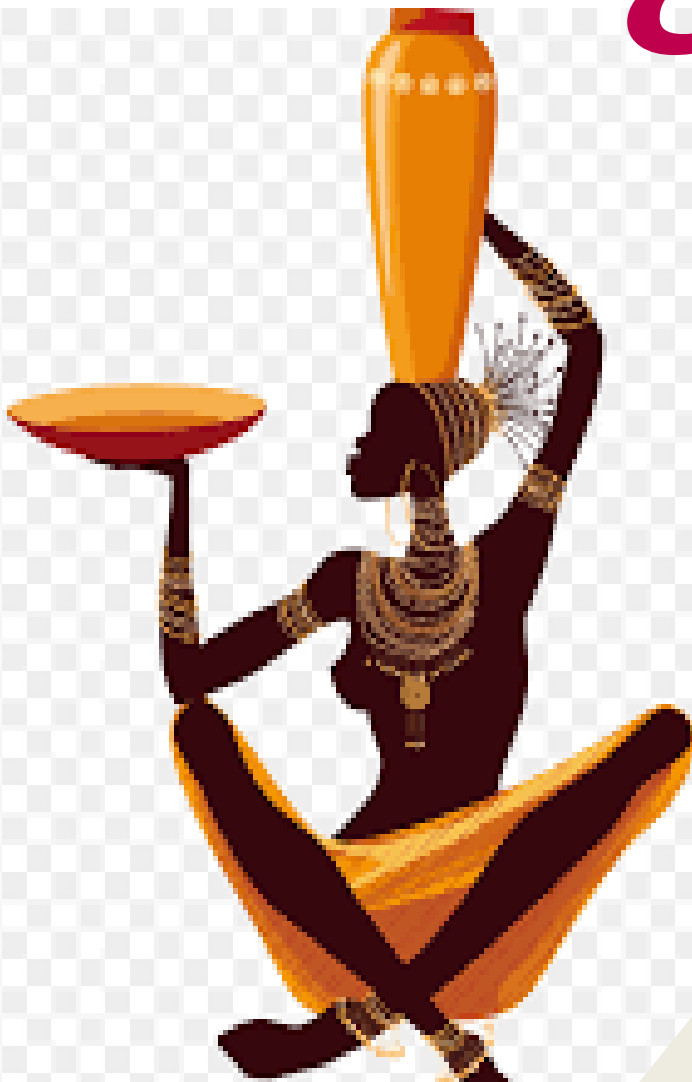


NEW
FOR 2024

Based on the
National Curriculum

Primary Six

English



First Edition

kiiza mayimuna

TEKART LEARNING



TekArt Learning

PRIMARY SIX ENGLISH LESSON NOTES TERM 1-3

Vocabulary

zebra crossing

Pedestrians

traffic

cyclist

motorist

seatbelt



signal

signpost

heavy

left

traffic jam

cross



light

police

rail crossing

black spot



Exercise 1 :

Match these words with their meanings

zebra crossing:

a place on road where vehicles cross the railway line.

cyclist:

someone who is walking especially in a city or town.

motorist:

a strong belt in a car or place where you fasten yourself to hold in one position.

traffic jam:

a place or road where a lot of accidents occur.

rail crossing:

a line of vehicles waiting behind something.

black spot:

someone who drives a vehicle.

seat belt:

someone who rides a bicycle.

pedestrian:

a set of black and white lines across the road to show where vehicles must stop for pedestrians to cross.

helmet:

a very hard hat that you wear to protect your head in case of an accident.

Exercise 2: Choose a correct word from the brackets

1. Please, you need to take the _____ direction. (right, light)
2. Have you _____ that sign post? (read, red)
3. The _____ to Mombasa is very dusty. (road, rod)
4. Please, get _____ of that vehicle. (lid, rid)

5. _____ soil is the best for farming. (loam, roam)
6. He uses a _____ to collect all the rubbish. (lake, rake)
7. Chameleon won the _____. (lace, race)
8. You have to _____ to drive carefully. (run, learn)
9. Please, _____ your car before leaving. (rock, lock)
10. The pupils will _____ for the police officer. (crap, clap)

Exercise 3: Fill in a correct word to complete each sentence.

1. A poisonous snake that spreads its skin at the back of its head

2. A person who repairs shoes

3. A grey or white mass of very small drops of water floating in the sky

4. A large number of people gathered in a public place

5. To lose blood from a wound

6. To keep animals or plants to produce young ones

7. The past tense of rise is

8. The opposite of gain

Exercise 4: Use the correct form of the word in brackets

1. The traffic officer failed to give clear a _____ to the motorists. (sign)
2. Buses are _____ than taxis. (fast)
3. There is always traffic jam near the _____ market. (centre)
4. Reckless _____ is one of the major causes of accidents in Uganda. (drive)
5. We _____ waited at the zebra crossing. (patient)
6. The traffic police arrested that driver because he had _____ loaded his lorry. (heavy)
7. Do you know the number of _____ in Kampala alone? (cycle)
8. The government has _____ all the roads in the Western Uganda. (wide)

Exercise 5: Give the opposite of the words below.

- | | |
|----------------------|------------------------|
| 1. wide
_____ | 9. busy
_____ |
| 2. heavy
_____ | 10. noisy
_____ |
| 3. slow
_____ | 11. depart
_____ |
| 4. patient
_____ | 12. departure
_____ |
| 5. careful
_____ | 13. fast
_____ |
| 6. deep
_____ | 14. stable
_____ |
| 7. sorrow
_____ | |
| 8. straight
_____ | |

Exercise 6: Give the plural of the words below.

1. pedestrian

8. motorist

2. crossroads

9. luggage

3. road sign

10. bus

4. black spot

11. taxi

5. passenger

12. lane

6. driver

13. police officer

7. cyclist

14. railway line

Grammar: Adjectives.

Read the sentences below and take note of the underlined words.

1. Three people died at the black spot.

2. Anzu was arrested because of reckless driving.

The words 'black' and 'reckless' are adjectives. They are describing the nouns 'spot' and 'driving'.

Exercise 7: Use the adjectives below to complete the sentences.

important, reckless, traffic, wider, speed, red, fog, high,

1. _____ governors are used for controlling speed in vehicles.

2. _____ driving has caused a lot of accidents in Uganda.

3. The government should construct _____ roads to reduce accidents.

4. _____ beam lights are very dangerous if not used properly.
5. It is very _____ to consider other road users while driving.
6. _____ lights are used when the weather of the day is not clear.
7. He is the _____ officer in charge of the Central region.
8. A _____ reflector triangle is used on the road to show emergencies.

Exercise 8: Use the correct form of the adjective in brackets.

1. Ben Kiwanuka Street is nowadays _____ than Jinja Road. (wide)
2. My car is _____ than theirs. (fast)
3. Coaches travel _____ distances than taxis. (long)
4. The doctor's vehicle is _____ than ours. (comfortable)
5. The Northern by pass is one of the _____ roads in Kampala. (wide)
6. How far is it from the _____ market to the city hall? (centre)
7. He caused that accident because he is a _____ driver. (care)
8. Omondi drove his car very _____. (fast)
9. That is the _____ car of the cars I have ever driven. (good)
10. The _____ car in Uganda is a Mark II Toyota. (fast)

Exercise 9: Match the adjectives with the nouns.

wide	lights
errant	officer

head	plate
black	drivers
sign	roads
traffic	post



ADVERBS

Adverbs are used to tell how actions are done.

Example: He drove the car carelessly.

The passenger waited patiently.

Exercise 10: Underline what you think are adverbs in the passage below.

A well trained driver should not drive recklessly. He should always drive carefully and responsibly. He should wait patiently whenever there is heavy traffic jam. When he drives slowly, he is able to control the vehicle in case of an accident. He should regularly maintain his vehicle for proper functioning.

Exercise 11: Use the correct form of the word in brackets.

1. The road to Mpigi was constructed very _____. (good)
2. It is important to drive our cars _____.
(careful)
3. Taxis should not be _____ loaded. (heavy)
4. The traffic officer controlled the traffic jam very
_____. (wise)
5. All the passenger reached their destinations
_____. (safe)
6. The guest _____ arrived at the bus park. (final)
7. Reckless driving is _____ known as the major
cause of accidents in Uganda. (wide)

8. Good drivers _____ repair their vehicles.

(regular)

9. They have _____ waited for the last bus. (patient)

10. She got out of the bus _____. (quick)

Formation of adverbs

Adverbs are formed from adjectives by adding 'ly'.

Examples

Careless + ly = carelessly

Patient+ly = patiently

Adjectives ending with 'y' preceded by a consonant, change 'y' into 'i' before adding 'ly'

Examples: happy - happily greedy - greedily

Those ending with 'e' simply drop 'e' before adding 'ly'

Examples double – doubly single - singly

Exercise 12: Form adverbs from these words

1. loud _____

10. glad _____

2. short _____

3. careless _____

11. skillful _____

4. surprise _____

12. hurry _____

5. shock _____

13. intend _____

6. patient _____

14. bad _____

7. heavy _____

15. neat _____

8. ready _____

9. courage _____

16. certain _____

17. slow

20. true

18. effective

19. quick

Comparison of adverbs

Adverbs of one or two syllables are compared in the same way as adjectives.

Example:

High	higher	highest
------	--------	---------

Soon	sooner	soonest
------	--------	---------

Adverbs ending in 'ly' are compared using more and most

Positive	comparative	superlative
Swiftly	more swiftly	most swiftly
effectively	more effectively	most effectively
safely	more safely	most safely

Some adverbs form their comparative and superlative in an irregular way.

Positive	comparative
superlative	

Little	less	least
badly	worse	worst
well	better	best

Exercise 13: Use the adverbs in brackets correctly.

1. Joseph drove his car _____ than Timothy.
(skillful)

2. Our new car works _____ than the old one.
(well)
3. It has rained this month _____ than the last
three months. (heavily)
4. We all ate our food _____ when the bus arrived.
(hurry)
5. They drove their cars _____ in the whole town.
(carelessly)
6. The passengers waited _____ than the driver.
(patiently)
7. She has driven that car _____ than her
brother. (frequently)
8. The conductor listened _____ to the
passengers than his driver. (attentively)
9. Mango sellers shouted _____ than the orange
sellers along that road. (loudly)
10. The conductor acted _____ than the
driver. (courageously)

Exercise 1: Structure: As soon as
...../Immediately.....

Join the following sentences using.....as soon as.....

1. The traffic lights turned red. All the cars stopped.

2. The traffic officer gave us a signal. We stopped immediately.

3. The motorist turned the direction. He sensed danger.

4. The bus got full. The driver started the engine.

5. We reached the black spot. The driver reduced the speed.

6. Immediately the bus arrived, the passengers thanked the driver.

7. Immediately we got a good bus, we paid the fare.

8. The road was closed. Traffic jam started.

Exercise 15: Rewrite these sentences beginning: No sooner.....

1. As soon as we crossed the road, we heard a loud bang.

2. As soon as the driver knocked the pedestrian, the traffic police arrested him.

3. Immediately the children started playing in the middle of the road, they were all knocked down.

4. As soon as he took his car for repair, he paid all the money for spare parts.

5. It became very dark. The driver switched on the lights.

Exercise 16: Rewrite using

.....must.....

1. Drivers should always be sober while driving.

2. He has to cross the road carefully.

3. Every motorist should repair his vehicle.

4. Pedestrians have to walk on the pavements.

5. All drivers should use the seat belts.

Exercise 17: Rewrite usingmust not.....

1. All road users should not play on the road.

2. Traffic officers should not ask for bribes.

3. Don't drive without a driving permit.

4. Don't drive that car without servicing it.

5. Children should not play on the road.

Exercise 18: Rewrite these sentences usingmust
not.....unless...

1. Do not cross the road. It is not clear.

2. If you don't buy new tyres, don't drive that car.

3. Don't drive at night if your car doesn't have bright head lights.

4. Children should not walk along that road if they are not with
their parents.

5. We should not drive cars if we are not trained.

Exercise 19: Comprehension

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

Mulisa and Nabulime were in Primary Six last year. At the end of
term one 2018, they were supposed to go for holidays to their
grandfather's home in Buwaate in Wakiso District. This was going
to be their first time to travel a distant journey from home.



A day before, their father told them to be careful while travelling. He told them a lot of things to make sure they are safe on the road.

Among the issues he highlighted were using the seatbelts to fasten themselves on the seats in the taxi, never to put their heads through the windows while the taxi is moving, playing on the road as cars could easily knock them and crossing the road while conversing.

The following day, they set off to the taxi park in Nkokojeru Town in Mukono District. Their first stop over was the Old Taxi Park in Kampala. They carefully got out of the taxi and looked for another taxi that would drop them to Buwaate. In a short time, they had got another one. The fare was three thousand shillings for each. They reached Buwaate at midday. They found their grandfather seated in a very comfortable chair called Mwami akooye. He welcomed them and indeed he was very happy to see his grandchildren after four years.

Questions

1. When were Nabulime and Mulisa in Primary Six?

2. Where were Nabulime and Mulisa supposed to go for holidays?

3. In which district is Buwaate?

4. Where were Nabulime and Mulisa coming from to go to Buwaate?

5. How much money did they pay altogether from the Old Taxi Park to Buwaate?

6. Where is Nkokojeru town found?

7. Who welcomed them on their arrival at Buwaate?

8. What is the name of the chair in which their grandfather was sitting?

9. How long had their grandfather taken without seeing them?

10. Suggest a suitable title to the story.

Test yourself

Use the correct form of the word in brackets.

1. The traffic officer did not give any _____ to the motorists.
(sign)
2. All the buses were _____ loaded. (heavy)
3. Pedestrians _____ crossing the road now. (to be)
4. Does he repair his vehicle _____? (regular)
5. We should always practise _____ on the road. (safe)
6. When we got an accident, we were given enough _____.
(assist)

Arrange the letters in brackets to form a correct word

7. Those _____ (taes) _____ belts _____ are _____ very _____ strong.

8. It is very good to follow the _____ (langis) given by the traffic police officers.

9. The old man _____ (dessorc) the road at the zebra crossing. _____
10. The careless _____ (stcycli) was knocked down by a speeding car. _____

Re-write as instructed in brackets.

11. The vehicle stopped at the zebra crossing. All the pupils crossed. (Begin: No sooner)

12. The old man died. He was knocked down by a speeding car. (Join using.... because....)

13. All the pedestrians were very happy. There were less vehicles on the road. (Join as one sentence using so that)

14. Immediately the traffic police officer signaled, all the vehicles stopped. (Begin: As soon as)

15. "Where is the Zebra crossing?" the pupils asked the teacher. (Begin: The pupils wanted to know)

TRAFFIC DANGERS

Vocabulary

cross roads
round about
junction
accidents
side paths

first aid box
Highway Code
road humps
traffic lights

Exercise 1: Match these words with their meanings.

first aid : a piece of land completely surrounded by water

round about : a path for pedestrians

junction : an area that rises above the surface or ground

Highway Code : basic treatment given as soon as one is injured

Road humps : a place where one road joins another

Side paths : a circular area where two or more roads meet

Island : a set of traffic rules and signs followed when

driving

Exercise 2: Use the words below to complete the sentences.

First aid, roundabout, canoe, Highway Code, pedestrians

1. All the victims were given _____ before being taken to the hospital.
2. The tourists travelled to the island by a _____.
3. _____ are always advised to walk on the pavements.
4. All pupils in schools should learn the _____ to reduce the traffic dangers on the road.
5. Every _____ is joined by more than three roads.

Grammar: The use of when/because

‘when’ can be used to refer to time while ‘because’ gives a reason why something has been done.

