

THEME: SAFETY ON THE ROAD
TOPIC 1: SAFETY ON THE ROAD

Vocabulary

Vocabulary lesson I

zebra crossing	A part of the road marked with black and white stripes where vehicles must stop to let pedestrians cross the road. We must cross a busy road from the zebra crossing.
passenger	A person travelling by a bus, a car, taxi, plane or train. Most buses carry more passengers than taxis.
traffic	Vehicles moving along a road or street in a particular time. There is a heavier traffic in the city than in our village.
cyclist	A person who rides a bicycle. Martha is a good cyclist.
motorist	A person driving a vehicle. That motorist is a Kenyan national.
signal	A gesture, sound or movement made to give somebody information or a warning. John made a hand signal when he was turning left.
right	The opposite to left. It is against the Highway code to park vehicles on the right hand side.
left	The opposite to right. We normally use pavement on the left to go to the school.

Vocabulary practice I

Arrange these vocabularies in ABC order

- 1) right, signal, passenger, traffic
- 2) pedestrian, passenger, traffic, cyclist
- 3) signal, single, signaling, singled

Arrange the words to form a meaningful sentence.

- 4) along the road John walking Was then?
- 5) the road my to How village busy is!
- 6) motorist The wear didn't careless his helmet.

Use the words: first aid, hand signal, junction, and motorists to fill in the blank space

- 7) The cyclist made a _____ to show that he was turning right.
- 8) Drivers should not take over at the _____ of a road.
- 9) Motorists should be careful not to knock _____ down.
- 10) He was given _____ after getting in an accident.
- 11) We met John at the zebra _____.

Vocabulary lesson II

traffic jam:	A long line of vehicles on the road which can hardly move. The accident which involved the two buses caused the traffic jam.
traffic police:	Police officer who direct road users to make sure that traffic rules are respected. Is Marina a traffic police?
taxi:	A small vehicle which carries passengers. A taxi is smaller than a bus.

bus:	a large vehicle that carries passengers We travelled to the village by bus.
cross:	To go from one side to the other. We must cross the road carefully.
heavy:	more than usual in number The traffic jam in Kampala is heavier than that of our town.
light:	not great in amount Our aunt reaches earlier due to light traffic jam along Mukene Street.

Vocabulary practice II

Fill in the blank space with a suitable word.

- I would _____ be a driver than a cyclist.
- Lina was knocked _____ by a speeding car.
- The cars are moving slowly _____ of heavy traffic jam.
- The traffic jam in Kampala is heavier _____ that of Arua town.
- We shall all board buses to Mbale, _____ we?

Write the full form of the given abbreviations.

- Rd.
- St.

Rewrite the sentences giving a single word for the underlined group of words.

- Ritah drives a small vehicle which carries passengers from Lira to Kampala daily.
- The traffic was more than usual in Kampala today.
- We travelled to Kampala by a large vehicle that carries passengers.

Rewrite the sentences giving the plural form of the underlined word.

- The travel tour will commence tomorrow.
- We travelled to the Eastern part of the Game Park by taxis.

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

- light:
- right

Vocabulary lesson III

sign post:	a sign at the side of the road giving information about the distance and direction of places He knocked down the signpost of Ararak Junior School.
rail crossing	a point where railway line crosses the main road The accident happened at the rail crossing.
black spot:	a place on the road where accidents frequently happen. Many passengers have lost their lives from Nanda black spot.
seat belt (safety belt)	a belt attached to the seat in a car or a plane that keeps the passenger fix Immediately I sat in the bus, I fastened the seatbelts.
helmet	a hard hat worn by motorists to protect their heads All motorists are supposed to wear their helmets.
first aid	first help given to the person who has got an accident Pemba was given first aid when he got an accident.

Vocabulary practice III

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

- 1) Tom gave me the _____ aid immediately I got an accident. (one)
- 2) We learnt about _____ on the road last week. (safe)
- 3) The old woman walked _____ at the zebra crossing. (hurry)
- 4) All the road users must be very _____ care)
- 5) The lorry knocked him down as he was _____ the road. (knock)
- 6) Before his _____, he was rushed to Lacor Hospital. (die)
- 7) Roads should be _____ to reduce traffic jam. (wide)
- 8) That policeman arrested a _____ yesterday. (cycle)

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

- 9) Musa bought two hard hats worn by motorists to protect their heads yesterday.
- 10) Very many people travelling on foot died in motor accident last year.
- 11) His uncle passed away in a car accident.

Give a word or a group of words to mean the same as these words

- 12) seat belt:
- 13) traveler:

Language structures

The use of: _____ **as soon as** _____

This structure is used to mean shortest possible time something happens.

It is used to mean the same as: immediately

Examples

1. The driver lost control. The brakes failed.

The driver lost control **as soon as** the brakes failed.

2. I called my friend. I reached the zebra crossing.

I called my friend **as soon as** I reached the zebra crossing.

3. There were no more cars coming. The pupils crossed the road.

The pupils crossed the road as soon as there were no more cars coming.

4. The driver knocked the pedestrian. He ran away.

The driver ran away as soon as he knocked the pedestrian.

TRIAL ACTIVITY

Complete these sentences using: _____ **as soon as** _____

1. The traffic officer stopped the car _____ we left the park.
2. The driver stopped the car _____ the traffic lights flashed red.

Join these sentences using: _____ **as soon as** _____

- 1) The cyclist gave a hand signal. He saw the junction.
- 2) The vehicles started moving. The traffic light showed green.
He jumped off the lorry. It reached the humps.
- 3) The reckless motorist ran away. The policeman called him.
- 4) The driver started the engine. It started raining.
- 5) The boy died. The boy was knocked down by a motorist.
- 6) Mark was given first aid. He got an accident.
- 7) John bought his motorcycle. He sold his gardens.
- 8) The driver stopped the vehicle. We reach the zebra crossing.

The use of:immediately.....

This structure is used to talk about something that happened soon after the other. It is used in the same way as**as soon as**.....

Examples

1. The driver lost control. The brakes failed.

The driver lost control **immediately** the brakes failed.

2. I called my friend. I reached the zebra crossing.

I called my friend **immediately** I reached the zebra crossing.

Activity

Re-write these sentences using: _____ **immediately** _____

1. As soon as Cathy wrote her letter, she edited it.
2. The driver caused the accident. He was arrested.
3. The car crashed. The police officers arrived.
4. Karen boarded the car. She fastened the seat-belt.
5. Tom saw pot-holes. Tom reduced the speed of the car.
The driver opened the door. Daniel removed the luggage from the boot.
6. The traffic police officer signaled. The motorist stopped.
7. We came out of the taxi. It started burning.
8. The driver died. He was beaten by the mob.

Language structures

The use of: **must**.....

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

Examples

1. **The police officer need to help pupils to cross the road.**
Police officers must help children to cross the road.
2. **The taxi drivers have to obey traffic rules.**
The taxi drivers must obey traffic rules
3. **The teachers should teach children with a Highway Code rule.**
The teachers **must** teach children with a Highway Code rule.

TRIAL ACTIVITY

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

- 1) It is good for motorists to signal at the junction.
- 2) Pedestrians ought to walk on the pavement.
- 3) Cars should have indicators.
- 4) A good driver should drive carefully.
- 5) All motorists should have driving permits.
- 6) It is good to tarmac roads.
Parents ought to help their children to cross the roads.
- 7) They ought to place traffic lights at the crossroads.
- 8) One should check on the condition of a car before starting the engine.

(b) The use of: **mustn't**.....

We use this structure to that something is not supposed to be done.

Mustn't is the contraction form of the negative helping verb **must not**.

Examples

1. **It is not good to stand behind a parked car.**
You must not stand behind a parked car.
School children ought not to play on the road.
2. School children mustn't not to play on the road.

TRIAL ACTIVITY

Re-write the following sentences using: _____ **mustn't** _____

1. Drivers ought not to drive on the pavement.
2. A good driver shouldn't drive carelessly.
3. One should not drive a car with worn-out tyres.
4. Parents ought to help their children crossed the road.
All road users shouldn't be reckless while using the road.
5. All busy roads ought not be narrow.

6. Morgan shouldn't stop in the middle of the road.

7. Traffic police officers shouldn't accept bribes.

The use ofshouldn't.....

We used this structure to talk about what one must not do or what is not supposed to be done.

shouldn't is the contraction for **should not**

Examples

1) Children should not play on the road.

2) Good drivers shouldn't over speed the junction.

Activity

Make five correct and meaningful sentences from the table below

Pedestrians	should not	accept bribes
Motorists		play along the road.
School children		ride while drunk.
Cyclists		throw stones at the road users
Vehicles		drive recklessly
Traffic police officers		be too narrow
Roads		be overloaded

Example

1) Pedestrians **should not** ride while drunk.

Language structures

The use of:mustn't.....unless.....

We used this structure to talk about what one must not do or what is not supposed to be done if a certain condition is not fulfilled.

Unless means if.....not.....

Examples

1. **You should not cross the road if it is not clear.**

You must not cross the road unless it is clear.

2. **Peter should not go to school if he doesn't have a school uniform.**

Peter must not go to school unless he has a school uniform.

TRIAL ACTIVITY

Re-write the following sentences using: _____ mustn't _____ unless _____

1. John should not drive my car if he doesn't have a driving permit.
2. You shouldn't turn on the headlight if it is not dark.
3. A good driver should not drive a car if it doesn't have a functional brakes
4. One must not have a driving permit if one doesn't know the Highway Code.
5. The suspect should not go away if the policeman hasn't come.

LANGUAGE STRUCTURES

The use of:.....as soon as.....

This structure is used to mean shortest possible time something happens.

It means the same as: immediately

Examples

5. **The driver lost control. The brakes failed.**

The driver lost control **as soon as** the brakes failed.

6. **I called my friend. I reached the zebra crossing.**

I called my friend **as soon as** I reached the zebra crossing.

7. **There were no more cars coming. The pupils crossed the road.**

The pupils crossed the road as soon as there were no more cars coming.

8. **The driver knocked the pedestrian. He ran away.**

The driver ran away as soon as he knocked the pedestrian.

TRIAL ACTIVITY

Complete these sentences using: _____ as soon as _____

3. The traffic officer stopped the car _____ we left the park.
4. The driver stopped the car _____ the traffic lights flashed red.

Join these sentences using: _____ as soon as _____

1. He switched on the wipers. It raining heavily.
2. The vehicles started moving. The traffic light showed green.
3. He jumped off the lorry. It reached the humps.
4. The reckless motorist ran away. The policeman called him.
The driver started the engine. It started raining.
5. The boy died. The boy was knocked down by a motorist.
6. Mark was given first aid. He got an accident.
7. John bought his motorcycle. He sold his gardens.
8. The driver stopped the vehicle. We reach the zebra crossing.

Language structures

The use of:immediately.....

This structure is used to talk about something that happened soon after the other. It is used in the same way as**as soon as**.....

Examples

3. **The driver lost control. The brakes failed.**
The driver lost control **immediately** the brakes failed.
4. **I called my friend. I reached the zebra crossing.**
I called my friend **immediately** I reached the zebra crossing.

TRIAL ACTIVITY

Re-write these sentences using: _____ immediately _____

1. As soon as Cathy wrote her letter, she edited it.
2. The driver caused the accident. He was arrested.
3. The car crashed. The police officers arrived.
4. Karen boarded the car. She fastened the seat-belt.
5. Tom saw pot-holes. Tom reduced the speed of the car.
6. The driver opened the door. Daniel removed the luggage from the boot.
7. The traffic police officer signaled. The motorist stopped.
8. We came out of the taxi. It started burning.
9. The driver died. He was beaten by the mob.

Language structures

The use ofbecause....

We use the structure to tell the reason why something happened or the reason for doing something.

This structure is used in all the tenses.

Examples

1. **The car knocked Hamza down. Hamza's bicycle had weak brakes.**
The car knocked Hamza down because his bicycle had weak brakes.
2. **Sarah's father's car broke down she came to the school late.**
Sarah came to school late because her father's car broke down.

TRIAL ACTIVITY

Join the sentences below using: _____ because _____

1. Angela was knocked down. She crossed the road while running.
2. My father didn't drive a car. He was sick.
3. The victims died. They did not get any first aid.

4. The cyclists beat him. He had stolen a helmet.
5. Moses drank a lot of water. He was very thirsty.
I did not get the taxi. I woke up very late.
6. David got an accident. He was driving carelessly.
7. Our bus driver has never caused any accident. He drives carefully.
8. He drove badly. He didn't know the Highway Code.
9. We gave Irene first aid. She was injured by a reckless motorist.

LANGUAGE STRUCTURES

Modal / Defective verbs:

These are also referred to as modal auxiliary verbs. They are used with other verbs to express possibility, ability, permission, obligation or determination.

Examples: can, may, will, shall, have to, need, ought to, dare

The use of:..... Should.....,
.....ought to.....

These are modal verbs of obligation, duty advice.

- ✓ to talk about an obligation and duty.
- ✓ to ask for and give advice.
- ✓ to say what is right or good.

Examples

Rewrite these sentences using: _____ ought _____

1. **You should respect elders.**
You ought to respect elders.
2. **Children should obey their parents.**
Children ought to obey their parents.
3. **Tom should stop smoking.**
Tom ought to stop smoking.

Activity

Rewrite these sentences using: _____ ought to _____

1. You should stop smoking since it causes lung cancer.
2. People should boil drinking water to make it safe.
You should revise your books in preparation for exams.
3. Children should obey their parents.
He should apologize to the headmaster.
4. They should go for further studies.
5. You should know the Highway Code.
Young people should cross the roads carefully.
6. All road users should respect the traffic rules.
7. Anita must be careful while crossing the busy road.

GRAMMAR

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.

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.

- The mechanic is working now.**
The mechanic is not working now.
- I am going with my father today.**
I am not going with my father today.
- My sister is learning to drive a car.**
My sister is not learning to drive a car.

ACTIVITY

Turn the following sentences into affirmative

- The motorist isn't driving very fast.
- The cyclists aren't riding carefully.
- School children are not crossing the road from zebra crossing.

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

- Our teacher is _____ us how to cross the busy road. (show)
- Tom and Kety are _____ the roads carelessly. (cross)
- Betty is _____ her new car now. (drive)

Fill in the blank spaces sensibly.

- The pedestrians _____ crossing the roads now.
- Our driver _____ starting the engine now.
- We _____ learning safety on the road now.
- We _____ fixing Juma first aid.
- They _____ coming to rescue the driver who caused the accident.

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	will
		She	won't
		They	

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

Examples

Affirmative sentences

- We shall help you to cross the road.
- You will pay for this repair next weekend.
- Mary and Martha shall learn how to cross the busy roads.

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

- We shall help you to cross the road.**
We shan't help you to cross the road.
- You will pay for this repair next weekend.**
You won't pay for this repair next weekend.
- Mary and Martha shall learn how to cross the busy roads.**
Mary and Martha shan't learn how to cross the busy roads.

GRAMMAR

The Present Perfect Tense

This tense name 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 crossed the road beautifully.
2. I have driven on the street carefully
3. She has checked on the car properly.
4. He has driven his car gently.

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	skillful	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






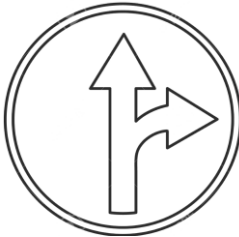
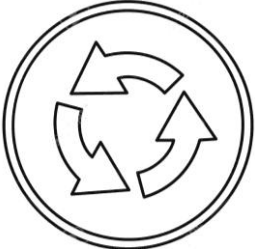





Form adverbs from each of the following words

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)

COMMON ROAD TRAFFIC SIGNS

No hooting 	Speed limit 	No U-turn 	No cycling 
			
Pedestrian not allowed	Junction a head	Roundabout	No parking
			
Stop	No left turn	No right turn	End of speed limit

COMPREHENSION

PASSAGE

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

Nakku was overjoyed for several reasons. To begin with, she was going to travel by bus for the very first time. Secondly, it was going to be her first visit to Kampala, the capital city.

She was going to see many road signs that she had learnt in Social studies and English as well.

She sat close to the driver and hoped to see everything along the way.

“Fasten your seat belts please,” the driver ordered. When everybody was seated, the huge bus let out some black smoke as it set off.

Although Nakku hardly slept a wink the previous night, she was so anxious that she vowed to remain awake throughout the journey. She therefore joined the other pupils in singing loudly to ensure that she stayed awake and alert.

As she was singing, she started sleeping and suddenly the huge bus jerked into a stop disrupting her sweet sleep. She rubbed her eyes and opened them widely.

Oh we are at a Zebra-crossing and we have to let the pedestrians cross before we can precede, teacher Kato explained clearly.

There were so many other road users that the bus could not move as fast as Nakku and other passengers would have liked.

There were Lorries, taxis, cars and motorcycles. There were bicycles and carts too.

Traffic was really heavy, we soon found ourselves in one of the long queues of the slow-moving vehicles. There were other queues both on the right and on the left.

Teacher Kato explained that the bus had stopped as a result of traffic jam.

After a short distance, the pupils saw a signpost showing directions to different places after which they saw some traffic lights and when the light turned red, Musa, the driver applied the emergency brakes which made the passengers jerk forward. Were it not for the safety belt, Nakku could have fallen.

All the vehicles which were moving into town were stopped by the traffic police officer in smart white uniforms were at the roundabout.

One of the traffic police officer gave a signal for the vehicles to move. As we started, there were sharp corners a head but the driver negotiated them carefully.

“As the passengers were admiring the tall buildings in the city when the bus came to an abrupt halt” This has been a black spot. I think there is need for humps,” the driver announced.

Questions

- What made Nakku to be overjoyed?
- Why did Nakku sit close to the driver?
- What is the importance of a seat belt in a car?
- Why did the driver had to stop at the Zebra- crossing?
- What is the name of the driver?
- Why did Nakku join the other passengers in singing?
- Why did the writer refer to the bus as moving at a snail's pace?
- What did Musa the driver do when the traffic lights turned red?
- In your opinion, what should drivers do when they are nearing the black spots on the road?
- According to the driver, what road sign should be put at the black spot?
- Give any one reason.
- Suggest a suitable title for the passage.

PASSAGE

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

The pupils of Wansale primary school went for a tour, in the capital city they went around the whole city and saw many things.

When they came back from the city they had too many questions on traffic rules. Their teachers of English and Social studies decided to invite one of the police inspectors from Buloopo police station to the school to address the pupils on road safety.

The inspector left the head teacher's office in the company of teacher Mukose and addressed both the pupils and the teachers. The inspector was holding a small book entitled "The Highway code and he kept on referring to it. He also said that the work of the police traffic officers is to ensure that there is safety on the roads.

He also informed the school that the police collaborate with the Ministry of Works and Transport to see that all road users are safe.

The inspector said that the pedestrians should always use a foot paths at all times. Pedestrians should also avoid crossing the road at points where they cannot see both ends of the road clearly. These are places behind the parked vehicles, at the road bends or where there is a hillock. Instead, they should cross the road where it is straight and can clearly see both sides of the road.

In towns and busy areas on the road, they should cross at the zebra-crossing or on an overhead pedestrian's bridge. Before crossing the road, one should look left, right and then left again to confirm that there is no vehicles coming before one crosses the road. Drivers should be patient with other road users. They should let the pedestrians cross without hooting at them and especially when crossing the road.

Vehicles should be in a good mechanical condition because those without side mirrors, faulty brakes headlights, light reflectors and tyres without treads have been a major cause of road accidents. Drunkards and careless drivers also cause accidents on the roads.

In conclusion, both the cyclists and the passenger should wear helmets and reflector to be visible in the dark.

Thank you for listening to me. The pupils gave him a thunderous clap as he sat down. The pupils asked some questions about traffic dangers which the inspector answered properly.

Inspector Mwala
OC Buloopo station

Questions

- What was the name of the inspector?
- Which school did the inspector visit?
- Mention any two traffic dangers?
- Which road user is supposed to use the foot paths?
- Which area should the pedestrians avoid crossing from?
- Who invited the inspector to Wansale primary school?
- Which book was the inspector referring to while addressing the school?
- Mention two areas where the pedestrians should cross from?
- Write O.C. in full.
- Which police station was the inspector come from?

COMPREHENSION

POEM

**Read the poem below and answer the questions about it in full sentences
ON THE ROAD**

From dawn to dusk,
Morning to sunset,
Roads are full of different road users,
Heading to various destinations,
In the city or village.

Pedestrians trek on the pavement,
Passengers sit comfortably in taxis and buses,
As they pass by,
Trees appear as if they are running backward,
Yet they're stationary.

Hand signals, traffic light, indicators,
And horns are used for communication,
The red light commands the driver to stop,
Orange light alerts him to get ready,
While the green light tells him to move forward.

With an indicator, one can make a left or right turn,
Traffic officers help to maintain law and order on the road,
They stand at the road junctions,
Smartly dressed in their uniforms,
Because the safety of the road is for all.

Tino Maria (P6)

Questions

- (a) How many stanzas does the above poem have?
- (b) According to stanza one, what are roads full of?
- (c) Where are road users heading to?
Who trek on the pavements according to the stanza two?
- (d) Where do passengers sit comfortably?
- (e) Who help to maintain law and order on the road?
- (f) Mention any **one** road user in the poem.
- (g) Which traffic light tells the driver to move forward?
Give another word or a group of words with the same meaning as the following words used in the poem
 - a) destination
 - b) trek
 - c) pedestrians
- (h) What happens to trees as the passengers pass by?

COMPOSITION

JUMBLED SENTENCES

Re-arrange the sentences below to form a good composition about the role of the traffic police officers.

1. Crossing the roads in such a manner puts one's life at risk.
2. Their main role is to reduce accidents on the roads.
3. The biggest number at risk are the children.
4. Some of the road users know about the road safety rules.
5. This will help to reduce accidents on the road.

6. They cross the roads without looking left or right.
7. Traffic police officers have a big role to play.
8. Unfortunately, others do not know about them.
9. It is everyone's responsibility to teach children how to cross the road safely.
10. However, this is not easy because they deal with different road users.

COMPREHENSION

DIALOGUE

Below is the dialogue between Robert and Stella. Read it and answer the questions that follow in full sentences.

Robert:	Good morning, Stella.
Stella:	Good morning, Robert.
Robert:	Why are you late today?
Stella:	My father's car had a mechanical problem last evening and it also had a flat tyre so I had to walk to school that is why I am late.
Robert:	You walked to school? Where do you live?
Stella:	We live at Muyenga tank hill and my dad told me to walk to school.
Robert:	Was it a punishment? What crime did you commit?
Stella:	No it wasn't a crime. Dad told me to walk and get the experience he went through while still studying.
Robert:	Oh no! That road is very busy with traffic. How did you manage to all the busy roads?
Stella:	I used the foot paths it is very safe for pedestrians.
Robert:	Oh, that was very good. How about crossing the road?
Stella:	It was very tricky so I had to cross from where the Zebra crossing was.
Robert:	That was very good. How did you manage to cross from where there was no Zebra crossing?
Stella:	It was a nightmare, I waited for a long time until the road cleared but then I had to look left, right and left again when the road was clear, I crossed.
Robert:	You are very clever Stella. How did you know all this?
Stella:	My teacher of English taught us how to cross the road safely.
Robert:	Ha-ha, you survived the reckless taxi drivers, motorcyclists and Crazy motorists.
Stella:	Yes; the good thing: there were traffic police officers at every Junction and black spots too.
Robert:	What were they doing at the road?
Stella:	They were controlling the traffic and arresting whoever was driving from the shoulders to overtake.
Robert:	Okay, see you later Stella.
Stella:	Okay, Robert bye.

Questions

- (a) How many people are taking part in the dialogue?
- (b) How did Stella cross the busy road?
- (c) Why did Stella walk to school that day?
- (d) Where does Stella reside?
- (e) What crime did Stella commit?
- Where do pedestrians walk from on a busy road?
- (f) How did Stella manage to cross the road without using a Zebra crossing?

- (g) In case there was no traffic police officer, what helps the drivers to use the road safely at roundabouts and at junctions?
- (h) Apart from drivers, mention any other two road users.
- (i) Suggest a suitable title for the conversation.

Guided dialogue

Below is a dialogue between the O.C traffic and a taxi driver.

Complete it by filling in what do you think what were O.C's questions or statements

O.C traffic:	
Taxi driver:	Good morning, Officer.
O.C traffic:	
Taxi driver:	I am 33 years old.
O.C traffic:	
Taxi driver:	Yes, officer. I have a driving permit.
O.C traffic:	
Taxi driver:	No, officer, this taxi is not mine.
O.C traffic:	
Taxi driver:	It belongs to my uncle.
O.C traffic:	
Taxi driver:	There are eighteen passengers in the taxi, sir.
O.C traffic:	
Taxi driver:	I am coming from Kasese.
O.C traffic:	
Taxi driver:	This taxi is lenses to carry 14 passengers only.
O.C traffic:	
Taxi driver:	I am sorry officer. I know very well that overloading and over speeding are very serious offenses that can cause accidents.
O.C traffic:	
Taxi driver:	Please, officer. Do not take me to court now. Do me a favour. Here is something for you sir.
O.C traffic:	Shut up your mouth. Officer does not take bribes.

Guided composition

Fill in the blanks with suitable words given below.

careful road signs killed green headteacher
pedestrians traffic police signal zebra crossing pavement

Last Friday, our _____ addressed the whole school.

With deep sorrow, he informed the school about an accident in which a motorist had knocked down one of the pupils in primary three.

The driver did not _____ to show where he was going to turn. The _____ tried to stop him but instead he drove off very fast.

The head teacher asked all the pupils to cross at the _____.

He told them that _____ must walk on the _____.

Every pupil should know the rules of the Highway Code and learn the important _____

"If you want to cross the road, you must look left, right, then left again. If it is safe, cross quickly but do not run." The pupil would not have been _____ if she had been _____

At the junction, observe the traffic lights carefully. Red means the traffic must stop, _____ means it is safe to go and Yellow or amber means drivers should get ready to stop or to go.

TOPIC 1: SAFETY ON THE ROAD
SUB TOPIC II: TRAFFIC DANGERS

Vocabulary

Vocabulary lesson I

crossroad:	a place where two roads meet and cross John lost his direction when he reached the crossroad.
junction:	a place where roads meet but do not cross each other It is not safe to cross the road from the junction.
roundabout:	A multiple road junctions in the form of a circle. We shall take our photographs from the main roundabout.
accidents:	unpleasant sudden occurrence that can lead to injury or death Both over speeding and over loading cause accidents.
traffic light:	a set of green, orange and red color light used for controlling road users on busy roads There are more traffic lights in Kampala city than in Gulu city.
side paths:	a space where people can walk at the side of the road Motorists must not park from the narrow side paths.
first aid:	first help given to a person who has got an accident Peter was given first aid before being taken to the hospital.
overload:	to put too greater load on something The driver overloaded the school truck.

Vocabulary practice I

Arrange these new words in a dictionary order

- 1) crossroad, accidents, roundabout, junction
- 2) light, right, bright, night

Fill in the blank space with a suitable word.

- 3) Not _____ is John a driver but also a first aider.
- 4) Our traffic police records daily events in his _____.
- 5) Morgan jumped _____ the bicycle when its tyre burst.
- 6) I succeeded _____ in crossing the road from the junction.
- 7) If we worked hard, we _____ pass this examination.

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

- 8) All cyclists must ride with both hands on the handle _____. (bar)
- 9) A teacher is as _____ as a driver. (importance)
- 10) Mugalu was the _____ boy to get an accident at the crossroad. (five)
- 11) How many _____ did Mrs. Bukenya have in his bus? (luggage)
- 12) What a _____ day it was! (rain)
- 13) The tourist _____ climbed the mountain up to the highest peak. (slow)
- 14) Our teacher of English is a very _____ lady. (knowledge)
- 15) I know the _____ between the crossroad and the junction. (differ)
- 16) John was given first aid when he _____ an accident. (get)
- 17) That old driver _____ caused the accident. (narrow)

Vocabulary lesson II

careful:	taking care/ Avoiding hurting or damaging/ to do things with great care All cyclists must cross the roads carefully.
highway:	a public road connecting towns and cities Entebbe highway is the widest of all roads in Uganda.
traffic island:	area in the middle of the road where you can stop until it is safe for you to cross The hawker has been standing on the traffic island for five hours.
highway code:	the official rules for drivers and other users of public roads A book containing traffic rules All road users must learn and respect the Highway Code.
road humps:	raised parts of the road that reduced the speed of vehicles Mark fell off the motorcycle from that road hump.
scene:	the place where unpleasant thing happens The traffic police officers reached the accident scene very late.
fatal:	something deadly The fatal accident claimed the lives of fifteen passengers.
rail crossing:	a point where the railway line crosses the road The accident happened at the rail crossing.

Vocabulary practice II

Write the full form of the given abbreviations.

1. Capt. Mubiru was walking along Mukulu highway.
2. We've learnt the Highway Code today.

Rewrite the sentences giving a single word for the underlined group of words.

3. We met Morgan at a point where the railway crosses the road in Jinja.
4. Migadde has never seen a set of green, orange and red color light used for controlling road users on busy roads from Kampala.
5. The accident occurred from the place where two roads meet and cross in Amuca.

Give the plural form of these words.

6. traffic island:
7. road hump

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

8. scene:
9. seen:

Rearrange the given words in alphabetical order.

10. speed, avenue, street, accident
11. gruesome, avenue, street, collision

Rearrange the given words to form a correct sentence.

12. father's I occupation his know.
13. traffic value light Of a what is?
14. careless What a cyclist is Tom !

Vocabulary lesson III

ambulance:	a special vehicle for transporting patients The patient was put in an ambulance and rushed to Mulago referral Hospital.
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hearse:	a special vehicle for transporting dead people Our late bursar was transported by A-Plus funeral hearse.
destination:	A final place where one is going to We shall pay our fare when we reach our destination.
black spot:	a part of the road where accidents are very common The junction in Nanda is the main black spot along Kampala-Gulu highway.
casualty:	a person who has got an accident Ten casualties survived in Nanda fatal accident.
careless :	to do thing in a reckless way All pedestrians must not cross the roads carelessly.
hand signal:	a message delivered using the hand The cyclist used hand signal to show where he was crossing from.
pothole:	a large rough hole in the surface of the road that is formed by traffic and bad weather The potholes made the road to our village floody.

Vocabulary practice III

Rearrange the given words to form a correct sentence.

1. we reach Shall destination our late very?

2. careless What a motorist is John!

3. A mechanic want to be I.

Rearrange the given words in alphabetical order.

4. gruesome, gullet, glutton, green
5. careless, care, carefully, carelessly

Rewrite the sentences giving the opposite of the underlined word.

6. The conductor deposits the fare he collects daily.
7. Our uncle will visit us tomorrow

Write the short form of the given abbreviations.

8. Rev.
9. UNRA

Rewrite the sentences giving a single word for the underlined group of words.

10. Maria was put in a special vehicle for transporting patients and rushed to Mulago referral Hospital.
11. The junction in Nanda is the main part of the road where accidents are very common along Kampala-Gulu highway.
12. Several people who have got accidents survived in Mabira fatal accident. He did not cross the road in a correct way.

Vocabulary lesson IV

speed:	the state of moving quickly It is risky to over speed the vehicle.
overload:	to load excessively Our school driver was arrested because of overloading.

collision:	two things coming in a sudden contact The fatal accident was caused by head on collusion between the two taxis.
avenue:	abroad street We met Great Mark at Obote Avenue in Lira city.
street :	a paved part of the road John perished in a road accident which took place at Lumumba Street in Kampala.
gruesome:	scaring or shocking information The news about the death of his father in road accident was very gruesome.
speedometer:	a device that measures the current speed of a vehicle The speedometer of my father's car is not functioning.
traffic lamps :	lamps put along the roads to help the road users at night Have you ever seen traffic lamps in Gulu city?

Vocabulary practice IV

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

- The smart boy kept on _____ my clothes till we reached our destination. (dirty)
- One pedestrian _____ fell down on the road. (sudden)
- Our teacher spoke _____ about Highway code and Road safety. (clear)
- That cyclist is riding with a lot of _____ on that busy road (carefully)
- The triplets switched on the traffic light by _____ them)
- Samuel is _____ his lorry now. (overload)
- Pupils who are _____ to their teacher usually get no road accidents. (obey)
- Which book gives the correct _____ of the word Hearse? (pronounce)
- The _____ of the twins was given a prize (smart)
- _____ The boy _____ down to thank the traffic police officer who helped him to cross the road. (kneel)

Rewrite the sentences giving the plural form of the underlined word.

- _____ That is the widest avenue in our town.
- Mugume sold the old traffic lamp to my father yesterday.

Rearrange these words to form a meaningful sentence.

- stopped The driver red the light shown when.
- cyclist fell of The careless his bicycle.

Rewrite the sentences giving the opposite of the underlined word.

- The arrival of the buses excited all the pupils.
- _____ Asil's uncle donated a new speedometer for our school bus.

Language structures

The use of: _____ **may** _____ **if** _____

The structure is used to tell one what is likely to happen if a certain condition is not fulfilled. It's not a commanding word.

Examples

- Use a side path or else you will get an accident.**
You may get an accident if you don't use a side path.
- Unless Jane wakes up early, she will miss the plane.**
Jane may miss the plane if she doesn't wake up early.

TRIAL ACTIVITY

Rewrite the following sentences using:may.....if.....

- 1) Pedestrians should walk on the pavements or else they will be knocked down.
- 2) Do not play on the road or else you will get an accident
- 3) Hurry, or else you will miss the bus to Arua.
- 4) Practice hard or else you will not win the motor rally.
- 5) Look right, look left and right again or else you will not cross the road.

Should always

The structure is used when we are talking about what one needs to do regularly.

Examples

Join these sentences using: _____ should always _____

1. We need to be aware of the Highway Code.
We should always be aware of the Highway Code.
2. We need to be careful when crossing a busy road.
We should always be careful when crossing a busy road.

Activity

Fill in the blank spaces using: should always.....

