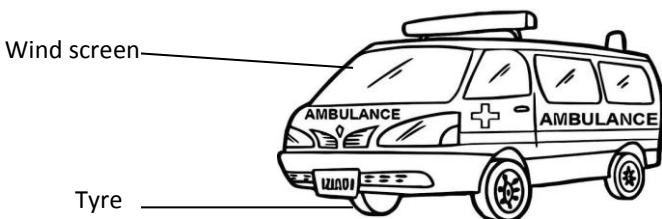


TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

SUB-TOPIC 1A: PARTS OF A VEHICLE

VOCABULARY LESSON I

engine	A machine that convert any form of energy in to a mechanical force. John bought a new engine for his lorry.
tyre	A rubber covering surrounding an inflated inner tube placed around the wheel. My car tyres have some punctures.
steering wheel	Steering control in a vehicle. A steering wheel is in front of the vehicle.
windscreen	A front window which provides visibility while protecting occupants from the elements. Arina hit the ambulance windscreen and got broken. <div style="text-align: center;">  </div>
driving mirror	A mirror that enables you to see the traffic behind when you are driving. She looked in the driving mirror but the boot lid blocked her view.
boot	An enclosed space at the back of the car for carrying luggage or other goods. I packed my entire luggage in the boot before starting the journey.
seatbelt	A belt used for securing someone in the seat of a motor vehicle against harmful movement. Most of the vehicles have seatbelts for the drivers.

VOCABULARY PRACTICE I

Fill in the blank spaces to complete these sentences.

- Our mother cleans the windscreen and so _____ our father.
- At the _____, the father bought two tyres.
- We prefer travelling by taxi _____ travelling by bus.
- His car driving _____ got broken.
- They said they _____ see me the following day.
- The driver did not fasten the _____ before starting the engine.

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

7. The tyre _____ as the driver was speeding on the hill. (burst)
8. Their grandfather was an _____ in that garage. (engine)
9. The _____ of your uncle's bicycle is very weak. (carry)
10. That car has both _____ faulty. (indicator)
11. His father bought a new _____ for his car. (steer)

Arrange the words below in correct alphabetical order.

12. brakes, bell, boot, bonnet

13. spokes, seat, saddle, steering

Re-write these sentences giving one word for the underlined group of words.

14. The mechanic replaced two rubber coverings surrounding an inflated inner tube placed around the wheel for his vehicle.

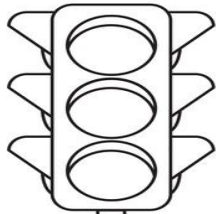
15. We shall put our luggage in an enclosed space at the back of the car for carrying luggage or other goods for our taxi next week.

16. The head teacher said that the mechanic will buy a new machine that converts any form of energy in to a mechanical force for the school bus.

SPELLING EXERCISE

- 1 2
3 4
5 6
7 8

VOCABULARY LESSON II

seat	<p>A thing made or used for sitting on while in the vehicle.</p> <p>A taxi has seats for 14 passengers.</p> <p>A person's buttock.</p> <p>Our teacher of English caned my seat badly.</p>
wiper	<p>An item for wiping a smooth surface.</p> <p>A long metal part with a rubber edge that moves across windscreen to make it clean.</p> <p>That is the boy who broke our father's car wiper.</p>
headlamp	<p>A powerful light at the front of the vehicle.</p> <p>The bus got involved in an accident because its headlamp has deemed light.</p>
indicator	<p>A part of a motor vehicle used for signaling the turning direction.</p> <p>Mark switched on left indicators when he was branching off to the bank.</p>
spokes	<p>Bar rods that connect the centre of a wheel to its outer edge.</p> <p>Musa bought ten spokes for his motor cycle last week.</p>
Traffic light	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>A signaling device put at the road side in order to control flows of traffic.</p> <p>Traffic lights have three colours.</p> </div> </div>
chain	<p>A series of linked metal rings used for pulling loads.</p> <p>Both the bicycles and the motorcycles have chains.</p>
mudguard	<p>A curved cover put on top of a wheel to protect the cyclist from the mud.</p> <p>Byamugisha bought an old mudguard for his motor cycle.</p>

VOCABULARY PRACTICE II

Fill in the blank spaces with a correct word.

- The driver did not fasten the _____.
- Our bicycle failed to stop because its _____ were faulty.
- My father's car _____ got a puncture on his way to work.
- The driver _____ we talked was jailed.
- It is good for a cyclist to put on a _____ jacket at night.

Use each of the words given below in a sentence to show that you know the difference in their meaning.

6. sit: _____

7. seat: _____

Arrange these words to form a meaningful sentence.

8. bought an indicator John for car his.

9. used What is for mudguard a?

10. long chain What a is this!

Rewrite these sentences giving the opposite of the underlined words.

11. Kandi bought a new mudguard for his motorcycle.

12. His bicycle has tight spokes from in front wheel.

13. This is the mechanic who repairs our car last weekend.

VOCABULARY LESSON III

carrier	A part of a bicycle or motorcycle where luggage are put. Miriam was carried on the bicycle carrier by Ariam.
saddle	A seat on a bicycle or motorcycle. The drunkard sold his bicycle saddle because of poverty.
reflector	A piece of metal or glass used for reflecting light in a required direction.
brake (noun)	A device for slowing or stopping moving bicycle, vehicle or motor cycle. We shall buy new brakes for our bicycle tomorrow.
brake (verb)	To slower or stop moving bicycle, motor cycle or vehicle. The driver braked suddenly when he saw my father.
bell	A hollow cup shaped, metal object that makes a ringing round when it is hit. His fixed the bell on the left part of the bicycle hand bar.
Peddle(noun)	

Peddle (verb)	To sell goods to people by moving from one place to another.
handlebar	A curved part of a bicycle for holding from while riding She bought a new bicycle handle bar.

VOCABULARY PRACTICE III

Fill the blank spaces with a correct word.

- Our bicycle failed to stop because its _____ were faulty.
- My father's car _____ got a puncture on his way to work.
- His car driving _____ got broken.
- It is good for a cyclist to put on a _____ jacket at night.

Use each of the words given below in a sentence to show that you know the difference in their meaning.

- brake: _____
break: _____
- bell: _____
belt: _____

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

- The tyre _____ as the driver was speeding. (burst)
- Their grandfather was an _____ in that garage. (engine)
- The _____ of your uncle's bicycle is very weak. (carry)
- That car has both _____ faulty. (indicator)
- His father bought a new _____ for his car. (steer)

Arrange the words below in alphabetical order.

- brakes, bell, boot, bonnet

- spokes, seat, saddle, steering

Re-write the following sentences giving one word for the underlined group of words.

- There was a small hole in the motorcycle tyre.

- The man who repairs cars was very busy today.

16. The part of a bicycle on which luggage is carried was very small.

17. A good bicycle should have curved covers over its wheels.

18. The traffic officer ordered the man driving the car to stop.

LANGUAGE STRUCTURES

The use ofhas/ have.....

has and **have** are helping verbs used with past participle tenses to form present perfect tense. They are placed before the main verbs in the past participle form.

_____ **has** _____

_____ **has** _____ is used with singular nouns and singular personal pronouns

_____ **have** _____ is used with plural nouns, plural personal pronouns and pronoun I.

Examples

1. He has arrested the notorious thief in the garage.
2. Ogule has bought new tyres for his car.
3. Terrorists have attacked many countries in the world.
4. Murderers have no mercy about human beings.

*We use **has/ have** at the beginning of the sentence to ask questions.*

Examples

1. Have you seen my wipers?
2. Has he travelled by bus?

Activity

Complete the following sentences using: _____ has/ have _____

1. None of the pupils _____ failed the test.
2. One of the suspects _____ admitted that he committed the offence.
3. Neither the judge nor the magistrate _____ convicted him.
4. I _____ proved to them that I am innocent.
5. The driver who caused the accident _____ been arrested.
6. _____ you ever driven a car?
7. That garage _____ very many customers.
8. Peter, tom and Sam _____ a plan to buy a vehicle each.

9. His father's cars _____ small boots.

10. A drunkard _____ broken the windscreen of Mr. Baraka's car.

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

11. The bad children have _____ the windscreen of Mr. Kasozi's car. (break)

12. He has _____ to Kampala to buy some spare parts. (go)

13. They have _____ repairing my car. (is)

14. I have _____ how to drive vehicle on my own. (learn)

15. Margret has _____ the thief who stole your car tyre. (see)

LANGUAGE STRUCTURES

The use of:looking forward to.....

The structure is used to predict near future events and activities.

It is preceded by the helping verb **is/ are** and the verbs to follow this structure is expressed in continuous tense (-ing)

Examples

1. The P7 pupils will do their PLE in November.

The P7 pupils are looking forward to doing their PLE in November.

2. Nambi will visit his relatives next month.

Nambi is looking forward to visiting his relatives next month.

3. The mechanic will repair my father's vehicles tomorrow.

The mechanic is looking forward to repairing my father's vehicles tomorrow.

ACTIVITY

Rewrite the sentences using: _____ looking forward to _____

1. I shall come back tomorrow.

2. We shall be leaving for Nairobi next week.

3. I shall buy a new taxi next month.

4. The boy will clean the blackboard after the lesson.

5. Elizabeth will get a big prize at the party.

6. The pupils will attend the headmaster's birthday party on Friday.

7. We shall receive our letters tomorrow morning.

8. They will be learning French next year.

9. We shall go to P6 next term.

10. I will inform him about our plan on Monday.

GRAMMAR

Use of the Present Simple tense

Present simple tense is every day. In this tense, singular subject of the sentence, you add "s" to the main verb. For the singular third person while with plural subjects and "I" you don't add "s".

Examples:

1. **Robert replaces windscreen everyday.** (*Affirmative sentence*)

Robert replaces windscreen every day. (*Negative sentence*)

2. **We play football every evening.** (*Affirmative sentence*)

You don't play football every evening. (*Negative sentence*)

ACTIVITY

Turn the following affirmative sentences into negative sentences.

1. That mechanic speaks English fluently every day.

2. Whenever Rita is put in a car, she cries loudly.

3. My mother drives me to school every day.

4. Joyce lies on the bed every day.

5. We ring the bell after every hour.

Fill in the blank spaces sensibly.

6. She _____ fetches water in the morning.
7. Tom and Aaron do homework from home _____ day.
8. The drivers drive their _____ every week.
9. The _____ repairs the vehicles every day.
10. Joseph and Mary _____ at Rubaga Primary school daily.

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

11. Sam always _____ on the headlamps whenever he is driving. (switch)
12. Maragwe _____ down pedestrians every month. (knock)
13. I usually _____ my car to the school. (drive)
14. We normally _____ before starting the journey. (prepare)
15. None of those mechanics _____ my father's car. (repair)

GRAMMAR

Use of Present Continuous tense

It is also called the now tense. The helping verbs are "is" "am" and "are" when constructing a sentence, you add "_ing" to the main verb.

Note: Main verbs with short vowels before the final consonant double the final consonants and then take "ing" at the end.

