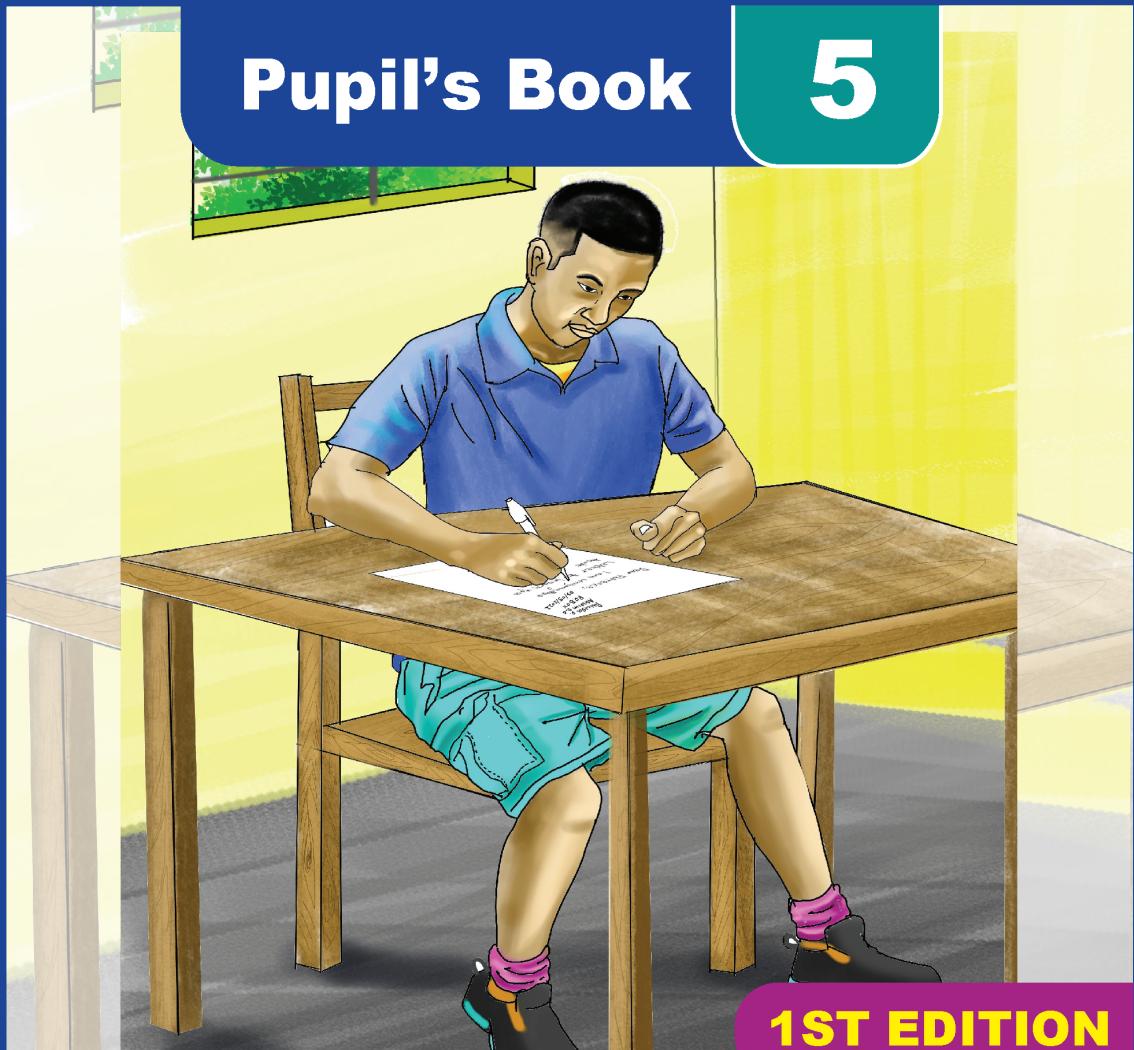


# UNDERSTANDING ENGLISH

Pupil's Book

5



1ST EDITION

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First edition 2023  
Revised edition 2024

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# **Topic 1: Vehicle repair and maintenance**

