previous lesson and doing corrections.

### Using -ment

Develop	govern
Pay	punish
Advertise	achieve
measure	

### others don't add any suffix

wise	high
angry	hungry

harmful

envy

old

painful

**The following do not change the verb at all.**

dance

process

produce

record

progress

water

soil

conduct

work

rule

date

fish

fight

play

cut

**The following do not follow any order.**

Depart

sit

speak

fly

Practice

fail

choose

lose

Sell

lend

serve

fix

Mix

rob

advise

close



## **Application of abstract nouns in sentences using other parts of speech.**

### **Example:**

- 1- It gives me a lot of----- – to find my name on the list of the best candidates. (happy)
- 2- Was that the best ----- for her to make? (decide)

### **Use the given words in brackets in the correct noun form.**

- 1- Where will the wedding \_\_\_\_\_ take place?. (receive)
- 2- Do not lose that \_\_\_\_\_ from the bursar office. (receive)
- 3- The teacher on duty made a good \_\_\_\_\_ about indiscipline. (conclude)
- 4- Our teacher's \_\_\_\_\_ is excellent. (pronounce)
- 5- The \_\_\_\_\_ of the bridge led to transport problems.(destroy)
- 6- If you are uncertain you are free to make \_\_\_\_\_ in that office over there. (inquire)
- 7- The teacher's \_\_\_\_\_ was very clear. (explain)
- 8- What I saw was beyond anyone's \_\_\_\_\_ (imagine)
- 9- The \_\_\_\_\_ the car made was very big. (explode)
- 10- Do stop that bad \_\_\_\_\_ (converse)
- 11- The \_\_\_\_\_ of slave trade was welcomed by Africans.
- 12- The chief guest gave a very good \_\_\_\_\_ ( speak)
- 13- I am glad the deputy headmaster listened to my \_\_\_\_\_ (complain)
- 14- His \_\_\_\_\_ of secondary schools was good. (choose)
- 15- We shall all pass in \_\_\_\_\_ One (divide)
- 16- The \_\_\_\_\_ took place at night.(rob)
- 17- The trader made a big \_\_\_\_\_ in his shop on xmas day .(lose)
- 18- Laziness is the cause of \_\_\_\_\_ for many people.(fail)
- 19- There were many \_\_\_\_\_ who came for interviews. (apply)
- 20- My daddy made a good \_\_\_\_\_ for me .(choose)

### **GROUP WORK**

**Discuss with your teacher, all nouns formed by adding the following suffixes**

**a) -hood**

**b) –dom**

**Present your group findings to the class.**

## **SPELLING EXERCISE**

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

### **TOPIC: COMPOSITION/POETRY**

#### **S/TOPIC: POEM**

#### **DEFINE THE FOLLOWING WORDS**

stanza\_\_\_\_\_

poetry\_\_\_\_\_

prose\_\_\_\_\_

paragraph\_\_\_\_\_

an ode\_\_\_\_\_

a poet\_\_\_\_\_

a poetess\_\_\_\_\_

rhyme\_\_\_\_\_

rhythm\_\_\_\_\_

### **A POEM**

A piece of writing in which the words are chosen for their sound and the images they suggest.  
The words are arranged in separate lines with a repeated rhythm.

## **SPELLING EXERCISE**

- |     |     |
|-----|-----|
| 1.  | 2.  |
| 3.  | 4.  |
| 5.  | 6.  |
| 7.  | 8.  |
| 9.  | 10. |
| 11. | 12. |

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

.....

## **COMPREHENSION - POETRY**

**Read the poem below carefully and answer the questions about it correctly.**

We need security all the time  
To do our work well  
In our homes and neighbourhood  
And with all those we stay with.

We should have peace  
While we are at school  
To give more time to our studies  
So as to get good reports for our  
    parents.

We ask the police and the army  
To arrest and imprison enemies of  
    peace  
The judges and magistrates  
    to take all criminals to  
    court.  
And give them the right sentence.

**By Nanyonjo Sarah**  
**Primary Five**

**Questions:**

- 1. When does the writer need security?  
.....
- 2. Where does the writer need security?  
.....
- 3. Whom does the writer want to share security with?  
.....
- 4. What does the writer want at school?  
.....
- 5. Why should school children get peace at school?  
.....
- 6. What do parents expect from their children at school?  
.....
- 7. How will the police assist the writer?  
.....
- 8. How many stanzas has the poem?  
.....
- 9. Who wrote the above poem?  
.....
- 10. What do you think is the title of the above poem?  
.....

**SPELLING EXERCISE**

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

## TOPIC: NOUNS

### S/TOPIC: COLLECTIVE NOUNS

#### Introduction:

These are nouns that stand for a number of people, animals, things considered to be one.

#### Example:

- Board of directors

- Choir of singers

- Team of players

#### Nouns

#### collective nouns

#### Nouns

#### collective nouns

Actors

company

people at a match

spectators

angels

host

teachers

staff

arrows

quiver

thieves

gang

bananas

bunch,

trees

forest,

sheep

flock

whales

school

worshippers

congregation

wolves

pack

stamps

collection

sailors

crew

ships

fleet

insects/bees

swarm

wooden desks,chairs,

furniture

people in a street

crowd

baboons

parliament

grapes

bunch

eggs

clutch

cigarettes

packet

cattle

herd

bishops

bench

dancers

troupe

magistrates

bench

singers

choir

musician

band

monkeys

troop

lions

pride

chicks

brood

cards

pack

bees

hive

**Give a single word for the underlined group of words**

- 1.Our school has enough chairs,desks and tables made out of wood.  
.....
- 2.The school singers sang well at the party.  
.....
- 3.The police arrested a number of thieves on Christmas eve.  
.....
- 4.The people watching a football match were excited.  
.....
- 5.Our school has the best football players in Mityana District.  
.....
- 6.There was a collection of bees in the hive.  
.....
- 7.The people worshipping in church sang loudly.  
.....
- 8.Mr Mulaalo has a nice breed of cows and bulls.  
.....
- 9.We all bought our books,pens and sets at school.  
.....

**SPELLING EXERCISE**

- 1.6.
- 2.7.
- 3.8.
- 4.9.
- 5.10

**TOPIC: NOUNS**

**S/TOPIC: GENDER OF NOUNS**

**Introduction:**

**Spelling exercise**

- |              |            |             |           |
|--------------|------------|-------------|-----------|
| - bridegroom | - wizard   | - heiress   | - actress |
| - spinster   | - empress  | - tailoress |           |
| - bachelor   | - princess | - duchess   |           |

## **GENDER OF NOUNS**

This is the grammatical grouping of nouns and pronouns into four classes.

Masculine – male

Feminine – female

Common either male or female

Neuter neither male nor female.

Neuter nouns include plants without male and female parts, insects with sexually undeveloped parts.

### **Examples:**

#### **Masculine**

#### **feminine**

Heir

heiress

Duke

duchess

Dog

bitch

Choirmaster

choir mistress

Tailor

seamstress

Lad

lass

Prince

princess

We can identify or form gender in three ways.

#### **(i) Gender formed by adding a suffix e.g**

actor – actress

heir – heiress

#### **(ii) Gender formed from a completely different noun e.g**

drake – duck

ram – ewe

king – queen

#### **(iii) Gender formed by changing a compound to a feminine e.g**

cock – sparrow

hen - sparrow

he – goat

she - goat

peacock

pea-hen

**Supply the opposite gender of the nouns.**

- 1- The \_\_\_\_\_ arrived late (bride)
- 2- We asked the \_\_\_\_\_ to serve the food. (waiter)
- 3- Our \_\_\_\_\_ was poisoned by our cruel neighbour. (dog)
- 4- Which people live as \_\_\_\_\_ ? (monks)
- 5- The \_\_\_\_\_ punished all the late comers. (headmaster)
- 6- The \_\_\_\_\_ guarded its kids jealously. (nanny goat)
- 7- When the \_\_\_\_\_ walked in, everybody stood up. (emperor)
- 8- The \_\_\_\_\_ sat down and waited. (lady)
- 9- That woman is a \_\_\_\_\_ (wizard)
- 10- He is a \_\_\_\_\_ (spinster)
- 11- What is good for the goose is good for the \_\_\_\_\_ (goose)
- 12- The letter was addressed to our \_\_\_\_\_ (sir)
- 13- My \_\_\_\_\_ is going to get married. (aunt)
- 14- The \_\_\_\_\_ is very lonely. (widow)
- 15- Nava Nabagesera is my \_\_\_\_\_ (nephew)

**SPELLING EXERCISE**

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

**Master the word meanings below.**

bank : an organization that provides various financial services like keeping or lending money  
*Most rich people like keeping their money in banks.*

safe : a strong metallic box or cupboard with a complicated lock, used for storing valuable things.  
*The bank manager has bought a new safe.*



forge : to make an illegal copy of something in order to cheat people.  
*It is a criminal act to forge other people's signature.*

interest : the extra money that you pay back when you borrow money  
*The money was paid with 20% interest.*

guarantor : a person who agrees to be responsible for somebody or for making sure that something happens or is done  
*You cannot borrow money from the bank unless you have a guarantor.*

deposit : to put money into a bank account.  
*My father always deposits our fees before the term begins.*

bounce : this is when the bank refuses to accept a cheque because there isn't enough money in the account.  
*The cheque Peter gave me bounced.*

cheque : a printed form that you can write on and sign as a way of paying for something instead of using money.  
*Your bills will be paid by cheque.*

withdraw : to take money out of a bank account.  
*I want to withdraw all my salary tomorrow.*

### **Activity:**

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

1. Our parents has ..... all their salaries from their accounts. (withdraw)
2. .... of bank notes is illegal and is punishable by law. (forge)
3. Our father's cheque ..... yesterday. (bounce)
4. How many ..... does your uncle have ? (bank note)

5. That bank .....arrived at the bank very late. (manage)
6. Oscar .....all his debts after getting the money (pay)
7. The ..... did not count the money well. (cash)
8. My mother has a lot of .....on her account. (save)
9. Rose helped the old woman to .....in the deposit form.(fill)
10. We were told to sign the three ..... (cheque)

### **Write in full**

11. a/c : .....
12. ATM : .....

### **More Vocabulary practice**

**pass book** : a small book containing a record of money you put into and take out of an account at a bank

**bank manager**: a person who controls the activities of a bank.  
*The bank manager advised the clients to make a straight queue.*

**savings** : the money that you save especially in the bank  
*People are encouraged to have savings.*

**teller/cashier** : a person whose work is to receive and pay out money in a bank.  
*The teller counted my money before signing the deposit form.*

**deposit form** : the form one fills when one wants to pay out money into a bank account.  
*Did you fill the deposit form ?*

**withdrawal form** : the form one fills when one wants to take out money from the bank account  
*The cashier told me to fill in the withdraw form.*

**bank statement** : a printed record of all the money paid into and taken out of a customer's bank account within a particular period.  
*Looking at your bank statement very good.*

**credit** : the money that you borrow from the bank.  
*I was given more credit last month.*

**bank balance** : the amount of money that you have in your bank account at a particular time.

*Robert went to the cashier to find out his bank balance.*

**central bank** : a national bank that does business with the government and other banks and issues the country's coins and paper money (notes).

*Bank of Uganda is our central bank.*

**Fill in the blank space using the most suitable word.**

6. All school fees should be deposited \_\_\_\_\_the bank.
7. Daniel withdrew some money \_\_\_\_\_ the bank.
8. When Agnes went to the bank, the cashier asked her for her account \_\_\_\_\_
9. You should have your ATM \_\_\_\_\_
10. Mr. Okiring was given a \_\_\_\_\_ statement to see how much money was on his account.

**COMMON NOUNS**

Common nouns are common names we give to humans, animals and other creations. Common nouns can be singular (one) or plural (many).

**PLURAL AND SINGULAR NOUNS**

The word plural means more than one or many. Plurals of nouns can be formed in different ways. A great number of nouns form their plurals by simply adding-s. Most of these are countable common nouns that end in letters -s, -sh, -ch and some few which end in -x or -y, for their plurals by adding -es.

**Examples**

<b>Words ending in -s that take --es</b>		<b>Words ending in -sh that take --es</b>	
<b>SINGULAR</b>	<b>PLURAL</b>	<b>SINGULAR</b>	<b>PLURAL</b>
bus		brush	brushes
class		bush	bushes
mass		rash	rashes
loss	losses	dash	dashes
glass	glasses	flash	flashes
boss	bosses	clash	clashes

Words ending in -ch		Words ending in -x	
SINGULAR	PLURAL	SINGULAR	PLURAL
stitch		fox	
watch		box	
punch		tax	
bitch		sex	
witch	witches	ox(exceptional)	ox(not oxes)
church	churches	fax	faxes

Words ending in –o that take -es		Words ending in –o that take --s	
SINGULAR	PLURAL	SINGULAR	PLURAL
tomato		piano	
mango		solo	
mosquito		Eskimo	
echo	echoes	igloo	igloo
cargo	cargoes	video	videos
hero	heroes	avocado	avocados

Note that the following nouns end in 'o' but take either 'es' or 's' in their plural forms.

SINGULAR	PLURAL
flamingo	flamingos/flamingoes
gecko	geckos/geckoes

Some nouns that end in –f/fe form their plurals ending in ves after dropping –f/fe

### Examples

SINGULAR	PLURAL
thief	
leaf	
wife	
life	
Knife	
shelf	shelves
calf	calves
half	halves
wolf	wolves

### Exception

chief.....chiefs

chef.....chefs

belief.....beliefs

cliff.....cliffs

tariff.....tariffs

roof.....roofs/rooves

hoof.....hoofs/hooves

dwarf.....dwarfs/dwarves

scarf.....scarfs/scarves

handkerchief.....handkerchiefs

Add more.....

If a noun ends in –y and the –y is preceded by a vowel, only –s is added to form the plural. However, if the noun ends in –y and y is preceded by a consonant, y is dropped and replaced by –ies.

<b>Nouns that end in –y preceded by a vowel</b>	
<b>SINGULAR</b>	<b>PLURAL</b>
boy	boys
key	keys
day	days
monkey	monkeys
donkey	donkeys
valley	valleys
toy	toys
ray	rays

thieves	
leaves	
wives	
lives	
Knives	

<b>Nouns that end in –y preceded by a consonant</b>			
<b>SINGULAR</b>	<b>PLURAL</b>		
lady	ladies	pony	ponies
baby	babies	city	cities
puppy	puppies	dictionary	dictionaries
country	countries	company	companies
lorry	lorries	fly	flies
army	armies		
enemy	enemies		
fairy	fairies		

A few of the nouns form their plurals by changing the middle letter. This formation is called irregular plural.

### **Examples**

<b>SINGULAR</b>	<b>PLURAL</b>
man	men
woman	women
foot	feet

goose	geese
louse	lice
tooth	teeth
mouse	mice

**Some nouns remain unchanged .e.g.**

<b>SINGULAR</b>	<b>PLURAL</b>
sheep	sheep
luggage	luggage
deer	deer
Head of cattle	Head of cattle
swine	swine
furniture	furniture
trout	trout
property	property
personnel	personnel
equipment	equipment

**Most nouns that produce light and sound only add s to form plurals.**

<b>Video</b>	<b>videos</b>
<b>audio</b>	<b>audios</b>
<b>dynamo</b>	<b>dynamos</b>
<b>piano</b>	<b>pianos</b>
<b>photo</b>	<b>photos</b>

### **Exercise**

- 1.How many ----- does Mityana district have? (county)
- 2 The baby has grown some milk----- (tooth)
3. My mother bought ..... from the market. (mango)
4. James keeps his pigs in ..... (sty)
5. ....should be kept holy. (church)
6. During holidays ,we shall hunt -----( fox)
7. My little sister uses blunt.....to peel matooke.(knife)
8. How many .....of bread did you buy ?(loaf)
9. The kitchen has two..... for releasing smoke(chimney)
10. They keep their .....in the dormitory.(luggage)
- 11.how many .....attended the party ?(chief)
12. All the .....of Badang were short. (wife)

13. People from near and far hate .....(thief)
14. Kato watched three .....at the stadium.(match)
15. Uncooked water bears a lot of .....(bacterium)

Common nouns made of two parts can be expressed in the singular form using the word "pair" and in the plural form using "pairs".