- 1) Cyclists _____ slow down near cross roads.
- 2) Pedestrians _____ the side paths.
- 3) Motorists _____ near the road humps.
- 4) Children _____ avoid playing on the roads.
- 5) Teachers _____ guide learners on know the Highway Code.

Rewrite these sentences using:should always.....

- 6) The cyclists ought to wear helmets.
- 7) Mugume must drive his car carefully.
- 8) Drivers need to turn on the headlight when it is dark.
- 9) Pedestrians need to be careful when crossing the road.
- 10) Motorists need to be disciplined and patient while driving.

Language structures

The use of: First _____ next _____ then _____

A structure like this one is used to show the correct order in which something is to happen.

commas are put before **next** and **then**.

Examples

Join these sentences using: First _____ next _____ then _____.

1. Get into the car. Fasten your seatbelt and drive.
First get into the car, **next** fasten your seatbelt, **then** drive.
2. Slow down. Drive over the humps gently. Then you can increase the speed.
First slow down, **next** drive over the humps gently, **then** you can increase the speed.

Activity

Rewrite these sentences using: First.....next.....then.....

- 1) Get into a vehicle, get a seat, fasten a seatbelt.
- 2) Look left, look right, look left again and cross the road.
- 3) Put the gear in neutral, switch on the engine, engage the gear and drive.
- 4) Walk on the road, wait for vehicles to pass, cross carefully.
- 5) Look at the mirrors, check at the light, check the gears before you start the engine.
- 6) The traffic lights turn red, they turn orange, they turn green. Motorists can now go.
- 7) Check on the condition of the car, start the engine, drive away.
- 8) Go to a training school, buy a car and drive.

Using: _____ **because** _____

This conjunction is used to connect related ideas in a sentence and to give a reason for an action or occurrence.

Examples

1) **Sarah was knocked down by a car. She crossed the road carelessly.**

Sarah was knocked down by a car because she crossed the road carelessly.

2) **Jane cannot cross the road alone. She is very young.**

Jane cannot cross the road alone because she is very young.

Trial Activity

Complete these sentences using: _____ **because** _____

1. Faisal was arrested _____ of over speeding.

2. Road humps are put on roads _____ they slow down speeding motorists.

3. He was taken to the hospital _____ he got an accident..

Activity

Join these sentences using: _____ **because** _____

1. He was not appointed as a driver. He was illiterate.

2. She was not promoted to Primary Six. She writes poorly.

3. He did not write the exams. He was sick.

4. Many people like my father because he is generous.

5. The bus driver left him. He was late.

6. There is no theft at our school. There is tight security.

Most teachers dislike Katusaabe. She is very lazy.

Language structures

Using: _____ **because of** _____
_____ **due to** _____

These conjunctions are used to give a reason for an action or occurrence.

They are usually followed by a noun.

Examples

1. The motorist was careless. He knocked down a cyclist.

✓ The motorist knocked down a cyclist **because of** carelessness.

✓ The motorist knocked down a cyclist **due to** carelessness.

2. Gloria ate all the food. She was very hungry.

✓ Gloria ate all the food due to hunger.

✓ Gloria ate all the food because of hunger.

Activity

Join the following sentences using:**because of**

1) The chauffeur was arrested. He was driving carelessly.

2) The driver caused an accident. He failed to recognize road signs.

3) The government has issued a new highway code. There is an increase in traffic accidents.

4) Several pedestrians were knocked down by a bus. They were playing on the road.

Join the following sentences using:**due to**.....

5) He was not appointed as a driver. He was illiterate.

6) She was not promoted to Primary Six. She writes poorly.

7) He did not write the exams. He was sick.

8) Many people like my father because he is generous.

Rewrite these sentences as instructed in the brackets.

9) There is no theft at our school because there is tight security.

(Rewrite the sentence using:because of.....)

10) Most teachers dislike Katusaabe because she is very lazy.

(Rewrite the sentence using:due to.....)

Language structures

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

Examples

1. **The dog was very big. It frightened us all.**
The dog was so big that it frightened us all.
2. **That boy is very active. All teachers like him.**
That boy is so active that all teachers like him.

Exercise

Rewrite the sentences below using: _____ **so** _____ **that** _____

- 1) The accident was very terrible. Many people were reported dead.
- 2) John is very careful. He walks on the right side of the road.
- 3) The day was very misty. Drivers could not notice some road signs.
- 4) Accidents are very common. We must all avoid them.
- 5) This park is very insecure. You cannot leave your car here for six hours.
- 6) Speeding is very deadly. Many lives have been lost due to speeding.
- 7) The laughter was extremely loud. It scared us all.
- 8) We had a very old vehicle. We did not travel with comfort.
- 9) The chauffeur is very proud. People do not want to hire him.
- 10) The journey was very interesting. We managed to tour the taxi park.

LANGUAGE STRUCTURES

Using:so that.....can/could.....

.....so that is used to mean the same as: (i).....in order to.....

(ii)so as to.....

The conjunctions are used to state the reason for doing something.

The conjunction '**so that**' is usually used with '**can**' in the present tense and '**could**' in the past simple tense.

Examples

1. **The traffic police arrived. They wanted to control the traffic jam.**
The traffic police arrived **so that** they **could** control the traffic jam.
2. **I will wake up very early in the morning. My intension is to board the 5:00 O'clock bus.**
I will wake up very early in the morning **so that** I **can** board the 5:00 O'clock bus.

TRIAL ACTIVITY

Rewrite the following sentences using: _____ **so that** _____

1. The motorist braked his vehicle. His intension was to avoid knocking down a pedestrian.
2. The traffic officer stopped the driver. He wanted to look at the driver's driving permit.
3. Kintu joined the driving school so as to learn how to drive buseMost chauffeurs drive carefully. Their intention is to avoid accidents.
4. I woke up very early in the morning in order to catch the 5:00 O'clock bus.
5. The driver wiped the windscreens. He wanted to see where he was heading.
6. Dad sped up in order to reach his destination in time.
7. Our teachers teach us about road safety. They want us to be safe on the road.
8. My mother drove off very early. She wanted to dodge traffic jam.
9. The traffic stopped at the zebra crossing. The reason was the pedestrians to cross the road.

GRAMMAR

NOUNS

Nouns are naming words. Nouns name things, places animals and people.

Abstract nouns:

Abstract nouns are names of things that we cannot see, touch or count but they are expressed in term of ideas, quantity and opinion.

These are names of ideas or feelings e.g. kindness, stupidity, happiness, cleverness,

FORMATION OF ABSTRACT NOUNS

Nouns can be formed from verbs, adjectives, and even from nouns. This is done by using suffixes.

Nouns from verbs are formed by using the following suffixes, ment, tion, ance, al, age, ence.

Study the following examples

-ment

Verb	noun	-tion	
enjoy	enjoyment	abolish	abolition
manage	management	create	creation
commence	commencement	pronounce	pronunciation
judge	judgment	converse	conversation
move	movement	oppose	opposition
postpone	postponement	publish	publication

-sion

admit	admission
permit	permission
omit	omission
divide	division
extend	extension
persuade	persuasion
transmit	transmission

-ance

assist	assistance
perform	performance
resemble	resemblance
resist	resistance
appear	appearance

EXERCISE

Complete the sentences with the correct noun formation.

1. They played enough _____ to their supervision. (loyal)
2. They went for _____ in Dubai (busy)
3. His _____ prevented us from talking the truth. (cruel)
4. _____ of work wastes times. (repeat)
5. The new road had a good _____ (expand)
6. Musa's _____ over the matter was very good. (reveal)
7. It was her _____ that enabled her to win the case. (innocent)
8. Katono's rapid _____ is surprising everybody. (grow)
9. He was very weak at his _____ (child)
10. The manager gave me a _____ of five hundred thousand shillings. (lend)
11. Mary's _____ to Womono was the poorest. (marry)
12. He was very stubborn during his _____ (young)
13. Their _____ didn't last long. (friend)
14. There is _____ of food in Bushenyi. (scarce)
15. She has already made the _____ for the job. (apply)

GRAMMAR

FORMATION OF ADJECTIVES

ADJECTIVES

Adjectives are words that are used to describe nouns (naming words)

For example;

- | | |
|-------------------|------------------------------------|
| ✍ vehicle | - a black vehicle |
| ✍ accident | - a fatal accident |
| ✍ traffic officer | - an honest traffic officer |

Forming adjectives

Many adjectives are formed from nouns and other words with the help of different suffixes as shown below.

By adding the suffix **-ful**

Forming adjective from nouns by adding '-able

Noun	Adjective	Noun	Adjective
charity		fashion	
misery		advice	advisable
service	serviceable	value	
wash		do	
walk		renew	
suit		charity	
eat		enjoy	
comfort		suit	
knowledge		digest	
value			

Adverbs formed from adjectives by adding the suffix **-ly**

use	useful	care	careful
harm	harmful	faith	faithful
skill	skilful	hope	hopeful
mercy	merciful	mind	mindful
help	helpful	stress	stressful
spoon	spoonful	waste	wasteful

Forming adjectives from nouns by adding ' **-ish** '

Noun **Adjective** Noun **Adjective**

Child	childish	Woman	womanish
Fool		girl	
boy			

Forming adjectives from nouns using suffix **-y**

Noun	Adjective	Noun	Adjective
stone		rock	
star		juice	
swamp		salt	
taste		water	
wind		cloud	
sun		fault	
dirt		dust	dusty
rain			

Forming adjectives from nouns using suffix **-al**

Ancestor	ancestral	Centre	central
Region	regional	Colony	colonial

Instrument	instrumental	Choir	choral
Bible	Biblical	Office	official
nonsense	nonsensical	picture	pictorial
editor	editorial	method	methodical

Forming adjectives from nouns using suffix -some

Noun	adjective	Quarrel	quarrelsome
Tire	tiresome	Trouble	troublesome
Burden	burdensome	Awe	awesome
duel	duelsome		

Forming adjectives from nouns using suffix -ous

Mystery	mysterious	Disaster	disastrous
Vigour	vigorous	Pity	piteous
Space	spacious	Miracle	miraculous
Mischief	mischievous	Rebel	rebellious
Anxiety	anxious	Luxury	luxurious
Marvel	marvelous	Religion	religious
Fame	famous	Volume	voluminous
Adventure	mountainous	Humour	humorous
Mountain	adventurous	Fury	furious

12.Using suffix.....al

Exceptional

Pride	proud	Gold	golden/gold
Wool	woolen	Coward	cowardly
Fortune	fortunate	Wood	wooden
Compassion	compassionate	Affection	affectionate
passion	passionate		

6) Using suffix -ic e.g

Noun	adjective	Noun	adjective
Terror	terrific	Drama	dramatic
Energy	energetic	Sympathy	sympathetic
Empathy	empathetic	Hygiene	hygienic
Giant	gigantic	Centre	centric
Magnet	magnetic	Chaos	chaotic

Using suffix -an

Kenya	Kenyan	Africa	African
Rwanda	Rwandan	Tanzania	Tanzanian
Nigeria	Nigerian	Egypt	Egyptian
Ethiopia	Ethiopian	Uganda	Ugandan
Ghana	Ghanaian	Burundi	Burundian
Norway	Norwegian		

10.Using suffix -ory

Satisfy	satisfactory	Respire	respiratory
---------	--------------	---------	-------------

Circulate	circulatory	Congratulate	congratulatory
Advise	advisory	supervise	supervisory

11.Using suffix -ous

Study	studious	Poison	poisonous
Danger	dangerous	Courage	courageous

Grammar

Degrees of adjective comparisons

Adjectives exist in three degrees, namely (viz.);

- ✍ Positive degree e.g. small, careful, weak
- ✍ Comparative degree e.g. smaller, more careful, weaker
- ✍ Superlative degree e.g. smallest, most careful, weakest

Adjectives in the positive degree **do not compare** nouns, adjectives in the comparative degree **compare two** nouns and adjectives in the superlative degree are used **to compare three or more** nouns.

For example;

- 1) The saloon car is **old**.
- 2) The saloon car is **older** than the lorry.
- 3) The saloon car is **the oldest** of the three vehicles.

Adjectives form comparative and superlative degrees in different ways

A. By adding -r and -st onto positive e degree.

Positive	Comparative	Superlative
large	larger	largest
brave	braver	bravest
wise	wiser	wisest
safe	safer	safest
nice	nicer	nicest
gentle	gentler	gentlest
rude	runder	rudest
polite	politer	politest
humble	humbler	humblest
blue	bluer	bluest
free	freer	freest

B. By adding -er and -est

old	older	oldest
proud	prouder	proudest
kind	kinder	kindest
dull	duller	dullest
bright	brighter	brightest
clever	cleverer	cleverest
green	greener	greenest

C. By changing y into i and then adding -er and -est

heavy	heavier	heaviest
busy	busier	busiest
cloudy	cloudier	cloudiest
healthy	healthier	healthiest
noisy	noisier	noisiest
lucky	luckier	luckiest
juicy	juicier	juiciest

funny	funnier	funniest
silly	sillier	silliest
wealthy	wealthier	wealthiest
happy	happier	happiest
tidy	tidier	tidiest
dirty	dirtier	dirtiest
tasty	tastier	tastiest
dry	drier	driest
salty	saltier	saltiest
deadly	deadlier	deadliest
stealthy	stealthier	stealthiest

D. By doubling the last consonant adding -er/-est

thin	thinner	thinnest
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest
sad	sadder	saddest
red	redder	reddest
cruel	crueller	cruellest

E. By using more and most

beautiful	more beautiful	most beautiful
delicious	more delicious	most delicious
humorous	more humorous	most humorous
honest	more honest	most honest
efficient	more efficient	most efficient

F. By changing the adjectives completely

good	better	best
bad	worse	worst
little	less	least
many	more	most
much	more	most
ill	worse	worst

G. Exceptional

Far	farther/further	farthest/furthest
old	elder/older	eldest/oldest

Exercise

Complete the following sentences by inserting the correct degree of the adjective in brackets.

1. This is the.....book in the library. (thin)
2. The road to Masaka is.....than the one to Entebbe. (narrow)
3. We saw a.....policewoman yesterday. (beautiful)
4. Of the twins, Nakato is the..... (pretty)
5. Pamela is the.....girl in our class. (brilliant)
6. Joseph has the.....handwriting in our class. (poor)
7. These mangoes are quite.....(juicy)
8. The church is.....than any other buildings in the county. (tall)
9. Who is the.....of the triplets? (heavy)
10. This is the.....driver I have ever seen. (trustworthy)

GRAMMAR

Application of comparative degree of adjectives in sentences

A) The use of: **The..... the.....** (Double comparison)

Examples

1. If you go high, it becomes cool.
The higher you go, the cooler it becomes.
2. When one eats a lot of food, one will be strong.
The more food one eats, the stronger one will be.

Exercise

Use: The.....the..... in the sentences below.

1. If we work hard, we shall get good marks.
2. When the driver is careful, he can't cause many accidents.
3. As he stands very far, he becomes very small.
4. Drive very fast and you will get more accidents.
5. Wake up early and reach the school early.

B) The use of the (two) in comparative degree

Examples

1. Martha is taller than Benita.
Of the two girls, Martha is the taller.
2. A lion is rough but a leopard beats it in roughness.
Of the two animals, a leopard and a lion, the leopard is the rougher.

Exercise

- 1) Masaka Road is wide. Jinja Road is wider.
- 2) I am hard working but Nankinga is more hard working.
- 3) Rose is thin. Janet is not thin.
- 4) English is easier than Mathematics.
- 5) This car is new. Mine is the newer.
- 6) John drives fast. Mark drives faster.
- 7) Musana is lazier than Tomusange.
- 8) The driver is rough. He can't carry many passengers.

Language structures

Application of the superlative degree in sentences

Using: **Of the.....** in sentences

Examples

- 1) **There are three girls. Jamirah beats them in age.**
Of the three girls, Jamirah is the oldest.
- 2) **Our teachers live far away from the school. Mr. Mukasa lives the farthest.**
Of all our teachers, Mr. Mukasa lives the farthest.

Exercise

Use: Of the to rewrite these sentences

1. I beat all the children at home in happiness.
2. All the pupils are clever but Mary beats them all.
3. There are five markets. Nakasero market is the busiest.
4. Our sisters are old but Akello beats all in age.
5. Our chairs are old but yours is the oldest.
6. Of the runners, Timothy runs faster than all of them.

GRAMMAR

Order of Adjectives

At times, a noun is described by a number of adjectives. Without using conjunctions and commas, a specific order is followed in writing the adjectives.

This order is according to the acronym **NOPSSHACOM-PN** which stands for;

NUMBER	OPINION	SIZE	SHAPE	AGE	COLOUR	ORIGIN	MATERIAL	PURPOSE	NOUN
one,	attractive,	small,	circular,	youthful,	blue,	German	Sisal	walking,	Stick
a,	interesting	thin	round,	young,	reddish,	Somali	Leather	racing,	Car
many,	good	short,	square,	new,	bluish,	Iraqi,	Plastic	swimming	Cloth
a few,	handsome	long,	gigantic,	old,	brown,	Finnish	Metallic	wedding	Gown
some	, smart	deep,	triangular,	aged,	black	European	Wooden	dancing	Hall
ten	loving	shallow	zigzag,	modern,	indigo	Ugandan	Woolen	learning	Book
twenty	polite	tall,	oval,	ancient	violet	Rwandan	Ceramic	reading	s
first	beautiful	high	rectangula		purple	Tanzanian	Paper	writing	Pen
second		big	r		dark	Ghanaian	Synthetic		

Examples

-an expensive small German wedding car.
-many handsome tall youthful students.
- some pretty new bluish Asian swimming costumes.

NB; Some adjectives are hidden in phrases for the learners to form.

For example;

- made of metal - metallic
- made of wood - wooden
- from India - Indian
- with three legs - three – legged
- with a light skin - light – skinned
- made of wool - woolen
- lasting two hours - two – hour
- lasting ten minutes - ten – minute
- without teeth - toothless
- with one eye - one – eyed
- with a bald head - bald – headed

TRIAL ACTIVITY

Rewrite the sentences below without using ‘and / which / who/ commas.

- My father bought a car. It was small. It was white.
- We walked along a road. It was wide. It was beautiful.
- The minister has a chauffeur. The chauffeur is tall. The chauffeur is intelligent.
- We saw a traffic officer. He was a Ugandan. He had one eye. He had thin legs.
- We sit at desks. They are black. They are wooden and small.
- Kazinda saw a man. The man had a light skin. The man was from Germany.
- Maria uses a blanket. It is made out of wool. It is small. It is new.
- I saw a taxi. It was new and attractive. It was also small.
- Our teachers are in a meeting. It will take them one hour.
The President has sent a delegation to Australia. It comprises of eight men.

COMPREHENSION

Passage

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

AN ACCIDENT AT A ZEBRA CROSSING

One Saturday morning I witnessed an accident at a zebra crossing. I was going with my mother to do our weekly shopping and we had been caught up in the traffic jam.

When we approached the zebra crossing, we stopped to allow some pedestrians to cross the road. In the meantime, I kept myself busy by studying the sign posts.

After sometime, we heard the regular sounding of the car horns. It was a fleet of bridal cars, all of them sleek Pajeros. Beep! Beep! They went as all the other cars gave way.

Suddenly a speeding taxi appeared from nowhere and knocked down a man who was crossing the road.

The reckless driver had been talking on a mobile phone. In the process he rammed into one of the bridal cars in the opposite direction. The man was thrown off his feet onto the road, where he lay unconsciously. My mother being a nurse, rushed over to him in order to give first aid. I quickly took note of the taxi registration number and wrote it on a piece of paper.

Soon, a curious crowd had gathered at the scene and everyone was talking at once. The taxi driver tried to escape but some youth stopped him and started beating him up. In the midst of all this confusion, the police patrol arrived. One police officer, who seemed to be the patrol leader, asked what had happened. Everyone started talking in excitement. At the moment, the police officer pointed to my mother and asked her to describe what she had seen. She did this as he wrote some notes in a little notebook. Afterwards, he thanked her and called two other policemen to carry the victim onto the police patrol pickup truck.

The police officer pointed out that most accidents were caused by careless drivers. "These drivers," he said, "over speed and they do not read or follow the road signs, let alone respect other road users."

Two breakdown trucks arrived. One towed away the damaged Pajero car. Another one towed away the taxi. The police confiscated the reckless driver's driving permit and arrested him. "Serves you right," shouted the crowd as they waved their fists in his face.

Questions

1. Where did the accident take place?
2. What was the writer studying when the accident happened?
3. How did the accident happen?
4. Why was the driver beaten by the youth?
5. Which vehicles did the break down truck tow?
6. How could the taxi driver have avoided the accident?
7. According to the passage, when did the accident happen?
8. Give the meaning of these words as used in the passage;
 - (a) fleet.....
 - (b) rammed.....
 - (c) scene.....

DIALOGUE

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

Jovia: Eh! The road is too busy today.

Scovia: Oh yeah! The traffic is heavy as it has always been on Jinja Road.

Jovia: There goes Monica's Dad. Why does he wear that cap when riding the motorcycle?

Scovia: It isn't a cap; it is called a helmet. It protects the head in case there is an accident.

Jovia: Is it that necessary?

Scovia: Yes, cyclists and motorcyclist must wear helmets.

Jovia: Then, how about motorists?

Scovia: As soon as they enter the cars, they must tighten their seat belts.
 Jovia: We are late for the market, let us cross now.
 Scovia: Sister, mum told us that we must not cross the road unless it is clear.
 Jovia: Oh! Sorry! I was only minding about time.
 Scovia: Mind about nothing else when you're on the road, be careful and don't play on the road.
 Jovia: Thanks for the advice, big sis.

Questions

- What is the dialogue about?
- Who are involved in the dialogue?
- Which road was busy that day?
- Who wears the helmet when riding a motorcycle?
- According to the dialogue, of what use is the helmet to a cyclist?
- What should the motorists do as soon as they enter their cars?
- Where were Scovia and Jovia heading to?
- When should pedestrians cross the road according to the dialogue?
- Give a word or group of words with the same meaning as "minding" in the dialogue.
- Suggest a suitable title to the above dialogue.

COMPREHENSION

NOTICE

The notice below appeared in The Monitor Newspapers of 5th January 2017.
 Study it and answer questions about it in full sentences.

ATTENTION!

ATTENTION !

ATTENTION!

All residents of Karima zone A, Mbizi Nnyaare hereby informed that there will be a general sensitization programme on road safety in this area. This is following several road accident reports on Yassin road which occurred last year. This sensitization will take place on 28th of January 2024.

Issues to address include:

- Pothole management
- Children crossing
- Road management
- Taxi brokers

Attend in person and learn for the betterment of our community.

O.C TRAFFIC MBIZI NNYA POLICE STATION

BUWEGE RONALD

20TH DECEMBER, 2023

Questions

- What is the information about?
- Where can Otim find this important information?
- In which district is Karima zone?
- When will the general sensitization programme take place?
- Which issue addresses children's' safety while going to the schools?
- Why was the sensitization organized?
- Who was invited for the sensitization in the above notice?
- Why should everyone in Karima zone attend the sensitization?
- Who wrote the notice?
- Give another word to mean occurred as used in the notice.

COMPREHENSION

The table below shows the list of casualties admitted at Minakulu Health Centre IV in the first week of January, 2024.

Study it carefully and use it to answer the questions that follow in full sentences.

Date	Name	Age	Residence	Injury got	Cause of accident	Date of discharge
1.1. 2024	Latino Lydia	56	Oyam	Broken legs	Reckless driving	21.01. 2024
-do-	Amaro Kattie	16	Soroti	Broken arm	Reckless crossing	02.01. 2024
-do-	Acila Calvin	23	Lira	Glass cut	Tare Bus- Taxi collusion	21.02. 2024
-do-	Mutebi Aron	34	Luwero	Brain injury	Tare Bus- Taxi collusion	20.02. 2024
-do-	Ntale Annet	23	Wakiso	Broken arm	Tare Bus- Taxi collusion	21.02. 2024
-do-	Lynet Abalo	9	Gulu	Brain injury	Knocked by reckless motorist.	20.03. 2024
-do-	Aol Rita	23	Lamwo	Glass cut	Tare Bus- Taxi collusion	20.03. 2024
3.1. 2024	Abed John	56	Mbale	Nasal bleeding	Fell off the timber lorry	-----

Questions

- What does the table above show?
- From which hospital was the information got?
- Who is the youngest casualty on the table?
- Which injury was sustained by Mutebi Aron?
- How many male casualties got accidents in Tare bus- Taxi collusion?
- How old is Acila Calvin?
- Where does Ntale Annet come from?
- Who stayed in the hospital for a week?
- Who got an accident as a result of reckless driving?
- How many casualties were admitted on 1st January, 2024?

POEM

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

Whether by road or by railway transport,
By water or by air transport,
Passengers need safety on the road,
Drivers, avoid over speeding,
Because it is the source of most accidents.

Brothers and sisters,
Nephews and nieces,
Never play on the road,
Remember you are the leaders of tomorrow,
Guard your lives against accidents.

Pilots, never fly the planes,
When the weather is bad,
Safety is important for us all,
The young and the old,
Together, we can reduce accidents

Acire Pauline (P6A)

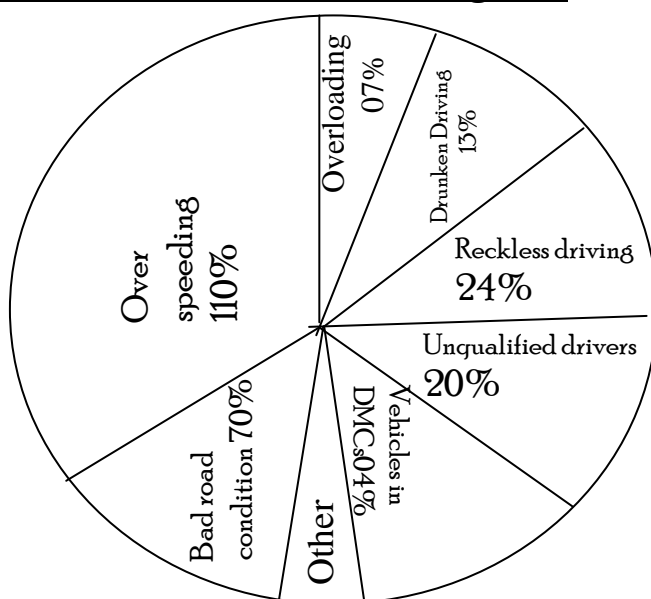
Questions

- (a) What is the poem about?
- (b) How many stanzas does this poem have?
- (c) Mention any two types of transport mentioned in the first stanza.
- (d) Who is the writer of the poem?
- (e) Who is being warned against over speeding in stanza one?
- (f) Why should brothers and sisters guard their lives?
- (g) What does the writer advice the pilots not to do in stanza three?
- (h) According to the poem, what is the source of accidents?
- (i) Who need safety according to stanza three?
- (j) Suggest a suitable title of this poem.

COMPREHENSION

Study the pie-chart below and use it to answer the questions that follow in full sentences.

Causes of road accidents in Uganda



QUESTIONS

- (a) What is the pie-chart about?
- (b) According to the pie-chart, what is the major cause of road accidents in Uganda?
- (c) What percentage of accidents is caused by drunken drivers?
- (d) Suggest **two** possible ways of reducing road accidents in Uganda.
- (e) What percentage of accidents are unqualified drivers?
- (f) Name all the means of transport in the pie chart.
- (g) Do bad roads also cause accidents?
- (h) Write DMC in full.
- (i) Name any **two** causes of road accidents shown on the pie chart.

Comprehension

Read the following newspaper articles which appeared on New vision of Tuesday 20th, February 2015 and discuss the following questions in pairs

ARTICLE ONE

A school boy was rushed to hospital in critical condition after he was knocked down by a speeding motorist along Kampala- Masaka highway. Doctors at Mulago hospital at the emergency ward are working hard to save his life. The boy is said to have been playing football in the middle of the road with others. The motorist is said to have fled from the scene of the accident but the police are looking for him.

ARTICLE TWO

A motorist was arrested by the traffic police yesterday and was charged with committing traffic offences in a Kampala court.

The young man was riding without a helmet and refused to obey traffic lights. He went ahead to pick a passenger from an unauthorized location.

**By Allister Alice
Kampala road**

Questions

- (a) Who do you think is to blame for the accident?
- (b) What offence did the motorist commit in article one?
- (c) In which newspaper did the two articles appear?
- (d) Where was the casualty taken after the accident?
- (e) What was the boy doing at the time the accident happened?
- (f) On which road did the accident occur?
- (g) If you were a magistrate, what would be your ruling against the motorist in article one if arrested?
- (h) Where was the case of the motorcyclist ruled from?
- (i) Mention any **two** offences the motorist made.
- (j) Which ward were the doctors working from to save the young boy's life?
- (k) Who reported about the accident on Masaka road and which trading Centre was the reporter?
- (l) What did Allister Alice report about?

NOTICE

The notice below was pinned on the Sub county notice board of Kamdini. Read the notice below and answer the questions that follow in FULL sentences.

NOTICE

NOTICE

NOTICE

The public is hereby informed that the road at Kamdini town (Kampala- Gulu road) at Oyam is halfway closed as the major repairs are done for a fortnight. The public is therefore asked to use Minakulu-Gulu road to avoid traffic jams. Motorists and cyclists are asked to cooperate and follow traffic rules. Any inconveniences caused are highly regretted.

A.G PERMANENT SECRETARY
Ministry of works

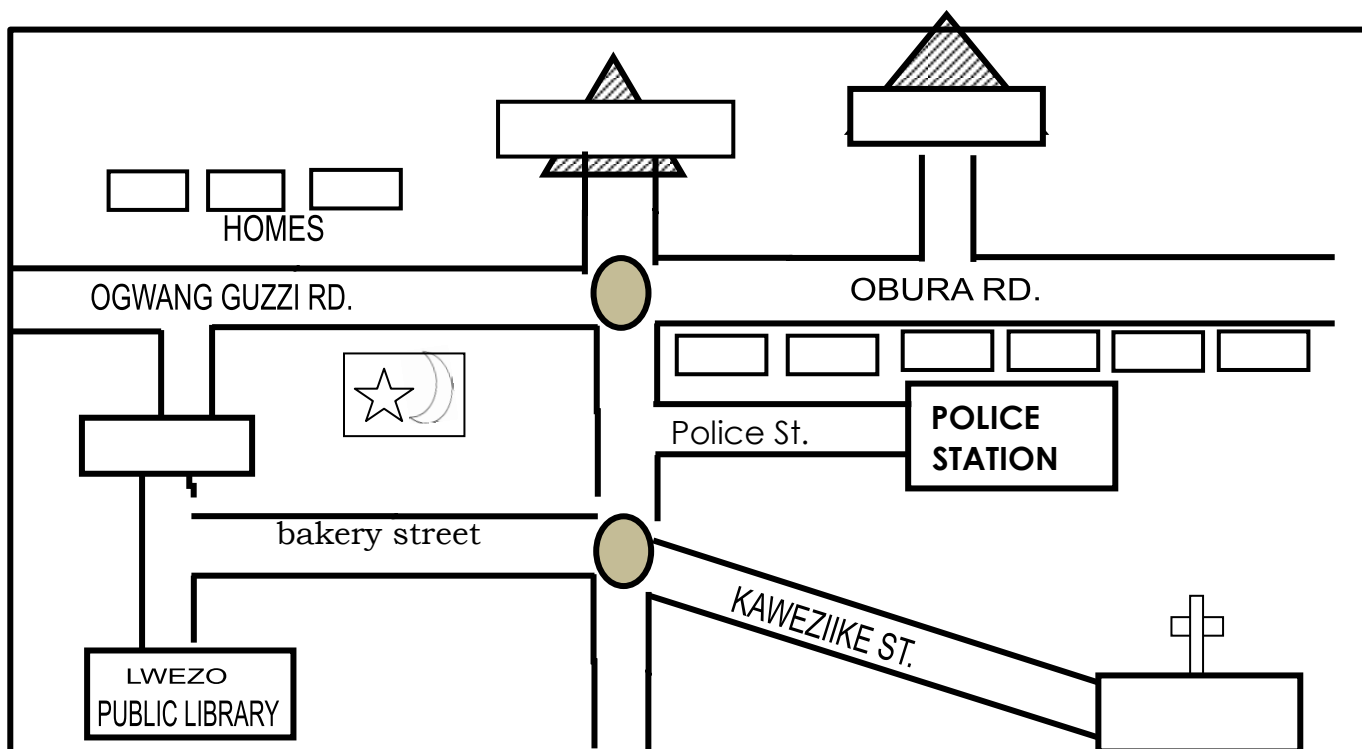
9th February. 2023.

Questions

- a) What is the notice about?
- b) Who wrote the notice?
- c) To whom is the notice addressed?
- d) When was the notice addressed?
- e) Why was the notice addressed?
- f) For how long will the road be closed?
What was the road users advised to do?
- g) What do you think will happen if the road users do not cooperate?
- h) What is A.G in full?
- i) Why did the writer regret the inconvenience?

MAP INTERPRETATION

The diagram shows black spots in Lwezo village. Study it carefully and answer and answer the questions in full sentences.



Questions

- (a) What does the map show?
- (b) In which village are these black spots found?
- (c) Who do you think are majorly affected by black spots along Obura road?
- (d) Give a reason to support your answer in No.4 above.
- (e) What do you understand by black spots?
- (f) In which direction is the public library from the police station?
- (g) On which street are the homes?
- (h) Write in full
 - i) Rd. _____
 - ii) St. _____
- (i) Where is Mary a P.5 pupil likely to go and borrow a book if she wanted to read?

Jumbled sentences

The sentences below are not in correct order. Arrange them to form a sensible story about Ssubi.

- (a) She was delighted to see many cars.
- (b) He showed her how to cross the road safely.
- (c) They walked on the right hand side of the road.
- (d) One day, Suubi went to town with her Dad.
- (e) By first looking on the right, then on the left, next on the right again.
- (f) He also told her to walk on the side path.
- (g) He told her to be careful on the road
- (h) When there were no cars nearby, they crossed.
- (i) This made them able to see oncoming vehicles.
- (j) Suubi had never gone to town.