## **Sub-topic 1A: Parts of a vehicle**

### **Section 1.1: Vocabulary 1 (Parts of a car/vehicle)**

#### **Activity 1.1**

**Read these words and use them to make correct sentences.**

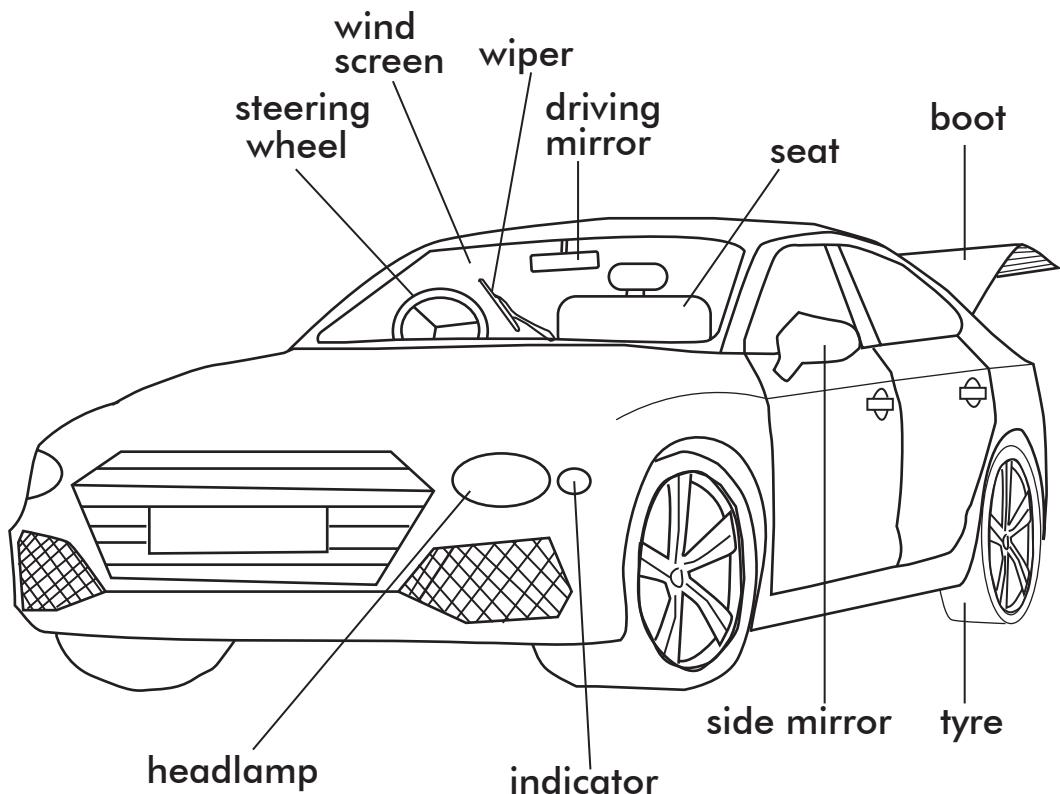
engine	tyre	steering wheel	head lamp
indicator	wiper	wind screen	driving mirror
seat belt	boot	seats	brakes
side mirror			

#### **Examples of sentences using the above words**

1. My father's car has a new tyre.
2. The driver is seated at the steering wheel.

## **Picture study**

Look at the picture of a car and read its parts.