Examples;

	Singular	Plural
1.	a pair of shoes	pairs of shoes
2.	a pair of shorts	pairs of shorts
3.	a pair of trousers	pairs of trousers
4.	a pair of spectacles	pairs of spectacles
5.	a pair of glasses	pairs of glasses
6.	a pair of compasses	pairs of compasses
7.	a pair of dividers	pairs of dividers
8.	a pair of scissors	pairs of scissors
9.	a pair of binoculars	pairs of binoculars
10.	a pair of stockings	pairs of stockings
12.	a pair of pants	pairs of pants

### **SOUND OF DIFFERENT COMMON NOUNS.**

<b>Creature</b>	<b>sound</b>	<b>Creature</b>	<b>sound</b>
Frogs	croak	Ducks	quack
Rabbits	squeal	Elephants	trumpet
Bees	hum / buzz	Dogs	bark / howl / snarl
Snakes	hiss	Owls	hoot / cur
Monkeys	chatter	Cats	mew / purr
Baby	cries	Mice	squeak
Cows	low / moo	Bulls	bellow
Lions	roar	Deer	bell
Hyenas	laugh / scream		

### **YOUNG ONES OF SOME COMMON NOUNS:**

A	COMMON NOUNS (ANIMALS)	YOUNG ONES
1.	cow	calf

2.	sheep	lamb
3.	goat	kid
4.	dog	puppy
5.	pig	piglet
6.	cat	kitten
7.	rabbit	bunny
8.	bull	calf
9.	horse	foal
10.	ox	calf
11.	ass	foal
12.	elephant	calf
13.	lion	cub
14.	tiger	cub
15.	fox	cub
19.	leopard	cub
20.	wolf	cub
21.	whale	calf
22.	frog/toad	tadpole
23.	stallion (male horse)	foal / calf
24.	mare (female horse)	filly

B.	COMMON NOUNS (BIRDS)	YOUNG ONES
1.	hen	chick/pullet
2.	cock	cockerel
3.	duck	duckling
4.	goose	gosling
5..	bird	nestling



C.	COMMON NOUNS (INSECTS)	YOUNG ONES
1.	butterfly	caterpillar
2.	moth	caterpillar

### **HOMES/HABITATS OF SOME COMMON NOUNS;**

A habitat is a place where a particular type of animals or plants usually lives.

### **YOUNG ONES OF SOME COMMON NOUNS;**

	COMMON NOUN	HOME/HABITAT
1.	cow	Kraal/byre
2.	sheep	pen
3.	goat	pen/shed
4.	dog	kennel
5.	pig	sty
6.	rabbit	hutch
7.	bull	byre
8.	horse	stable
9.	fowl	coop
10.	parrot	cage
11.	lion	den
12.	fox	lair
13.	bear	den
14.	fish	aquarium
15.	bees	bee-hive
16.	mouse	hole/nest
17.	owl	barn/tree
18.	tiger	lair
19.	most birds	nests

### **MEAT/FLESH OF SOME COMMON NOUNS;**

	COMMON NOUNS	MEAT/FLESH	OTHER PRODUCTS
1.	cow	beef	milk, hides, skins
2.	sheep	mutton	fur (wool)
3.	calf	veal	skins

4.	lamb	lamb	skins
5.	goat	goat meat	milk, skin, hides
6.	ox	beef	skins, hides
7.	bull	rabbit meat	skins, hides
8.	rabbit	pork (fresh meat)	
9.	pig	beacon(smoked and salted)	

## **Junior English**

### **ONE WORD FOR MANY.**

**One word is used to replace a number of words in a sentence.**

**For example.**

1. A person who treats our teeth ..... dentist
2. A person who draws picture.....artist
3. A person who flies an aeroplane..... pilot
4. A person who sells flowers.....florist
5. A woman who sews clothes.....seamstress
6. A person who repairs machines.....mechanic
7. A man whose wife died.....widower
8. A woman whose husband died.....widow
9. A place where cars are repaired .....garage
10. A person who eats too much.....glutton
11. A place where milk is sold .....dairy
12. A book in which daily events are recorded.....diary
13. A book that gives words with their meaning .....dictionary
12. An instrument used to measure temperature.....thermometer
13. A vessel for holding flowers.....vase
14. A door through which we can go in.....entrance
15. A door through which we can go out .....exit
16. Meat of a pig .....pork
17. Meat of a cow .....beef
18. Meat of a sheep .....mutton
- 19.A young bird .....nestling
20. A young goat .....kid
21. A young lion .....cub
22. A young elephant .....calf
23. Things sent to other countries .....exports
24. Things brought from other countries .....bachelor
25. A man is not married .....spinster
26. A female dog.....bitch
27. A person who operates sick people .....surgeon
28. A child whose parents died .....orphan
29. A man who heads a school.....headteacher

### **Exercise.**

**Give a single word for the underlined group of words.**

1. The king's daughter was born in London.

.....  
2. The stubborn boy broke **the instrument for measuring temperature.**

.....  
3. A young goat is as playful as a kitten.

.....  
4. Moses was holding **a young cat.**

.....  
5. The thief slept in a **pig's house.**

.....  
6. The man who **repairs shoes** has a big house.

.....  
7. My sister spent **a period of seven day's** in the hospital.

.....  
8. Peter's father is **a man whose wife died.**

.....  
9. I don't eat **pig's meat.**

.....  
10. My granny **passed on** last week.

.....  
11. A thief broke into **a place where books are kept.**

.....  
12. A beautiful girl **got married to a son of a king.**

.....  
13. **Men who make furniture** get a lot of money.

.....  
14. My sister visited **a man who treats teeth.**  
.....

### **Using : as soon as .....**

When used at the beginning of the sentence, it is followed by a comma after the first clause.

#### **Examples**

1. Our bursar left the bank the moment he finished banking the money.  
As soon as our bursar finished banking the money, he left the bank.

2. The bank manager resigned. The bank lost clients.  
As soon as the bank manager resigned, the bank lost clients.

**Activity**

**Re-write the sentences below beginning : As soon as ....**

1. The rain began when I entered the bank.  
.....
2. Immediately the manager entered, we all stood up.  
.....
3. No sooner had we arrives than the security guard opened the door.  
.....
4. I applied to the bank. I was called for interviews.  
.....
5. When he entered the bank, he switched off his phone.  
.....
6. Hakim entered the bank. The guard closed the door.  
.....
7. My mother misplaced her passbook. The bank replaced it.  
.....
8. Gloria got a job in the bank. She started working.  
.....
9. We shared the money as soon as we got it.  
.....
10. Stella went shopping the moment she withdrew her money.  
.....
-

## **Using ..... as soon as .....**

### **Note**

- Used when talking about two actions or events that happened one right after the other.
- We can also use: immediately, the moment, just after, shortly after ... etc to mean 'as soon as'
- When used within the sentence, no comma is used.

### **Examples**

1. The cashier called her. She signed a cheque.  
She signed a cheque as soon as the cashier called her.
2. Tonny inserted the card in the ATM. It welcomed him.  
The ATM welcomed Tonny as soon as he inserted the card.

### **Activity**

#### **Re-write the following sentences using .... as soon as .....**

1. The moment I handed over the deposit form to the teller, he asked for my national ID.

.....

2. She joined the queue the moment she entered the bank.

.....

3. The teller called me immediately my cheque was ready.

.....

4. I was given an ATM card immediately I opened an account.

.....

5. Ruth inserted the card. The ATM machine gave her money.

.....

## GUIDED COMPOSITION

**The sentences below are in wrong order. Re-arrange them to make a good story.**

1. After picking money, they entered their car.
2. So what they did was to shoot the gatekeeper to death.
3. Finally, they were sentenced to ten years in prison because of robbery and murder.
4. When they reached the bank, they found the gatekeeper.
5. One day, thieves attacked ABSA Bank, Kaberemaido.
6. After shooting the gatekeeper, they entered the bank.
7. The major reason was to steal money from the bank.
8. When they entered the bank, they started packing money in their bags.
9. The gatekeeper did not allow them to enter the bank.
10. Immediately they entered their car, the police arrived and arrested them.

## Good story

This image shows a single page of white paper designed for handwriting practice. It features ten evenly spaced, horizontal dotted lines extending across the width of the page. The lines are intended to guide letter height and placement for young learners. There is no text or other markings on the page.

.....

.....

**Study the bank slip below Carefully and answer the question about it correctly.**

<b><i>Student's copy</i></b>			
Equity Bank			
Kampala Road Branch			
a/c no. 2230045961			
Name	:	Abdul Aziz	
School	:	Najja Junior School	
Class:	P.5	Term	III
Cashier's		<b>Notes</b>	<b>Amount</b>
Stamp	shs.	50,000	50,000/=
		20,000	20,000/=
		10,000	10,000/=
		5,000	10,000/=
		2,000	
		1,000	
		<b>Coins</b>	
		1,000	
		500	
		200	
		100	
		<b>Bank charge</b>	<b>2,000/=</b>
		Total	92,000/=
Total amount in words: <u>Ninety-Two thousand shillings only.</u>			

Paid in by: Ojok Alfred (Father)

### **Questions**

1. What is shown above?

.....

2. In which bank was the money paid?

.....

3. From which school does the child here study?

.....

4. When was the school fees deposited?

.....

5. For which term was the school fees paid?

.....

6. How many fifty-thousand-shilling notes were paid?

.....

7. Who paid the school fees?

.....

8. What is the account number of the school?

.....

9. How much money was deposited into the school account?

.....

1. Write in full.

a/c .....

### **SPELLING EXERCISE**

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

### **LETTER WRITING**

#### **VOCABULARY DEVELOPMENT**

Learn the pronunciation, spellings and the meanings of the following words and use them in meaningful sentences to show that you have understood them.

#### **letter:**

A message written down or printed on a paper and usually put in an envelope and sent to another person Sentence practice:

Our teacher taught us how to write a friendly letter.

#### **address:**

The details where somebody lives or works and where letters can be sent. Sentence practice:

I was told to write my address on the letter.

#### **envelope:**

B flat paper container in which letters are sealed and sent somewhere. Sentence practice:

I bought a cheap envelope.



**Guest**

visitor or a person who is invited to a particular ceremony. Sentence practice:

The guest of honour attended the ceremony.

**visitor:**

person who visits a place or another person.

Sentence practice:

Did you greet the visitors?

**function**

A social event or official ceremony.

Sentence practice:

Where will the function take place.

**ceremony.**

public or religious occasion that involves a series of events. Sentence practice:

Many people attended the introduction ceremony.

**host**

man who invites guests to a meal or party.

Sentence practice:

The host was very kind.

**hostess**

A woman who invites guests to a meal or party.

Sentence practice:

The hostess was rude.

**sender**

A person who sends a letter or something.

Sentence practice:

The letter didn't have the senders address.

**Writer**

A person who writes a letter or something.

Sentence practice:

The writer has a good handwriting.

**addresser:**

A person who writes or sends a letter to an addressee.

Sentence practice:

The addresser doesn't know the features of an informal letter.

**receiver**

A person who receives a letter something.

Sentence practice:

Did the receiver read through the letter?

**recipient;**

person who receives something.

Sentence practice:

Did the recipient get the token?

**addressee**

person to whom a letter is addressed. Sentence practice

The letter the addressee received was not his.

**reply**

Something to answer somebody.

Sentence practice

I wrote a reply to that letter.

**aerogram/aerogramme**

sheet of light paper that can be folded and sent by air as a letter. Sentence practice:

The aerogram was torn into pieces

**mail**

The official system of sending and delivering letter, packages etc Sentence practice

Don't forget the mail of that letter.

**referee**

A person who gives information about your character and ability usually in a letter.

Sentence practice:

The chairman LCI acted as my referee when I applied for a new job.

**conclusion:**

The end of something such as a writing.

Sentence practice:

John did not write the conclusion on his letter.

.

**sign:**

A mark or symbol that stands for something in a letter.

Sentence practice:

Never use signs when writing a letter.

**signature:**

Somebody's name written in their own particular way in letters.

Sentence practice:

You should write your signature on the formal letter.

**stamp**

small piece of paper with a design on it that you buy and stick on an envelope or parcel.

Sentence practice:

The stamps were very much.

**reference:**

a heading or title or main subject of an official letter.

**paragraph**

Apart or piece of writing starting on a new line and containing one main idea.

Sentence practice:

She forgot to skip a paragraph when she was writing her letter.

**body**

The part of a letter that contains only the main ideas.

Sentence practice:

The first paragraph should prepare the way for the body of essay.

**reason:**

A cause or an explanation for something which has happened or that has been done.

Sentence practice:

Tell me the reason why you wrote that letter.

**post office:**

A place where you can buy stamps, send or receive letters.

Sentence practice:

I bought those stamps from the post office.

**carbon copy:**

A copy of a document, letter etc.

Sentence practice:

I made two carbon copies of that letter.

**first name:**

A name that came from your parents and comes before your family name.

Sentence practice:

My first name is Joshua.

**last name/surname**

Your family/clan/ancestral name.

Sentence practice:

My last name is Ofamba.

**maiden name:**

A woman's family name before marriage.

Sentence practice:

My mothers maiden name is Nyafwono.

**salutation:**

The words that are used in a letter to address the person you are writing to.

e.g. Dear Sir, Dear Madam, Dear Joan etc Sentence practice:

Dear Sir is a common form of salutation in formal letters.

**application:**

A formal request for something such as a job, a vacancy, a service, goods or permission. Sentence practice:

Mubiru's application for a vacancy in Senior One was addressed to the head teacher of Makerere college school.

**directory:**

A book that contains list of people with their telephone numbers and address.

Sentence practice.

The directory is being used by Sarah.

**Paragraphing methods**

**block method:**

A straight sided form of writing.

Sentence practice:

She used the block method of writing the letter.

**indent method:**

The space made on the surface of something.

Sentence practice:

Did you use the indent method to write the letter?

## THE INDENTED PARAGRAPHING STYLE

BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
MITYANA

16/03/2023. (INFORMAL DATE FORMAT)

Dear Flavia,

Thank you very much for your letter which I received yesterday.

I was pleased to learn that you won the letter writing competition in your school last term.

Congratulations! I kindly invite you to my sister's wedding ceremony which will take place next Saturday.

Please send my greetings to your parents, sisters and brothers.

Your loving friend,  
Matayo Francis.

## THE BLOCK PARAGRAPHING STYLE:

BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
MITYANA

16/03/2023. (FOR FRIENDLY/INFORMAL LETTERS ONLY)

Dear Flavia,

Thank you very much for your letter which I received yesterday.

I was pleased to learn that you won the letter writing competition in your school last term.

Congratulations! I kindly invite you to my sister's wedding ceremony which will take place next Saturday.

Please send my greetings to your parents, sisters and brothers.

Yours loving friend  
Matayo Francis.

## **SPELLING EXERCISE**

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

## **COMPOUND NOUNS**

Compound nouns are names formed by combining more than one noun to form a title or name of different entities.

Some compound nouns are formed by using hyphens eg father-in law, while others use prepositions to join two or more words.

Compound nouns for their plurals depending on the part of the word being emphasized (KEY WORD). For example, the word **mouse trap**. The emphasis is on the word trap and therefore it is the word that gets the plural (mouse-trap)

SINGULAR	PLURAL	SINGULAR	PLURAL
passer-by		editor-in-chief	
head-of-state		news reporter	
cupful		choir master	
doormat		lorry- driver	
teacher-on-duty		commander- in - chief	
housewife		by-law	
court martial		market place	
policeman		toothbrush	
window pane		checkpoint	checkpoints
spoonful		bookshelf	bookshelves
pigsty		mudguard	mudguards
picture frame		egg-tray	egg-trays
house girl		handkerchief	handkerchiefs
woman pilot	women pilots	gentleman	gentlemen

Head-of-department	Heads-of-department	officer-in-charge	officers-in-charge
Sheep pen	Sheep pens	watchman	
mango tree	mango trees	toothpaste	
Member of parliament	Members of parliament	box file	
mugful	mugfuls	ringtone	
Tablecloth	Tablecloths	windscreen	

## EXERCISE

### Give the plural form of the following nouns

prisoner-of-war.....