Examples

slap - slapping sit - sitting
clap - clapping mop - mopping
put - putting get - getting

Examples

Affirmative sentences

1. She is working now.
2. They are swimming in the river.
3. My sister is putting the cup on the table.

Affirmative sentences can be changed to negative sentences.

1. **The mechanic is working now.**
The mechanic is not working now.
2. **I am going with my father today.**
I am not going with my father today.
3. **My sister is putting the cup on the table.**
My sister is not putting the cup on the table.

ACTIVITY

Turn the following sentences into affirmative

1. John is not cutting grass now.

2. David is never making a toy at this moment.

3. The girls are washing clothes

4. Mary is eating mangoes.

5. We are bringing the chairs.

Use the correct word in the brackets to complete these sentences.

6. The cat _____ the rat now. (kill)

7. Phillip is _____ new wipers. (fix)

8. Many women are _____ cars nowadays. (drive)

9. I am _____ the windscreen. (wipe)

10. We are _____ at a very high speed today. (drive)

Fill in the blank spaces sensibly.

11. The mechanics _____ removing the broken wind screen.

12. His father _____ bargaining with the mechanic.

13. Morgan is painting _____ new car now.

14. John was leaning _____ the dirty car packed in the garage.

15. The driver is coming _____ our school late I the evening.

GRAMMAR

Interrogative sentences (questions) in present continuous tense

Affirmative sentences can be changed into interrogative sentences

To change sentences to interrogative begin with a helping verb

Examples

1. **David is breaking a windscreen now.**

Is David breaking a windscreen now?

2. **I am looking at the flower.**

Am I looking at the flower?

3. **They are watching the match.**

Are they watching the match?

ACTIVITY

Rewrite these sentences in interrogatives.

1. Jack is blowing the whistle.

2. They are buying a pen.

3. The lady is feeding a baby.

4. We are seeing our neighbour's motorcycle.

5. He is playing with a pen.

6. My mother is preparing tea.

7. I am writing a letter.

8. You are eating apples.

9. We are making boxes.

10. Joan is singing a song.

GRAMMAR

FUTURE SIMPLE TENSE

It expresses what will happen in future/ tomorrow.

We use **will** and **shall** as the helping verbs in this tense.

I	}	shall	}	It
We		shan't		He
She		won't		
They				

The negative forms of these helping verbs are **won't** for will and **shan't** for shall.

Examples

Affirmative sentences

1. We shall help you.

2. You will pay for this repair.

3. He will bring new spares for this car.

Affirmative sentences can be changed to negative sentences.

When changing affirmative to negative sentences in this tense, we only change the helping verbs as below.

- **Shall** changes to shall not which in short is **shan't**
- **Will** changes to will not which in short is **won't**

Examples

1. We shall help you.

We shan't help you.

2. You will pay for this repair.

You won't pay for this repair.

3. He will bring new spares for this car.

He will not bring new spares for this car.

ACTIVITY

Rewrite these sentences in negative forms

1. The woman will sell her car.

2. He will play very well.

3. We shall win the match.

4. I shall come to school tomorrow.

5. He will tell you everything.

6. The child will cry in the room.

7. My father will go to Kampala.

8. They will bring soft drinks.

9. She will sing a nice song.

10. I shall wash my feet.

GRAMMAR

Interrogative sentences in future simple sentences

Both affirmative and negative sentences can be changed to interrogative sentences.

Examples

1. **The dogs will run on the ground.**

Will the dogs run on the ground?

2. **We shall repair our car on our own.**

Shall we repair our car on our own?

3. **She will break the side mirror.**

Will she break the side mirror?

NB: The helping verb begins the sentence while writing in interrogative.

Activity

Change these sentences to interrogative structures

1. I shall do my work.

2. Joyce will write on the blackboard.

3. My father will learn how to drive.

4. She will keep her promise.

5. Your mother will come to school on foot.

6. They will put you in trouble.

7. They will stay here.

8. We shall go there.

9. They will help you in this game.

10. I shall go to his house.

GRAMMAR

The Present Perfect Tense

This tense names an action finished in the past but which still has something to do with the present. The action happens a few moments before the present time.

The present perfect tense is formed with has or have+ past participle

Has is used with singular while **have** is used with plural pronoun and pronoun I.

Examples

1. We have sung beautifully.
2. He has gone out.
3. I have finished my work.
4. She has learnt English today.

Examples of past participles

Verb	past participle
(i) go	gone
(ii) sweep	swept
(iii) teach	taught
(iv) steal	stolen

ACTIVITY

Rewrite the following sentences in the present perfect tense.

1. They will steal your vehicle.

2. She is tearing my exercise book.

3. Birds are flying high in the sky.

4. You are lying to me.

5. The prisoner is running away.

Put the verbs in brackets in the present perfect tense

1. The plumber _____ an interesting book.(buy)
2. Joseph _____ all the homework alone.(do)
3. My parents _____ to the coast.(go)
4. We _____ enough food today.(eat)
5. Percy _____ hard this term.(work)

Fill in the blank spaces to make the most correct sentences in the present perfect tense.

1. Farmers _____ grown a lot of beans in the garden.
2. Mr. Mukaru _____ been preparing some work for the children.
1. I _____ learnt English in ten years.
2. We have _____ the wind screen using the wipers.
3. The time keepers _____ rang the bell.
4. I _____ drunk my juice.
5. He _____ paid for the electricity bills

LANGUAGE STRUCTURES

The use of: _____ **prefer** _____ **to** _____

Prefer is used to mean –liking more than or better than.

It is used when one has to choose one particular item from a given list or one out of the two. It is wrong to use **.....prefer....** with the comparative, like more than or better than in the sentence and others like, much, most or very.

Examples

1. I like English better than French.

I **prefer** English **to** French.

2. My mother likes posho very much but she likes millet most.

My mother prefers millet to posho.

ACTIVITY

Rewrite the sentences usingprefer.....to.....

1. Bamwine likes Irish potatoes more than sweet potatoes.

2. Mary enjoys volleyball more than cricket.

3. I don't like tea the way I like juice.

4. His uncle likes swimming better than football.

5. I like poems more than plays.

6. Michael likes oranges more than yellow bananas.

7. My friend liked swimming more than netball when she was still at school.

8. Babies like soft foods better than hard ones.

SPELLING EXERCISE

1 2

3 4

5 6

7 8

LANGUAGE STRUCTURES

Use of: _____ **must** _____

_____ **mustn't** _____

We use **must** as a helping verb when we are saying that something has to be done as a command.

Its negative form is **must not**. Must not is contracted as **mustn't**.

We use **mustn't** to mean that something is unacceptable.

Examples

Rewrite these sentences using: _____ **must** _____

1. **We need to respect traffic lights in order to reduce road accidents.**

We must respect traffic lights in order to reduce road accidents

2. **We ought to cross the road when it is clear.**

We must cross the road when it is clear.

Use: _____ **mustn't** _____ to rewrite these sentences.

1. **We should not throw stones at moving vehicles.**

We mustn't throw stones at moving vehicles.

2. We need not stand behind parked cars.

We mustn't stand behind parked cars.

ACTIVITY

Rewrite these sentences using: _____ must _____

1. He needs to fasten the seatbelt before starting the engine.

2. They needn't worry about their cars.

3. We needn't drive on flat tyres.

4. I needn't play with my neighbour's motorcycle.

5. John needs to go to church tomorrow.

6. She can't be preparing for marriage because she is still very young.

Use: _____ must _____ to fill in the blank spaces sensibly.

7. The city was crowded. There _____ be an important visitor.

8. She is looking unhappy. She _____ be sick.

9. I can't fast when I am sick. I _____ be fooling myself.

10. The driver _____ be talking about a different **man**.

PASSAGE

Read the passage below carefully and answer the questions about it in full sentences.

APOLLO'S SPARE PARTS

Apollo is a businessman in Kiseka Market. He is a dealer in motor vehicle spare parts from Japan and Germany. Spare parts are parts of a machine which are used by a mechanic to replace the damaged ones.

Apollo imports spare parts like engines, head lamps, gear boxes, windscreens, wipers, piston, driving mirrors, tyres, wheels, pedals, indicators, mudguards and many others. Wipers are blades with a rubber edge which moves across a windscreen to make it clear for example when it is raining.

In addition, he imports tools used in vehicle repair such as car jacks, files, testers, adjustable, spanners, pliers and many others.

Apollo receives customers every day. His customers come from near and far. They come to purchase spare parts for their vehicles which have broken down or to replace the old ones that are worn out. People like Apollo's spare parts because they are original and durable.

QUESTIONS

1. What is the passage about?

2. Where does Apollo work?

3. What does Apollo deal in?

4. From where does Apollo import the spare parts?

5. Why do the customers like Apollo's spare parts?

6. Give another word or group of words with the same meaning as;

a) Everyday: _____

b) purchase: _____

7. How often does Apollo receive customers?

8. Write "and many others" in short.

9. Write the title of the passage.

SPELLING EXERCISE

1 2

3 4

5 6

7 8

TABLES

The table below shows parts of a vehicle sold by Makumbi Morgan at Asante Auto Garage in Bulu Town. Use it to answer the questions that follow in full sentences.

Item	Cost per item
Wipers	Shs. 20,000= per pair
Tyres	Shs. 500,000= each
Indicators	Shs. 30,000= each
Headlamps	Shs. 40,000= each

QUESTIONS

1. What does the table above show?

2. Which garage sells the above parts of a vehicle?

3. Who sell these spare parts?

4. How many items are shown on the table?

5. According to the table, what is the cheapest item sold in the garage?

6. If Olum bought one tyre and two indicators, how much money would he pay?

7. What is the cost of a pair of wipers?

8. What is the most expensive spare part according to the table?

9. Which item costs the same as a pair of wipers and an indicator?

10. How much is a pair of indicators and a single headlamp?

POEM

Read the poem below carefully and answer in full sentences the questions that

Brothers and sisters,
Did you know?
Here we are, at the garage,
My helper is busy at work,
Repairing and fixing parts of vehicles,
Using different tools,
Which carry out different functions.

My helper, bring the toolbox and open it
I need a spanner for holding and turning the nuts
Give me the screw driver
So that I can turn these screws easily
Don't forget the pliers because
They help me hold things firmly

Draw that hammer closer
Such that I can hit these nails
Pick out the saw so that I can cut these metals
If you don't give me the tester
I will not be able to test the presence of power
Just extend that sand paper so that
I can smooth these metals.

follow.

QUESTIONS

1. What is the poem about?

2. Where is the writer according to the poem?

3. What is the writer doing at the garage?

4. Who should open the toolbox?

5. How useful is a spanner?

6. Why does the mechanic need the screw driver?

7. What helps the mechanic hold things?

8. How useful is a hammer?

9. How many stanzas are there in the poem?

10. Give a word or group of words to mean the same as function.

COMPREHENSION

POEM

The Mechanic

Mechanic! Mechanic!
Dressed in a blue overall
Carrying a toolbox along with him,
Full of spanners, pumps and nuts,

Mechanic! Mechanic!
Working skillfully on his customer's vehicle,
Those with engine problems.
He handles them with ease,
The ones with pictures, rubber solution does it well.

Mechanic! Mechanic!
How great you are!
Without your services,
We wouldn't drive.