Example

He stopped in the middle of the road when he saw a cow.

James went to town because he wanted to buy a vehicle.

Exercise 3: Insert ‘when’ or ‘because’ in the sentences below

1. The driver caused an accident _____ he was reckless.
2. Many accidents occurred on that road _____ there were many potholes.
3. _____ are you going to repair your car?
4. That road becomes slippery _____ it rains heavily.
5. Did you stop _____ the traffic lights turned red?

6. _____ did that accident occur?
7. _____ the passengers arrived, they thanked the driver.
8. I hate impatient drivers _____ they cause traffic jam.
9. _____ I am not a qualified driver, I will not drive that car.
10. The driver reduced the speed _____ there was a hump ahead.

Exercise 4: Rewrite as instructed in brackets.

1. I refused to take that taxi. It had very old tyres. (Join usingbecause...)

2. That accident has occurred. It was due to reckless driving. (Join using.....because.....)

3. We did not see the traffic officer as we were going to the village. (Begin: When.....)

4. I did not know the time that accident occurred. (Rewrite using.....when.....)

5. Our father knocked the goat due to carelessness. (Rewrite using....because.....)

6. He did not buy a new car due to poverty. (Rewrite using.....because.....)

7. I would like to know the time you will go to town. (Rewrite using...when.....)

8. We should always pray as we travel. (Rewrite using.....when....)

Structure:may /either.....

May is used to show uncertainty to do something

Example: We may use a taxi to go to school.

Sarah may go to school tomorrow.

Either is used to make a choice from two or more things given.

Sarah will either go to school or remain at home.

Either Sarah or James will drive that car.

Exercise 5: Rewrite these sentences using.....may.....

1. You will go to town by taxi.

2. The traffic officer will stop the driver.

3. The passenger will not pay the fare if the driver is reckless.

4. They will paint the zebra crossing in the morning.

5. The government will construct four new roads this year.

Exercise 6: Rewrite these sentences
using.....either.....or.....

1. The pupils may come here. The pupils may go there.

The pupils will either come here or go there.

2. James is a traffic officer. James is a driver.

3. The passengers may shout. The driver may shout.

4. Driving recklessly may cause accidents. Potholes may cause accidents.

5. He turned left. He turned right.

Structure:should always.....

This structure can be used to emphasize a routine of doing something.

Example:

We should always wake up early to avoid traffic jam.

We should always repair our cars.

Exercise 7: Rewrite these sentences using.....should
always.....

1. A good motorist must follow the lanes on the road.

2. We must follow the traffic rules.

3. All drivers must be sober.

4. Vehicles must be repaired.

5. We must observe all the road signs.

Structure:

First.....next.....then.....

The structure can be used to mention the necessary steps in doing something.

Example

First pray, next bathe, then go to school.

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

Exercise 8: Use the structure:

First.....next.....then.....

1. I woke up in the morning, prepared my luggage, and went to town.

2. Open the boot, remove the jack, and replace the tyre.

3. Go to the library, choose a book and begin reading.

4. Drive your car to the garage, ask the mechanics to find out the problem and ask him to repair it.

5. Prepare your luggage, get the fare for the journey, and go to the taxi park.

Exercise 9: Join the following sentences

using.....so.....that.....

1. The driver was very careless. He caused an accident.

2. The tyres were very old. He failed to complete the journey.

3. The passengers shouted loudly. They wanted the driver to reduce speed.

4. The pedestrians were very many. They couldn't fit in the path.

5. The motorist was very reckless. He did not see the road hump.

Exercise 10: Join these sentences using.....because.....

1. My aunt refused to take a taxi. It was in a very bad condition.

2. He did not know any traffic rule. He had not studied the Highway Code.

3. Mr. Ojule drove very fast. He wanted to reach in time.

4. He did not see the potholes. The lights were very dim.

5. They were hit by a speeding car. They crossed the road very carelessly.

Exercise 11: Comprehension

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

Lukwago : Good morning, Sebulime.

Sebulime : Good morning but we had an accident.

Lukwago : Sorry, how did it happen?

Sebulime : Our driver was very careless. He failed to keep in his lane yet there

was heavy traffic jam

Lukwago : Did he knock other cars?

Sebulime : Yes, he knocked several cars and caused injuries to other

people.

Lukwago : Was the traffic police around?

Sebulime : Yes, the traffic police arrested him and even toured his vehicle to the police station.

Lukwago : How did you manage to reach here?

Sebulime : I got another taxi but it was also in a very dangerous mechanical condition. It also delayed me.

Lukwago : Sorry ,it seems you went through a lot of traffic dangers.

Sebulime : Indeed, you are true but that is the way to go these days.

Questions

1. At what time of the day was the dialogue?

2. Who had an accident?

3. How did the accident happen?

4. How did Sebulime manage to reach his destination?

5. What happened to the driver who knocked other cars?

6. Do you think Sebulime reached in time where he was going?

7. Suggest a suitable title to the dialogue.

8. Give another word or a group of words to mean the following.

(i) Knocked

(ii) Injuries

9. How many people took part in the dialogue?

Exercise 12 : Picture Composition

The pictures 1-6 below tell a story. Write a sentence about each picture to describe what is happening. The following words may be used; accident, being taken, nurses, is on drip, discharged from, pulling



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. What is the use of the vehicle in picture three?

8. How many people do you see in the picture?

9. How was the casualty taken to hospital?

10. Did the casualty die?

Exercise 13

Arrange the sentences below to form a meaningful story.

1. The number of traffic dangers will be reduced.
2. What are traffic dangers?
3. Traffic dangers are the problems caused by traffic.
4. And the last one is driving while following all the traffic rules and regulations.
5. These include; pollution, accidents and congestion on the roads.
6. Thirdly, roads should be repaired regularly.
7. What can be done to reduce these traffic dangers?
8. Secondly, pedestrians should be taught how to use the road safely.
9. When the above four are done,
10. First, people should drive vehicles when it is necessary.

[illegible]

Test yourself

Give the plural of the words below.

1. Road hump_____
2. Cross roads _____
3. An island_____
4. Passenger _____



Use the correct form of the word in brackets

1. The driver caused the accident because he was very _____.(care)
2. A very _____ driver will never cause an accident.
(care)
3. How many _____ do you have in your city?
(traffic light)
4. There was a lot of traffic Jam near the _____market. (centre)
5. Traffic dangers have caused a lot of _____.
(die)

6. The police officer _____ to control traffic yesterday.
(fail)
7. Pedestrians are always _____ by careless
motorists. (knock)
8. There was a _____ between two small
cars on Masaka Highway. (collide)
9. _____ loaded vehicles will always get accidents.
(heavy)
10. My aunt drove her car very _____ and
knocked down an innocent girl. (careless)

Re-write as instructed in brackets

11. We were not able to cross the road immediately. The traffic
jam was heavy. (Join using because....)

12. It became dark, so he decided to turn on the headlights.
(Write two separate sentences)

DEBATING

Vocabulary

speakers
motion
oppose
proposer
point of order
point of
information

point of inquiry
audience
argue
argument
chairperson
secretary
timekeeper

roles
opinions
conclude
previous
current

Exercise 1: Match these words with their meanings.

Motion: people who support the motion

Secretary:	a person who disagrees with motion.
Opposer: speakers	a person who records points made by
Audience :	a person who controls a debate
Chairperson:	people in a debate
Proposers:	a topic to be discussed in a motion.

Exercise 2: Use the words in the box to complete the sentences.

argument, audience, opinion, point, proposers, secretary, motion

1. There was a loud applause in the _____ when the speaker tried to defend himself.
2. The teacher gave us chance to select our own _____ for the coming debate.
3. The previous speaker's _____ was not understood.
4. In my own _____ , Boarding schools are better than Day schools.
5. The _____ read out all the points after the debate.
6. The _____ for the coming debate will be 'Girls are better than Boys'.
7. There was a hot _____ between the opposers and the proposers.
8. The _____ supported the motion very well.

Exercise 3: Use the correct form of the word in brackets.

1. The _____ between Sarah and Irene was very meaningful. (argue)

2. How many boys have _____ the motion?
(oppose)
3. There were only four _____ on that side.
(propose)
4. They supported the motion because they were
_____. (propose)
5. Several _____ gave different views. (speak)
6. The secretary made a very long _____.
(speak)
7. The proposers lacked enough _____ about
the motion. (inform)
8. The chairperson _____ us to leave the debating room.
(order)

Exercise 4: Give the plural of the following words.

- | | |
|------------------------------|-------------------------|
| 1. point of order
_____ | 6. opposer _____ |
| 2. point of inquiry
_____ | 7. proposer
_____ |
| 3. secretary
_____ | 8. speaker
_____ |
| 4. point
_____ | 9. chairperson
_____ |
| 5. opinion _____ | 10. timekeeper _____ |

Exercise 5: Give a word to mean the underlined group of words.

1. The topic to be discussed in the coming debate is very interesting.

2. The person who records points made by different speakers in a debate must be very attentive all the time.

3. The person who chairs meetings at our school is chosen by pupils.

4. The list of items to be discussed in a meeting is very long.

5. My father was among the people who attended the church service.

6. Those who did not support the motion have won.

7. The people in the theatre went home while complaining.

8. People who break into people's houses to steal property are not good in our community.

Grammar: Direct and Indirect Speech

The actual words spoken by someone is called direct speech. Speech marks or inverted commas are used to enclose the actual words spoken. There are three patterns of direct speech.

Pattern 1 : ‘CL.....,’ he said.

‘The debate has adjourned,’ said the chairman.

Pattern 2: He said, ‘CL.....’

He said, 'The debate has adjourned.'

Pattern 3: 'CL.....,' he said, 'SL.....'

'I will be the proposer,' he said, 'and support the motion.'

KEY: CL- capital letters SL- small letters

Exercise 6: Punctuate the following sentences.



1. he said I am going to chair the debate

2. she asked can I give a point of order

3. Let us arrange the main hall they said

4. who are the main speakers asked the teacher

5. please said the secretary be quiet

6. after the debate said the teacher we shall go for a walk

7. do you have a debating club in your school asked sarah

Exercise 7: Rewrite as instructed in brackets.

1. I did not come to school he said because I was sick (punctuate the sentence correctly)

2. "Betty, what are you doing now?" mother asked. (Rewrite and begin: Mother asked.....)

3. He said, 'I have finished my work.' (Begin: He said that.....)

4. 'Come and share your points with me,' mother said. (Begin: Mother told me.....)

5. 'The earth goes round the sun,' the teacher taught us. (Begin: The taught us that.....)

6. She said, 'I saw the chairman yesterday.' (change to indirect speech)

7. 'I am too poor to buy a Prado,' the poor man said. (Begin: The poor man said that.....)

8. how old are you he inquired (punctuate correctly)

9. 'I do not expect him today,' the host said. (Rewrite usingdid not..)

10. He said I shall visit the chairman tomorrow (punctuate correctly)

Structure: Even though...../though..../ ..even if...../but.....

The above structures are used when talking about two contrasting ideas. Examples

Although he is a good proposer, he failed to debate.

Though he is a good debater, he failed to define the motion.

Even if he is a good debater, he failed to define the motion.

He is a good debater but he failed to define the motion.

Exercise 8: Join the sentences using....even though..../ even if.....

1. The chairperson ended the debate. The audience continued shouting.

2. We had a lot of points. The secretary did not write them.

3. The motion was put on the noticeboard. Some members did not know.

4. The school was invited to debate. They did not turn up.

5. The opposition side had good ideas. They could not express themselves.

6. All the Primary Six pupils prepared for the debate. The debate was postponed.

7. The timekeeper rang the bell. The speaker requested for more time.

8. The floor speaker was told to sit down. He did not listen to the advice.

Exercise 9: Rewrite using.....but.....

1. Although Samuel was a proposer, he did not support the motion.

2. Even if she debates well, she will not convince anybody.

3. Even though the hall was full. Very few members participated in the debate.

4. He was the chairman although he failed to give orders.

5. They failed to get points although the motion was very easy.

Structure: If I were.....

This is related to conditional II to show that some conditions are unlikely to be fulfilled.

Example: If I were a king, I would own all the land in this kingdom.

If I were a teacher, I would teach day and night.

Exercise 10: Complete these sentences sensibly.

1. If I were one of the
speakers,.....
2. I would be the chairman if I were.....
3. If I were the debate
patron,.....
4. I would stop the debate if I
were.....
5. I would not miss any point in the debate if I
were.....

Exercise 11: Comprehension

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

- Eseza : Do you have debates in your school?
Irene : Yes, of course.
Eseza : How often do you have them?
Irene : We have them weekly.
Eseza : Who organizes these debates?
Irene : Our club patron does it.
Eseza : Oh! You mean you have a debating club?

Irene : Yes, It has been there since I joined this school in Primary Two.

Eseza : You are lucky. Who are the members in your debating club?

Irene : The club comprises fifty members from Primary Three to Primary Seven.

Eseza : Do you normally have inter – class debate competitions?

Irene : Yes, it is done fortnightly.

Eseza : Irene, have you ever been a chairperson in one of those debates?

Irene : Yes, I have done it several times. I have also ever been a secretary and a timekeeper.

Eseza : Good of you! I think you are now good at public speaking.

Irene : Very much so. I even act in plays especially on Thursdays when we have assemblies.

Eseza : I wish my school also includes debate on our timetable.

Irene : I think you can take this idea to your teacher of English.

Questions

1. What is the dialogue about?

2. How often does Irene have a debate in their school?

3. Who organizes for these debates?

4. How long has the debate lasted in Irene's school?

5. How many members are in Irene's debating club?

6. Do you think they have inter- debate competitions?

7. Who is good at public speaking?

8. What do you think has made her good at public speaking?

Exercise 12: Composition

Complete the composition. Use the words at the bottom.

Debating is a very important _____. It is important because of many reasons. First it builds _____ among learners; secondly it trains leadership roles since learners are chosen to become chairmen of different debating sessions. It also _____ learners' reasoning abilities and helps them to improve on their self _____.

Before one goes for a debate, one has to make up one's mind whether to propose or oppose the _____.

After making up a decision, one selects one's points.

You have to _____ yourself well if you are one of the main _____. This is because main speakers are given more time to give their _____.

When the chairman officially opens up the debate, the main speakers begin and later the _____ speakers. However, members are free to _____ the speakers by giving points of information, inquiry, support, point of order or otherwise. Finally the Secretary declares the winning side by reading out the points.

Interrupt,	confidence,	activity,	prepare	floor
Speakers	stimulates	expression	motion	views

Exercise 13

Arrange the sentences to make a good story about debating.

1. The chairman selects the secretary, timekeeper and the main speakers.
2. Debating is one of the aspects in the primary school curriculum.
3. When the day for the debate comes, every member is excited to oppose or propose the motion.
4. It is supposed to be conducted once in a week.
5. The chairman in turn tells the fellow learners to choose either the proposition or opposition side and prepare the points.
6. Every school has a debate patron.
7. The patron decides the days on which each class conducts the debate.
8. When this is done, each class is free to select their chairman.
9. He also chooses the motion for the debate.
10. After choosing the motion, the entire school is made aware.

[illegible]

Exercise 14: You have ever participated in a school debate. Write a composition about the way the debate was conducted, the motion discussed, what you liked and disliked and what happened after declaring the winners.

[illegible]

Test yourself

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

1. To _____ someone in a debate is very healthy.
(opposing)
2. They had a hot _____ during the debate.
(argue)
3. I would like to _____ the current speaker that Kasese town is a very hot area. (information)
4. Most _____ failed to explain their points to the audience. (propose)
5. There were more than ten points of _____ during the debate (inquire)

Fill in a correct word or a group of words to complete each sentence.