## **Vocabulary 2 (Parts of a bicycle and motorcycle)**

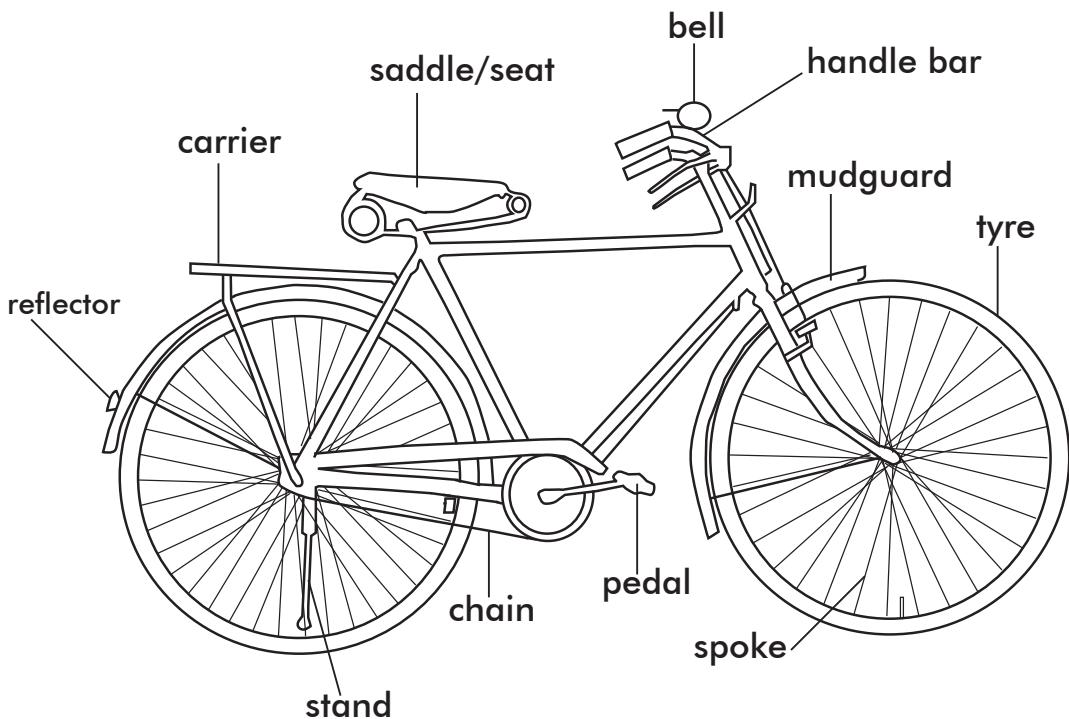
### **Activity 1.2**

**Read the words below and use them to make correct sentences.**

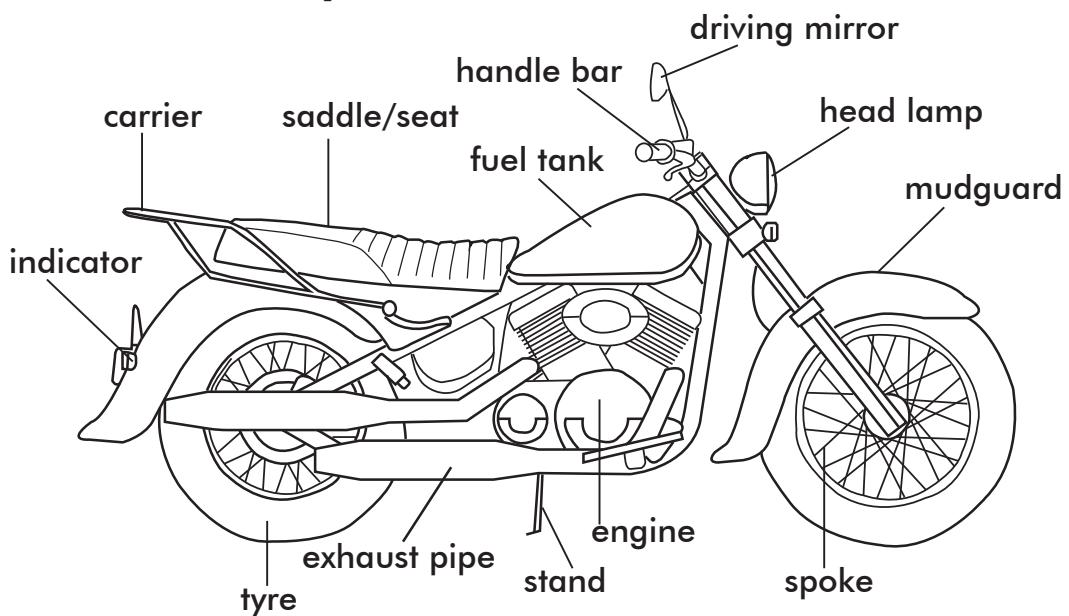
pedal	tyre	chain	spokes	mud guard
saddle	reflector	brakes	carrier	handle bar

## Picture study

Study the pictures below and read their parts with your neighbour.



## Parts of a motorcycle



### **Activity 1.3**

**Rearrange the given letters correctly to form words.**

- |                          |                      |
|--------------------------|----------------------|
| 1. eats blet - seat belt | 7. askbre -          |
| 2. ectorfler - reflector | 8. incha -           |
| 3. rpewi -               | 9. dedlsa -          |
| 4. ndelah abr-           | 10. ridvign rrmior - |
| 5. yret -                | 11. mhadelap -       |
| 6. inegen -              | 12. caindtoirs -     |

### **Section 1.2: Verbs and tenses**

A verb is a doing word. It explains what the noun is doing, did, does or has done. A verb can also be defined as an action word. A verb is of three main forms that is, present, past, and past participle.

**For example:**

1. John is drawing a bicycle.
2. John drew a bicycle.
3. John draws a bicycle.
4. John has drawn a bicycle.

#### **Regular verbs**

Regular verbs are verbs which end in ‘-d’, ‘-ed’ or ‘-ied’ in their Past Simple and Past Participle tenses.