Kirabo Joy

QUESTIONS

(a) What is the poem about?

(b) What is the colour of the mechanics overall?

(c) What is the mechanic carrying in stanza one?

(d) Write down any two tools found in the toolbox.

i) _____

ii) _____

(e) What does a mechanic use to mend the punctures?

(f) How many stanzas does the poem have?

(g) Why do you think a mechanic is important?

(h) Who is so great?

(i) Who wrote the poem?

COMPREHENSION

DIALOGUE

Kasaadha repairs Ssali's bicycle

Ssali	Good afternoon, mechanic.
Kasaadha	Good afternoon, young man.
Ssali:	Mr. Kasaadha, can you please repair my bicycle?
Kasaadha:	Why not? I repair bicycles and even motor vehicles. What is the matter with your bicycle?
Ssali:	It has a flat tyre.
Kasaadha:	That could simply be a puncture caused by a sharp nail. How long have you been using your tube?
Ssali:	Since I bought this bicycle. About a year ago.
Kasaadha:	Let me take a closer look at the tyre.
Ssali:	Please, go ahead.
Kasaadha:	This is certainly a puncture. Please, help me carry that tool box nearer to the bicycle.
Ssali	Ok mechanic. Here it is.

QUESTIONS

1. What is the dialogue about?

2. At what time of the day did the conversation take place?

3. Who took his bicycle for repair?

4. What else can Kasaadha repair apart from bicycles?

5. What happened to Ssali's bicycle?

6. What caused the puncture in Ssali's bicycle?

7. How long had Ssali used the tube?

8. What is Kasaadha's job?

9. Where do you think this conversation took place?

10. What is a tool box used for?

SPELLING EXERCISE

1 2

3 4

5 6

7 8

COMPREHENSION

TABLES

Opio owns a vehicle spare parts shop in Ntinda. The table below shows some of the spare parts he sold in a particular week. Use it to answer the given questions in full sentences.

ITEM	DAYS					
	MON	TUE	WED	THUR	FRI	SAT
Wind screen	4	5	-	6	10	8
Brakes	6 pairs	6 pairs	-	1 pair	7 pairs	3 pairs
Indicators	-	3	-	4	4	4
Wipers	2 pairs	-	-	-	6 pairs	10 pairs
Tyres	-	1	-	5	2	3
Headlamps	5	-	-	-	-	4
seatbelts	10	-	-	17	10	5

QUESTIONS

1. What does the table show?

2. Where is Opio's shop located?

3. How many items are shown on the table?

4. How many wind screens did Opio sell on Monday and Thursday?

5. Which spare parts did he sell most in this particular week?

6. When did he sell the least number of spare parts?

7. Which items are sold in pairs?

8. When did he sell the greatest number of spare parts?

9. How many days does Opio's shop operate a week?

10. When did Opio never sell any spare part?

The sentences below are in a wrong order. Rearrange them to make a good composition.

- [illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

COMPOSITION

GUIDED COMPOSITION

Use the words in the box to complete the passage.

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

A car is a good _____ with many parts working together. It has _____ that control the speed of the car. The _____ is used to turn the car in any direction. The _____ is for seeing vehicles that are coming from behind. The _____ provides power for the car to run. Some of them use petrol while others use _____ as fuel. When the _____ flash, it may be a warning to the drivers. We have two lighters in a car. They are called _____. They show the drivers when we want to make a turn to either the right or to the left side. _____ are used in cars and aeroplanes because if there is an accident, you will not fall forward and _____ any part of your body.

SPELLING EXERCISE

- 1 2
- 3 4
- 5 6
- 7 8

SUB-TOPIC 1B: EQUIPMENT USED IN VEHICLE REPAIR

VOCABULARY LESSON I

toolbox	A box or container for keeping tools in. The snake was in the toolbox.
pliers	A small tool with two hands for holding or pulling small things like nails. A pair of pliers costs two thousand shillings each.
spanner	An adjustable wrench A tool with shaped opening or jaws for gripping or turning a nut or bolt. Calvin lost our spanners in the garage.
screwdriver	A thin piece of metal used for driving screws into metal or wood. A hammer is heavier than a screwdriver.
hammer	A tool with heavy metal head used for fixing nails and breaking things. He hit himself with a hammer.
file	A small tool for sharpening objects like knife. Balam lent me his new file last night.
car jack	A machine used for lifting a car off the ground in order to make a repair. Mark has a small blue Jamaican car jack.

VOCABULARY PRACTICE I

Fill in the blank spaces with a suitable word.

1. The _____ who repaired our father's car forgot his spanner.
2. My mother put her tools for repairing vehicles in her _____.
3. We left our school truck at the _____ to be repaired.
4. _____ you buy a new engine, your taxi won't move again.
5. The head teacher's vehicle _____ down as we were going to town.

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

6. The old woman _____ the mechanic because he had repaired her vehicle. (pay)
7. They _____ the spanner to remove the wheel. (bring)
8. Otim is _____ to School now. (to ride)
9. If I _____ a mechanic, I would repair your car. (to be)
10. The lorry was _____ loaded with spare parts. (heavy)
11. James is a _____ mechanic in Jinja town. (skill)
12. The lorry driver has _____ carelessly. (drive)
13. He _____ his engine yesterday to reduce friction. (grease)
14. Mother _____ the steering and drove off. (hold)
15. If you are a _____ mechanic, you will cause a lot of accidents. (care)

VOCABULARY LESSON II

Saw	A hand tool for cutting wood or other hard objects. We lost our handsaw in the forest.
Grease	Soft and melted oil used as lubricant We put greese on the chain to reduce friction.
Oil	A viscous liquid derived from petroleum and used as fuel or lubricant. How much is the engine oil?
Sandpaper	A strong paper that has sand coating inside used for rubbing wood or metal surface to make them smoother. We bought a roll of sandpaper from Makumbi's garage.
Tester	A person who test something A machine used to test whether another machine or device is working well. His father bought two electric testers last week.
wire	A metal drawn out into the form of a thin flexible thread The mechanic used coated wires to wire my car.

VOCABULARY PRACTICE II

Use each of these words in the sentences to show that you know the difference in their meanings.

1. saw _____
2. sow _____

Re-write the sentence giving the plural form of the underlined words.

3. If Barbra gets a pair of pliers, she will tighten the nuts.

4. My brother put all the spanners in the toolbox.

5. Daddy's car was stolen from the garage last week.

Rewrite these sentences giving the opposites of the underlined words

6. That mechanic is always very shabby.

7. John bought a very short wire.

Arrange these words in correct dictionary order.

8. test, tester, testing, tested

9. oil, tester, wire, sandpaper

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

10. Marriam put soft and melted oil used as lubricant on the chain to reduce friction.

11. Mark lost our hand tool for cutting wood or other hard objects in the garage.

12. The mechanic used coated metals drawn out in form of a thin flexible thread to wire my car.

LANGUAGE STRUCTURES

The use of: _____ in order to _____

The structure is used to tell the motive/ intention, purpose or reason for doing something.

The verb to follow this structure must be in infinitive form.

The structure is used at the beginning or in the middle of the sentences. When used at the beginning, a comma is used at the middle of the sentence.

Examples

1. Kirya used a pair of pliers. He wanted to cut the wire.

Kirya used a pair of pliers in order to cut the wire.

2. Musa drove very fast. He wanted to reach school early.

Musa drove very fast in order to reach school early.

ACTIVITY

Join these sentences using: _____ in order to _____.

1. Jolly bought a new tool box. He wanted to keep his tools safer.

2. Gerald went to the garage. He wanted to buy some sand papers.

3. We went to the garage. We wanted to learn parts of vehicles.

4. Nicloas and Andrew went to the tyre clinic. They wanted to buy new tyres.

5. The rich man fenced his home. He wanted to protect his cars from thieves.

6. Dad went to town. He wanted to buy new windscreen for his motor vehicle.

7. We borrowed a car jack. We wanted to remove the car tyre.

GRAMMAR

OPPOSITES

Opposites are words with reversal meanings.

Opposites can be for nouns, pronouns, verbs, adverbs and adjectives.

Examples of opposites of adjectives

word	opposite	word	opposite
danger	safety	Absent	present
Accept	refuse	Admit	deep
shallow	deny	Ancient	modern
defeat	victory	difficult	easy / simple
Arrival	departure	divide	multiply
Attack	defence	Beautiful	ugly
dwarf	giant	drunk	sober
Bent	straight	empty	full
Bitter	sweet	entrance	exit
Blunt	sharp	exterior	interior
Bold	timid	external	internal
Bravery	cowardice	failure	success
Bright	dull	false	true
Broad	narrow	foolish	wise
Build	demolish	found	lost
Capture	release	future	past
Cheap	expensive / dear	generous	selfish

Coarse	fine	guilty	innocent
Contract	expand	hatred	love
Coward	hero	heavy	light
Hollow	solid	humble	proud
Ignorance	knowledge	inferior	superior
Junior	senior	majority	minority
Noisy	quiet	peace	war
Often	seldom	opaque	transparent
Permanent	temporary	plentiful	scarce
Poverty	wealth	punishment	reward
Rough	smooth /calm		

ACTIVITY

Write the opposites of the underlined words

1. That perimeter wall will soon be demolished.

2. Some roads in this country are very narrow.

3. The mathematics teacher punished me because I drew a bent line.

4. I denied having stolen Musa's pen.

3. The sea was calm by the time our ship sailed.

4. The floor of our dining room is very rough.

5. Most girls in our school carry heavy bags.

6. Mathematics is the subject in which I hope for success.

5. My grandmother has constructed a temporary house.

6. Our fore fathers used not to go to school because of poverty.

GRAMMAR

OPPOSITES USING PREFIXES

A prefix is a letter or group of letters added to the beginning of the word to change its meaning.

Using the prefix - un

Armed	Unarmed		wise	unwise
equal	unequal		friendly	unfriendly
Certain	Uncertain		dress	undress
common	uncommon		happy	unhappy
Healthy	Unhealthy		suitable	unsuitable
welcome	unwelcome		grateful	ungrateful
Popular	Unpopular		willing	unwilling
skilled	unskilled		reasonable	unreasonable
True	Untrue		reliable	unreliable
conscious	unconscious		steady	unsteady

Using the prefix in

Capable	Incapable		sane	insane
visible	invisible		gratitude	ingratitude
complete	incomplete		direct	indirect
audible	inaudible		expensive	inexpensive
correct	Incorrect		curable	incurable
attentive	inattentive		dependent	independent
sincere	Insincere		Justice	injustice
efficient	inefficient		equality	inequality
distinct	Indistinct		decent	indecent
offensive	inoffensive		sufficient	insufficient

Using the prefix dis

Appear -	Disappear		comfort	discomfort
connect -	disconnect		satisfied	dissatisfied
Loyal -	Disloyal		believe	disbelieve
courteous –	discourteous		advantage	disadvantage
Honest –	Dishonest		arm	disarm

orderly –	disorderly		contented	discontented
Agree -	Disagree		obedient	disobedient
allow -	disallow		arrange	disarrange
Like –	Dislike		continue	discontinue
pleasure –	displeasure		respectful	disrespectful

Using the prefix im ...