6. The proposers argued _____. the opposers.
7. The audience was interested _____ the chairman's speech.
8. The audience clapped _____ Moses had finished debating.
9. "Where is Aisa found?" _____ the proposer.
10. He said _____ he would see me the following day.

Arrange the letters in brackets to form a correct word.

11. What _____ is _____ today's _____ (tionmo)?

12. We _____ have _____ formed _____ a _____ (ingdebat) _____ club.

13. You should always have correct (noitnforma) during debate?

14. The _____ (cedieaun) _____ did _____ not _____ clap _____ after _____ he _____ had talked. _____

15. The _____ best _____ (seroppo) _____ was _____ Omonyi.

FAMILY RELATIONSHIPS

Vocabulary

grandparent
step-mother
aunt
sister-in -law
brother-in-law
cousin
mother-in-law
father-in-law
incest
nephew

niece
half sister
half brother
step- sister
step- brother
twins
triplets
quadruplets
young
tribe

old
elder
eldest
populated
scarcely
densely
give birth to
defile
rape

Exercise 1: Match these words with their meanings

Quadruplets: sexual activity between two people closely related.

Triplets: to force someone to have sex

Twin: having sex with a girl under eighteen years

Incest : four children born at the same time to the same mother

Rape : two children born at the same time to the same mother

Defile : three children born at the same time to the same mother

Exercise 2: Rewrite these sentences giving the opposite of the underlined words.

1. His step-brother has graduated today.

2. Did you see your father –in – law?

3. His uncle is not an easy man.

4. Please, it is good to respect your nephews.

5. Iganga Town is densely populated.

6. My sister-in-law is a very tall woman.

7. Our daughter is a well-disciplined girl.

8. Our father is very proud.

Exercise 3: Give one word for the underlined group of words.

1. That lady over there a mother to my wife.

2. Jane is my father's daughter but not my mother's.

3. My brother's son was involved in an accident.

4. Sasha is my sister's daughter.

5. We are going to visit our uncle's son next week.

6. My sister's son is a policeman.

7. The sexual activity between relatives is a terrible curse.

8. Forcing someone to have sex is a criminal offence.

Exercise 4: Give the plural form of these words.

1. nephew _____

3. brother-in-law _____

2. niece _____

4. cousin

5. quadruplets

6. father –in- law

7. daughter

8. son

9. family

10. half sister

11. step- brother

12. twins

13. uncle

14. aunt

15. sister-in- law

16. elder

Exercise 5: Use the correct form of the word in brackets.

1. Kiconco is getting _____ soon. (marry)

2. James' uncle _____ next week. (wed)

3. Some parts of Uganda are densely _____.
(population)

4. Do you think their _____ will last long? (marry)

5. Okello is the _____ child in that family. (old)

6. The _____ boy in our school is a Tanzanian. (old)

7. He is the _____ of the two brothers. (old)

8. She has _____ birth to triplets. (give)

Exercise 6: Fill in a correct Preposition in the sentences below.

1. Nankya is a relative _____ mine.

2. Justine is related _____ Juliet.

3. I am too busy _____ attend their introduction ceremony.

4. How can such a young girl give birth _____ triplets?

5. Joseph is the second born _____ Mr. and Mrs. Kayongo.

6. _____ of the twins is more beautiful?

7. The three boys shared the mangoes _____ themselves.

8. Mr. Mirimu is the head _____ that family.

Exercise 7: Use the correct form of the verb in brackets.

1. I have just _____ a letter to my sister. (write)

2. We are _____ to that old man. (relate)

3. That girl has _____ three litres of blood to the old man. (donate)

4. Their family has _____ us very well. (welcome)

5. Most pastors have _____ their wives. (divorce)

6. Our family always _____ their family over the weekend. (visit)

7. He was arrested because of _____. (defile)

8. The police arrested him because of _____ an old woman. (rape)

Exercise 7: Complete the table below.

Infinitive	Past simple	Past participle
marry	.....	has married
divorce	.....	has divorced
wed	.....	has wedded
forget	Forgot	.....
share	Shared	.....
donate	donated	.....
welcome	welcomed	.....

Structure: would rather..... than.....

Examples: I would rather have twins than triplets.

I would rather visit my aunt than my uncle.

The structurewould rather.....than..... can be used to make a preference or choice.

I don't want to stay at home. I want to go to school.

I would rather go to school than stay at home.

Exercise 8: Rewrite these sentences usingwould rather...than.....

1. His uncle wants to take him to a boarding school instead of a day school.

2. Instead of staying with my uncle, I will stay with my aunt.

3. They will visit their father other than their mother.

4. Our father-in-law will bring a goat instead of a turkey.

5. Our grandfather likes staying with his grandchildren more than his daughters.

Structure:too.....to.....

This is used to give a negative meaning.

Example: He is too short to touch the ceiling. (this person is very short, therefore he can't touch the ceiling) It is used together with adjectives to describe the object being referred to.

Exercise 9: Join the following sentences usingtoo.....to.....

1. My nephew is very young. He can't wash that car alone.

2. Your mother -in- law is very generous. She can't fail to help you.

3. Her half-sister is very young. She can't marry now.

4. Konde's cousin is very shy. She can't speak in a debate.

5. My grandmother is very old. She can't walk without a walking stick.

NB: Whentoo.....to..... is used with an object, and a person or something else, the preposition 'for' is used to link the two or to show the relationship between the two.

Example: This tea is very hot. My nephew can't take it.

This tea is too hot for my nephew to take.

This garden is very big. My brother cannot dig it alone.

This garden is too big for my brother to dig alone.

Exercise 10: Join the following sentences using
.....too.....to.....

1. The luggage was very heavy. The old man could not carry it.

2. That garden is very big. My brother cannot dig it alone.

3. That family was very big. My father could not support it.

4. The children were very many. The mother could not feed them.

5. Abenakyo is very young. She cannot marry that man.

Structure:such.....that.....

Examples

My brother has a beautiful car. Everybody wants to travel in it.

My brother has such a beautiful car that everybody wants to travel in it.

Our nephew is a wise man. Everyone wants to associate with him.

Our nephew is such a wise man that everyone wants to associate with him.

Exercise 11: Join these sentences usingsuch.....that.....

1. My niece is a very beautiful lady. Everybody would like to marry her.

2. Our grandfather is a very good man. Many youths admire him.

3. Mary's half-sister is an impolite girl. Nobody wants to be her friend.

4. Their father had a very colourful wedding. Everybody admired them.

5. The twins are very polite children. All the mothers in church admire them.

Structure:isbut...is.....

Examples

Suzy is my nephew but his sister is my niece.

My father is a doctor but my mother is a house wife.

Exercise 12: Join these sentences
using.....is.....but.....is.....

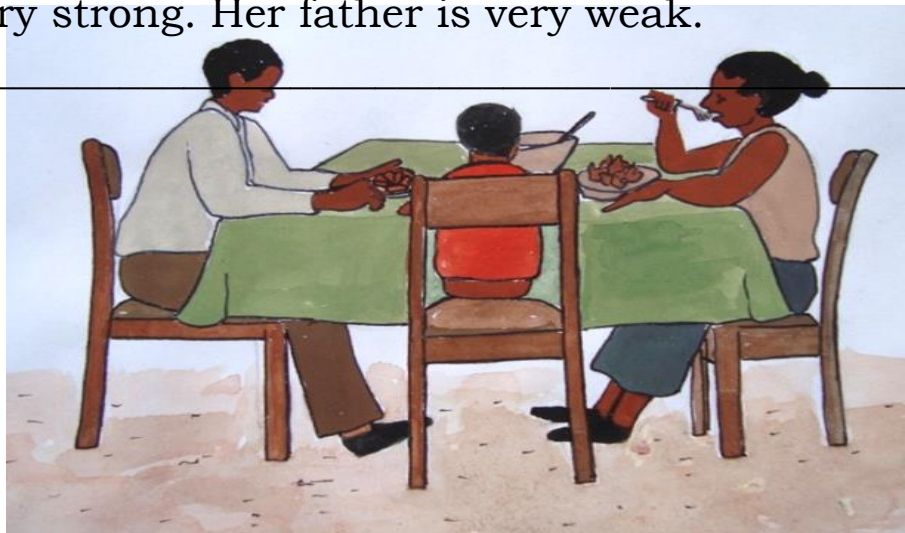
1. Kato is an engineer. His son is a doctor.

2. Our teacher is very short. His brother is very tall.

3. Our president is a good listener. His advisor is not good at all.

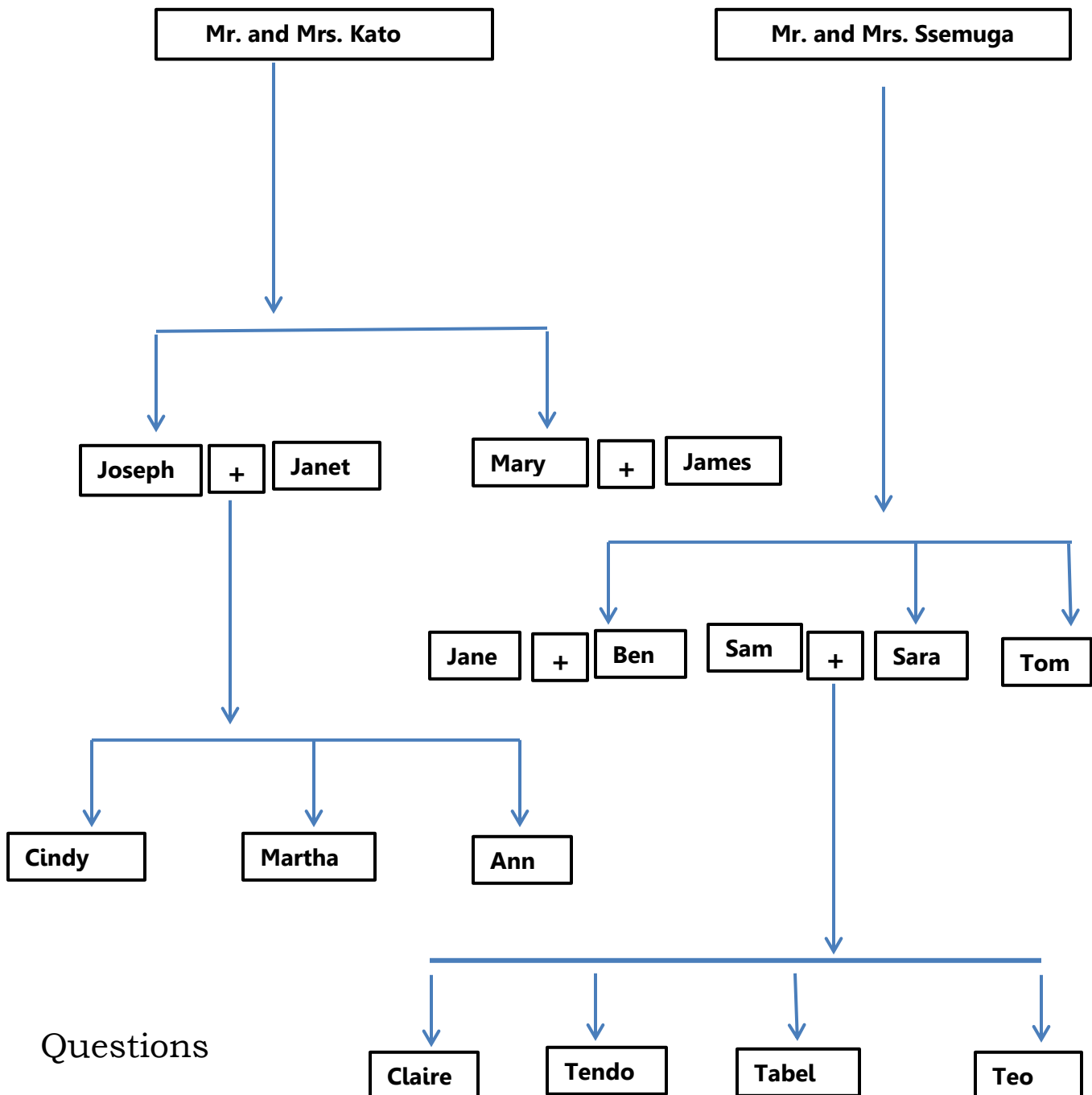
4. Salongo's family is very hardworking. Nalongo's family is not hardworking.

5. Her mother is very strong. Her father is very weak.



Exercise 13: Comprehension

Study the family tree below and in full sentences answer the questions that follow



1. How many families are seen above?

2. How many children do Mr. and Mrs. Kato have?

3. What is the relationship between Ben and Sara?

4. Who is Sara's husband?

5. Who is James' wife?

6. Whose grandchildren are Tendo, Tabel and Teo?

7. Is Tom married?

8. Who is Ben's wife?

9. How is Teo related to Mr. Semuga?

10. Name any two of Sara and Ben's children.

Exercise 14

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

Okumu: How many people make up your family?

Akello : Our family has many family members.
Okumu : I thought you are four. Your father, your mother and your two brothers.
Akello : No, we have other relatives e.g. my grandfather, nephew, niece and a cousin.
Okumu : This is a big family! How does your manage the family affairs.
Akello : Oh! Okumu, it is a bit easy, my father and my mother provide whatever we need.
Okumu : You mean these other relatives don't work.
Akello : No, they don't but they help in domestic work.
Okumu : Which work do they exactly do?
Akello : My father rears both chickens, so they pick eggs and feed these birds.
Okumu : How did they come to stay with you?
Akello : There was an epidemic disease, so they came to get assistance.
Okumu : Can't they go back now?
Akello : No, they are now part of the family.



Questions:

1. Which people are taking part in the dialogue?

2. How many people are in Akello's family?

3. Which work do Akello's relatives do at home?

4. Whose father rears birds?

5. What made these relatives to join Akello's home?

6. Do you think these relatives are likely to go back?

7. Who is a nephew?

8. Give the opposite of niece.

Exercise 15:

Arrange the sentences below to form a meaningful composition

1. We use the milk to prepare for the whole family.
2. I live in an extended family in our village.
3. They also milk the cows after grazing them.
4. It has nine people altogether.
5. Others take the cows to the hills to graze.
6. My father, my mother, two sisters, an uncle, two nieces, grandmother and myself.
7. The rest of us remain home to do the domestic work.
8. Each of us has some work to do.
9. My father and my mother are government workers who go to offices every morning.
10. Some look after the birds and collect eggs.

Exercise 15: Composition

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

Test your self

1. Your brother's son is your

2. Your uncle's daughter is your

3. Your aunt's son is your

4. Your brother's daughter

5. Your wife's sister is your

Write the plural form of the following:-

6. sister-in-law

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7. brother-in-law

8. nephew

9. cousin

10. mother-in-law

Re-write as instructed in brackets.

11. If I were his uncle, I would help him. (Use would have)

12. There comes the man. He raped a school girl. (Use ... who)

13. My nephew got a loan. He wanted to buy a car. (Use... so that)

14. It is three years. I haven't heard from my aunt. (Use for)

15. My aunt is very principled. She cannot accept a bribe. (Use .. so ... that)

Occupations

CARPENTRY

Vocabulary

wood glue	carpenter	sand paper
furniture	tools	fix
plank	drill	saw dust
saw	tools	bench
hammer	furniture	plane
timber	varnish	
lane	wood	

Exercise 1: Match these words with their meanings

- Hammer: a liquid material used to fasten joints of furniture
- Plank : a liquid that is painted onto wood to make it shine.
- Sand paper: a person whose job is to make and repair wooden objects
- Varnish : a strong paper with a rough surface cover with sand used for rubbing surfaces
- Carpenter: a long narrow piece of wood for making furniture
- Wood glue: a tool with a handle and a heavy metal head for hitting nails



Exercise 2: Fill in a correct word from the box below.

