**VICTORIOUS EDUCATION SCHOOLS PRIMARY SIX**

**TERM I ENGLISH COMPREHENSION AND COMPOSITION LESSON NOTES 2015**

**WEEK : 1**

**LESSON: 1 SAFETY ON THE ROAD**

**ASPECT : Vocabulary**

**CONTENT : New words**

pavement

roundabout

side path

signal

traffic

traffic Police

zebra crossing

bend

crossroads

cyclists

first Aid

hand signal

junction

pedestrian

**Activity:**

1. Reading words and spelling.
2. Use vocabulary in sentences.

**A**. **Use a single word for the group of words:**

1. A place where roads meet and do not cross each other.
2. A person who walks on foot.
3. A multiple road junction in form of a circle.
4. A gesture, sound, or light that carries a message without words.
5. The first help given to someone who has been hurt.

**Lesson 2: B** **Construct sentences using the following words:**

1. zebra crossing.
2. traffic Police.
3. side path.
4. hand signal.
5. pavement.
6. Motorists.
7. Helmet
8. black spot
9. seat belt
10. signpost

**Reference:**

MK Primary English Pupils’ book 6 pg 1 - 2.

Fountain Primary English Pupil’s book 6 pg. 1.

**WEEK : 1**

**LESSON: 3**

**ASPECT : Picture Composition (Care on the Road).**

**CONTENT :**

**Study the picture about care;**

**CARE ON THE ROAD**

Use the given words to describe what is happening in pictures 1 - 6.

Picture 1 (Crossing)

Picture 2 (Speeding car)

Picture 3 (Ambulance)

Picture 4 (traffic Policeman)

Picture 5 (Stopping)

Picture 6 (stopping)

7. Where were the children going?

8. What happened in the picture?

9. Why do you think the ambulance is in the picture?

10. What is the use of the Zebra crossing?

**Reference: Mk Primary English Book 6 Pg 15-16.**

**WEEK : 1**

**LESSON : 4**

**ASPECT : Story Reading (Comprehension).**

**CONTENT :**

A visit by the traffic officer.

**Activity**

* Read the passages and comprehend.
* Answer the questions in full sentences about the passage.

**Reference:**

Mk Primary English Pupils book 6 pp. 13-14

**WEEK : 1**

**LESSON : 5**

**ASPECT : Dialogue (Crossing the Road)**

**CONTENT :**

**Activity:**

Recite the dialogue and answer the questions that follow:

**Reference:**

MK Primary English book 6 Pp. 11 - 12.

1. How many people are taking part in the dialogue?
2. Who wanted to be taught how to cross the road?
3. Where can one cross the road safely from?
4. What must Agaba do before crossing the road?
5. Who taught Zura about road safety?
6. Give another word or group of words to mean ‘pedestrian’.
7. Why do you think Agaba needs more information about road safety?
8. Write the title of the dialogue.

**WEEK : 1**

**LESSON : 5**

**ASPECT : Poem**

**CONTENT :**

**Safety on the road**

Read the poem and answer the questions that follow

**Reference:**

MK Primary English book 6 Pg 12 - 13

**Activity:**

1. How many stanzas does the poem have?
2. Who walk along the pavement?
3. What is the danger of alcohol and speed?
4. On which side of the road must pedestrians walk in Uganda?
5. what special name is given to green, orange and red lights
6. Who puts emphasis on road safety, according to the poem?
7. Which stanza talks about the lights on the road?
8. Write the title of the poem.

**WEEK : 2**

**LESSON : 1**

**ASPECT : Debating**

**CONTENT : Vocabulary (new words)**

argue motion

audience point of order

debate speaker

proposer timekeeper

opposer argument

**Activity**; Look up the meaning of the word.

1. chair person

2. audience

3. conclusion

4. point of information

5. inquiry.