Movable	Immovable		patient	impatient
possible	impossible		Proper	improper
Perfect	Imperfect		mortal	immortal
pure	impure		polite	impolite
Penetrate	impenetrable			

Using the prefix il .. , ir...

Legal	Illegal		legible	illegible
literate	illiterate		Regular	_____
resistible	_____		Responsible	Irresponsible
reverent	irreverent			

Using non....

Sense	Nonsense		intoxicating	non – intoxicating
Existent	Non –existent		essential	non – essential
flowering	non flowering			

Opposite using suffix -less

Hope	Hopeless		care	careless
cheer	_____		use	useless
doubt	doubtless		help	_____
thought	Thoughtless		Pain	painless
harm	harmless		pity	pitiless
power	powerless		shame	Shameless
Rest	restless		tank	thankless

GRAMMAR

CONDITIONAL SENTENCES (IF CLAUSE)

Conditional clauses are used to express conditions. They are also called if clauses. They are called conditional clauses because of a certain condition is supposed or imagined to be fulfilled in order for an action to take place. Conditional clauses contain the word if or unless

Example

John will be pleased if he passes exams (It means that John will be pleased only when he passes exams)

Conditional sentences are divided into three; conditional clause I (if 1) conditional clause 2 (if 2), conditional clause 3 (if 3)

Conditional clause I (if 1)

Conditional clause I expresses that something is going to happen or chances for it to happen are high if a certain condition is fulfilled

Examples

1. If Mary buys that skirt, she will become smart.
2. I shall fall sick if I eat dirt.
3. If your father gives you school fees, you will go to school

Guidelines on the use of if 1

We use the present simple tense in the if clause and the future simple tense in the main clause

Example

1. If I get money, I shall buy a radio
2. Mother will punish us if we don't complete the work
3. If Juma comes, we shall go together

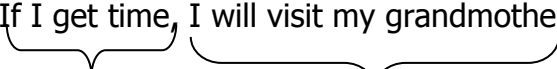
The condition to be fulfilled is contained in the if clause and the action to take place is in the main clause

We use the present tense in the if clause and the imperative in the main clause when telling or advising a person to do something because of a relevant condition

Examples

NOTE

(a) If I get time, I will visit my grandmother.



If clause

main clause

(b) I will visit my grandmother if I get time.

Main clause

if clause

(c) In part (a) above, a comma is very important whereas in part (b) no comma is needed.

When talking or asking about facts or general truths we use the present tense in both the main and if clauses

Examples

1. If you heat metals, they expand
2. If you uproot a plant, it dries up
3. If I have a bad dream, I experience the opposite

When an **if clause** comes first put a comma after it and before the main clause.

Example

1. If he comes, I shall go

When the main clause comes first there is no need of a comma

Example

I shall go if he comes early.

At times the word 'when' is used instead of 'if' once we are sure that the condition will be fulfilled

Example

When I die, I will rot

When mercy fails, force is applied

ACTIVITY

Complete the following sentences using the correct form of the words in brackets.

1. If it rains heavily, farmers _____ plant their crops. (to be)
2. The work will be easy if he _____ us more examples. (give)
3. If the gardener doesn't water the plants, they _____ die)
4. If he _____ the exams, he will be promoted to the next class. (pass)
5. The table will _____ if you swing it. (breaking)
6. If you pay attention in class, you _____ the exercise. (understand)
7. He will buy a car if he _____ money. (get)
8. If I see him, I _____ him a lift. (give)
9. If he _____ all the food, he will develop a stomach upset. (eat)
10. She will be very angry if she _____ about it. (hear)

Complete the following sentences to form a correct if 1 conditional sentence.

1. If I go home early,
2. If you complete your home in time,
3. If we get there on time, we

4. If she sees him today, she
5. if my father comes tomorrow, I
6. They will come and see us if,
7. George will pass the examination if
8. I will go tomorrow if
9. Musoke will be happy if
10. We shall stop the game if

LESSON

Use of: Unless

Unless means **Ifnot**

Examples

1. If it doesn't rain, I shall go swimming.

Unless it rains, I shall not go swimming.

2. If I don't come early. I shall not enter the classroom.

Unless I come early, I shall not enter the classroom.

ACTIVITY

Rewrite the given sentences using: _____ unless _____

1. If Peter does not pay my money, he will end up in prison.

2. If it doesn't rain soon, farmers will not plant crops.

3. If James does not drive carefully, he will cause an accident.

4. If those boys don't wash the car, I won't give them food.

5. If Joseph does not come, we shall ring him.

6. If you don't see him, he will go away unhappy.

7. If I don't hear from you, I will not do anything about it.

8. If I don't get a first grade, I shall repeat the class.

9. If Opio and Okia are not late for school, they will be permitted in class.

10. If we don't reply to their letter, we shall not be considered good people.

COMPREHENSION

PASSAGE

Ssenyonga's Second Hand Vehicle

Ssenyonga was overjoyed when he bought a car. Although it was old, he liked it very much. He knew that there were a number of good mechanics around who could help him repair his car in case it broke down.

One day, Ssenyonga wanted to travel to his home area, Kabwohe. Kabwohe village is about twenty kilometers away from Mbarara town. He did not want to travel alone. He asked his friend, Waboineki, to accompany him. Ssenyonga started the car engine. They drove off. The car picked faster and faster. He started overtaking other cars. Waboineki got worried and reminded Ssenyonga about the dangers of driving at such a high speed. "You should not drive so fast, It is not safe with an old car like this", said Waboineki. Ssenyonga did not pay attention. Instead he answered, "This is not my first time to drive. May be it is your first time to travel by car"

No sooner had Ssenyonga said this than they started hearing a funny noise from the engine. The car certainly had a mechanical problem. Waboineki looked at his friend and said, "You didn't pay attention to my advice. "You see what I told you." Luckily, a breakdown vehicle came from the opposite direction. The driver of the breakdown got out and asked, "What happened to your car?"

Ssenyonga answered, "First, there was a funny noise then the engine just stopped. I do not know what the matter is. "The breakdown towed Ssenyonga's car to a nearby garage. The mechanic repaired the vehicle and told Ssenyonga that travelling at a high speed, especially in an old car is, is not safe. He advised him to drive more carefully.

QUESTIONS

1. Who bought a second hand car?

2. Why did he buy a second hand car?

3. Where is Ssenyonga's home village?

4. With whom did Ssenyonga travel?

5. How far did the two people want to travel?

6. Who drove the car?

7. What advice did Waboineki give Ssenyonga?

8. What is the danger of driving fast?

9. Why did the engine produce a funny noise?

10. How was the car taken to the garage?

COMPREHENSION

POEM

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

Everything on earth
Was created on purpose
And so are the parts of a vehicle.
A vehicle is called so
Just because it is made up of many parts
These parts act differently.
Without one, that's a problem.

The engine produces power
But that isn't enough.
Tyres are needed for support
A steering wheel for control
At night, one needs a headlamp most
When it rains, the windscreen is important
As the wipers are very active.

You want to turn on either side,
Use an indicator to stop confusion.
Got an obstruction
The brake pedal is the solution.
The home for luggage is the boot
But remember, before you set off,
Tightening your seatbelt first,
For safe drive, saves life.

Doreen

QUESTIONS

a) What was created on purpose?

b) When does a vehicle have a problem?

c) According to the poem, why is a vehicle called so?

d) What supports a vehicle?

e) Why do you think the windscreen needs to be water free?

f) When does the driver need a headlamp?

g) Which part is used when the driver gets an obstruction?

h) Who wrote the poem?

i) How many stanzas does the poem have?

j) Give a word or group of words with the same meaning as the underlined in the poem.

i) purpose_____

ii) obstruction_____

COMPREHENSION

CONVERSATION

Tool Box in the Garage

Birungi	(Shouting) Jumba, Konde, Odeta. Come here!
Konde:	A snake again.
Birungi:	It is not a snake. It is a box, look over there!
Jumba:	What kind of box is that?
Odeta:	Never touch what you are not sure of!
Konde:	It seems you are right. Our parents and teachers warned us not to touch objects left lying around.
Birungi:	But you always come to this garage and you don't know what kind of box this is!
Odeta:	If you are so informed then tell us what the box is!
Konde:	Ah! She is just teasing us again. I remember now. That is where daddy keeps rat poison.
Birungi:	(Laughs) A box for rat poison in a garage! Be serious my friend.
Odeta:	You just called us to tease us.
Birungi:	Ok, now, it is a tool box.
Jumba:	Yes, that is what I was about to say.
Odeta:	But you did not say it.
Jumba:	Let me open the tool box now. (He opens the box). This is a pair of scissors.
Birungi:	You mean you are really ignorant? That is a pair of pliers. That is a spanner. We should know what these tools are used for. One day we may have to use them ourselves.

QUESTIONS

1. Where was the tool box?

2. Who wanted to touch the box?

3. Why did Birungi laugh at Kakande?

4. What tools are kept in the tool box?

5. How many people are in the dialogue?

6. Why do you think that one should not touch things left lying around?

7. Why did Jumba think that a pair of pliers was a pair of scissors?

8. Who seems to know more about tool boxes in the play?

9. Who was the first to speak in the dialogue?

10. Who wanted to touch the tool box?

COMPOSITION

JUMBLED SENTENCES

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

- a) As he continued driving, the shaking worsened.
- b) On going out, he found that one of his tyres was flat.
- c) One morning, Alex woke up very fast ready to go to work.
- d) While driving, his car started shaking and it appeared not to be balancing.
- e) He called a mechanic and used a motorcycle to go to work.
- f) He prepared himself, picked the car keys and headed to the car.
- g) Since then, Alex first checks the car before using it.
- h) So, he started the car engine and set off.
- i) He therefore braked the car and got out.
- j) He did not mind about it and continued driving.

SOLUTION TABLE

Incorrect order	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Correct order										

COMPOSITION

GUIDED DIALOGUE

The conversation below took place between Tom and Tito. Study it carefully and fill in Tom's responses.

TOM AND HIS BICYCLE

Tito: Hello Tom, how come you are pushing your bicycle?

Tom: _____

Tito: Flat tyre! What happened?

Tom: _____

Tito: Nails, sorry! Didn't you see them?

Tom: _____

Tito: Why didn't you switch on the headlamp?

Tom: _____

Tito: Better replace the bulb. And who will repair this flat tyre?

Tom: _____

Tito: Kato the mechanic? Alright. Aren't the spokes broken?

Tom: _____

Tito: So they must be....., mustn't they?

Tom: _____

Tito: Can you afford replacing them?

Tom: _____

Tito: Well and good. Won't it take long?

Tom: _____

Tito: It is ok, Good luck!

Tom: _____

COMPOSITION

GUIDED COMPOSITION

Use the words in the box below to fill in the gaps and form a complete story.

Kassim grew up when he was _____ in becoming a mechanic as well as a business man. He started off with little _____ and dealt in spare _____.

Kassim used to buy them in whole sale from Kampala, taking them to _____. This business grew day by _____ because he had captured a good _____ of customers.

He only dealt in bicycle _____ including the handle _____ frames, tyres, _____ free wheels, bells, indicators etc.

