**VICTORIOUS PRIMARY SCHOOLS**

**PRIMARY FIVE LESSON NOTES**

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**ENGLISH 2017**

**TERM ONE**

**Aspect: punctuation marks**

**Lesson 1 Capital Letters and full stops**

1. Usage of capital letters
2. Used at the beginning of sentences, e.g Mukasa is riding a bicycle.
3. Use for proper nouns and proper adjectives e.g Uganda – Ugandan

Proper nouns e.g

* Names of the months of the year
* Names of people
* Names of streets
* Names of buildings
* Names of avenues
* Names of lakes and rivers
* Names of cities and towns
* Names of mountains

1. Used for all titles applied to one particular person, e.g Our president met the Egyptian President. The Famous Five
2. To begin direct speech, e.g “I have hurt my finger,” said Tom
3. To write pronoun I, e.g. While I was playing netball, Jane was peeling matooke.
4. To begin words of exclamation, e.g. “Oh!” shouted the boy
5. To begin words He, Him, His, Himself, if they refer to God of Jesus Christ.
6. Usage of full stops
7. Used at the end of either an affirmative or negative sentence, e.g

* We are learning English
* We are not learning English

1. Used in abbreviations, e.g

i.e - that is

C.I.D - Criminal Investigation Department

Capt - Captain

P.S.V - Public Service Vehicle

**Activity**

1. **Rewrite and punctuate the sentences below**
2. he saw a big snake on tuesday
3. robert has left for london
4. i said i shall come tomorrow
5. tom wants to work in italy, so he is learning italian
6. god said i am who i am
7. what an honest man dan is
8. god was happy with his creation
9. **Write the short forms of the following**
10. Mistress
11. Doctor
12. Namely
13. For example

**LESSON 2**

1. Question mark
2. 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 words that are shouted and after expressions of surprise, e.g
* What a clever boy you are!
* Come here at once!

**Activity**

Punctuate the following sentences correctly

1. What did you see at the park
2. Where did you go after supper
3. What aggregate are you likely to get
4. What time is it asked the traveler
5. How beautiful you sister is
6. What a clever boy you are
7. What a deadly snake a cobra is
8. The child suddenly shouted look
9. What is the capital city of China

**LESSON 3 A**

1. Apostrophe
2. Comma

Usage of an apostrophe A

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

isn’t - is not

can’t - cannot

O’clock - of the clock

o'er - over

(ii) To show possession

* Singular form

Example

The girl’s dress

The lady’s bag

However, it may be shown by the apostrophe only if the noun ends in s. e.g.

Jesus’ words

Moses’ wife

* Plural form

1. By the apostrophe only if the plural ends in s

Example

Boys’ books

Ladies’ shoes

1. By the apostrophe and s (‘s) when the plural does not end in s, e.g children’s toys.

Men’s hats

**ASPECT: COMPREHENSION**,

**VEHICLE REPAIR**

**Vocabulary practice**

**New words**

Vehicle garage screw jerk

A break down truck mechanic spare parts

Repair pump tow

Engine puncture toolbox

Flat tyre rubber solution tube

A fuel pump tyre a screw driver

**Evaluation**

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

Reference: SURE KEY TO SUCCESS PAGE 4

**EVALUATION**

**Re-write sentences using a singular word for the underlined group of words**

1.None of the **people who were travelling by taxi** was seriously injured.

2.That **man who collects bus fare** was rude to the passengers.

3.She saw old **buses, lorries, cars and taxis** in the park.

4The **people walking along the road** helped me to puss the car.

5.There was a **small hole** on my car tyre.

6The traffic police officer ordered the **man driving** to stop at once.

7.The school truck broke down at the **place where two or more roads meet.**

8.The **man who repairs cars** came to our school yesterday.

9.The **place where vehicles are repaired or kept** is closed.

10.There weren't many **people flying aero planes** at the war.

**GUIDED COMPOSITION**

**Below is a conversation between the seller and the buyer at the spare parts shop.What the seller said is given below. Complete it by filling in what you think the buyer said.**

**AT THE SPARE PARTS SHOP**

**Seller:** You are welcome, Sir.

**Buyer:1....................................................................................................**

**Seller:** How can I help you?

**Buyer:2....................................................................................................**

**Seller:** You are looking for spare parts! What exactly are you looking for?

**Buyer:3.....................................................................................................**

**Seller:** Tyres and indicators! How many tyres and indicators do you want?

**buyer:4....................................................................................................**

**Seller:** Two tyres and two indicators! Which type of tyres do you want, please?

Buy**er:5.......................................................................................................**

**Seller:** Pirere tyres! That will be one hundred fifty thousand shillings only What else do you want to buy?

**Buyer: 6......................................................................................................**

**Seller:** Engine oil! How many litres do you want?

**Buyer:7.......................................................................................................**

**Seller:** Only one litre! A litre costs twelve thousand shillings only.

**Buyer: 8......................................................................................................**

**Seller:** Thank you very much, sir.

**Buyer:.........................................................................................................**

**Seller:** Nice time, Sir**.**

**Buyer:.........................................................................................................**

**1A.8 PASSAGE**

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

**REF: Sure Key To Success P5 page 8**

**ALOBO'S SPARE PARTS:**

1B.5 **JUMBLED SENTENCES**

The sentences below are in wrong order. Re-arrange them in the correct order to make a good composition about"**"A Mechanic""**

1. The mechanic uses oil and grease to lubricate parts of a vehicle.

2. If the engine parts are not lubricated,

3. After working, the mechanic keeps his tools in a tool box

4. They wear out due to friction.

5. He uses different types tools to do work in his garage.

6The parts of a vehicle lubricated by oil or grease include the engine.