1. He used a _____ to make holes into the wood.
2. We used a _____ to turn the screws.
3. You can make wood smooth using a _____.
4. He used _____ to make the pieces of wood shine.
5. We had enough _____ to make furniture for the whole school.

timber, varnish, plane, screw driver, drill

Exercise 3: Give the plural form of the words below.

- | | |
|-----------------------|------------------------|
| 1. hammer _____ | 6. plank _____ |
| 2. bench _____ | 7. sand _____ |
| 3. brush _____ | paper _____ |
| 4. wooden chair _____ | 8. dining table _____ |
| 5. drill _____ | 9. carpenter _____ |
| | 10. 10 furniture _____ |

Exercise 4: Use the correct form of the word in brackets.

1. The carpenter has _____ three chairs today. (polish)
2. He _____ three holes in each chair. (drill)
3. He is studying _____ at the university. (carpenter)
4. He had two _____ in his tool box. (screw driver)
5. James _____ two dining tables every day. (varnish)
6. He _____ the planks and made four beds. (join)

7. Musa has gone to his _____ workshop. (carpenter)
8. _____ materials are better than the metallic ones.
(wood)

Grammar: The Present Simple tense

The Present Simple tense is used to ;

Show facts e.g. She is the owner of that building.

to show that something happens regularly

e.g. That carpenter sells good furniture.

to show that someone has a certain ability to do
something

she makes good furniture.

Exercise 5: Change these sentences to the Present Simple tense.

1. Badeebye is making good chairs.

2. He used a drill to make holes in the chairs.

3. Mubajje has varnished three tables.

4. Our teacher is writing good poems about carpentry.

5. His son cleaned the workshop yesterday.

Negative form with the Present Simple tense

The negative of the Present Simple tense is formed using ‘does not’ for singulars and ‘do not’ for plurals.

Examples

Singular- She does not like carpentry,

Plural- Some carpenters do not make good furniture.

Exercise 6: Change these sentences to the negative form.

1. James makes good furniture.

2. Primary Six children make baskets.

3. They sell furniture to everybody.

4. She receives money at the carpentry workshop.

5. They buy timber from the nearby saw mill.

Passive with the Present Simple tense

This is formed as below

Object +is/are+the past participle of the verb.

Examples

Mubajje repairs broken chairs.

Broken chairs are repaired by Mubajje.

He cuts muvule trees. Muvule trees are cut by him.

Exercise 7: Change these sentences to the passive form.

1. Nalule makes wooden chairs.

2. Our teacher writes good poems about carpentry.

3. His son cleans the workshop.

4. Odoi makes nice chairs.

5. Kadama uses pieces of timber.

Question tags with the Present Simple tense.

Question tags in the Present Simple tense are formed using the helping verbs as shown below

Singular – does he?, /.....doesn't he?

Plural – do they?/.....don't they?

Examples: He makes good chairs, doesn't he?

They make good chairs, don't they?

Exercise 8: Supply a question tag to each of the sentences below.

1. They get timber from the forest,_____.

2. He sells his furniture to Joseph,

3. They varnish furniture every morning,

_____.

4. I take carpentry lessons at school,

_____.

5. He prepares furniture,

The Present Continuous tense.

Read the following examples.

1. The carpenter is making chairs.

2. The P.6 pupils are smoothing the wood.



Exercise 9: Change these sentences to the Present Continuous tense.

1. Nalule uses sand paper.

2. They buy timber from the markets.

3. Alex repairs broken chairs.

4. Mr. Lumu uses a hammer to remove nails.

5. She studies carpentry at the university.

Passive with the Present Continuous tense

The passive of the Present Continuous tense is formed as shown below

Object +is/are +being+past participle of the verb.

Example

The carpenter is repairing the wooden chairs.

The wooden chairs are being repaired by the carpenter.

Moses is painting the wall.

The wall is being painted by Moses.

Exercise 10: Rewrite these sentences into the passive form

1. Somebody taking the benches.

2. Dumba is sawing a piece of wood.

3. The carpenter is smoothing the planks.

4. The pupils are cleaning the benches.

5. They are buying wooden chairs.

Structure:used for.....

Read the sentences below.

Sand paper is used for smoothing wood.

A screw driver is used for fixing screws into wood or metal.

Exercise 11: Construct sentences from the table using the structureused for.....

A plane	is used for	fixing nails into wood
A drill		making furniture shine.
Varnish		making holes into wood
Glue		sticking wood firmly
A hammer		together
A bench		smoothing wood
A saw		turning the nuts lose
A spanner		cutting wood
		sitting on

Exercise 12: Rewrite as instructed in brackets

1. We use a hammer to drive in nails. (Rewrite using ...used for.....)

2. A hammer is used for driving in nails. (Begin: What.....)

3. Sand paper is used for smoothing wood. (supply a suitable question tag)

4. A chair is used for sitting on. (Begin: We)

5. A drill is used for making holes into wood. (Begin: We.....)

Structure: First.....next.....then.....

The structure helps you to describe the steps taken to get a finished product.

Example: How does a carpenter make a door frame?

- (i) Cuts the planks into pieces
- (ii) Joins the pieces using a hammer and nails
- (iii) Makes planks smooth using a plane.

The carpenter first cuts the planks into pieces using a saw, next joins the pieces using a hammer, then smooths the planks using a plane.

Exercise 13:

Use.....first.....next.....then.....

1. A carpenter cuts wood with a saw, smoothies the wood with a plane, fixes the planks with glue and nails to make a good stool.

2. Moses smooths wood using sand paper, polishes using varnish, puts the door in the sun to dry to make a good door.

3. The carpenter cuts wood into pieces with a saw, joins the pieces together with nails, makes holes into wood with a drill to make a window frame.

Structure:besides.....

Besides can be used to mean in addition to or apart from.

Examples

The carpenter made a chair besides a table.

We made an order for benches besides chairs.

Exercise 14: Join these sentences using
.....besides.....

1. We learnt carpentry. We learnt brick laying.

2. Mr. Ochom has a carpentry workshop. He has a saw mill.

3. She is a carpenter. She is a farmer.

4. We have good chairs. We have good tables.

5. Kato has a tool box. Kato has a nice store.

Exercise 15: Rewrite using: Though...../though.....

1. Ngoby did carpentry. He can't make good chairs.

2. He did not have glue. He made tables with firm legs.

3. He is very slow. He makes the best furniture.

4. James broke the chair. He was not punished.

5. We had a saw. It was not sharp.

Exercise 16: Comprehension

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

Long ago, beds were made by either the father or the big boys in the family. They would go to the forest and get forked poles. These would be dug in the floor and the top of the bed would be woven out of reeds.

This is not possible today. One of the reasons is that the floor is made of concrete and cement, so the poles can no longer be dug in the floor. Now the work of making beds is left to the carpenter. A carpenter buys good planks of wood. The best wood is mahogany, muvule and others. The carpenter cuts the planks into small pieces according to the size of the bed to be made. The planks are made smooth using sand paper. The planks are fixed together to make a bed. To make the wood look nice and long lasting, it is varnished. Today, carpenters make beds nicer by cutting nice pictures or flowers into the wood. Next time you visit a carpenter, ask him to show you the tools he uses, the wood and the beds he makes.

Questions

1. What is the story about?

2. Who used to make beds in a home long time ago?

3. What items were got from the forests?

4. How was the top of the bed made?

5. Why isn't it possible to dig into the floor and fix beds nowadays?

6. What does the carpenter use to make nice beds?

7. How do carpenters make nice pictures into beds?

8. Mention the two types of wood for making beds.

9. What helps the wood look nice and last longer?

10. Do fathers still make beds in a home today?

Exercise 17: Composition

Imagine your father has a carpentry workshop which has a lot of furniture. Write an advertisement to market the products from this carpentry workshop.

Exercise 18: Picture Composition

The pictures A – F tell a story. Study them and write a sentence about each to describe what is happening. The following words may help you. Buying chairs, cutting, being split, loading

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



1. _____

2. _____
3. _____
4. _____
5. _____
6. _____

Test yourself

Use the correct form of the word in brackets

1. Our brother is studying _____ at university.
(carpenter)
2. How many _____ did you use to make that chair? (plank)
3. He has _____ a hole in that plank. (drill)
4. Annita is _____ the finished furniture. (varnish)
5. The pupils _____ all the chairs that were in the room.
(break)

Rewrite as instructed in brackets

6. Kato has a shop. He has a carpentry workshop. (rewrite using....besides.....)

7. The carpenter had good timber. His furniture was not good.
(Rewrite beginning: Although.....)

8. Sandpaper is used for smoothing furniture. (Form a suitable question to the statement)

Change the following sentences to passive voice

9. The carpenter has made three chairs.

10. Our teacher buys furniture every day.

11. Walubo is varnishing his chairs.

Give the plural form of the following words

12. hammer

13. drill

14. screw driver

15. bench

TAILORING

Vocabulary

tailor
garment
button
stitch
texture
cloth
needle
article
button hole

bobbin
material
zip
thimble
sew
mend
patch
seam
threads

tape measure
knitting
seamstress
weave
hemming
tailoring

scissors

sewing machine

Exercise 1: Match these words with their meanings.

Tailor : a small piece of cloth used to cover a hole.

Tailoring : the way a piece of cloth feels when you touch it.

Thimble : a device in a sewing machine on to which you
wind

the threads

Seam : a long narrow strip for measuring the length of a
cloth

Texture : a small cover usually made of metal or plastic
to protect the finger which pushes the needle
while

sewing

Bobbin : a job of making or sewing clothes

Tape measure : a person whose job is to make clothes.

Exercise 2: Use the correct form of the word in brackets.

1. The tailor _____ two coats yesterday. (patch)

2. She has _____ a nice piece of cloth. (weave)

3. Please, take your trouser to the tailor for _____.
(mend)

4. My mother _____ my dress because it was very long.
(hem)

5. The tailor will take your _____ today. (measure)

6. The seamstress has _____ three dresses today.
(sew)

7. Our teacher is good at _____ sweaters. (knit)
8. Molly is a very good _____.(design)

Exercise 3: Give the plural of the words below.

- | | |
|----------------------|-----------------------------|
| 1. patch _____ | 7. a pair of scissors _____ |
| 2. garment _____ | 8. sewing machine _____ |
| 3. tailor _____ | 9. needle _____ |
| 4. seamstress _____ | 10. button _____ |
| 5. button hole _____ | 11. article _____ |
| 6. cloth _____ | 12. designer _____ |
| | 13. bobbin _____ |
| | 14. sweater _____ |
| | 15. thimble _____ |
| | 16. a piece of cloth _____ |

Exercise 4: Give a single word for the underlined group of words.

1. Jackson bought two small round pieces of plastic objects sewn on a cloth.

2. Jesca bought an item used to fasten clothes or bags.

3. A person whose job is to sew cloths is similar to a designer.

4. The small thin piece of steel that you use for sewing and has a hole in which you put the thread has got lost.

5. I did not like the feel of that cloth when I touched it.

Grammar: The Present Perfect tense.

Review of the present perfect tense.

It is formed using 'has' or
'have'+the past participle of the verb.

Example

The tailor has sewn two dresses today.

We have got our new uniform.



Exercise 5: Complete these sentences in the Present Perfect tense.

1. Maria has _____ two table mats. (weave)
2. The tailor has _____ my aunt's party dress.
(design)
3. I have _____ my uniform. (mend)
4. We have _____ about tailoring today. (learn)
5. They have _____ their own dresses. (sew)
6. The tailor has _____ the length of my cloth.
(measure)
7. People have _____ cotton to boost the
textile industry. (grow)
8. The matron has _____ all those sweaters. (knit)

Exercise 6: Change these sentences to the Present Perfect tense.

1. The tailor is cleaning the sewing machine.

2. She bought a new uniform.

3. They grow cotton to get money.

4. Maria goes to the ginnery every day.

5. We are planning to buy a new sewing machine.

Exercise 7: Use either 'since' or 'for' in the sentences below.

1. The tailor has been here _____ yesterday.

2. He has sewn that dress _____ three hours.

3. We have been in class _____ two years,

4. The seamstress has been on that machine _____ six days.

5. That teacher has taught us _____ 2012.

The passive form of the present perfect tense

This is written as object+has/have been+the past participle of the verb.

Example

Peter has bought a new dress.

A new dress has been bought by Peter.

The tailors have taken our measurements.

Our measurements have been taken by the tailors.

Exercise 8: Change these sentences to passive form.

1. Mandela has woven three baskets.

2. Our teacher has knitted a sweater.

3. Bethany and Ben have constructed an industry.

4. My friend has patched the sweater.

5. The farmers have grown a lot of cotton.

Questions with the Present Perfect tense

Questions are formed using the helping verbs 'has' and 'have'.

Examples

Has he knitted the sweater?

Have they sewn the dresses?

Exercise 9: Change these sentences to question form.

1. The tailor has taken our measurements.

2. We have visited the tailor.

3. My mother has bought a new gomesi.

4. We have mended all the three coats.

5. She has got a new sewing machine.

Adverbs

Adverbs tell us how actions are done. Adverbs describe actions.

Example

She has knitted the sweater quickly,

The seamstress was smartly dressed.

We patiently waited for the uniform to be sewn.

There are different kinds of adverbs. These include number, time, place, degree, affirmation and many others.

Examples

Time – soon, yet, since, next time, yesterday

Place – here, there, every where

Degree- much, extremely

Number – usually, always, never, ever,

Affirmation- certainly, obviously, definitely, perhaps

Exercise 10: Underline the adverbs in the sentences below.

1. We went there last year.

2. She patiently waited for him to come.

3. We always wait for him we pray together.

4. The tailor checked everywhere but he did not find anything.

5. There was too much sunshine in that area.

Adverbs are formed by adding 'ly' to the adjectives.

Examples

Kind – kindly, neat – neatly, happy - happily

Adjectives ending with 'y' change 'y' into 'i' before adding 'ly'

Examples: ready- readily, careless – carelessly

Exercise 11: Form adverbs from these words.

1. neat _____

5. cheap _____

2. quick _____

6. slow _____

3. gentle _____

7. heavy _____

4. glad _____

8. double _____

9. shabby

10. careful

11. lazy

14. easy

12. smart

15. bad

13. simple

16. clumsy

Adverbs are compared in the same way as adjectives. Those ending with 'ly' take more and most.

Positive	Comparative	Superlative
skillfully	more skillfully	most skillfully
swiftly	more swiftly	most swiftly
happily	more happily	most happily

Exercise 12: Complete the table correctly.

heavily		
neatly		
angrily		
freely		
decently		
courageously		
stubbornly		
patiently		

Structure:prefer.....to.....

Exercise 12: Join these sentences using.....prefer.....to.....

1. Sarah likes sweaters more than jackets.

2. Jane likes dresses. Jane likes gomeses more.

3. My aunt is interested in knitting more than weaving.

4. Our teacher likes explaining more than giving practical work.

5. The tailor likes mending old clothes more than sewing new ones.

Structure: What is/ are.....used
for.....

(i) What is a needle used for?

A needle is used for sewing clothes.

(ii) What are threads used for?

Threads are used for joining two pieces of cloth.

Exercise 13: Construct sentences using: What is /are.....used
for.....