6. secretary

7. motion

8. previous speaker

9. point of order

10. current speaker

**Lesson 2.**

Use them in sentences:

**Example:**

1. The opposers argued a lot in the debate.
2. The audience listened attentively to the main speaker.

**Activity:**

A proposer

debate

motion

opinion

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

1. We love speakers who make strong \_\_\_\_\_\_\_\_\_\_\_\_\_ in a debate. (argue)

2. The chairperson allowed only one point of \_\_\_\_\_\_\_\_\_\_\_ . (inquire)

3. The main speakers didn’t get time to conclude their \_\_\_\_\_\_\_\_\_\_\_\_. (discuss)

4. The debate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ later than the scheduled time. (begin)

5. The pupils learnt a lot form the point of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (inform)

6. The audience listened \_\_\_\_\_\_\_\_\_\_ during the debate. (attentive)

7. We \_\_\_\_\_\_\_\_\_\_\_ a debate in our class last week. (to have)

8. Munene always uses \_\_\_\_\_\_\_\_\_\_\_ words in a debate. (abuse)

9. The last speaker made a very good \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (conclude)

10. The main speakers argued among \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (self)

**WEEK : 2**

**LESSON : 3**

**ASPECT : Debating (struggle)**

**CONTENT : Using ‘in my opinion, …….. should/ should not ………’**

**Examples**

1. In my opinion, drinking water should be boiled.
2. In my opinion, drinking water should not be kept in dirty utensils.

**Reference:**

MK Primary English book 6 Pg 54.

**Activity;**

1. Construct sentences in the structure above using the given topics.
   1. Drinking water
   2. Children
   3. Careless driver
   4. Universal Primary education.
   5. Modern Farming methods.
   6. Sanitation
   7. Flowers.
   8. Animals
   9. Home.
   10. Market places

**WEEK : 2**

**LESSON : 4**

**ASPECT : Comprehension (Debating).**

**CONTENT :**

**Notice**

* + Reading the notice and answering the questions about it.
  + The questions are answered using the tense in which the question is asked.

**Examples**:

1. What is the notice about?

*The notice is about a debate.*

1. What was the notice about?

*The notice was about a debate.*

**Reference:**

MK Primary English book 6 Pg 57 - 58.

**Activity:**

Use the given verbs correctly in the past perfect tense.

1. Which motion was discussed?
2. Who chaired the debate?
3. Which school discussed in support of the motion?
4. When did the debate take place?
5. How long did the debate take?
6. Where was the debate held?
7. Give another word to mean venue.
8. Suggest a suitable title to the notice.

**WEEK : 2**

**LESSON : 5**

**ASPECT : Comprehension (Dialogue)**

**CONTENT :**

The Debate:

Recite the dialogue and answer the questions in full sentences.

**Reference:**

MK Primary English book 6 Pg 57 - 58.

**Examples:**

1. How many people took part in the dialogue?

*Two people took part in the dialogue.*

1. Who took part in the dialogue?

*Ivan and Mohamed took part in the dialogue.*

**Activity:**

1. Why was Mohamed in a hurry?
2. Where was Mohamed going?
3. Which activity took place at Kitenga Club?
4. Which motion was to be debated?
5. Why can’t Ivan oppose the motion?
6. Give the opposite of ‘opposer’
7. Did Ivan go with Mohamad for the debate?
8. Suggest a suitable title for the debate.

**WEEK : 3**

**LESSON : 1**

**ASPECT : Composition Writing**

**CONTENT :**

Re-arrange the sentences to make a good composition.

* + Read the sentences two or three times.
  + Identify the idea of the story.
  + Arrange the coordinating sentences in a sequence.
  + Read the sequence to see the co-ordination is okay.
  + If it is okay, write out the story in a sequence.

**Activity:**

1. At the beginning of the debate, the opposers and proposers took their seats.
2. After the motion had been read, the opposer and proposers presented their points.
3. Kukiriza recorded their points too.
4. Last Friday was debate at Mutundwe Primary school.
5. Kukiriza declared that the proposers had won the debate.
6. After this, the chairperson stood up and read the motion.
7. Kukiriza, the secretary, recorded everything that the opposers said.
8. The motion for the debate was ‘M*an and Woman should have equal rights*’
9. After the main speaker had spoken, the audience also raised a few points.
10. At the end of the debate, the secretary read out the points that the proposers and opposers had presented.

**Reference;** Mk English Book six Pg. 62

**VICTORIOUS EDUCATION SCHOOLS PRIMARY SIX**

**TERM I ENGLISH GRAMMAR LESSON NOTES 2015**

**WEEK : 1**

**LESSON : 1**

**ASPECT : NOUNS**

**CONTENT :**

Nouns are naming words.