7 .A mechanics is a person who repairs vehicles.

8 He also keeps oil, brake fluid and grease in his garage.

9. He repairs the vehicles in the garage everyday.

10. These tools include spanners, screw drivers, testers etc.

**VERBS**

**Kinds of verbs**

1. **Action verbs**

Regular verbs: these are doing words that form their past and past participle by adding either ed or d

|  |  |  |
| --- | --- | --- |
| Present | past | Past participle (has and have) |
| look  look  cook  jump  walk  talk  pick  care  behave  use  allow  advise  live  hope  dance | looked  opened  cooked | looked  opened  cooked |

**Verbs that double the last consonant**

|  |  |  |
| --- | --- | --- |
| admit  stop  fit  mop  clap  map  prefer  add more | admitted | admitted |

Verbs that change y to i and add ed

|  |  |  |
| --- | --- | --- |
| cry  marry  bury  study  hurry  copy  add more |  |  |

**Irregular verbs**

|  |  |  |
| --- | --- | --- |
| am  eat  draw  drink  come  buy  bring  see  send  shake  pay  lay  lie  hang  add more | was | been |

**Verbs that change i to a then to u**

|  |  |  |
| --- | --- | --- |
| drink |  |  |
| sing |  |  |
| sink |  |  |
| shrink |  |  |
| swim |  |  |

**Verbs that change i to u**

|  |  |  |
| --- | --- | --- |
| sting |  |  |
| stick |  |  |
| add more |  |  |

**Verbs that change a vowel to ou**

|  |  |  |
| --- | --- | --- |
| think |  |  |
| bind |  |  |
| wind |  |  |
| find |  |  |
| grind |  |  |
| seek |  |  |
| fight |  |  |
| buy |  |  |
| bring |  |  |

1. **MODAL VERBS**

Modal verbs are words to express ideas or actions which are necessary, a must or optional. Each category of words has a specific role to play in expressing necessity, obligation or duty.

**Examples of modal verbs**

1. Must and can’t
2. Must, have and can’t have
3. Must not and need not
4. Have to and have got to
5. Should and ought to

**MUST AND CAN’T**

Must and can’t are used when there is an assurance that something is happening.

These forms are used in the present tense.

Can’t is used in negative form only.

**Examples:**

1. I must be sleeping

He can’t be sleeping.

1. He must be coming.

He can’t be coming

1. He must be copying the exam.

He can’t be copying the exams.

**Exercise**

Use must or can’t in the paces provided.

1. I can’t fast when I am sick. I ………….be fooling myself.
2. No, the manager is a tall man. You …….be talking about a different man.
3. He …………be a thief. Where does he get all the money?
4. He is not a Uganda. He………..be a presidential candidate.
5. She is making a wide smile. She ……….be happy to see us.
6. I am failing to solve this number. I ……….be using a wrong formulae. I ………..believe my eyes.
7. He …..be coming from Kampala. His car is full of dust.
8. She dresses expensively. Her father……….be a rich man.
9. He …..be at the university. He is still young.
10. She……get a first grade in the P.L.E. She failed all the subjects in the mock exams.

**MUST, HAVE and CAN’T**

These forms of words make the idea or action assumed to be in the past. We use them when we are not sure whether the action took place.

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We them when we are not sure whether the action took place.

**EXAMLPES**

**PRESENT PAST**

Peter must be sick Peter must have been sick

She can’t be preparing tea She can’t have been preparing tea

She must be in P.7 She must have been in P.7

She can’t be watching T.V She can’t have been watching T.V

John must be pretending John must have been pretending

**MUST, MUST NOT and NEED NOT**

1. We use MUST only when something is necessary. It is used in affirmative only
2. MUST NOT is used when one is sure of something’s necessity. But it is used in the negative form only.
3. NEED NOT is used to remove the necessity expressed in the MUST. It is only used in the present tense.

**NB**

Use NEED NOT to remove the necessity in the sentences below

1. You must eat with us.
2. He must do it alone.
3. She must pass it.
4. We must go and see him.
5. I must join the army.

Use MUST NOT to remove the necessity in the sentences below

1. They needn’t hurry about it.
2. We needn’t go by air.
3. I needn’t copy from Sarah.
4. John needn’t go to the mosque.
5. Mary needn’t enter the office before knocking.

Ref. Precise Mk English Grammar Page 155

**THE PAST FORM OF MUST IS HAD TO**

1. They must do that work now.

They had to do that work then

1. We must complete this task today.

We had to complete this task that day.

1. Ivan must go on foot because he has no money.

Ivan had to go on foot because he had no money.

**THE PAST TENSE OF MUST NOT IS “WAS NOT” OR “WERE NOT”**

1. He must not play in class.

He was not to play in class.

1. He must not reach school late today.

They were not to reach school late that day.