Handbag.....

mother-in-law.....

loaf-of-bread.....

father-in-law.....

man-of-war.....

radio call.....

### Rewrite the following sentences giving the plural form of the underlined words.

1. May I have a spoonful of honey?

.....

2. The librarian requested me to arrange the books in the bookshelf.

.....

3. The commander in chief will address the army tomorrow.

.....

4. The tablecloth she laid on the table is dirty.

.....

5. Debora has gone to visit her father-in-law.

.....

## SPELLING EXERCISE

1. 6.

2. 7.

3. 8.

- |    |    |
|----|----|
| 4. | 9. |
| 5. | 10 |

## **GENDER NOUNS**

Gender is the fact of being male or female. It is the distinction of sex. We have the following categories of gender.

1. Masculine gender (male sex) e.g. man
2. Feminine gender (female sex) e.g. woman
3. Common gender (either sex) e.g. baby
4. Neuter gender (things out of sex) e.g. tree

## **EXAMPLES OF GENDER AND THEIR OPPOSITES**

<b>MASCULINE</b>	<b>FEMININE</b>	<b>MASCULINE</b>	<b>FEMININE</b>
actor	actress	head boy	head girl
conductor	conductress	god	goddess
bachelor	spinster	nephew	niece
host	hostess	bridegroom	bride
heir	heiress	father	mother
lion	lioness	husband	wife
master	mistress	man	woman
mayor	mayoress	monk	nun
prophet	prophetess	wizard	witch
poet	poetess	gentleman	lady
prince	princess	fox	vixen
shepherd	shepherdess	Gander	goose
priest	priestess	king	queen
waiter	waitress	lad	lass
widow	widower	son	daughter
tiger	tigress	brother	sister
sir	madam	Sir	madam
stallion	mare	dog	bitch
ram	ewe	gander	goose
boar	sow	bullock	heifer
cockerel	hen	drake	duck
hero	heroine	peacock	peahen
best man	bridesmaid	headmaster	headmistress

## **EXERCISE**

**Give the opposite of the underlined words.**

1. The bride fell sick on the wedding day.

.....

2. The headmaster is very sick.

.....

3. The niece was given a place in Gulu High school.

.....

4. The house girl is very lazy.

.....

5. Is it true the princess visited your country last year?

.....

6. The heir expected to get a large share.

.....

7. The king was mourned by millions of people.

.....

8. The cow was grazing in the field.

.....

9. The spinster has finally got married.

.....

10. The bus conductor is collecting the bus fare.

.....

11. My job is temporary.

.....

12. The interior of the school is to be painted.

.....

13. The man said that he was innocent.

.....

14. The river was deep in some parts.

.....

15. Wise people save money.

.....

16. The commander ordered his troops to advance.



.....  
17. Her condition is worse than it was before.

.....  
18. His arrival surprised everybody.

.....  
19. Most roads in Uganda are narrow.

.....  
20. Some of those waitresses have done a good job.

**Insert the opposite in gender of the one underlined in the sentence.**

21. The Duke and the.....of England attended the party.

22. The bushmen caught a fox but the.....escaped.

23. My dog is fatter than the.....

24. There were flowers for ladies and cigars for.....

25. Tom is spending his holiday with his uncle and .....in London.

### **SPELLING EXERCISE**

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

### **Exercise.**

Construct five grammatical sentences using each of the given structures.

**Using: .....so.....that...**

**So.....that .....is used when joining sentences that have the same grammatical value(they agree that one action can lead or can cause failure to achieve an intended outcome)**

**We normally join so +adjective/adverb+that.....**

**Example.**

1. The applicant wrote very neatly. Everybody admired his letter formation.
- The applicant wrote so neatly that everybody admired his letter formation.

### **Exercise.**

**Join using: .....so.....that .....**

1. He passed very well. He managed to go to his school of first choice.

.....

2. The noise was very loud. We could hear it in a distance.

.....

3. They worked very hard. They ended the year successful.

.....

4. Peter is quite tall. He can touch the top of the tree.

.....

5. The invitation was very clear. All of us understood it.

.....

6. The head of the school was very kind. He admitted whoever applied to his school.

.....

7. We must come very early. We should sit on the front seats.

.....

8. That boy is very lazy. He can't finish that work given to him.

.....

9. They came very late. They found the bus already gone.

.....

10. The child shouted very loudly. All of us heard him wherever we were.

.....

**d) Use: .....so that.....**

**so that is used to join two phrases that show intention of doing something in order to get a result.**

**If the sentence is in present tense, we use the helping verb (can ) and if the**

**sentence is in past tense, we use (could).**

**NB: can and could replace ....want to/ wanted to.....**

Example.

I applied to that school. I wanted to be admitted in that school.

I applied to that school so that I could be admitted in it.

### **Exercise**

**Join using: .....so that .....**

1. He worked very hard. He wanted to get aggregate four.

.....

2. He applied to that company. He wanted to get a nice job.

.....

3. They wrote so neatly. They wanted the readers to appreciate their work.

.....

4. He wrote an apology. He wanted to be forgiven.

.....

5. Tom addressed the letter properly. He never wanted it to be misplaced.

.....

6. They kept on calling the teacher in the holiday. They wanted to know their results.

.....

7. The patient went to the hospital. He wanted to get treatment.

.....

8. The teacher taught the candidates how to write formal letters. He wanted them to learn it thoroughly.

.....

9. She worked tirelessly. She wanted to be the national best.

.....

10. I wrote my application early enough. I wanted to be considered first.

.....

### **SPELLING EXERCISE**

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

#### **e) Write these abbreviations in full.**

1. Ave.....
2. c.c(in letter writing).....
3. Re:.....
4. C/o.....
5. PP.....
6. P.T.O.....
7. Co.....
8. Esp.....
9. Yr.....
10. Hr.....
11. O'clock.....
12. Wed.....
13. Feb.....
14. Capt.....
15. No.....
16. Etc.....
17. E.g.....

18. N.B.....
19. i.e.....
20. Viz.....
21. P. O Box.....
22. Jan.....
23. Sch.....
24. govt.....
25. Tue.....
26. They're.....
27. temp.....
28. cert.....
29. Mr.....
30. Hon.....
31. tel.....
32. asst.....
33. Rev.....
34. mustn't.....
35. shan't.....
36. won't.....
37. he'll.....
38. he'd.....
39. cc.....
40. st.....

## **SPELLING EXERCISE**

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

## **FREE LETTER COMPOSITION WRITING:**

1. Using your school address, write a letter to your best friend in another school advising him/her to study hard and decide on the best occupation/career by the end of second term. In your letter, include the following; the reason for working hard, the benefit of hard work, your best occupation/career, your role model and your mentor.

Plan:

The writer's address.

The date.

Salutation.

Greetings.

Body (Main message).

- Advice for studying hard.
  - Reasons for working hard.
  - Benefit of hard work.
  - Best occupation/career.
  - Role model.
- Conclusion/summary.
- Closing remarks.
- Writer's name (small letters).

### **Fair copy:**

BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
KAMPALA

27/05/2023.(FRIENDLY FORMAT)

Dearest Robert,

How are you nowadays? Let me hope you and your family are all fine.

I have written this letter to purposely advise you to study hard this year. When you work hard, you will always stand very high chances of getting better employment.

In most cases, when you have a good job, you will be capable of living a better standard together with your family members and close relatives.

In my opinion, I would love teaching as my best career because of Mr. Godfrey Male who was my teacher of English in Primary. Mr. Asiku Vincent has always helped me on how to study and become a teacher.

I hope to hear from you soon after receiving my letter.

Your best friend,  
Nelson.

1. You are organizing to celebrate your twelfth birthday. Using your address, write a letter to your cousin inviting him/her to your birthday party. In your letter, tell him/her; the date, the place and the time when the function will begin and end. You can also tell him/her some of the items on the programme.

2. Plan:

The writer's address.

The date.

Salutation.

Greetings.

Body (Main message).

Telling him the date, the place and the time when the function will begin and end.

Telling him some of the items on the programme.

Conclusion/summary.

Writer's name (small letters).

**Fair copy:**

BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
MITYANA

24/06/2023

Dear Paul,

How are you nowadays? Let me hope you and your family are all fine.

I have written this letter to invite you to my birthday party which will take place on 29/06/2023. It will take place at Sheraton Hotel. It will begin at 5:00 p.m. and end at 8:00p.m

There will be singing, dancing and a speech to conclude the function.

I will be grateful if you attend my birthday party.

Your cousin,  
Joshua.

Qn .Write a letter to your mother,uncle,father or guardian inviting him/her to your school' inter-house quiz competitions. In your body, provide information about the date,venue and time.(**use a separate sheet of paper**)

#### FORMAL/OFFICIAL/BUSINESS LETTERS:

These are letters written to an institution/firm/company or an individual in an institution/firm/company,

Examples of formal/official/business letters:

Apology letters  
Application letters  
Letters of orders.  
Letters of subscription  
Letters of inquiry or request etc.

Characteristics of formal/official/business letters:

Formal/business/official letters must be well planned and organized.  
They must be brief, precise and straight to the point.  
Only the important or major reason must be put in them because they are official.  
Formal letters should be dated and the people they are intended for because they are considered as legal documents.

Parts/elements/features/items/components of a formal /official/business letters:

1. The writer's or sender's or addresser's address.
2. The date. 13<sup>th</sup>January 2023/ January 13,2023. (refer to Advanced oxford Dictionary)
3. The receiver's or recipient's title and address.

Example:

THE HEAD TEACHER  
BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
MITYANA

4.The salutation.

Examples:



Dear Sir,  
Dear Madam,  
Dear Rev, Fr,  
Dear Rev Wilberforce,  
Dear Prof. Gilbert, etc

4. The subject/reason/reference (Re :) Example:

Re: APOLOGY.  
Re: APPLICATION FOR A VACANCY IN SENIOR ONE.  
Re: APPONTMENT AS A HEAD TEACHER:  
Re: ABSENCE FROM SCHOOL.  
Re: A FRIENDLY DEBATE.  
Re: TERMINATION OF SERVICE.

### **The body (main message/purpose)**

This should be direct and brief summarising the reason which was talked about in the reference. The body must be written in good English , correct tenses and well paragraphed.

### **The conclusion/summary.**

We normally uses the term **grateful**,( but **not grateful/gratefull**),as a sign of humility.  
The writer's character/nature/description/closing remarks.

Examples:

### **Yours faithfully,**

We use "Yours faithfully," when we have addressed somebody as Dear Sir/Madam/Dear Rev, BUT NOT BY THEIR NAMES.

### **Yours truly,**

We use "Yours truly," either in informal or formal letters when we have addressed somebody by their names OR NOT. (American style) but we use British style in Uganda because of our colonial history. (ask your SST teacher about the colonialism history of Uganda)

### **Yours sincerely,**

We use "Yours sincerely", when we have addressed somebody by their name.

### **The writer's/sender's/addresser's signature.**

Examples:

Nakibuuka Emily

Laura Ssekabira.

The writer's/sender's/addresser's full name in block or capital letters.

Examples:

NAKIBUUKA EMIL

LAURA SSEKABIRA .

### **SPELLING EXERCISE**

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|----|----|
| 1. | 6. |
| 2. | 7. |

- |    |    |
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| 3. | 8. |
| 4. | 9. |
| 5. | 10 |

**A SAMPLE OF A FORMAL/OFFICIAL/BUSINESS LETTER:**

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

KADIC HOSPITAL,  
P.O BOX 360, KAMPALA.

10<sup>th</sup> February 2023

THE HEAD TEACHER  
BROADWAY PRIMARY SCHOOL  
P.O BOX 10  
MITYANA

Dear Sir,

Re: APPLICATION FOR THE POST OF A SCHOOL NURSE:

I humbly apply for the post of a school nurse in your school which was advertised in the Monitor newspaper dated 31st January 2023.

I am a female Ugandan aged 32 years. I completed my Nursing Course two years ago from Makerere University and obtained a certificate in human health and medicine. At the moment, I am working with Kadic hospital Bukoto Branch.

Attached are the photocopies of my academic and professional testimonials.

In case of any more information about me, I refer you to;

1.Dr. George Kirya  
Chairman, Uganda Medical Workers Association  
P.O BOX 1  
KAMPALA

2.Prof. Akampa Enid  
Registrar, Makerere University  
P.O BOX 7  
KAMPALA

I shall be very grateful if my application is considered.

Yours faithfully,  
Bako Vanessa,  
BAKO VANESSA.

**Re-arrange the sentences to a good order of writing an official letter.**

- a) Start with your address.
- b) The body follows.
- c) Then the date when the letter is written.
- d) If you wish to write an official letter.
- e) Write the receiver's address.
- f) The name in block letters.
- g) Continue with the reference.
- h) The conclusion should not be forgotten.
- i) Go to the salutation.
- j) Your signature.

**Correct order.**

1	2	3	4	5	6	7	8	9	10

.....

.....

.....

.....

.....

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.....

.....

**TOPIC: LETTER WRITING REVISION**

**Use the correct form of the word given in the brackets**

1. An informal letter should have an informal ..... (introduce)
2. Bagonza ended the letter with "Yours ..... " (affectionate)
3. I failed to interpret the OC's ..... (sign)
4. The ..... you have written is not neat. (apply)
5. The letter was sent by one ..... number (apply)
6. There were few ..... at the school. (vacant)
7. Amina is ..... to write a letter to me. (like)
8. Formal letters should end with "Yours ..... " (faith)

**Give one word to replace the underlined group of words**

9. The pupils I study with, are very stubborn.  
.....
10. Balungi received a letter sent by air from his friend in U.K  
.....
11. He did not answer back when I wrote to him.  
.....
12. Before we left we gave our friends our details of where we live and work.

.....

## SPELLING EXERCISE

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

## STRUCTURES

**Using:** .....looking forward.....

.....look forward.....

**This structure shows that someone is hopeful to do something in future.**

**It is followed by ...to..and a verb ending in ...ing form.**

**Example:** The parents are eager to pay the registration fee.

**Ans:** The parents are looking forward to paying the registration fee.

The parents look forward to paying the registration fee.

**Activity:**

**Rewrite using (A).....looking forward.....**

**(B).....look forward.....**

The examiners hope to mark our answer sheets in December.

.....

Opio is eager to write his name on the examination paper.

.....

The candidates are eager to read the instructions in the examination room.

.....

The teachers want to revise with the candidates.

.....

I hope to get four aggregate in exams.

.....

### **SUB – TOPIC : BANKING**

**Fill in the blank spaces with a suitable word to complete the sentences.**

1. I filled the \_\_\_\_\_ Form in order to put money on my account in Centenary Bank.
2. The \_\_\_\_\_ that Mr. Matovu gave me bounced because he did not have enough money on his account.
3. My uncle is a teller \_\_\_\_\_ is my aunt.
4. How \_\_\_\_\_ money do you have on your account ?
5. I have not withdrawn \_\_\_\_\_ money since I didn't carry my ATM.
6. That bank manager is \_\_\_\_\_ honest man.
7. He filled the \_\_\_\_\_ slip so as to get money out of his account.

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

8. We shall \_\_\_\_\_ more money next month. (deposit)
9. Molly's father \_\_\_\_\_ the money from Stanbic Bank. (withdraw)
10. One can keep one's money \_\_\_\_\_ in a bank (safe)
11. That farmer has \_\_\_\_\_ a lot of money in order to buy a tractor. (save)
12. How many \_\_\_\_\_ do you have? (account)
13. Having \_\_\_\_\_ all the money, Moses bought a new car. (withdraw)
14. Bongole \_\_\_\_\_ his father's signature. (forge)
15. The man gave me a blank cheque but it \_\_\_\_\_. (bounce)
16. All the \_\_\_\_\_ in Bank of Africa are kind. (teller)
17. My niece is a \_\_\_\_\_ at Colline Hotel. (cash)
18. Fresh daddy always \_\_\_\_\_ his account on Saturdays. (credit)
19. I had a lot of \_\_\_\_\_ last year. (save)
20. \_\_\_\_\_ is a very serious offence. (forge)
21. Mr. Dombolo is an \_\_\_\_\_ at Nile Bank. (account)
22. The bank \_\_\_\_\_ is talking to the Director. (Manage)

**Arrange the words given in alphabetical order.**

23. Money, account, book, forge.

.....