JUMBLED SENTENCES

Below are sentences in jumbled order. Re-arrange the sentences to form a good composition about the role of the traffic police officers.

- (a) Crossing the roads in such a manner puts one's life at risk.
- (b) Their main role is to reduce accidents on the roads.
- (c) The biggest number at risk is the children.
- (d) Some of the road users know about the road safety rules.
- (e) This will help to reduce accidents on the road.
- (f) They cross the roads without looking left or right.
- (g) Traffic police officers have a big role to play.
- (h) Unfortunately, others do not know about them.
- (i) It is everyone's responsibility to teach children how to cross the road safely.
- (j) However, this is not easy because they deal with different road users.

GUIDED COMPOSITION

Fill in the blank spaces with the words given below to make a good composition

stones	behaviour	school	windscreen	kilometers
thirsty	coldness	crying	been	throwing

Kato Peter gets learns a lesson

Kato peter has ever _____ a problem to the road users of Kadama-Mutwe bypass. He could stone people, snatched their property, put _____, nails and logs on the road to cause accidents.

Due to this bad _____, Kato was nicknamed Ssekabi by his schoolmates, meaning the worst of all. One day, when we were coming back from the _____, Ssekabi started _____ stones at people using the roads as usual. We warned him for his bad behaviour but he continued with deaf hears.

Ssekabi threw a stone and hit the _____ of one of the motorists. The motorist stopped his car and packed it immediately. He then chased Ssekabi till he caught him.

He put Ssekabi in the boot of his car and drove him over thirty _____ and dropped him in the city. Ssekabi had never reached Marina City, so he totally got lost. He was hungry and _____ but he had nothing to do. He slept on a tree and felt a lot of _____.

Early in the morning, when head teacher was going to the Marina city, he saw Ssekabi and asked him what he was doing there. Ssekabi instead started _____. The head teacher then took him to the nearby hotel, kept him in his car and brought him back home.

Since then, Kato had been the best boy ever both at school and at home.

GUIDED DIALOGUE

Below is a series of dialogue between Babirye and Her teacher. What the teacher said is given but Babirye said are missing. Fill in the words spoken by Babirye.

Teacher: Hello, Babirye, where is your twin sister, Nakato?

Babirye: _____

Teacher: Why didn't she come to school today?

Babirye: _____

Teacher: She got an accident! How did it happen?

Babirye: _____

Teacher: That was a terrible thing to do. You should always cross the road when it is clear.

Babirye: _____

Teacher: You are right; always use a zebra crossing when crossing busy roads.

Babirye: _____

Teacher: Always wake up early to avoid crossing the roads hurriedly.

Babirye: _____

Teacher: Was she taken to the hospital?

Babirye: _____

Teacher: Have you been able to inform your parents?

Babirye: _____

Teacher: Who will attend to her in the hospital?

Babirye: _____

Teacher: Let's wish her a quick recovery.

Babirye: _____

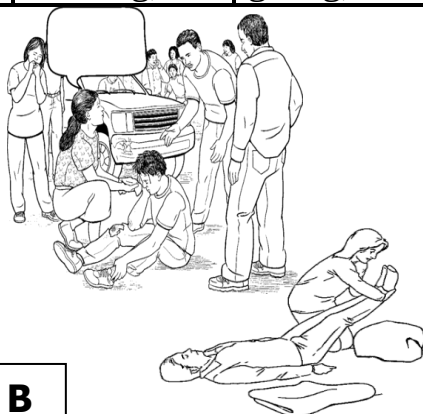
PICTURE COMPOSITION

The pictures A – F tell a story. Study them carefully and write one sentence to describe what happening in each picture. You may use the following words to help you.

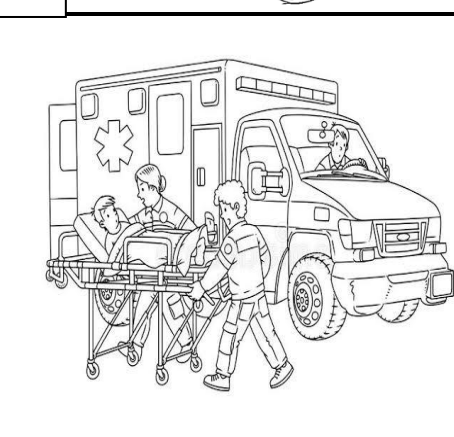
children,	approaching	ambulance,	doctor,	running,	lying,
playing,	first aid,	treating,	giving,	carrying,	ball.



A



B



- Picture A
- Picture B
- Picture c
- Picture DPicture E
- Picture F
- What mistake did the children make?
- Where do you think the little boy was taken after the accident?
- Who caused the accident in picture C?
- Give a suitable title to this story.

TOPIC 2: DEBATING

Vocabulary

Vocabulary lesson I

speaker	a person who makes a speech Makumbi Morgan is a great speaker.
motion	a formal proposal that is discussed and voted on at a debate We supported the motion our teacher gave us.
opposers	people who disagree strongly with the motion We are the opposers in today's debate.
proposers	people who strongly support the motion The opposers came from Londemu Junior School.
point of order	a question about whether the expected behaviour is being followed Sarah raised many points of order against the opponents.
point of information	a formal way in which an opponent corrects a wrong idea or misleading information Joyce raised a point of information when Mugalu stated that Bobi wine is Uganda's president.
point of inquiry	a suggestion seeking for more light on an idea The main speaker raised a lot of points of inquiry to the last speaker.
audience	a group of people watching and listening to the debate Many audiences gathered in the main hall to watch today's debate.

Vocabulary practice I

Rearrange the given words in alphabetical order.

- 1) audience, motion, opposers, proposers
- 2) speak, speech, speaker, speaking

Rearrange the given words to form a correct sentence.

- 3) schools most Do on Friday organize debates?
- 4) and Both opposers arrived proposers earlier.

Rewrite the sentences giving the opposite of the underlined word.

- 5) Will the opposers win the debate really?
- 6) Caroline is the ugliest girls of the three speakers.

Rewrite the sentences giving a single word for the underlined group of words.

- 7) Naira raised a lot of suggestion seeking for more light on an idea to Martha.
- 8) Will Joe be among the people who will disagree strongly with the motion next week?
- 9) Elvis was one of the powerful people who made a speech in today's debate.

Fill in the blank space with a suitable word.

- 10) Paul did not know _____ to do when an opponent attacked him.
- 11) The best speaker _____ to all the points of inquiry wisely.
- 12) _____ a wonderful day this is!
- 13) She was smartly _____ for the debating trip.
- 14) To _____ girl did you give the book?
- 15) We _____ to her story attentively.

Vocabulary lesson II

points	Ideas that somebody says expressing his/ her opinion. The opposers raised many points during the debate.
argue	To give reason why you think something is right or wrong Mary argued a lot during the debate.

argument	A set of reasons that someone gives to show that something is right or wrong The arguments she gave proved that village life is better than town life.
chairperson	A person in charge of a meeting who gives permission to others to speak The chairperson did not allow Tom to talk anymore.
secretary	an officer in the debate who keeps record of speaker's points Anita will be our secretary during Friday's debate.
timekeeper	An official who takes record of time taken at an occasion What is the role of a time keeper during the debate?
roles	The functions performed by a particular people The role of the chairperson is to chair the debate.
opinion	One's thought about something According to my opinion, all farmers must be educated.

Vocabulary practice II

Fill in the blank space with a suitable word.

- 1) I would _____ be a proposer than an opposer.
- 2) John did not debate _____ he had toothache.
- 3) Musa is the boy with _____ we went to debate in Kalongo Junior School.
- 4) _____ opposers argue a lot, they will not win today's debate.
- 5) Namale attended the debate and _____ did Mike.

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

- 6) Those boys who lost in the debate _____ a lot. (cry)
- 7) Our teachers have been so _____ to us. (help)
- 8) Debate has developed our _____ English. (speak)
- 9) I like the proposers because of their clear _____ during debate. (explain)
- 10) The man who chairs our debate is a _____ national. (Kenya)
- 11) There are _____ opposers than proposers in the room. (many)
- 12) Of the two speakers, Tom is the _____ (clever)
- 13) Everybody was amused by the skillful _____ during the debate. (dance)
- 14) We cared for _____ when we went for debating competition. (self)
- 15) Our timekeeper observed _____ during the debate. (punctual)

Vocabulary lesson III

conclude	To bring something to an end Chairperson's speech concluded the debate.
previous	Existing or happening before The previous speaker is one of the proposers.
current	Of the present The current speaker is speaking softly.
reject	To refuse to accept The chairperson rejected his points of inquiry.
discuss	to talk about something with somebody especially in order to decide something We discussed causes of street life in Kampala in our last debate.
discussion	A formal talk about something with somebody especially in order to decide We shall have serious discussion in the next debate.
disagree	Having a different opinion about something The proposers disagreed with opposers' decision to cancel the

	debate.
debate:	a formal discussion of an issue at a public meeting or parliament We had a debate at school last Saturday.

Vocabulary practice III

Rewrite the sentences giving the plural form of the underlined word.

- 1) We saw the secretary before entering the debating room.
- 2) We attended the debate last week.

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

- 3) read
- 4) reed

5) Rewrite the sentences giving full form of the given abbreviations

- 6) John is an opposer while his bros. are proposers.
- 7) Mr. Matthew is our patron debating club.

Rearrange the given words in alphabetical order.

- 8) discussion, disagree, debate, discuss
- 9) disagree, conclude, discuss, current

Rearrange the given words to form a correct sentence.

- 10) father lorry a My is driver.
- 11) is house What this wonderful a!

Rewrite the sentences giving the opposite form of the underlined word.

- 12) The chairperson rejected many of our points of information.
- 13) The previous speaker spoke rudely at the beginning of his speech.
- 14) The secretary is my niece.

Vocabulary lesson IV

auditorium	a room built to enable an audience to hear and watch performance We reached the auditorium very early.
speech	A formal address to the audience His speech was very clear.
opposition	against someone/ something The opposition speakers were smartly dressed in the school uniforms.
previous speaker	The speaker who made the speech before/ earlier The previous speaker laid to us that a frog has two legs only.
honorable	a title used to address speakers during the debate Honorable Yazid Kasujja came from Tanzania.
inquire	to ask for something John inquired what a timekeeper was supposed to do then.
argue in favour of	to propose/ support a motion/ argue for We argued in favour of the motion last week.
argue against	to oppose/ speak against the motion of the debate The school which was arguing against the motion lost the debate.

Vocabulary practice IV

Write the full form of the given abbreviations

- 1) Hon.
- 2) We'd.

Rewrite the sentences giving a single word for the underlined group of words

- 3) My cousin's formal address to the audience was very disappointing

- 4) The opposers brutally **asked for the reason** why they were not allowed points of order.
- 5) Sarah always **speaks against** the motion in a debate.

Rewrite the sentences giving the plural form of the underlined word.

- 6) We shall get another **timekeeper** soon.
- 7) I have never been to the **auditorium**.

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

- 8) speak :
- 9) speech:

Rewrite the sentences giving the opposite of the underlined word.

- 10) The **arrival** of our teacher on duty marked the end of the debate.
 - 11) None of the opposers was **smartly** dressed during the debate.
- Fill in the blank space with a suitable word.**
- 12) I was surprised _____ the way the opposers behaved.
 - 13) The debate lasted _____ morning to midday.
 - 14) Our chairperson has been in hospital _____ Thursday night.
 - 15) They will do well in the debate, _____?
 - 16) We _____ win the debate unless we work hard.

Language structure

The use of:even though

NB: Compare **even though** with **although**, **though** and **but**. They are all used in the same way to mean on the other hands

Example

1. She had no point. She stood up.

She stood up even though she had no point.

Even though she had no point, she stood up.

Activity

Rewrite the following using:..... even though.....

- 1) The motion was very educative but the audience did not like it.
- 2) John spoke very well. John is in primary three.
- 3) The speaker amused the audience. The chairperson did not laugh at all.
- 4) Peter made a mistake. He did not apologise.
- 5) The girls debated very well. They did not win the debate.

The use of: whereas

The structure is used to mean that an action took place beside the other.

It is used in the same way as on the other side, although, though, much as, even though

Examples

Join these sentences using: _____ whereas _____.

- 1) The girls will oppose the motion. The boys will propose it.
The girls will oppose the motion **whereas** the boys will propose it.
- 2) Sonsomola recorded the points but Okecho chaired the debate.
Sonsomola recorded the points **whereas** Okecho chaired the debate.

Activity

Join the sentences using:.....whereas.....

- 1) Tom is very short. His brother is very tall.
- 2) Some pupils are hard working. Others are lazy.

- 3) John likes cakes. Stella likes cakes.
- 4) The opposers gave many points. The proposers gave very few.
- 5) Tom came late. Bosco came early.

Language structures

Using:despite the fact that.....

- It has the same meaning as **although, even though**.
- It shows two contradicting qualities of a person or thing.
- It can be used with **an abstract noun**.
- When the above pattern begins a sentence, a comma is necessary.

Examples

1. Nagawa is blind. She can debate convincingly.

Despite the fact that Nagawa is blind, she can debate convincingly.

2. The chairperson arrived late. He conducted a lively debate.

Despite the fact that the chairperson arrived late. He conducted a lively debate.

Trial activity

Rewrite the following sentences using:.....despite.....

1. Debates are good but some pupils dodge them.
2. We maintained order in the house. The chairperson had not given us strict rules.
3. The speaker continued speaking although the chairperson appealed to him to keep quiet.

Exercise

Rewrite the following sentences using:.....despite.....

1. The proposers gave very few points. The proposers won the debate.
2. Although the first proposer gave interesting points, the audience did not clap for him.
3. Tom is wise but he failed the question.
4. Mwanga was lazy. He had great passion for debates.
5. Although Akello Joan argued wisely, she did not win the argument.
6. The chairperson was very strict but he failed to control the audience.

Language structures

Use of: In spite of (the fact that) _____

- ✍ This is used to mean the same as **despite, even if, even though, although, though**
- ✍ Like **despite; in spite of** can take **the fact that** or leave it out and simply introduce an abstract noun.
- ✍ If 'in spite of' begins a sentence, a **comma** precedes the subject clause.

Example:

1. Tom was very intelligent. He failed to convince his opponents in the debate.

- ✓ In spite of the fact that Tom was intelligent, he failed to convince his opponents in the debate.
- ✓ In spite of Tom's intelligence, he failed to convince his opponents in the debate.
- ✓ Tom failed to convince his opponents in the debate in spite of the fact that he is intelligent.
- ✓ Tom failed to convince his opponents in the debate in spite of his intelligence.

Trial activity

Rewrite the following sentences using:.....despite.....

1. The chief who was very active but there was almost no order in the house.
2. Last Sunday's debate was very hot but very few floor speakers were allowed.
3. The time keeper rang the bell to stop the speaker. The speaker continued giving views.

Exercise

Rewrite the following sentences using:.....despite.....

1. Our teacher was sick. He managed to brief us before the debate.
2. I succeeded in taking all cows to the field. Some of the cows refused to graze.
3. The government has warned citizens against taking alcohol. Many people still take alcohol.
4. Parents are advised to take their children for immunization but they don't do so.
5. My mother was very sick but she went to the garden.
6. Although the audience was noisy, the chairperson did not punish anyone.
7. Much as my father is very strict, I love him.

COMPREHENSION

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

DEBATE

Motion: Life in urban areas is better than life in rural areas.

Proposers: Hillside Primary School – Naalya

Opposers: KITAGOBWA UMEA Primary School

Date: 8th April, 2024

Time: 2:00pm – 4:00pm

Venue: Hillside Primary School (Main Hall)

Chairperson: Hon. BakundaDorris (Bright Grammar School)

Secretary: Hon. Obwoya Matthew (Kitagobwa UMEA Primary School)

Timekeeper: Hon. Arinda Gloria (Bright Grammar School)

Proposers

1. Hon. Nayiga Josephine

2. Hon. Malirosi Daniel

Opposers

1.Hon. Kabano Justus

2.Hon. Franca Mathias

Adjudicators

1. Mr. Amailuk Jack (Bright Grammar School)

2. Miss Nabulya Esther (Kitagobwa UMEA Primary School)

2nd April, 2024

Head of Debate

QUESTIONS

- (a) What is the notice about?
- (b) Which school will discuss in support of the motion?
- (c) When will the debate take place?
- (d) How long will the debate take?
- (e) Write in full; :
 - (i) Mr.
 - (ii) Hon. :
- (f) Who will direct the debating activities that day?
- (g) What does a secretary do in the debate?
- (h) How many main speakers will be there?
- (i) Which side argues in favour of the motion?
- (j) Why do you think there is a judge from each school?

COMPREHENSION

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

List A	List B
The secretary	speaks in support of the motion
The opposer	takes notes during a debate
The chairperson	speaks against the motion
The proposer	controls the meeting
The timekeeper	gives the main points during a debate
The main speaker	keeps the time

Questions

- What does a secretary do?
- What do main speakers do in a debate?
- Who speaks in favour of the motion?
- Which two parties argue during a debate?
- Apart from main speakers, who else gives points in a debate?
- Give the opposite of proposition.
- What does a chairperson do?
- What do the opposers do?
- What do opposers do in a debate?
- What is the role of the timekeeper during the debate?

Conditional Sentences

- ✍ They are called conditional sentences because the result of an action depends on certain conditions (requirement) being met.
- ✍ There are three kinds of conditional sentence.

If clause 1 (if 1)

This is used to show that something will happen or not happen if a certain condition (requirement) is met or not met.

Example:

If the secretary attends (condition if clause), she will take notes (results main clause)

Note: The condition is in the **present simple** whereas the result is in the **future simple**.

Exercise

Fill in the blank spaces correctly.

- If the chairperson arrives, the debate _____ commence immediately.
- Tendo _____ teach us debate if she joins our school.
- _____ the opposers argue well, they will win the debate.
- _____ we get there on time, we shall begin the debate early.

Use the suitable form of the words in the bracket to complete the sentences.

If Sarah _____ confidently, she will win the debating trophy. (speak)

1) All your _____ will not be happy if you dodge the debate. (parent)

2) They will come and see us if we _____ the debate. (attend)

Tendo will oppose the motion if he collects _____ points. (many)

If we debate well, we shall _____ Brighton Junior School. (win)

If kind 2 (if 2)

Think of an impossible condition and what **would happen** if it **were** met. This is what condition 2 is all about.

Example

If the secretary attended, she would take notes.

Condition (if clause)

result (main clause)

NB: The main clause can come at the beginning. Here we do not use a comma. e.g.
The secretary would take notes if she attended.

Exercise

Complete the following sentences in if 2.

1. If I were a dog,.....
2. I would not get caught if.....
3. If the sea dried up tomorrow,.....

Rewrite the following sentence in if 2.

4. If he misses the train, he will board a bus
5. You will visit your mother if you want to.
6. We shall stop the game if it starts raining.

Rewrite the following sentences in if 2

7. I am not a dog. I cannot bark.
8. Mary is not a bird. She cannot fly.
9. My father is not a lion. He cannot roar.
10. I am not your father. I cannot punish you.

STRUCTURE (CONDITIONALS)

If Kind 3

Think of an impossible condition and what would have happened if it (the condition) had been met. This is what If 3 is about.

Example

1. If you **had** attended the debate, you would have enjoyed the day.
2. You would have enjoyed the day if you had attended the debate.
3. If the motion had been understandable, many pupils would have debated.
4. Many pupils would have debated if the motion had been understandable.
5. If I had not come, I would have missed the lesson.

Note carefully;

If Kind 3 takes;

....had (not) + participle verb....would (not) have + participle verb.....

Exercise

Complete the sentences correctly.

1. If the debate had started on time, _____
2. We would have won the debate if _____
3. If Tom had invited me, _____
4. Your health would have improved if _____
5. If the cyclist had not been careless, he _____

Rewrite the following sentences in If 3.

6. If the proposers debated sensibly, they would win the debate.
7. Tom would apologise if he were sensible.
8. If you wrote the apology letter, she would forgive you .
9. If the motorcyclist braked, the accident would not occur.
10. If the girl did not run up – stairs, she would not break her leg.
11. If you carried an umbrella, you wouldn't be wet to the skin.
12. If I have enough money, I will buy a smart phone.

(CONDITIONALS)

Using: Had.....,would (not) have

This structure is used as another version of If Kind 3.

Examples

1. **If the opposers had argued sensibly, they would have won the debate.**

Had the opposers argued sensibly, they would have won the debate.

2. If the debate had started on time, it would have ended on time.

Had the debate started on time, it would have ended on time.

3. If I had seen you, I would have called you.

Had I seen you, I would have called you.

Exercise

Complete the If 3 sentences that follow correctly.

1. Had it rained, _____
2. Had the teacher come, _____
3. Had I had some money, _____
4. Had daddy gone to the bank, _____
5. Had he run across the road, _____

Rewrite the following sentences as instructed in brackets.

6. If I had been good at drawing, I would have drawn some cartoons. (Begin: Had)
7. The children did not have nightmares because they did not watch the horror.
(Begin: If the children had).
(Rewrite Q7. Beginning: Had)
8. My siblings did not sleep. My siblings did not miss the film in the night.
(Join beginning: If my siblings had)
9. (Rewrite Q9 using: Had my siblings)

Grammar

Using: 1. Unless.....

2.unless.....

Points to note:

- ✍ Unless means **if not**. Therefore, do not use not in the unless part of the sentence (unless clause).
- ✍ If the if clause (condition) is negative, do not change the result.
- ✍ If the if clause is positive, change the result when using unless.

Examples

- 1) If the audience is not quiet, I shall not speak.
Unless the audience is quiet, I shall not speak.
- 2) If you watch me debate, I shall be pleased.
Unless you watch me debate, I shall not be pleased.
I shall not be pleased **unless** you watch me debate.

Exercise

Rewrite the sentences as instructed in brackets.

- 1) We shall be late if we do not hurry. (Use : unless)
- 2) If you do not debate, you will not learn to speak. (Begin: Unless)
- 3) Farmers do not sow millet if does not rain. (Use: unless)
- 4) If it rains, the compound will be muddy. (Begin: Unless)
- 5) If I had a good dictionary, I would improve my English. (Begin: Unless.....)
- 6) If you withdraw the money, we shall go shopping. (Begin: Unless.....)

Rewrite the sentences using: Unless

- 1) If it does not stop raining, the baby will not go out.
- 2) If we work hard, we shall perform well.
- 3) If you eat a lot of sweets, your teeth will decay.
- 4) If you do not respect your elders, you won't live a happy life.

Passage

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

Every week, schools in Uganda hold debates. These debates are based on different topics called motions. The motion to be debated is however, chosen based on the ability and level of the class.

Last week, Kibimba Primary school held an inter-house debate. The motion was “Technology has done better things than harm.” Dr. Albert Cook House proposed the motion whereas Captain Lugard House opposed it. The chief organizer of the debate was Mr. Waiswa Fred, the head of English Department at Kibimba Primary School. At the beginning of the debate, the audience stood up and sang the National Anthem.

The chairperson, Hon. Migadde Hamuza introduced his cabinet and the speakers from proposition and opposition sides.

The chairperson warned the proposers and opposers against breaking the rules of a debate. He also called upon the audience to participate by raising points like; point of inquiry, point information etc.

Among the people who attended the debate was Mr. Mugoya Pius, the head teacher, Kibimba Primary School. In his speech, Mr. Mugoya thanked the teachers and pupils for being involved in debating. ‘I am going to buy a bull for the winners and a goat besides a dictionary for the losers.’ said the headmaster.

During the debate, the secretary recorded the points raised by both the proposers and opposers. The speakers argued strongly for and against the motion. In the end, Dr. Albert Cook House won the debate and took a bull.

Questions

- What is the passage about?
- Who organized the inter-house debate according to the passage?
- What prize did the winner get?
- Which house won the debate?
- Where do you think the debate took place?
- What did the audience do at the beginning of the debate?
- Why do you think Dr. Albert Cook House won the debate?
- What is the responsibility of Mr., Mugoya in the school?
- How often is the debate held in this school?
- Give this passage a suitable title.

Dialogue

Read the conversation between Kirabo and Musoke and answer the questions in full sentences.

Kirabo:	Do you always hold debate at Silver Spoon primary school?
Musoke:	Yes we do, we always have it at 3:00pm in the main hall every Wednesday.
Kirabo:	Who suggests the motion for the debate?
Musoke:	Hmmm the head department for English suggests the motion.
Kirabo:	How are the responsibilities distributed during the debate?
Musoke:	The teacher normally picks people at random and among the chosen ones, they always take up different posts chairperson, secretary, timekeeper and the main speakers on either side.
Kirabo:	That is wonderful! Your school must be a well organised.
Musoke:	Haaaaa. Honestly, it is very organised.
Kirabo:	How do you control the audience?
Musoke:	The teacher is always present that makes the children to keep quiet in

	order to listen attentively.
Kirabo:	What will be the next motion?
Musoke:	"Private schools are better than Government schools."
Kirabo:	Are you one of the main speakers?
Musoke:	Yes, I am a proposer. I will propose the motion.
Kirabo:	How have the debates helped you?
Musoke:	I have become confident and I can talk without trembling.
Kirabo:	Oh yaa, Debating is very good. I wish everyone should learn how to debate because it teaches self-confidence, critical thinking fluency and creative thinking.
Musoke:	It is very true. Be blessed.
Kirabo:	Be blessed too, see you later.

Questions

- Which school does Musoke go to?
- Who suggests the motion of the debate?
- At what time of the day does debating start?
- How does your HOD select the participants for the debate?
- When does the school hold the debate?
- What is the work of the secretary?
- What do the children benefit from the debate?
- Write HOD in full.
- How many people are taking part in the conversation?
- Suggest a suitable title for the dialogue.

JUMBLED SENTENCES

The sentences below are not in the correct order. Re-arrange them to form a short composition about "why Hold Debates in Schools"

- Why do such schools hold these debates?
- Many schools hold debates in their schools.
- Firstly, debates provide co-operation among learners.
- Secondly, it develops the language skills,
- There are many answers to this question.
- This tolerance helps them to be more orderly in their speech.
- In the end, these children will grow into tolerant and co-operative citizens.
- Listening to other people's ideas helps children to be tolerant.
- Listening and speaking skills are developed most
- The listening skill helps them to pay attention to other people's ideas.

Guided Composition

Study and complete the passage below appropriately.

secretary	wonderful	draw	patron	rules	clubs
honorable	debate	proposed	motion	speakers	audience

A DEBATE AGAINST THE RED DEVILS

Our school has one of the best debating _____ Mr Okol Dicken, our _____, is very industrious.

Last week, we had a debate with the Red Devils from Kitagobwa C/U Primary School. The _____ was, 'Living in mountains is safer than living in valleys.' The

chairperson of the debate was my young brother, Toskin. I didn't know he was such a tough boy. He did not allow anyone to break the _____ of debate. Cherop was the _____ of debate. Cherop was the _____. She recorded all the points raised by the speaker very well. Our school _____ the motion while the Red Devils opposed it. It was a _____ presentation. The four _____ were really good. After each one spoke, the _____ cheered. By the time the _____ ended, we could see both sides of the argument. No wonder, the debate ended in _____

COMPREHENSION

Study the notice below and answer the questions about it in full sentences.

KITAGOBWA UMEA PRIMARY SCHOOL

INTER-CLASS DEBATE

P.6 VS P.5

Venue: School Main Hall

Time: 2:15pm – 4:15 Pm

Date: 1st April, 2021

Motion: "A Nuclear Family Is Better Than An Extended Family"

Chairperson Hon: Ssemujju Nathan

Secretary Hon: Nambooze Ruth

Time Keeper Hon: Okum Pascal

Chief Whip Hon: Kikonko Hope

Proposers

Opposers

Hon: Asaba Tom

Hon: Akello Peace

Hon: Bayiga Ann

Hon: Kakembo Isa

Hon: Were Peter

Hon: Musumba Salama

Main speakers: 5mins: Floor speakers: 3mins

Madam Akere Lucy

MATRON DEBATING CLUB

Questions

- What is the notice about?
- Where is the seminar held?
- How long does the seminar take?
- Who wrote the notice?
- To whom is the notice addressed?
- In which newspaper did the notice appear?
- How often is the seminar conducted?
- Give another word or group of words with the same meanings as the following words in the notice;
 - venue:
 - noon: Why do you think the above seminar is organized?

COMPREHENSION

TABLE

Study the debate timetable of Rwentojo Junior School and answer questions about it.

DAY	10:00a.m- 11:00a.m	11:00a.m 12:00p.m	12:00p.m -2:00p.m	2:00p.m 3:00p.m	3:00p.m 5:00pm
Monday	P.2 Blue	P.3Green	LUNCH	P.7 Yellow	P.5Red
Tuesday	P.3 Red	P.7Blue		P.5Red	P.4Blue
Wednesday	P.5 Yellow	P.2Red		P.2Green	P.2Yellow
Thursday	P.4 Green	P.6Green		P.3Yellow	P.3Blue
Friday	P.6 Blue	P.4Yellow		P.5Blue	P.4Red
Saturday	P.7 Red	P.5Red		P.6Yellow	P.7Green
Sunday	All classes	All classes		All classes	All classes

Questions

- What is the information about?
- For which school is the timetable?
- When are the pupils of primary three yellow supposed to practice?
- On which day will all the classes practice?
- Which classes practice three times a day?
- According to the time table, why do you think all classes Practice the whole day on Sunday?
- What is the first class that practice on a Monday morning?
- How many hours does P.7 Green practice on a Saturday?
- Why do you think debating should be taught to school children?

Guided composition

Below is an incomplete passage. Read it carefully and fill in the blank spaces correctly with the given words in box. Each word should be used only once.

winners,	motions	club	chairperson,	conclusion	opinions
opposers,	debating,	points,	speakers	information	

_____ in schools is a very interesting activity. Debating promotes self-expression, critical thinking, reasoning and confidence among learners. It also prepares children for further formal discussions and studies. Learners express their _____freely and develop the skills of debating.

The teacher in charge of the debating _____usually suggests two or three _____for the debate then the pupils themselves choose the one they like most. Sometimes the pupils suggest the motion themselves.

After selecting the motion, some of the pupils propose while others oppose the motion. The proposers and _____organize their _____who are always referred to as principal or main speakers. Then the different speakers prepare themselves for the debate.

The debate is chaired and controlled by the _____. During the debate, the secretary records the _____ raised by both sides. Each speaker is allowed three minutes and the timekeeper takes note of the time allocated.

The audience cheers and applauds the speakers from the sides they support.

The audience raises points such as 'point of inquiry,' 'point of _____' and 'point of order' among others. When the debate is about to end, the chairperson calls upon one speaker from each side make a _____. Lastly, the secretary announces the points each side has declares the _____ and the losers.

COMPOSITION

Structured composition writing involving opinion giving

Read the question carefully and, using the structure 'in my opinion' give reasons for your choice or decision in the table given.

Imagine that your house catches fire and the two things you like most, your bike and a suitcase full of designer clothes, are inside.

Unfortunately, you can only carry and save one. Which of them would you run out with?

Reason to take the bike	Reasons to take the clothes
1. In my opinion, I would take the _____ because _____	1. I would, in my opinion, takes the _____ because _____
2. In my opinion, it would be better to take the _____ because _____	2. In my opinion, I would take the _____ since _____

Considering the opinions above, I would save the _____

Due to the reason above, I would save the _____

Because of the reason stated above, I would save the _____

Letter composition

You are a chairperson of the Debating club in your school. Write a letter to the Headmaster of Pong-Pong Primary School, P.O. Box 1 Kiddo, asking him to allow your club to have a friendly debate with his club. Tell him that his club can suggest the motion for the debate.

The debate will take place on 6th November, 2001, in their main hall at 2:00 p.m.

The topic for a school debate was "Primary Leaving Examination should be abolished "Write a composition (100-150 words) to explain why you EITHER agree OR disagree with the statement.

TOPIC 3: FAMILY RELATIONSHIPS

Vocabulary development

1. Looking up meanings and proper pronunciation of new words
2. Describing the vocabulary and constructing correct **sentences**

Vocabulary lesson I

family:	A group of people related by marriage or blood. I belong to the family of Mr. Sulaiman Tturo.
relationship:	way in which two or more people are related What is the relationship between Mary and Martha?
genealogy:	The study of family history, including the study of who the ancestors of a particular person were.
family tree:	A diagram that shows the relationship between family members. We are learning to draw a family tree.
spouse:	two people married to each other (husband and wife) Mary is John's spouse.
couple:	a husband or wife Couples should love one another.
relative:	People with whom you are related. Most of my relatives live in rural areas.
ancestor:	a person in your family who lived a long time ago We were named by our ancestors.

Vocabulary Practice I

Fill in the blank spaces with the most suitable word.

1. What is the relationship _____ Rita and Pamela?
2. Most of our ancestors died long time _____.
3. A husband and a wife is either called _____ or couple.
4. Immaculate is the fifth born _____ our family.
5. His spouse is _____ university graduate.

Arrange these vocabularies in correct ABC order.

6. spouses, couples, ancestors, relatives

7. related, relatives, relate, relating

Arrange these words to form a meaningful sentence.

8. head father is A the of a family.
9. very hardworking all relatives my Are?

10. good genealogist What a John is !

Vocabulary lesson II

nephew:	The son of your brother or sister. Most of my nephews are still young.
niece:	The daughter of your brother or sister. Maria is Peters' niece.
aunt:	The sister of your mother or father or wife of your uncle. I have more maternal aunts than maternal uncles.
uncle:	The brother of your mother or father or husband of your aunt. Peter is my paternal uncle.

half-sister:	A sister you are related through one parent only. My half-sister is a very respectful girl.
half-brother:	A brother you are related through one parent only. Tembo was fighting with his half- brother.
cousin brother:	A son of your uncle or aunt. Ritah is getting married to my cousin brother.
cousin sister:	A daughter of your uncle or aunt. Sarah is my cousin sister.