1. He said, “I must not visit him today.”

He said that h was not visit him that day.

Activity

Change the following into the past

Ref

Precise Mk English Grammar Page 157

**NEED NOT and NEED N’T HAVE**

The past form of NEED NOT is didn’t need to

Didn’t need to simply means that was necessary was not done

**Example**

1. I need not to go with her. (present tense in which the necessity has been removed)

I didn’t need to go with her. (Past tense where what was done not necessary.)

1. He needs not to read that magazine.

He didn’t need to read that magazine.

1. I need not to travel by air.

I didn’t need to travel by air.

When something is done without the necessity to be so, we use “NEEDN’T HAVE”

**EXAMPLES**

1. I needn’t copy from him.(He should close his book)

I needn’t have copied from him. (I did because he didn’t close his book)

1. We needn’t waste that water

We needn’t have wasted that water.

Re-write the following sentences using………….needn’t have…………….

1. You needn’t go to America.
2. I need not to buy a new pen.
3. It was not necessary for John to shout at me.

Ref; Precise Mk English Grammar page 159-160

**SHOULD AND OUGHT TO**

Should and ought to have the same meaning

They are usually used when giving or asking for advice.

**EXAMPLES**

1. You should respect your elders.

You ought to respect your elders.

1. You should reach school early

You ought to reach school early

1. Should I cross it out?

Ought I cross to it out?

1. Although it is time for break, we should stay in class.

Although it is time for break, we ought to stay in class.

**THE NEGATIVE FORM OF SHOULD IS SHOULDN’T and OUGHT IS**

**OUGHTN’T**

1. You shouldn’t abuse people.

You oughtn’t to abuse people.

1. You shouldn’t lend her any money because she is wasteful.

You oughtn’t to lend her any money because she is wasteful

**Tenses and the passive voice.**

**CONTENT : Definition.**

A tense is a time action subordinated (supported) by a verb. Verbs are written according to the time of action for example when they took place.

Passive voice: This voice emphasizes the object and the action of the verb.

The main verb changes to perfect tense.

For example: (Active) Jane plays netball.

(Passive) Netball is played by Jane

**Passive of the present tense.**

The present simple tense

The major adverbs of time and frequency used are ;

Always, often, regularly, usually, seldom, sometimes, occasionally, barely, rarely, every

We add letter s, es, ies to sentences that have got singular nouns.

**Add s**

|  |  |
| --- | --- |
| **Plural form** | **Singular form** |
| play | plays |
| dig | digs |
| see | sees |
| say | says |
| ring | rings |
| drink | drinks |

**Add es**

|  |  |
| --- | --- |
| **Plural form** | **Singular form** |
| fetch | fetches |
| push | pushes |
| switch | switches |
| brush | brushes |
| teach | teaches |
| go | goes |

**Add ies**

|  |  |
| --- | --- |
| **Plural form** | **Singular form** |
| fly | flies |
| bury | buries |
| cry | cries |
| marry | marries |
| multiply | multiplies |
| hurry | hurries |

**Oral work**

**Use the correct form of the word in the brackets to complete the sentence in the present simple tense.**

a) The timekeeper \_\_\_\_\_\_\_\_\_the bell everyday.(ring)

b) Our teachers\_\_\_\_\_\_\_\_\_\_\_ good English.(speak)

c) That dog \_\_\_\_\_\_\_\_\_\_on bones daily.(feed)

d) I\_\_\_\_\_\_\_\_\_\_\_\_ pupils who speak the truth.(like)

e) We usually \_\_\_\_\_\_\_\_at break time.(play)

**Activity**

Put the verb the brackets into the present tense.

1. That boy \_\_\_\_\_\_\_\_\_\_\_football daily.(play)

2.The river\_\_\_\_\_\_\_\_ under the bridge.(flow)

3.You always\_\_\_\_\_\_\_ with your left hand.(writing)

4.The baby\_\_\_\_\_\_\_\_\_ whenever it is hungry.(cry)

5.It always \_\_\_\_\_in winter.(rain)

6.Bosco generally\_\_\_\_\_\_\_\_ in French.(sing)

7.Architects\_\_\_\_\_\_\_\_\_\_building plans.(make)

8.The police\_\_\_\_\_\_\_\_\_ the leader of the gang.(know)

9.It always\_\_\_\_\_\_\_\_\_\_ at night.(steal)

10.Opio and Owino\_\_\_\_\_ together in Kawempe.(staying)

**Week 7**

**Lesson 1**

The present simple and the passive

The passive of the tense takes helping verbs; is, am and are+ perfect of the main verb.

**Examples**

(active) Amos plays basketball everyday.

(passive)Basketball is played by Amos everyday.

**Oral work**

Change the sentences into the passive voice

(a) Jane plays netball every weekend.

(b)They drink milk

(c) Cars carry people.

(d)A snake lays eggs.

(e)Lions eat meat.