24. Save, safe, savings, safety.

.....

**Re-write the sentences giving the opposite of the underlined word.**

25. Elim went to the bank and deposited some money.

.....

26. Our sister borrowed money.

.....

27. Ambrose will reject that cheque.

.....

28. She decided to close her account at Bank of Baroda.

.....

**Re-write the sentences giving a single word for the underlined group of words.**

29. I found a long line of people at the bank.

.....

30. That person who receives and give out money at the bank is very kind.

.....

31. The money that Toto gave me was not genuine.

.....

32. Mr. Kato keeps his money in a place where people's money is kept safely.

.....

33. Kabako has gone to put some money on his account.

.....

**Write the following abbreviations in full form.**

34. ATM : .....

35. a/c : .....

36. a/c No. : .....

37. PIN : .....

38. dr. : .....

39. cr. : .....

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

40. Hamuza is not a bank manager at Central Bank. Huzail is not a bank manager at Central Bank. (*Begin: Neither.....*)  
.....
41. My niece did not go to the bank. She did not go to school. (*Use:.... neither .... nor ....*)  
.....
42. Ezra has not deposited the money. Fauza has not deposited the money.  
(*Use : .....and neither.*)  
.....
43. Having withdrawn money, Musa bought a new bed. (*Re-wrire the sentence using:.....as soon as.....*)  
.....
44. No sooner had Jacob presented his account number than the teller told him his balance. (*Begin: Immediately.....*)  
.....
45. Owino received his money when he presented the withdraw form to the cashier.  
(*Re-write the sentence and begin: As soon as.....*)  
.....
46. One by one ..... (*Complete the proverb*)
47. As bright as ..... (*Complete correctly*)
48. There isn't any money in my account, .....? (*Supply a suitable tag*)
49. **Study the bank slip below and answer the questions that follow in full sentences.**

**Student's copy**

Equity Bank  
Kampala Road Branch  
A/c no. 2230045961

Name : Abdul Aziz  
School : Nako Junior School  
Class : P.5 Term III

Cashier's	Notes	Amount
Stamp	shs. 50,000	50,000/=



20,000	
10,000	20,000/=
5,000	
2,000	2,000/=
1,000	
<b>Coins</b>	
1,000	2,000/=
500	1,000/=
200	
100	
<b>Bank charge</b>	<b>2,000/=</b>
Total	77,000/=

Total amount in words: Seventy-seven thousand shillings only.

Paid in by: Kato John (Father)

### Questions

(a) Whose school fees was banked?

.....

(b) In which bank was the school fees deposited?

.....

(c) Where is this bank located?

.....

(d) Who took the money to the bank?

.....

(e) How much money was banked according to the bank slip?

.....

(f) How many coins of 1,000/= was banked?

.....

(g) In which class is the pupil whose money was taken to the bank?

.....

(h) To which school does the pupil go?

.....

(i) How much was the bank charge?

.....

(j) For which term was the money banked?

.....

(k) Write in full form.

a/c : .....

a/c no. : .....

**Re-arrange to form a meaningful composition about "The Importance of the Bank".**

(a) Another reason is to get loans from the bank.

(b) A bank is a place where people keep their money.

(c) The majority of people leave their money in the bank for future use.

(d) The money is kept in the bank for many reasons.

(e) At the counter, you fill in the withdrawal form.

(f) One of the reasons is safety.

(g) The cashier then stamps it and signs it.

(h) Lastly they pay you the money you have asked for.

(i) If you want to get money from the bank, you should join a queue.

(j) They fill the bank statement in your pass book.

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

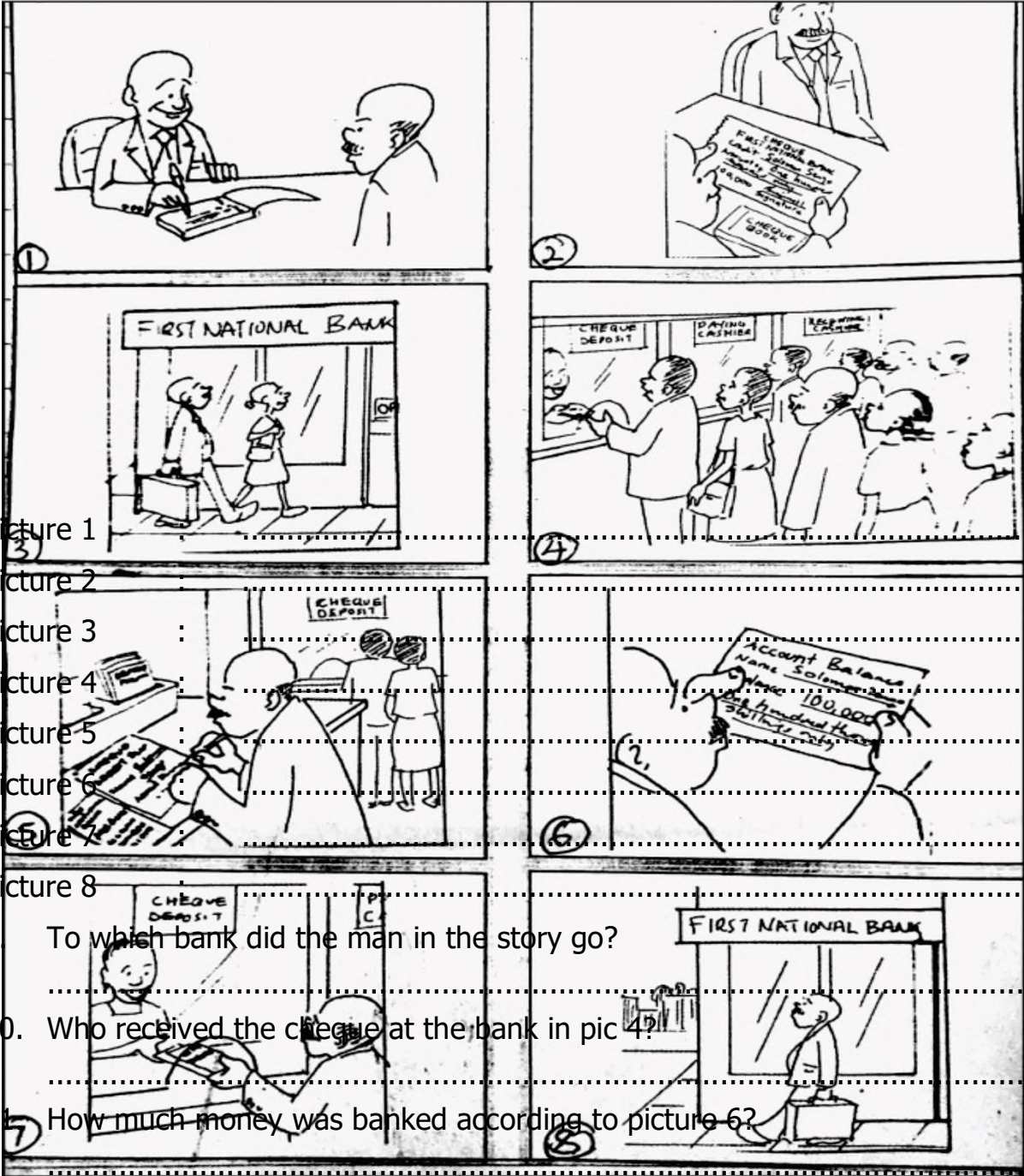
.....

.....

.....

.....

51. The pictures 1-8 tell a story. Study them carefully and describe what is happening in each.



Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6

Picture 7

Picture 8

9. To which bank did the man in the story go?

10. Who received the cheque at the bank in pic 4?

11. How much money was banked according to picture 6?

.....

In your composition, indicate the bank, why you went there and who helped you.

*(This area contains horizontal dotted lines for writing.)*

.....

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

Money, the hardest thing to keep  
Whether you are the owner or not  
Buyers and sellers find trouble  
As they give and receive goods.

But I know a very faithful man  
Who receives, keeps and gives out money  
To all who prove to be owners  
With-out losing or cheating a coin.

The man who has very loving workers,  
Who include bank managers and cashiers  
That are ready to serve customers  
In depositing and withdrawing money

That man who is very kind  
Ready to lend money to the needy  
Helping them to go and use it  
And tomorrow they are also rich.

Do you want to know your balance?  
Simply get your ATM card  
Remember your secret number  
Then you will not be disappointed.

**Questions**

(a) What is the poem about?

.....

(b) What does the writer call money?

.....

(c) Which people meet trouble when giving out goods?

.....

(d) In which ways do the workers help customers?

.....

(e) According to the poem, what do you think this man is?

.....

(f) What is an ATM cards used for?

.....

(g) Why does the writer call this man kind?

.....

(h) Which people can be disappointed according to the last stanza?

.....

(i) Give another word to mean the same as the underlined words in the poem.

(i) Cashiers : .....

(ii) Withdrawing : .....

(j) Suggest a suitable title to the poem.

.....

## **SPELLING EXERCISE**

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

## **PREFIXES AND SUFFIXES**

### **What is a prefix?**

It is a letter or letters added to the beginning of a word to change the meaning.

## Examples

<b>PREFIX</b>	<b>ORIGINAL WORD</b>	<b>NEW WORD/OPPOSITE</b>
dis	obey	disobey
dis	appear	disappear
dis	loyal	disloyal
dis	respect	disrespect
dis	like	dislike
dis	arm	disarm
dis	obedient	disobedient
dis	continue	discontinue
d	connect	disconnect
dis	allow	disallow
dis	orderly	disorderly
dis	advantage	disadvantage
dis	comfort	discomfort
dis	honest	dishonest
dis	satisfied	dissatisfied
un	reliable	unreliable
un	able	unable
un	grateful	ungrateful
un	happy	unhappy
un	skilled	unskilled
un	disciplined	undisciplined
un	favourable	unfavourable
un	dress	undress
un	intelligent	unintelligent
un	wise	unwise
un	steady	unsteady
un	conscious	unconscious
un	certain	uncertain
un	usual	unusual
un	lucky	unlucky
un	fair	unfair
un	friendly	unfriendly
un	familiar	unfamiliar
in	correct	incorrect
in	capable	incapable
in	decent	indecent
in	justice	injustice
in	direct	indirect
in	sane	insane
in	curable	incurable
in	experienced	inexperienced
in	ability	inability
in	visible	invisible

in	efficient	inefficient
in	dependent	independent
in	equality	inequality
in	sufficient	insufficient
in	sincere	insincere
in	accurate	inaccurate
in	complete	incomplete
in	adequate	inadequate
in	competent	incompetent
in	convenient	inconvenient
in	attentive	inattentive
il	literate	illiterate
il	licit	illicit
il	legal	illegal
il	legible	illegible
il	legitimate	illegitimate
mis	behave	misbehave
mis	spell	misspell
mis	manage	mismanage
mis	handle	mishandle
mis	interpret	misinterpret
mis	guide	misguide
mis	use	misuse
mis	understanding	misunderstanding

What is a suffix?

It is a letter or group of letters added to the end of the word to change the meaning or part of speech.

## Examples

SUFFIX	ORIGINAL WORD	NEW WORD/OPPOSITE
Ful/less	care	careless
Ful/less	harm	harmless
Ful/less	faith	faithless
Ful/less	use	useless

## Exercise A

**Give the opposites.**

accurate .....

success .....

qualify .....

honest .....

legal .....

legible .....

carefully .....

literate.....

legitimate.....

obey.....



correct.....  
fair.....  
use.....  
.useful.....  
careful.....

grateful.....  
comfortable.....  
guide.....  
sane.....

## **SPELLING EXERCISE**

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

### **b) Structural pattern.**

Using: Even though /although/in spite of the fact that/despite the fact that.....

Example.

1. There was no electricity but the candidates revised hard.

Even though there was no electricity, the candidates revised hard.

Although there was no electricity, the candidates revised hard.

In spite of the fact that there was no electricity, the candidates revised hard.

Despite the fact that there was no electricity, the candidates revised hard.

NB: when the sentence begins with the structure, we put a comma after the first phrase as seen above but the resultant phrase is written first.

If we are asked to use the structure as a conjunction (in the middle) the comma is not used

### **Examples**

The candidates revised hard although there was no electricity.

The candidates revised hard in spite of the fact that there was no electricity.

The candidates revised hard even though there was no electricity.

The candidates revised hard despite the fact that there was no electricity.

2. It rained heavily but the students did the examinations.

Even though it rained very heavily, the students did the examinations.

**Exercise.**

c) Construct these sentences beginning: Even though/although

1. The examination was very difficult but the students did it.

2. The learners came late but the teachers still taught them.

3. We started very late but we managed to complete in time.

I called him loudly but he did not hear me.

4. The teacher tried to explain to them but they did not understand.

Construct the sentences below using: .....inspite of the fact that.....,  
.....despite the fact that.....

5. They paid for the ticket but they did not watch the match.

7. We scared the birds but they did not take off.

8. He went outside but he did not see the visitor.

9. The baby cried loudly but nobody cared.

10. The examination was so easy but nobody scored 100%.

d) Using: .....neither.....nor.....

***This is a negative conjunction used when you are talking about two or more issues that are not true or did not happen at all.***

***It can be used relating to the same noun or subject.***

1. Moses is not a doctor. Moses is not a teacher.

Moses is neither a doctor nor a teacher.

2. Our class monitor is not fat. Our class monitor is not short.  
Our class monitor is neither fat nor short.

***When using two subjects, the conjunction Neither, begins the sentence followed by one noun followed by nor then another noun follows.***

1. Moses did not do the examination. Matovu did not do the examination.

- Neither Matovu nor Moses did the examination.

2. The girl didn't complete in time.

- Neither the girls nor the boys completed in time.

e) Use: 1. Neither.....nor...../

2.....neither.....nor.....

1. Mutebi never failed the exam. Juma never failed the exam.

.....

2. I did not lose my set. They did not lose their set.

.....

3. We didn't come late for the exam. They didn't come late for the exam.

.....

4. The supervisor did not allow us to talk in the examination room. The invigilator did not allow us to talk in the examination room.

.....

5. Sarah did not attend the leavers' party. Sarah did not attend the church service.

.....

## REVISION

### TOPIC: NOUNS

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

1. Jemba has no .....in his father's home. (free)

2. Katumba is a man of outstanding ..... (able)

3. Everybody admires the.....of that woman. (beautiful)

4. We got some.....from the teacher. (clear)

5. The stubborn boy went out of the room without..... (permit)

6. Our teacher has shown a lot of ..... towards us today. (patient)

**Re-write the sentences giving the plural of the underlined word**

7. Each of the passer –by stopped to watch the players.

8. How many loaf did you buy?

9. There is a church in my town.

10. The boy came with a potful of water.

11. The flamingo kept on flying over our tent.

12. Her mother gave her a piece of information.

**Give the opposite of the underlined words**

13. My brother is a bachelor.

14. The fox caught a hen and ran away.

15. She is a widow and stays alone.

16. The passenger gave the money to the conductor.

17. Our father bought a stallion.

**Re-write giving a single word for the underlined group of words**

18. We saw a group of lions at the zoo.

19. ....

20. The bishop blessed the people who had gathered for prayers.

21. ....

22. He was attacked by a group of wolves.

23. ....

24. Our neighbor is a person who feeds on fruits.

25. ....

**Fill in the blank space with a suitable word**

26. We could hear the owl ..... in the forest.

27. The bitch was moving across the road with its .....

28. The King stays in a .....

29. The duck moved down the stream with five of its .....

**Re-write as instructed in the brackets**

30. Our head teacher is liked by everybody because he is intelligent. (Re-write and end: ...intelligence.)

31. Everybody was surprised when he failed in the exams. (Re-write beginning: His....)

32. I intend to buy a radio this year. (Re-write beginning: My.....)

33. The askari knows nothing about it. (Begin: The askari has.....)

34. All the teachers were disappointed when he performed poorly in the examinations. (Begin: His poor.....)

**SPELLING EXERCISE**

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

**VERBS**

- A verb is a doing word.