Vocabulary practice II

Arrange these vocabularies in correct dictionary order.

1. aunt, uncle, sister, brother
2. niece, nephew, nice, never

Give the plural form of these vocabularies

3. Nephew _____
4. Half-sister _____

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

5. My aunt's daughter has just married.
6. Tom's mother and father are very wise.

Rewrite these sentences giving the opposite of the underlined words.

7. My nephew is very hardworking.
8. Peter's aunt went to America last year.

Rewrite these sentences giving the full forms of the underlined short forms.

9. The most beloved uncle of mine is the DEO of Butambala district.
10. Capt. Kavio is my great- uncle.
11. I shan't see my parents today.

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

- a) aunt: _____
- b) ant: _____

Vocabulary lesson III

paternal uncle:	the brother of your father His paternal uncle cleared his school fee last weekend.
Maternal aunt:	the sister of your mother Beatrice is my maternal aunt.
Maternal grandmother:	the mother of my mother My maternal grandmother is too old to walk.
Paternal grandfather:	The father of your father My paternal grandfather is a very happy man.
Stepbrother:	The son of your stepfather of stepmother. I like my stepbrother so much.
Stepsister:	The daughter of your stepfather of stepmother Keto's stepsister is very quarrelsome.
Stepmother:	a woman who is married to your father but is not your biological mother Petra's stepmother is very cruel.
Stepfather:	a man who is married to your mother but is not your biological father My stepfather is so caring to me.

Vocabulary practice III

Fill in the blank space correctly.

1. I could see the baby in a corner _____ the room was very dark.
2. My late grandfather was _____ honest man that the family loved him.
3. There is the lady _____ burnt her stepdaughter.
4. _____ written the letter, my nephew posted it.
5. Grandfather is a centenarian _____ is grandmother.
6. No sooner had my cousin sung the anthem _____ lightning struck her.
7. Mrs. Tito is my mother's younger sister, so she is my _____ aunt.

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

8. Samson is the _____ of the two brothers. (fat)
9. What a _____ girl your elder sister is! (beauty)
10. His daughter got _____ last year.(marry)
11. Abdul is more _____ than my cousin brother. (handsome)
12. A relative of _____ visited us last year. (we)
13. Our grandmother usually wear _____ sandals.(wood)

Vocabulary lesson IV

sister-in-law:	The sister of your husband or wife or wife of your brother. His sister-in-law is very selfish.
grandfather - in-law:	The grandfather of your husband or wife. My grandfather-in-law speaks French very well.
in-laws:	one's relatives by marriage My father's in-laws are my uncles and aunts.
great-grandfather:	The father of your grandfather. Mike's great grandfather is very old.
mother - in- law:	the mother of your wife or husband My mother- in- law is very sick
orphan :	A child whose father or mother is dead. Martin is a total orphan.
guardian:	A person legally caring for another person. The guardian to the orphans is their uncle
twins:	Two children born at the same time to the same mother. Kato and Wasswa are twins.

Vocabulary practice IV**Rewrite these sentences giving one word to mean the same as the underlined group of words.**

1. Those two children born at the same time by the same mother are ever smart.
2. Those children whose father was dead are crying loudly.

Write these short forms in full

3. Fr.
4. Bro.

Give the opposite of these underlined words.

5. Great grand father _____
6. Grandmothers-in-law _____

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

7. Elvis saw his stepbrother yesterday.
8. Her guardian went to Kampala five years ago.

Vocabulary lesson 5

generation:	all the people who were born at about the same time Our generation is full of immorality.
in-laws:	one's relatives by marriage especially parents of your wife or husband My in-laws love me so much.
great-uncle:	The elder brother of your mother/ father or husband of your aunt My great-uncle is a very polygamous man.
great- aunt:	the elder sister of your mother or father Rabecca Kadaga is my great aunt.
stepson:	the son of your wife/ husband from another marriage My stepson is a very rude boy.
stepdaughter	the daughter of your wife/ husband from another marriage Kalida treats her stepdaughters badly.
triplets	Three children born at the same time to the same mother. Those triplets look alike.
quadruplets:	Four children born at the same time to the same mother. It is rear to give birth to quadruplets.

Vocabulary practice II

Arrange these new words in correct ABC order

- 1) Generation, stepson, triplet, stepdaughter
- 2) father, mother, sister , brother

Fill n the blank spaces with the most suitable words

- 3) Rabecca is my _____ because the elder sister of your mother
- 4) My uncle is a very polygamious _____.
- 5) Those triplets _____ alike.
- 6) It is not common _____ find quadruplets.
- 7) All my uncles live_____ America.

Rewrite and give one word for the underlined group of words.

- 8) It is **not common** to find quadruplets.
- 9) The late Cecilia Atim Ogwal was my **father's sister**.

PREPOSITIONS

A preposition is a word that shows the relationship between a noun or pronoun and the other word(s) in a sentence.

Prepositions are used to show place, time and agency

Prepositions of place

These include; here, there, above, across, along, after, below, beside, beyond, in, near, far, off, on, behind, before, by

e.g.

1. I have put it on the box.
2. We met at the roundabout.
3. We went round the house.

Prepositions of time

These include; after, at, around, before, between, beyond, in, on, by, during, from, of, since, for, until, till etc

Examples

1. He visited me on Sunday
2. We slept till six o'clock.
3. They will meet at midday

Prepositions of agency (agent)

These are prepositions for saying that a person or things make something happen

Activity

Use the most suitable preposition to complete the sentences

1. Nairobi is _____ Kampala and Mombasa.
2. The telephone booth is _____ the post office.
3. The number 5 is _____ 4 and 6.
4. John is behind Mary and Mary is _____ of John.
5. There is a road in front of our house but there is no road.....our house.
6. The graduation ceremony started _____ six o'clock.
7. The guest of honour stayed _____ 5 o'clock.
8. What is the time _____ your watch.
9. We have been learning _____ primary one.
10. His sister is _____ Dar – es – salaam.

Language Structures

Using:would rather.....than.....

The structure is use to show that you would prefer to do one thing and not the other.
The structure uses verbs in infinite forms only.

Examples

1. My brother would choose walking and not being ridden by a stranger.
My brother **would rather** walk **than** be ridden by a stranger.
2. The triplets like swimming. The triplets like travelling more.
The triplets **would rather** travel **than** swim.

Activity

Rewrite the following sentences using the structure

1. I dislike apologizing. I dislike being punished the more.

2. My young brother prefers listening to a speech to making one.
3. Hafiswa dislikes bitter vegetables. Hafiswa doesn't want to feel hungry at all.
4. For me, it is better to buy from markets than shops.
5. It is right for the fattest woman to walk instead of riding the small bike.
6. I would prefer twins to triplets.
7. Daddy would prefer taking tea to coffee.
8. Maria was more interested in carrying triplets than quadruplets.

Language structures

Using: _____ too _____ to _____

We use this structure to show that something is so great that something else cannot happen.

It is used to join negative sentences majorly.

Examples

- 1) **Nalugwa's aunt is very old. She cannot remember anything.**

Nalugwa's aunt is too old to remember anything.

- 2) **Katongole is weak. He cannot do good work.**

Katongole is too weak to do good work.

When the two sentences are talking about two different subjects, we use **for** to join the two sentences.

- 1) The food is very hot. The baby can't eat it now.
The food is too hot for the baby to eat now.
- 2) The box is very heavy. Aida cannot carry it. (Different subjects)
The box is too heavy for Aida to carry.

Activity

Join these sentences using:.....too.....to.....

1. Kato's sister is very short. She can't jump over the fence.
2. Maria's niece is very young. She can't get married.
3. My uncle is very poor. He cannot pay my school fee.
4. Banda's sister was very scared. She couldn't walk out of the house.
5. Mugabo's brother-in-law is very poor. He cannot care for a big family.
6. Magie's co - wife is very kind. She cannot refuse to give you a lift.
7. My step mother is very cruel. I cannot live with her.
8. Peter is very busy. He cannot visit us in the holidays.
9. Their grandfather is very old. He cannot stand on his own.

The use of:.....just.....

Just is an adverb of time used to tell what has happened a while ago or recently

It is preceded by has **for singular noun** and have **for plural nouns**. The verb to follow **just** must be in past participle tense.

Examples

1. My niece gave birth to a baby boy a while ago.
My niece has just given birth to a baby boy.
2. My aunt gave birth few weeks ago.
My aunt has just given birth.
3. Your niece got married to an Ethiopian a while ago
Your niece has just got married to an Ethiopian
4. Thomas went away a few minutes ago.
Thomas has just gone away.

Trial Activity

Rewrite the following sentences using:just.....

- 1) Seku's uncle went to town a few minutes ago.
- 2) A relative of mine passed away recently.
- 3) Sheba's aunt gave birth to a baby girl a little while ago.

Learner's Activity

Rewrite the following sentences using:just.....

- 4) Omedo's grandmother was given a wheelchair recently.
- 5) Ojok's cousin was here a while ago.
My half-brother, the head prefect, went to the staffroom a while ago.
- 6) Brian and Angel graduated this year.
- 7) Mugisha's brother-in-law was imprisoned recently.
- 8) My grandfather died a while ago.
- 9) His aunt went to Kampala a few days ago.

The use of:already.....

already is an adverb of time used to express that someone has done something a while ago or recently

It is preceded by has **for singular noun** and have **for plural nouns**.

The verb to follow **just** must be in past participle tense (present perfect tense)

Examples

- 1) **Benita gave birth a while ago.**
Benita has already given birth.
- 2) **My uncle went to America few days ago.**

My uncle has already gone to America.

Trial Activity

Rewrite the sentences usingalready.....

1. My mom gave birth to a baby girl a while ago.
2. Andy's father – in – law lost his wife a while ago.
3. Rose wedded this week.

Learner's Activity

Rewrite the sentences usingalready.....

- 1) Yogo's cousin completed P7 a few weeks ago
- 2) Lule's brother had a meeting a while ago
- 3) My step brother, the stationer sold a lot of books three minutes ago
- 4) Hama's step sister left for Jinja a few minutes ago
- 5) The family meeting ended a few minutes ago
- 6) My nephew wrote a letter to my niece a short while ago

Language structures

The use of:.....is ...but....is.....

The structure is used to mean on **the other side**.

We use helping verb "is" for a singular noun and pronoun and "are" for plural pronouns

Examples

1. **Jennifer is my niece. Her brother is my nephew.**

Jennifer is my niece but her brother is my nephew.

2. **Alex is my brother. His son is my nephew**

Alex is my brother but his son is my nephew

TRIAL ACTIVITY

Join these sentences using: _____ is _____ but _____ is _____

3. Mr. Kimuli is my father. Mrs. Kimuli is my mother.
4. Father is masculine. Mother is feminine

Activity

Join these sentences using: _____ is/are _____ but _____ is/are _____

1. Hawa is my niece. Her brother is my nephew.
2. That teacher is my uncle. His wife is my aunt.
3. Mugisha is my brother. Mbabazi is my sister.
4. The magistrate is your half – brother. The doctor is your half sister.
5. Carol is my cousin. Farida is not our cousin.

Complete with the best word

1. Mr. Nkambo is my uncle but his sister is my _____
2. Omondi is my brother-in-law but his sister is my _____

Language Structures

The use of:suchthat.....

Examples

1. **Opio's uncle is very honest. He cannot accept any bribe.**

Opio's uncle is such an honest man that he cannot accept any bribe.

2. **Bakama's sister is a very fast runner and always comes first in the race.**

Bakama's sister is such a fast runner that she always comes first in the race.

Activity

Join these sentences usingsuch.....that.....

1. My uncle is a cruel man. I fear to talk with him.
2. The bride's sister was a very old woman. She could not attend the wedding.
3. A nephew of mine has a cute dress. You would love to own it.

4. Kitty's niece has a very good handwriting. All her teachers can read it.
5. Your grandmother is a very humble lady. I love to live with her.
6. Our grandfather is a very old man. He can neither see nor hear.
7. My step mum is wearing expensive shoes. No other person can afford them.
8. Rape is a very terrible thing. It must not be allowed.
9. Your son – in – law is a very obedient man. We all want to work with him.

Grammar

ORDER OF ADVERBS

Adverbs are words which describe verbs.

They tell us more about the verb according to time, place, frequency and purpose.

For a sentence to be correct, adverbs should be arranged correctly in their orders

The order of adverb is Verb/ manner/ place/ frequency/ time/ purpose

Examples

- 1) Dad walks impatiently into town every afternoon before supper to get a newspaper.
- 2) We take milk hurriedly at home every morning

Activity

Put these adverbs in their correct order in each of the sentences.

1. The prefect spoke (yesterday, at the parade, carefully)
2. Will you run (in the field, at 8:00am, tomorrow, fast)
3. The congregation prayed (in the church, very hard, last Sunday)
4. The couple moved (to the reception hall, smartly, after the church ceremony)
5. I shall take the ball (outside, today, stealthily)
6. Take it (there, silently, now)

The use of: _____ **whenever** _____

_____ **whenever** means every time.

If whenever begins a sentence, a comma must be put after a verb.

- 1) Whenever Carol sang, she got a lot of money.
- 2) Whenever my father drinks alcohol, he gets an accident.

If _____ **whenever** _____ is used in the middle of a sentence, a comma is not put after a verb.

Examples

- 1) A baby cries whenever it is hungry.
- 2) Baraka went to town whenever he got money.

Trial Activity

Rewrite the following using: _____ **whenever** _____

1. It is good to inform your parents every time you are sick.
2. Any time you want to go out you must always ask for permission.
3. People must work hard every time they want to get money.

Learner's Activity

Rewrite the following using: _____ **whenever** _____

- 1) Crops dry up every time there is too much sun shine.
- 2) My husband fights a lot every time he drinks.
- 3) People always dance a lot every time there is a party.
- 4) Every time I am hungry, I prepare myself food.
- 5) Every time Mukasa drives that car, he has to knock someone.
- 6) Every time that shop is open, it attracts many customers.
- 7) Many people fear to walk every time it is dark.

Grammar

VERBS

✍ A verb is a doing word. It is a word that expresses an action.

✍ A verb is a word with a lot of functions it performs in a sentence.

Examples of verbs include; relate, marry, bond, bear, give, die, pacify, smooth, speak, live, break, succeed, etc.

KINDS OF VERBS

a) Regular verbs;

Regular verbs are doing words that take “d”, “ed” and “t” in their past forms.

Examples;

	Verb	Present continuous	Past tense	past participle
1.	arrive	arriving	arrived	arrived
2.	use	using	used	used
3.	dance	dancing	danced	danced
4.	measure	measuring	measured	measured
5.	receive	receiving	received	received
6.	complete	completing	completed	completed
7.	type	typing	typed	typed
8.	retire	retiring	retired	retired
9.	revise	revising	revised	revised
10.	refuse	refusing	refused	refused
11.	travel	traveling	travelled	travelled
12.	perform	performing	performed	performed
13.	abstain	abstaining	abstained	abstained
14.	clap	clapping	clapped	clapped
15.	appear	appearing	appeared	appeared
16.	jump	Jumping	jumped	jumped
17.	pick	picking	picked	picked
18.	look	looking	looked	looked
19.	plan	planning	planed	planned
20.	absorb	absorbing	absorbed	absorbed
21.	burn	burning	burned	burnt
22.	learn	learning	learned	learnt
23.	mean	meaning	meant	meant
24.	deal	dealing	dealt	dealt
25.	dream	dreaming	dreamt	dreamt
26.	spoil	spoiling	spoilt	spoilt
27.	leap	leaping	leapt	leapt
28.	lean	leaning	leant	leant

Grammar

B) IRREGULAR VERBS;

Irregular verbs are doing words whose past simple and past participle have no order of change. Examples;

	Verb	Present continuous	Past simple	Past participle
1.	sweep	sweeping	swept	swept
2.	keep	keeping	kept	kept
3.	sleep	sleeping	slept	slept

4.	weep	weeping	wept	wept
5.	kneel	kneeling	knelt	knelt
6.	feel	feeling	felt	felt
7.	leave	leaving	left	left
8.	spell	spelling	spelt	spelt
9.	spill	spilling	spilt	spilt
10.	meet	meeting	met	met
11.	spend	spending	spent	spent
12.	sit	sitting	sat	sat
13.	send	sending	sent	sent
14.	fight	fighting	fought	fought
15.	build	building	built	built
16.	go	going	went	gone
17.	come	coming	came	came
18.	break	breaking	broke	broken
19.	tear	tearing	tore	torn
20.	wear	wearing	wore	worn
21.	buy	buying	bought	bought
22.	lend	lending	lent	lent
23.	freeze	freeze	froze	frozen
24.	find	finding	found	found
25.	give	giving	gave	given
26.	drink	drinking	drank	drank
27.	do	doing	did	done
28.	see	seeing	saw	seen
29.	sink	sinking	sank/sunk	sunk
30.	lead	leading	led	led
31.	sing	singing	sang	sung
32.	be	being	was	been
33.	ring	ringing	rang	rung
34.	wring	wringing	wrung	wrung
35.	sting	stinging	stung	stung
36.	dig	digging	dug	dug
37.	sling	slinging	slung	slung
38.	stick	sticking	stuck	stuck
39.	strike	striking	struck	struck
40.	cling	clinging	clung	clung
41.	string	stringing	strung	strung
42.	know	knowing	knew	known
43.	grow	growing	grew	grown
44.	run	running	ran	run
45.	become	becoming	became	became
46.	eat	eating	ate	eaten
47.	beat	beating	beat	beaten
48.	bite	biting	bit	bitten
49.	throw	throwing	threw	thrown

50.	sell	selling	sold	sold
51.	seek	seeking	sought	sought
52.	choose	choosing	chose	chosen
53.	bleed	bleeding	bled	bled
54.	breed	breeding	bred	bred
55.	feed	feeding	fed	fed
56.	shrink	shrinking	shrunk	shrunk
57.	spring	springing	sprung	sprung
58.	shine	shining	shone	shone
59.	grind	grinding	ground	ground
60.	wind	winding	wound	wound
61.	read	reading	read	read
62.	cast	casting	cast	cast
63.	broadcast	broadcasting	broadcast	broadcast
64.	hurt	hurting	hurt	hurt
65.	burst	bursting	burst	burst
66.	cost	costing	cost	cost
67.	spit	spiting	spat	spat
68.	put	putting	put	put
69.	cut	cutting	cut	cut
70.	hut	hutting	hit	hit
71.	swim	swimming	swam	swam
72.	shut	shutting	shut	shut
73.	set	setting	set	set
74.	let	letting	let	let
75.	bet	betting	bet/betted	bet/betted
76.	knit	knitting	knitted/knit	knit
77.	rot	rotting	rotted	rotten
78.	get	getting	got	got
79.	begin	beginning	began	begun
80.	fit	fitting	fit/fitted	fit
81.	skip	skipping	skipped	skipped
82.	forget	forgetting	forgot	forgotten
83.	win	winning	win	won
84.	forbid	forbidding	forbade	forbidden
85.	say	saying	said	said
86.	draw	drawing	drew	drawn
87.	sow	sowing	sowed	sown
88.	sew	sewing	sewed	sewn
89.	saw	sawing	sawn	sawn
90.	blow	blowing	blew	blown
91.	lay	laying	laid	laid
92.	lie	lying	lay	lain
93.	show	showing	showed	shown
94.	pay	paying	paid	paid
95.	fly	flying	flew	flown
96.	tie	tying	tied	tied
97.	die	dying	died	died
98.	tread	treading	trod	trodden
99.	stride	striding	strode	stridden

100.	hide	hiding	hid	hidden
101.	bear	bearing	bore	born
102.	catch	catching	caught	caught

ALL ABOUT "LAY" AND "LIE"

	Present simple	Present continuous	Past simple	Perfect or past participle
1.	lay	laying	laid	laid
2.	lie (rest)	lying	lay	lain
3.	lie (deceive)	lying	lied	lied

Exercise

Complete each sentence below using the correct form of the verb formed from the word in brackets.

- Many people _____ in life after death. (belief)
- She _____ down and greeted her parents. (knee)
- Our teachers usually encourage us to _____ handwriting. (practice)
- My half-sister could not _____ clearly due to eye defects. (sight)
- To _____ in a society of smokers is dangerous to our health. (life)
- Laala _____ at the front desk in class nowadays. (seat)
- Make sure you do not _____ my expensive pen, please. (loss)
- The orphans _____ a lot of assistance from their guardians. (receipt)
- The police will _____ the criminal until they find him. (pursuit)

COMPREHENSION

Passage:

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

A HAPPY FAMILY

Six years ago, Gloria and Bairu tied a knot as husband and wife. They have been blessed with two pairs of twins of whom three are boys. Gloria is a banker and she is paid very well. Her responsibility as a mother and a wife is to provide food and medical care to the family. Mr. Bairu is a farmer. He has a big herd of cattle which gives him a lot of money. He takes care of the children by paying school fees and other basic needs. His brother-in-law is a widower and so he supports him in paying school fees for the orphans.

On Christmas and Easter, Mr. Bairu makes a social gathering of his relatives, friends and in-laws. He loves having fun with his cousins, nephews, nieces and above all, his twins. Whenever there is a challenge or a problem in their family, they sit together, share and find a way forward. This has helped them a great deal. They always apologize to one another in the family in case of any wrong or mistake. Their love is shown in action rather than in words. The couple is a role model to their children and there is a high standard of respect. May the Good God bless this family.

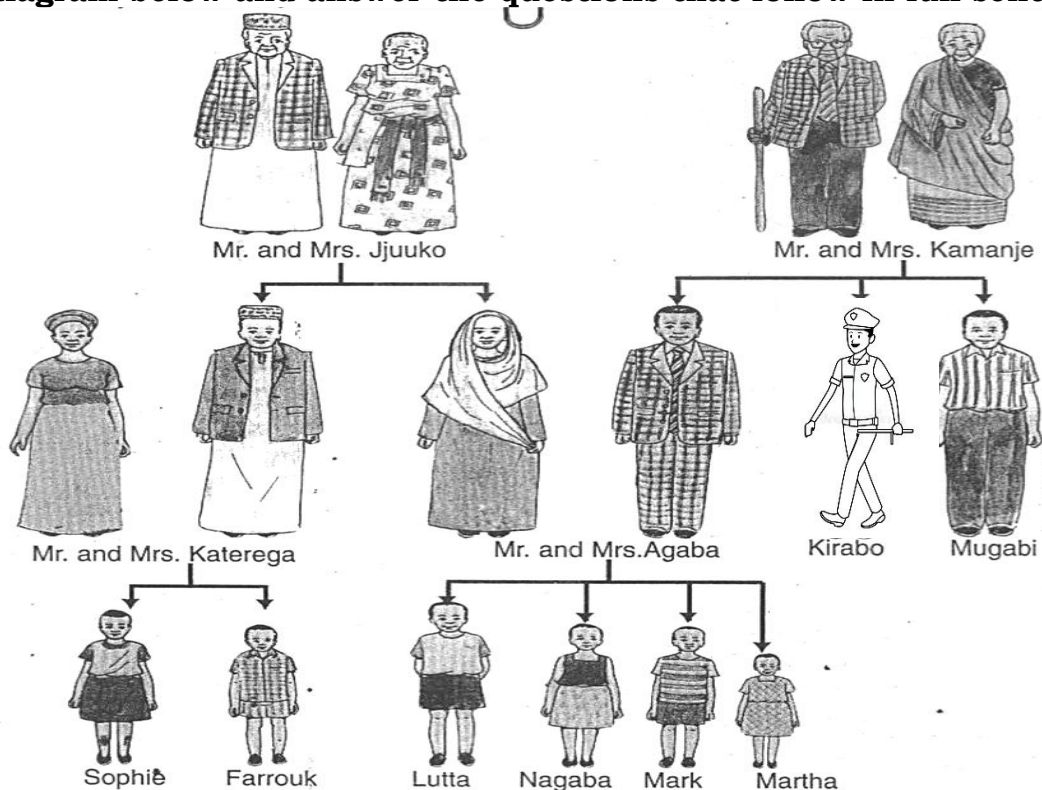
Questions:-

- When did Mr. Bairu and Gloria tie a knot?
- How many children do they have?
- What is Gloria's occupation?
- Who pays school fees for the children?
- Who takes care of the orphans?
- When does this family have a social gathering?
- Why do you think it's important to have such meetings?
- How do they solve their family problems?
- How does Gloria call Mr. Bairu's mother?
- Suggest a suitable title to the story.

Comprehension

Comprehending a family tree

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



- Who is Kirabo's father?
- Who is Mugabi's mother?
- How is mark related to Mr. and Mrs. Kamanje?
- What is the relationship between Mrs. Agaba and Mrs. Kateregga.

- What is the relationship between Mark and Mrs. Agaba?

- How many nieces does Mrs. Agaba have?

- Who is Farouk's youngest cousin?

- What is the relationship between Lutta and Mr. Kamanje?

- How is Nagaba related to Mrs. Jjuuko?

- How many grandchildren do Mr. and Mrs. Jjuuko have?

TABLE

The table below shows numbers of relatives for some of the P6 children at Buwama UMEA primary school. Study it carefully and answer questions that follow in full sentences.

Name of children	NUMBER OF RELATIVES					
	PATERNAL UNCLAS	MATERNAL UNCLAS	PATERNAL AUNTS	MATERNAL AUNTS	PATERNAL GRANDPARENTS	PATERNAL GRANDPARENTS
Akite Patricia	3	1	0	3	2	1
Adong Pauline	1	2	5	2	1	2
Kyanzi Tom	3	3	3	3	0	0
Mulwanye Elvis	0	2	3	1	2	2
Abiriga Belmos	5	4	3	0	2	1
Biraire Mark	2	2	3	4	1	2
Kapere Vince	3	2	2	5	1	2
Kia Teddy	1	2	5	2	1	2
Kato Milton	8	3	6	7	0	2
Miti Elvis	2	0	0	0	1	0

Questions

- What is the table about?
- In which school are the children on the table?
- Who lost all the grandparents?
- Which of the two children seem to be relatives?
- According to the table, who has the highest number of paternal aunt?
- Which child lost all the paternal grandparents but have all the maternal grandparents?
- How many paternal uncles does Biraire Mark have?
- Who has the least number of relatives shown on the table?
- Apart from Miti Elvis, who else has no maternal aunt?
- Who is a paternal aunt?

Dialogue

Read the dialogue and answer questions that follow in full sentences.

Mother	There is someone knocking at the gate. Hurry and check please.
Daughter	I am pleased to see you, grandmother.
Grandmother	I am pleased to see you too my granddaughter.
Mother	You are welcome mother in-law
Grandmother	Thank you daughter in-law. How are my grandsons and granddaughters?
Mother	Very fine, except your son Mr. Kapere who has been ill for a fortnight. He no longer goes to work.
Grandmother	When did my son fall sick? Why didn't you ring and inform me? Yet you know that he is my only child!
Mother	I sent your grandson. George, our first born but refused to come to Kisozi village.
Grandmother	What! Is George around?

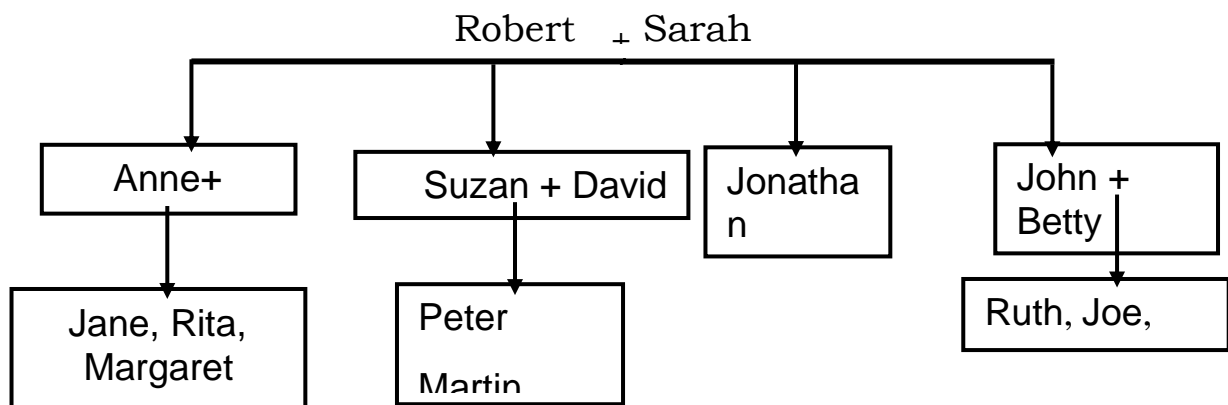
Daughter	No, grandmother, he has gone to school.
Grandmother	Do you mean George goes to school on Saturday?
Mother	Yes, he does because he is preparing for the Primary Leaving Examinations this year?
Mr. Kapere	I am pleased to see you mother!
Grandmother	I am pleased to find you my only son when you are still alive and kicking! Sorry for the sickness.
Mr. Kapere	Don't worry, mother. My health is getting better and better nowadays.

Questions

- How many people are taking part in the dialogue?
- On which day of the week did Mary's grandmother visit their home?
- Where does the grandmother live?
- How many children does the old woman have?
- For how long has Mr. Kapere been ill?
- Who is the first born of Mr. Kapere's family?
- In which class is George according to the dialogue?
- Give another word or group of words with the same meaning as the underlined words:
 - Fortnight_____
 - Getting better and better_____
- Why does George to school on Saturday?
- Suggest a suitable title for this dialogue.

Family Tree

1. Study the family tree below and answer the questions in full sentences.



Questions

- How does Betty call Suzan?
- Among the Sarah's children, who is a bachelor?
- What is the relationship between John and Martin?
- How many grandchildren does Mr. Robert have?
- How is Robert related to Sarah?
- How many nephews does Jonathan have?
- Who is Mark's grandmother?
- What is the relationship between Jane and Peter?
- What relationship does Anne have with Margaret?
- What does this family tree show?

INVITATION CARD

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

INTRODUCTION CEREMONY

The family of Mr. and Mrs. Olum Benardof Bunga with pleasure invites the company of

Mr. and Mrs. Abdul Mukasa

to the introduction ceremony of their daughter Aol Precious

The ceremony will take place on 6/10/2020 at their home in Bunga at 12:00 noon.

Your presence will grace the occasion.

RSVP

*Musoke Paul
0776430120*

*Jim Herald
078195341*

Questions:

- What was the invitation about?
- Where did the ceremony take place?
- How is Aol related to Mr. Olum?
- How many people were invited to this function?
- Which two people should be contacted for further information?
- Write the meaning of RSVP?
- When did the function take place?
- Where is Mrs. Olum's residence?
- At what time did the function begin?
- Write in full: Mr. _____

Comprehension

Poem

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

FAMILY RELATIONSHIPS

Our relatives are of different types
Some are very good and others are opposite
Good ones are caring but bad ones are reverse
Good ones need you developed
But bad hearted ones need you in dead.

Whether from nuclear or extended family,
You all live nearer and farther
Among the paternal, maternal or -in laws
Be careful with relatives,
And never trust the smiling faces.

Relatives are changing daily,
Some from bad to good
Paying school fees, medical bills and caring for the needy
And others from good to bad again
Bewitching, poisoning, killing and robbing

I pray that God bless the heart of relatives,
And they all learn to live as a family
Who see one another as a family member

Not as an enemy to one another,
Then the world will be the earthly heaven.

Kia Nancy(P6)

- How many types are of our relatives?
 - Which kinds of relatives are caring?
 - Apart from nuclear family, which other type of family is mentioned in the poem?
 - Who should one be careful with?
 - According to the poem, what do good relatives do?
 - Mention **one** bad thing done by bad relatives.
 - What is a nuclear family?
 - How many stanzas have the poem?
 - Who is the poet?
- What will make the world an earthly heaven?

Guided dialogue

The dialogue below took place between Jolly and Mark. What jolly said are all given. Fill in the blank spaces with what you think were Mark's responses

Jolly: Good morning, Jolly.

Mark: _____

Jolly: You didn't come to school in first term, why?

Mark: _____

Jolly: You shifted away from the school! Are you sure?

Mark: _____

Jolly: Where do you live now days?

Mark: _____

Jolly: In Butambala! With whom do you live there?

Mark: _____

Jolly: Your Uncle! Which uncle?

Mark: _____

Jolly: Paternal uncle! Isn't he Teacher Bizare?

Mark: _____

Jolly: I know you have only one paternal uncle. Who else do you live with?

Mark: _____

Jolly: Paternal aunt! What is her name?

Mark: _____

Jolly: Stella! I don't know her. Greet everyone at home. Bye bye Mark

Mark: _____

JUMBLED STORY

The sentences below are not in correct order. Re-arrange them to form a composition about "Visiting Relatives"

- While there, they help their relatives at home.
- Finally, when the holidays end, they go back to school.
- So, school children have to travel either to town or up country.
- They also visit their aunts, uncles and cousins.
- During these holidays, many school children visit their grandparents.
- There are three holidays in a year.
- This keeps them busy and prevents them from bad behavior.
- While others stay in the villages.
- However, these relatives live in different places.
- Some live in towns.

TOPIC 4: OCCUPATION

Subtopics

- ✍ Carpentry
- ✍ Tailoring
- ✍ Baking
- ✍ Keeping animals

CARPENTRY

Vocabulary development

Dictionary work

- ✍ Looking up meanings and pronunciations
- ✍ Description of vocabulary
- ✍ Finding/forming other possible words from the vocabulary
- ✍ Making sentences using the vocabulary

Vocabulary lesson I

wood	material used for making furniture The carpenter uses wood to make furniture.
carpenter	a person who makes furniture Masaba, the carpenter makes good office furniture.
carpentry:	the work of or art of making wooden objects My elder brother will study carpentry when he completes P.L.E.
wooden	something made of wood The young man will make the wooden chairs.
drill	a tool with a pointed and used for making holes in wood The drill is beside the cupboard.
hammer:	a tool with a heavy metallic head and handle used for hitting nails into wood The carpenter uses a hammer to fix a chair.
plane	A machine with a blade used for smoothing wood. Mr. Opolot's uses a plane to smoothen the timber.
furniture:	objects such as tables, stools, cupboards, chairs, beds and benches The carpenter will be repairing our furniture tomorrow.