**Activity**

Change the sentences into the passive voice

1. Pupils learn English lessons every day.

2. John bit a cat at home.

3. They kneel on a mat for Prayers.

4. Some one steals my pens daily.

5. Those hens lay eggs in the baskets.

6. Opio plays volleyball.

7. They eat meat every Sunday.

8. That dog barks at strangers.

9. He waters the flowers.

10. The waiter serves good meals.

**Lesson 2**

The present continuous tense

This tense shows that an action is taking place now.

a**) Verbs that end e drop it.**

|  |  |
| --- | --- |
| dance | dancing |
| vote | voting |
| love | loving |
| encourage | encouraging |
| make | making |

**Verbs that double the last consonant mostly have a vowel between the last two consonants**

|  |  |
| --- | --- |
| Clap | Clapping |
| Prefer | Preferring |
| Mar | Marring |
| Mop | Mopping |
| Swim | Swimming |
| Begin | Beginning |
| Add more ………. |  |

**Verbs that end y and w but have a vowel before y don’t double y**

|  |  |
| --- | --- |
| say | saying |
| lay | laying |
| play | playing |
| pray | praying |
| sow | sowing |
| add more ………. |  |

**Examples**

1. We are learning English now.

2. The boys are cleaning the compound.

3. The girls are singing.

**Oral work**

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

1. We are\_\_\_\_\_\_\_\_\_\_\_\_\_ to a radio. (listen)

2. She \_\_\_\_\_\_\_\_\_\_ the work now. (begin)

3. All the parents \_\_\_\_\_\_\_\_\_\_\_\_\_ school fees in the bank now. (pay)

4. The casualty \_\_\_\_\_\_\_\_\_\_\_ terribly now. (bleed)

5. John \_\_\_\_\_\_\_\_\_\_\_ his bicycle. (ride)

**Written activity;**

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

1. He \_\_\_\_\_\_\_\_\_\_\_ a letter now. (write)

2. I \_\_\_\_\_\_\_\_\_\_ not going to school. (to be)

3. They \_\_\_\_\_\_\_\_\_\_\_\_ very fast. (run)

4. Juma \_\_\_\_\_\_\_\_\_\_\_\_\_ his watch now. (wind)

5. Mother \_\_\_\_\_\_\_\_\_\_\_ a basket. (weave)

6. The old man \_\_\_\_\_\_\_\_\_ on his mat. (lie)

7. Why are you \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your friend? (hit)

8. My father \_\_\_\_\_\_\_\_\_\_\_ for London. (leave)

9. The famer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coffee from is garden. (pick)

10. The snake \_\_\_\_\_\_\_\_\_ behind the cupboard. (hide)

**Lesson 3**

**Passive of the present continuous**

Here we use a helping verb; is, am and are + being + perfect of the main verb.

**Examples;**

a) (Active) Bosco is playing football.

(Passive) Football is being played by Bosco.

b) He is riding a bicycle.

A bicycle is being ridden.

**Oral work;**

Change to passive voice.

1. Kennedy is listening to music now.

2. They are cleaning the compound.

3. Someone is chasing a dog.

4. A lion is eating a goat.

5. The boy is climbing a tall tree.

**Written activity;**

Change from active to passive voice.

Ref; DEG P.5- 7, pp. 58

Lesson 4

The present perfect tense

This tense shows that the action occurs a few moments before the present time.

We use “has” for singular and ‘have” for plural + perfect of the main verb.

**Examples;**

1. The baby has cried already.

2. We have sung a nice song.

**Oral work;**

Use the verb in the brackets correctly.

1. The tailor \_\_\_\_\_\_\_\_\_\_\_\_\_ my clothes already. (sew)

2. She \_\_\_\_\_\_\_\_\_\_\_ herself already. (hang)

3. They \_\_\_\_\_\_\_\_\_\_ English. (learn)

4. The animals \_\_\_\_\_\_\_\_\_\_ the thunder. (hear)

5. He \_\_\_\_\_\_\_\_\_\_\_ his uniform. (dirty)

Written activity

Rewrite the sentences in the present perfect tense

1. I break the glass.

2. The prisoner escaped from the prison.

3. Your dog bit my son.

4. John tears his books.

5. It costs a lot of money.

6. Brenda said her prayers.

7. The maid hid the key.

8. The river freezes in winter.

9. We ring the bell.

10. They have a lot of property.

**Lesson 5.**

Passive of the present perfect tense

The helping verbs used here are;

“has” and “have” + been + perfect of the main verb.

**Examples**; (Active) John has written two letters.

(Passive) Two letters have been written by John.

**Oral work;**

Change to passive.

1. Jane has woven a basket.

2. Someone has picked my bag.

3. Silver has ridden a bicycle.

4. Kato has milked a cow.

5. P.6 pupils have drawn beautiful pictures.

**Written activity;**

Change from active to passive voice;

Ref; DEG P.5- 7 pp. 59 – 60

**Week 8.**

Lesson 1.

The present perfect continuous tense

This tense shows that an action started a few moments before and is continuing.

**Examples;**

1. Kapere has been ringing the bell.

2. They have been dancing.

**Oral work;**

Change the sentences to present perfect continuous.

1. He does his home work.

2. John rode a new bicycle.

3. They are playing volleyball.

4. Who dirtied my uniform?

5. We are clapping our hands.

The passive of the present perfect continuous.

We use “has” “have” + been + being + perfect

**Examples;**

1. Active; She has been dropping a pen down.

Passive; A pen has been being dropped down.

2. David has been reading a novel.

A novel has been being read by David.

**Written activity;**

Change from active to passive.