Nouns can be used to identify; people, places, animals, objects ideas etcetera.

**Examples of nouns:**

* + People e.g. Wakoli, Peter, Nakato, Naono, Opolot, etc.
  + Places e.g. Kampala, Victorious, Rubaga, Mengo etc.
  + Animals e.g. Lion, Cat, Cow, Snake etc.
  + Other things like objects e.g boxes, desks, chalk, classroom etc.
  + Ideas e.g. advice, suggestions etc.

**Kinds of nouns:**

* Collective nouns.
* Abstract nouns.
* Compound nouns.

**References**

Detailed English Grammar book for P.5 - 7 pg. 79.

P.L.E. guide book in English for Upper Primary Classes.

Junior English Revised pg 10 - 11.

MK English Handbook pg. 1.

**Activity:**

Write the name of six things you can see in the following places:

1. Your classroom.
2. A zoo.
3. Things found at our home.
4. Names of three boys and three girls in your class.

**WEEK : 1**

**LESSON: 2**

**ASPECT : Collective Nouns**

**CONTENT :**

Collective nouns are words that stand for a group or a collection of people, animals, birds, insects or any such a thing.

**Examples:**

* A team of players.
* A host of Angels.
* A company of actors.
* A brood of chicks.
* A clutch of eggs.
* A shoal of fish.
* A suit of furniture.
* A group of islands.
* A collection of stamps
* A nest of rabbits.
* A troop or pride of lions.
* A collection of pictures.

**Reference;**

Junior English Revised pg 17.

Junior English 3 pg 19.

Mk handbook for English P.5 - 7 pg 15.

Detailed English Grammar Book for P.5 - 7 pg 81 - 82.

**Activity:**

Write the collective nouns which are missing from the sentences below:

1. A ……………………….. of thieves held up the mail van and robbed it.
2. A ……………………….. of fish was approaching the trawler.
3. Each room in the hotel had a new ……………………….. of furniture.
4. The heavy wagon was drawn by a ……………...……….. of oxen.
5. The book out sighted a ……………… of whales in the distance.

**WEEK : 1**

**LESSON : 3**

**ASPECT : Structure**

**CONTENT :**

**Using “………because ……………….”**

Examples:

* + 1. The car knocked Hamza dawn. Hamza’s bicycle had weak brakes.

*The car knocked Hamza down because Hamza’s bicycle had weak brakes.*

* + 1. The cyclist was riding very fast. The traffic Policewoman stopped him.

*The traffic policewoman stopped the cyclist because he was ridding very fast*

**Reference:**

Mk Primary English Book 6 pg 7 - 8

**Activity:**

Join the sentences in table A with those which correspond best in table B using ‘*because*’

**A B**

1. The driver causes an accident a) she drover over a sharp nail

2. The City Council has installed traffic lights b) there are no vehicles coming.

3. Okot taught us how to read signposts c) he is the prefect in charge of health at the school.

4. You can cross the road now. d) it is dangerous.

5. Ali was given a First Aid kit. e) he was drinking while drunk.

6. All the vehicles. f) there was a roadblock.

7. Aida’s car tyres burst. g) he wanted us to be safe on the road.

8. Noah never plays on the road. h) to control traffic jams.

**WEEK : 1**

**LESSON : 4**

**ASPECT : Using ‘………….. must ………………..’**

**CONTENT :**

**Examples:**

* 1. the traffic Policeman must help the pupils to cross the road.
  2. Pedestrians must walk on the pavement.

**Reference:**

MK Primary English book 6 pg 8 - 9

**Activity;**

**Find the answers to the following:**

**A B**

1. What must drivers do before driving? a) Wait for pedestrians to cross

2. On which side of the road must drivers in

Uganda drive? b) Carefully

3. What must the traffic Police do? c) All road users.

4. How must motorists drive? e) Where it is safe

5. Where must the pedestrians cross the road? f) Indicate where one is turning.

6. Who must be careful on the road? g) Control traffic on our roads

7. What must a motorist do at the junction? h) Give first aid

8. What must drivers never do at the bend i) on the left hand side

9. What must drivers do at the zebra -crossing? j) Check the condition of the vehicles.

10. What must we do to the accident victims?

**WEEK : 1**

**LESSON :5**

**ASPECT : Structures**

**CONTENT : Use of ‘…as soon as…’**

**Examples:**

1. The Traffic Policewoman stopped the cyclist. He had just turned left.

*The traffic Policewoman stopped the cyclist as soon as he had turned left.*

1. The National Anthem was sung. The president arrived.

*The National Anthem was sung as soon as the President arrived.*

**Reference:**

MK Primary English ppls’ book 6 pg. 6 - 7.