Vocabulary practice I

Arrange these new words in a dictionary order

- 1) wool, wall, wood, ball
- 2) carpet, carpenter, carpentry, caterpillar

Rearrange these words to form meaningful sentences.

- 3) use What is the hammer a of?
- 4) a person who makes furniture is A carpenter.

Fill in the blanks with the most suitable words

- 5) A _____ makes good furniture.
- 6) Tables, stools, cupboards, chairs are all _____.
- 7) All furniture are made out of _____.
- 8) Either Yendo _____ Villa will join carpentry course.
- 9) That is the carpenter _____ phone got lost last weekend.

Vocabulary lesson II

Besides	: in addition to The carpenter made a chair besides a table.
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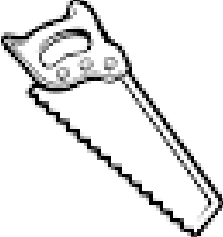
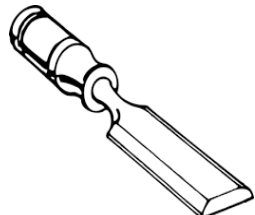
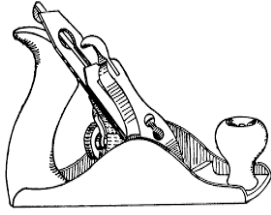
Beside	next to, near or at the side of The carpentry workshop is beside the highway.
Plank	a long narrow flat piece of wood The planks which the headmaster bought yesterday will be used to make desks and tables.
Polish :	To make something or a surface smooth and shinny. The carpenter is polishing the tables.
Fix	: to put family together The boy fixed the shelves to the wall with nails and hammer.
Varnish	: a liquid which is painted or polished onto wood to make it shiny. His bed was smooth and shiny after varnishing it.
Sandpaper	Strong paper with a rough surface used to make wood smooth. Jaire rubbed wood with sand paper in order to make it smooth.
Glue	A sticky substance used to fix things together. The headmaster fixed the pictures on the notice board with glue.
Tool	an instrument used for a particular purpose The carpenter keeps his tools in the tool box.

Vocabulary practice II

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

- 1) The carpenter is _____ the bed. (smooth)
- 2) The cashier's counter was well _____. (polish)
- 3) John _____ the doorframe yesterday. (fix)
- 4) Isabirye has _____ tables and chairs in his diningroom.(wood)
- 5) My elder brother studied _____ at Kisubi Technical Institute. (carpenter)
- 6) He is a _____ carpenter because of his good furniture. (fame)
- 7) The carpenter _____ the log into plant. (splitting)
- 8) David makes his furniture _____. (careful)

Read the name of each item in the picture and tell its use

Fill in the blank spaces with the correct words

Examples

1. A tool for cutting wood is called a saw.
2. A tool for driving nails into wood is called a hammer.

Activity 1

1. A tool for making the wood surfaces smooth is called a _____.
2. A tool for fixing screws is called a _____.
3. A tool for turning nuts is called a _____.
4. A tool for making holes in wood is called a _____.
5. A strong paper used to make an object smooth is called _____.
6. The sticky substance used to join pieces of wood is called _____.
7. The liquid painted onto wood surfaces to make them shine is called _____.

Language structures

The use of: What is.....used for?

We use the structure to ask what a special tool or material is supposed to do. The response of the structure is followed by the continuous form of the verb.

Examples

What is a plane used for?

A plane is used for smoothing wood.

Activity

From the table below, form questions using the structure and answer them accordingly. Usingused for.....

Plane	Smoothing wood
Drill	Making holes into wood or metal
Varnish	Polishing wood
Plank	Making furniture
Glue	Sticking wood firmly together
A hammer	Fixing nails in wood
Bench	Sitting on
Saw	Cutting wood
Screw driver	Fixing screws in wood or metal
Spanner	Turning screws in furniture

Complete these sentences correctly

1. A drill is used for _____
2. A hammer is used for _____
3. A screw driver is used for _____
4. Sand paper is used for _____
5. A saw is used for _____
6. A plane is used for _____
7. Glue is used for _____
8. A spanner is used for _____
9. Varnish is used for _____

Language structures

The use of: Firstnext.....then.....

The structure is used to tell the sequence or order of doing something.

Examples

1) Look left, right and left, before crossing the road

First look left, next right, then left, before crossing the road

2) The carpenter makes the planks smooth using a plane. He cuts the planks into pieces using a saw then he joins the pieces using a hammer and nails

First, he carpenter makes the planks smooth using a plane, next he cuts the planks into pieces using a saw then he joins the pieces using a hammer and nails

Activity

Use the structure: First...next.....then.... to describe how the following are made

- a) A bed
- b) A cupboard
- c) A chair
- d) Frying clips
- e) Mopping the house
- f) Serving food to guests

Language structures

The use of:beside.....

_____beside means: -at the side of, -near, -next to

Examples

Rewrite these sentences using: _____ beside _____

1. James' varnish is near the toolbox.

James' varnish is beside the toolbox.

2. He sat next to his wife all night.

He sat beside his wife all night.

3. Mr. Malevu has a carpentry workshop near a saw mill.

Mr. Malevu has a carpentry workshop beside a saw mill.

Note carefully

Beside is usually confused with **besides** which means **in addition to** or **apart from**.

Activity

Rewrite the sentences using: _____ beside _____

1. His carpentry workshop is at the side of the butcher's.

2. The chauffeur parked the saloon near the telephone booth.

3. Rajab sits next to me in class.

Learner's Activity

1) Our school was built along the Northern By-pass.

2) Put the fridge next to the dining table.

3) The wood is near the furniture workshop.

4) The carpenter put the plane near the plank.

5) The drill is near the screw driver.

6) The saw is near the bench.

7) The varnish is near the door.

Language structures

The use of: Besides _____

Besides _____ are used at the beginning of the sentences to mean the same as "on top of" or "in addition to" or _____ apart from _____

Besides _____ are closely followed by 'being' before any adjective is written

Examples

1) Rose is short. Rose is thin.

Besides being short, Rose is thin.

2) On top of being clever, the carpenter is friendly.

Besides being clever, the carpenter is friendly.

3) In addition to being young, Rita is absent minded.

Besides being young, Rita is absent minded.

Trial Activity

Rewrite the following beginning: Besides

1) Nakayima is not only helpful but also generous.

2) Godfrey is hungry. Godfrey is angry too.

3) Mr. Muyita is a teacher on top of being a preacher.

Learner's Activity

4) Kakembo is careless. He is always forgetful.

5) Not only is Mwanje a news reporter but also a businessman.

6) On top of being energy less, Dorcus is dizzy.

7) Mwangi is punctual and attentive.

8) Water is used for bathing. It is also used for washing.

Language structures

The use of: Though.....

The structure is used to tell what had happened yet it was not expected.

It is used in the same way as: although, much as, whereas, even though

When Though..... is used at the beginning of the sentence, a comma is used to separate the two joined sentences.

Examples

1) I made the holes. I didn't have a drill.

Though I made holes, I didn't have a drill.

2) I didn't varnish it. My chair looks new.

Though my chair looks new, I didn't varnish it.

Trial Activity

Rewrite the following beginning: Though.....

3) The carpenter didn't use the sand paper. The chairs look smooth.

4) Timo didn't learn carpentry. He makes good chairs.

Activity

Rewrite the following beginning: Though

1) Okot makes quality furniture. He does not sell them.

2) Bindani is very young. He makes very nice furniture.

3) My dad is very rich. He does not have a carpentry workshop.

4) Mukalu likes carpentry. He does not want his children to be carpenters.

5) Baraka brought the varnish. He didn't have money.

though

The structure is used to tell what had happened yet it was not expected.

It is used in the same way as: although, much as, whereas, even though

Whenthough..... is used in the middle of the sentence, a comma is not needed.

Examples

Tendo is not a carpenter. He makes better furniture.

Tendo makes better furniture though he is not a carpenter.

Trial Activity

1. Mukula bought a drill. He doesnot know how to use it.

2. Balina is a shillful carpenter. He makes poor chairs.

Activity

1. Ojok bought a chair. He makes good chairs.

2. My uncle didn't train as a carpenter. He makes good chairs.

3. Muyenga is a teacher. He makes nice chairs.

4. Tendo is poor. She buys expensive furniture.

5. Mukisa gets a lot of money from carpentry. He is vey poor.

6. We bought many nails. The nails are not eaten.

Grammar

The present simple tense

The present simple tense is used to show that something happens regularly, it is a habit or it is done every day, sometimes, usually, generally, often, twice a week or more than once

Guidelines on constructions correct present simple tenses

✍ Sentences with singular or uncountable doers (subjects) take verbs with **-s** or **-es** added at the end.

That is to say;

1) The carpenter smoothes planks daily.

2) Lule fixes broken furniture every Saturday.

3) This water flows down the valley.

✍ Sentences with plural doers (subjects) take verbs in their infinitive (i.e. without **s** or **es** added).

1) The two carpenters buy planks daily.

2) Lule and Kato fix broken furniture.

3) We seldom go to our ancestral home.

✍ Pronouns **I** and **you** do not add **s/es** to the verb.

Examples

- 1) I see the carpenter every day.
- 2) You measure the planks before cutting them.

✍ Adverbs of frequency like *always, often, seldom, usually, normally and regularly* can be used.

Examples

- 1) She always buys good furniture from Lule's Carpentry Workshop.
 - 2) I normally make the best chairs.
- ✍ The other use of present simple tense is to make statements or facts
- a) Sugar melts when put on fire.
 - b) A river flows throughout the year.
 - c) Kampala is the capital city of Uganda

Learner's Activity

Complete the sentences below using the given words.

- 1) The carpenter frequently _____ his saw and plane nowadays. (sharpen)
- 2) She _____ to her workshop every morning. (hurry)
- 3) He seldom _____ his carpentry workshop on Sunday. (open)
- 4) The carpenter always _____ his furniture in the morning. (polish)
- 5) Daddy and I _____ furniture at the family workshop daily. (to fix)
- 6) Most Kasawuli's customers _____ good English. (speak)
- 7) Martha _____ to pray on Sunday. (go)

Grammar

The present continuous tense

The tense is used to show an action that is happening now.

We use auxiliary (helper) verbs *am, is and are* before the main verb in its *-ing* form.

That is to say;

.....am/is/are + '-ing' verb.....

Examples

1. I am varnishing the furniture now.
2. The old carpenter is smoothing the planks.
3. They are carrying the wood away.

How verbs change to the continuous (ing) form

- a) Some verbs simply add *-ing* e.g. cry-crying

Activity

Using the following verbs, make sentences in the present continuous tense

1. study _____
2. smooth _____
3. eat _____
4. listen _____
5. saw _____

- b) Some verbs drop vowel *e* at the end before adding *ing*, for example;

write	writing		ice	
take	taking		ride	
shade	shading		bite	
strive	striving		dine	
line			breathe	

Except;

dye	– dyeing
free	– freeing
see	– seeing
flee	– fleeing

c) Some verbs double the last consonant before adding ing. This applies to verbs that end in a consonant – vowel-consonant letter order.

sit	– sitting	dig	– digging
travel	– travelling	skip	– skipping
shut	– shutting	let	– letting

Except;

loosen	loosening	draw	– drawing
roughen	roughening	snow	– snowing
listen	– listening	bow	– bowing
open	– opening	pray	– praying
tow	– towing	say	– saying
show	– showing	buy	– buying
saw	– sawing	enjoy	– enjoying
sew	– sewing	delay	– delaying

Activity

Change the following verbs to their continuous (-ing) forms

1. skip
2. drop
3. swim
4. run
5. begin
6. knit
7. thin
8. split

d) Some verbs form continuous (-ing) forms by changing i.eto y before adding -ing.

lie	– lying
vie	– vying
tie	– tying
die	– dying

e) The verbs; panic and traffic, add k before adding ing.

panic	– panicking	traffic	– trafficking
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Activity

Use the given verbs to complete the sentences

1. The policeman _____ the bus now. (stop)
2. He _____ in his book now. (write)
3. I _____ for my book now. (look)
4. Catherine _____ her work now. (do)
5. They are _____ very fast. (run)
6. Why are you _____ your friend? (hit)
7. The carpenters are _____ so much. (panic)
8. The carpenter is _____ the chair now. (vanish)

Grammar

Active and passive voice in present perfect tense

This tense is used to show an action that has taken place.

We use;has/ have + participle form of the main verb.....

For example

1. The carpenter has broken his hammer.
2. The boys have varnished the furniture
3. The carpenter has not ridden to work.
4. Has the puppy eaten its food?
5. The audience has not yet sung the anthem.

Activity

Complete these sentences in the present perfect tense, using the given words

1. The carpenter has _____ the long planks into short pieces. (to saw)
2. The boys have _____ the wood. (to smooth)
3. I have _____ the police. They are coming. (ring)
4. I have never _____ a horse. (ride)
5. They have _____ beautiful mats for sale. (weave)
6. The baby has _____ himself in soil. (to dirty)
7. The competition has just _____. (begin)
8. The carpenter has _____ the blue vanish to paint the bed. (choose)

Grammar

The present perfect continuous tense

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

We use auxiliary verbs has or have been and the continuous (ing) form of the main verb.

For example;

The carpenter has been repairing the shelves.

Using “for” and “since”

FOR is used when the length or period of time is shown, for example;

.....for two hours, ,.....for a week ,...for a decade,for a fortnight,for ten years

SINCE

is used when the point of time at which the action started happening is given. This means that the action started at that time and is still continuing.

For example;.....since nine O'clock.

.....since Monday.

.....since last week.

Sentences

1. I have been varnishing the furniture **for** six hours.
2. We have been studying the map **since** two O'clock.
3. She has been knitting tablecloths **for** a decade.
4. It has been raining **since** morning.

Activity

Use the words in brackets correctly to complete the sentences in the present perfect continuous tense.

1. The lumberjack has been _____ trees since yesterday. (to fell)
2. The loggers _____ down trees for two hours now. (cut)
3. The police have _____ the highway robbers since nine O'clock. (to pursue)
4. We have been _____ French since we came to France. (study)

5. I have _____ up in the banking hall for hours. (to queue)
6. AIDS _____ killing people since 1980. (to be)
7. Mother has _____ the tablecloths for the last four hours. (knit)
8. John _____ under the tree since eight in the morning. (to lie)
9. The carpenter has _____ the planks for thirty minutes. (to smooth)
10. Dad has been _____ to news for about twenty-five minutes. (listen).

Comprehension

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

I AM A CARPENTER

I am a carpenter and a designer,
 With two hands, I have made fame,
 With two hands, I have made a name,
 I make wood useful to people,
 I am a carpenter and designer by profession.

With a plane, I make wonders from wood,
 Sofa sets, sideboards and cupboards,
 Wardrobes, counters and frames,
 I make the most comfortable beds,
 Where we lay the dead,
 For the rest of their time.

Mvule, Mahogany and Oak,
 Are the best raw materials in the workshop,
 Save for the pine and cypress which are soft wood,
 While polish makes wood shine,
 Glue firmly pastes planks together,
 Yes, the result is something wonderful.

I am proud each time I am called to work,
 It is on wood I entirely depend,
 I am proud that I do fill your house,
 Designing is part of my life,
 On my skills, I can survive I am proud,
 I am a carpenter.

Designer : a person who makes patterns or fashions out of something

Profession: a kind of job

Questions

1. What makes the carpenter famous?
2. What does the carpenter use to make counters and shelves?
3. Suggest what the word 'most comfortable beds for the dead' refers to in the second stanza.
4. What are the best raw materials in the carpenter's workshop?
5. Why do you think pine is not among the best materials?
6. When does the carpenter feel proud?
7. What do carpenter use to firmly pastes planks together?
8. What type of wood is pine and cypress?
9. Write a word or group of words with the same meaning as the words below:
 - a) Survive _____
 - b) Entirely _____

COMPREHENSION

Passage

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

CARPENTRY

Carpentry is one of the most self reliant pr independent occupations in our country today. It involves making and repairing wooden objects.

Carpentry requires life skills. Besides, one has to join a technical institution in order to acquire professional skills in wood work or journey.

In Uganda, like in other parts of the world, there are a number of technical institutes. Some are private and others are owned by the government. These include Elgon Technical Institute in the eastern region, Kicwamba Technical Institute in the western region, Kisubi and Kyambogo Technical Institutes in the central region among others.

These institutes have trained many carpenters in Uganda. The carpenters make good office and home furniture. Some furniture is even exported to neighbouring countries like Sudan, Kenya and Rwanda.

The carpenters, however, say that the best wood comes from the Ssesse Islands, Mahogany, Oak, Mvule and Musizi provide hard wood. On the other hand pine and cypress trees provide soft wood.

First, the lumberjacks **fell** the trees into logs with power saws. Next the logs are sawed into timber which is sooner or later transported and distributed to different parts of the country for sale.

Then, the carpenters access and **purchase** the timber in any quantities they can afford from the timber stores. They make it smooth with planes; cut the planks into sizeable pieces and make beds, chairs, tables, wardrobes and coffins for the dead. Tools such as hammers, drills, saw, screw drivers, nails and glue are used to join and fix furniture firmly.

After making the furniture, the carpenters polish it with vanish and brushes. Varnish makes furniture shiny and glittering.

Finally, the carpenters display their furniture either in the show rooms or by the road side for the customers to admire and buy. In turn, they make a loaf of money and send their children to school.

Questions:

- What is carpentry?
- Where can one get professional skills in wood work?
- Why do you think carpenters are useful people in our community?
- How are the trees fell into logs?
- which trees provide hard wood according to the passage?
- Where does the best wood come from?
- Why do carpenters polish their furniture?
- Give another word or a group of words with the same meaning as the underlined words in the passage.
(i) fell _____ (ii) purchase _____
- Write any one technical institute mentioned in the passage.

Poem

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

The work of the carpenters

Whether alive, half dead or dead,
One enjoys the work of the carpenters
Which comes from the wood and tools,
All done in the carpentry workshop
Then the best of wooden materials come out

Those who are alive,
Enjoy their lives using different **furniture**,
Think of chairs, tables, cupboard and bookshelves,
We sit on chairs and eat or write on tables,
Then we keep delicate things in the cupboards,
And books in the bookshelves.

Half dead but snoring on the beds,
Totally unknowing what is happening,
Busy enjoying the good night,
That the friends had wished him before,
It's just because of the carpenters' work.

Totally dead and need to be buried?
The carpenters are busy making the coffins,
To send you decently,
Where you will spend thousands of years,
The place is called the grave.

Questions

- What is the poem about?
- Who enjoy the work of the carpenters?
- Where do the carpenters work from?
- give one word to mean: chairs, tables, cupboard and bookshelves
- Which furniture do we sit on?
- What do we keep in the cupboards?
- How many stanzas are in the poem?
- Who wrote the poem?
- Which work of carpenters is used to bury the dead people?
- Suggest a suitable title to the poem.

COMPREHENSION

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

LUBUTO FURNITURE MART.

The general public is hereby informed that we have the following in stock;

- Sofa sets and coffee sets from China.
- Mahogany and metallic beds of all sizes from Korea,
- Wooden dining tables, wardrobes and a variety of baby cots.

We are open from 8: 00 am – 7: 00 pm Monday to Saturday.

Find us at Mbwa Old Rd. Plot 5 Masindi.

Management
17/04/2020

Questions:

- What does Lubuto furniture mart deal in?
- Where is the company located?
- At what time does business open?
- What type of beds do they have in stock?
- On which day does this business close?
- What item can you buy for a baby from this company?
- When was the advertisement written?
- Who wrote the advertisement?
- Who are informed?
- Write in full "Rd."

Dialogue

Read the dialogue between the carpenters and the school pupils below carefully and answer, in full sentences the questions that follow.

A VISIT TO A CARPENTRY WORKSHOP

Carpenter:	I am pleased to see you, dear pupils of St. Agnes primary school.
Pupils:	Thank you! We have great pleasure of meeting you too.
Carpenter:	Where is the teacher who has accompanied you?
Pupils:	He is still in the school truck. He is Mr. Kisakye our teacher of English in P.6.
Carpenter:	Would you like to ask any questions, please?
Pupils:	Certainly, Mr. Carpenter. We have just learnt about carpentry. What is a plane used for?
Carpenter:	To make the wood smooth.
Pupils:	Thank you, Mr. Carpenter. What do we need to make a chair?
Carpenter:	You need some wood, a plane, a saw, some nails and varnish.
Pupils:	That's wonderful! What steps do you take to make a chair?
Carpenter:	First you plane the wood, next you cut it into pieces, then you fix the pieces firmly together using nails and a hammer.
Pupils:	Mr. Carpenter, what do you do when you want to polish a chair or any other piece of furniture?
Carpenter:	First, you make it smooth using sandpaper, next you polish it using varnish and a brush, and then you put the chair in the sun to dry.
Pupils:	Dear sir, will you please tell us why you apply varnish to wooden objects?
Carpenter:	Well, we polish wooden objects with varnish to make them shiny and good looking.
Pupils:	We didn't know all this information about carpentry. Thank you very much, Mr. Carpenter. Good bye.
Carpenter:	Not at all. Thank you for coming. Good bye.

Questions

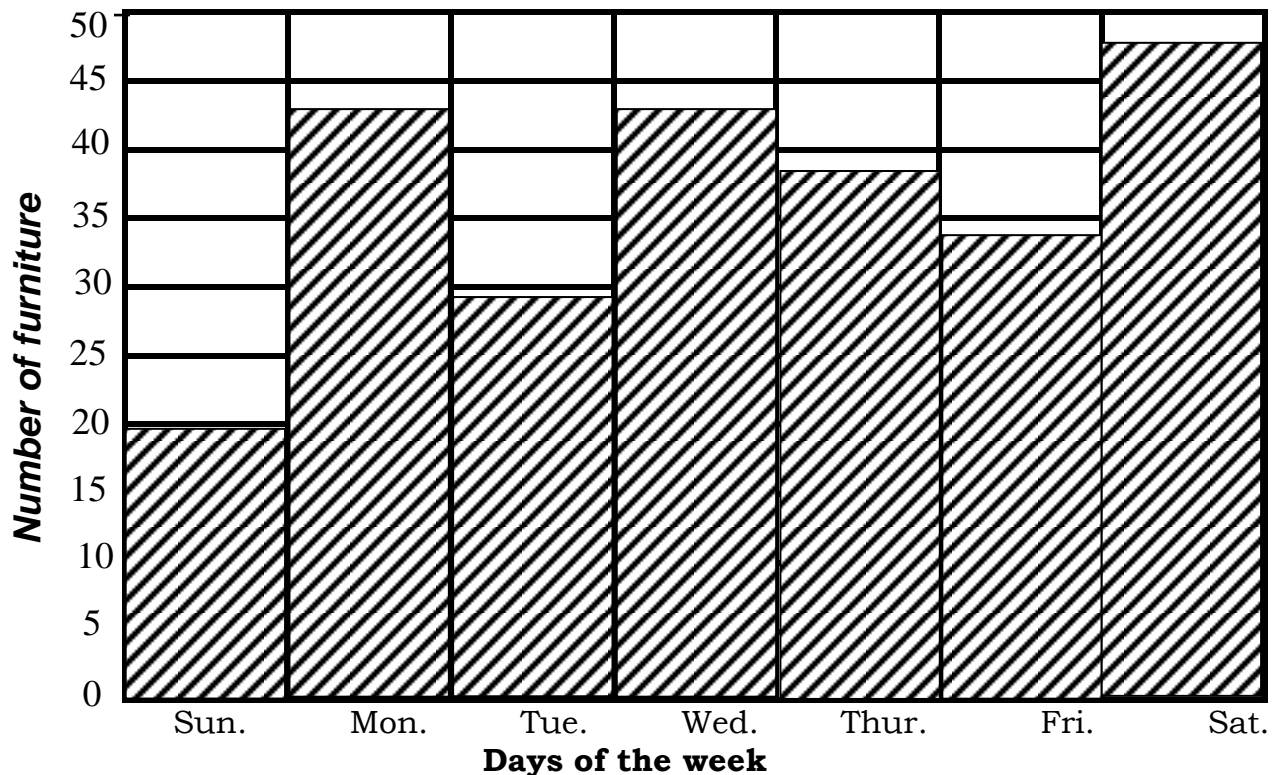
- Where do you think this dialogue took place?
- Which class visited the carpentry workshop?
- Who accompanied the pupils to the workshop?
- Why did the pupils visit the carpentry workshop?
- Do you think the carpenter was co-operative? Give a reason to support your answer.
- How does a carpenter make wood smooth?
- Why do carpenters polish wooden objects according to the dialogue?

- h) How did the pupils travel to the workshop?
 i) From which school were the tourists?
 j) What is a saw used for according to the dialogue?

COMPREHENSION

Graph

The graph below shows how Timo's Carpentry workshop served its customers in the first week of July 2021. Study it and answer the questions that follow in full sentences.



Questions:

- What does the graph show?
- When did the carpentry workshop serve the least number of customers?
- How many customers did the carpentry workshop serve on Thursday?
- When did this carpentry workshop take a record of the customers served?
- For which carpentry workshop was the information recorded?
- How many customers were recorded in the week?
- How many more customers were served on Wednesday than Tuesday?
- Why do you think many customers flocked the carpentry workshop?
- What was the total number of customers served on Sunday and Monday?
- Write Wed. in full.

Guided composition

Use the words in the box to fill in the blanks

planned	dining	money	shillings	carpentry
withdrew	bordered	thanked	workshop	sofa

One day, Kato _____ to go to Bbire's carpentry workshop to buy some furniture. In his shopping list, he had planned to buy a set of _____ sets

of three hundred shillings, a set of _____ table of five hundred thousand shillings and a bed of two hundred thousand shillings.

Kato woke up very early in the morning and boarded a taxi which took him up to Kesk Bank. Kato withdrew all the _____ from his account. It was up to three million _____.

He then boarded the second taxi. When Kato reached Bbire's _____ workshop, he hurriedly got out of the taxi and entered the _____. The boy who had sat next to him tried calling him but he failed to respond. The boy wanted to inform Kato that he had forgotten his bag.

Immediately the taxi left, Kato remembered that he had forgotten his bag which had all the money he _____. He got the motorist to help him catch the taxi but he failed to identify which taxi had he _____ before.

When Kato was too tired, annoyed and too worrying, he decided to go back home empty handed.

The boy who had got the money then saw how Kato was weeping, ran to him and gave him the money. Kato _____ the orphan and took him to his home. Kato is now the annexe farther. of the boy

SUB TOPIC II: TAILORING

Vocabulary development

Dictionary work

- ✍ Look up meanings and proper pronunciations
- ✍ Description of vocabulary
- ✍ Using the words in simple sentences

Vocabulary lesson I

tailoring:	a job of making clothes Tailoring is a profitable business
sewing machine:	a machine that is used for sewing fabric materials e.g clothes Sarah bought a new sewing machine.
taylor:	a man whose job is to make and repair clothes Mr. Mugabi is a tailor
seamstress:	a woman whose job is to make and repair clothes My mother is the best seamstress in the village.
material:	a piece of cloth used for making clothes The material is made of cotton.
cloth:	fabric made by weaving or knitting cotton, wool or silk My cloth is made out of cotton.
garment:	a piece of clothing made already His garment fit him smartly.
tape measure:	a long narrow strip with the measurement mark used to measure the length of something The tailor bought a new tape measure.

Vocabulary practice I

Arrange these vocabulary words in full sentences

- 1) tailoring, tailor, thimble, material
- 2) cloth, clothes, clothing, cseamstress, button, material, garment

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

- 3) sew: _____
 4) See: _____


Arrange the given words to form a correct sentence.

- 5) Cloth is nice What a this!
 6) John both tailors and are Sam skillful.
 7) mother Is your seamstress a?

Fill in the blank space with a suitable word

- 8) Joan couldn't remember _____ the tailor told her.
 9) Mary, the _____ sew very nice dresses.
 10) The second month on the calendar is _____.
 11) Both _____ my parents sew school uniforms.
 12) That is the tailor _____ sew my uniforms badly.

Vocabulary lesson II

cloth	fabric made by weaving or knitting cotton, wool or silk John used a pair of scissors to cut a piece of cloth.
bobbin	a small device on which a tailor or seamstress winds thread Having wound the thread on a bobbin, the seamstress started sewing clothes.
scissors	a tool with two sharp blades and handles used for cutting cloth, paper etc into pieces Masaba bought a new pair of scissors yesterday.  a pair of scissors
texture	the way a surface or fabric feels when you touch it i.e. how rough, smooth, hard or soft it is My gown has a smooth texture
seam	a line along which two edges of fabric are sewn together Her dress was torn at the shoulder seam.
Knitting	making clothes from woolen or cotton thread using two long thin knitting needles or a machine Our grandmother is an expert at knitting sweaters.

Vocabulary practice II

Arrange these words in correct ABC order

- 1) seam, knit, texture, scissor,

 2) bobbin, cut, destroy, find

Use the correct form of the given word.

- 3) That blue dress was _____ by Pamela. (sew)
 4) The seamstress had _____ my dress by midday. (patch)
 5) A beautiful mat was _____ by Nalongo. (weave)
 6) The queen usually wears _____ clothes. (wool)
 7) _____ is a profitable business. (tailor)
 8) Nambi forgot her _____ needle in the classroom. (knit)
 9) The bride made a good _____ of wedding dress. (choose)

- 10) Mr. Okumu is an expert at _____ ladies' clothes. (sew)
 11) The old woman weaves her mat _____. (skill)
 12) The tailor _____ his first finger. (hurt).

Vocabulary lesson III

button:	a small round piece of metal or plastic usually sewn on a piece of clothing used for fastening two parts together. My shirt has five buttons.
patch	to cover a hole or worn-out part of a cloth using another piece of cloth. The tailor patched my uniforms yesterday.
thimble:	a small metal or plastic worn on the end of fingers to protect them when sewing
Tailoring	they style or job of making clothes After sitting the Primary Leaving Examination, Diana will study tailoring.
mend	to repair something that has been damaged. Teddy mended her dress yesterday.
design	to decide how something will look by making models Sylvia Awori makes good designs and fashions.
designer	a person whose job is to decide how clothes, furniture will look My elder brother is an industrial designer.

Vocabulary practice III

Fill the gaps with a suitable word

- Ochaya used a pair of _____ to cut the cloth.
- My aunt is a professional _____. She sews ladies suits.
- Mugoya, the _____ always sews nice suits.
- The old woman bought a new _____ machine.
- The seamstress hurt her finger because she did not have a _____.
- The tailor _____ my shirt because it had.

Arrange the words to form meaningful sentences

- my tailor The mended uniforms yesterday.
- seamstress What hardworking a are you!
- taken Have you uniform your to tailor the?

Language structures

The use of: Be careful when.....

The structure is used to give a caution to a person getting ready to use a specific tool or doing something.

Examples

- Be careful when stitching the cloth because you may hurt your finger
- Be careful when sewing the jeans because you may break the needle.
- Hemming a cloth, make zigzag hems.

Be careful when hemming a cloth because you may make zigzag hems

Activity

Make sentences using the given words and the structure: Be careful when..... because.....

- Using a sewing machine, damage it
- Designing a jacket, spoiling it
- Patching your pair of shorts, stitch your hand
- Discussing with a seamstress, cheating you
- Stitching a cloth, hurting your fingers

6. Fixing threads on a bobbin, breaking the needle
7. Taking measurements, making unfitting garments
8. Designing button holes, making bigger ones

Language structures

The use of:preferto.....

We use the structure to talk about one's top preference besides the other.

___prefer___ is used to mean the same as: ..like...more than....., ...more interested in...

Examples

Rewrite these sentences using:prefer.....to.....

- 1) **Robert likes knitting. He likes sewing more.**
Robert prefers sewing to knitting
- 2) **Elijah is more interested in designing than in hemming.**
Elijah prefers designing to hemming.

Activity

Rewrite the sentences below using.....prefer.....to....

1. The tailor liked designing jackets more than trousers.
2. Newton likes measuring more than sewing.
3. I like wearing jeans more than Khaki.

Learner's Activity

Rewrite the sentences below using.....prefer.....to.....

1. The seamstress would rather weave than sew uniforms.
2. The teacher would rather contact the tailor than the seamstress.
3. She would rather buy new dresses than old ones.
4. The customer likes linen more than silk.
5. Lule likes buttoned trousers. He likes zipped trousers even more.
6. The old man liked sewing. He liked weaving even more.
7. The boy liked shorts. He liked trousers even more.

**The use of _____ as soon as _____
_____ immediately _____**

The structure: _____ as soon as _____ is used to tell a thing which happened immediately after another.

It means the same as: _____ immediately _____

When these structures are used in the middle of the sentences, no comma is needed to separate the two sentences.

Examples

- 1) The seamstress finished sewing the dress. She ironed it.
The seamstress ironed the dress as soon as she finished sewing it.
The seamstress ironed the dress immediately she finished sewing it.
- 2) Gaddafi wore his Kanzu **immediately** the tailor ironed it.
Gaddafi wore his Kanzu **as soon as** the tailor ironed it.

Activity

Rewrite the following sentences usingas soon as.....

1. Our father took his suit to the tailor. The tailor started mending it.
2. The workers made nice designs. Their master paid them
3. The tailor finished sewing the shirt. He gave it to me.
4. The school re – opened for term II. The tailor came and took our measurements

Rewrite the following sentences usingimmediately.....

- 1) We started knitting as soon as we got the thread.
- 2) She sewed my dress as soon as she got the material.
- 3) I wore my uniforms as soon as I got it from the tailor.

Language structures

As soon as _____

Immediately _____

The two structures above are used in the same way to mean the same thing. They are used to tell what happened within the shortest possible time the other action stopped.