- (a) Regular verbs which end in ‘-e’ form their Past Simple and Past Participle tenses by adding ‘d’ to the infinitive.

### **Activity 1.4**

**Complete correctly.**

**Present**

Prepare

damage

**Past simple**

prepared

damaged

**Past participle**

prepared

damaged

decide	decided	decided
waste	.....	.....
shade	.....	.....
dye	dyed	.....
compare	.....	.....
name	.....	.....
replace	.....	.....
remove	.....	.....
capture	.....	.....
solve	.....	.....
refuse	refused	refused
receive	received	received
complete	.....	.....
describe	described	described
explore	.....	.....
lie (to decieve)	lied	lied
agree	.....	.....
die	.....	.....

- (b) Regular verbs add ‘ed’ to form their Past Simple and past participle tense.

### **Activity 1.5**

#### **Complete correctly.**

<b>Present</b>	<b>Past Simple</b>	<b>Past Participle</b>
clean	cleaned	cleaned
check	checked	checked
allow	.....	.....
paint	.....	.....
repair	.....	.....
perform	performed	.....

kick	.....	.....
defend	.....	.....
hang (to kill)	hanged	hanged
fasten	.....	.....
fix	.....	.....
lock	.....	.....
fail	.....	.....
defeat	defeated	defeated
greet	greeted	greeted

- (c) Some of the regular verbs double their last consonants before adding ‘ed’ to form their Past Simple and Past Participle tense.

### **Activity 1.6**

**Complete correctly.**

<b>Present</b>	<b>Past Simple</b>	<b>Past Participle</b>
stop	stopped	stopped
drop	dropped	dropped
skip	.....	.....
label	.....	.....
occur	.....	.....
slap	.....	.....
knit	knitted	knitted
pin	pinned	pinned
plan	.....	.....
rob	.....	.....
beg	.....	.....
stir	.....	.....
skid	.....	.....
expel	.....	.....
travel	.....	.....

transfer	trasferred	transferred
prefer	preferred	preferred
mop	.....	.....
counsel	.....	.....
cancel	.....	.....

- (d) Regular verbs which end in ‘y’ change ‘y’ to ‘i’ and then add ‘ed’ to form their Past Simple and Past Participle tense.

### **Activity 1.7**

**Complete correctly.**

Present	Past Simple	Past Participle
carry	carried	carried
marry	married	married
bury	buried	buried
hurry	.....	.....
rely	.....	.....
satisfy	.....	.....
multiply	.....	.....
terrify	terrified	terrified
copy	copied	copied
study	.....	.....
dirty	dirtied	dirtied
fry	.....	.....
cry	.....	.....
supply	.....	.....
occupy	.....	.....
apply	.....	.....
deny	.....	.....
worry	.....	.....
comply	.....	.....

## **Irregular verbs**

These are verbs which change to their Past Simple and Past Participle tenses differently. Some change the spellings from their infinitive while others remain unchanged in all the three main forms.

- (a) Here are irregular verbs which change their spellings in the Past Simple tense. These verbs have their Past Simple and Past Participle similar.

### **Activity 1.8**

**Complete correctly.**

<b>Present</b>	<b>Past Simple</b>	<b>Past Participle</b>
sit	sat	sat
dig	dug	dug
breed	bred	.....
bring	brought	.....
teach	taught	.....
catch	caught	.....
feel	.....	felt
feed	.....	fed
fight	.....	fought
find	.....	found
light	lit	lit
lend	lent	lent
spit	spat	spat
swing	swung	swung
sting	stung	.....
spoil	spoilt	.....
shoot	shot	shot
bend	bent	.....
build	built	.....
deal	dealt	.....

buy	bought	.....
burn	burnt	burnt
learn	.....	learnt
lay (eggs)	laid	laid
hang(put up)	hung	hung
wind	wound	wound
strike	.....	struck
win	.....	won
creep	crept	crept
mean	.....	.....
sweep	.....	.....
get	.....	.....
grind	ground	.....
pay	paid	.....
say	.....	.....
tell	.....	.....
sell	sold	.....
understand	understood	understood

- (b) Here are Irregular verbs which change completely in their Past Simple and Past Participle tense.