**Activity:**

1. Okware went to the forest. Okware’s brother followed him.
2. The hunters made a lot of noise. The hunters saw a leopard.
3. Anguzu shot the animal. It fell on the ground.
4. The fox saw the dogs. It hid in the hole.
5. The dogs saw the monkey. They chased it.
6. The driver noticed that there was a traffic jam. The driver changed into another lane.
7. Kyagaba started the car. The traffic policeman blew the whistle.
8. The cyclist reached the junction. She stopped.

**WEEK : 2**

**LESSON : 1**

**ASPECT : Using ‘Where must……………?**

**CONTENT :**

Formation of questions that correspond with the given statements.

**Examples:**

1. Pedestrians must walk on the pavement.

*Where must the pedestrians walk?*

1. Pedestrians must cross the road where it is safe.

*Where must pedestrians cross the road?*

**Reference:**

MK Primary English book 6 Pg 9 - 10

**Activity:**

Write questions that correspond with the answers below.

1. Pedestrians must walk along the side path.
2. Motorists must fill the vehicle tank at the fuel station.
3. A driver must get the mechanical condition of the vehicle checked in a garage.
4. The signpost must be fixed at the junction.
5. The traffic police must be stationed along the road.
6. The motorist must reduce speed at the zebra crossing.
7. The drive must stop at the next shop.
8. Pedestrians must cross the road at the zebra crossing.
9. Road accidents must be reported to the traffic police.
10. Motorist must park in the space provided at the roadside.

**WEEK : 2**

**LESSON : 2**

**ASPECT : Using ‘………….*should not ………….’***

**CONTENT :**

Construct sentences using ‘…………should not……….’

**Examples:**

a) Children, play along the road.

*Children should play along the road.*

b) Motorists, drive carelessly.

*Drivers should not drive carelessly.*

**Reference**

MK Primary English book 6 P.g 10 - 11

**Activity:**

**Using the structure ‘*……should not ………’*write a sentence about what you should**

**or should not do among the following practices:**

1. Playing on the road..
2. Cleaning windscreens.
3. Driving on the pavement.
4. The driver over speeding.
5. People walking along the pavement..
6. Using indicators before turning left or right.
7. Drinking alcohol before driving.
8. Reading signposts.
9. Drivers overloading vehicles.
10. Checking the mechanical condition of the vehicle regularly.

**WEEK : 2**

**LESSON : 3**

**ASPECT : Compound nouns.**

**CONTENT : Plural forms of compound nouns:**

A compound noun is formed by two words. A hyphen separates the two words. Some compound nouns do not have hyphens

1. Compound nouns without a hyphen:

blackboard blackboards

armchair armchairs

homework homeworks

handful handfuls

**Reference:** Detailed English Grammar book p.5 - 7 pg.

**Activity:**

Write the plural forms of the compound nouns.

1. timekeeper 5. Sickbay
2. classroom 6. watermelon
3. spoonful 7. pineapple
4. pen pal 8. mushroom

**WEEK : 2**

**LESSON : 4**

**ASPECT : Plural form of compound nouns.**

**CONTENT : Common Compound nouns with a hyphen**

When making a plural of these compound nouns, it is the last word that takes the plural. We don’t affect the first word.

**Examples:**

***Singular Plural***

Step-son step-sons

post-office post-offices

co-driver co-drivers

**Reference:**

Detailed English Grammar book p.5 - 7 Pg.

**Activity;**

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

1. The game-winner shouted for joy.
2. A mouse-trap is very dangerous to children.
3. A by-law was passed by the Parliament.
4. The small boy sold the tooth-brush.
5. the girl-guide was very smart.
6. The check-point was guarded by the military police.
7. The city-centre was sealed off during the riot.
8. My step-mother is a very rude woman.
9. The egg-plant grew in the garden.
10. The on-looker was amazed.