1. a pair of scissors

2. a thimble

3. a tape measure

4. a bobbin

5. a zip

Exercise 14: Join these sentences usingas soon as.....

1. The uniform dried. Ironed it.

2. The tailor reached the workplace. She started mending the clothes.

3. He lost the buttons from his shirt. He stitched the new ones on it.

4. Walubo got a tape measure. He took the measurements of our cloths.

5. The tailor cut the cloth. I gave it to him.

Exercise 15: Join these sentences using.....but.....

1. The tailor wanted ten thousand shillings from it. I did not have it.

2. I bought a cloth. I did not get a receipt.

3. She had a tape measure. She did not know how to use it.

4. She took the cloth to the tailor. She did not sew it.

5. I wanted to stitch a piece of cloth. I did not have enough threads.

Exercise 16: Comprehension

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

In Uganda, the educational system is very challenging. People think that without studying up to university is being a failure in life. As for now, things are changed; one may not reach university but still can succeed in life.

One area that has sprung up in Uganda is tailoring. It is no longer for people without degrees but even those who have graduated. Through tailoring, many people have become popular and famous.

In my village, Namere, we have Mr. Salongo James, a very famous tailor. He has been in this business of tailoring for fourteen years. He started as an individual tailor with one sewing machine. Now

he has fifty sewing machines. He employs over twenty people in his project.

Mr. Salongo James has been able to achieve a number of things. He has ten acres of land on which he has put a farm of animals especially goats and cows. He has been able to educate all his children at different levels. Many other people from his community have also acquired skills in tailoring. These people go for lessons and pay some little money to learn.

The government of Uganda has decided to partner with him to start a vocational school which he has accepted.

The government has promised to give one billion shillings for buying more sewing machines and other necessary equipment needed in tailoring.

All the members in his community are very proud of him for the kind of development he has brought for them.

Questions

1. What do you think is the story about?

2. What has made people popular and famous according to the passage?

3. Who is the tailor in the story?

4. For how long has he been in the business of tailoring?

5. How many sewing machines did he start with?

6. How many people does he employ at the moment?

7. How has Salongo James benefited the members of his community?

8. Who has decided to pattern with Salongo James?

9. Give another word or a group of words to mean the following.

(i) pattern

(ii) equipment

Exercise 17: Composition

Arrange the sentences below to form a meaningful story.

1. I got my dress after four days.
2. Last year I wanted to buy a new dress.
3. She took my measurements there and then.
4. I looked for the tailor who would make a good dress for me.
5. I told her the butterfly fashion.
6. I was directed to Ms. Nabukaki a tailor in Kiyembe.
7. She asked me the fashion I wanted.
8. One Monday I decided to go there.
9. I requested her to make for me a new dress.
10. Good enough, I found her there and she wasn't very busy.

[illegible]

Exercise 18 : Free Composition writing.

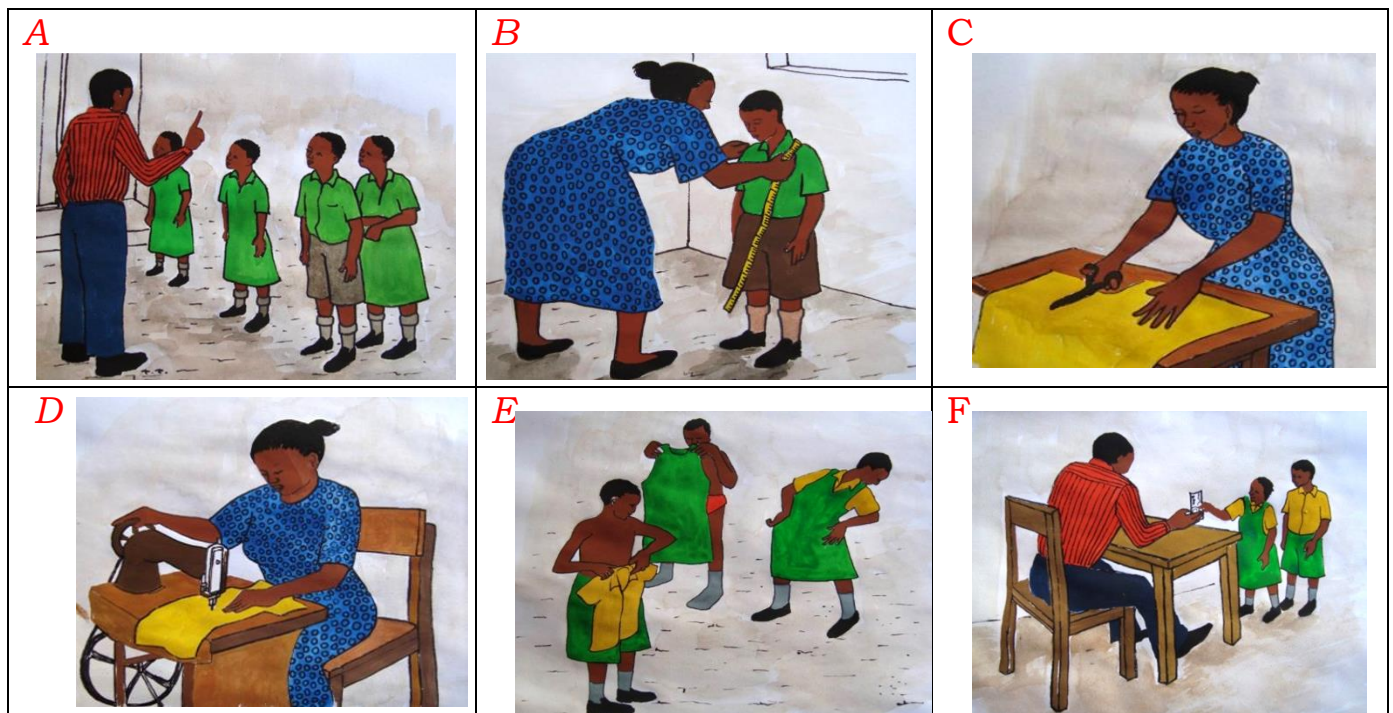
Write composition about the first time you went to a tailor.

Indicate when you went there and why, what you saw and the lesson learnt from the tailor.

[illegible]

Composition:

The pictures A – F tell a story. Study them and write a sentence about each to describe what is happening. The following words may help you. measure, tape measure, addressing, uniform, paying, cutting, sewing.



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

g. What is the importance of what the lady is doing in picture B?

h. What are the children doing in picture F?

i. Name the machine in picture D.

Test your self

Use the correct form of the word in brackets.

- 1. The tailor took their _____ before cutting the cloth. (measure)
- 2. My sister is good at _____ sweaters.(knit)
- 3. I am the one who _____those tables mat. (weave)
- 4. She said that she is going to study _____ after her senior four. (tailor)
- 5. The _____was immediately called to plan for the function. (design)

Give the plural form of the given words

- 6. cloth

- 7. sewing machine

8. patch

9. pair of scissors

10. material

Rewrite as instructed in brackets.

11. It struck 9:00 o'clock. The teacher started the lesson. (Begin: As soon as)

12. I got the money. I paid the seamstress. (Use immediately....)

13. The teacher taught us how to weave. We didn't weave any piece. Use even if)

14. I like weaving. I like knitting more. (Use: prefer)

BAKING

Vocabulary

oven

cookies

sprinkle

dough

margarine

tier

recipe
 a pinch of salt
 bread
 food colour
 bakery
 baker
 yeast
 rollout
 knead

baking
 ingredients
 baking tin
 cake
 butter
 wedding cake
 mix
 food
 icing sugar

taste
 a pinch of sugar
 flour
 tin
 turn off
 sieve
 cookie cutter
 bake
 flavour



Exercise 1: Match these words with their meanings.

- Baker : a place where bread and cakes are made.
 Dough : a row or a layer of something that has several layers placed above the other.
 Bakery : a person whose job is baking and selling bread
 Tier : a mixture of flour, water that is made into bread.
 Icing sugar : a set of instructions that tell you how to cook
 Recipe : white powder made from that is mixed with water
 to make icing



Yeast : part of a cooker where food is cooked of heated.

Oven : a substance used to make bread rise

Exercise 2: Fill in a correct word from the box to complete the sentences

1. Moses _____ the dough to make it soft.
2. The dough turned red after mixing it with food _____.
3. We did not find any bread at the _____.
4. _____ has become an economic activity.
5. He had all the _____ but his chapattis were not tasty.
6. Please, _____ the oven, bread is ready.
7. She added some _____ to make the bread sweeter.
8. Jesca followed the _____ as she was preparing bread.

recipe, pinches of sugar, turn off, ingredients, baking, bakery, colour, kneaded

Exercise 3: Give the plural form of these words.

- | | |
|-----------------------------|--------------------|
| 1. pinch of salt
_____ | 5. slice
_____ |
| 2. a loaf of bread
_____ | 6. baker
_____ |
| 3. recipe
_____ | 7. colour
_____ |
| 4. bakery
_____ | 8. tier
_____ |

9. cookie cutter _____

10. baking tin

11. bun

12. cake

13. oven

14. biscuit

15. fruit

16. dish

Exercise 4: Use the correct form of the word in brackets.

1. _____ has become an economic activity in Uganda and beyond. (bake)

2. Most _____ in our community are Indians. (bake)

3. We need to visit that _____ because it is a very beautiful place. (bake)

4. All the bread you see over there was _____ at night. (bake)

5. Jacob is the _____ of that bakery. (manage)

6. Dough is a _____ of flour, sugar and water. (mix)

7. Have you _____ the dough properly? (knead)

8. _____ is a very important activity in baking. (knead)

9. There is a lot of bread on _____ these days. (sell)

10. He is the _____ of prestige margarine. (supply)

11. Please, you need to make enough _____ about your bread. (advertise)

12. You cannot make any _____ in the baking business. (lose)

13. All the pupils have realized the _____ of baking. (important)
14. Our friend is _____ bread at a very low price. (sell)
15. Why is the _____ of bread very low these days? (produce)

Grammar : Nouns

Nouns are formed from verbs or adjectives. We add a suffix to the root word. Nouns from verbs mostly take; -ment, -tion, -ence, -r, -al, -age.

Nouns from adjectives take -ness, -ity, -icity, or -ace

Examples

Good - goodness, bake – baker/bakery

Exercise 5: Use the correct form of the word in brackets

1. We were filled with _____ after learning about baking. (happy)
2. How is _____ related to tailoring? (bake)
3. Please, we don't need your _____ any more. (serve)
4. We need to get other _____ this year. (supply)
5. There were three _____ in the bakery. (contain)
6. You need your _____ about your bakery. (advertise)
7. All the pupils were in _____ of Tiptop bread. (favourite)
8. The work of the _____ is to run all the affairs of the company. (manage)
9. What have they planned for their _____? (wed)

10. May I know the _____ of yeast in baking?
(important)
11. The _____ of water and flour is called dough.
(mix)
12. The manager's _____ forces everybody to work hard. (generous)
13. We have _____ in our country. (proud)
14. What is the _____ about the news spreading all over the country? (true)
15. The _____ in the child to taste the bread was very high. (curious)
16. All the bakers in Uganda have enough _____.
(free)
17. Baking has reduced _____ in some countries.
(poor)
18. The strength of a nation lies in _____. (busy)
19. Most _____ in Uganda are joining baking. (young)
20. What is the _____ from our bakery to the manager's? (distant)

Structure:used to.....

Example

I used to bake cakes when I was young.

I am used to eating bread with butter.

Exercise 6: Rewrite these sentences using.....used to.....

1. I could knead dough to make cakes when I was young..

2. Mr. Kamba taught us baking.

3. I attended many weddings when I was in Primary Five.

4. I knews the right ingredients for a wedding cake.

5. The confectionery sold buns, cakes and sweets.

Exercise 7 : Structure:used for.....

Make sentences from the table using the structure.....used for.....

Mingling sticks Ovens Frying pans A toaster Icing sugar Wine Yeast margarine	is used for are used for	decorating cakes. preserving a cake for a long time adding flavor to a cake. preparing dough. making brown bread toasting bread. frying doughnuts. baking bread making bread rise.
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Exercise 8 : Structure:prefer.....to.....

Join these sentences using.....prefer.....to.....

1. You like kneading dough. You like sieving flour more.

2. My sister likes a local oven more than a modern one.

3. My brother likes baking more than frying.

4. I like Kintu's bakery more than Mulindwa's.

5. My father would rather eat sliced bread than unsliced one.

Structure: Neither.....nor.....

Examples

Neither Ketty nor Rose likes biscuits.

Our neighbor bakes neither cookies nor biscuits.

Exercise 9: Join these sentences using:

Neither....nor.../...neither..nor

1. The Primary Six pupils do not like cookies. They do not like queen cakes.

2. I did not use the charcoal stove. I did not use the electric stove.

3. She did not add salt to the dough. She did not add sugar to the dough.

4. I did not buy yeast. I did not buy baking powder.

5. He did not supply the doughnuts. He did not supply the loaves of bread.

Structure: Even though...../.....even though.....

Examples

Sarah is a baker. She does not have an oven.

Even though Sarah is a baker, she does not have an oven.

Sarah does not have an oven though she is a baker.

Exercise 10: Join these sentences usingeven though.....

1. We added yeast to the dough. It did not rise.

2. I used food colours. The bread did not look nice.

3. She had a mixer. She did not mix the dough.

4. The cake was not delicious. I added the necessary flavours.

5. Belinda went to the bakery. She did not buy any bread.

Exercise 11: Comprehension

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

Last week my sister and I were left home because our parents had gone for a funeral service in Mityana. They left on Monday and they were to come back on Friday. On Tuesday we woke up very early in the morning and did some chores and after the chores, we were supposed to take tea. However, to our dismay there was no bread in the house.

We immediately called our mother to guide us on what we would eat to accompany our tea that morning. She just reminded us to get flour from the box, some salt and prestige margarine so that we could make our own chapattis.

We first warmed about one litre of water and then put it in the sauce pan, added flour to the water and then margarine to make the dough soft and smooth. We started kneading, this took about forty minutes. My sister remembered to follow the recipe which we did. After kneading the dough very well, we started shaping the dough into circular shapes. As we were shaping the dough, we switched on the oven so that it could get warm first. When it was warm enough, we put the chapattis inside. It took us an hour to make ten chapattis.

We kept some two chapattis for our parents. They came back on Friday and the chapattis were still good because we had put in some lemon to make them last longer without going bad.

Questions

1. When were the writer and his sister left at home?

2. Where had the writer's parents gone?

3. When were they supposed to come back?

4. Why did the writer and his sister call their parents?

5. Why was prestige margarine one of the ingredients?

6. How much water was warmed?

7. How long did kneading the dough take?

8. Which shape were the chapattis?

9. How many chapattis were made?

10. Suggest a suitable title to the passage.

-

Exercise 12: Composition

Study the dialogue below and fill in the missing responses.

Claire: Good morning, Cissy.

Cissy:

Claire: What are you going to have for breakfast?

Cissy:

Claire: The buns aren't enough for us.

Cissy:

Claire: We are just five members.

Cissy:

Claire: Only three buns remained.

Cissy:

Claire: The two buns were given to Uncle Sam.

Cissy:

Claire: Yes, we have some money to buy two buns.

Cissy:

Claire: Each bun is two hundred shillings.

Cissy:

Claire: We can get them from Kalule's shop.

Cissy:

Claire: It is just one hundred metres from here.

Exercise 13: Free Composition writing

Write a composition about the importance of baking to people in our community.

[illegible]

Test yourself

Use the correct form of the word in brackets.