A verb tells you what a noun is "doing", "does", "did" or "has done". Therefore, verbs are action words.

**a) Regular Verbs:**

These are doing words which have their past and participles changed by adding either "ed" or "d".

**Examples**

Present	Past	Past Participle
look	looked	looked
open	opened	opened
use	used	used

- Some verbs whose last three letters are in the form of consonant- vowel- consonant (CVC) have their past and past participles by doubling the last consonant, after which "ed" is added.

**Examples**

Present	Past	Past Participle
---------	------	-----------------

admit	admitted	admitted
prefer	preferred	preferred
mop	mopped	mopped
fit	fitted	fitted

- For verbs that end with “y”, the “y” is dropped and replaced with “i” before “ed” is added. Remember that letter Y and W are known as semi-vowels.

- Examples**

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
cry	cried	cried
marry	married	married
copy	copied	copied
dirty	dirtied	dirtied

- However, there are verbs that end in “y” before which there is a vowel, you just add “ed”, e.g.  
 Pray-----prayed  
 Play-----played  
 Stay-----stayed, etc.

### **Exercise**

**Complete the table below correctly.**

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
write		has
cry		has
carry		has
fly		has
study		has
hide		has
hurry		has
read		has
fetch		has
burst		has
try		has
prefer		has
fit		has
broadcast		has
clap		has.
slap		has

## **LESSON 4**

### **SPELLING EXERCISE**

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

### **IRREGULAR VERBS**

- These are doing words whose past and past participles have no uniform order.
- There are those which change their spellings in the past and past participle.

#### **Examples**

	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
1.	am /is	was	has been
2.	eat	ate	has eaten
3.	swim	swam	has swum
4.	go	went	has gone
5.	draw	drew	has drawn
6.	grow	grew	has grown
7.	choose	chose	has chose
8.	begin	began	has begun
9.	bite	bit	has bitten
10.	blow	blew	has blown
11.	break	broke	has broken
12.	do	did	has done
13.	drink	drank	has drunk
14.	drive	drove	has driven
15.	fall	fell	has fallen
16.	forget	forgot	has forgotten
17.	freeze	froze	has frozen
18.	give	gave	has given
19.	hide	hid	has hidden
20.	know	knew	has known
21.	ride	rode	has ridden
22.	rise	rose	has risen
23.	see	saw	has seen
24.	shake	shook	has shaken
25.	sing	sang	has sung
26.	speak	spoke	has spoken

27.	steal	stole	has stolen
28.	take	took	has taken
29.	throw	threw	has thrown
30.	tear	tore	has torn
31.	write	wrote	has written
32.	show	showed	has shown
33.	run	ran	has run
34.	weave	wove	has woven
35.	wear	wore	has worn

## **WEEK 5**

### **LESSON 1**

#### **IRREGULAR VERBS**

- There are other irregular verbs that never change their spellings in both the past and past participle.

#### **Examples**

	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
1.	burst	burst	burst
2.	put	put	put
3.	cost	cost	cost
4.	let	let	let
5.	hurt	hurt	hurt
6.	hit	hit	hit
7.	cut	cut	cut
8.	shut	shut	shut

- Some irregular verbs change the spellings in the past and past participle different from the spelling of the present tense.

#### **Examples**

	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
1.	bleed	bled	has bled
2.	bring	brought	has brought
3.	build	built	has built
4.	buy	bought	has bought
5.	catch	caught	has caught
6.	creep	crept	has crept
7.	deal	dealt	has dealt
8.	feel	felt	has felt
9.	fight	fought	has fought
10.	hold	held	has held
11.	kneel	knelt	has knelt



12.	lay	laid	has laid
13.	leave	left	has left
14.	teach	taught	has taught
15.	think	thought	has thought
16.	win	won	has won
17.	tell	told	has told
18.	say	said	has said
19.	pay	paid	has paid
20.	die	died	has died

## **LESSON 2**

### **SPELLING EXERCISE**

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

## **TENSES**

### **THE PRESENT SIMPLE TENSE**

- Also known as the simple present tense.

This tense is used for an action that is done regularly.

Words like; usually, generally, everyday, sometimes, always, etc, are used with the tense.

- Singular nouns or pronouns take verbs which have "s" or "es" or "ies" added to them. Plural nouns or pronouns do not have "s", "es", "ies".

- Examples:

- I get up everyday at five o'clock.
- The sun rises in the east.
- He comes to school by bus daily.
- My watch keeps good time.

## **Exercise**

**Use the verbs in brackets in the present simple tense to complete the sentences correctly.**

1. James.....letters to his friend. (write)
2. She.....pictures. (draw)
3. We.....a song at the assembly. (sing)
4. The baby.....dinner at 6.00 o'clock everyday. (eat)
5. It.....every march. (rain)
6. The cat.....in the seats. (sleep)
7. I.....my breakfast early. (eat)
8. He.....English fluently. (speak)
9. John.....his bicycle every evening. (ride)
10. He usually.....exercises during P.E. (do)
11. Mr. Mululu.....a lot of food. (eat)
12. Bushes always.....fire in the dry season. (catch)

## **LESSON 3**

### **NEGATIVE AND POSITIVE and INTERROGATIVE SENTENCES IN THE PRESENT SIMPLE TENSE**

Interrogative sentences are those sentences that begin with a helping verb and end with a question mark.

We use "do" and "does" in statements that do not have a helping verb.

#### **Examples**

- i. He plays football. (+ve)
- ii. Does he play football? (interr)  
He does not play football. (-ve)
- iii. She speaks English. (+ve)  
Does she speak English? (interr)  
She does not speak English. (-ve)
- iv. Ouma is the owner of the car. (+ve)  
Is Ouma the owner of the car? (interr)  
Ouma is not the owner of the car. (-ve)

## **Exercise**

**A. Change these sentences to negative and interrogative.**

1. She is my sister.

.....  
Smith watches a movie on Sunday.

.....  
It rains in the wet season.

.....  
2. They work very hard.

.....  
3. He goes home early.

.....  
4. The hunter kills animals.

.....  
5. He stays in that house.

.....  
6. The dog barks at the thieves.

.....  
7. The baby cries at night.

**HOW SOME ADJECTIVES CHANGE FROM POSITIVE TO NEGATIVE AND INTERROGATIVE**

<b><i>POSITIVE</i></b>	<b><i>NEGATIVE</i></b>	<b><i>INTERROGATIVE</i></b>
<b><i>LONG WAY</i></b>	<b><i>FAR</i></b>	<b><i>FAR</i></b>
<b><i>A LOT</i></b>	<b><i>MANY/ MUCH</i></b>	<b><i>MANY/MUCH</i></b>
<b><i>A LONG TIME</i></b>	<b><i>LONG</i></b>	<b><i>LONG</i></b>

**EXAMPLES**

A-It is a long way from Mityana to Mubende.(use.....far..)

Is it far from Mityana to Mubende?(interr)

It is not far from Mityana to Mubende.(negative)

B-Daddy bought a lot of food.

Daddy did not buy much food.

Did Daddy buy much food?

Your teacher will discuss how and when to use much and many.

Also use several revision questions as set for that pattern practice.

### **CONSONANT-VOWEL CONSONANT GOLDEN RULE(CVC)**

Verbs whose last three letters end in the formation of consonant-vowel – consonant(cvc)

Form their continuous form by doubling the last consonant.

Examples:

spit	spitting	spat	spat
put	putting	put	put
cut	cutting	cut	cut
hut	hutting	hit	hit
swim	swimming	swam	swam
shut	shutting	shut	shut
set	setting	set	set
let	letting	let	let
bet	betting	bet/betted	bet/betted

knit	knitting	knitted/knit	knit
rot	rotting	rotted	rotten
get	getting	got	got
begin	beginning	began	begun
fit	fitting	fit/fitted	fit
skip	skipping	skipped	skipped
forget	forgetting	forgot	forgotten
win	winning	win	won
forbid	forbidding	forbade	forbidden
<b>(NOTE WELL) OPEN(IRR.VERB)</b>	OPENING	OPENED	OPENED

***VERBS ENDING WITH Y OR W ARE NOT AFFECTED BY THE ABOVE RULE.***

say	saying	said	said
draw	drawing	drew	drawn
sow	sowing	sowed	sown
sew	sewing	sewed	sewn
saw	sawing	sawn	sawn
blow	blowing	blew	blown
lay	laying	laid	laid
lie	lying	lay	lain
show	showing	showed	shown

pay	paying	paid	paid
fly	flying	flew	flown
Verbs whose last three letters end in vcv (vowel-consonant-vowel), forms their continuous form by removing the last vowel and adding –ing.			
hide	hiding	hid	hidden
drive	driving	drove	driven
rise	rising	rose	risen
take	taking	took	taken
thrive	thriving	thrived/throve	thriven/thrived
write	writing	wrote	written

### ALL ABOUT OTHER IRREGULAR VERBS

	Present simple	Present continuous	Past simple	Perfect or past participle
1.	lay	laying	laid	laid
2.	lie (rest)	lying	lay	lain
3.	lie (deceive)	lying	lied	lied
4.	die	dying	died	died
5.	Dye(colour)	dyeing	dyed	dyed

#### 1. lay;

- To place or to put something or someone DOWN somewhere.

#### Sentence practice.

The hen laid an egg yesterday.

The foundation stone was laid by the Director.

#### 2. Lie;

- To put oneself on a surface in a flat horizontal position.

Peter lay down to sleep because he was tired.

He is lying on his bed now.

To speak falsely or to deceive.

John lied to his teacher that his pen was lost.

He is still lying to him.

(observe the use of preposition TO )

### **SPELLING EXERCISE**

1.

6.

2.

7.

- |    |     |
|----|-----|
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

## STRUCTURES

### The use of 'immediately' / 'as soon as' Examples.

- The driver lost control. The brakes failed.
- Immediately the brakes failed, the driver lost control.
- The driver lost control immediately the brakes failed.
- As soon as the brakes failed, the driver lost control.
- The driver lost control as soon as the brakes failed.

(b) I called my friend. I reached the zebra crossing.

- Immediately I reached the zebra crossing, I called my friend.
- I called my friend immediately I reached the zebra crossing.
- As soon as I reached the zebra crossing, I called my friend.
- I called my friend as soon as I reached the zebra crossing.

### Join these sentences using 'immediately' and 'as soon as'

1. He switched on the wipers. It started raining heavily.

.....

2. The vehicles started moving. The traffic light showed green.

.....

3. He jumped off the lorry. It reached the humps.

.....

The driver opened the door. Daniel removed the luggage from the car boot.

.....

4. The traffic policeman signalled. The motorist stopped.

.....

## SPELLING EXERCISE

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

**LESSON THREE:**

**Use of; No sooner .....**

Note: No sooner goes with ..... had..... than..... It refers to a time factor when two actions but one action happen before another. The latter action is the causative action.

**Examples**

- (i) The taxi started moving just as all the passenger sat.  
○ No sooner had all the passengers sat than the taxi started moving.
- (ii) The moment Kazibwe read his e-mail, he sent the reply.  
○ No sooner had Kazibwe read his e-mail than he sent the reply.
- (iii) The girl died immediately the vehicle ran over her.  
○ No sooner had the vehicle run over the girl than she died.

**Exercise**

**Re-write these sentences using: No sooner.....**

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

## SPELLING EXERCISE

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

## FORMATION OF VERBS.

(a) By using prefixes 'en' and em

Original word	Prefix	New word (verb)
throne		enthrone
sure		ensure
force		enforce
courage		encourage
title		entitle
slave		enslave
danger		endanger
large		enlarge
able		enable

(b) The prefix em – can be added to adjectives and nouns to form new words which are verbs.

Original word	Prefix	New word (verb)
power		empower
body		embody
bitter	em	embitter
battle		embattle

2. The suffixes –ze, -se, -fy and en

(i) The suffixes -ize can be added to nouns and adjectives to form verbs.



Original word	Suffix	New word
formal		formalize
legal		legalize
general		generalize
social	-ize	socialize
national		
colony		
final		

(ii) The suffix -fy can be added to nouns and adjectives to form verbs.

<b>Original word</b>	<b>suffix</b>	<b>New word</b>
solid		solidify
stupid		stupefy
liquid		liquefy
pure		purify
simple		simplify
beauty		beautify
identify		identify
unity		unite
glory		glorify
mystery		mystify

iii) The suffix -en can be added to nouns and adjectives to form verbs,

<b>Original word</b>	<b>suffix</b>	<b>New word</b>
loose		loosen
worse		worsen
tight		
sharp		
hard	-en	
length		
less		

bright		
--------	--	--

### Irregular formations

These are formations of verbs that do not follow a given rule. Here, verbs are formed from other verbs, adjectives, nouns etc

remember	Remind (add more)

- a) Infinitive verbs;
- Infinitive verbs are doing words preceded by a preposition "to".
  - Infinitive verbs are indefinite but formed from definite verbs.

#### Examples;

	DEFINITE	INDEFINITE
1.	talk	to talk
2.	eat	to eat
3.	clap	to clap
4.	sing	to sing
5.	kill	to kill
6.	run	to run
7.	walk	to walk
8.	rape	to rape
9.	urinate	to urinate
10.	dance	to dance

### GERUNDS;

A gerund is a word ending with "ing". Formation of gerunds;

	VERB	GERUND
1.	talk	talking
2.	eat	eating
3.	clap	clapping
4.	sing	singing
5.	kill	killing
6.	run	running
7.	write	
8.	rape	raping
9.	urinate	urinating
10.	dance	dancing
11.	hide	
12.	write	writing
21.	begin	beginning
22.	see	seeing
23.	Lie(deceive)	
24.	dye	
25.	share	sharing
26.	lay	
27.	put	putting

#### AUXILIARY OR MODAL OR LINKING OR HELPING VERBS

These are doing words that are positioned or used before the main verbs to form certain tenses.

Examples:

1.	is		
2.	are		3. need
4.	am		5. must
6.	be		7. may
8.	been		9. might
10.	being		11. will
12.	was		13. shall
14.	were		15. would
16.	has		17. should
18.	have		19. can
20.	had		21. could
22.	do		23. dare
24.	does		25. used to

26. did	26. had to
27.	27.ought to

### **VERBS TOPICAL TEST**

1. I ..... Very happy when I joined this school.(to be)
2. I told him to stop ..... Wrong spellings. (write)
- 3.Our teachers .....us to write well. (courage)
- 4.The milk was .....by the tabby-cat. (drink)
- 5.My hen .....six eggs last week. (lay)
- 6.He has ..... My pen. (hide)
7. Woollen cloths are .....by old people. (wear)
- 8.The robber was .....by the judge.(prison)
- 9.Mr. Opany has .....a nice basket.(weave)
- 10.The letter was .....by Sarah. (write)
- 11.Mary .....her bag everyday.(carry)
- 12.Having .....an old bicycle, he took it for repair.(ride)
13. We are looking forward to .....our visitors. (receive)
- 14.My friend was .....by a bee last week. (sting)
- 15.The police is .....all old cars on the road. (stop)
- 16.The baby is .....its cloths now.(dirt)
- 17..... Is verysimple nowadays. (study)
- 18.Bodaboda riders .....their lives when they ride recklessly.(danger)
- 19.Please, .....me what the teacher taught last night. (remember)
- 20.Please, will you----- – your pencils in preparations for geometry work?- (sharp)
- 21.Our teachers always ----- us to work hard (courage)
- 22.The presence of the rival candidates in the rally ..... the situation(worse)
- 23.The king was .....in the presence of all cultural leaders (throne)
- 24.My poor sight didn't .....me to see the pictures clearly. (able)
- 25.Women have been .....to take up political . positions. (power)
- 26.Believers ..... God during prayer. (glory)
- 27.Britain .....many countries in African (colonise)
- 28.This water is dirty. It needs to be .....(pure)
- 29.Most wild animals in the parks are becoming .....species. (danger)

30. Don't ..... my Omo detergent soap. (liquid)

## **SPELLING EXERCISE**

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

## **TENSES AND THEIR PASSIVE FORMS.**

The Present Simple Tense

This tense is used to:

(a) Show facts e.g

- A magnet attracts iron metals.
- The sun rises from the East and sets in the West.