Ref; DEG P.5 – 7 pp. 60

**Past simple tense.**

Lesson 2

This tense shows that an action happened in the past.

No helping verb is used before the main one in a sentence.

**Example;**

1. The farmers grew maize last season.

2. He looked up me angrily.

3. It rained heavily yesterday.

**Activity;**

Use the verb in brackets to complete the sentence in the past simple tense.

1. I \_\_\_\_\_\_\_\_\_\_\_ with him to the market last Saturday. (go)

2. She \_\_\_\_\_\_\_\_\_\_\_\_\_ me some money yesterday. (lend)

3. We \_\_\_\_\_\_\_\_\_\_ him very well. (understand)

4. They \_\_\_\_\_\_\_\_\_\_\_ a lot of soda at the party. (drink)

5. A bee \_\_\_\_\_\_\_\_\_\_\_\_\_ her son last evening. (sting)

6. We \_\_\_\_\_\_\_\_\_\_\_ in lake Nabugabo last holiday. (swim)

7. The carpenter \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the tables yesterday. (smooth)

8. Kazoole \_\_\_\_\_\_\_\_\_\_\_\_\_ himself because of debts. (hang)

9. Having washed the clothes, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them on a dirty line. (hang)

10. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a letter to my father. (write)

**Lesson 3.**

Passive of the past simple tense.

A helping verbs used here are;

“was” and “were” + perfect of the main verb.

**Examples;**

(Active) A dog killed a cat.

(Passive) A cat was killed by a dog.

**Oral work;**

Change to passive.

1. The boy ate an orange.

2. He stole our books.

3. They greeted us.

4. Samanya closed the windows.

5. My father paid the house rent.

**Written activity;**

Change from active to passive voice;

Ref; DEG P.5 - 7 pp. 58.

**Lesson 4**

Past continuous tense

This is tense used to show that an action was continuous over a certain period of time.

**Examples;**

1. The dog was chasing a kidnapper.

2. The boys were eating porridge.

3. Fred was playing football.

**Oral work;**

Use the word in brackets to complete the sentence in the past continuous tense.

1. A lion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_some meat. (tear)

2. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hens for meat. (breed)

3. Munene \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a mad man. (chase)

4. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house. (mop)

5. The children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the rain. (play)

**Written activity;**

Use the verbs in the brackets correctly to form past continuous sentences.

Ref; DEG P.5- 7 pp. 22

**Lesson 5**

Passive of the past continuous tense

Here, we use “was” and “were” + being + perfect of the main verb.

**Examples;**

1. Someone was opening the door. (active)

The dog was being opened. (passive)

2. Jesca was eating mangoes. (active)

Mangoes were being eaten by Jesca. (passive)

**Oral;**

**Change to passive voice.**

1. Pupils were learning English.

2. The dog was chasing a goat.

3. Daniel was beating a cat at home.

4. The hen was laying an egg in the basket.

5. They were playing football.

**Written work;**

Change the sentences from active to passive.

1. Juliet was dropping a pot down.

2. The baby was taking milk yesterday.

3. They were singing a song last Sunday.

4. The musician was winding his video tape.

5. We were drawing the pictures of frogs.

6. The gate keeper was keeping the keys.

7. Baraza was tying the goats on trees yesterday.

9. She was beginning the journey to the western.

10. The bees were stinging the robbers.

**CONDITIONAL SENTENCES**

They are called conditional clauses because certain conditions are expected to be fulfilled. They are grouped into three conditional clauses called if clauses.

If clause 1

If one goes with the present tense in the if clause and the future simple tense in the main clause [will/shall +infinitive form of the verb]

EXAMPLES

1. If I eat dirt, I shall fall sick.
2. If you are work hard, you will pass exams.

Fill in the blank spaces with the correct form of the word given in brackets.

1. If you get a first grade, your father…………..for you a bicycle.[buy]
2. The dog will eat the bone if it ………………..it.[get]
3. If the teacher………………now, he will correct us.[remember]
4. If the girls have been behaving like that, the head teacher………….them.[expel]
5. If you miss morning prep, you…………….. poorly.[ perform]

Using Unless

This is another way of expressing conditions in a negative form

The use of unless depends on how many negatives the sentence has and where they are located.

a. When having one negative despite its location [either in the main clause or if clause, it must be removed ]

e.g

1. If it does not rain, we shall go to school.

* Unless it rains, we shall go to school.

2.If it rains, we shan’t go to school.

* Unless it rains, we shall go to school.

When both clauses are affirmative, unless replaces if and a negative is created in the main clause.

1. If Tom goes to University, he will study law.

* Unless Tom goes to University, he won’t study law.

When both clauses are negative, unless replaces if and a negative in the main clause remains negative.

1. If Tom doesn’t go to university, he won’t study law.

* Unless Tom goes to University, he won’t study law.

Exercise

Re-write the following sentences as instructed in brackets.