1. Mujuni is a well known_____ in this town. (bake)
2. _____ is a source of income. (bake)
3. How many loaves of bread have you _____ today?.(bake)
4. The _____ of sugar, flour and water is dough. (mix)
5. _____ dough is very interesting. (knead)

Rewrite the sentences below as instructed

6. I like buns more than cakes. (Rewrite the sentences using...prefer.....)

7. I don't like bread. I don't like cakes. (Rewrite using.....neither.....)

8. Although I had all the ingredients, I failed to make a good cake. (Rewrite the using.....even though.....)

Give the plural form of the following

9. recipe

11. a pinch of salt

10. cake

12. baking tin _____

Fill in a correct word to complete each sentence

13. He used a lot of _____ to make the bread rise.

14. An _____ is used for baking bread.

15. I _____ buns to cakes.

Vocabulary

KEEPING ANIMALS

dock

welfare

husbandry

pet

anxious

dip

animal sounds

anxiety

slaughter

misery

cruelty

veterinary

comfort

stray

tether

discomfort

sorrow

mistreatment

cruel

body signs

torture

Exercise 1: Match the words with their meanings.

Pet :to tie an animal to a post so that it doesn't move very

far

Misery : making animals walk through a bath of liquid containing

chemicals

Welfare : The act of causing severe pain to somebody or an animal.




Anxious : an animal that you keep at home for pleasure.

Torture : The general health, happiness and safety of an animal.

Dip : feeling worried or nervous

Tether : very poor living conditions.

Exercise 2: Name the animals below

Exercise 3: Fill in the sentences with the right word from the box at the bottom.

1. My father keeps a cat as his _____.

2. Some people are very unkind to animals. They _____ them.
3. The _____ officer vaccinated our animals.
4. _____ is a system of rearing animals.
5. We should _____ our animals in order to get rid of external parasites.
6. _____ help us to know that the animal is sick.
7. Bila's dog _____ because he could not feed it.
8. Do _____ belong to birds?

hens, strayed, body signs, dip, tethering, veterinary, torture, pet

Exercise 4: Give the plural of these words.

- | | |
|------------------|---------------------|
| 1. sheep _____ | 11. cat _____ |
| 2. puppy _____ | 12. bitch _____ |
| 3. calf _____ | 13. horse _____ |
| 4. goose _____ | 14. lion _____ |
| 5. ox _____ | 15. fox _____ |
| 6. donkey _____ | 16. body sign _____ |
| 7. hare _____ | 17. chicken _____ |
| 8. hen _____ | 18. pet _____ |
| 9. pig _____ | |
| 10. monkey _____ | |

19. kennel

20. misery

21. cock

22. chick

Exercise 5: Match the animals with their houses.

lion:

stable

mouse :

kennel

rabbit:

nest

sheep:

den

squirrel :

hive

bee:

hole

horse :

barrow

dog :

fold

birds

dray

Exercise 6: Give the young ones of these animals.

1. cow _____

6. dog

2. sheep

7. duck

3. rabbit

8. goat

4. pig

9. horse

5. horse

10. elephant _____

Grammar: If Conditional II

This is used to talk about conditions that are unlikely to be fulfilled. We use the 'past simple tense' in the if clause and the 'would tense' in the main clause.

Examples

If I were a cow, I would not give away my milk.

If I learnt about animal husbandry, I would teach other people.

Exercise 7: Complete these phrases in conditional II.

1. If my kept a
pet,.....
2. I would tether my cow if.....
3. If we knew all the animal sounds,
4. If I were a veterinary officer,.....
5. If a cow had eight legs,
.....

Exercise 8: Change these sentences to If Conditional II.

1. If I get a cow, I will comfort it.

2. If that dog strays, it will be killed.

3. If John tortures the goats, the police will arrest him.

4. If I see the body signs on that animal, I shall treat it.

5. If he slaughters my cow, I will arrest him.

Exercise 9: Rewrite as instructed in brackets.

1. If the veterinary doctor comes, he will treat the animals. (Rewrite using.....would.....)

2. I would treat those animals if they were productive. (Rewrite using.....are productive.....)

3. I shall feed my goats if I come back early. (Rewrite using.....would feed.....)

4. If those cows are treated very well,(Complete sensibly)

5. We shall buy a pet if we get enough money. (Rewrite using.....got.....)

Adjectives

These are words that describe nouns. For example domestic animals, useful animals, kind doctor.

The words domestic, useful and kind are adjectives.

Comparison of adjectives

Study these examples below

1. Jane's cow is fat.
2. Sarah's cow is fatter.
3. Irene's cow is the fattest of all.

Sentence 1: simply tells the quality of the fatness but does not
how much of the quality.

Sentence 2: fatter -Sarah's cow is compared to Jane's.

Sarah's cow has more of the quality of fatness.

Sentence 3: fattest- tells you that of all the cows, Irene's
cow has the highest degree of the quality of
fatness.

Fat is positive, fatter is comparative and fattest is superlative.

Exercise 10: Use the correct degree of comparison in these sentences below.

1. A cow is usually _____ than a goat. (useful)
2. Rearing birds is _____ than rearing bees.
(good)
3. Our neighbour is _____ to his animals than
us. (friendly)
4. A hare is the _____ animal in the world.
(clever)
5. I realized the calf was _____ than the kid by two
weeks. (young)
6. The animals on Mukasa's farm are _____ than
those on our farm. (health)

7. Which of the two animals is _____ than the other?
(fat)
8. The farmer was _____ than the veterinary doctor.
(proud)
9. Some cows are _____ than zebras. (beautiful)
10. The _____ animal to rear is a pig. (difficult)
11. The veterinary doctor was _____ than the
farmer when treating the animals. (careful)
12. My father had the _____ number of goats on his
farm. (little)
13. Some farmers are _____ than the others.
(ignorant)
14. Monkeys are _____ than chimpanzees. (bad)
15. Farmers in our village are _____ than those
in towns. (skillful)
16. Jane has _____ than we do. (many)

Collective Nouns

These are names of things of the same kind. For example:

a swarm of bees

a herd of cattle

a flock of sheep

a brood of chicken

Exercise 11: Complete these collective nouns.

1. A _____ of rabbits
2. A _____ of birds
3. A _____ of geese
4. A _____ of puppies
5. A _____ of monkeys
6. A _____ of whales
7. A _____ of fish
8. A _____ of horses

9. A _____ of oxen
10. A _____ of sheep
11. A _____ of wolves
12. A _____ of chicken
13. A _____ of elephant

Structure: You should

The structure can be used to show the necessity and obligation or what one has to do.

Examples

You should treat the animals when they are sick.

You should feed all the animals well.

Exercise 12: Rewrite these sentences beginning: You should
.....

1. You have to look into the animal welfare.

2. We mustn't dock the dogs because it hurts them.

3. We must slaughter animals that are less productive.

4. They must be careful with stray dogs.

5. We must learn about animal sounds.

Structure: Not only but also.....

Examples

Not only should we know the animal behaviour but also their sounds.

Not only does a cow give us milk but also meat.

Exercise 13: Join these sentences beginning: Not onlybut also....

1. My father keeps goats. He keeps cows.

2. Magino is cruel to animals. He is unkind to animals.

3. We visited the farm. We visited the zoo.

4. We should feed the animals. We should treat them.

5. We must fence the grazing area. We must buy more land.

Structure:need not.....

Example

We need not be cruel to animals.

We need not dock the animals because it hurts them.

NB:need not..... does not take the preposition 'to'

Exercise 14: Useneed not..... in these sentences

1. We should not starve the animals because they have a right to live.

2. We should think grazing animals is a punishment.

3. You should not give little milk to the goat because it needs to grow.

4. He should not keep many dogs because they are hard to feed.

5. We should not beat the animals because it hurts them.

Exercise 15: Comprehension

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

Keeping animals is one of the economic activities that most people tend to ignore because they do not know its benefits. Mr. Olumu is

a farmer in Buwaate in Kigogola zone. He owns a big farm comprising cows, goats, sheep and ten horses. Mr. Olumu loves all his animals. He gives them all what they are supposed to get. He changes these animals from one paddock to another after every two days. He makes sure that they drink water every day at 1.00 o'clock. He makes sure that he invites a veterinary doctor weekly to check on their health.

According to the way Mr. Olumu takes care of his animals, he has been able to get a lot of things from his animals. First, he gained respect from the community of Buwaate. Secondly, he sells milk and gets a lot of money. He has used this money to construct a factory that processes leather products. From this factory, belts, leather bags, shoes are made.

Thirdly, all his children have acquired the farming skills for looking after animals. The children have promised their father to also start their own farms when they grow up.

Questions

1. What type of activity is being talked about in the passage?

2. Why do people tend to ignore this activity talked about in the passage?

3. Who owns a big farm in Buwaate in Kigogola zone?

4. How often are the animals changed from one paddock to another?

5. Where did Mr. Olumu get money from to construct a factory?

6. When do the animals drink water?

7. Name any two products from Mr. Olumu's factory.

(i)

(ii)

8. What have the children promised their father to do when they grow up?

9. Suggest a suitable title to the passage.

Exercise 17: Free Composition writing

Write a composition about the importance of both domestic and wild animals.

[illegible]

Test your self

Complete the sentences with the correct form of the word in

brackets

1. The hunter killed five _____ using a gun
(monkey)
2. The _____ drank all the milk in the jag.
(puppy)
3. Ten _____ were hatched yesterday (gosling)
4. The farmer has sold all his _____ (ox)
5. My cow gave birth to two _____ (calf)

Write the opposite gender for the underlined word.

6. The sow was slaughtered for its meat.

7. The dog barked at all the strangers.

8. The doe entered the burrow.

9. I took my cow for vaccination.

10. The sick lion roared and made everybody frightened

Form nouns from the following words

11. cruel

12. comfortable

13. anxious

14. Miserable

15. Kind

HOTELS

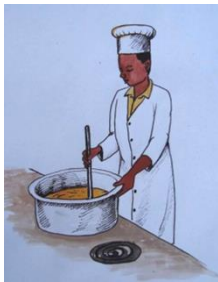
Vocabulary

water	lunch	customer
waitress	pudding	dessert
chef	pub	desert
menu	dining room	soup
receipt	bill	breakfast
counter	cutlery	restaurant
meal	reception	dinner
sauce	sauna	lounge
napkin	gym	shower

balcony
rest room
serviette
tooth pick
swimming pool

salad
supper
booking
table mat
table manner

bar
order



A chef



cup



fork



spoons



toothpick



menu

Exercise 1:

Match the words with their meanings.

Serviette

: a man or boy who brings food and drinks to your table in a restaurant.

Tooth pick

: a woman or girl who brings food and drinks to your table in a restaurant.

Dessert
and

: a building where you pay to stay in a room
have meals.

Menu

: a list of food and prices

Hotel

: a sweet food eaten after the main meal

Waiter
removing

: a thin pointed piece of wood used for
bits of food from your teeth.

waitress

: a piece of cloth or soft paper you use to clean the lips and the fingers after eating.

Exercise 2: Complete the sentences below using the words from the box.

1. The waiter and the _____ were very polite people.
2. The waiter gave us a _____ of five thousand shillings to clear.
3. The tourists were given a warm _____ at Sports View Hotel.
4. After the meal, we cleaned our fingers and the lips with _____
5. At the hotel, we went to the _____ to do some physical activities.
6. A _____ has more facilities more than a restaurant.
7. After clearing the bill, we were given a _____.
8. We did not know the prices of the food because there wasn't any _____ for us to study.

menu, receipt, gym, serviettes, reception, bill, waitress, hotel

Exercise 3: What is the difference between the following pairs of words?

1. A serviette and a napkin

2. Dessert and pudding

3. A hotel and a restaurant

4. Cutlery and utensils

5. Waiter and waitress

6. Supper and dinner

7. Receipt and bill

8. A chef and a cook

Exercise 4: What do the following people do?

1. waiter

2. waitress

3. cook

4. receptionist

5. cashier

6. teller

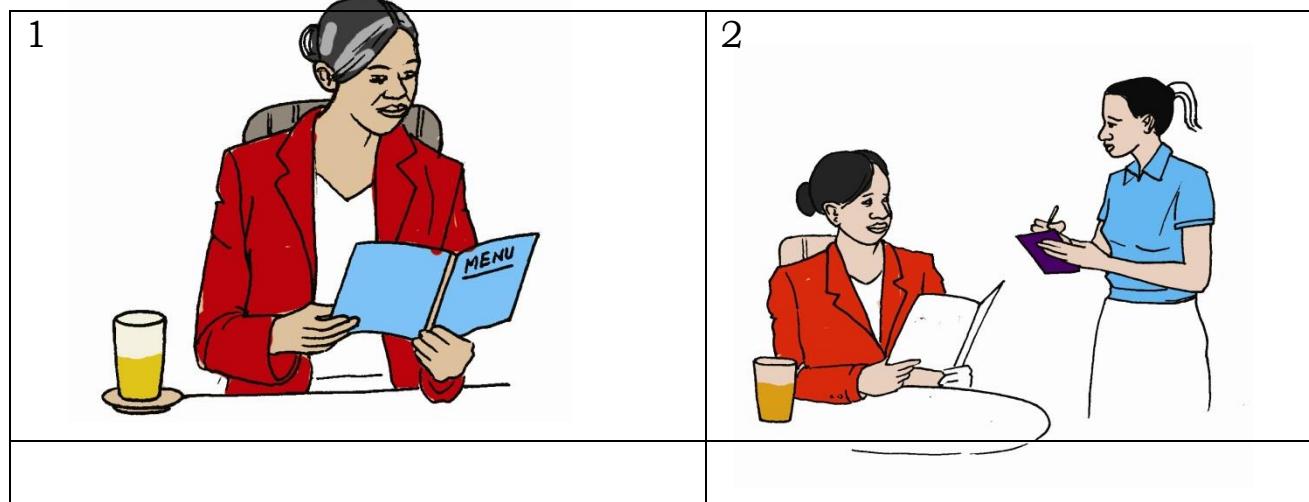
7. hotelier

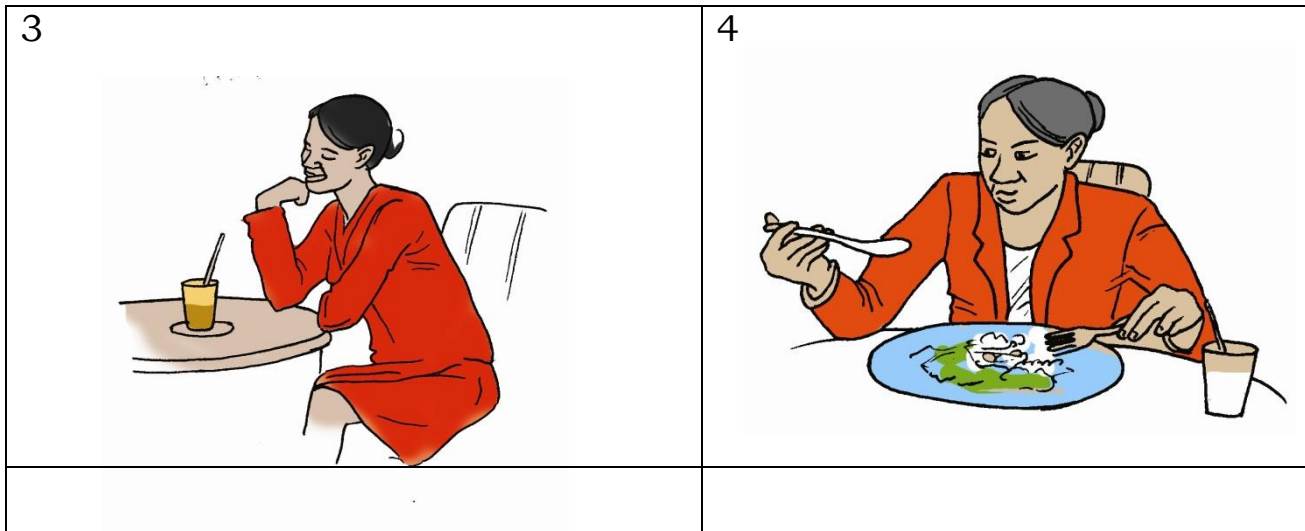
8. shopkeeper

9. chauffeur

10. grocer

Match the pictures with the sentences, 1,2,3 and 4





1. The woman is studying a menu.
2. The woman is waiting at a table.
3. She is making an order.
4. She is eating food.
- 5.