(b) Show abilities e.g

- He plays a guitar very well.
- Birds sing sweetly.

(c) Show repeated actions, habits and customs e.g

- My uncle visits us every weekend.
- John goes to bed at 9.00 p.m every night.
- Christians celebrate Christmas on 25<sup>th</sup> December.
- Stop fighting!
- Eat food.

In this tense, the doing words (verbs /actions) which are used depend on the names of things or persons (nouns or pronouns used in the sentence as a subject).

1. Singular nouns like Mary, Matovu, the dog, an elephant e.t.c or singular pronouns like she, he, and it take verbs which have 's' 'es' or 'ies' added to them

### **Examples.**

- He teaches English.
- An elephant feeds on grass.
- Abraham carried his bag to school.
- It cries for food every morning.

2. Plural nouns like dogs, children etc. or plural pronouns like we, they, take verbs which don't have 's' 'es', 'es' added to them.

### **Examples.**

- They swim every evening.
- Our dogs feed on bones only.
- Anne and Anna carry their bags to school.
- Most people in Buganda eat bananas.

### **Oral Work.**

#### **Use the verb in brackets to complete the sentences in the present simple tense.**

1. Our head teacher .....good English. (speak)
2. Mulambuzi .....the school bag daily. (carry)
3. They always .....their work quietly. (do)
4. We usually .....at break time. (meet)
5. I .....pupils who tell the truth. (like)

### **Exercise**

#### **Put the verb in brackets into the Present Simple Tense.**

1. The river .....under the bridge. (flow)
2. Birds .....their nests in summer. (build)
3. You always .....with your left hand. (writing)
4. The baby .....whenever it is hungry. (cry)
5. Babies always .....when they are sick. (cry)

### **SPELLING EXERCISE**

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

### **LESSON 2.**

#### **The Present Simple Passive Form.**

The passive form of this tense is formed by the helping verbs below.

(a) .....is + the past participle form of the verb. e.g

- Gandu eats cassava. (Active)
- Cassava is eaten by Gandu. (passive)
- Kato plays football. (Active)
- Football is played by Kato.

(b) .....are + the past participle form of the verb. e.g

- My uncle owns those motorcycles.
- Those motorcycles are owned by my uncle. (Passive)
- Ants eat wooden doors. (Active)
- Wooden doors are eaten by ants.
- People use telephones all over the world. (Active)
- Telephones are used by people all over the world. (Passive)

### **Exercise.**

#### **Rewrite the following sentences in the passive form.**

1. Lions eat meat.

.....

2. We sing the song.

.....

3. They drink milk.

.....

4. Cars carry people.

.....

5. Juma says his prayers once a week.

.....

6. A snake lays eggs.

.....

### **NOTE**

(a) If the doer (someone) is not mentioned it is not necessary to mention someone.

e.g Someone beats Akisa.

- Akisa is beaten **But not**  
Akisa is beaten by someone.

(b) The active voice can only change into passive if the active form of the sentence has both a subject and an object e.g Kato eats a lot. Such a sentence cannot change into passive.

### **The Past Simple Passive Form.**

The helping verbs used are:

.....was + participle form of the verb

.....were + participle form of the verb

### **Examples.**

1. A dog killed a rat. (Active)  
- A rat was killed by a rat. (Passive)
2. He dug those pits last evening. (Active)  
- Those pits were dug by him last evening. (passive)

### **The Present continuous Tense.**

This tense is used to show that an action is taking place now.

### **Examples.**

1. I am learning English.
2. Sandra is eating an apple
3. We are cleaning our classrooms.
4. The pupils are sitting for end of term one examination.

### **Rules governing this tense.**

- Singular nouns and pronouns use 'is' as a linking verb or helping verb e.g He is reading a book.
- Pronoun I uses 'am' e.g I am cleaning my bedroom.
- Plural nouns and pronouns use 'are' e.g They are running in the field.
- Some verbs which end in a single consonant have that consonant doubled and then add – ing e.g  
cut - cutting  
run - running  
begin - beginning  
stop - stopping
- The verbs ending in '-ie' lose them and get –ying added e.g  
lie - lying  
die - dying  
tie – tying

### **Exercise.**

**Complete the following sentences in the present continuous tense using the words in brackets.**

1. I .....not going to school. (to be)
2. They .....very fast. ( to run)
3. Moses .....to me. (to lie)
4. Why are you ..... your friend? (hit)
5. He .....a letter now. (write)



6. The oxen .....grazing. (to be)
7. Alice .....with her friends. (play)
8. The farmer ..... cassava from the garden. (pick)
9. The old woman .....her crops. (weed)
10. The vendors .....good vegetables. (not sell)

### **SPELLING EXERCISE**

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

### **Structural Patterns.**

- **The use of..... such a .....that.....**

When this structure is used, words like so, very, enough, quite, are not applied.

- It is wrong to repeat the noun. Instead of repeating the noun, 'a common noun' can be used to replace that noun.eg person,man,girl,lady,animal etc

#### **Example.**

The man is such a strong person that he can kill a lion.

- You can use both a noun and a pronoun in the same sentence.

#### **Example**

- He is such a strong man that he can kill a lion.
- You can also use a pronoun and a common noun.

#### **Example**

Brenda is such a helpful girl that she is liked by everyone in class.

### **Exercise.**

#### **Rewrite the sentences using.....such a .....that.....**

1. He was very active. He never seemed to stop working.

.....

2. He was so kind that everyone liked him.

.....

3. She was so busy that she never had time to think.

.....

4. Henry was very strong. Nobody dared to fight him.

.....

5. Nandose was so cruel that everybody was afraid of her.

.....

6. Matthew is very sensible. He can't do silly things.

.....

7. He is very famous. Everybody knows his name.

.....

8. The problem was very difficult. The teacher couldn't solve it.

.....

9. John is very kind. He always gives away half of what he earns.

.....

10. A lion is very scaring. You can't stand near it.

.....

## LESSON 1

### The use of .....too.....to.....

- This is a negative structure and it makes sentences negative.
- If the subjects of the two sentences to be joined using.....too.....to.....are different, we introduce the second subject with 'for'

### Examples.

(a) The basket is very heavy. Martin can't lift it.

- The basket is too heavy for Martin to lift .

(b) The number is very hard. I can't solve it.

The number is too hard for me to solve.

- It is wrong to mention the subject and its pronoun.

### Example.

The basket is too heavy for Moses to lift it.

- Modifiers are not necessary in this structure.

If the two phrases (short sentences) talk about the same noun, then we only use ..too + adjective + to

Example

1.Juma is very short. He cannot play basketball.

Juma is too short to play basketball.

2.Mary is very quiet. Mary cannot quarrel in class.

Mary is too quiet to quarrel in class.

**Join the following sentences using.....too.....to.....**

1. The river was very fast. We could not swim across it.

.....

2. Peter is very young. He can't carry a jerrycan of water.

.....

3. Mathematics is quite easy. I can't fail it.

.....

4. The block is very heavy. Mary cannot carry it.

.....

5. The tree is very big. Young boys can't climb it.

.....

6. A hare is very fast. It can't be caught by a dog.

.....

7. That lady is very fat. She cannot run.

.....

8. Wamusiru is very careless. He cannot pass the examinations.

.....

9. It is very cold at night. You can't go out without a coat.

.....

**The Present Perfect tense.**

In this tense, the action occurs a few moments before the present time. It is formed by the helping verbs. ....has + the participle if the subject of the sentence is singular .....have + the participle if the subject of the sentence is plural including the pronoun I.

**Example**

(a) We have sung a new song.

(b) I have rung the bell for break.

(c) The children have gone out for a swimming lesson.

**Exercise.**

**Rewrite the following sentences in the present perfect tense.**

1.The driver drives the school bus well.

.....

2. You wear a beautiful necklace.

.....

3.I break the glass.

.....

4.It begins to rain.

.....

5.Birds fly high in the sky.

.....

6.I lie on my bed.

.....

7.Rodah teaches science.

.....

8.The water flows from the bathroom to the sitting room.

.....

9.You lie to the teacher.

.....

10.John tears his books.

.....

**SPELLING EXERCISE**

1.

6.

2.

7.

3.

8.

4.

9.

5.

10

**The Present Perfect Passive form.**

The helping verbs used in this tense are:

.....has been }  
.....have been } + a participle verb

### **Examples.**

- (a) I have written two letters today.  
- Two letters have been written today.
- (b) Someone has just taken my rubber.  
- My rubber has just been taken.
- (c) The class teacher has punished all the lazy children.  
- All the lazy children have been punished by the class teacher.

### **Structural Pattern.**

The use of both .....and/Not only .....but also

- Both is used to construct sentences when you are talking about objects. It has the same meaning with .....not only.....but also.....

### **Examples.**

- (a) I spoke to the Rector of the school. I also spoke to the headmaster.  
- I spoke to both the Rector of the school and the headmaster.  
- Not only did I speak to the Rector of the school but also the headmaster.  
- I spoke not only to the Rector of the school but also the headmaster.
- (b) he spoke with both kindness and understanding.  
-Not only did he speak with kindness but also understanding.
- (c) Egypt is dry and dusty.  
-Egypt is both dry and dusty.  
- Not only is Egypt dry but also dusty.

- (d) Kato is hardworking. Kato is creative.  
- Kato is both hardworking and creative.  
- Kato is not only hardworking but also creative.  
- Not only is Kato hardworking but also creative.

### **Exercise**

#### **Rewrite the following sentences as instructed in the brackets.**

1. She reads loudly and clearly. (Begin: Not only .....but also.....)
- .....

2. The hijacker was blind and deaf. (Use.....both .....and .....)  
.....
3. She is generous. She is also loving. (Begin: Not only.....)  
.....
4. Kangave is very lazy. He is also very foolish. (Use.....not only.....but.....)  
.....
5. Ndawula owns a supermarket in the city centre. Ndawula owns a big swimming pool in  
Muyenga. (Use.....both.....and.....)  
.....
6. That teacher is very intelligent. He is quick at decision making. (Begin: Not only.....but....)  
.....
7. Kacere drinks Malwa and Walagi. (Begin: Not only .....)  
.....
8. The letter was read to him. It was translated to him. (Use .....not only .....but.....)  
.....
9. Nkangi is a teacher. He is also a doctor. (Use.....both.....and.....)  
.....
10. Jane likes studies. Ali likes studies. (Begin: Both.....)  
.....

## **SPELLING EXERCISE**

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

## **LESSON 2**

### **The past continuous tense.**

This tense is used for longer unfinished actions

- It is used to show that an activity was continuous over a certain period of time.

### ***Examples.***

- (a) We were scheming during the holiday.
- (b) The dog was chasing a kidnapper.
- (c) My brother was arranging his room.

- It is used to show that two events were taking place at the same time in the past.

***Examples.***

- (a) We were attending the workshop while the P.L.E results were being released.  
 (b) While the teachers were writing their notes, the painters were painting all the classrooms.  
 (c) John was dosing while the teacher was teaching.
- It is used to show that an activity was going on when another one was carried out.

***Examples.***

- (a) It was raining when my mother arrived home.  
 (b) When the visitors arrived, mother was preparing supper.

- The helping verbs used are:

.....was.....ing = .....was cleaning.....

.....were.....ing = .....were reading.....

**Exercise.**

**Use the words in the brackets to complete the sentences in the past continuous tense.**

1. When I saw her, she was.....a basket. (carry)
2. The car had nobody in it but the engine ..... (run)
3. When he .....a big tree, he hurt his finger. (cut)
4. While the gardener ..... the hedge, a black bird was singing.
5. My back .....all day long. (ache)
6. The guest .....while the host was talking. (not listen)
7. We .....our cassava garden while our father was picking coffee. (weed)
8. Mandela .....with his friends when the teacher called him. (play)
9. While I was rea.....ding my novel, Ruth .....her notes. (write)
10. They.....after a thief when the officer stopped them. (run)

**LESSON 3.**

**The Past continuous Passive.**

The passive form of this tense is formed by using the helping verbs.

.....was being } + a past participle  
.....were being }

**Examples.**

- (a) The cat was running after the cat.  
- The rat was being run after by the cat.  
(b) The lazy boy was making noise.  
- Noise was being made by the lazy boy.  
(c) The girls were cleaning the windowpane.  
- The window panes were cleaned by the girls.

**Exercise.**

**Rewrite the following sentences in the passive form.**

1. A lion was tearing off some meat.  
.....  
2. Someone was opening a brief case.  
.....  
3. Moses was taking some money from the safe.  
.....  
4. She was ringing the bell.  
.....  
5. A young boy was riding a bicycle when he knocked the pavement.  
.....

**SPELLING EXERCISE**

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

**The Past Perfect tense.**

This tense shows that an action happened before another in the past.

**Examples.**

- (a) We had slept when he came back from school.



- (b) The teacher wanted to know what I had done.  
(c) By the time I arrived at the airport, he had left for London.

**Note.**

The only helping verb used is .....had + participle.

**Use the words in brackets to complete the sentences in the past perfect tense.**

1. The prayers .....by the time we left the church. (to end)
2. When mother arrived at home.....already .....to bed. (go)
3. All the pupils .....the notes by the time their teacher called them. (write)
4. The English lesson.....by the time the rain started. (to begin)
5. The thief.....across the river by the time the police arrived. (swim)
6. The burglar .....dead three businessmen by the time the police arrived. (shoot)
7. When the guest of honour arrived, the choir.....for over 40 minutes. (sing)
8. The looters.....by the time the army came. (flee)
9. He had already learnt English before he .....for German. (leave)
10. The pilot discovered that one of the wings of the plane .....by a missile.  
(be hit)

**The Past Perfect Passive.**

The passive form of this tense is formed by using the helping verb .....had been plus a participle form of the verb.

**Examples.**

- (a) John had bought enough books when the prices were increased.  
- Enough books had been bought by John when the prices were increased.  
(b) Nobody had answered my question correctly.  
-My question hadn't been answered correctly.

**Exercise.**

**Rewrite the following sentences in the passive form.**

1. Rosalia had seen the robbers in the compound.

.....

2. I had cut down the tree.

.....

3. The thieves had stolen the money.

.....

4. An eagle had taken a chick.

.....

5. The soldier had killed a rebel.

.....

6. She had hidden the key under the mat.

.....

7. We had eaten all the apples.

.....

8. By the time I reached home, the cat had drunk all the milk.

.....

9. The teacher had not marked our books by the time the lesson began.

.....

10. Timothy had sold rotten mangoes when collapsed and died.

.....

## **SPELLING EXERCISE**

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

**TOPIC: COMPOSITION**

**S/TOPIC: DESCRIPTIVE COMPOSITION**

**By the end of this topic, write an imaginary story on the topic,**

**"THE DAY I WILL NEVER FORGET"( use a separate sheet of paper)**

descriptive composition

A descriptive composition is a type of composition one writes describing either a person, a place, a thing or an accident.

The main parts of a composition

title

introduction

body

conclusion

Hints to remember when writing a composition.

paragraphs

spellings

punctuation

sentence construction

language flow

tenses

theme

## **SPELLING EXERCISE**

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

## TOPIC: INDIRECT AND INDIRECT SPEECH

### S/TOPIC: THINGS TO NOTE ABOUT DIRECT SPEECH

#### DIRECT SPEECH

This is used to quote the direct words of the speaker. The actual words of the speaker.

a) The introductory words may be in three positions namely;

(i) At the beginning of the sentence.

Mary said, " I know your name, but I won't say it.

(ii) In the middle of the sentence (broken quotation)

"I know your name, "said Mary, "but I won't say it.

(i) at the end of the sentence

" I know your name, but I won't say it," said Mary.

b) That in the introductory words is wrong and should not be used.

A comma is put in that place instead.

e.g John said, " "

c) The quotation marks (inverted commas) (" ") are used for the other speaker's exact words. E.g He said, " We're about to reach the town."

The other speaker's exact words were: We're about to reach the town.