Immediately _____ is used to mean the same as: **As soon as** _____

When these structures are used at the beginning of the sentence, a comma is used to separate the sentences.

Examples

1) **She got the dress. She then started hemming it.**

✍ **As soon as** _____

✓ As soon as she got the dress, she started hemming it.

✍ **Immediately** _____

✓ Immediately she got the dress, she started hemming it.

Activity

Rewrite the following sentences beginning: As soon as _____

- 1) She bought the material. It got torn there and then.
- 2) Nanzira finished her tailoring course. She then started sewing clothes.
- 3) Bernard's old scissor became blunt. He immediately bought the new ones.
- 4) The tailor finished the garment. He called the customer for it.

Rewrite the following sentences beginning: Immediately _____

- 5) The seamstress got the thread. She then started sewing.
- 6) Seamstress picked the needle as soon as it fell down.
- 7) The tailor repaired my dress. I put on it immediately.
- 8) As soon as I started knitting the sweater, it started raining.

Language structures

Using:as well as

'As well as' simply means just like the other. When using this conjunction, focus should be on the similarity or likeness.

Using **'as well as'** calls for a comma just before **'as well as'** and then after the second noun.

Examples

1. Mary, as well as Betty, has gone to fetch water.
2. John, as well as Henry, is very polite.

N.B: Don't confuse **'both'**, **'together with'** and **'and'** with as well as. **'Both'**, **'and'** and **'together with'** make the subjects plural.

Joining sentences using: _____ as well as _____ doesn't change the subject to plural.

Rewrite the following using: _____ as well as _____.

1. James is a tailor. Kato is a tailor too.
2. Mary has a sewing machine. Betty has a sewing machine.
3. Julius is going to Jinja. Matovu is also going to Jinja.
4. Beatrice sews clothes. Maria sews clothes.
5. A tailor is very important in society. A teacher is very important in society.
6. Tailoring is wealth. Farming is wealth.
7. The secretary has to come. The teacher has to come.
8. That song is nice to hear. This song is nice to hear.
9. My father is very generous. My mother is very generous.
10. The tailor is happy. The seamstress is happy.

Language structures

The use of:enough to.....

The structure is put before the adjectives to

- 1) The material is very good. It can be used to make a uniform.

The material is good enough to be used to make a uniform

When the second sentences are in negative, we use the opposite on the adjectives in the first sentence.

Examples

- 2) **Tendo is weak. He can't lift that sewing machine.**

Tendo is not strong enough to lift that sewing machine.

- 3) **The seamstress is very slow. She cannot complete sewing our uniforms now.**

The seamstress is not fast enough to complete sewing our uniforms now.

Activity

Join the sentences below using: _____ enough to _____

- 1) Oketcho is very strong. He can lift that sewing machine alone.
- 2) Diana is clever. She will get a first grade.
- 3) Masaka is a fertile district. All bananas Uganda needs can grow in that district.
- 4) He understands science. He will be able to pass it.
- 5) This food is not ready. We can't eat it.
- 6) Jalia is very rich. She can buy new sewing machines.
- 7) The ditch was very deep. It broke her leg.
- 8) He is very skilled. He can repair a computer.
- 9) Tina speaks Kiswahili very well. The soldier understood her.
- 10) The tree is very big. P3 pupils can't climb it.

Language Structures

Despite the fact that _____

Despite and **in spite** have the same meaning as '**although**' or '**much as**' or '**but**'.

Note the following:

- ✍ Despite is used with 'the fact'.
- ✍ In spite is used with 'of the fact'.
- ✍ Despite and in spite can be used without "(of) the fact"

In this case, the adjective or verb that comes after despite must change into a noun e.g.

- i. Despite the fact that it was raining, the children went out to play.
- ii. In spite of the fact that it was raining, the children went out to play.

Examples

1. The tailor patched my uniform poorly. He wanted much money.

Despite the fact that the tailor patched my uniform poorly, he wanted much money.

2. The seamstress came late. She managed to sew all the clothes.

Despite the fact that the seamstress came late, she managed to sew all the clothes

Activity

Rewrite the following using: _____ despite the fact _____

1. Although the car was moving at a high speed, the tailor jumped off.
2. The seamstress danced a lot although she was pregnant.
3. Although the police was on alert, the tailor did not stop the work.
4. The tailor sewed my cloth in spite of the fact that I had no money.
5. In spite of the fact that he was poor, he bought a sewing machine.
6. The sewing machines failed to work although power was on.
7. In spite of the fact that he was tired, he spoke throughout the night.

8. The tailor was given hard food although he had no teeth.
9. In spite of the fact that it was sunny, the clothes did not dry up.

Using: 1. Not only..... but also.....

2.not only.....but also.....

- ✍ The structure is used to emphasize that something else is also true.
- ✍ The conjunction '**Not only**' means the following besides, on top of, in addition to, and apart from.
- ✍ It can begin a sentence or be used in the middle of a sentence.

Example

- a) The seamstress measured the long cloth. She also cut it.
 - ✓ The seamstress **not only** measured **but also** cut the long cloth.
 - ✓ **Not only** did the seamstress measure **but also** cut the long cloth.
- b) Agaba washed his face. He also washed his hands.
 - ✓ Agaba washed **not only** his face **but also** hands.
 - ✓ Not only did Agaba wash his face but also his hands.

Activity

Rewrite the sentences using; _____ not only _____ but also _____.

1. I attended the debate. I also attended the meeting.
2. Atai bought the novel. Atai read the novel.
3. We learn English and French.
4. The tailor designed the dress. The tailor embroidered the dress.
5. I have seen the teacher. I have seen the receptionist.
6. Zawedde shook hands with the president as well as the first lady.

Rewrite these sentences beginning: Not only.....

1. Apart from being a teacher, John is also a doctor.
2. Mary is a lawyer. She is also a seamstress.
3. Susan is bright on top of being humble.
4. George was hardworking and disciplined.
5. Jackie will go to London. She will also go to South Africa.
6. Primary seven pupils will go to Jinja. Even Primary six will go.
7. In addition to being stupid, Namagwatala was very playful.
8. Besides preparing the meal, Mary will also serve it.
9. The teacher will teach us a lot. He will also care for us.
10. He punished the child. He also denied him food.

The use ofand.....

____ and ____ is a conjunction used to join two parts of a sentence to mean together with.

When the two sentences are talking about the same thing, the noun written after ____ and ____ is changed into plural.

This happens when we have different subjects (doers of the action) in the two sentences.

Examples

Join these pair of sentences using: _____ and _____

1) Biggo is mending a shirt. Ketra is also mending a shirt.

Biggo and Ketra are mending the shirts.

2) Sarah bought a material. Maria bought a material.

Sarah and Maria bought the materials.

When the **two** sentences are talking about different things, the nouns written after ____ and ____ will not be changed into plurals.

This happens when we have only one subject (doer of the action) in the two sentences

Examples

3) **Kadija has gone to buy a pair of scissors. Kadija has gone to buy a bobbin.**

Kadija has gone to buy a pair of scissors and a bobbin.

4) **My father is a tailor. My mother is a seamstress.**

My father is a tailor and my mother is a seamstress.

Learner's Activity

- 1) kawewe had a needle. Cissy had a needle.
- 2) Kawawa makes good clothes. He has many customers.
- 3) My aunt can sew. My aunt can knit.
- 4) The tailor made the nice coats. He sold all of them.
- 5) The seamstress needed a scissor. The seamstress needed a needle.
- 6) Samuel makes a dress. He then sews the buttons.
- 7) Pamela is a seamstress. Nancy is a seamstress.

The use ofbut.....

✍ We use *but* to show that the second thing mentioned happened when it was not expected.

✍ *but* is used to present the contrasting statement on what was initially said

✍ It is used in the similar way as *however*.

Examples

- 1) We have a tape measure. We failed to measure the cloth correctly.
We have a tape measure we failed to measure the cloth correctly.
- 2) Apio got a lot of money from tailoring. She is still very poor.
Apio got a lot of money from tailoring but she is still very poor.
- 3) Theresa's sewing machines are spoilt. She continued using them.
Theresa's sewing machines are spoilt but she continued using them.

Learner's Activity

- 1) He had a thimble on his thumb. He cut his thumb.
- 2) She bought the material for the dress. She forgot to buy the zip.
- 3) I want to become a nurse. I fear touching sick people.
- 4) The needle is crooked. Opio is sewing with it.
- 5) I have made a shirt. I forgot to put the buttons.
- 6) Stella's cloth had a patch. She won the contest.

Present perfect tense

This is a tense which deals with the events which have just taken place.

It is formed by using the auxiliary verbs **has** and **have** with past participle tenses of the given verbs

Examples

- 1) Who of the twins has chosen the best design?
- 2) They have put on their blue uniforms.
- 3) Anita has gone to the tailor.

Learner's Activity

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

- 1) Where has the tailor _____? (go)
- 2) Kamunye has _____ a beautiful wedding dress. (design)
- 3) I have _____ a scarf. (weave)
- 4) The seamstress has _____ many dresses. (sew)
- 5) The tailor has _____ on my clothes. (write)
- 6) That seamstress has _____ nothing today. (do)

Fill in the blanks with the most suitable word

- 7) The children have been taught _____ to sew clothes.
- 8) She _____ woven a pullover.
- 9) Mweru has made _____ stitches.
- 10) Patricia has lost the _____ of scissors.

Grammar

Present perfect continuous tense

The present perfect continuous tense is used to show actions that have been going on for some time.

Present perfect continuous tense is formed by using the auxiliary verbs **has been** and **have been** with the continuous form of verbs (-ing)

Examples

- 1) The tailor has been looking for the pair of scissors.
- 2) Martha has been patching her uniforms using her hands.
- 3) We have been designing the garment.

Learner's activity

Fill in the blank spaces with the most suitable word.

The _____ has been sewing my uniform since morning.
We have been knitting the sweater _____ an hour now.
Those seamstresses _____ been dodging house rent for six months.
My sisters have _____ knitting the scarves.
Baraka _____ been sewing Katende's Kanzu last week.

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

He has been _____ a coat. (mend)
We have been buying the _____ materials. (good)
She has been _____ how to make a dress. (learn)
Ketty has been _____ new dresses. (design)
The tailors have been _____ the bobbins. (fix)

Past perfect continuous tense

- ✍ The past perfect continuous tense is used to show actions that had been going on for some time.
- ✍ Past perfect continuous tense is formed by using the auxiliary verbs **had been** with the continuous form of verbs (-ing)

Examples

- 1) The engineer had been working on the tailoring machines.
- 2) The old man had been smoking for a decade.
- 3) My brother had been patching his old shirt.

Learner's Activity

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

- 1) Ketra had been _____ her school uniforms. (patch)
- 2) The seamstress had been _____ the old clothes. (stitch)
- 3) The robbers had been _____ to the tailor's shop. (come)
- 4) Maria had been _____ tailoring since. (learn)
- 5) We _____ been designing the uniforms. (have)

Change these sentences to past perfect continuous tense.

- 6) We are knitting sweater.
- 7) Maria is wearing a nice dress.
- 8) Tendo is repairing his sewing machine.

Rewrite these sentences as instructed in the brackets.

- 9) The seamstresses sew clothes.
(Rewrite and begin: The seamstress had been.....)
- 10) Alima is mending my dress.
(Rewrite and begin: Alima had been.....)

COMPREHENSION

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

HARD WORK PAYS

Martin Mukambwe, aged 30, is a young but professional tailor in Kiyembe Market, Lilongwe town council in Masaka District. He has a family of three boys and two girls. All his children are studying in good schools. It is through his creativity and hard work in fashion wear that he has been able to take care of his family very successfully.

Martin started this business as an individual by knitting sweaters and weaving table clothes, selling them to relatives and friends. Out of it, he managed to acquire an electric sewing machine which helped him to make work easier and quicker. He would buy materials from Kampala and make fashionable garments and sell them from door to door. This attracted many customers.

Martin's friends and relatives supported him greatly and some of them connected him to some schools around. He made school uniforms and sweaters and sold them at lower prices. This made him to be popular in the area. His business expanded and he decided to start a Professional Tailoring School. In his school, would be taught how to develop skills in tailoring, weaving, patching torn clothes, hemming and stitching materials and sorting buttons. He created jobs for low income earners. Most of these people have been encouraged to start their own self help projects. They have put up retail shops which sell items like needles, buttons, thread, zips, scissors, and seams and already made garments.

Martin's hard work and creativity has helped him to develop steadily and he is one of the richest people we have in town today. It is very true that indeed hard work pays a lot.

Questions

1. How old is Martin Mugambe?
2. What is the work of Martin Mugambe?
3. Which district does Martin come from?
4. How many children does Martin have?
5. How did he start his business?
6. According to the passage, who made Martin to be popular in the area?
7. What did Martin do when his business expanded?
8. How many girls and boys does Martin have?
9. What helped Martin to develop very fast?
10. Write a suitable title to the story.

Dialogue

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

Tailor:	Good morning, madam.
Customer:	Good morning, sir.
Tailor:	How can I help you?
Customer:	I have brought my gomesi for repair and a piece of cloth to make a suit for my husband.
Tailor:	May I have a look? What happened to this beautiful gomesi?
Customer:	I sat on a chair with a nail which had not been well fixed. My cloth got

	torn. It created a big hole.
Tailor:	I am sorry! It will be patched. How about the other cloth? Do you have the measurements?
Customer:	: Yes, my husband normally wears size eighteen in the waist and his height is three metres.
Tailor:	What did you use to measure his size?
Customer:	I used a string to measure his size.
Tailor:	Oh, no! You should have used a tape measure but not a string. This material is very nice. I need to get the actual measurements so as to make for him a better suit.
Customer:	In that case, what do I do?
Tailor:	Your husband needs to come and take proper measurements using a tape measure.
Customer:	I see! So, what about my torn Gomesi?
Tailor:	I will stitch the hole, patch it with care, then replace the buttons which match with the colour of the Gomesi and the garment will look more beautiful.
Customer:	You have been very kind to me and your customer care is highly appreciated.
Tailor:	Thank you for your encouraging remarks.
Customer:	It is my pleasure. Good day.
Tailor:	Good day, too.

Questions

1. What time of the day was the conversation?
2. Which people are talking in the conversation?
3. Why did the customer go to the tailor?
4. Which items did the customer take to the tailor?
5. Do you think the customer was a male or female? (Give a reason for your answer)
6. How did the Gomesi get torn?
7. What is the use of a tape measure according to the dialogue?
8. Why couldn't the tailor sew the suit?
9. What did the tailor promise to do about the Gomesi?
10. How many people are taking part in the dialogue?

Composition

JUMBLED SENTENCES

The sentences are in wrong order. Re-arrange these sentences to describe the process of making a shirt.

- a) After sewing the uniforms, he puts the buttons and holes onto them.
- b) My school gives free uniforms to all of us.
- c) Next, he chooses the thread that matches the colour of the cloth.
- d) The school uniforms are made by a tailor at school.
- e) After taking measurements, he cuts the cloth with a pair of scissors.
- f) Then he fixes the thread into the bobbin and starts sewing the uniforms.
- g) The tailor takes measurements of every pupil.
- h) Sewing usually takes three to five days.
- i) Finally he asks each pupil to try on his uniform before taking it for use.
- j) This is done at the beginning of every year.

Sub topic 4C: BAKING

Vocabulary development

Vocabulary lesson I

baker	a person who bakes bread and cakes A baker earns money every day.
bakery	a place where bread and cakes are made The little girl bought a cake from the bakery yesterday.
cutter	a person or thing that cuts Abdul sliced the loaf of bread with a cutter.
bake	to cook in an oven using dry heat Diana baked a cake for her birthday.
turn off	to switch off something Jane turned off the oven as soon as the cake was ready.
taste	flavor Mother always prepares food with good taste.
knead	to press and stretch dough with your hands to make it ready for baking My sister prefers kneading dough to fetching water.
yeast	A fungus used to make bread rise. The baker usually adds yeast to make bread rise.

Vocabulary practice I

Fill in the blanks with the most suitable word.

- 1) Norman, the _____ baked a lot of bread.
- 2) The bakers who work in that _____ are ever smart.
- 3) Will you get me a _____ of salt, please?
- 4) _____ Okurut nor Masaba bakes bread.
- 5) If you want some loaves of _____, you will go to the baker's

Arrange these vocabularies in correct ABC order.

- 6) bake, baking, baked, bread
- 7) yeast, knead, cutter, bakery

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

- 8) John has gone to a place where bread and cakes are made in Bulu.
- 9) Sam bought much fungi used to make bread rise yesterday.
- 10) Susana and Brenda are all people who bake bread, cakes in Musa's bakery.

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

- 11) need _____
- 12) knead _____

Vocabulary lesson II

baking	The process of cooking using dry heat in an oven Grace is very good at baking wedding cakes
ingredient	One of the things from which something is made. Even though we added enough ingredients, the cake was not tasty.
Pinch of sugar	The amount of sugar that can be picked between your thumb and first finger. Male added a pinch of sugar to the dough.
dough	A mixture of flour water, sugar and other ingredients used for baking.

	Mother told me to knead the dough for Teddy's birthday cake.
Oven	the part of a cooker or stove shaped like a box with a door on the front in which bread is heated or baked. She switched off the oven in order to bake bread.
flour	a fine white or brown powder made from grain like wheat, barley, sorghum, millet, maize etc. I will bake a cake immediately I get wheat flour.
recipes	instructions that tell you how to cook something and the ingredients Do not forget the recipes for chicken soup, please.
sieve	a tool for separating solids from liquids Daddy bought a plastic sieve last month.
grater	a tool with a rough surface used for cutting or chopping food into small pieces Mummy bought a new grater yesterday.

Vocabulary practice

Give the opposites of these vocabularies

- 1) He **turned off** the oven as soon as he started baking.
- 2) His cakes are **cheaper** than ours.

Use the correct form of the words in brackets.

- 1) My elder sister is good at _____. (to bake)
- 2) The loaf of bread is very _____. (sugar)
- 3) Mutebi, the _____ came to our school last month. (bakery)
- 4) Tom ate three _____ of bread because he was hungry. (slice)
- 5) All the _____ of bread were stolen last night. (loaf)
- 6) Mother buys buns and cookies _____. (day)

Language structure

Don't forget to.....

- ✍ The structure is used to remind a person or people about the previously agreed matters.
- ✍ It is used with verbs in present simple tense
- ✍ It means the same as: Remember.....

Examples

- 1) Do not forget to close the workshop.
- 2) Do not forget to buy two aprons.
- 3) Do not forget to filter the tea.

Activity

Rewrite these sentences using:..... remember.....

- 1) Do not forget to buy baking powder.
- 2) Do not forget to come back with yeasts.
- 3) Do not forget to wash the aprons.
- 4) Do not forget to turn off the oven after baking.

Rewrite these sentences beginning: Do not forget to.....

- 5) Remember to apply margarine on the baking tins.
- 6) Remember to add food colour on the wheat flour.
- 7) Remember to clean the baking tins.

The use of: _____ used for _____

We use the structure: _____ used for _____ to show purpose or how something is used

The structure also shows what tasks the objects mentioned are needed to do.

The structure is used with “is” for singular and “are” for plurals.

Examples

A breadknife is used for slicing the bread.

Trial Activity

Match the list of words in A to B correctly

LIST A	LIST B
1. A cookie cutter is used	for cooking and breading on bread.
2. Yeast is used.	for scooping salt and sugar .
3. Baking flour is used	for chopping food into small pieces.
4. Margarine is used	for instructing you on how to prepare and cook food.
5. Spices are used	for protecting other clothes from getting dirty.
6. A recipe is used	for making bread for flavouring food.
7. A mixer is used	for cutting shapes of cookies.
8. An apron is used	for making dough to rise and become light.
9. A grater is used	
10. A spoon	

- 1) A cookie cutter is used _____
- 2) Yeast is used _____
- 3) Baking flour is used _____
- 4) Margarine is used _____
- 5) Spices are used _____
- 6) A recipe is used _____
- 7) A mixer is used _____
- 8) An apron is used _____
- 9) A grater is used _____
- 10) A bread knife is used _____

Language structures

.....**prefer****to**.....

We use the structure to talk about one's top preference besides the other.

.....**prefer**..... is used to mean the same as:**like**.....**more than**.....,**more interested in**.....

Examples

Rewrite these sentences using:prefer.....to.....

1. Hellen likes baking cakes. Hellen likes baking cookies more.

Hellen prefers baking cookies to baking cakes.

2. Akello liked yellow food colour more than red ones.

Akello preferred yellow food colour to red ones.

Activity

Rewrite these sentences using:prefer.....to.....

- 1) Sarah prefers visiting a bakery. She does not like visiting market.
- 2) I like butter more than margarine.
- 3) They like tailoring. I like baking more.
- 4) Joyce likes playing football. She like baking cakes more.
- 5) The baker liked meat more than beans
- 6) I like using modern oven. I do not like using a charcoal stove.

.....**neither****nor**.....

We use this structure to suggest any of the two actions will not/ didn't yield positive result.

The structure is used in the middle of the sentence when talking about one subject (doer of the action)

Example

1. Petra will not bake cakes. Petra will not sell bread.

Petra will neither bake cakes nor sell bread.

2. I shall not drink Pepsi – cola. I shall not drink juice.

I shall drink neither Pepsi – cola nor juice.

Activity

Join these sentences using: _____ neither _____ nor _____

1. Robinah can't wash utensil clean. She can't wash the oven clean.

2. Walumbe did not return to Gulu. He did not go to Kampala.

3. My oven is not new. My apron is not new.

4. The baker is not at the bakery. The baker is not at home.

5. Some bakers do not wear an apron. Some bakers do not wear a scarf.

6. Babra is not stubborn. Babra is not stupid.

.....even though.....

The structure is used to tell what had happened yet it was not expected.

It is used in the same way as: although, much as, whereas, though

When even thorough.....is used in the middle of the sentence, a comma is not used to separate the two joined sentences.

Examples

Rewrite the following sentences using: _____ even though _____

1) I bake delicious cakes. I do not have a recipe book.

I bake delicious cakes even though I do not have a recipe book.

2) We enjoyed the party. The cakes were not enough.

We enjoyed the party even though the cakes were not enough.

Learners' Activity

Rewrite the following sentences using: _____ even though _____

1) Mugalu does not have a modern over. He has a lot of money.

2) I used margarine. We had butter.

3) Mother added some sugar. The dough had enough.

4) She borrowed our cookie cutter. She had hers.

5) I gave yeast to my father. He did not add it to the flour.

6) Adiga did not buy icing sugar. He had a shopping list.

Language structures

The use of: _____ looking forward to _____

The structure 'looking forward to ...' is used to express an eagerness to experience a certain situation in the future. **"Looking forward to"** is normally followed by a verb ending in ing e.g.

1. I look forward to meeting you there.

2. We are looking forward to receiving you in time.

Activity

Rewrite the following sentences using: _____ looking forward to _____

1. She will prepare supper today.

2. We shall see the president walking on foot.

3. I will watch Arsenal playing football.

4. We hope to receive you at the party.

5. Jane is hoping to build her own house.

6. Matovu is eagerly waiting to win the race.

7. We are hoping to see you at the stage.

8. I am expecting to start my own shop.

9. Jolly is waiting for the day she will join university.

10. The manager is expecting to see his workers busy.

Comprehension

Passage

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

Juliana Natasha
c/o
Nambale Junior School,
P. O. Box 7490,
Mbale.
19th March, 2020.

Dear Mummy,

How are you and the rest of the family?
You know I miss you, my daddy and baby Deborah so much.

The purpose of writing this letter is to request you to open for me a baking project in our nearby trading centre. I have seen three pupils so far who have this type of investment in my class. This project will help me to get some money to support you pay my school fees.

Mummy, our teacher taught us the importance of baking and I have picked interest in it.

I shall be grateful to hear from you especially after receiving this letter.

From your loving daughter,

Juliana Natasha.

Questions:

1. Who wrote this letter?
2. When was the letter written?
3. Why did Juliana write the letter?
4. To whom did Juliana write the letter?
5. What is Juliana's favourite investment?
6. In which school is Juliana?
7. What shows that Juliana is in boarding?
8. What type of business does Juliana want to have?
9. Who taught the writer the importance of baking?
10. Why do you think it is good for a child to have an investment?

Dialogue

Read the following dialogue and answers the questions that follows in full sentences

Luke	Who always bakes your birthday cakes, Samantha?
Samantha	My mother does. She is very good at baking birthday cakes.
Luke	How does your mother bake cakes?
Samantha	First, she buys the following ingredients from the
	Supermarket or elsewhere; baking flour, sugar, egg, lemon, baking powder, margarine, milk and wine.
Luke	What does she do after buying the ingredients?
Samantha	Next, she puts the necessary ingredients on a clean tray. She

	measures the required units. She breaks the eggs and separates the egg white: she mixes the egg white with baking flour, sugar, margarine, milk, baking powder etc. She adds three mugfuls of water to make dough. She kneads the dough for about 10 to 15 minutes until it makes a fine paste.
Luke	What does she do after kneading the dough?
Samantha	Mother shapes and puts the dough into the baking tins or containers.
Luke	What happens next after shaping and putting the dough into baking tins or containers?
Samantha	Mother turns on the oven to warm up for a little while.
Luke	When the oven warms up, what does she do?
Samantha	Mother pushes the baking tins or containers into the oven to bake the cakes.
Luke	How long does it take a cake to get ready?
Samantha	It takes a few hours. When the cake is ready it turns brownish.
Luke	When the cake is ready, what does she do lastly?
Samantha	Lastly, mother decorates the cake with icing sugar.

Questions:

- How many people took part in this dialogue?
- According to the dialogue, whose mother bakes cakes?
- Mention any five ingredients one needs to bake cakes.
- What does Samantha's mother do lastly according to the dialogue?
- How can one tell that a cake is ready?
- Why does Samantha's mother turn on the oven for a little while first?
- Give a suitable title for this dialogue.

SUB TOPIC: KEEPING ANIMALS

Vocabulary lesson I

dock	to cut an animal's tail short Farmers usually dock their sheep.
tether	to tie an animal to a post or tree so that it cannot move very far Jeremiah tethers his goats beside the road.
pet	an animal or bird that one has at home for pleasure Smith buys meat for his pet dog from the butcher's shop.
Stray	to move away from the place where you should be Some domestic animals stray from their master's home.
slaughter	the killing of animals for their meat Animals are slaughtered in the abattoir
abattoir	a place where animals are slaughtered Many animals were being slaughtered at the city abattoir
torture	to hurt somebody or an animal You should not torture domestic animals.
husbandry	farming done carefully and well Tom practices crop and animal husbandry.

Vocabulary practice I

Arrange these words in ABC order.

1. pet, tether, slaughter, torture
2. stray, strain, sprain, spray

Give the plural of the following words

3. pet
4. abattoir

Give a word used to mean the same as these groups of words.

5. John participate in farming done carefully and well.
7. It is bad to hurt somebody or an animal.

Vocabulary lesson II

veterinary	caring for the health of animals The old man bought some veterinary medicine for his cattle.
dip	to put animals into a bath of liquid containing chemicals in order to kill external parasites The herdsman dips cows and bulls with ticks into the pond.
herdsman	a person who looks after cattle The herdsman has taken the cows and bulls and calves to graze.
shepherd	a person who looks after sheep The shepherd looks after a large flock of sheep.
welfare	The general health, happiness and safety of an animal or person Farmers should be concerned about the welfare of animals
vaccinate	to give an animal or person a vaccine by injecting it to protect it against a disease The veterinarian vaccinated the cows against foot and mouth disease.
cruel	causing pain or suffering to an animal or a person I can't stand people who are cruel to animals.

Vocabulary practice II

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

- 1) The doctor talked about the importance of _____ animals. (vaccinate)
- 2) The farmer _____ his cows because they had ticks. (dip)
- 3) The sheep are _____ beside the lake shores. (graze)
- 4) A good scout shows _____ to domestic animals. (kind)
- 5) The shepherd was _____ by the tsetse fly. (bite)
- 6) The herdsman was very _____ to take the cattle to graze. (anxiety)

Vocabulary lesson III

Quarantine :	a period of time when an animal that has disease is kept away from others in order to prevent the disease from spreading The animals were taken to quarantine.
cruelty	the behavior that causes pain or suffering to others Children should not show cruelty to domestic animals
mistreatment	the act of treating an animal or a person in a cruel or unkind way Animal mistreatment is very bad. Mistreatment of animals give them hard times.
anxious	feeling worried or nervous or wanting something very much The young boy was anxious to take his sheep for mating.

veterinarian	a person trained to treat sick animals Dad told us to call the veterinarian because his heifer was sick.
heifer	a young cow which has not yet produced a calf My uncle has five heifers on his farm.
an ox	a bull that has been castrated The farmer uses his oxen for ploughing.

Vocabulary practice II

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

1. My father is a person trained to treat sick animals.
2. I bought a young cow which has not yet produced a calf last week.
3. The boy stole a bull that has been castrated.

Arrange these words in a dictionary order.

4. bull, bullock, cow, calf
5. veterinarian, heifer, cruelty

Rewrite these sentences giving the opposite of the underlined words.

6. That cow is very fat.
7. Most of the farmers in our village are literate.

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

8. I will learn how to keep domestic animal soon.
9. That is the boy who stole our lamb.

VOCABULARY

Table of animal details (involving masculine, feminine, young, home and sound)

(A) Tame Animals

Masculine	Feminine	Young	Home	Sound
Tomcat	tabby cat	Kitten	cattery	purrs, meows
buck(rabbits)	doe	*	hutch	_____
billy goat	nanny goat	Kid	_____	_____
Ram	ewe	lamb	pen	bleats
Bull	cow	calf	_____	_____
_____ (pigs)	_____	Piglet	sty	grunts
Dog	bitch	_____	_____	barks
_____ (horses)	_____	Foal	stable	neighs
sire (donkeys)	dam	Foal	*	brays
Cock	hen	chick	coop	crows, cackles
_____	_____	Duckling	coop	_____
Gander	goose	gosling	*	*
peacock	peahen	_____	coop	gobbles
Turkey	turkey	Chick	coop	gobbles

(b) Wild Animals

Masculine	Feminine	Young	Home	Sound
Leopard	leopardess	Cub	lair	screams
Lion	_____	Cub	lair/den	_____
Tiger	_____	Cub	lair	screams
Fox	vixen	Cub	earth	howls
wolf	wolf	cub	earth	howls
bull(elephant)	cow	calf	jungle	trumpets
Eagle	eagle	_____	eyrie	_____
Owl	owl	Owlet	Barn/ tree	hoots
Bird	bird	Nesting	nest	Sings/ whistles
monkey	monkey	Baby	*	chatters
Snake	snake	*	*	hisses
frog, toad	frog, toad	Tadpole	*	croaks

LANGUAGE STRUCTURES**should** _____**shouldn't** _____

We use should when talking about things that are supposed to be done.

The opposite of should is should not. Should not is used to tell what is not supposed to be done

Examples

- 1) We should treat animals very well.
- 2) We should not beat animals.

Activity

Rewrite these sentences using: _____ should/ should not _____

- 1) We have to care for animals on our farm.
- 2) We need to be kind to animals.
- 3) Jessy needs to treat sick animals on his farm.
- 4) We need not torture animals.
- 5) They must not tether animals in one place the whole day.

Not only.....but also.....

The structure is used to emphasize that something else is also true.

The conjunction '**Not only**' means the following besides: on top of, in addition to, and apart from

It can begin or be used in the middle of a sentence.

After the first verb or adjective '**but also**' is used to introduce the second verb or adjective

Not only did Kapere drive a car **but also** rode a bicycle.

Example

- 1) The farmer treated the sick animals. The farmer immunized healthy animals.
Not only did the farmer treat the sick animals **but also** immunize the healthy ones.
- 2) Agaba keeps goat. He also keeps pigs.
Not only does Agaba keep goats **but also** pigs.

Learner's Activity

Rewrite the following using: Not only.....but also.....

1. Kasumba is a farmer. Kasumba is also a driver.
2. Juma cleaned his bedroom and his sitting room.
3. Kafeero applied for education. He also applied for law at the university.
4. Besides being humble, Najjuma is beautiful.

5. On top of being happy, Susan is generous.
6. In addition to owning a farm, Julius also owns a diary.
7. Fazirah went to the farm and also treated sick animals.

.....needn't.....

We use the structure to say that something is not necessary.

- ✍ The structure uses present simple tense to mean what is done but it is not necessary
- ✍needn't..... is the contraction form for **need not**
- ✍needn't..... follows the main subject in the sentence.

Examples

- 1) Children are cruel to animals. It is not needed because they are our friends.
Children needn't be cruel to animals because they are our friends.

It uses **have** and present participle tense of the main verbs to mean what was done but it was not necessary.

- 1) Okello killed my goat. It was not necessary
Okello needn't have killed my goat.
- 2) It was not necessary for herdsman to mistreat animals.
The herdsman needn't have mistreated animals

Learner's activity

- 1) It was not necessary for Bataliza to starve his animals.
- 2) It is not necessary to torture animals because they feel bad.
- 3) Shepherd docked the sheep. It was not necessary.
- 4) The driver knocked our farm dog. It was not necessary.
- 5) Nelson sold my goat. It was not needed to do so.
- 6) Barima beats the goats. It is not necessary.
- 7) We force animals to sleep outside. It is not necessary.

If (2) conditionals

- ✍ Conditional sentences are called so because a condition is supposed to be fulfilled in order for an action to happen
- ✍ We use would when referring to a condition that cannot be fulfilled.
- ✍ One is imagining what would happen if a certain condition was fulfilled.
- ✍ We use *If + past simple tense in the if clause and would + present simple tense of the main verb in the main clause.*
- ✍ We often usewere.... instead ofwas.....

Changing sentences from if (1) to if (2) conditionals.

To change from if(1) to If(2), change the main verb in if clause to past simple tense, and change the auxillary verb: will/ shall to should/ would

Change these sentences from if (1) to if (2) conditionals.