Exercise 5: Use the correct form of the word in brackets.

1. Please, we need to _____ together today.
(dinner)
2. May I talk to the _____ ? (receive)
3. The _____ of that telephone does not work
well. (receive)
4. The waiter gave us a warm _____ on our
arrival. (receive)
5. The tourists had their breakfast at the _____
pool. (swim)
6. _____ is a very interesting sport. (swim)
7. She was the best in that _____ gala. (swim)
8. She gave us a _____ after clearing the bill.
(receive)
9. We have a number of _____ places in this
town. (eat)
10. The _____ hotel in Uganda is at the
border. (comfort)

11. Does Suzan prepare _____ food? (well)
12. The _____ of their menu could attract customers to make orders. (beautiful)
13. Have you _____ for your food? (order)
14. They have very nice _____ tables. (dine)
15. The Dutch are good at _____ hotels. (book)

Formation of Adjectives

Adjectives are formed by adding suffixes. A suffix is a small word added to a big word to form a new word.

Word	suffix	Adjective formed
swim	-ing	swimming
comfort	-able	comfortable
nation	-al	national
misery	-able	miserable

Exercise 6: Form adjectives from the words in brackets.

1. She was very _____ when we visited her. (receive)
2. Please, give me some _____ food. (well)
3. The guests will sit at the _____ table. (dine)
4. Those who are ready to pay, please, move to the _____ table. (book)
5. We have two _____ tables in that tent. (serve)
6. That hotel has a _____ balcony. (circle)
7. All their chairs were very _____. (comfort)
8. _____ people shouldn't work in hotels. (misery)
9. May I have that _____ stove? (cook)
10. The guests were very _____ before the party. (anxiety)

Direct Speech

Direct speech means quoting the actual words spoken by a person.

Example

He said, 'I am a hotelier,'

Jane said, 'This is the best hotel.'

He asked, 'Where is the hotel?'

In direct speech we use capital letters, quotation marks, a question mark in case of questions and a full stop.

Exercise 7: Punctuate these sentences correctly.

1. He said I shall visit that hotel

2. Joseph said he is the manager of that restaurant

3. She is a good cook the husband said

4. We have eaten a lot of food said the guest

5. Pay the money said the chef or else I shall arrest you

Indirect Speech is the opposite of direct speech. Instead of quoting what someone has said, we just report what was said using our own words. Therefore it can also be called the reported speech.

James, 'I am preparing food.'

James said the he was preparing food.

James said, 'I will visit that restaurant in the morning.'

James said that he would visit that restaurant in the morning.

Exercise 8: Change these sentences to reported speech.

1. The cook said, 'The food will be enough for everybody.'

2. 'I need more salads,' said the guest.

3. 'We do not have any dessert today,' said the waiter.

4. 'I am going to the hotel now,' said the teacher.

5. 'You are supposed to clean the balcony now,' said the manager.

Reporting questions in indirect speech

Reporting the 'wh' questions: The questioning words are maintained in the reported speech.

Example

'Who has prepared the food?' asked the guest.

The guest asked who had prepared the food.

'What are you doing now?' asked the teacher.

The teacher asked me what I was doing then.

Questions with helping verbs are reported using 'whether' or 'if'

Example

'Is your brother here today?' asked the manager.

The manager asked me if my brother was there that day.

The manager asked me whether my brother was there that day.

Exercise 9: Change these sentences to reported speech.

1. 'Have you seen the tourist?' inquired the guest.

2. 'Are you coming now?' he asked.

3. 'Where is the menu?' asked the customer.

4. 'Why did you go to town?' asked the chef.

5. 'Did you eat the food?' asked the host.

Reporting Commands and Order

Commands and orders are reported using the preposition 'to'

Examples

1. 'Go out,' he told me. – He told me to go out.

2. 'Pay all the money today,' he ordered us.

He ordered us to pay all the money that day.

Exercise 10: Change these sentences to reported speech.

1. 'Show me the menu right now,' ordered the customer.

2. He ordered me, 'Tell the customers to leave now.'

3. 'Push that mad man out of the restaurant,' said the manager.

4. 'Leave this place before I shot you,' ordered the officer.

5. 'Prepare enough food,' ordered the chef.

Structure:

May.....

The structure can be used to ask questions in a polite way.

Example

1. May I get the menu, please?
2. May I have some more sugar?

It can also be used show the likelihood of something to happen.

1. The P.6 pupils may go to the hotel for their party.
2. We may get some visitors today.

Exercise 11: Use 'please', 'may', 'could', 'sorry' in the sentences below.

1. _____ you bring that food here, please?
2. I am _____, I have less money than you think.

3. _____, send me the menu.
4. _____ I have the receipt, please?
5. How _____ you refuse to clear the bill?

Exercise 12: Use the structuremay..... in the sentences below.

1. The boys are likely to go school.

2. She is likely to eat beef.

3. We want to go to town in the morning.

4. I would like to get the menu.

5. Can I have the food, please?

Exercise 13: Rewrite using: No sooner...../ immediately.....

1. We reached the hotel. We dived into the swimming pool.

2. I was given food. I asked for cutlery.

3. I finished eating. I cleaned my mouth.

4. As soon as I finished eating my food, the waiter brought the bill.

5. As soon as the customer studied the menu, he made his order.

Exercise 14: Could you.....?

1. May you clean the room, please?

2. Will you go to the room and rest?


3. May you leave us right now?






4. Assist me with your ruler.

5. Do you have some more money to use?

Exercise 15: Comprehension

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

Item	Price	
A	SNACKS	
Chips and chicken	10000/=	
Plain chips	5000/=	
chaps	3000/=	

B		BEVERAGES	
Soda (300ml) Soda(500ml) A glass of juice Water (500ml) Water (1500ml)			
C		LOCAL FOODS	
Matooke & fish Matooke & beans Matooke & beef		7000/= 3000/= 5000/=	
			

Questions

1. How many sections are on the menu?

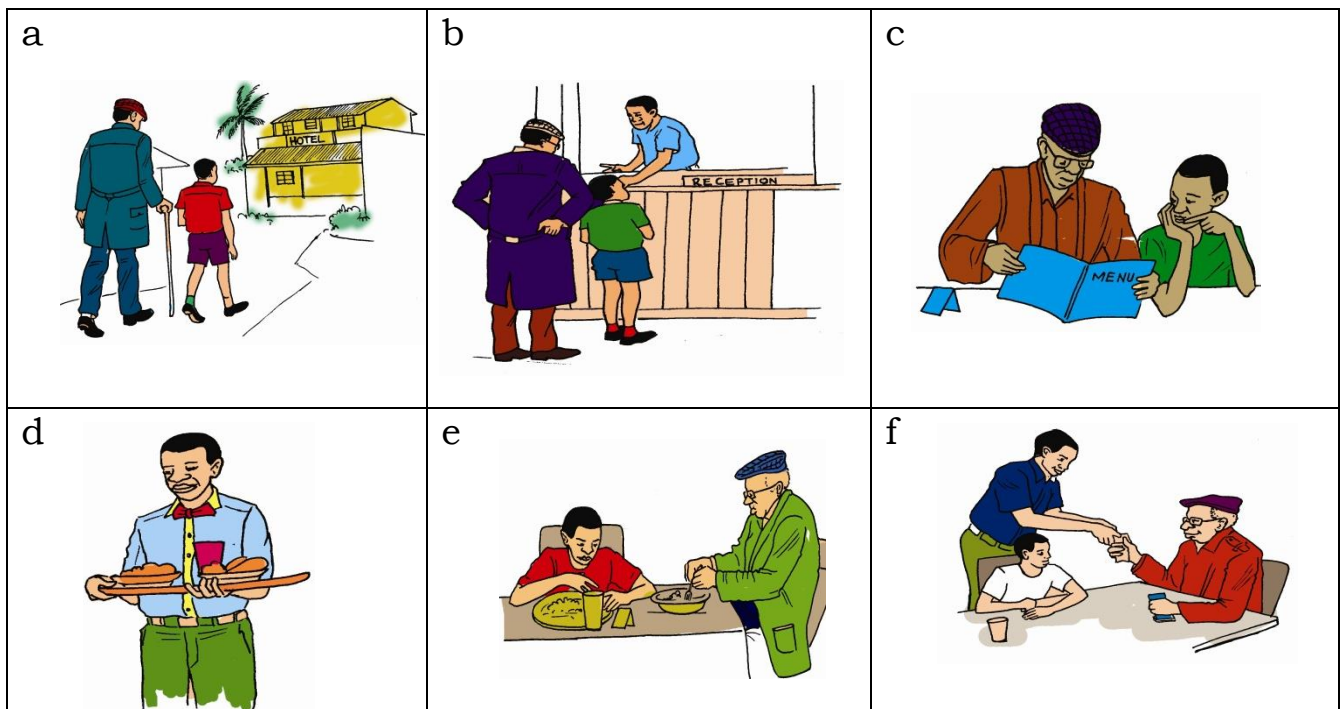
2. What is the cost of chips and chicken?

3. Which items on the menu cost one thousand shillings each?

4. In which section is matooke and beef?

5. How many items are on the menu?

Exercise 17: The pictures A – F tell a story. Study them and write a sentence about each to describe what is happening. The following words may help you; hotel, waiter, bill, order, eating, make



- a. _____

- b. _____

- c. _____

d. _____

e. _____

f. _____

g. What is the man with his son doing in picture C?

h. What is the importance of doing that in picture C?

i. What name is given to the place in picture B?

j. Suggest a suitable title to the picture composition.

Test your self

Give the plural form of the underlined words.

1. The waitress welcomed the customers.

2. A good customer pays his bills promptly.

3. The waiter cleaned the dining table.

4. That washroom was not cleaned.

5. There is a conference room in that hotel.

Use the correct form of the word in brackets.

7. Immediately I sat at the table, I _____ the menu.
(study.)

8. The guest of honour will _____ all the food. (eating)
9. This is the _____ meal I have ever eaten. (delicious)
10. The most _____ activity in Bravo Hotel is swimming. (interest)
11. The _____ has served us very well. (waiters)
12. The tourists were given a warm _____ at the hotel. (receive)
13. A waiter must be very _____. (receive)
14. Have you _____ the bill? (clear)
15. The chef hasn't _____ enough food today. (prepare)

Vocabulary

USING A DICTIONARY

alphabet	labels	check
meaning	foreign words	reference
pronounce	arrange	index
spellings	stress	guide word
abbreviations	look up	thesaurus
sounds	refer	acronym

Exercise 1: Match the words with their meanings.

Alphabet	: a book where you can find a particular piece of information
Dictionary	: to examine to see if something is correct.
Pronounce	: short forms of words
Abbreviations	: to make a sound of a word or letter.
Acronym	: a book that is like a dictionary in which words are arranged in a group of similar meanings
Thesaurus	: a word formed from the first letters of the word to a name of something
Reference	: a set of letters in a fixed order used for writing language.
Check	: a book that gives a list of words and their Meanings

Exercise 2: Use the correct form of the word in brackets.

1. Each page in a dictionary has a _____ word.(guiding)
2. We have _____ all the pages but there isn't anything. (check)
3. The teacher of English _____ all the words correctly.(pronounce)
4. Please, tell us the _____ of that term. (define)
5. His _____ order was very wrong. (alphabet)

6. There were three _____ on the teacher's table. (dictionary)
7. _____ words alphabetically is very easy. (arrange)
8. He _____ arranged those words. (skilful)
9. James has arranged all the words _____.(alphabet)
10. Sarah _____ all the ten words correctly. (spell)
11. How many _____ are in that dictionary? (abbreviate)
12. We need more _____ books in the library. (refer)
13. He _____ all the words as he was pronouncing them. (stress)
14. Some words are _____ than others. (long)
15. Jenipher _____ the meaning of words during the lesson. (look up)

Letters of alphabet

There are twenty six letters of 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		

Letters of alphabet are divided into two groups; the consonants and the vowels.

Consonants

B C D F G H J K L M N P Q
R S T V W X Y Z

Write down the vowels

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

How many vowels do we have?

How useful are the vowels?

Write down five sounds using each vowel.

Dictionary skills: Note the following.

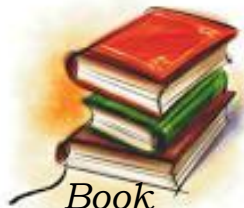
1. One must know all the letters of alphabet.
2. One must know which letter comes before or after the other.
3. One must be able to follow the guide words in a dictionary.
4. One must be in position to tell which letter is being used to identify the required word. e.g. first, second, third fourth or fifth letter.

Exercise 3

Words can be arranged according to the first letter



Arrow



Book



Chair



Girls.



Jerry can,



Lorry,



Mathematical Set,



Onion,



Pen



Television.

Arrange these words in alphabetical order.

- | | | | | |
|---------------|------------|---------|----------|---------|
| 1. Mayor | president | teacher | nurse | doctor |
| 2. television | lorry | digital | recorder | signal |
| 3. pen | book | library | record | title |
| 4. share | criticize | blame | praise | move |
| 5. quotient | difference | sum | product | average |

Exercise 4

Words can be arranged according to the second letter e.g.

brush



r (5)

blood



l (3)

boil



o (4)

bees



e (2)

bad



a 1

According to the second letter, the correct order is

a, e l o r
bad bees blood boil brush.

Exercise 5

Arrange these words below in alphabetical order

- | | | | | | |
|----|---------|--------|---------|-------|--------|
| 1. | Muzaale | Moses, | Muzungu | Menya | Mundwa |
| 2. | dress | dog | daisy | desk | down |
| 3. | pencil | pill | pot | pet | pad |
| 4. | fool | first | feast | fame | four |
| 5. | dim | dock | dream | dam | dump |

Arranging words according to the third letter, if the first two letters are the same

- | | | | | | |
|----|-------|-------|-------|-------|--------|
| 1. | bread | brake | brush | broad | bridge |
| | ↓ | ↓ | ↓ | ↓ | ↓ |
| | e (2) | a (1) | u (5) | o (4) | i (3) |

According to the third letter, the correct order is;

Brake, bread, bridge, broad, brush

Exercise 6

Arrange these words in alphabetical order.

- | | | | | | |
|----|-------|----------|-------|-------|----------|
| 1. | fool | form | fork | foam | false |
| 2. | set | seller | Seth | seven | sewerage |
| 3. | shake | shepherd | shin | shim | shrine |
| 4. | skip | slink | sling | slimy | slime |
| 5. | stop | stitch | stir | state | stem |

Arranging words according the fourth letter

- | | | | |
|-----------|-----------|----------|--------|
| Advantage | Adventure | advocate | advise |
| ↓ | ↓ | ↓ | ↓ |
| a (1) | e (2) | o (4) | i (3) |

According to the fourth letter, the correct order is

Advantage, adventure, advise, advocate.