(ii) " I am a afraid," said the teacher, "it is going to rain before my clothes get dry."

d) The first letter of the first word in a quotation must be capital, except in broken quotations where the first letter of the in the second quotation may not be capital if the sentence is a continuation of that in the previous quotation.

#### Example:

" I am very tired"

" I am very tired, " said the teacher, "leave me free".

" I am very tired, "said the teacher, "and I am going to rest."

#### **Evaluation.**

Rewrite the following sentences in direct speech.

1. The pupils said we are doing reported speech now.

.....

2. The farmer said it rains a great deal nowadays.

.....

3. The class said we have read enough for today.

.....

4. I was repairing the kitchen all last week said the builder.

.....

5. He said I was thirteen last year.

.....

6. He says they will be in London next week.

.....

7. He said I will make myself useful next time.

.....

### **SPELLING EXERCISE**

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

## **TOPIC: DIRECT AND INDIRECT SPEECH**

### **S/TOPIC: CHANGES IN DIRECT TO INDIRECT SPEECH.**

**Introduction:** Review of the previous lesson about the features of the direct speech.

When the introductory words are in the present or the future, the tenses and adverbs of time don't change. Only pronouns may change.

He says, " I am going to iron my clothes now"

He says that he is going to iron his clothes now.

When the introductory words in the past, the adverbs of time, pronouns and tenses change.

When the introductory words are in the past, all the following changes are necessary.

#### **Adverb changes.**

##### **Direct speech**

Now

Nowadays

These days

Today

Tonight

Ago

Yesterday

Last week / night / month / year

Tomorrow

Next week / month / year

Here

Yet

##### **indirect speech**

then / at once

those days

those

that day

that night

before

the day before / previous

before / previous

following day / day of

following

there

already

#### **Subject pronouns**

##### **Direct**

I

We

You

He

##### **indirect**

he / she / you / I

they / you / we

I / he / she / you

he / I

She

It

They

she / I

it

they / we

## **Object pronouns**

Me	him / her / you / me
Us	them / you/ us
You	me / him/ her/ you
Him	him / me
Her	her / me
It	it
Them	them.

## **Verb changes**

Direct	indirect	May	might
Bring	take	Shall	should
Come	go	Will	would
Can	could	Was	had    bee

## **– PRONOUNS**

### **INTRODUCTION**

Pronouns are words which stand in places of nouns.

They avoid making repetition of the noun.

### **Types of pronouns**

- i.      Personal pronouns
- ii.     Relative pronouns
- iii.    Demonstrating pronouns
- iv.    Indefinite pronouns
- v.     Distributive pronouns

## **PERSONAL PRONOUNS**

	<b>Subject</b>	<b>Objective</b>	<b>Possessive objective</b>	<b>Possessive</b>	<b>Reflexive</b>
(i) Singular	1 You	Me You	My Your	Mine Yours	Myself Yourself
	He She It One	Him Her It One	His Her Its One's	His Hers Its One's	Himself Herself Itself Oneself
(ii) Plural	We You They	Us Your Their	Our Your Their	Ours Yours Theirs	Ourselves Yourselves Themselves

## **SPELLING EXERCISE**

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

## **TOPIC: SPEECHES, INDIRECT AND DIRECT**

### **S/TOPIC: THE PAST SIMPLE TO PAST PERFECT.**

**Introduction:** Remind the learners about the changes from direct to indirect speech.

The statement in the past simple is reported in the past perfect tense.

Examples:

1. **Direct:** She said " I bought radios from here yesterday."

**Indirect:** She said that she had bought radios from there the previous day.

2. **Direct:** She said, " The hen laid this egg last week"

**Indirect:** She said that the hen had laid the egg the previous week.



## THE PRESENT SIMPLE

The present simple tense changes to past simple tense in indirect reporting.

Examples.

1. **Direct:** I said, " I drink water everyday"

**Indirect:** He said that he drank water everyday.

2. **Direct:** I say, "I drink water everyday."

**Indirect:** He says that he drinks water everyday.

If the speech tag is in the present simple tense, you report in the present simple.

3. **Direct:** The teacher said, "I speak to you about your dressing."

**Indirect:** The teacher said that he spoke to me about my dressing.

## TOPIC: DIRECT AND INDIRECT SPEECH

### S/TOPIC: PRESENT CONTINUOUS TO PAST CONTINUOUS.

The present continuous tense changes to past continuous tense.

Examples:

1. **Direct:** He said, " I am reading the news now."

**Indirect:** He said that he was reading the news then.

2. **Direct:** Jane said, " I am taking these DVDs home now."

**Indirect:** Jane said that she was taking those DVDs home then.

3. **Direct:** The patients say, "We are taking this medicine here.

**Indirect:** The patients say that they are taking that medicine there.

4. **Direct:** He says, " I am eating meat now."

**Indirect:** He says that he is eating meat now.

## **PRONOUNS:**

### **TOPICAL LESSON DEVELOPMENT**

Pronouns are short words that replace nouns.

#### KINDS OF PRONOUNS

##### a) **Personal Capital Pronouns** (Subjective)

These are words that replace nouns which name people or persons. They are used as subjects.

Examples

I

We

He

It

They

Sentence practice

I eat food daily.

We come from the same family.

He is my uncle.

iv) It is drinking milk.

v) She prepared a good meal.

vi) You promised me a new dress.

viii) They promised a new dress.

##### b) **OBJECTIVE PRONOUNS**

These are used as objects in sentences.

Examples

me    you    us    her    you    him

them    it

Sentence practice

i)      That book belongs to me.

ii)     They gave us some milk.

iii)    Mutesi brought the bag to you.

iv)    The nurse gave him some medicine.

v)      My sister gave them mangoes.

vi)     Trevor has made it.

-

c) **POSSESSIVE PRONOUNS**

These are words used to show ownership /possession.

Examples my - mine

our - ours his - his

their - its it -

yours

Sentence practice

i) This is my toy. It is mine.

ii) She is our aunt. She is ours. iii)

Bring her blouse. It is hers.

iv) Those are their pens. They are theirs.

v) The baby is taking its milk. It is its

vi) That is your umbrella. It is yours.

**DEMONSTRATIVE PRONOUNS**

Demonstrative pronouns are words used to show things.

Examples.

this these those that

Sentence Practice

a) This is my doll.

b) These are women's dresses.

c) That car is old.

d) Those cows belong to Bingo.

**ADJECTIVE PRONOUNS**

These pronouns are used as adjectives e.g. ;

my her

your their

his our

**SENTENCE PRACTICE**

i) That is my bag.

ii) Are those your books?

iii) Our school is good.

- iv) The children have eaten their food.  
v) His shoes are torn.

## **REFLEXIVE PRONOUNS**

These are formed by adding self or selves on most adjective pronouns.

Examples

adjective pronoun		reflexive pronoun
my	-	myself
our	-	ourselves
your	-	yourself
your	-	yourselves
him	-	himself
it	-	itself
them	-	themselves
ones	-	oneself
her	-	herself

Sentence practice

- a) I did all the work myself.  
b) Did you clean the dishes yourself.  
c) One should respect oneself in public.

## **SUMMARY ON PRONOUNS**

Subjective pronoun	Objective pronoun	Possessive pronoun	Adjective pronoun	Reflexive pronoun
I we you you you she it they one he	me us you you her it them one him	mine ours yours yours hers its theirs one's his	my our your your her its their ones his	myself ourselves yourself yourselves herself itself themselves oneself himself

## RELATIVE PRONOUNS

Examples of relative pronouns;

- a) who
- b) whose
- c) whom D-which E- that

Relative pronouns are pronouns used to join relative clauses.

Relative clauses are sentences that show a relationship between the given subjects.

"Who", "whose" and "whom" are used for people.

**"Which"** is used for other things and **"That"** is used for both people and other things.

Sub- topic 4B: Other electronic Media.

## Vocabulary

### TYPES OF RELATIVE CLAUSES;

1. Defining relative clauses.
2. Non-defining relative clauses.
- a) Relative clauses are made up of two parts i.e the main clause and the relative clause.
- b) The first sentence is the main clause and the second sentence is the relative clause.
- c) The relative clause can be a defining relative clause or a non-defining relative clause.

#### 1. **Defining relative clauses.**

A defining relative clause is a sentence which defines the main clause whose subject is not clear.

Example;

1. A dog was knocked down (main clause).
- A dog was crossing the road. (relative clause).

### **Characteristics of defining relative clauses.**

1. The subjects of the main clauses are not clear.
2. Both clauses are short.
3. When joining the two clauses, no commas are used.
4. When joining the two clauses, the relative pronoun comes immediately after the subject of the main clause.
5. The main clause is always the last part of the final answer.

Example;

-  
2. The children are sick. The children were playing in mud.

- The children who were playing in mud are sick.

Lesson activity;

### **NON-DEFINING RELATIVE CLAUSES;**

Non-defining relative clauses are sentences which don't define the subject but simply give more information about it.

#### **Characteristics of non-defining relative clauses;**

- a) The subjects of the main clauses are clear.
- b) The sentences are long.
- c) Commas are used when joining the two clauses.
- d) When joining the two clauses, a comma comes immediately after the subject, followed by a relative pronoun, then followed by the clause as the last part of the answer.

Examples;

1. Mukasa is my teacher. His father is a pilot.

- Mukasa, whose father is a pilot, is my teacher.

2. Mr. Wowoto was elected as a member of parliament. Mr. Wowoto displayed good leadership at the University.

- Mr. Wowoto, who displayed good leadership at the University, was elected as a member of parliament.

3. The preposition is mentioned once in the answer.

4. The man has gone to U.K. I work for him as a secretary.

a) The man for whom I work as a secretary, has gone to U.K.

b) The man whom I worked for as a secretary, has gone to U.K.

Lesson activity;

## **THE POSSESSIVE RELATIVE PRONOUNS:**

1. “Whose” is the possessive pronoun used to show ownership or possession in relative clauses.
2. “Whose” replaces personal or adjective pronoun e.g. her, his, one’s, their, my, your, our, its or the names themselves.

### Examples;

1. The girl was punished. Her dress was torn at the breasts.  
The girl, whose dress was torn at the breasts, was punished.
2. Ruth and I are crying. Our ball has been taken by Bwanika.  
Ruth and I, whose ball has been taken by Bwanika, are crying.  
Apollo, whose books are lost, is sick.

### Lesson activity;

## **SEPARATING ALREADY JOINED SENTENCES USING “WHOSE” INTO TWO.**

1. When separating sentences joined by “whose”, identify the main clause first with the main subject.
2. Identify relative clause second to begin with the correct adjective pronoun according to the subject given.
3. Finally drop the possessive relative pronoun “whose”.

### Example;

1. Wenger, whose team was beaten by Chelsea, is a good coach.
  - a) Wenger is a good coach. His team was beaten by Chelsea.
  - b) Wenger is a good coach. Wenger’s team was beaten by Chelsea.

### Lesson activity;

On a separate sheet of paper, construct ten sentences with double commas (possessive relative clauses)

**Language structures:**

**Use 20 minutes to make a review of If (1) and the tenses it uses both in the if clause and the main clause.**

**IF (2)**

**4B (a) IF + past simple + would/ could + infinitive**

**Examples.**

- i. I don't have money. I cannot buy a CD player.
- ii. If I had money, I would buy a CD player.
- iii. I don't have a CD player. I cannot buy many CDs.  
If I had a CD player, I would listen to pop music.
- iii. I don't have time. I would listen to pop music.  
If I had time, I would listen to pop music.

**Written Exercise 4B .2**

**Re-write the following sentences in if 2.**

1. Marion is likely to cry if she misses her programme.

.....

2. I don't have a lot of money. I would record all the gospel music on one DVD.

.....

3. We don't have a CD player so we cannot listen to pop music.

.....

4. If I go to town, I will buy a tape recorder.

.....

5. If I get a lot of money, I will set up a radio station.

.....

**Re-write the following sentences using .....needn't .....**

**Examples.**

1. You ought not to have switched off the TV because I was watching the talk show.

You needn't have switched off the TV because I was watching the talk show.



2. I ought not to have gone to the studio because I was not invited.

I needn't have gone to the studio because I was not invited.

### Written Exercise 4B. 3

**Re-Write the following sentences using .....needn't .....**

1. Bob ought not to have gone to town because it was late.

.....

2. The presenter shouldn't have played gospel music at this time.

.....

3. She ought not to have increased the volume because her father likes soft music.

.....

4. They ought not to have switched off the tv because their mother was listening to the news.

.....

5. I shouldn't have pressed the eject button because I was watching a nice film.

.....

### TOPIC: PRONOUNS REVISION

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

1. They cooked the food ..... (they)

2. You are young than ..... (he)

3. It seems to be ..... who has spoilt the book. (she)

4. One should respect ..... in public. (one)

5. The cow is moving with ..... calf. (it)

6. A teacher of ..... graduated this year (we)

7. One can easily keep ..... work neat. (one)

**Re-write the sentences giving the plural form of the underlined words**

8. Their dog destroyed my sties.

.....

9. Keep water for that cow.

.....

10. The pen he picked is his.

.....

11. He did the work himself.

.....

12. The money he picked is mine.

.....

**Re-write the sentences as instructed in the brackets**

13. Their teeth hurt them badly. (Begin: His.....)

.....

14. They do all the English work themselves. (Re-write beginning: One.....)

.....

15. Mariam emptied the buckets without anybody's help. (Re-write and end.....herself.)

.....

16. One shouldn't deceive oneself that one's work can be improved without serious practice. (Re-write beginning: They.....)

.....

**Re-write the following sentences correctly**

17. Apio's aunt asked Apio to prepare some tea.

.....

18. He himself did it.

.....

19. Judith said that Judith wanted to help Judith's mother.

.....

20. Both you and me are to meet the matron.

.....

**ADJECTIVES;**

Adjectives are words that describe or give more information about noun or pronouns.

**KINDS / TYPES OF ADJECTIVES;**

1. Colour adjectives;

These are adjectives used to describe the colour of nouns or pronouns. Examples;

- |   |        |   |        |   |        |
|---|--------|---|--------|---|--------|
| - |        | - |        | - |        |
| - | green  | - | red    | - | yellow |
| - | blue   | - | pink   | - | maroon |
| - | brown  | - | purple | - | cream  |
| - | black  | - | grey   |   |        |
| - | orange | - | white  |   |        |
| - | indigo |   |        |   |        |
|   | etc    |   |        |   |        |

## 2. Adjectives of size/shape.

These are adjectives used to describe the size or shape of nouns or pronouns.

### Examples;

- |   |             |   |       |   |       |
|---|-------------|---|-------|---|-------|
| - | rectangular | - | fat   | - | young |
| - | circular    | - | thin  | - | wide  |
| - | triangular  | - | big   | - | old   |
| - | tall        | - | small |   |       |
| - | short       | - | large |   |       |
| - | narrow      |   |       |   |       |
|   | etc         |   |       |   |       |

### 3. Adjectives of quality.

These are adjectives used to describe the goodness or badness of nouns or pronouns.

### Examples;

- |              |                |
|--------------|----------------|
| - durable    | - bad          |
| - beneficial | - nice         |
| - perishable | - beautify     |
| - bulky      | - ugly         |
| - fragile    | - handsome etc |
| - good       |                |

4. Adjectives of quantity These are adjectives used to tell the number or amount of nouns or pronouns. Examples:

- many - much
- little
- empty
- full
- a lot
- one
- two etc

5. National adjectives/adjective on nationality/proper adjectives.

These are adjectives used to tell the nation/country/state of nouns or pronouns. Examples:

Additional proper adjectives can be got from **the Advanced Oxford Dictionary**.

	Nation country state	Nationality
1.	Uganda	Ugandan
2.	Rwanda	Rwandan
3.	England	English
4.	Pole	Polish
5.	Finland	Finish
6.	Netherlands /Holland	Dutch
7.	Greece	Greek
8.	Congo	Congolese
9.	China	Chinese
10.	Japan	Japanese
11	Germany	German
12	France	French
13		
14		
15		
16		
17		
18		
19		
20		
21		

*In your groups, discuss some prominent countries and their respective nationalities.*

#### 6.Participle adjectives;

These are participle verbs used as adjectives to describe nouns or pronouns. Examples;

- broken
- stole
- rotten
- eaten
- written
- interesting
- exciting - boring
- pleasing
- annoying

#### Sentence practice;

- a) Wambi stepped on a broken bottle and injured her foot.
- b) The mad man has eaten the rotten water melon.
- c) You should report to the teacher with a written apology.
- d) The customer has paid for the eaten food.

e) The stolen books were found later by the head teacher.