Nowadays, he made a step further and he is now buying and selling _____

Hoima, number,	chains, interested,	day, bars,	parts,bicycles, spare, capital
-------------------	------------------------	---------------	-----------------------------------

TOPIC 2: PRINT MEDIA

VOCABULARY LESSON 1

Cartoon	A funny drawing in the newspapers or magazines telling a story. Ceaser drew the cartoons of president Museveni.
cartoonist	An artist who draw pictures to amuse, entertain, educate and persuade people. Welbeck is a good cartoonist.
Puzzle	A game or problem designed to test ones knowledge. We answered all the crossword puzzles correctly.
Story	Imaginary events told for entertainment. Our grandfather told us an interesting story last week.
news	Newly received information about current events John reads the news of Balony FM.
newspaper	A printed publication which contain news, adverts and articles of opinion. We bought Sunday Monitor newspaper.

VOCABULARY PRACTICE 1

Fill in the blank spaces with a correct word

1. She likes reading newspaper _____ listening to the stories.
2. Both cartoons _____ stories are interesting.
3. She failed _____ complete the puzzle last night.
4. Peter is _____ shortest cartoonist in our school.
5. The journalist reached the scene late _____ of bad weather.

Arrange these vocabularies in ABC order.

6. news, newspaper, cartoon, cartoonist

7. story, puzzle, stories, puzzled

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

8. That game designed to test one's knowledge is very hard.

9. His mother has very many imaginary events told for entertainment.

10. Mark is the best artist who draws pictures to amuse, entertain, educate and persuade people.

11. Melisha likes shading funny drawings in the newspapers or magazines.

Give the plural forms of these vocabularies

12. Newspaper: _____

13. Cartoonist: _____

VOCABULARY LESSON II

magazine	A type of thin book with large pages and paper cover that contain articles and photograph
back page	Final page of a newspaper or a magazine.
front page	The first page of a newspaper which have main stories and headlines

	The story about the president's burial was on the front page.
reporter	The reporter who wrote false information was arrested.
editor	A person who edits and determines the last content of a written material. WandaGerald is an editor at Kolfram Educational Services.
editorial	An article that expresses the opinion of a person or organization who wrote it. His uncle bought two sports editorials.

VOCABULARYPRACTICEII

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

- Our class _____ very many cartoons last Friday. (draw)
- The _____ will appear in the newspaper tomorrow. (editor)
- The _____ travelled to the war zone alone yesterday. (journal)
- That _____ is the tallest man I have ever seen. (report)
- The _____ is very sick. (edit)
- Most interesting headlines are found on the _____ of newspapers. (front page)
- Our class _____ its artwork in the school magazine every Tuesday. (advertise)

Construct meaningful sentences using each of the words below.

- write _____
- right _____

Write the abbreviations in full

- TV _____
- they're: _____
- Advert: _____

Give the opposite of the underlined words in the sentences

- The sports stories are always on the front page.

- Wenkya drew cartoons accurately.

- Pauline is a very hardworking editor.

VOCABULARY LESSON III

journal	
journalist	A person whose job is to discover new information about news events for newspaper, television or radio. My father invited the journalist to his birthday celebration.
journalism	The work done by journalist Lameck studied journalism from Makerere University.
column	Part of a newspaper where particular issues or topics are usually written about. I always read the sports column first.
columnist	The most common writer in the newspaper Haggard is a sports columnist in Etop newspaper.
crossword	A word puzzle that usually takes the form of a square or a rectangular grid. This crossword puzzle is very hard.
media	The main mean of communication Plural form for medium A phone is an example of electronic media.

VOCABULARY PRACTICE III

Fill in the blank spaces with a correct word

- Mutoni's father is a _____ because he studied journalism.
- The reporter _____ works for the New Vision visited us.
- The lady _____ camera got lost is sad.
- The article _____ I wrote appeared in the newspaper.
- _____ the editor or the reporter is sick.

Arrange the words in alphabetical order.

- editor, cartoon, editorial, columnist

- advert, article, advertisement, advertises

Re-write each sentence giving a single word for the underlined group of words.

- Two female people whose job is to discover new information about news events for newspaper came here yesterday.

9. All radios, televisions, newspapers and magazines should obey the laws of the country.

Write these vocabularies in plural form.

10. Medium: _____

11. crossword: _____

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

12. The journalist who visited us is very handsome.

13. That columnist walks slowly.

Give the full form of these words

14. won't _____

15. Sch. _____

VOCABULARY LESSON IV

announcement	A formal public statement about facts, occurrence and intention Mark reads the announcements on Sanyu television.
advertisement	Full form for advert. A public communication that promote a product and service. We saw Kolfram advertisement of Bukedde newspaper.
article	A piece of writing in a newspaper. Monica wrote the most interesting article in Rupiny newspaper.
brochure	A book or magazine containing picture and information about products and services. I was given Kolfram Brochure for free.
pull-out	To get out of an agreement or difficult situation John pulled out of prison after two years sentence.
newsletter	A small publication which contain news of interest. I received my newsletter very late in the evening.

VOCABULARY PRACTICE IV

Arrange the vocabularies in correct alphabetical order.

1. article, brochure, advert, column

2. newspaper, newsletter, news, new

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

3. Anita will send me a small publication which contains news of interest through E-mail.
4. There are very many public communications that promote a products and services in this newspaper.

Give the plurals of the underlined group of words.

5. Newsletter: _____
6. Advertisement: _____

LANGUAGE STRUCTURES

The use of: _____ **will/ shall** _____

Will and **shall** are auxiliary verbs used to indicate sentences in future simple tenses.

We use **will** with pronouns like **he, she, it, they** and **shall** for pronoun **I** and **we**.

Examples

1. The advertisement on games and sports **will** be in the newspapers next week.
2. We **shall** write an article next week.
3. He **will** buy some newspapers for us.

ACTIVITY

Fill in the blank spaces using: _____ **will/ shall** _____

1. Grandparents _____ tell us interesting stories tonight.
2. We _____ listen to the news on Wanduc F.M
3. Tom _____ draw more cartoons tomorrow.
4. They _____ complete their crosswords later.
5. The columnists at Kolfram newspapers _____ come here tomorrow.

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

6. We shall _____ cartoons drawn by Isaac. (shade)
7. He will _____ home today. (come)
8. They will _____ to the head teacher by midday. (going)
9. I shall _____ you the reporter who gave false information about me. (show)
10. Keren will _____ to answer that crossword puzzle because it is too hard. (fail)

LANGUAGE STRUCTURES

The use of: _____ and so _____

This structure is used with affirmative sentences to mean also and to avoid repetition. The structure is followed by the helping or auxiliary verb used in the first part of the structure.

Examples

1. Wasswa can drive a car. Kato can also drive a car.

Wasswa can drive a car and so can Kato.

2. The teacher is going on a tour. The pupils are going on a tour.

The teacher is going on a tour and so are the pupils.

When the helping or auxiliary verb is not given in the sentence, bring the word **do** and change according to the tense given.

Examples

3. Mum sent me a birthday gift. Dad sent me a birthday gift.

Mum sent me a birthday gift and so did Dad.

*Here the main verb **sent** is in past tense. Introduce **do** and change it to past tense.*

4. Morgan repairs vehicles every day. Challie repairs vehicles every day.

Morgan repairs vehicles every day and so does Challie.

*Here the main verb **repairs** is in present simple tense. Introduce **do** and change it to present simple tense.*

ACTIVITY

Join these pairs of sentences using: _____ and so _____.

1. Peter is a lazy mechanic. Mary is a lazy mechanic.

2. Jesca wants something to drink. Ritah wants something to drink.

3. The boys do their work well. The girls do their work well.

4. The driver has gone home. The mechanic has gone home.

5. The doctor has a car. The nurse also has car.

6. Mother is going to the garage. Other ladies are going to the garage.

7. Gilbert ate an apple. Henry ate an apple.

8. The men have finished their work. The women have finished their work.

9. Musa is going to school. Ali is going to school.

10. The dog was killed. The cat was killed.

GRAMMAR

ARTICLES

These are 'a', 'an', 'the'

Article "a"

The singular common nouns which start with consonants take the article "a" before them.

These consonants are b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

Examples

A kite, a boy, a tree, a mango, a car

It is also used in nouns which start with vowel letter but have consonant sounds.

Examples

a European , a university , a one way street, a Ugandan, a ewe, a uniform.

Article "an"

The singular common nouns which start with vowels take the article "an" before them.

These vowels are; a, e, i, o, u

Examples

An example, an orange, an ant, an elephant, an ox, an umbrella

However, some words which begin with a consonant but sound like a vowel also take "an" before them.

Examples

An hour, an x – ray, an M.P, an honest man, an heir, an honourable

Article “the”

This article is used for the class, definite things, superlative degree, some rivers and mountains, countries, islands and water bodies. We always use it with nouns already known very well.

Examples

The kind, the poor, the rich, the moon, the sun, the soil, the biggest boy, the most beautiful girl, The Nile, The Amazon, The Red sea, The Rwenzori , The Himalayas , The United States of America.

NB.

“**The**” is used in front of all common nouns except proper nouns or when referring to something for second time and thereafter.

When the listener knows exactly what the speaker is talking about. E.g. shut the door

“The” is used before ordinal number like I was the first in the face.

“The” is used to refer to one thing or group of things commonly known e.g. the moon etc

ACTIVITY

Complete the following sentences by filling in ‘a’, ‘an’ or ‘the’

1. I am not _____ Honourable Member of Parliament.
2. The man who repaired our car is _____ graduate.
3. Nyapendi is _____ very beautiful girl.
4. _____ European mechanic is different from an African mechanic.
5. Ocaya was both _____ M.P and _____ mechanic.
6. Otim is _____ clever mechanic.
7. I found _____ interesting film at the movie centre opposite my favorite garage.
8. Did you see how blue _____ sky was?
9. _____ windscreen protects us from strong wind while travelling.
10. There is _____ union of conductresses in Kamuli.
11. They saw _____ snakes in the toolbox.
12. Where is _____ rubber band that I gave you?

ACTIVITY

Choose a single word from the list of words below to complete the sentences

bird	flower	mountain	river	Musical instrument
game	fruit	planet	tool	vegetable

1. A duck is
2. A carrot is
3. Tennis is
4. A hammer is
5. Everest is
6. Jupiter is.....
7. A spear is
8. The Amazon is.....
9. A rose is.....
10. A trumpet is.....

GRAMMAR

RELATIVE PRONOUNS

A relative pronoun is a pronoun that begins a subordinate clause and relates to an idea in the sentence.

These pronouns are: that, who, whose, whom, which

The use of: _____ **who** _____

This is a relative pronoun used to relate people to different ideas.

Examples

1. That is the boy. The boy hit me.

That is the boy who hit me.

2. Mary is the girl. She caused the accident.

Mary is the girl who caused the accident.