**WEEK : 2**

**LESSON : 5**

**ASPECT : Plural forms of compound nouns**

**CONTENT : Forming plurals of compound nouns made up of three words joined by hyphens.** In this case, the first case is affected or added letter ‘*s*’.

**Examples:**

***Singular Plural***

Father-in-law Fathers-in-law.

Guest-of-honor Guests-of-honor.

Officer-in-charge Officers-in-charge

Master-on-duty masters-on-duty.

**Reference;**

Detailed English Grammar book p.5 - 7 pg 94.

**Activity**

* + 1. prefect-on-duty
    2. Head-of-Department
    3. Commander-in-Chief
    4. Master-of-Ceremonies
    5. Member-of-Staff
    6. Mother-in-law
    7. Mugful-of-porridge
    8. Cupful-of-milk
    9. Bundle-of-firewood

Packet-of-cigarette

**WEEK : 2**

**LESSON : 3**

**ASPECT : Abstract Nouns**

**CONTENT :**

1. These are nouns which denote ideas or state of feelings. These nouns cannot stand on their own. They can be got from adjectives, verbs and other nouns.

**Examples:**

1. Abstract nouns formed by adding ‘*ness*’
2. eager eagerness
3. clever cleverness
4. dull dullness
5. bad badness
6. handsome handsomeness
7. big bigness
8. short shortness
9. kind kindness
10. ugly ugliness
11. Happy happiness
12. Heavy heaviness
13. Shabby shabbiness
14. Clean cleanliness
15. **Activity:**
16. i) Write down abstract nouns formed from the following words
17. Clean
18. Dark
19. Honest
20. Poor
21. ii) Write down the opposite of the abstract nouns below:
22. Absence
23. Truth
24. Appearance
25. Happiness
26. Coldness
27. **Reference:**
28. Detailed English Grammar Book P.5 - 7 Pg. 51
29. MK Handbook for English Book 5 - 7 Pg. 13
30. **WEEK : 2**
31. **LESSON:4**
32. **ASPECT : Formation of Abstract Nouns**
33. **CONTENT :**
34. Abstract nouns formed by changing the last letter ‘*t*’ or “*te*” to “*ce*” or “*cy*”
35. **Examples:**
36. ***Adjective Abstract noun***
37. Distant distance
38. Innocent innocence
39. Abundant abundance
40. Lenient lenience
41. Patient patience
42. Silent silence
43. Absent absence
44. Ignorant ignorance
45. Accurate accuracy
46. Urgent urgency
47. Pregnant pregnancy
48. **Activity:**
49. Write down the abstract nouns formed from the following adjectives:
50. ***Adjective Abstract noun***
51. Present \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
52. Agent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
53. Efficient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
54. Intimate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
55. Constituent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
56. Expectant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
57. Urgent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
58. Accuracy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
59. Accountant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
60. Pregnant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
61. **Reference:**
62. Detailed English Grammar book p.5 - 7 pg 84 - 85
63. P.L.E Guide book in English for Upper Primary classes pg 58 - 59.

**WEEK : 3**

**LESSON : 1**

**ASPECT : Formation of Abstract nouns.**

**WEEK : 3**

**LESSON : 2**

**ASPECT : Formation of Abstract Nouns**

**CONTENT :**

**Examples:**

**Verb Abstract Noun.**

decide decision

provide provision

admit admission

divide division

impress impression

permit permission

explode explosion

expel expulsion

ascend ascension

diffuse diffusion

**Reference;**

MK English handbook p5 - 7 Pg 13

Detailed English Grammar book p.5 - 7 pg 84

**Activity:**

Write down the abstract nouns formed from the following verbs.

***Verb Abstract noun***

provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

convert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

possess \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

confess \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

divide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

conclude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK : 3**

**LESSON : 2**

**ASPECT : Formation of Abstract Nouns from verbs.**

**CONTENT :**

**Examples:**

**Verb Abstract Noun.**

decide decision

provide provision

admit admission

divide division

impress impression

permit permission

explode explosion

expel expulsion

ascend ascension

diffuse diffusion

**Reference:**

MK English handbook p5 - 7 Pg 13.

Detailed English Grammar book P.5 - 7 Pg 84.