Exercise 7

Arrange these words in alphabetical order

1. canopy, canter canvas canon
2. bread breath breed brethren
3. bribe briar brilliant brim
4. chain chaste chatter chauffeur
5. cork corn corolla corsa

Exercise 8

Arrange the words in tables alphabetically

(a)

p	l	a	c	e
p	l	a	n	t
s	p	a	c	e
p	r	i	z	e

(b)

c	u	b	e	
c	l	e	a	n
s	e	l	f	
k	n	o	t	

(c)

l	o	c	k
l	a	m	P
l	i	m	p
l	u	c	k

Sounds

Some words have similar sounds but different in meaning.

e.g. (a) beech, beach
(b) weak, week

Meaning

- (a) beech - a type of tree with smooth trunk spreading branches
beach - a shore of an ocean, sea, lake or the bank of a river
- (b) weak - the opposite of strong
Week - seven days

Exercise 9: Construct sentences using these words to show that you know their meanings

1. Sit

Seat

2. Beach

Beech

3. Stationary

Stationery

4. Cheque

Check

5. Son

Sun

6. Bat

But

7. Light

Right

8. Leave

Live

9. Steal

Still

10. Sew

Sow

Saw

Grammar: Question tags

What are question tags?

Question tags are short questions demanding either positive or negative responses that must be in agreement with the speaker.

Study the sentences below

Mutonyi is a tall boy, isn't he?

Muzahura is not a good person, is he?

isn't he? and is he? are called question tags.

A negative statement is followed by a positive question tag.

A positive statement is followed by a negative question tag.

Negative -He has not arranged the words alphabetically, has he?

Positive - He has arranged the words alphabetically, hasn't he?

Note the following:-

1. a question tag comes after a comma and therefore it begins with a small letter.
2. A question tag must have only a pronoun and a helping verb.
e.g. is + he is he?
are + they are they?
are they not aren't they?
is he not isn't + he?
1. Question tags must be in the same tense with the question
e.g. The guest of honour was very late, wasn't he?

The guest of honour has come, hasn't he?

Exercise 10

Supply question tags to the following sentences.

1. Letters are arranged in alphabetical order.

2. We have learnt all the dictionary skills.

3. An Index is very useful in a dictionary.

4. The teacher told us look up the meaning of that word.

5. Words are spelt differently.

6. There are seven hundred pages in that dictionary.

7. Moses has opened the dictionary.

8. A dictionary shows the standard abbreviations.

9. The guest of honour has come.

10. He arranged the words alphabetically.

Opposites

Study the pairs of the words below:

- | | |
|--------------------|---------------------|
| 1. boy - girl | 6. either - neither |
| 2. above - below | 7. friend- enemy |
| 3. tall - short | 8. absent- present |
| 4. outside- inside | 9. high- low |
| 5. in - out | 10. start - end |

In the above pairs, words are entirely contrary to each other. E.g. If one thing is tall then another one must be short. Therefore tall is the opposite of short.

Read more opposites

pride	-	humble	fair	-	unfair
attract	-	repel	ancient	-	modern
agree	-	disagree	best	-	worst
loss	-	gain/ profit	good	-	bad
big	-	small	cheap	-	expensive
after	-	before	regular	-	irregular

Exercise 11

Choose one word from brackets as the opposite of:-

- | | | | |
|-------------|---|-------------------------------|-------|
| 1. Cheap | - | (expensive, small, sharp) | |
| <hr/> | | | |
| 2. Late | - | (afternoon, early, dangerous) | _____ |
| 3. Inferior | - | (exterior, superior, junior) | _____ |
| 4. Import | - | (interior, export, exercise) | _____ |
| 5. Open | - | (close, widen, inside) | |
| <hr/> | | | |
| 6. Contract | - | (expand, expose, interior) | |
| <hr/> | | | |
| 7. Legible | - | (legal, illegal, illegible) | _____ |

8. Legal - (illegal, legible, able)

Exercise 12: Give the opposite of the words below.

- | | |
|-------------------|--------------------|
| 1. pride _____ | 9. shabby _____ |
| 2. attract _____ | _____ |
| 3. agree _____ | 10. legible _____ |
| 4. loss _____ | _____ |
| 5. possible _____ | 11. contract _____ |
| _____ | _____ |
| 6. fair _____ | 12. obey _____ |
| 7. cheerful _____ | _____ |
| 8. interior _____ | |

Complete the sentences with the opposite of the underlined words.

1. The King and the _____ did not attend the party.
2. He always gets good marks but he _____ revises his notes.
3. Our headmistress was not able to talk to the _____ of Greenhill Academy.
4. The pupils were very shabby but their teachers looked very _____
5. The interior part of our car is better than its _____

Other opposites are formed by using prefixes. A prefix is a small word placed before a big word such as courage – discourage, true – untrue. (dis and un are prefixes)

Study the examples below:

movable	-	immovable	sufficient	-insufficient
legible	-	illegible	responsible	-irresponsible
sense	-	nonsense	fair	-unfair
relevant	-	irrelevant	intelligent	-unintelligent
legal	-	illegal	true	-untrue
patient	-	impatient	able	-unable

regular - irregular

Exercise 13

Give the opposite the underlined words.

1. My mother is a very responsible woman.

2. His handwriting was legible.

3. Most of the objects in our school are regular.

4. The heaviest stone was also movable.

5. That teacher is really patient.

The superlative form of adjectives

First remember the following

There are three levels of comparison.

i.e. the positive degree, the
comparative degree and the
superlative degree.

Study the examples below:-

Moya is a tall girl. (positive)

Mary is taller than Moya
(comparative)

Annet is the tallest girl of the three. (Superlative)



The positive degree simply gives the state of something. The comparative degree is used to compare two objects and the superlative degree is used to talk about more than two objects. Read the examples in the table below

Positive	comparative	Superlative
long	longer	longest
short	shorter	shortest
big	bigger	biggest
fat	fatter	fattest
thin	thinner	thinnest
clean	cleaner	cleanest
wise	wiser	wisest
clear	clearer	clearest
loud	louder	loudest

The superlative form of short adjectives takes – est while the long adjectives take – most.

1. Short adjectives are those with two syllables and these take – er in the comparative degree and – est in the superlative degree.
2. Long adjectives are those with more than two syllables and these take more in the comparative degree and most in the superlative degree e.g.

beautiful	more beautiful	most beautiful
active	more active	most active
efficient	more efficient	most efficient
delicious	more delicious	most delicious

Exercise 15

Tick on sentences which are in the superlative form.

1. This is the longest word in the dictionary.

2. The most interesting book I have ever read is Wind in the Willows.
3. The word 'worse' is longer than the word 'best'
4. A dictionary is the biggest book in our library.
5. The librarian is the busiest person in our school.

Exercise 16.

Fill in the correct superlative form of adjectives.

positive	comparative	superlative
beautiful	more beautiful	most beautiful
small		
narrow		
honest		
courageous	more courageous	more courageous
humorous	more humorous	
careful		

Structure.....after..... /before.....

After is the opposite of before.

Examples

I came before you.

You came after me.

Study the sentences below.

1. The word father comes before further.
2. The word further comes after father.
3. The word bread comes before broad
4. The word broad comes after bread.
5. We arranged the words alphabetically before the teacher told us.

Exercise 17

Study the words below. Arrange them in alphabetical order and then answer questions about them.

cash, cousin, courage, coin, comb.

1. The word cash comes _____ all the other words.
2. The word coin is _____ comb.
3. Comb is _____ courage but comes after coin.
4. Cousin comes _____ courage.
5. The word courage is _____ comb but before cousin.
6. The word coin comes _____ the word cash.

1. Which word is before courage?

2. Which word comes after courage?

3. Is there any word that comes before the word cash?

4. Does the word coin come before the word comb?

5. Is there any word that comes after the word cousin?

Exercise 18. Rewrite as instructed in brackets.

1. Brenda went to school before picking her dictionary. (Rewrite using.....after.....)

2. Joseph said his prayers after supper. (Rewrite using.....before...)

3. The word 'but' is after the word 'bat' in the dictionary. (Rewrite using.....before.....)

4. Joseph talked to the manager after he had finished supper. (Use... before.....)

5. I shall learn spellings before going for lunch. (Useafter.....)

Structure: Not onlybut
also.....

Study the sentences below.

1. (a) Not only does the dictionary give the meaning of words but also their pronunciation.
(b) The dictionary does not only give the meaning of words but also their pronunciation.

.
Examples

The pupils pronounced the words. The pupils also spelt the words.
Not only did the pupils pronounce the words but also spelt them.
The pupils did not only pronounce the words but also spelt them.

Exercise 19

Join the sentences beginning: Not only..... / not only.....

1. I want a dictionary. I also want a magazine.

2. The teacher will teach us. The teacher will mark our books.

3. Kabila painted some pictures. Kabila opened a dictionary.

4. Our maid cleaned the house. Our maid helped us with our homework.

5. We learnt vowel letters. We also learnt the consonants.

Structures Whenever whenever.....

Using whenever:- It is used to mean every time. e.g. Whenever I want the meaning of a new word, I open the dictionary.

I open the dictionary whenever I want the meaning of a new word.

Exercise 20: Use Whenever at the beginning of each sentence.

1. Every time he goes to school, he carries a dictionary.

2. Every time the teacher of English enters our class, we get out our dictionaries.

3. When we arrange words alphabetically, we draw tables.

4. If you want to look up the meaning of words, use a dictionary.

-
-
5. Every time I find a difficult word, I refer to the dictionary.
-
-

Structure... asas.....

The structure can be used to talk about similes or about things of the same quality, status, weight, colour and many others.

Examples

1. A dictionary is as heavy as a bible.
2. Arranging words in alphabetical order is as simple as spelling them.
3. The word 'boy' is as long as the word 'bus'

The structure: asas..... is used to compare things of the same size, length, height, age, beauty etc. It is also used in writing similes e.g.

as silent as a grave

as happy as a king

as playful as a kitten

as simple as ABC

Exercise 21

Use as as in the sentences below

1. The book is ten grams. The Bible is also ten grams.
-

2. The word 'bus' and 'boy' are equally long.
-

3. The teacher is very happy. The pupils are equally happy.
-

4. Otto is 5kgs. Opima is 5kgs.

5. The teachers and the pupils are equally short.

6. A pen is very big. A pencil is big. (Use.....not as.....)

Study the similes below

as important as a
dictionary

as black as ebony
as poor as a church
mouse.

as easy as ABC.

as dull as ditch water.

as open as a smile.

as proud as a peacock.

as friendly as a puppy.

as honest as a mirror.

as ageless as the sun.

as afraid as a grass
hopper.

as hairless as an egg.

as mischievous as a
monkey.

as playful as a kitten.

as poor as a church mouse

Exercise 22 Complete the similes below:-

1. as _____ as the night.

2. as _____ as pepper

3. as _____ as lead.

4. as _____ as the sun.

5. as _____ as a mirror

6. as _____ as grass.

7. as _____ as a tomb.

8. as _____ as a miser.

9. as _____ as a peacock.

10. as _____ as a church mouse.

Exercise 23: Comprehension

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

Last year I was in Primary Six in Kakuto Junior School. Primary Six has six topics. These are ‘Safety on the Road’, ‘Debating’, ‘Family Relationships’, ‘Occupations’, ‘Hotels’, and ‘Using a Dictionary’. However, among those topics, I understood very well the topic of ‘Using a Dictionary’. This is because our teacher of English, Mr.

Okecho, taught us this topic practically.

The day we had this lesson, everybody in the class had a dictionary. Everything that the teacher was mentioning, we would see it there and then.

We discussed the guide words which are on the top of every page in the dictionary, some abbreviations used in the dictionary such as adj for adjectives, sth for something, sb for somebody, n for noun and pl for plural. We also learnt that a dictionary shows standard abbreviations such as SIM, SMS, Tel, and many others.

Mr. Okello taught us the actual arrangement of words alphabetically and we saw it in the dictionary. The whole class was surprised to note that a short word could come before a long word such as stab and stability.

Some dictionaries have pictures that illustrate what is being talked about. In addition to meanings, there are examples of sentences to show how a particular word is used and in which context.

After we had learnt all the necessary skills, the teacher gave two exercises. The first exercise was arranging words according to the first letter and the second one was arranging using the third letter. The whole class found the second exercise very easy because nobody failed any number. Finally, Mr. Okecho, advised us to master the letters of alphabet.

Questions

1. In which class do you think is the writer now?

2. How many topics does the Primary Six class learn?

3. Which topic interested the writer most?

4. Why did the writer understand the topic mentioned in number three?

5. Who taught the writer the topic mentioned in number three?

6. How many exercises did the teacher give the pupils?

7. Which exercise did the pupils find very easy?

8. What shows that the children found the exercise very easy?

9. Write the following abbreviations in full.

(i) SIM

(ii) SMS

Exercise 24: Composition

Complete the guided composition by filling in the appropriate word from the box.

A dictionary is a very _____ book. it gives _____ of different words. It also shows how words are _____. A dictionary gives various ways of how a _____ can be used in different contexts. It also shows how words are categorized. A word can be a _____ or an adjective or any other part of speech. Words in a _____ are arranged in _____ order. Those that _____ with letter 'a' are found at the beginning and those that begin with letter 'z' are found at the _____ of the dictionary. There are also _____ words at the top of every page. These help you to identify the words you want very easily.

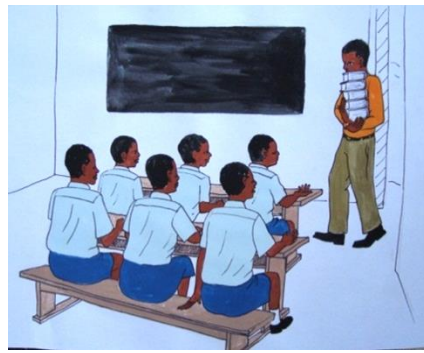
meanings, dictionary, verb, alphabetical, word, begin, end, guide, useful, pronounced

The pictures below tell a story. Write a sentence about each picture to describe what is happening. The following words may be used.

dictionaries, teacher, teaching, skills, pupils, marking, trying, blackboard



A



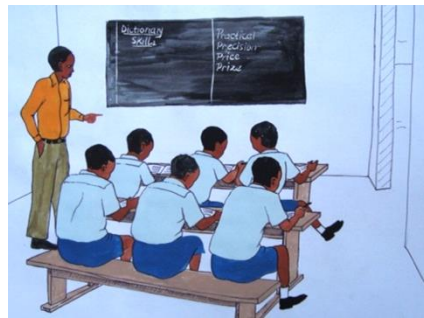
B



C



D



E



F

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. How many children are in this class?

H. What was the teacher doing in picture C?

I. What do you think the teacher was carrying?

J. Suggest a suitable title to the picture composition.

Test your self

Arrange the words in alphabetical order.

(a) **First letter**

1. chain, book, goal, table

2. pronounce, spell, meaning, sounds, refer

4. alphabet, dictionary, guide, foreign.

5. stress, abbreviate, lookup, check

6. Index, reference, acronym, find

(b) **Second letter**

1. stress, shrine, sober, same

2. radio, red, rhino, rose

3. done, Daniel, drive, decide

4. compose, chain, close, camp

5. pronounce, posh, pull, pad.

(c) **Third letter**

1. Pride, proud, praise, precise

3. Sounds, sober, solar, song

4. Team, tether, tell, term

5. Check, chair, choose, Chris

6. words woos, worse, wound.

(d) **Form nouns from the verbs below:-**

1. pronounce - pronunciation

2. abbreviate

3. arrange