ACTIVITY

Join these sentences using: _____ **who** _____

1. The man was taken to the hospital. The man was seriously injured.

2. The house girl was taken away. The house girl was a fool.

3. The sweepers will re-sweep today. The sweeper swept yesterday.

4. The lazy boy will do the punishment alone. The lazy boy is lame.

5. The lady was carrying a beautiful bag. The lady was ugly.

6. The beggar is poor. The beggar is dressed in rags.

7. The pupil was ashamed. The pupil gassed in the class.

8. I saw the man. The man saved the girl from the lion.

9. That is the teacher. The teacher took us to the garage.

10. Those are the men. They snatched my bag yesterday.

Using: _____ **whose** _____

"Whose" refers to people or things it shows possession.

Examples

1. He married a girl. Her father was rich.

He married a girl whose father was rich.

2. They gave her a horse. Its legs were very short.

They gave her a horse whose legs were very short.

3. We saw a house. Its windows were all broken.

We saw a house whose windows were all broken.

ACTIVITY

Join these sentences using: _____ **whose** _____

1. That is the man. His garage was robbed.

2. That is the car. The car's tyre was stolen.

3. I met a Dutch journalist. The Dutch's name was Adams.

4. Jane is the girl. Her book was stolen yesterday.

5. The cow died. The cow's tail was cut off.

6. Doreen is the girl. Her leg got broken.

7. Those are the desks. Their legs broke off during our play.

8. Joel is the pupils. His money has been stolen.

9. Those are David's shoes. Their soles are worn out.

10. She is the girl. Her father died in the accident.

GRAMMAR

Using: _____ **whom** _____

When a pronoun is the object of the clause, you can use whom, instead of **who**.

Whom is used after a preposition for people.

Examples

1. You spoke to the man. The man is the manager.

The man to whom you spoke is the manager.

2. The person will be back soon. You have an appointment with him.

The person with whom you have an appointment will be back soon.

ACTIVITY

Join these pairs of sentences using: _____ **whom** _____

1. My Cousin is a candidate already. I beat him by age.

2. That is the librarian. I got reading books from him.

3. The child was about seven years old. The policemen were moving with her.

4. The rich man said it was no good. The butcher took the meat to him.

5. The Zairwa gave him some water to drink. The Rwandan was begging from him.

6. The thief was arrested by the passerby. The defence forces were looking for it.

7. The officer bought him a pancake. Robert delivered the message to him.

8. The disease was a scourge. The minister died of it.

9. The two girls didn't like him. Tom used to sit between them.

GRAMMAR

Use of "which" or "that"

Relative pronouns **which** and **that** are used for things and animals.

Examples

1. The dog was killed. The madman was chasing it.

The dog which the madman was chasing was killed.

The dog that the madman was chasing was killed.

2. That is the tree. The tree fell over the house last week.

That is the tree which fell over the house last week.

That is the tree that fell over the house last week.

ACTIVITY

Join these sentences using: _____ which _____

1. The rabbit was later trapped. The rabbit had run.

2. The money was stolen. The money was in the bank.

3. The puff- adder was running down the river. The puff adder was killed.

4. The mat was not very strong. The mat was mad of banana leaves.

5. The book has a poor cover. The book has good material.

Join these sentences using: _____ that _____

6. The tree had very good timber. The carpenter cut it.

7. The house was really weak. The thieves broke into it.

8. The buffalo later killed all of them. The hunters were chasing it.

9. The hospital was a long way. The patient went to it.

10. The stone has to cut off my nose. The stone was thrown at me.

SPELLING EXERCISE

1 2
3 4
5 6
7 8

COMPREHENSION

PASSAGE

Read the passage below and in full sentences, answer the questions about it.

THE MEDIA HOUSE

Media are the different means used to communicate to millions of people. They spread information, news and entertainment to many people. That is why they are called mass media. Print media are newspapers, magazines, photographs, brochures and newsletters.

Newspapers are the most popular. They are made of sheets of paper printed on both sides and folded in half. Newspapers contain news, opinions, entertainment, photographs, cartoons, advertisements and much more.

In Uganda, there are daily newspapers which are usually sold very early in the morning. Newspapers report about what happens in the country and the rest of the world. How is a newspaper produced?

Journalists get the stories from people. They talk to them face-to face or on telephone. They write the stories with the help of computers. The stories are proofread to make sure that there is correct reporting. The newspapers are printed, arranged, folded and packed. They are now ready for sale.

QUESTIONS

1. What kind of print media are mentioned in the story?

2. Why are they called mass media?

3. Why do you think newspapers are delivered very early in the morning?

4. What kind of newspapers are there?

5. What do newspapers contain?

6. Suggest another word which means daily.

7. Who collects news from the people?

8. Who edits the news?

9. Why do they proofread the newspapers?

10. Where are the newspapers sold?

COMPREHENSION

ANNOUNCEMENT

The invitation letter below was written on the new vision of Monday 16th January,

CLASSIFIED ANNOUNCEMENT THE NEW VISION

MONDAY, MARCH 2, 2023

The family of Mr. and Mrs. J.B Walusimbi

with pleasure invites the company of

Mr. /Mrs. O.M. Obina to the graduation party of their beloved daughter

Alice Walusimbi.

The graduation ceremony will be held at Kampala International University and the reception will be at Uganda Youth Sharing Hall Nsambya.

Your positive response is our pride.

Organizing Chairman Committee

R.S.V.P

0779 300211

2023. Use it to answer the questions that follow in full sentences.

QUESTIONS

1. On which day was the above announcement made?

2. Who wrote the announcement?

3. In which newspaper did the announcement appear?

4. Who is graduating?

5. Where will the graduation ceremony take place?

6. Write R.S.V.P in full.

7. If I want to know more about the party, which number should I call?

8. Who was invited to the above party?

9. What is the relationship between O.M. Obina and Alice?

10. Where will the reception be held?

COMPREHENSION

RADIO PROGRAMME

RADIO SOLO FM 73.3

Read the Radio Programme below and answer questions in full sentences.

Time	programme
06: a.m.-09:00 a.m.-	Ear opener with Adriko and John.
09:00 a.m.- 11:00 a.m.	Out and about Kizito Ken.
11:00a.m.-12:00 p.m.	Radio Safari
02:00 p.m.-03:00 p.m.	Behind the headlines with Daniel.
05:00 p.m.-06:00 p.m.	Talk of the Nation. Lubowa Martin
06:00 p.m.-07:00 p.m.	Score line by Irene.
07:00 p.m.- 08: 00 p.m.	Writers club
08:00 p.m.-09:00 p.m.	National news by Night Mpora
12:00 a.m.--02:00 a.m.-	The midnight caller with Peace

MANAGER

QUESTIONS

1. What is the notice about?

2. Who presents the last programme?

3. Which radio aired the programme?

4. On which frequency is the above radio found?

5. How many programmes does the above radio have?

6. Who wrote the programme?

7. How long is the second programme?

8. At what time is the writers club presented?

9. What programme does Lubowa Martin present?

10. How many presenters have been talked about?

COMPREHENSION

DIALOGUE

Read the dialogue below and answer the questions about it in full sentences.

Sylvia:	Good morning, Mr. Mwebaza, Have you seen today's newspaper yet?
Mr. Mwebaza:	Oh, yes I have. Two of our pupils wrote letters to the editor.
Sylvia:	I am one of the pupils who wrote!
Mr. Mwebaza:	I am very pleased to hear that.
Sylvia:	I feel pleased to write about what goes on in our village.
Mr. Mwebaza:	What did you write about?
Sylvia:	I wrote about newspapers. Lenny wrote about hygiene.
Mr. Mwebaza:	I must read those letters you wrote.
Sylvia:	I promise to write even more.

QUESTIONS

1. Who are taking part in the dialogue?

2. How many pupils wrote to the editor?

3. At what time of the day did the dialogue take place?

4. What did Sylvia write about?

5. Who wrote about hygiene?

6. How is Sylvia related to Mr. Mwebaza?

7. What did Sylvia promise to do?

8. Where do you think this dialogue took place?

9. Write in full: Mr_____

10. Write the past tense of **feel**: _____

COMPOSITION

JUMBLED SENTENCES

The sentences below are not in correct order. Rearrange them to form a good story.

1. These pictures draw my attention so much.
2. Some of the cartoons are Kingo and Ekyanya.
3. I like the paper for various reasons.
4. The New Vision is my favourite paper.
5. Which covers a wide range of sporting activities
6. First of all, its language is clear.
7. Thirdly, there are interesting cartoons.
8. And lastly, the sports pages.
9. Secondary, it has attractive coloured pictures.
10. It is so clear that at my age, I can get some interesting parts.

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GUIDED COMPOSITION

NEWS PAPERS

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

explanation	false	decided	their	opportunities
journalist	told	notes	world	reason

TOPIC 3: TRAVELLING

VOCABULARY LESSON I

Further	A greater distance His lorry broke down when he had driven further.
Conductress	A female person who collects fare and guides passengers where to sit in the bus in a taxi or bus. Margie is my best conductress in Global coach.
Fare	Amount of money paid to bus/ taxi for travelling. I paid my fare to the conductor.
Conductor	A male person who collects fare and guides passengers where to sit in the bus in a taxi or bus. Tom is a conductor at Makome bus.
Ticket	A piece of paper or a card given to the passenger to show payment made. Jimmy lost his ticket before entering the bus.
Seat	A thing made or used for sitting on while in the vehicle. We got front seats next to the driver.
cycle	To ride a bicycle Kevin cycled to town last week. To move in or follow a repeated sequence of events.

VOCABULARY PRACTICE I

Fill in the blank spaces with the most suitable word or a group of words

1. That is the _____ who collected our fare.
2. Either the conductor _____ the conductress will come here shortly.
3. How _____ is the fare from Soroti to Masaka?
4. I was given a blue _____ after paying for the journey.
5. _____ beautiful that conductress is!

Use these words in the sentences to show that you know the difference in their meaning.

6. fair _____
fare _____
7. further _____
farther _____

Arrange these words to form a meaningful sentence.

8. bicycle Do have you a ?

9. conductor careless What a are you!

10. prefer travelling bus by I bicycle to riding a.

Rewrite these sentences giving the plural form of the underlined words.

11. There are more seat in a bus than in a taxi.

12. The conductress will come for us.

VOCABULARY LESSON II

Speed	The rate at which someone or something moves Dad was driving a car at a high speed.
Fast	Move or capable of moving at high speed Sungura coach is the fastest bus.
Reduce	To lower speed or size of something The driver reduced the speed when we reached the black spot.
Arrive	To reach a place at the end of the journey We arrived at Kampala at midnight.
reach	Arrive at/ get as far as They reached school at 9 O'clock.
Set off	To start a journey We set off from Kampala for Arua at midnight.

VOCABULARY PRACTICE II

Arrange these vocabularies in correct dictionary order.