**Activity:**

Write down the abstract nouns formed from the following verbs.

***Verb Abstract noun***

provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

convert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

possess \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

confess \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

divide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

conclude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONTENT :**

Abstract nouns are formed by adding ‘*tion,* to the verb.

**Examples:**

**Verb Abstract Noun**

explain explanation

repeat repetition

classify classification

congratulate congratulation

accommodate accommodation

compete competition

**Reference;**

Gold medal English Upper Series

Detailed English Grammar book p.5 - 7 pg 84

Junior English Revised

**Activity;**

Write down abstract nouns formed from the following verbs.

**Verb Abstract Noun**

connect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

locate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

destroy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

construct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

educate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

qualify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

factorise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

imitate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

elect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

propose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

revolve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

co-operate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

compose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dictate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

associate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK : 6**

**LESSON : 2**

**ASPECT : Formation of Abstract nouns**

**CONTENT :**

Abstract nouns ending with ‘*ment’*

***Verb Abstract noun***

Develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Govern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Punish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Excite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advertise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Entertain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Achieve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disappoint \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reference:**

Detailed English Grammar book P.5 - 7 pg 87.

MK English handbook p5 - 7 pg 13

**Activity:**

Write down the abstract nouns formed from the following verbs:

***Verb Abstract noun***

Move \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assign \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Refresh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enlighten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Encourage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Embarrass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Replace \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amuse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK : 6**

**LESSON : 3**

**ASPECT : Formation of Abstract nouns**

**CONTENT :**

Abstract nouns formed from verbs without following any of the previous rules.

***Verb Abstract nouns***

Depart Departure

Arrive Arrival

Avail Available

Choose Choice

Fail Failure

Succeed Success

Sit Seat

**Reference;**

Detailed English Grammar book p.5 - 7 pg 88.

Junior English Revised pg 32.

Read and write standard 8 pg 8 - 9.

**Activity:**

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

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the theatre was crowded with people (enter).
2. The room echoed with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the children.(laugh)
3. We need a fixed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for this ;load of work.(allow)
4. The teacher need a sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (defend)
5. The teachers give good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at school (serve)
6. The President gave a very good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the ceremony. (speak)
7. He got a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the bank. (lend)
8. Children are given pieces of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the teachers.(advise)
9. I need a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of fish meat and beans.(mixture)
10. He sold his property at a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .(lose)

**WEEK : 6**

**LESSON : 5**

**ASPECT : Tenses and the passive voice.**

**CONTENT : Definition.**

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

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

The main verb changes to perfect tense.

For example: (Active) Jane plays netball.

(Passive) Netball is played by Jane.

1. **Passive of the present tense.**

The present simple tense

This tense is used to show:

a)facts:eg the sun rises from the East and sets in the West.

b)habits: David wakes up at eight O’clock everyday.

c) abilities:eg birds can sing sweetly.

Oral work

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

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

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

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

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

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

Activity

Put the verb the brackets into the present tense.

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

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

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

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

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

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

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

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

9.It always\_\_\_\_\_\_\_\_\_\_at night.(sqeal)

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

Week 7

Lesson 1

The present simple and the passive

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

Examples

(active) Amos plays basketball everyday.

(passive)Basketball is played by Amos everyday.

Oral work

Change the sentences into the passive voice

(a) Jane plays netball every weekend.

(b)They drink milk

(c) Cars carry people.

(d)A snake lays eggs.

(e)Lions eat meat.

Activity

Change the sentences into the passive voice

1. Pupils learn English lessons every day.

2. John bit a cat at home.

3. They kneel on a mat for Prayers.

4. Some one steals my pens daily.

5. Those hens lay eggs in the baskets.

6. Opio plays volleyball.

7. They eat meat every Sunday.

8. That dog barks at strangers.

9. He waters the flowers.

10. The waiter serves good meals.

Lesson 2.

The present continuous tense.

This tense shows that an action is taking place now.

Examples.

1. We are learning English now.

2. The boys are cleaning the compound.

3. The girls are singing.

Oral work.

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

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

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

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

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

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

Written activity;

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

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

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

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

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

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

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

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

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

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

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

Lesson 3.

Passive of the present continuous.

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

Examples;

a) (Active) Bosco is playing football.