### **Activity 1.9**

#### **Complete correctly.**

<b>Present</b>	<b>Past Simple</b>	<b>Past Participle</b>
begin	began	begun
ring	rang	rung
bite	bit	bitten
hide	hid	hidden
eat	ate	.....
fall	fell	fallen
draw	drew	drawn

sing	sang	sung
sink	sank	sunk
tear	.....	.....
wear	.....	.....
swear	swore	sworn
write	.....	.....
rise	rose	risen
show	showed	shown
speak	spoke	spoken
blow	blew	blown
give	.....	.....
freeze	froze	frozen
forget	.....	.....
forbid	forbade	forbidden
take	.....	.....
swim	swam	swum
drink	drank	drunk
drive	.....	.....
break	.....	.....
see	saw	seen
be	was/were	been
choose	chose	chosen
fly	flew	flown
grow	grew	grown
do	did	done
go	went	gone
ride	rode	ridden
mistake	mistook	mistaken
sew (clothes)	sewed	sewn
weave	wove	woven

- (c) Look at those irregular verbs which do not change in any of the three forms.

### **Activity 1.10**

**Complete correctly.**

<b>Present</b>	<b>Past Simple</b>	<b>Past Participle</b>
cut	cut	cut
cost	cost	cost
set	set	set
shed	.....	.....
burst	.....	.....
hurt	.....	.....
cast	.....	.....
spread	spread	spread
let	.....	.....
quit	.....	.....
split	.....	.....
shut	.....	.....
put	.....	.....
hit	.....	.....
telecast	telecast	telecast
broadcast	broadcast	broadcast

### **Activity 1.11**

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

1. The mechanic has ..... a new motorcycle. (buy)
2. My father ..... to town yesterday. (drive)
3. The citizens ..... their fellow citizen near the car bond. (bury)
4. Victoria ..... on the headlamps of her car. (switch)
5. Betty ..... a new motorcycle in the last competitions. (win)

6. Ashley ..... to check the oil level of her car before setting off. (forget)
7. The driver ..... the brakes to stop the car. (apply)
8. We all ..... our seat belts before the driver started the bus. (fasten)
9. Mr. Hare ..... on the saddle and rode the bicycle to the parish headquarters. (sit)
10. Isaiah ..... all the parts of the motorcycle correctly. (label)

## The Present Perfect tense

- The Present Perfect tense is used to talk about actions that have just taken place.
- This tense uses ‘**has**’ and ‘**have**’ as helping verbs. ‘**Has**’ is used with singular nouns and the pronouns while ‘**have**’ is used on plural nouns and the pronoun ‘I’.
- The helping verbs ‘**has**’ and ‘**have**’ are followed by the Past Participle tense of the main verb.

**has/have + Past Participle tense of the main verb**

### For example:

1. Janat has bought a new motorcycle. (buy)
2. Willy and I have gone to the car bond to buy new cars. (go)
3. She has driven back home alone. (drive)
4. I have rung the bell clearly. (ring)

### Activity 1.12

**Fill in the gaps with the Present Perfect tense of the verbs given in brackets.**

1. The girl has .....the oil. (pour)
2. My co-workers have ..... me a new bicycle. (give)
3. You have not ..... anything since morning. (do)

4. Shadia has ..... the windscreen of the car. (hit)
5. We have .....the head mistress' car thoroughly. (wash)
6. Have they ..... about parts of a vehicle? (learn)
7. The side mirrors of my mother's car have ..... off. (fall)
8. Musenero has ..... a very nice bicycle. (draw)
9. The wipers of my car ..... (break)
10. The children have just ..... taught about parts of a vehicle. (be)
11. Mirembe and Racheal have ..... to their parents requesting for new bicycle tyres. (write)
12. Timbo has been ..... from school for his bad behaviour. (expel)
13. Mark has carefully ..... his horse to the hotel. (ride)
14. Who has ..... my seat? (take)
15. Bruno and Bernard have been .....to two years imprisonment for not tying their seat belts while driving. (sentence)

### **Activity 1.13**

**Change the following sentences into the present perfect tense.**

*Example:*

*Joshua is riding a motorcycle.*

*Joshua has ridden a motorcycle.*

1. We put our luggage in the car boot.
2. The driver fastened his seat belt.
3. The mechanic gave me a new mudguard to put on my bicycle.
4. The cyclist is ringing the bell.
5. Benjamin repaired his car engine.
6. Ruth is cleaning the windscreen now.
7. Benito drove to town.

## **The Passive Voice in the Present Perfect tense**

In Passive Voice, we begin with the ‘object’, followed by the verb and then the ‘subject’. The Passive Voice in the Present Perfect tense uses helping verbs, ‘**has been**’ or ‘**have been**’ which are then followed by the main verb in its Past Participle form.