1. speed, reduce, speeding reduced

2. reach, reduce, fast, arrive

3. seat, set, seen, sew

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

4. We arrived at Kampala at midnight.

5. His rate of movement was very high.

Write given abbreviations in full

6. PSV: _____

7. PMO: _____

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

8. The _____ rode so carelessly that he knocked a parking car. (bicycle)

9. That passenger _____ on the seats of the bus. (lie)

10. My mother _____ looked at the lazy conductress. (worry)

11. The cyclist dodged the pothole _____ (wise)

12. The pilot _____ the helicopter. (fly)

13. The bus company is looking for _____ qualified drivers. (suitable)

Use homophones in a sentence to show that you know the difference in their meaning

14. fast: _____

15. first: _____

VOCABULARY LESSON III

Departure	The act of starting a journey His departure marked the end of the meeting.
Destination	A final point of the journey We reached our destination late in the evening.
Luggage	A bag or a container in which you pack your possessions while travelling Conductors rarely ask for money for light luggage.
Passenger	A person travelling by a bus/ taxi/ plane or train A taxi is licensed to take 14 passengers.
Travel	To move from one place to another using a bus/ taxi, train or by aero plane His uncle travelled to Nairobi last week.
Taxi	A small vehicle that transports passengers Our school was donated two taxis by the prime minister.

Coach	A comfortable single decker bus for travelling over a long distance Gulu Luxury coach transports passengers from Gulu to Kampala.
-------	---

VOCABULARY PRACTICE III

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

1. The _____ of the bus was delayed by the driver. (depart)
2. The _____ she went, the faster she drove. (far)
3. Before the _____ asked for money, she informed the passengers first. (conductor)
4. Atim often _____ to school. (cycle)
5. John came with a lot of _____ from town. (luggage)

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

6. The passengers moved out of the bus without making noise.

7. My aunt is a woman who collects the fare in Gulu Coach.

8. There were many people riding in the town.

9. The Nile Coach's boot was full of bags, suit case and mattresses.

Rewrite these sentences giving opposites for the underlined word or group of words.

10. The conductor departed earlier than the driver.

11. The driver collected the fare from none of the passengers.

Rewrite these sentences giving singular form for the underlined word or group of words.

12. I saw our taxis in town yesterday.

13. Their travelling speed was too high.

Write these short forms in full.

14. Shan't: _____

15. e.g.: _____

LANGUAGE STRUCTURES

The use of: _____ **while** _____

The structure is used to talk about an activity which happens/ happened when another activity was / is also going on.

The structure can be used at the beginning or in the middle of the sentences.

Examples

Join these sentences using: _____ **while** _____

1. The conductor collected the fare. The taxi was moving.

The conductor collected the fare while the taxi was moving.

2. The passenger stood up. The car was moving.

The passenger stood up while the car was moving.

Join these sentences beginning: While _____

3. The driver was talking on his phone. He was driving at a high speed.

While the driver was driving at a high speed, he was talking on his phone.

ACTIVITY

Join these sentences using: _____ **while** _____

1. John was driving a lorry. He was drunk.

2. The conductresses collected the fare. We were eating bread.

3. It was still raining. We drove to school.

4. He paid for his ticket. He was in another bus.

5. The funny boy jumped off the car. It was moving.

6. We came to school. They were in the class.

GRAMMAR

ADVERBS

Adverbs are words that modify verbs or tell us how, when an action take place.

FORMATION OF ADVERBS

Most adverbs are formed out of adjectives by simply adding "ly"

Adjective adverb Adjective adverb

clear	clearly		pain	painful
accidental	accidentally		proud	proudly
sudden	suddenly		skilful	skillfully
quick	quickly		anxious	anxiously
royal	royally		poor	poorly
grateful	gratefully		annual	annually
fair	fairly		careful	carefully
mental	mentally		cheap	cheaply
equal	equally		hopeful	hopefully
clever	cleverly		practical	practically

Adverbs which are formed from adjectives by adding 'ly' after changing 'y' to 'i'

Examples

Adjective	Adverb		Adjective	Adverb
angry	angrily		easy	easily
lucky	luckily		hungry	hungrily
steady	steadily		noisy	noisily
heavy	heavily		merry	merrily
lazy	lazily		clumsy	clumsily

Other adverbs are formed by dropping 'e' and adding 'ly'

Adjective	Adverb		Adjective	Adverb
sensibly	sensibly		simple	simply
possible	possibly		terrible	terribly
gentle	gently		miserable	miserably
suitable	suitably		probable	probably
immediate	immediately		humble	humbly

Some adverbs are the same as adjectives e.g. hard, fast, well, late, early, better, next

Adverbs formed from nouns

Noun	adverb	Noun	adverb
danger	dangerous	force	forcefully
haste	hastily	nature	naturally
courage	courageously	office	officially
wonder	wonderfully	centre	centrally
cheer	cheerfully	active	actively

Comparison of adverbs by adding 'more' and 'most'

bravely	more bravely	most bravely
clearly	more clearly	most clearly
briefly	more briefly	most briefly
easily	more easily	most easily
freely	more freely	most freely
happily	more happily	most happily
loudly	more loudly	most loudly
quickly	more quickly	most quickly
slowly	more slowly	most slowly

ACTIVITY

Form adverbs from each of the following words

Horrible, able, nice, bad, cruel, whole, worth, careful, cheer,

Use the correct form of the words in brackets to complete each sentence

1. That girl writes very _____. (slow)
2. I did my work _____. because I was in a hurry. (bad)
3. The headmaster _____ walked into his office. (hurry)
4. It rained _____ last night. (heavy)
5. The little girl _____ gave a speech. (courage)
6. The basket was _____ woven. (beauty)
7. _____ the teacher entered the room the pupils stoop up. (immediate)
8. We were _____ welcomed by the waiter. (warm)

GRAMMAR

SIMILES

Similies is when a description of something or someone is made in comparison to something else. They shoe special characteristics and qualities of things.

Examples of similes

As ageless as the sun	as high as heaven
As agile as a money	as hot as fire
As alike as two peas	as ignorant as a child
As angry as a wasp	as impatient as a lover
As bare as a stone	as innocent as a lamb
As black as coal	as jealous as a cat
As blind as a bat	as large as life
As busy as a bee/ant	as lazy as a toad
As bright as new silver coin	as light as a feather
As brittle as a glass	as loud as thunder
As brown as a berry	as low as the grave
As careless as wind	as mean as a miser
As clean as a new pin	as merciless as a grave
As cold as ice	as obstinate as a mule
As cool as cucumber	as old as the hills
As crafty as a fox	as patient as job
As cunning as a fox	as peaceful as sleep
As cruel as death	as playful as a kitten
As cunning as a fox	as poor as a church mouse
As dead as a door nail	as proud as a peacock
As deaf as a door post	as quick as lightening
As deep as the sea	as quite as a mouse
As delicious as a forbidden fruit	as rare as a blue rose
As dry as a bone	as round as an orange
As dump as a mouse	as secret as a thought
As easy as ABS	as lifeless as stones
As empty as space	as serious as a doctor
As fast as light	as sharp as a razor blade
As fat as a pig	as sick as a dog
As flat was a pancake	as silent as a grave
As foolish as a calf	as slow as a snail
As flesh as daisy	as sober as a judge
As friendly as a puppy	as solid as rocks
As glad as a fly	as steady as a rock

As gloomy as night
As good as gold
As graceful as the swan
As green as grass
As hairless as an egg
As hairy as a gorilla
As handsome as paint
As happy as a king
As harmless as a dove
As hasty as a dove
As heavy as lead/elephant
As weak as water

as strong as an ox
as sweet as honey
as swift as a deer
as tall as a giant
as timid as a rabbit
as thick as thieves
as thin as a stick
as ugly as a sin
as useful as a cow
as voiceless as a tomb
as warm as wool
As wise as an owl
As white as snow
As wise as king Solomon

ACTIVITY

Complete the following exercise

- | | |
|---------------------------|--------------------------|
| 1. as _____ as an owl | 9. as busy as _____ |
| 3. as soft as _____ | 10. as black as _____ |
| 4. as sharp as _____ | 11. as _____ as a horse |
| 5. as _____ as a feather. | 12. as warm as _____ |
| 6. as _____ as a kitten | 13. as _____ as a grave. |
| 7. as fat as _____ | 14. as _____ as a giant. |
| 8. as _____ as lightning | 15. as happy as _____. |

LANGUAGE STRUCTURE

The use of positive degree with

_____ **as** _____ **as** _____
_____ **not so** _____ **as** _____

_____ **as** _____ **as** _____

This **asas** conjunction is used when comparing things or people in affirmative sentence.

asas..... is used to illustrate the equality of the nouns being compared.

Examples

1. The conductor is hardworking. The conductress is hardworking.

The conductor is as hardworking as the conductress.

2. My sister is proud. I am also proud.

My sister is as proud as I am.

NB. After asas , any pronoun used should be in a nominative case. e.g. I, they, she, he, it, you

_____ **not so** _____ **as** _____

It is used when one sentence is negative and another is an affirmative sentence.

In negative sentences we saynot soas

Examples

1. This room is big. That room is not big.

That room is not so big as this one

2. Our driver is not old. The conductor is old.

Our driver is not so old as the conductor.

3. My father is tall. My mother is taller.

My father is not so tall as my mother.

ACTIVITY

Re – write using: _____ **as** _____ **as** or _____ **not so** _____ **as** _____

1. Simiyu is very clever. Basibala is very clever.

2. Awino is very brave. She is like a lion.

3. Sanyu is bright. Her sister Betty is brighter.

4. Wamanga is kind. I am also kind.

5. Mary is ten years old. Suzan is ten years old.

6. Wetaya is very fast. Maiso is very kind.

7. My hen lays 5 eggs in a week. James' hen lays 3 eggs in a week.

8. Weneloba is a cunning boy. He is like a fox.

9. The boys were active. The girls were more active.

10. Wesonga is tall. Wanjusi is taller.

SPELLING EXERCISE

1 **2**

3 **4**

5 **6**

7 **8**

COMPREHENSION

PASSAGE

Read the following passage and answer the questions that follow in full sentences.

Travelling is an exciting activity. This is because it exposes you to many places of interest. When you travel, you learn and discover many things but most people travel for fun.

When you travel, the type of transport you use is very important. For example travelling by air is very exciting. The air hostesses will treat you like kings and queens. You eat a lot of snacks and get enough drinks at any time you want. Travelling by air is the fastest type of transport and therefore you do not need to stay on a plane for days to reach Europe. However, air transport is very expensive and that is why many people do not use it.

Most people in Uganda use buses to visit places of their interest. Although buses give you an opportunity to see all the features on the way, they will make you extremely tired especially if you are travelling long distances.

When children travel, they must be in the company of an adult who gives them guidance. Some adults travel to get rid of stress while others go on business trips. Travelling must be taken to be important because it is a way of life. You cannot talk of enjoying life when you have never travelled. So, next holiday I intend to travel to China.

QUESTIONS

1. Why is travelling an exciting activity?

2. How many means of transport are mentioned in the story?

3. What is the fastest type of transport?

4. What is commonly served on a plane?

5. Why is air transport not commonly used by people in Uganda?

6. Why it important for children to travel in the company of adults?

7. Write one good thing about travelling by bus?

8. Why do some adults travel?

9. Who treats passengers like queens and kings?

10. Write a suitable title to the story.

COMPREHENSION

PASSAGE

Read the following passage and answer the questions that follow in full sentences.

Travelling is an exciting activity. This is because it exposes you to many places of interest. When you travel, you learn and discover many things but most people travel for fun.