(Passive) Football is being played by Bosco.

b) He is riding a bicycle.

A bicycle is being ridden.

Oral work;

Change to passive voice.

1. Kennedy is listening to music now.

2. They are cleaning the compound.

3. Someone is chasing a dog.

4. A lion is eating a goat.

5. The boy is climbing a tall tree.

Written activity;

Change from active to passive voice.

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

Lesson 4

The present perfect tense.

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

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

Examples;

1. The baby has cried already.

2. We have sung a nice song.

Oral work;

Use the verb in the brackets correctly.

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

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

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

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

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

Written activity

Rewrite the sentences in the present perfect tense

1. I break the glass.

2. The prisoner escaped from the prison.

3. Your dog bit my son.

4. John tears his books.

5. It costs a lot of money.

6. Brenda said her prayers.

7. The maid hid the key.

8. The river freezes in winter.

9. We ring the bell.

10. They have a lot of property.

**Lesson 5.**

Passive of the present perfect tense

The helping verbs used here are;

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

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

(Passive) Two letters have been written by John.

**Oral work;**

Change to passive.

1. Jane has woven a basket.

2. Someone has picked my bag.

3. Silver has ridden a bicycle.

4. Kato has milked a cow.

5. P.6 pupils have drawn beautiful pictures.

**Written activity;**

Change from active to passive voice;

Ref; DEG P.5- 7 pp. 59 – 60

**Week 8.**

Lesson 1.

The present perfect continuous tense.

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

**Examples;**

1. Kapere has been ringing the bell.

2. They have been dancing.

**Oral work;**

Change the sentences to present perfect continuous.

1. He does his home work.

2. John rode a new bicycle.

3. They are playing volleyball.

4. Who dirtied my uniform?

5. We are clapping our hands.

The passive of the present perfect continuous.

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

Examples;

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

Passive; A pen has been being dropped down.

2. David has been reading a novel.

A novel has been being read by David.

Written activity;

Change from active to passive.

Ref; DEG P.5 – 7 pp. 60

Past simple tense.

Lesson 2.

This tense shows that an action happened in the past.

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

Example;

1. The farmers grew maize last season.

2. He looked up me angrily.

3. It rained heavily yesterday.

Activity;

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

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

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

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

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

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

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

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

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

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

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

Lesson 3.

Passive of the past simple tense.

A helping verbs used here are;

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

Examples;

(Active) A dog killed a cat.

(Passive) A cat was killed by a dog.

Oral work;

Change to passive.

1. The boy ate an orange.

2. He stole our books.

3. They greeted us.

4. Samanya closed the windows.

5. My father paid the house rent.

Written activity;

Change from active to passive voice;

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

Lesson 4.

Past continuous.

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

Examples;

1. The dog was chasing a kidnapper.

2. The boys were eating porridge.

3. Fred was playing football.

Oral work;

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

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

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

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

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

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

Written activity;

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

Ref; DEG P.5- 7 pp. 22.

Lesson 5.

Passive of the past continuous tense.

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

Examples;

1. Someone was opening the door. (active)

The dog was being opened. (passive)

2. Jesca was eating mangoes. (active)

Mangoes were being eaten by Jesca. (passive)

Oral;

Change to passive voice.

1. Pupils were learning English.

2. The dog was chasing a goat.

3. Daniel was beating a cat at home.

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

5. They were playing football.

Written work;

Change the sentences from active to passive.

1. Juliet was dropping a pot down.

2. The baby was taking milk yesterday.

3. They were singing a song last Sunday.

4. The musician was winding his video tape.

5. We were drawing the pictures of frogs.

6. The gate keeper was keeping the keys.

7. Baraza was tying the goats on trees yesterday.

9. She was beginning the journey to the western.

10. The bees were stinging the robbers.

Present simple tense

Present continuous tense

Present perfect tense

Present perfect continuous tense

1. **Past tense:**
   * Past simple tense,
   * Past continuous tense,
   * Past perfect tense.
   * Past perfect continuous tense.
2. **Future tense:**
   * + Future simple tense.
     + Future continuous tense.
     + Future perfect tense.
     + Future perfect continuous tense.

**Reference:**

Detailed English Grammar book for P.5 - 7 pg. 16

P.L.E. guide book in English for Upper Primary Classes pg 91.