### **For example:**

1. Mr. Mopmop has bought a new bicycle.  
A new bicycle has been bought by Mr. Mopmop.
2. She has broken the driving mirror.  
The driving mirror has been broken by her.
3. Someone has damaged my car engine.  
My car engine has been damaged.

### **Activity 1.14**

**Change these sentences into the passive voice.**

1. They have given me a brand new Toyota.
2. Mr. Fox has brought the bus home.
3. Has she eaten the oranges?
4. Teddy has turned on the indicators.
5. The conductor has put our luggage in the boot.
6. Matthew and Mark have removed the car tyres.
7. My mother has switched on the headlights.
8. The thief has stolen Maxon’s car.

## **Section 1.3: The use of ‘must’ and ‘mustn’t’**

- ‘Must’ is used to give strong advice especially when something is necessary.
- ‘Mustn’t’ is also used to give advice to someone not to do something. It is the negative form of ‘must’. It is the short form of ‘must not’.

### **For example:**

#### **A. Use ‘must’ and ‘mustn’t’ to construct sentences.**

1. Ronnie must repair his vehicle.
2. You mustn’t drive a car in a dangerous mechanical condition.
3. One must check the engine oil level before starting his vehicle.

#### **B. Rewrite these sentences using:‘must’ or ‘mustn’t’.**

1. Driving while drunk is not good.  
You mustn’t drive while drunk.
2. Clean the driving mirror before you start the car.  
You must clean the driving mirror before starting the car.

### **Activity 1.15**

#### **A. Construct correct sentences from the table below.**

You	must	fasten the seat belt while driving. ride the bicycle in darkness.
Melvin	mustn’t	drive carelessly on the road.
We		wipe the windscreen.
The driver		switch on the headlamps when driving at night. apply grease on the chain. keep left while driving.

#### **B. Rewrite the sentences below using ‘must or mustn’t’**

1. Talking on telephone while driving is dangerous.
2. Reduce the speed when nearing a corner.
3. Do not ride a bicycle with flat tyres.
4. You should put enough oil in the engine before driving the car.
5. Hold the handle bars properly while riding a motorbike.
6. Replace broken spokes in the rim.
7. Sitting on the carrier when riding is bad.
8. Apply grease to the chain before riding.

## **Section 1.4: Comprehension**

### **Activity 1.16: Passage**

**Read the story below and answer the questions that follow.**

I cannot forget the day my father brought home our first vehicle. The memories of that day still run through my minds. My father used to come home early, quietly and looking very tired. That day he returned late in the night. The hooting at the gate took all our attention. Of course we could not guess who was at the gate. I rushed to the gate to check, only to see my great father behind the steering. I opened the gate and he cruised in. When he parked, I asked him and he confirmed it was our new ride.

Every part of the car was new. The steering and the seats were amazing. The tyres were inflated hard and the indicators shone brightly. Indeed, the grey Toyota Premio was beautiful.

Very early in the morning, I checked the car again to confirm the parts we had learnt about at school. Then I asked my father to open the bonnet for me to see other inside parts. He showed me the engine. According to my father, it was the new model. The radiator was full of water, I touched the water and it was warm. My father showed me other parts like battery, the oil filter and the air filter. My father promised to teach me how to drive soon. That would be really interesting. I cannot wait for that day to come. I thank God who gave my father a brand-new car.

### **Questions**

- (a) What memories does the writer have?
- (b) At what time did the father return that day?
- (c) What did the writer's father bring home that day?
- (d) What type of car was it?
- (e) Why do you think this family was excited that day?
- (f) Apart from the steering, which other parts did the writer

- check on the car that night?
- (g) Why did the father open the bonnet?
  - (h) Mention one part of the car that the writer saw under the bonnet.
  - (i) Give another word or group of words to mean cruised as used in the story.
  - (j) Suggest a suitable title to the story.

### **Activity 1.17: Passage**

**Read the story below and answer the questions that follow.**

It is always wise to do a few checks on the car before one starts driving it to the road. My mother and I faced it rough on our journey to Kivu, our home village.

What we were bothered about was having enough fuel in the car. Next, we ensured our spare tyre was in its right place. We thought that was all for our journey. We did not mind to check on other parts of the car like the tyres, the engine and the battery.

Shortly after leaving home, we noticed something unusual with the car. Before my mother could park it on the roadside to find out what the trouble was, the engine went off. It could not ignite anymore. We looked for a nearby mechanic. When he came, he said he was going to jumpstart it. This was a new term for me. Mother explained that it meant to restart the car by connecting to the battery of another car. He checked the engine and said the engine oil level had dropped. He added part of the oil he had carried in his car. More water was also added to the radiator.