7. Compound adjectives;

These are adjectives made of two or more words and used to describe nouns or pronouns.

Examples;

- long-armed/horned
- short-sleeved
- long-sleeved
- short-horned
- long-legged
- short-legged            etc
- 

FORMATION OF OTHER ADJECTIVES;

We can form other adjectives by the following suffixes.

- |               |        |
|---------------|--------|
| - y           | - ar   |
| - en          | - ed   |
| - ful         | - ish  |
| - less - ible | - able |
| - ive         | - ous  |

Most of the other adjectives are formed from nouns/verbs.

Examples;

	NOUN	ADJECTIVE
1.	rain	rainy
2.	cloud	cloudy
3.	wind	windy
4.	sun	sunny
5.	dirt	dirty
6.	dust	dusty
7.	water	watery
8.	salt	salty
9.	sugar	sugary
10.	blood	bloody
11.	gold	golden
12.	care	careful
13.	hope	hopeful
14.	faith	faithful
15.	pain	painful
16.	care	careless
17.	hope	hopeless
18.	use	useless

19.	pain	painless
20.	mercy	merciless
21.	terror	terrible
23.	horror	horrible
24.	reverse	reversible
25.	act	active
26.	expense	expensive
27.	creation	creative
28.	attraction	attractive
29.	attention	attentive
30.	reaction	reactive
31.	rectangle	rectangular
32.	triangle	triangular
33.	circle	circular
34.	regulation	regular
35.	spectacle	spectacular
36.	deduction	deducted
37.	punch	punched
38.	reduction	reduced
39.	slap	slapped
40.	corruption	corrupted
41.	fool	foolish
42.	child	childish
43.	Scotland	Scottish
44.	Poland	Polish
45.	Finland	Finnish
46.	value	valuable
47.	cure	curable
48.	comfort	comfortable
49.	punishment	punishable
50.	knowledge	knowledgeable
51.	danger	dangerous
52.	poison	poisonous
53.	courage	courageous
54.	fame	famous

55.	ferocity	ferocious
-----	----------	-----------

#### FORMATION OF ADJECTIVES FROM VERBS;

	NOUN	ADJECTIVE
1.	dirty	dirty
2.	water	watery
3.	bleed	bloody
4.	care	careful
5.	hope	hopeless
6.	pain	painful
7.	use	useless
8.	terrify	terrific
9.	reverse	reversible
10.	act	active
11.	create	creative
12.	attract	attractive
13.	attend	attentive
14.	react	reactive
15.	regulate	regular
16.	circulate	circular
17.	deduct	deducted
18.	punch	punched
19.	reduce	reduced
20.	slap	slapped
21.	corrupt	corrupted
22.	fool	foolish
23.	value	valuable
24.	cure	curable
25.	comfort	comfortable
26.	punish	punishable
27.	know	knowledgeable
28.	endanger	dangerous
29.	poison	poisonous
30.	encourage	courageous
31.	beatify	beautiful
32.	enlarge	large

33.	broaden	broad
34.	widen	wide
35.	sadden	sad
36.	madden	mad
37.	manage	manageable
38.	perish	perishable
39.	tighten	tight
40.	loosen	loose

## DEGREES OF COMPARISONS OF ADJECTIVES

Adjectives are compared in three degrees.

### a) The simple degree.

- The simple degree is a form of comparison of adjectives talking about only one subject, object, noun, pronoun or group.
- The adjective is in its original form.
- The simple degree can be either positive or negative.

### b) The comparative degree.

- The comparative degree is a form of comparison of adjective talking about two subjects, objects, nouns pronouns or groups.

### c) The superlative degree.

- The superlative degree is a form of comparison of adjectives talking about more than two subjects, objects, nouns, pronouns or groups.

## REGULAR COMPARISONS OF ADJECTIVES;

1. Regular comparisons of adjectives with "r" and "st" in their comparative and superlative degree respectively. Examples;

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	fine	finer	finest
2.	large	larger	largest
3.	wide	wider	widest
4.	safe	safer	safest
5.	wise	wiser	wisest
6.	white	whiter	whitest
7.	loose	looser	loosest
8.	nice	nicer	nicest



9.	rude	ruder	rudest
10.	simple	simpler	simplest

Regular comparisons of adjectives with “er” in the comparative degree and “est”.

Examples:

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	small	smaller	smallest
2.	tall	taller	tallest
3.	short	shorter	shortest
4.	weak	weaker	weakest
5.	smart	smarter	smartest
6.	young	younger	youngest
7.	fast	faster	fastest
8.	slow	slower	slowest
9.	sick	sicker	sickest
10.	clever	cleverer	cleverest

2. Regular comparisons of adjectives that have a CVC order consonant vowel consonant of the last three letters, double the last consonant and take “er” in the comparative degree and “est” in the superlative degree.

Examples:

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	big	bigger	biggest
2.	fat	fatter	fattest
3.	thin	thinner	thinnest
4.	red	redder	reddest
5.	mad	madder	maddest
6.	sad	sadder	saddest
7.	glad	gladder	gladdest
8.	hot	hotter	hottest
9.	wet	wetter	wettest
10.	dim	dimmer	dimnest

3. Regular comparisons of adjectives that end with “y” but drop it and take “ier” in the comparative and “iest” in the superlative degree.

Examples:

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	ugly	uglier	ugliest

2.	heavy	heavier	heaviest
3.	dirty	dirtier	dirtiest
4.	shabby	shabbier	shabbiest
5.	dusty	dustier	dustiest
6.	happy	happier	happiest
7.	busy	busier	busiest
8.	angry	angrier	angriest
9.	hungry	hungrier	hungriest
10.	healthy	healthier	healthiest

4. Regular comparisons of adjectives that have more than two syllables take more or less in the comparative degree and most or least in the superlative degree.

Syllables are words units into which words are divided.

Examples:

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	beautiful	more beautiful less beautiful	most beautiful least beautiful
2.	ignorant	more ignorant less ignorant	most ignorant least ignorant
3.	important	more important less important	most important least important
4.	interesting	more interesting less interesting	most interesting least interesting
5.	comfortable	more comfortable less comfortable	most comfortable least comfortable
6.	careless	more careless less careless	most careless least careless
7.	wonderful	more wonderful less wonderful	most wonderful least wonderful
8.	careful	more careful less careful	most careful least careful
9.	handsome	more handsome less handsome	most handsome least handsome
10.	famous	more famous less famous	most famous least famous

11.	delicious	more delicious less delicious	most delicious least delicious
12.	industrious	more industrious less industrious	most industrious least industrious
13.	difficult	more difficult	most difficult
		less difficult	least difficult
14.	dangerous	more dangerous less dangerous	most dangerous least dangerous
15.	hardworking	more hardworking less hardworking	most hardworking least hardworking

### IRREGULAR COMPARISONS OF ADJECTIVES

Irregular comparisons of adjectives are comparisons that have no order of change in their comparative and superlative degree. Examples;

	SIMPLE	COMPARATIVE	SUPERLATIVE
1.	good	better	best
2.	bad	worse	worst
3.	ill	worse	worst
4.	little	less littler	Least/ littlest
5.	many	more	most
6.	much	more	most
7.	a lot	more	most
8.	well	better	most
9.	far	farther further	Farthest/ furthest
10.	old	older elder	oldest /eldest

### ORDER OF ADJECTIVES:

For one to get the correct order of adjectives in a sentence, one may use the following formula:  
(DNOSSACOMKN) OR NOPSHACOM (Your teacher will explain the use of each formula)

This formula stands for;

D - Determinant e.g. He has ---, I met-----, They bought-----,

N-Number e.g. two, five, several, many, a or an etc

OP- Opinion e.g. beautiful, stupid, bad, good, nice, poor, interesting etc

S -Shape e.g. circular, oval, cylindrical, rectangular, flat etc

S - Size e.g. small, big, huge, large, tiny etc

A - Age e.g. old, young, ancient, new, current etc

C - Colour e.g. blue, red, white, reddish, whitish, black, etc

O - Origin e.g. American, Japanese, Chinese, Ugandan, Rwandan etc

M - Material e.g. leather, plastic, metallic, rubber, woolen, wooden etc

K -Kind/use e.g. milking, dancing, playing, swimming, wearing etc

N -Noun e.g. stool, table, gown, costume, cup, bed, chair etc

Example:

Rewrite the following sentences without using 'and', 'who', 'which' or 'that'.

1. The ladies are beautiful. The ladies are ten. The ladies are brown. The ladies are young.  
The ladies are from Asia.

.....

2. I bought a shirt. It was large. It was blue. It was made from Korea.

.....

3. The ladies are industrious. They are ten. They are brown. They are old. They are red eyed

They are from Rwanda.

.....

4. She brought children. They were young. They were dark-skinned. They were ignorant.  
They were slim. They were from England.

.....

5. I solved numbers. They were good. They were fifteen.

.....

6. I bought a shirt. It was long sleeved. It was red. It was soft. It was made from Italy.  
It was old.

.....

7. Our head teacher bought desks. They were twenty in number. They were made of wood. They  
were for Primary Seven.

.....

8. The policeman arrested a thief. The thief was from Africa. The thief was slender.  
The thief was stupid.

.....

9. My father bought blankets. They were soft. They were made of wool. They were three.

.....

10. The monkey jumped down the mountain. The monkey was brown. The monkey was clever.  
The monkey was long-tailed. The monkey was young.

.....

#### MORE ABOUT "OLD" AND "FAR"

old-elder-eldest are used when referring to people who are related.

##### Sentence practice.

Of the twins, Wasswa is the elder.

Who is your elder sister?

old-older-oldest are used when referring to people who are not related or other things.

My friend is older than me.

far-father-farthest are used with distance.

From Kampala, Mubende is farther than Mityana.

far-further-furthest are used with time.

December is further than July.

#### OPPOSITES OF ADJECTIVES;

	ADJECTIVE	OPPOSITE
1.	rough (surface)	
	Rough (sea/water)	calm
2.	ugly	Beautiful/handsome
3.	easy	difficult
4.	simple	Complex/ complicated
	dead	alive
5.	dry	wet
6.	hot	cold
10.	busy	idle
11.	sweet	sour /bitter
	Bright(weather)	dark
12.	bright (colour)	dull
13.	true	false
14.	quick /fast	slow
15.	near	Far/distant
16.	poor	Rich/wealthy
17.	coarse	fine
18.	proud	

19.	inside	outside
20.	loud	soft
21.	kind	Cruel/ unkind
22.	polite	Rude/ impolite
23.	upper	lower
24.	good	bad
25.	better	worse
26.	best	worst
27.	quiet	
28.	silent	noisy
29.	old	young
30.	junior	senior
31.	long	short
32.	tall	short
33.	modern	
34.	slender	stout
35.	robust	Feeble/ delicate
36.	clever	stupid
37.	wise	foolish
38.	first	last
39.	fat	Thin/lean
40.	thick	thin

#### OPPOSITES OF ADJECTIVES;

	ADJECTIVE	OPPOSITE
1.	many	few
2.	much	little
3.	fresh	stale
4.	weak	strong
5.	open	closed
6.	this	that
7.	these	those
8.	morning	evening
9.	giant	dwarf
10.	happy	Sad/unhappy
11.	public	

12.	lazy /indolent	Industrious/hardworking
13.	raw	ripe /cooked
14.	Spacious(room)	Cramped /poky
15.	common	uncommon /rare
16.	familiar	strange
17.	absent	present
18.	wrong	Correct/ right
19.	correct	wrong /incorrect
20.	top	bottom
21.	above	below
22.	cheap	Expensive/dear/costly
	shallow	deep
23.	wide	narrow
24.	broad	
25.	clean	dirty
26.	smart	shabby
27.	empty	full
28.	high	low
29.	active	inactive /dormant
30.	inner	outer
31.	internal	external
32.	generous	mean /selfish
33.	coward	Brave/ courageous
	accidental	
34.	former	latter /current
35.	small	big
36.	smart	shabby
37.	early	late
38.	light	heavy
39.	bright	dim
40.	all	none
41.	straight	Crooked/ zigzag
56.	eager	reluctant
57.	compulsory	optional/voluntary
58.	transparent	translucent/opaque
59.	decent	indecent

60.	guilty	
61.	maximum	minimum
62.	legal	
63.	lawful	unlawful
64.	lovely	repulsive
65.	singular	plural
66.	stationary	moving
67.	sober	intoxicated/drank
68.	genuine	fake/counterfeit
69.	majority	minority
70.	grateful	ungrateful
71.	powerful	feeble
72.	rigid	flexible
73.	regular	irregular
74.	obligatory	
75.	regular	periodic
76.	polite	Rude/impolite
77.	clear	unclear
78.	interior	
79.	superior	
80.	centrifugal	centripetal
81.	barren	fruitful/fertile
82.	fertile	infertile/barren
83.	rural	urban
84.	sparse	populated
85.	scanty	plenty
86.	amateur	professional
87.	real	unreal /imaginary
88.	indigenous	
89.	solitary	populous
90.	consent	dissent



## Exercise

### **Use the words in brackets to complete the given sentences below.**

1. Young girls enjoy drawing ..... objects (circle)
2. Maria is a .....girl. (beauty)
3. All teachers are .....in all subjects. (knowledge)
4. Covid is a .....disease.(cure)
5. It is very .....to play on the road. (danger)
6. A python is not a .....snake. (poison)
7. Kabale is a .....district. (mountain)
8. We should always be .....in class (attend)
9. This book is .....than that one. (good)
10. The more we play the ..... marks we get (little)
11. Ochola is the .....of the two boys. (heavy)
12. it is .....to rain today. (like)
13. The sun is a .....source of light. (nature)
14. none of the .....items has been found. (steal)
15. Why are you behaving in a .....way? (child)
16. A mango is a ..... fruit. (juice)
17. Primary Six is a .....class. (noise)
18. January is the .....month of the year. (dry)
19. Who is the ..... of the twins? (beauty)
20. We should learn to do ..... work in our community. (volunteer)
21. She told him not to ..... her book. (dirt)
22. The examination was ..... done. (good)
23. Her health is ..... than it was last year. (bad)
24. What a ..... day it was! (rain)
25. Frank has baked very ..... cakes. (taste)
26. December is always the ..... month of the year. (hot)
27. We should be .....to God for our health. (thank)
28. The ..... kids attend school regularly. (health)
29. Our school will host a ..... sports day.(colour)
30. John bought a ..... bed. (wood)

31. .... plates are not good to use.(metal)
32. We all use .....sweaters when it rains. (wool)
- 33.The ..... boys have lifted all the desks (energy)
- 34.The teacher told us an .....story of Ichuli.(interest)
- 35.The boy who got the .....mark was not promoted. (little)
- 36.There are .....boys than girls in Primary Seven. (many)
- 37.Of the two boys, Mario is the ..... (clever)
- 38.The ..... President supports Arsenal fc (Rwanda)
- 39.We should observe a high standard of ..... (clean)
- 40.David was very .....to kill Goliath. (courage)

From 41-55, rewrite the sentences giving the opposites of the underlined words.

41. The roads in Uganda are narrow.

.....

42.Our classroom is really very tidy.

.....

43.The judge found the thief guilty

.....

44.Her condition is worse than it was yesterday

.....

45.The city is full of ancient buildings.

.....

46.He got a permanent job recently.

.....

47.The food you gave to boys was adequate.

.....

48.Mafene is the ugliest girl in Uganda.

.....

49.The lake was rough last night due to strong winds.

.....

50.Odongo is a very responsible prefect.

.....

51.The mechanic left the door open.

.....

52.It is legal to hunt in game parks

.....

53.The baby was asleep during the mass ceremony.

.....

54. Education has helped to reduce illiterate levels in Uganda.

.....

55.He was caught selling mature fish.

.....