Examples

- 1) If cows **have** power, they **will** complain about their torture
If the cows **had** power, they **would** complain about their abuse.
- 2) If I **get** money, I **shall** buy a cow.
If I **got** money, I **should** buy a cow.

Activity

- 1) If they get time, they will immunize their cows.
- 2) We shall go to the farm if we get out early.
- 3) Pauline will buy some piglets when she gets money
- 4) Mugabe will dock his sheep if he comes back early.
- 5) If Tendo sees my got in her gardner, she will arrest it.

Fill in the blank spaces sensibly.

- 6) If animals _____ people, they would treat us very well.
- 7) Batema _____ dehorn his cow if he came back earlier.
- 8) If dogs were wild animals, they _____ be dangerous to people.
- 9) If I _____ a cat, I would eat many rats.

Formation of abstract nouns from adjectives

- ✍ Abstract nouns are nouns of things which donate express ideas, feelings, states, quantity or quality.
- ✍ Abstract nouns are things can't either, see, hear, feel, taste or smell but we only realize them or imagine them in our mind.
- ✍ Abstract nouns can be formed from adjectives, verbs or other nouns.
- ✍ Most abstract nouns are formed by suffixes.

Activity

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

- 1) The _____ of the animals' houses pleased the manager. (clean)
- 2) The setting of the farm created a lot of _____. (employ)
- 3) The _____ of the old man saved all the sick animals. (wise)
- 4) A farm is a _____ of farm animals. (collect)
- 5) The farm has very tight _____. (secure)
- 6) Benita gets a lot of _____ from her farm. (produce)
- 7) The _____ of animal farmers is in the health of the animals. (strong)
- 8) Our _____ letter to visit the farm pleased all the children. (accept)
- 9) The _____ of animals are caused by many factors. (sick)

PASSAGE

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

In a small village called Maddu, there lives a **well-known** farmer called Kasirye. He is so hard working that many people in his village admire him.

Kasirye rears animals and grows a variety of crops on his farm. He has a big herd of cattle and flocks of goats and sheep. Some of his animals are black and white while others are brown. These animals moo, bellow and bleat at the farm. His dogs guard the farm and bark at the strangers who visit him.

He grows maize, millet, simsim, sunflowers beans, cassava, mangoes, oranges, cabbages and tomatoes mainly for sale. In addition, he keeps domestic birds such as ducks, geese, turkeys, and guinea fowl. He is able to pay school fees for his children. Some of whom have joined University and others are still in primary and secondary schools.

However, to be able to manage the farm, Kasirye uses a large number of workers to help him. This provides employment for these people. They are also able to earn some money for sending their children to school too.

When his animals fall sick, Kasirye invites a veterinary doctor to treat them and give him advisory services. Mr. Kasirye hates herdsmen and shepherds who torture his animals. On some occasions, he docks and castrates his animals.

Kasirye uses cow dung on his farm as manure. Very many residents from near and far visit his farm to buy dairy products like milk, butter, ghee, yoghurt and even fruits and vegetables from his orchard. His herdsmen milk the cows every morning and evening. They use machines and milk cans.

Like Kasirye therefore, Ugandans ought to practice mixed farming to improve on their household income and develop our country.

Questions

- Where does Mr. Kasirye live?
- What type of farming does he practice?
- How often are the cows milked?
- Which animals do you think bleat at the farm?
- How does Mr. Kasirye make cow dung useful?
- Mention any **two** milk products from Kasirye's farm.
- Give another word with similar meaning as "well known" in the passage.
- Why do you think people admire Kasirye?
- Why does Kasirye invite a veterinary doctor?
- Give a suitable title for the passage?

Common words in animal keepings;

herdsman	A person who looks after cattle.
shepherd	A person who looks after sheep.
goatherd	A person who looks after goats.
butcher	A person who kills and sells animal's meat.
milkman	A person who sells milk.
butcher's	A place where meat is sold.
Abattoir	A place where animals are slaughtered.
dairy	A place where milk and its products are processed and sold
heifer	A cow that has not yet produced any calf.
bullock	A bull that has not yet started mounting cows.
butchery	The act of killing animals.
veterinarian	A person who is skilled at treating animal diseases.
poulterer	A person who sells fowl, ducks and turkeys.
furrier	A person who sells clothes made from animal fur.
drover	A person who deals in or sells cattle.
fishmonger	A person who sells fish.
Fisherman.	A person who catches fish from lakes or rivers.

Activity

Fill in the blank spaces with the most suitable words.

- The _____ sold a lot of fresh fish today.
- The _____ vaccinated all the animals in our village.
- The _____ where our stolen cow was slaughtered is there.
- Latine , the _____ was looking for the lost sheep.
- My _____ has not yet started mounting cows.
- Contaminated milk are sold in that _____.
- We shall go to the _____ to buy some meat.

COMPREHENSION

Comprehending a dialogue

Read the dialogue and answer the following questions accordingly.

MUTEBIRE'S FARM

Balinda:	Welcome back, Eddie.
Edward:	Thank you, Balinda.
Balinda:	Were you able to get some milk?
Edward:	Yes, I was, but it was not very easy.
Balinda:	Not very easy! Why?
Edward:	Mr. Mutebire's dogs were at the farm gate barking fiercely.
Balinda:	Well, he says that his fierce dogs help to protect the animals on his farm from being attacked by wild animals. Does he really keep many domestic animals?
Edward:	I think so. I saw a kennel, a sty, a byre, a stable and a few cages in his compound.
Balinda:	Mr. Mutebire and his wife must be always busy looking after all those animals. In fact, I think the dogs help to protect the animals from thieves as well.
Edward:	Oh, yes. No thief would dare face those dogs. They are very fierce.

Questions

- How many people are conversing?
- Where was Edward coming from?
- Name **two** domestic animals from which milk can be got.
- Why was it hard for Edward to get milk from Mutebire's farm?
- Why doesn't Mr. Mutebire keep his dogs in a kennel?
- Which animals live in the byre?
- Besides dogs, which other animals does Mr. Mutebire keep on his farm?
- Name **two** products from a dairy farm.
- What shows that Mr. Mutebire keeps some birds as well?

Notice

Below is an important notice found on the notice board of Nakasongola district. Read it carefully and answer the questions that follow in full sentences.

**THE OFFICE OF THE VETERINARY OFFICER
NAKASONGOLA DISTRICT
P.O. BOX 15 NAKASONGOLA**

NOTICE

All farmers in Nakasongola district must lead their cows, bulls, calves, sheep, goats, dogs and cats to the district vet. Offices for vaccination without fail or else there will be quarantine for two months

**Matthew Odora
VETERINARY OFFICER
10.02.2024**

Questions

- Where is this notice found?
- Who wrote this notice?
- Who will lead the animals to the District Veterinary Offices?
- How will the animals reach the District Veterinary Offices?

- e) Why must the farmers take their animals to the District Veterinary Offices?
- f) Which animals will be vaccinated according to the notice?
- g) What will happen if the farmers don't take their animals for vaccination?
- h) Give the meaning of '**without fail**' in the notice.
- i) How long is the quarantine likely to last?
- j) When was the information written?

ADVERTISEMENT

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

Vocational Courses

The office of the Chairperson L.C 1 Kibwa Village, informs all those whose daughters and sons completed Primary Seven and Senior four that they have Opened up a centre at Kira to teach and train students in vocational courses.

Each course is nine months for the award of a certificate.

Course	Fees
Carpentry	220,000/= per term.
Tailoring	200,000/= per term.
Baking	150,000/= per term.
Animal keeping	100,000/= per term.
Catering	250,000/= per term.

The new term will begin on 5th August, 2020. Register your children now.

Batenga Julie
Secretary Kibwa village

6th July 2020

Questions:

- (a) What is the advertisement about?
- (b) Which people qualify for the course?
- (c) How long is each course?
- (d) Which is the most expensive course?
- (e) Where has the centre been opened?
- (f) How much will a student taking baking pay per term?
- (g) When was the advertisement written?
- (h) Who wrote the advertisement?
- (i) When will the new term begin?
- (j) How many courses are offered at this centre?

TOPIC 5: HOTELS

Vocabulary Lesson I

hotel:	A building or a place where people can buy and eat meals. The presidents had their lunch at Sheraton hotel in Kampala.
waiter:	A man who serves customers in a hotel or restaurant. The waiter has just taken my order.
waitress	a woman who serves customers in a hotel or restaurant My niece is a waitress at Rafiki restaurant.
chef :	the most expert cook in a restaurant or hotel The new chef is a very hard working man.
menu	A list of food to be served in a restaurant or hotel.

	The customer requested the waiter to give him the menu.
receipt	A piece of paper which shows that goods and services have been paid for The cashier makes a receipt after receiving the money.
cook	A person who prepares food or to prepare food by heating it. The school cook fell sick last Thursday.
customer	a person who buys goods and services from a hotel, ship or business Waitresses should be cheerful in order to attract customers.

Vocabulary Practice I

Arrange these words in dictionary order.

1. cook, cock, customer, carpenter
2. receipt, reception, receptionist, receiver

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

3. Marriam and Martha are people who prepare food at Pader Parents' Primary School.
4. It is very hard to prepare food by heating with wet firewood.
5. We shall go to a biggest place where people can buy and eat meals in Kampala next week.

Complete the sentences with the correct form of the word in the brackets

6. The waiter _____ the cups every morning. (wash)
7. The heads of state were given a warm _____ at African hotel. (receipt)
8. Have you _____ my receipt, please? (write)
9. The waitress is _____ the table for lunch. (lay)
10. The cashier gave me a _____ after receiving the money. (receive)
11. Who _____ the customers tomorrow? (to serve)
12. Has anybody _____ your order, please? (take)
13. Having _____ for the meals, I was served by the waiter. (pay)

Vocabulary Lesson II

Breakfast:	The first meal of the day. Most children have breakfast before going to school.
Lunch :	A meal eaten in the middle of the day. "May I have lunch, please?" Said the customer.
Lay :	To prepare knives, forks and plates on a table for a meal. The waitress laid the table and served the guests with coffee.
Serve:	To give somebody food or drinks. The waiter served me with cold passion juice.
Delicious:	A tasty or having a very pleasant taste or smell. The customers always enjoy delicious food.
Take an order:	To request for food or drinks in a restaurant or hotel. "May I take your order, please?" The waitress asked.
Dinner :	The main meal of the day. The board of Directors will have their dinner at Serena hotel tomorrow.
Supper:	The last meal of the day. Tony usually does his homework after eating supper.

Vocabulary Practice II

Arrange these words to form correct sentences.

- 1) you Do know how cook to lunch?

2) shall We supper get today late.

3) delicious What a breakfast is it?

Give the plural form of these vocabularies

4) breakfast: _____

5) receipt: _____

Rewrite these sentences giving the opposite of the underlined words.

6) That cook was **legally** appointed for the post.

7) Tony usually does his homework **after** eating supper.

Rewrite these sentences giving the full forms of the underlined short forms.

8) **He's** hungry.

9) We **shan't** prepare supper today.

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

10) save: _____

11) serve: _____

Vocabulary Lesson III

Cutlery:	forks, spoons, and knives used for eating food The cutlery should be kept clean.
Bill:	a paper which shows the amount of money one has to pay for food, drinks or other services. "Could you bring the bill, please?" said the customer.
Dessert:	sweet food eaten at the end of the meal A water melon is a good dessert.
Serviette:	a piece of cloth or paper used at meals for cleaning one's lips and fingers The waiter forgot to provide us with the serviette.
Dining-room:	a room used mainly for eating meals in The visitors are eating in the dining room.
Dining table:	a table for having meals on Our father's dinner is already at the dining table.
Tooth pick :	a short pointed piece of stick used for removing bits of food from between the teeth Some tooth picks are made of plastic.
Book:	To arrange with a hotel, restaurant, or airline to have a room, seat etc on a particular date. The bridegroom booked two rooms for their honeymoon.
Salad :	A mixture of raw vegetables such as lettuce, tomatoes and cucumber usually served with other food as part of meal. Most customers prefer fruit salad to vegetables.

Vocabulary Practice III

Complete the sentences with the correct form of the word in the brackets

1) What is the _____ between a hotel and a restaurant?(different)

2) The president was given a warm _____ at Serena hotel.(receive)

3) The waiter is _____ the table for lunch.(lay)

4) Having _____ for meals, I was served by the waiter.(pay)

5) Were you given a _____ after clearing the bill? (receive)

6) The waiter _____ the cups every morning. (wash)

7) There are many _____ in Afrikana Hotel. (waitress)

Give the plural from of these vocabularies

8) bar of soap: _____

9) tooth pick: _____

Rewrite these sentences giving the opposite of the underlined words.10) That is the **laziest** chef I have ever seen.

11) Most children **like** eating from the hotels.

Rewrite these sentences giving one word for the underlined group of words.12) In my opinion, the **list of food and prices** should be placed on the table.13) We sat in the **room for waiting or relaxing in** for one hour.**Vocabulary Lesson IV**

Table manners:	the behavior that is considered correct while you are having a meal at a table with other people School children should be taught table manners by their teachers.
Balcony:	a platform that is built on the upstairs outside the wall of a building, with a wall or rail around it The customer forgot his mobile phone at the balcony.
Bathroom:	a room in which there is a toilet, as ink and sometimes a bath tub or shower The bathroom should be kept hygienic.
Lounge:	a public room in a hotel, club etc for waiting or relaxing in The guests are resting in the lounge.
Conference room:	A large room or hall in which official meetings or seminars are held. The FUFA officials have booked the conference room on 1st May.
Pudding:	A sweet dish eaten at the end of the meal. What's for pudding tonight?
Gym:	A room or hall with equipment for doing physical exercise. Barbara works out at the gym most days.
Sauna:	A period of time in which you sit or lie in a small room which has been heated to a very high temperature by burning coal or wood. A good hotel must have a swimming pool and sauna.

Vocabulary Practice IV**Arrange these vocabularies in correct ABC order.**

1) gymn, sauna, bathroom, balcony

2) meat, men, menu, meal

Give the plural from of these vocabularies

3) tooth brush

4) a piece of meat

Rewrite these sentences giving the opposite of the underlined words.5) Those waitresses are very **hard-working**.6) Such table knives are **sharper** than these ones.

7) Are the toothpicks cheaper than cheaper than the table knives?

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

8) soap:

9) shop:

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

10) At school, the middle meal of the day is served at 1:00 o'clock.

11) Our teacher taught us how to use spoons, knives and forks while eating.

12) That man who serves customers is very cheerful.

Language structures

Using: may I, please?

We use the structure to make a polite request for something or permission to do something.

Examples

1. I need some help.
May I have some help, please?
2. I want to see the menu.
May I see the menu, please?
3. I wish to have rice and chicken.
May I have rice and chicken, please?
4. Send me a tooth pick.
May I have a toothpick, please?

Activity

Rewrite the following beginning: May I, please?

1. Pass me the sugar bowl.
2. I would like a glass of cold water.
3. I need some more salt
4. Send me a tooth pick.
5. I want to see the chef
Where is the cashier
6. I need a bottle of soda
7. I wish to have a cup of milk
8. Pass me a serviette
9. I need some more sauce

Usingmay.....

- ✍ We use **may** to give suggestion about what will happen in nearby future
- ✍ May is used to show that the person or people have person to do something or are likely to do it.

Examples

Rewrite these sentences using: _____ may _____

- 1) **The customer is likely to pay the bill in dollars.**
The customer may pay the bill in dollars.
- 2) **The guests will have a rest in the lounge**
The guest may have a rest in the lounge

Activity

Rewrite these sentences using.....may.....

- 1) The children will relax at the reception.
- 2) The chef is going to add some me some soup.
- 3) Maria is likely to request for the mat.
- 4) They are likely to serve food late.
- 5) I am likely to eat chicken.
- 6) Kabenge will serve lunch today.
- 7) We shall sit at the longue.
- 8) The waitresses will come late.
- 9) The children are likely to learn table manners from the tables now.

LANGUAGE STRUCTURES

No sooner.....than.....

No sooner is used with **had** and....**than** to show the shortest possible time something happened. It gives the same meaning as shortly after, immediately, ____as soon as____
Note:

- **No sooner.....** comes at the beginning of the sentence.
- **No sooner.....** is used to show what happened soonest after the other thing or action
- The verb after No sooner 'did' should be in present simple e.g. go, do, sing, play, see
- The verb after No sooner 'had' should be in past participle e.g. gone, done, sung, eaten, seen, paid
- Never use No sooner than and as soon as, immediately in the same sentence

Example

1. The boss paid for his lunch. The driver came for him.

- ✓ No sooner had the boss paid for his lunch than the driver came for him
- ✓ No sooner did the boss pay for his lunch than the driver came for him

2. As soon as we started eating, it began raining. No sooner had we started eating, than it began raining

- ✓ No sooner did we start eating than it began raining.
- ✓ No sooner had we started eating than it began raining.

Activity

Rewrite the following sentences using: No sooner had....."

- 1) Jessica followed her father immediately he left the hotel.
- 2) The waiter saw the customer. He stood up.
- 3) As soon as she laid the table, she served the guest.
- 4) Timothy paid the bill shortly after he finished eating breakfast.
- 5) Immediately the workers felt hungry, they went to the hotel.
- 6) The bell rang, the pupils lined up for lunch.
- 7) They washed the dishes as soon as the customers stopped eating.
- 8) We served the guest of honour immediately he arrived.

LANGUAGE STRUCTURES

Use of: In spite of/ despite.....

These structures are used to show that something or someone can have something good and bad at the same time.

They give the same meaning as that of although, though, even if, even though and but.

"Despite" and "in spite of" are used with both adjectives and abstract nouns. The easiest form is the use of "the fact that"

When a sentence begins with "in spite of" or "Despite", a comma is used.

It is wrong to write "**inspite**" as one word.

"In spite" takes preposition "of" whereas despite doesn't.

Examples

1. Although the road is narrow, it is very busy.

- ✓ In spite of the fact that the road is narrow, it is very busy.
- ✓ Despite the road's narrowness, it is very busy.

2. He can touch the ceiling though he is short.

- ✓ In spite of the fact that he is short, he can touch the ceiling.
- ✓ Despite the fact that he is short, he can touch the ceiling.

3. He dropped out of school but he is clever.

- ✓ In spite of the fact that he is clever, he dropped out of school.
- ✓ He dropped out of school despite his cleverness.

4. Okwogo is very rich but he was not elected.

- ✓ In spite of the fact that Okwogo is very rich, he was not elected.
- ✓ Despite the fact that Okwogo is very rich, he was not elected.

Activity

Re-write the following sentences using: _____ in spite _____

1. Although he was sickly, he was always active in class.
2. Children normally fear dogs although they don't bark at them.
3. They are poor but happily married.
4. Although the lion was strong, the chef killed it.

Re-write the following sentences using: _____ despite _____

5. Mbidde is very rich. He doesn't pay school fees for his children.
6. It was a very stormy rainfall but no tree fell down.
7. He is a handsome boy although girls don't like him.
8. She is a good mathematician. She can't draw an acute angle.
9. She comes late but she follows what the teacher teaches.
10. Even though she was beaten, she cooked food.

LANGUAGE STRUCTURES

Both _____ and _____

"Both" means that not only but also the other': It makes the nouns plural
examples

1. Philip is sick. Andrew is sick.

Both Philip and Andrew are sick.

2. The beef is expensive. The pork is expensive.

Both the beef and the pork are expensive.

Activity

Rewrite the following using: Both

1. The waitress is tall. The waiter is also tall.
2. The husband attended the party. The wife also attended the party.
3. Uganda is a lively country. Nigeria is a lively country.
4. My uncle is a chef. His wife is also a chef.
5. Kato is a chef. Walumbe is a chef.
6. They stole my slippers. The stole my shoes.
7. The food is hot. The tea is hot.
8. The waiter is sick. The chef is sick.

Formation of adjectives

Direct and reported speech

DIRECT AND INDIRECT SPEECH

Direct speech is when we enclose the actual or exact words of the speaker with quotation marks

Quotation marks can also be called speech marks or inverted commas (" ")

Examples

1. "I am going to have lunch now," said Tom
2. He asked "why is the baby crying?"

Indirect speech is also known as reported speech

Indirect speech is used when we wish to report what another person said unlike direct speech, the indirect speech does not require inverted commas.

Instead we remove them and use a full stop only at the end of the sentence.

Examples

1. Direct: I am preparing dinner now," the chef said.
Indirect: The chef said that he was preparing dinner then.
2. Direct: The customer said, "I am hungry."
Indirect: The customer said that he was hungry.
3. Direct: Miriam said, "I will have chips and chicken.

Indirect: Miriam said that she would have chips and chicken.

Note:

There are certain rules that govern direct and indirect speech.

When a sentence is changed from direct speech to indirect speech certain changes are made. They include;

1. Changing tenses i.e. present simple to past simple.
2. Changing pronouns.
3. Changing adverbs of time and place.
4. Changing questions.
5. Changing commands i.e. using told or ordered etc.
6. Changing demonstrative adjectives i.e. these – those, this – that

Note to teacher: Go into details here as much as you can

Tenses

- ✍ Present simple becomes past simple tense
- ✍ Present continuous becomes past continuous
- ✍ Present perfect become past perfect tense
- ✍ Past simple changes to past perfect
- ✍ Future simple 'will' change to 'would' and 'shall' changes to 'should'

Pronouns

Direct speech		indirect/ reported speech
I	-	he / she
My	-	his/ her
We	-	they
Our	-	their
You (singular)	-	he/ she
You (plural)	-	they

Other changes

Direct		indirect/ reported speech
This	-	that
These	-	those
Now	-	then
Here	-	there
Am	-	was
Is	-	was
Are	-	were
Shall	-	should
Will	-	would
May	-	might
Can	-	could
Must	-	had to
Today	-	that day
Yesterday	-	the previous day
Tomorrow	-	the following day
Night	-	the night before
Next week	-	the following week
Next Monday	-	the following Monday

Note: "if" or "whether" is used in reported speech when the direct speech is in question form beginning with a help verb such as. Do, is are, can, will, could

Examples

- Direct: He asked, "Can you help me now?"
Indirect: He asked if I could help him then
Direct: "Will you have supper with us today?" mother asked
Indirect: Mother asked whether I would have supper with them that day

Commands

In commands "said" is changed to told or ordered in the reported speech.

Examples

Direct: "Stop here," said my boss.

Indirect:	My boss ordered me to stop there.
Direct:	"Don't take anything out of this hotel," said the gatekeeper.
Indirect Requests	The gatekeeper told him not to take anything out of that hotel.
Direct:	"Get me a glass of passion juice, he said.
Indirect:	He requested me to get him a glass of passion juice .
Direct:	The customer said, "Pass me that salt, please."
Indirect:	The customer requested me to pass him that salt .

Activity

Change the following sentences into reported speech

1. "When will lunch be ready?" she asked.
2. The waitress said, "I am going home now."
3. "Can you do me a favour? Asked the cashier.
4. The old man said, "I am very hungry.
5. "Would you like a bottle of soda?" asked the waiter.
6. Mary says, "I am sick."
7. The girl said, "My dress is torn."
8. He asked, "What is she looking for?"
9. The doctor said, "The patients have been discharged."
10. "Did the prisoners slash the bush?" the manager asked.

COMPREHENSION

PASSAGE

Read the following passage and then answer the questions in full sentences.

HOTELS

A hotel is a commercial building which offers lodging or accommodation to travelers and tourists. Some hotels have conference rooms, banquet halls for official parties like wedding receptions, graduation parties and other services that are available to the general public.

There are other hotels which have multiple eating places known as restaurants. In these restaurants, meals are served in the premises which make it quite appealing to guests, tourists and other holiday makers. In such restaurants, waiters, waitresses serve customers with quality food which is prepared by well-trained chefs. These chefs prepare delicious meals which are served with a lot of customer care.

In most attractive hotels, hygiene is given the first priority. All rooms are air conditioned and are extremely neat. The gardens around the hotel are well kept. Every worker in such hotels must have high standard of customer care.

Some of the workers in hotels include; the manager, waiter, waitresses, receptionists, caterers, chefs cashiers and cleaners, waiters and waitresses must be smartly dressed in corporate uniform. They should be speaking more than two languages in addition to English.

Hotels with restaurants have menus where lists of available food and prices are given to customers. All the bookings are done at the reception in case one needs lodging facilities. At the reception, a receptionist will always give necessary information about the hotel. If one needs permanent residence in a hotel, one is taken around the facilities such as washrooms, restrooms, sauna, gym, a swimming pool etc. If the customer is satisfied with the available facilities, he will be taken to the cashier to pay the agreed amount of money and then be given a receipt. This kind of life is only fit for the millionaires.

Questions;

1. What is a hotel?
2. According to the passage, what are banquet halls used for?
3. Who serves food and drinks in a restaurant?
4. Why do you think waiters and waitresses need to know more than two languages?
5. According to the passage, who gives information to the customers in a hotel?
6. Why is it important for the customers to be taken around the hotel before booking?
7. Give another word to mean the same as that one underlined in the passage?
8. Why should a hotel have a swimming pool?
9. What name is given to a list of food items and prices?
10. What is the difference between a hotel and a restaurant?

PASSAGE

Read the following passage and then answer the questions in full sentences.

ANNOYING JOURNEY TO KARIBU HOTEL

Okware Michael is a teacher at Tokpong primary school. One day, Michael over stayed in class during lunchtime and he ended up missing lunch.

The head teacher then gave him five thousand shillings to go to Karibu hotel, which was a kilometer away from the school.

Teacher Michael's bicycle had flat tyres both in front and behind so he had to foot to Karibu hotel.

On the way to the hotel, Okware Michael saw a madman who was holding knife closely following him.

He felt scared and started moving faster. As he moved faster, the madman too started following him at a faster speed.

Okware felt scared of the madman who had injured several innocent people so he started running.

The madman started chasing Okware at the fastest speed with a knife in his hand.

Okware ran as fast as he could in order to save his life.

The old man continuously chased Okware over four kilometers. When Okware felt so tired that he couldn't run anymore, he decided to stop and welcome any action coming. When Okware was totally out of his soul waiting to be killed by the madman, he instead thanked the teacher for his great work done.

He then gave teacher Okware ten thousand shillings as a token of appreciation for teaching the children well.

Okware, who was very hungry, felt fully satisfied, left the town and went home when he was very angry.

His bicycle was then taken by the class monitor.

Questions

- To which school does Okware Michael teach?
- What made Michael to miss lunch?
- How much did the head teacher give teacher Michael?
- Which hotel was Okware Michael going to?
- What condition forced Okware Michael to foot to Karibu hotel?
- Who started chasing teacher Okware?
- How long did the madman chase teacher Okware?
- Why was Okware scared of the madman?
- Which gift was given to teacher Okware by the madman?
- Give another word or group of words to mean the same as **hungry**.

COMPREHENSION

Dialogue

AT THE HOTEL

Read the dialogue below and answer questions that follow in full sentences

Waitress: Hello, I am pleased to see you Dr. Kizito

Customer: Thank you, madam

Waitress: Good evening sir

Customer: Good evening madam

Waitress: May I take your order please?

Customer: That is good for you! I have a look at the menu please?

Waitress: Here it is sir, please?

Customer: You know as a doctor, I always prefer a balanced diet

Waitress: Don't mind doctor, please. Everything you want is available and very delicious

Customer: Okay madam, could you bring me some matooke, a piece of posho, chicken, a spoonful of ground nuts and some greens

Waitress: Will you take a cold drink sir?

Customer: Yes madam, I would prefer a glass of passion juice to soda

Waitress: What will you have for a dessert sir?

Customer: A slice of water melon, please

Waitress: Okay, sir let me.....

Questions

- What is the name of the customer?
- Where did the dialogue take place?
- When did the dialogue take place?
- Which meal of the day had the customer gone to eat?
- Do you think a customer had a balanced diet?
- Who served the customer according to the dialogue?
- What does the term "dessert" mean
- Why is it necessary for one to take a drink or water after eating?
- Write "Dr. in full

COMPREHENSION

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

Baraka Boarding Primary School,
P O Box 1994,
Bulamu

6th March, 2023

The Debate Coordinator,

Nyange Primary School,
P O Box 80,
Fanaka

Dear Sir/Madam,

RE: INVITATION FOR A FRIENDLY DEBATE

I am writing to invite your school to have a friendly debate with ours.

The motion of the debate will be “**Hotels are better than restaurants**”.

The debate will take place on 11th March 2023, and will start at 2:00 pm.

It will last one and a half hours, so try to keep time.

Please inform your pupils to decide whether they will be proposers or opposers and all the main speakers will get free meals prepared by Jumuiya restaurant and take away.

Kindly let me know the side you have taken as soon as possible.

I am looking forward to hearing from you soon.

Yours faithfully,

Onyait Charles

ONYAIT CHARLES

(Chairperson Debate Club)

Questions

- In which school is the writer?
- When was this letter written?
- To whom was the letter addressed?
- In which district is Nyange Primary School found?
- Mention the motion for this debate.
- At what time will the debate end?
- Which special gift will be given to the main speakers?
- Who signed the letter?
- Why did Nsamba Charles write this letter?
- How is Nsamba Charles important in his school?

DIALOGUE

Read the dialogue and in full sentences, answer the questions that follow.

Waiter	: Good morning sir, can I help you?
Customer	: Good morning to you, can I have the menu?
Waiter	: Yes sir, here it is.
Customer	: I want four plates of chips and chicken.
Waiter	: okay sir, which parts of the chicken can I serve you?
Customer	: I prefer the chicken wings and my wife, twins prefer the drumsticks.
Waiter	: Drumsticks! Sir, what are drumsticks?
Customer	: Oh sorry, the drumsticks are the chicken thighs.
Waiter	: Chicken thighs?
Customer	: Yes, chicken thighs. Excuse, how long will it take for the food to be ready.
Waiter	: About ten minutes from now. It will be served.
Customer	: Can we have some soft drinks?
Waiter	: Yes sir, what brands do you want?
Customer	: I want Novida apple and my wife.....
Woman	: I want Novida pineapple
Paddy	: I want mountain dew.

Passy	: I also want mountain dew.
Waiter	: Can I please have the money?
Customer	: How much does each cost?
Waiter	: Each is at three thousand shillings only.
Customer	: Get the money, we are waiting.
Waiter	: Okay sir, thank you very much. I'll be back soon.

Questions;

- Where do you think the dialogue took place?
- How many people went to eat food?
- Which type of drink did the children ask for?
- How long did the food take to be served?
- How much money did the customer spend on sodas?
- If the plate of chips and chicken costs eleven thousand shillings, how much was spent on the food?
- What type of cutlery do you think was used to eat the food?
- What does the term "drumsticks" mean?
- What type of soft drink did the couple order for?
- Give a suitable title to the dialogue.

JUMBLED SENTENCES

The sentences below are in a wrong order. Re-arrange them in the proper order so as to make a good composition.

- The bill was too high for them to pay.
- They were all taken to the police.
- One day Peter went to Pamela View Executive Hotel.
- He then ate his food and drank his bottles of soda.
- Peter ordered food for Mugisha as well.
- When he was almost finishing his food,
- Peter did not bother to ask for the menu.
- So, he ordered for a plate of meat and two bottles of soda.
- When Mugisha had eaten the food, Peter asked for the bill.
- Mugisha, his best friend also came.

NOTICES

Below is an extract of a menu from Baguma's Restaurant in Nyendo, Masaka. Study it carefully and answer the questions that follow in full sentences.

BAGUMA'S RESTAURANT

Item	Price
Milk tea	800 @
Coffee	500@
Juice (variety)	500@
Soda (300ml)	700@
Chips and chicken	3500/=
Matooke and meat	2800/=
Rice and meat	7500/=
Rice and fish	2000/=
Rice and beans	4500/=
Grilled chicken	1500/=
Deep fried fish	9000/=
Cassava and beans	1200/=
Boiled eggs	800/=
Greens	250/=
Mineral water	500/=
Pan cake	200/=

Questions

- Who is the owner of the restaurant above?
- Where is the above restaurant found?
- Which item is the cheapest according to the menu?
- Why do you think hotels or restaurants should have menu?
- Who wrote this menu?
- If Mr and Mrs. Sseninde had lunch composed of two plats of matooke, chicken and two bottles of soda, how much would they pay?
- How much is a bottle of mineral water?
- Which item is the most expensive on the menu?
- Suggest an order that would make a balanced diet.
- What is a menu?

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

**GREAT LAKES HOTEL
VACANCIES**

One waitress and one chef

Applications are invited from suitably qualified Ugandans for the post of a

Waitress and a chef at Great Lakes Hotel

Applicants should be between 18 – 25 yrs old.

Qualifications: At least a certificate in catering

Salary : Very attractive and includes free medical care and free accommodation.

Handwritten applications with copies of certificates should be addressed to:

The Manager,

Great LakesHotels,

P. O. Box 723, Kasangati.

To reach him not later than 30th Sept. 2024.

Questions:

- Which hotel has put this job advertisement?
- How many vacancies are available at this hotel?
- What type of applications is needed?
- Will a Congolese woman with a certificate in catering be given a job at this hotel? Give your reason.
- How old should the applicants be?
- What qualification is required for the advertised jobs?
- Where is this hotel located?
- To whom should all the applications be addressed?
- Which posts are being advertised?
- What is the closing date for receiving applications?

JUMBLED SENTENCES

The sentences below are in a wrong order. Re-arrange them in the proper order so as to make a good composition about “Mr. Okwera Goes to Muyenga Hotel.”

- Finally, Mr. Okware paid the bill and left the hotel.
- The waitress quickly showed him the menu.
- He went to Muyenga Hotel.
- He took an order which included posho, chicken, rice and orange juice.
- The food was so delicious that he even requested for more.
- He therefore decided to go to the hotel.

- g) "Yes, May I see the menu, please?" replied Mr. Okware.
- h) When he reached there, the waitress warmly welcomed him and offered him a seat.
- i) One day, Mr. Okware felt hungry at lunchtime.
- j) Then she asked, "May I help you sir, please?"