Lastly, he checked the tyres and realised one of the rear tyres had a sidewall damage. It also had some damage on the treads. After changing the tyre, the mechanic helped us to adjust the side view mirrors. We paid him and ignited the car to continue our journey.

## **Questions**

- (a) Where were the writer and his mother going?
- (b) Why do you think it is wise to check the car before driving it?
- (c) What didn't the writer and his mother check on the car before they started the journey?
- (d) What happened to their car along the way?
- (e) Who helped them to fix the mechanical problems on the car?
- (f) How did the mechanic make the car restart?
- (g) Give another word or group of words to replace these underlined words in the story:
  - (i) restart .....
  - (ii) rear .....
- (h) Why was the car tyre changed?

### **Activity 1.18: Poem**

**Read the poem below and answer the questions that follow.**

The wonderful invention  
Full of wonders indeed  
Sweeping through the road  
All parts together to make a whole  
So wonderful the car is!

Just a key and it is active  
The steering to give the right direction  
A little step on the pedal  
And it is ready to accelerate  
How amazing the car is!

Come rain, come sunshine  
The driver is ready to ignite  
Its treads on the tyres

Can manage the rough roads  
The car, so fantastic it is.  
Fuel is the only food  
Engine oil to keep it in shape  
Pressure in the tyres and you're good  
And the honk that hoots out loud  
The car, you are perfect.

**(Mate Ben)**

### **Questions**

- (a) What wonderful invention is mentioned in the poem?
- (b) Where does it move?
- (c) How useful is the key to the car?
- (d) What determines its direction while moving?
- (e) When is the car ready to accelerate?
- (f) How does the driver make the car to stop?
- (g) Mention one thing in the poem that makes the car good.
- (h) Why is engine oil important to the car?
- (i) Who is the writer of this poem?
- (j) How many stanzas does the poem have?
- (k) Suggest a suitable title to the poem.

### **Activity 1.19: Poem**

**Read the poem below and answer the questions that follow.**

I thought I would be happy always  
To have you by my side  
I thought you meant heaven to me  
Oh no! I was very wrong.

I thought I would never regret  
You now make me wish  
I had been born those days

## The days of the horse and the cart.

My car, oh my dear  
Fuel is like water to you  
You consume it without sparing  
What is wrong with your engine?

Always in Mr. Macaca's garage  
When it is a punctured tyre  
He asks me for so much  
Before he fixes the tyre.

Again the transmission is at fault  
Mr. Macaca gets his spanner  
Straight to the bonnet to check the fault  
And then a huge bill he gives me.

**Jamenoka**

### **Questions**

- (a) What did the writer think at first?
- (b) Which days does the writer wish for?
- (c) How does his car consume fuel?
- (d) Where does he take the car for repair?
- (e) What does the mechanic do to the punctured tyre?
- (f) How does the spanner help the mechanic?
- (g) Why does Mr. Makanika open the bonnet?
- (h) Give another word or group of words to mean each of the words below as used in the poem:
  - (i) consume .....
  - (ii) fixes .....
- (i) Suggest a suitable title to the poem.
- (j) In how many stanzas is the poem written?