[Refer to exercise 69 on page 81 Detailed Grammar Book 2]

**If clause II**

**If clause II express conditions which are impossible or unlikely .**

**We use past simple / past continuous tense in the if clause and future simple past in the main clause**

ExampleS

1. If I were a fish, I would swim.
2. If I had money, I would buy a car.
3. If she came late, she would be punished.

Evaluation MK Precise pg 148 – 49

Evaluation

MK Precise p 123- 4, English Revision by Ronald Forest pages 22 – 26

Junior English Composition and Grammar pp 37 – 44

**COMPREHENSION: TOPIC TWO**

**PRINT MEDIA**

**New words**

Cartoon, puzzle, story, news, announcement, back page, front page, reporter, article, editorial, columnist, magazine, advertisement, newspaper, editor, journalist, column, crossword, media, pullout, newsletter, broncure

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

Ref: SURE KEY TO SUCCESS PAGE 23

**STRUCTURES**

**2.3 The.........which............**

**Re- write the following sentences using :The.............which..............**

**1.**The article appeared in the newspaper last week. It was sad.

\*The article which appeared in the newspaper last week was very sad.

2.Peter lives in his house.

\*The house in which Peter lives is his.

REF:SURE KEY TO SUCCESS P5 PAGE 28.

**WRITTEN EXERCISE 2.2**

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

1.I received your ................card yesterday.(invite)

2. King Solomon was famous because of his.............(wise)

3. Our parents always talk with............about our family.(wise)

4. His ...................helped us a lot during the meeting.(present)

5. Our teachers get their weekly ...................every Saturday(allow)

6The Lamogi........................was led by chief Awich.(rebel)

7. The ..................took place at the bank.(rob)

8A bad ........................makes a good ending.(begin)

9. The ...............................supervised the construction of the new Radio Station.(engine)

10. I like reading news papers for.....................(enjoy)

**Read the advertisement below and answer the questions in full sentences.**

**CATHERINE SELECT GARMENTSLTD**

**SHOP NO,LG8 MUKWANO ARCADE**

**MOB. 0782301123**

**DEALERS IN:** Ladies' suits, Bridal gown, Changing dresses,

Necklaces, shoes, Handbags, and Ladies' hats

Note: All our items are imported from Italy

Working hours: Mon--Friday

8:00am--6:00pm

Saturdays

10:00am--4:00pm

Prices are pocket friendly and negotiable

COME ONE COME ALL!

**QUESTIONS**

1.Which shop is advertising its commodities?

2. Where is the shop located?

3.What category of people benefit from this shop most?

4. At what time does the shop open?

5. How many days is the shop open in a week?

6. On which day does the shop close at 4:00pm?

7. Why do you think the shop is closed on Sundays?

8. Which items are sold in this shop?

9. Write "Ltd" in full.

10. Where are the items imported from?

1. **CONTRASTS.**

Although, Even though, Though

Before joining sentences using Although, Even though, Though , one has to note these;

1. Although, Though, Even though are used at the beginning and in the middle of the sentence.
2. When used at the beginning of the sentence, the clauses being joined must be separated using a comma .
3. Contrast mean different from the other.

**EXAMPLES**

1 . Tom is rich. Tom doesn’t have a car.

1. Although Tom is rich ,he doesn’t have a car.
2. Tom is rich although he doesn’t have a car.

Re- write the following sentences as instructed below.

1. Begin: Although……………………………………..
2. Use ………………………although………………

1 .My stepsister was poor but she had five dresses.

2 .Jimmy reads very hard. Jimmy is ever the last in class.

3 .My niece is a polite girl but the teacher beats her severely.

4 .It was raining .P.6 pupils continued playing.

5 .My grandmother is very old but she can read a Bible.

1. Re-write the sentences above
2. Begin : Even though, Though
3. Use ……….. even though, though………………

**THE USE OF DESPITE AND IN SPITE OF**

These two conjunctions can be used in place of but and although. It is so important to note that in spite goes with preposition of to become in spite of but despite doesn’t go with preposition of.

They are used in three ways ;

1. followed by the continuous tense
2. followed by the fact that
3. followed by the abstract noun

**WHEN FOLLOWED BY A CONTINUOUS TENSE.**

When a sentence is in the present and has no main verb, we use a continuous of being but when then there is a main verb,…ing is added on the main verb eg, clean ……cleaning

Examples

1. The beggar is poor but honest.

Despite being poor ,the beggar is honest

In spite of being poor, the beggar is honest.

1. My niece speaks English very well but she cannot write a letter.

Despite speaking English very well, my niece cannot write a letter.

In spite of speaking English very well, my niece cannot write a letter.

We use having when the action of the verb has stopped (when the sentence is in past tense)

eg

1 .Our teacher taught well but he didn’t mark our books.

1. Despite having taught very well, the teacher didn’t mark our books.
2. In spite of having taught very well, the teacher didn’t mark our books.

However, being can be used in both past and present tenses

eg

The boy was clever but he didn’t pass P.L.E

1. Despite being clever, the boy didn’t pass P.L.E
2. In spite of being clever, the boy didn’t pass P.L.E

Exercise refer to Detailed English Grammar book one page 37 exercise 19

**WHEN FOLLOWED BY AN ABSTRACT NOUN**

Abstract nouns are words made out from other words especially verbs and adjectives.

Here one changes the given verbs and adjectives in the first clause to a noun. One uses a possessive noun adjective pronoun in the first clause.

eg

1 . Joan is poor. Joan is honest.

1. Despite /In spite of Joan’s poverty, she is honest

Joan’s possessive poverty noun

1. Despite /In spite of her poverty, Joan is honest

her adjective pronoun

2) The medical workers threatened to strike. They didn’t get more pay.