(h)

Guided dialogue

The dialogue below was between the waiter and the customer. Read the waiter's sentences and fill in what customer's replies.

Waiter: You're most welcome sir

Customer:

Waiter: Good morning, sir.

Customer:

Waiter: My name is Raila Banange. I am one of the waiters in the restaurant. May I know you?

Customer:

Waiter: Thanks a lot Tom, a teacher at Kirya Junior School. How can I be of help today?

Customer:

Waiter: Need some breakfast! Everything is ready. What can I serve you?

Customer:

Waiter: Here is the menu.

Customer:

Waiter: the total bill for milk, bread and yoghurt will be six thousand shillings.

Customer:

Waiter: Thanks, a lot. You'll have a change of four thousand shillings.

Customer:

Waiter: Here is the breakfast you ordered.

Customer:

Waiter: Indeed, the breakfast is always very delicious.

Customer:

GUIDED COMPOSITION

Fill in the blank spaces with the correct words chosen from the list to complete

Customers, meals, lay, serve, more, choose, cashier, aprons, chef, number, cutlery, hotels, Hotels

In developing towns, there are always special places where people go to have.....

These places are called.....or restaurants. They usually prepare delicious meals for the customers.

At the hotel or restaurant, there are people who are employed to offer services to the..... One of the most important workers in the hotel is a..... The chef is an expert cook in a hotel or a restaurant. Other workers include, waitress, waiter, the..... who receives money at the counter and the manager.

A hotel or restaurant with a clean environment always attracts a good.....of customers. The arrangement inside also matters a lot. For example the person to.....the tables should do it in an orderly manner. He must also ensure that there is enough Here I mean forks, spoons and knives used for eating. Radios and television sets can offer extra services to the customers to avoid boredom.

In addition, the waiters and waitresses have to be smart and polite to the customers. The smartness can easily be noticed depending on thethey wear. They should alsocustomers cheerfully. Lastly when the customers take their orders, they ought to be served as soon as possible

If all this is done, there is no doubt for one to.....your hotel a place to be for breakfast, lunch, dinner, or supper. This means that the bigger the number of customers is thethe profits the owner of the business will take

TOPIC 8: DICTIONARY

Vocabulary lesson I

dictionary:	a book which gives the spelling and meanings of words of a language in alphabetical order The words in a dictionary are arranged in alphabetical order.
alphabet	a set of letters used for writing a language Barak can hardly read the English alphabet.
arrange	to organize or put something in a particular order I usually arrange the pupil's names alphabetically in the register.
meaning	the thing or idea which a word represents Words in a dictionary have several meanings.
pronounce	to utter the sound of a letter or a word Very few pupils can pronounce the word "ewe" correctly.
stress	to give extra force to a word or syllable when pronouncing it Pupils ought to stress the first syllable in "street"
lookup	to find information in a dictionary or reference The teacher told the p.6 pupils to lookup the spelling of the word "pneumonia" in the dictionary.
spelling	the way a word is formed or written Children should be given spelling exercises daily.

Vocabulary practice I

Arrange these vocabularies in correct ABC order.

- 1) spell, stress, arrange, alphabet
- 2) key, kettle, keep, kid
- 3) **Arrange these words to form a meaningful sentence.**
- 4) dictionary Do you a have?
- 5) dictionary bigger than a is story book A.

Give the plural from of these vocabularies

- 6) dictionary: _____
- 7) thesaurus: _____

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

- 8) **Sarah has a new a book which gives the spelling and meanings of words of a language in alphabetical order.**
- 9) **There are many shortened forms of words** in a dictionary.
- 10) **Rewrite these sentences giving the opposite of the underlined words.**
- 11) A dictionary is a very cheap book.
- 12) It is simple to write the word "ewe".
- 13) **Give the full forms of these short forms.**

14) Rev.

15) can't:

Vocabulary lesson II

Abbreviation :	a shortened form of a word Govt is the abbreviation for government.
Ave.	is an abbreviation of Avenue
Introduction	the beginning part of a book, speech or something. The introduction of the story was very interesting.
Refer	to consult or look at something You may refer to the dictionary whenever you come across a new word.
Acronym	a word formed from the first letters of the words that make up the name of something or an abbreviation AIDS is an acronym for acquired immune deficiency syndrome.
Index	a list of names or topics that are referred to in a book The index is usually arranged at the end of a book in alphabetical order.
Thesaurus	a book that is like a dictionary, but in which the words are arranged in the groups that have similar meanings "Big, large and huge" have the same meaning in the thesaurus.
Guide words:	The words found on the top left and right corners in the dictionary which help user to find the word he/she is looking for faster The guide word on the top left corner is the first word on that page whereas the guide word on the right is the last word on that page.
Skill :	the ability to do something well We are acquiring the skills of using a dictionary.
Foreign words	Words used in a language but is from another language English has very many foreign words.

Vocabulary practice II

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

- 1) The teacher told the pupils to mind the _____ of all the given words.
(pronounce)
- 2) The teacher arranged our names _____.(alphabet)
- 3) What is the _____ of the word "Acting"? (abbreviate)
- 4) After the teacher had taught the new words, we _____ their meanings
(lookup)
- 5) It is important to read the _____ of the dictionary. (introduce)
- 6) The candidates' names are always arranged in _____ order (alphabet)
- 7) A dictionary is a very _____ book. (use)
- 8) Samson is good at _____ words. (spell)
- 9) What is the _____ letter in the word "stress"?
- 10) Have you _____ to the dictionary for the right spelling of the word? (refer)

Language structures

Usingafter/ before.....

We use before to tell the position of something which comes earlier than the other and after is used to tell the position of what comes later than the other.

Capital letters of English alphabet

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Small letters of English alphabet

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Which word comes.....?

Examples

1. Which word comes before in the dictionary 'peach' or 'people'
✗ Peach comes before people in the dictionary
✗ The word people comes after peach in the dictionary
2. Which word comes last in the dictionary 'wind' or 'war'?
✗ Wind comes last in the dictionary.
✗ War comes before wind in the dictionary

Rewrite these sentences using:.....before....

- 1) Letter H comes after letter G.
- 2) Letter X comes after letter W.
- 3) Letter B comes after letter A.

Rewrite these sentences using: _____ after _____

- 4) Letter A comes before letter C.
- 5) Letter H comes before letter J.
- 6) Letter X comes before letter Y.

Fill in the blanks spaces using: _____ before/ after _____

- 7) Letter T comes _____ letter X.
- 8) Letter D comes _____ letter Y.
- 9) Letter M comes _____ letter Q.
- 10) Letter F comes _____ letter S.

Language structures

.....not only.....but also.....

We use this structure to show that apart from one thing, another thing happened.
It is used to mean the same as: ____in addition to____, ____apart from____

Examples

Rewrite the following sentences using:not only.....but also.....

- 1) The dictionary gives the meaning of words. It also gives their pronunciations
The dictionary does **not only** give the meanings of word **but also** their pronunciations
- 2) I looked up the new word in the dictionary. I also learnt its meaning
I did **not only** look up the new word in the dictionary **but also** learnt its meaning

Activity

Rewrite the following sentences beginning: Not only...but also.....

- 1) My brother has a dictionary. He also has an atlas.
- 2) The teacher taught us the meaning of the new word. He also taught us its spelling
- 3) Mary is a good netballer. She is also a good musician.
- 4) The pupils spelt the word ewe. They also used it in their own sentences.
- 5) The lesson was interesting. The lesson was educative.
- 6) Peter is very clever. He is also hard working.
- 7) The girls attended the reading completion. The boys attended the reading competition
- 8) The dictionary was new. The dictionary was new
- 9) I did a spelling game. I also filled in a puzzle
- 10) Grace won the reading competition. She also won the prize

Language structures

The use of: Not only.....but also.....

We use this structure to show that apart from one thing, another thing happened.

It is used to mean the same as: ____in addition to____, ____apart from____, both **Not only..... but also.....** can be used at the beginning or in the middle of the sentences.

Examples

- 1) The dictionary gives the meaning of words. It also gives their pronunciations
Not only does the dictionary give the meanings of words **but also** their pronunciations
- 2) I looked up the new word in the dictionary. I also learnt its meaning
Not only did I look up the new in the dictionary **but also** learnt its meaning
- 3) They have a dictionary. They have a thesaurus.
- 4) **Not only** do they have a dictionary **but also** a thesaurus.

Activity

Rewrite the following sentences using: Not only.....but also.....

1. Peter arranged the words alphabetically. He also gave the book to the teacher to mark.
2. Inzikuru won the race. She also won the gold medal.
3. The teacher gives us spelling exercises. He also marks our work.
4. The girls go to the library. They also do research.
5. Mr. Musana will help the girls. Mr. Musana will help the boys.
6. The song was interesting. The song was educative.
7. Robert came late. Robert escaped from school.
8. She is a good speaker. She is a good writer.
9. Miss Mariam is a netballer. She is also an athlete.

Language structure

The use of: whenever

Whenever means “every time” but not always. Therefore whenever can be used in place of every time

When whenever is used in the middle of the sentences, no comma is needed.

Study the examples below.

- ✍ Whenever I want to get the meaning of a word, I look it up in the dictionary.
- ✍ I always visit my father whenever I want to be advised. Whenever I want to be advised, I will visit my father.

Examples:

- a) Every time he visits me, I feel great.
- b) Whenever he visit me, I feel great.
- c) I feel great whenever he visits.

Exercise:

Use whenever in the sentence below

1. My father praises me every time he looks at my books.
2. When he comes to school late, he always apologies.
3. All the pupils in class clap their hands every time a lesson has ended.
4. That stubborn boy annoys everybody every time he comes to our class.
5. When he visited me, he would bring some bread.
6. We get a lot of money every time we organize a trip to Mombasa.
7. When we do an exercise about alphabetical order, I find it very challenging.
8. If you visit him, please, carry something.
9. Every time she calls me, I know there is some money.

Language structure

Whenever

Whenever means “every time” but not always. Therefore whenever can be used in place of every time

When whenever is used at the beginning of the sentences, a comma is needed to separate the two sentences joined.

Join the following sentences beginning: Whenever.....

- 1) I write to my parents. They reply
- 2) When we need to find the meaning of words, we refer to the dictionary.
- 3) They always go to the zoo. They see many elephants
- 4) The teacher pronounces the words. The pupils repeat after him.
- 5) The teacher enters the class. The pupils stand up to greet him.
- 6) Jane wakes up in the morning. She greets her parents.
- 7) Peter goes to the library. Peter borrows a dictionary.
- 8) You find difficult words. Refer to the dictionary.

Structure: ----as ----as ----

The structure is used to compare things which are similar in terms of size, colour and weight.

Examples

Join these sentences using: _____ as _____ as _____

- 1) A dictionary is very useful. Atlas is very useful.**

A dictionary is as useful as an atlas.

- 2) The dictionary is big. The thesaurus is big.**

The dictionary is as big as the thesaurus.

Join the following sentences using as ---- as ---

1. A novel is small. A text book is also small.
2. Babirye is 10kgs. Nviri is 10kgs.
3. Sekabembe is four metres tall. Bonita is also four metres tall.
4. Mathematics is easier. English is easy.
5. That wall is 5 metres high. This wall is also 5 metres high.

Abbreviations

An abbreviation is shortened form of a word.

Some common abbreviations

cr.	Credit
cf.	Compare
Col.	Colonel
CID	Criminal Investigation Department
COD	Cash on Delivery
Hq	Headquarters
i.e	That is
IGG	Inspector General of Government
I.o.u	I owe you
ISBN	International Standard Book Number
kg	Kilogram
Is	Island
Lt.	Lieutenant
L c m	Lowest common multiple
Ltd.	Limited
m	metre
M.P	Member of Parliament
MC	Master of Ceremonies
Mr.	Mister
Mrs.	Mistress
Mt.	Mountain

Co. no. Nov. Neg.	Company Number November Negative	
abbr.	Abbreviation	
A.D	Anno Domini	
Ag.	Acting	
a.m	ante meridiem	
a.k.a	Also known as	
Ave.	Avenue	
ATM	Automated teller machine	
a/c	account	
a/c no	Account number	
Apr.	April	
B.C	Before Christ	
bro.	Brother	
CNN	Cable News Network	
cc	Carbon copy	
Maj.	Major	
Mon.	Monday	
MTN	Mobile Telephone Network	
cm	centimeter	
N.B	Nota Bene	
Cert.	Certificate	
c/o	care of	
PRO		Public Relations Officer.
Rd		Road
Rev.		Reverend
RIP		Rest in peace
RSVP		please reply
G.P.O		General Post Office
S.O.S		Save our Souls
Sat.		Saturday
St.		Saint/Street
Sq		Square
Sun.		Sunday
Sch.		school
SMS		Short message service
Shs		Shillings
via		By the way of
vs		Versus, against
VIP		Very important person.
Hr., Hour		
Jan., January		
Jr, Junior		
SIM, Subscriber identification module		
S/o, Son of		
T.B, Tuberculosis		
Temp., Temperature		
Tel., Telephone		
T.V, Television		
P.S. Postscript		

PIN, Personal identification number.

p.m, Post meridiem

Pte, Private

PO, Post Office

Pop, Population

PMO, Private Motor Omnibus

DNA, Deoxyribonucleic acid

PTO, Please turn over

P.S.V, Public Service Vehicle

PE, Physical Education

pp, pages

PP, On behalf of

Prof., professor

QUESTION TAGS

Definition

A question tag is a short question that comes at the end of a statement.

Points to note

All question tags are separated from the statements by use of comma and end with question marks.

Positive statements take negative question tags.

Whereas negative statements take positive question tags

Helping verbs used in the statement is the same as one in the question tags.

Examples

1. He is sick, isn't he ?
2. I am in primary four, aren't I ?
3. We grow millet, don't we?
4. Musoke doesn't dig, well, does he?
5. Children enjoy swimming, don't they?

Activity

Supply questions tags to the given statements

1. She listens to her mother,?
2. They are good boys,.....?
3. Namusoke doesn't play netball.....?
4. I am beautiful?
5. There isn't any sugar in my tea.....?
6. That building has ten windows.....?
7. My uncle can ride a bicycle.....?
8. We are not lazy,?
9. Our teacher comes to school early,.....?
10. Moslems don't eat pork?

QUESTION TAGS (PRESENT CONTINUOUS TENSE)

Examples

1. Mukasa is sleeping on his, bed, isn't he?
2. I am feeding the puppies, aren't I?
3. I am not feeding the puppies, am I?
4. Children aren't eating supper, are they?

Activity

Supply question tags to the following statements.

1. I am revising my notes,.....?
2. We are not attending the meeting,.....?
3. The doctor is not attending to the patient,.....?
4. Schools are closing soon,.....?
5. The farmer is not harvesting the crops,.....?
6. Musa is climbing a tree,?

IF CONDITIONAL II

If conditional II is used to express the condition which is impossible and we are only imagining the result and we don't expect it to happen. e.g. if Tom went to London, he would study law. This is known as unlikely condition. If conditional II is made up of two tenses

(a) If clause	Main clause
Past simple tense	conditional tense

More examples

1. If Kamesh ran faster, she would win the race.
2. The headmaster would expel you if you behaved badly.
3. If I saw him, I would give him a lift.

Complete the following sentences in it condition II

1. If I told my father.....
3. I would give him the book if.....
5. We would be late.....
6. If I had a bicycle.....
8. If I were a king.....
10. If I had two heads.....

Use the words in the brackets to complete the sentences using if condition II.

6. If I were sent to prison, youme. (visit)
7. Ishares in that company if, I had some money. (buy)
8. If Ia big prize in a lottery I would give up my job (min).
9. He would get fat if hesmoking. (stop)
10. I would tell you what this means if I Luganda. (know)
11. He..... a horse if he could afford it. (keep)
12. I could get a job easily if I a degree (have).

OPPOSITES

Opposites means something or a person that is as different as possible from something or somebody else

Opposite words are formed from different parts of speech i.e. some opposites are in nouns, verbs, prepositions, adjectives, adverbs

Opposites of nouns

Opposites of nouns according to gender

Masculine		feminine
Man	-	woman
Ram	-	ewe
Fox	-	vixen
Governor	-	governess

Opposites of verbs

Verb		opposite
Come	-	go
Begin	-	end
Cry	-	laugh

Lose - gain

Opposites of adjectives

Adjective		opposite
Slow	-	fast
Dirty	-	clean
Barren	-	fertile
Generous	-	mean/ selfish
Inner		outer

Opposites from prefixes (un, dis, mis, in, irr, il etc)

Kind	-	unkind
Tidy	-	untidy
Encourage	-	discourage
Arm	-	disarm
Quote	-	misquote
Correct	-	incorrect
Sane	-	insane
Polite	-	impolite
Patient	-	impatient
Legible	-	illegible
Logical	-	illogical
Suffix ful	-	less
Needful	-	needless

Activity

Rewrite giving the opposite of the underlined word

1. Is my handwriting legible?
2. Our teacher proudly talks about the importance of books.
3. I am sitting in a comfortable seat in our library.
4. The head teacher encourages taking school dictionaries home.
5. Is a dictionary the most useful book?
6. Why do you use ancient styles of writing?
7. Edith is a faithful librarian.
8. The librarian is ever shabby.
9. The minority of children in our class have dictionaries.
10. The librarian departed earlier today.

Superlatives

Superlatives are the third degree of adjectival comparisons.
It is used to compare more than two nouns and pronouns.

We use the words '___is the ___' before the superlatives

Examples

- 1) A dictionary is the biggest book in the library.
- 2) Pemba is the most annoying boy in our class.
- 3) The library is the farthest of all.

Activity

1. Complete the comparative table below correctly.

Positive adjectives	Comparative adjectives	Superlative adjectives
faithful	More faithful	_____

short	_____	shortest
merciless	More merciless	_____
careless	_____	most careless
sad	_____	_____

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

1. Pemba is the _____ of all the teachers. (smart)
2. Raila owns the _____ dictionary. (new)
3. Keta is the _____ female librarian. (beautiful)
4. Leonard is the _____ cook at our school. (kind)
5. Laato is the _____ boy in primary six. (brilliant)
6. The mouse ate all the newest _____ from the class. (dictionary)

Fill in the blank spaces correctly.

7. Of the tree boys, Mugisha is the _____ well known.
8. _____ you seen the tallest man I our school?
9. Is dictionary _____ biggest book in the library?
10. It is very simple _____ be the best candidate at school.

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

USEFULNESS OF A DICTIONARY

A dictionary is a book which gives the spelling and meanings of words in their alphabetical order. A dictionary is a very useful reference book to learners of English language and other subjects. It helps them to look up the meanings and spellings of words and phrases they don't understand.

However, in order one to be able to use the dictionary, one must learn the **alphabet** and acquire dictionary skills first. This is because the words are arranged alphabetically in a dictionary; ABC.....Order. Therefore, check words beginning with A at the front pages, with M and N in the middle, with Z at the back pages.

The alphabet is a set of letters in a fixed order used for writing a particular language. For instance the English alphabet has twenty six letters.

A dictionary identifies the words with their respective word families or classes and purposes. For example using abbreviations and grammar labels such as abbr. for abbreviation, adj for adjective, adv, for adverb, conj for conjunctions, prep for

preposition, sing for singular, pl-for plural, sth for something,(n) for noun and many more. This prompts incidental learning and mastery of parts of speech.

Besides, a dictionary enriches the pupil's or student's vocabulary. It also gives the pronunciation and stress of words, consonants, vowels and **diphthongs**. A diphthong is a combination of two vowel sound or vowel letters. For instance, the sounds/ei /in, gate /get/ or the letters **ou** in the word about

A dictionary should indeed be one's companion in all academic spheres.

Questions

- a) What is the passage about?
- b) How are the words organized in a dictionary?
- c) What is a dictionary used for?

- d) Why do you think each pupil should have a dictionary?
- e) Where do you think children can borrow a dictionary while at school?
- f) What should one learn before using a dictionary?
- g) According to the passage, what are diphthongs?
- h) If you came across a new word, what would you do?
- i) Give another word or a group of words with the same meaning as:
 - (i) alphabet:
 - (ii) besides:

Alphabetical order

The words in a dictionary are arranged in alphabetical order. Words beginning with the letter "A" or 'a' come first, however these words are arranged in a certain order depending on the preceding letters in the word

The English alphabet

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

Arranging words in alphabetical order ABC.....

1. Cupful cash child children
2. Leap lease lean leave
3. Airport air force airbase aircraft
4. Dirty duck drake dam
5. Earpiece eardrum earring earmark

Spelling game

Look up the missing letters 'ie' or 'ei'

1. the___r
2. ___ther
3. bel___f
4. dec___ve
5. ch___f
6. for___gner
7. n___ther
8. the___f

PASSAGE

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

Using a Dictionary

A dictionary is a reference book. We use a dictionary to look up the meanings of words and expressions which we do not understand well. A dictionary has the following:

Naming words (nouns), describing words (adjectives), words indicating actions (verbs), and words describing verbs (adverbs)

When we want to know the correct way of reading a word then we refer to pronunciation. When we wish to understand grammar and any language, it is advisable to check the definitions, punctuation, and other explanations given.

A dictionary has regular and irregular verbs, compound words, comparatives and superlatives, synonyms and similes. The most interesting words are abbreviations like i.e, etc and acronyms like UNESCO, UWESO.

When you have a dictionary, your learning is made a lot easier.

Questions:

1. What is a dictionary used for?
2. What should one do if he or she does not understand a word well?

3. What do you look for when you want to find the correct way to read a word?
4. What are words which describe verbs in a dictionary called?
5. What is a naming word called in a dictionary?
6. What word describes a verb?
7. How are words arranged in a dictionary?
8. What are naming words?

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

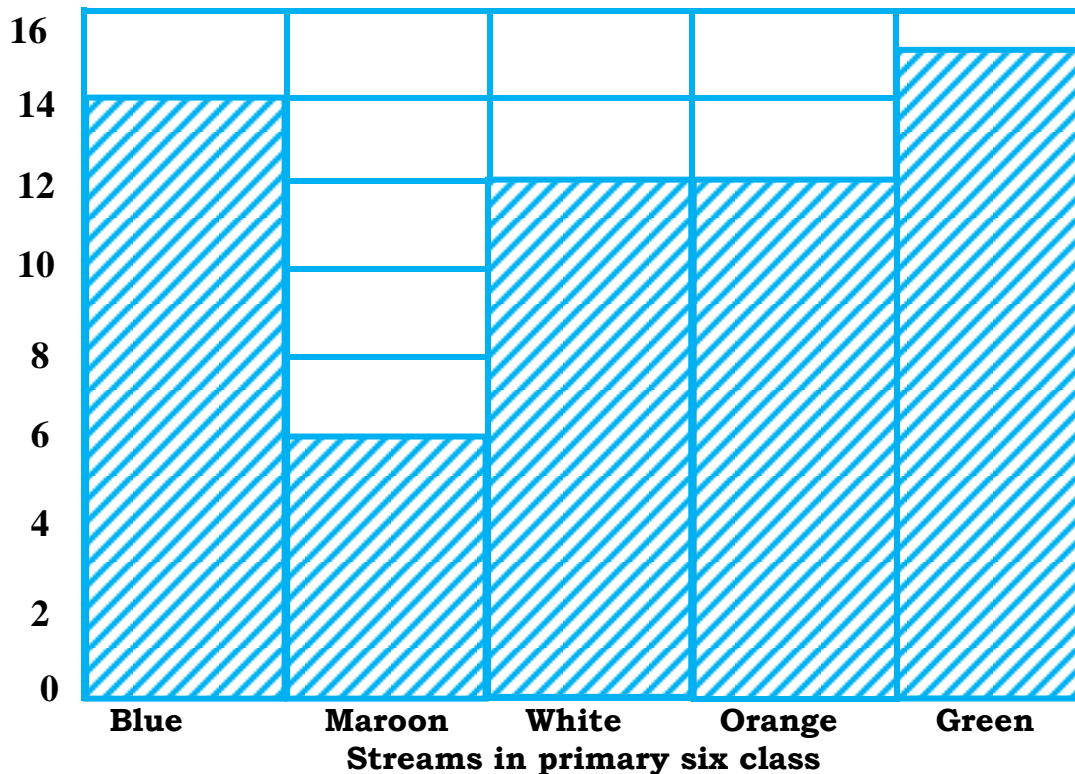
USING A DICTIONARY

Amanda	Good afternoon, Natasha.
Natasha	Good afternoon, Amanda.
Amanda	Will you lend me your dictionary, please?
Natasha	Sorry, Amanda. I am using it. Just wait a minute or two.
Amanda	Okay please.
Natasha	Here it is! What is puzzling your brain?
Amanda	A new word. I have failed to understand what it means.
Natasha	Let's look it up in the dictionary. Which word exactly?
Amanda	"Boon companion"
Natasha	Wow it is very strange to me, too.
Amanda	I have seen it, Natasha. It means a good friend".
Natasha	You mean you are my boon companion, Amanda?
Amanda	We should learn to check up words in a dictionary. It will help us even to acquire more vocabulary, Improve on spellings but above all to avoid being a laughing stock .
Natasha	Do you know how to pronounce the word "ewe"?
Amanda	No, I don't.
Natasha	Don't worry, it is "you". A dictionary can as well help you to improve your Pronunciation and articulation of word.
Amanda	Which of these words comes before the other in a dictionary, bin or bean?
Natasha	"Bean" comes before bin because it has 'e' in the second position whereas bin has 'i'

Questions;

1. How many people took part in the dialogue?
2. At what time of the day was the dialogue held?
3. Who are the people talking in the dialogue?
4. What should one do whenever one comes across a new word?
5. Give the opposite of '**strange**'
6. Why do you think a dictionary is a useful book?
7. According to the dialogue, what does the term '**boon companion**' mean?
8. Suggest any other title to the dialogue.

The graph below shows the total number of dictionaries borrowed by five streams in primary six class at Buddo Junior school. Use it to answer the questions that follow.



- What is the graph about?
- For which class is the information above?
- From which school was the information got?
- How many streams does primary six class have?
- How many books were borrowed by orange stream?
- Which stream borrowed 15 dictionaries?
- Why do you think Maroon borrowed the least number of dictionaries?
- How many dictionaries were borrowed by maroon and blue altogether?
- Where do you think children borrowed these dictionaries from?
- Which two streams borrowed the same number of dictionaries?

Table

The table below was extracted from the dairy book of Sandra Adong, the librarian as Dawn Hill Junior School. Study it carefully and use it to answer the questions that follow.

Name	class	Book borrowed	Comment	Signature
Akello Teddy	P6A	Thesaurus	xxx	Teddy
Baguma Elvis	P6C	Thesaurus	xxx	
Charity Anena	P6A	Dictionary	✓✓✓	Charity
Jolly Kia	P6B	Nile dictionary	✓✓✓	Jolly
Gira Solomon	P6A	Kolfram P7 Maths	✓✓✓	Solomon
Charity Anena	P6B	Good News Bible		
Zinabala Bonny	P6C	Oxford Dictionary	xxx	
Nandutu Veronica	P6C	Thesaurus	✓✓✓	Veronica
Adyeri Bonny	P6A	Nile dictionary		
Gladys Namukeera	P6C	Nile dictionary	✓✓✓	Gladys
Key:	xxx	lost	✓✓✓	returned
				Still with the book

Questions

- What does the table show?
- From which school was the information extracted?
- Who is a librarian at Dawn Hill Junior School?
- How many children are shown on the table?
- Which book was lent to Kia Jolly?
- In which class is Zinabala Bonny?
- How many Nile dictionaries were lent to pupils?
- How many P6C children borrowed the books?
- Who borrowed Good news Bible?
- How many borrowed books do you think have got lost?

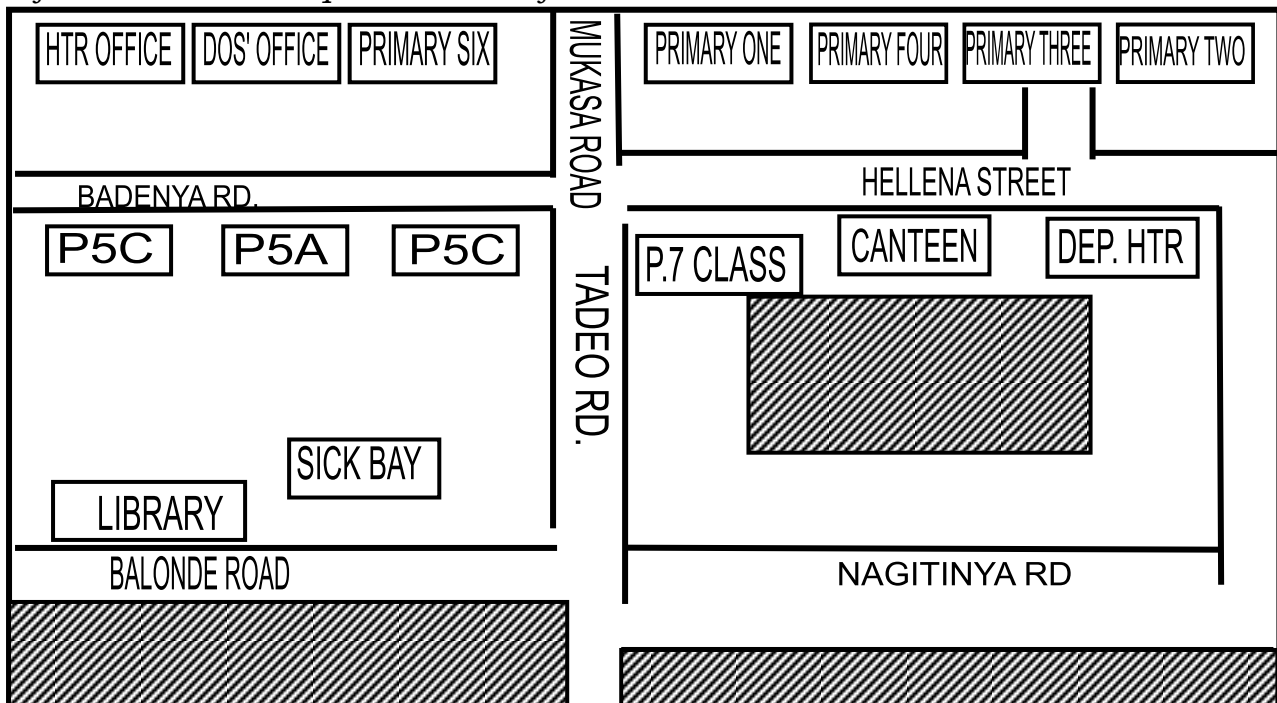
Jumbled sentences

The sentences below are in a wrong order. Re-arrange them in the proper order to make a good composition.

- Do you mind lending it to me tomorrow?
- Oh yes, it is.
- Is it Oxford Advanced Learner's Dictionary?
- She wanted me to improve on my spellings and pronunciation.
- Of course I don't mind, Bridget so I will lend it to you.
- My mother bought it for me.
- Who bought it for you?
- "I am looking for my dictionary," replied Charlotte.
- Bridget asked Charlotte what she was looking for.
- Why did your mother buy it for you?

MAP

Below is a map of Namwezi UMEA primary school- Jinja. Study it carefully and answer in full sentences the questions that follow.



Questions

- For which school is the map?
- In which district is the school found?
- Which class has more than one stream?
- Which building is next to the library?
- Which class is in the east of P5A? How many roads are shown on the map?

- f) Which road will a P6 child cross to reach the library?
- g) Which class is next to the canteen?
- h) Which office is found between head teacher's office and P6 class?
- i) Along which road is the library located?
- j) If Sarah needs to buy a book, where will she go?

POEM

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

A dictionary is a vital reference.
It teaches vocabulary,
It gives meanings and spellings;
It is really a teacher,
A way from school!

A dictionary is a vital reference.
In the library it lies,
With it I can learn parts of speech,
With it I can find describing words,
With it I can learn proverbs.

A dictionary is a vital reference,
With it I can learn pronouns,
With it I can master pronunciation,
With it I can write abbreviations in full,
With it I can guess the correct preposition!

By Amuge Violet

Questions:

1. Which reference does the poem talk about?
2. Who wrote the poem?
3. How many stanzas does the poem have?
4. Where can you find the dictionary according to the poet?
5. What does the writer compare a dictionary to in stanza one?
6. Write one part of speech you learn from the dictionary.
7. What does 'it' refer to in the poem?
8. Why can the writer learn the parts of speech?
9. Give another word with the same meaning as 'vital'
10. Suggest a suitable title for this poem.

The sentences below are not in correct order. Arrange them to form a correct story about a dictionary.

Jumbled sentences

- 1) I now know how to use the dictionary.
- 2) At school, my teacher said my parents were good.
- 3) To look up new words and their meanings.
- 4) Last term, I didn't have a dictionary.
- 5) Because they had bought me a dictionary.
- 6) My teacher was not happy with me.
- 7) They promised to get me one.
- 8) The next day, my dad gave me a new dictionary.
- 9) When I went back home that day.
- 10) I told my parents about it.

GUIDED COMPOSITION

Use the words in the word box to fill in the blank spaces correctly.

A dictionary is a _____ which gives the spellings and _____ of words in their _____ order. A dictionary is a very useful reference book to learners of English language and other _____. It helps them to look up the meanings and _____ of words and phrases they don't understand.

However, in order for one to be able to use a dictionary, one must learn the _____ and acquire _____ skills first. This is because the words are arranged in a dictionary. The alphabet is a set of letters in a fixed order used for writing a particular _____. For instance the English alphabet is twenty _____ letters.

A dictionary identifies the words with their respective _____ families or classes and purposes. For example using abbreviations and grammar labels such as abbr. for abbreviation, adj. For adjectives, adv. for adverbs and many others. This prompts incidental learning.

word	book	meanings	alphabet	six
alphabetically	language	subjects	dictionary	spellings

COMPOSITION

You have lost two school dictionaries and the headmaster threatens to expel you from school if you don't apologize. Using your school address, write a letter of apology. Promise him that you will buy the new dictionaries after talking to your parents.