When you travel, the type of transport you use is very important. For example travelling by air is very exciting. The air hostesses will treat you like kings and queens. You eat a lot of snacks and get enough drinks at any time you want. Travelling by air is the fastest type of transport and therefore you do not need to stay on a plane for days to reach Europe. However, air transport is very expensive and that is why many people do not use it.

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COMPREHENSION

A TIMETABLE

Study the timetable for some of the buses at the Quaylike Bus Park in Kampala and answer the questions that follow in full sentences.

DAY	BUS	ARRIVAL	DEPARTURE	DESTINATION
Sunday	Horizon	11:00am	6:00am	Mombasa via Nairobi
Monday	Endahi	10:00am	12:00noon	Masindi
	Gate way	10:00am	11:45am	Mbale
Tuesday	Otada	2:00pm	7:00am	Lira via Mbale
Wednesday	Endahi	9:30am	2:00pm	Tororo

	Kinkizi	8:45am	10:30am	Rukungiri
Thursday	Twakim	5:00pm	7:00am	Kasese
Friday	Endahi	12:00noon	4:00pm	Iganga
	Gasu	6:00am	4:00pm	Mwanza via Mutukula
Saturday	Akamba	7:00am	9:00pm	Kisumu
	Royal coach	9:00am	7:00pm	Kigali via Kabale

QUESTIONS

1. Which bus travels more than the rest according to the timetable?

2. How many buses arrive at night?

3. Name the bus that goes to Rwanda?

4. What time does Otada bus depart from Kampala?

5. Which bus leaves Kampala earlier?

6. What bus goes to Nairobi?

7. Where does Royal Coach make its first stop over?

8. Which bus arrives latest in Kampala?

9. Give another word to mean **destination**.

10. What does **via** mean?

COMPREHENSION

POEM

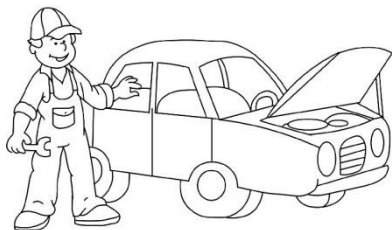
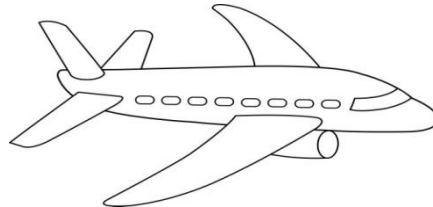
Read the poem below and answer the questions that follow in full sentences.

Travelling



Travelling is a good thing,
Whether by water,rail,
By road or by air,
There is plenty to see,
Gardens and plantations,
Islands and animals.

Passengers from all over the world,
With or without Luggage,
Pupils on their way to school,
Patients on their way to clinics,
Tourist on their way to the zoo,
And holiday makers of all races.



Travelling by train is fun,
As the engine pulls along "snake"
Wagons getting faster down the valley,
As passengers see the beautiful landscape,
As they share experiences,
With the different people they meet.

Okello Isaac- P5

QUESTIONS

1. Name one means of transport mentioned in the poem.

2. What things are you able to see as you travel?

3. Why is travelling good?

4. What is the "long snake"?

5. Explain what the word "Passenger" means?

6. Why does travelling interest the traveler more?

7. Where does a tourist always go?

8. Why is travelling by train best during the day?

9. Name any two means of transport used by passengers when travelling.

10. What word means the same as "people walking on the road"?

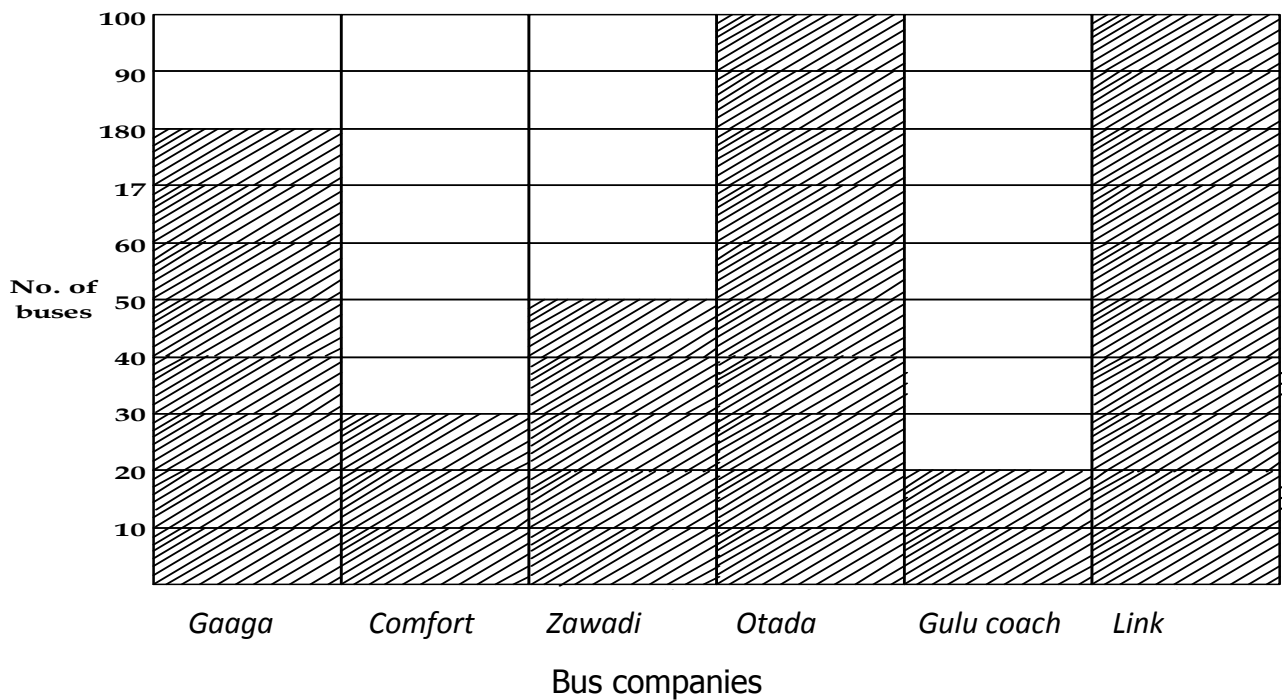
11. Suggest one reason why people travel.

12. With whom do passengers share experiences?

COMPREHENSION

GRAPH INTERPRETATION

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



QUESTIONS

1. What is the graph about?

2. Which company has the least number of buses?

3. Which companies have the same number of buses?

4. What do we call a person who collects bus fare?

5. Which is the second richest company on the graph?

6. Why do you think Comfort has few buses?

7. How many buses does Zawadi have?

8. What is the total number of buses for gaga and link companies?

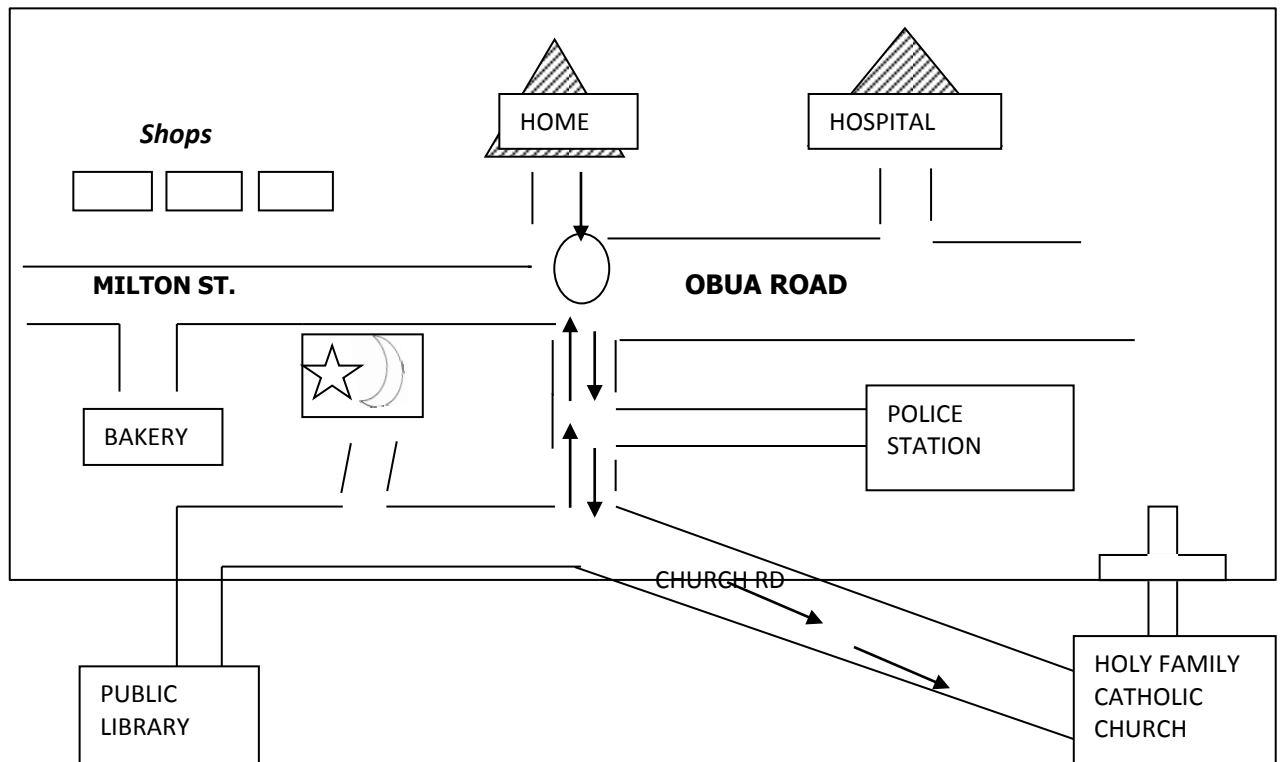
9. What do you call people travelling by bus?

10. How many companies have been talked about on the graph?

COMPREHENSION

MAP INTERPRETATION

The diagram shows John's journey to the church to prayers. Study it carefully and answer the questions in full sentences.



QUESTIONS

1. Where did John start his journey from?

2. Which direction does he take from home?

3. Where does Obua road lead to?

4. What do you think John is by religion?

5. Give a reason to support your answer in No.4 above.

6. In which direction is the police station from the public library?

7. Why did John make this journey?

8. On which street are the shops?

9. Write in full

i) Rd_____ ii) St._____

10. Where is Mary a P.5 pupil likely to go and borrow a book if she wanted to read?

COMPOSITION

JUMBLED SENTENCES

The sentences below are in wrong order, write them in correct order

Rearrange the following jumbled sentences to form a meaningful story

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

Peter : I come from Nansana.

Teacher: _____

Peter: Excuse me sir, forgive me and do not punish me today. I will never come late again

Teacher: _____

Peter : I am going to tell my parents to drive me to school by six o'clock in the morning

Teacher: _____

Peter : I shall not forget to tell them.

Teacher: _____

Peter : Sir, I do not think I will ever come late again

Teacher: _____

Peter : Thank you teacher.

Teacher:, now you can enter.

Peter : _____

SPELLING EXERCISE

1 **2**

3 **4**

5 **6**

7 **8**