In spite of their threat, the medical workers did not get more pay.

In spite of the medical worker’s threat, they did not get more pay.

ACTIVITY

Join the following sentences : a) begin :In spite……..

b)use……despite………..

1). Mrs Onig is beautiful but she has not passed the beauty contest.

2). Amin was famous though he did not rule for long.

For additional numbers refer to Detailed Eng Gram .Book two page 38

**IN SPITE AND DESPITE FOLLOWED BY THE FACT THAT**

When used to replace but, though and although , you need to think of the order of clauses that can bring correct meaning. Never use in spite of despite but ,though and although in one sentence.

Examples.

a). Monic is a beautiful girl. She didn’t marry a rich man.

Despite /In spite of the fact that Monic is a beautiful girl, she did not marry a rich man.

b). Bobi Wine danced the whole night although he didn’t get tired

. Bobi Wine did not get tired despite /in spite of the fact that he danced the whole night.

ACTIVITY

**ARTICLES**

Article is used before singular countable nouns.

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

Exceptions; a European, a university , a one way street.

**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 exception a ewe

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

**Article “the”**

This article is used for the class, definite things, superlative degree, some rivers and mountains, countries, islands and water bodies.

**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

**Evaluation**

**Use either “a’, “an” or “the” in each of the spaces below**

1. Muwanguzi eats ...........................................................egg every morning

2. .........................................chair is made of wood.

3. .......................................Nile is the longest river in the world.

4. She came ...................................hour late.

5. Makerere is ..........................oldest University in East Africa.

6. It was ...................................unwise act to sit on ......................broken chair.

7. I saw ..............................black African in ............................market.

8. .......................................garden fork is ...................................useful tool.

9. Bujumbura is .............................capital city of Burundi.

10. Seven is not ...............................even number.

11. Sir Edward Muteesa II was .....................................first president of Uganda.

12. Wambwa is ..............................ugly man.

13. I cut a branch off the tree ..................................was dry.

14. ..............................baby is crying because it is hungry.

15. My father got ...............................honourally degree from Makerere.

**COMPREHENSION**

**UNIT 5 & 6: TRAVELLING**

**Vocabulary Practice**

**New words**

Further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, travel, taxi, coach, cyclist, booking office, book, passenger, coach, by

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

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ driver always causes accidents. (care)

2. The \_\_\_\_\_\_\_\_\_\_\_\_\_ of the Nile Coach was delayed by the driver. (depart)

3. It is very \_\_\_\_\_\_\_\_\_\_\_\_ to drive .at a high speed. (danger)

STRUCTURES (SURE KEY TO SUCCESS P5 PAGE 43-44)

Re-write using on word for the underlined group of words.

1. None of the people travelling by bus was injured.

2. The man who collects bus fare was very rude.

3. There weren’t many people riding in the city.

4. They did not reach their place to which they were going.

5. The passengers put their bags, suit cases and mattresses in the boot.

3.2 USE...............while...............

Begin: While................................

1. We were travelling. One of the children started crying.

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

3. The cyclist was riding. The passenger was listening to the news.

4. Jane was washing the car. Her brother was cleaning the compound.

**THE USE OF WHEN, WHILE AND AS -----------**

**N.B:** If you begin a sentence with any of the above structures insert a comma to separate the two clauses.

When the above structures are used;

* To show that two activities took place in the past one after the other.
* When Christine was slicing onions, she cut herself.
* While --------------------------
* As ------------------------------

But if when, while and as appear in the middle of a sentence, we don’t use a comma.

Example

While /when/as Musoke was drumming, Amooti was dancing.

**Evaluation activity**

Rewrite the following as instructed

1. The pupils were writing an exam. The teacher was supervising them. (Begin: While ---
2. The doctor was operating on a patient. The patient died. (begin: As ------------)
3. The dentist was examining the boy’s teeth. The boy vomited. (Use: …….when ………..)
4. Julius broke his left beg. He was playing football. (Begin: When ……………..)
5. I was watching a football match on T.V. my elder sister was doing her homework instead. (begin: When: ……………….)
6. My father was organizing his documents, at the same time Barrack Obama was being sworn-in as the USA president. (Begin: While --------------)
7. John was cleaning the kennel but Joseph was cleaning the sty. (Use: ……..as …….)
8. The bat entered the classroom. The pupils were doing an exercise. (Use: …..while …….)
9. I arrived at his house. He was sleeping. (Begin: When ……………..)
10. The boy jumped off the train. It was moving. (Begin: While …………..)

**PASSAGE 3.6**

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

Travelling is an interesting adventure or hobby. First of all, you wake up very early in the morning, prepare yourself and get ready for the journey....................................................................

REF:SURE KEY TO SUCCESS P5 PAGE 49

**3.9 COMPREHENSION**

**Below is the time table of planes at Entebbe International Airport in Uganda. Study it carefully and answer the questions that follow in full sentences**.

**DAY TYPE OF PLANE ARRIVAL AT DEPARTURE FROM DESTINATION**

**ENTEBBE ENTEBBE**

**AIRPORT AIR PORT**

**MON** Uganda PP(R.J) 8:00AM 8:30 am New York

**TUE** British CP 12:00 noon 2:00 pm England

Kenyan PP(R.J) ................ 10:00 am Nairobi

**WED** Tanzanian PP 9:00 am 9:45 am Dar el Salam

**THUR** Rwandan CP 3:30 pm 5:00 pm Kigali

**FRI** Sudanese PP 7:00 am 7:25 am Juba via Gulu

**SAT**  Libyan PP 10:00 pm 12:00 am Mecca via Lagos

**SUN** Ethiopian PP 11:00am 12:00 pm Addis Ababa

British CP 12:00 am ............... ....................

**KEY**

C.P Cargo Plane

P.P Passenger plane

R.J Return journey

a.m before noon

p.m after noon

1. Where does the British C.P go on Tuesday?

2. Which plane arrives and leaves this airport at midnight?

3. In which country is this International Airport?

4. On which day does the Sudanese C.P arrive at this airport?

5. How many times do planes land at this airport in a week?

6. Which two planes make a stop over on the way after leaving this airport?

7. What does C.P stand for on the time table?

8. Where does the Ugandan P.P go on Monday?

9. How long does the Tanzanian P.P stay at Entebbe Airport?

10. Which plane leaves the airport at 5:00p.m?

**JUMBLED STORY**

**The sentences below are in wrong order. Re arrange them to make a good composition about ''WHY PEOPLE TRAVEL''**

1. Secondly, school children travel to go to school to learn.

2. Tourists usually visit places of interest and pay money to the government.

3. Many people travel from one place to another every day.

4. These people who travel for pleasure are called tourists.

5. In the end, they are able to lead a happy life.

6. Firstly, people travel to go to work or attend ceremonies.

7. This money helps the government to provide services to the people.

8. Why do such people travel daily?

9. There are many answers to this question.

10.Thirddly,other people travel for pleasure or to look for food.

**PICTURE COMPOSITION**

**The pictures A to F tell a story. Study them carefully and then write one sentence to describe what is happening in each picture.**

breakdown truck getting on lining up

pulling broken down

bus fuel station

standing forest

Picture A..................................................................................

Picture B..................................................................................

Picture C..................................................................................

Picture D.................................................................................

Picture E.................................................................................

Picture F.................................................................................

REF:SURE KEY TO SUCCESS P5 PAGE 57

HOW FAST CAN YOU READ THIS STATEMENT?

Travellers travelling to Arua travelled with travellers who travelled with travellers travelling to different places.

**Using ...............so ...........that .............and ..........such a .............that.**

**Join using (a) ...........so ..............that .............**

**(b) ....................such a / an ..................that ....................**

**Examples**

1. He was a rich man. He bought the whole village.

a. He was so rich that he bought the whole village.

b. He was such a rich man that he bought the whole.

2. The woman was very old. She couldn’t walk on her own.

a. The woman was so old that she couldn’t walk on her own.

b. She was such an old woman that she couldn’t walk on her own.

**EVALUATION**

1. He revised very hard. He passed well.

2. The day was very old. We couldn’t rest in the house.

3. Peter is very tall. He can touch the ceiling.

4. The food was very cold. No body could eat it.

5. The examinations were very difficult. Most of the pupils failed them.

6. The school is very old. It may fall down anytime.

7. The bicycle is very cheap. Everybody can buy it.

8. Ofwono is very tall. He cannot sleep on that bed.

9. That novel is very difficult. No body can understand it.

10. He was very intelligent. He got a bursary from the district.

Using .................too..................to ...................

The structure is used in sentence with a negative e idea.

**Re – write the sentences using ....................too ..............to ................**

**Examples**

1. The lady is very fat. She cannot run.

The lady is too fat to run

2. It is very hot today. We cannot walk to the taxi – park.

It is too hot today for us to walk to the taxi – park.

3. The box is very heavy. Aidah cannot lift it.

The box is too heavy for Aidah to lift.

**EVALUATION**

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

2. Peter is very young. He cannot carry a jerrycan of water.

3. Maths is very hard. I failed to pass it.

4. The block is very heavy. Mary couldn’t see the thief.

5. It was very dark last night. We couldn’t see the thief.

6. The tree is very big. Young boys can’t climb it.

7. A hare is very fast. I can’t be caught by a dog.

8. It is very cold at night. You can’t go out without a coat.

9. The tea is so hot that we cannot drink it.

10. He was very wise and he didn’t go.

**Using: ......................enough to ...............**

**Enough is usually used after an adjective or adverb.**

**Re – write the sentences using ...............enough to ..........**

**Examples**

1. You ran fast. You won the race.

You ran fast enough to win the race.

2. The shopkeeper was very foolish. He didn’t save any money.

The shopkeeper was not wise enough to save any money.

3. Tom is very young. He can’t go to school.

Tom is not old enough to go to school.

**EVALUATION**

1. He is now strong. He can walk without help.

2. They ran slowly. They didn’t catch the boat.

3. She came late. She missed the first examination.

4. The teacher explained very clearly. Everybody understood.

5. Tina spoke Kiswahili very well. The soldier understood her.

6. The tree is very big. Primary three people can’t cl 8. The teacher talked very quickly. The class did not understand what she was saying. 9. The dog was very big. It frightened them.

10. Our baby is very young. It cannot talk.

**END**