# **Sub-topic 1B: Equipment used in vehicle repair**

## **Section 1.5: Vocabulary**

### **Activity 1.17**

**Read these words**

spanner

tester

sandpaper

oil

screwdriver

grease

toolbox

hand tool

pliers

file

wire

hammer

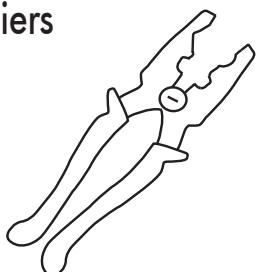
car jerk

saw

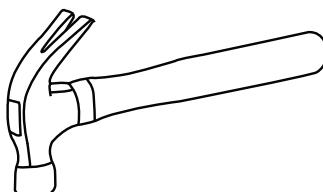
### **Activity 1.18**

**Study the pictures of the tools/equipment used in vehicle repair and tell their uses.**

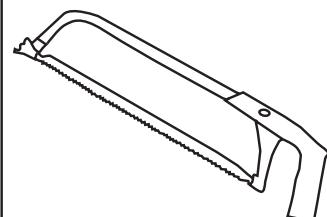
Pliers



Hammer



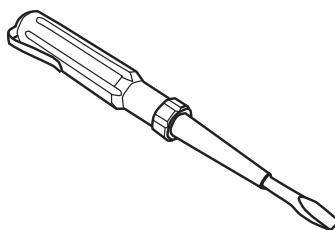
Saw



Screwdriver



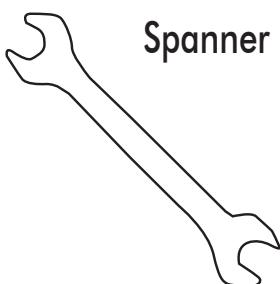
Tester



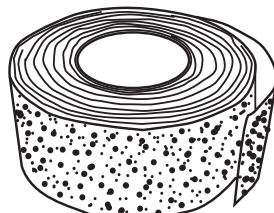
Oil



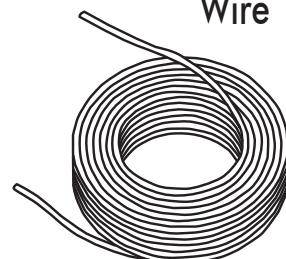
Spanner

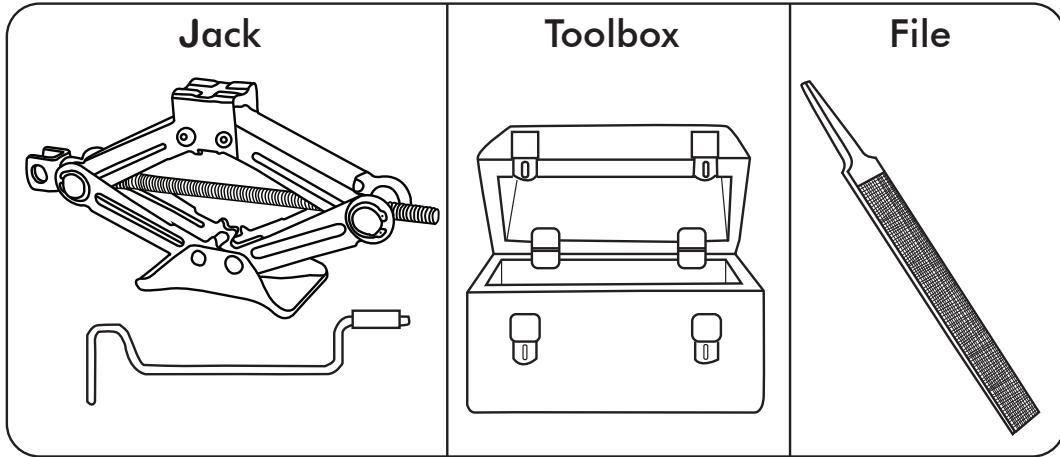


Sandpaper



Wire





## Section 1.6: Conditional If - clause I

- A conditional clause for example If I, states that a certain condition has to be fulfilled before a certain result is obtained.
- If talks about the possibility of something happening provided a named condition is fulfilled.
- We use two tenses when using If clause, that is, Present Simple tense and Future Simple tense.
- The Present Simple tense is used in the 'if clause' while the Future Simple tense is used in the "main clause".

If + Present + Future

### Example

If my father gets money, he will buy a new car.

if clause

main clause

### The use of 'if'

When using 'if' at the beginning of the sentence, a comma is applied immediately after the if clause.

### **For example:**

1. Martin will get a pair of pliers. He will cut the wires.  
If Martin gets a pair of pliers, he will cut the wires.
2. Solomon will see the toolbox. He will remove the screwdriver.  
If Solomon sees the toolbox, he will remove the screwdriver.
3. My car will break down. I will take it to the garage.  
If my car breaks down, I will take it to the garage.
4. I will grease the chain of my bicycle when I get grease.  
If I get grease, I will grease the chain of my bicycle.

### **Activity 1.19**

**Rewrite the following sentences as one beginning with If**

1. The mechanic will repair the bicycle. Father will take the bicycle to the garage.
2. You will buy a jack. You will go to town.
3. When I get money, I will buy a new tester.
4. The boy will bring the toolbox and the mechanic will pick a saw.
5. Get the spanner and loosen the wheel nuts.
6. Patricia will use a sandpaper and make the metal smooth.
7. I will not turn on the headlamps and I will not see at night.
8. Allan will not fasten the seat belt. He will get serious injuries in case of any accident.
9. Bonny will go to the city. He will buy spare parts for the vehicles.

### **The use of ‘... if ...’**

When using ‘if’ in the middle of the sentences, no comma is applied between the two clauses.

### **For example:**

1. If Byenky drives carefully, he will reach home safely.  
Byenky will reach home safely if he drives carefully.

2. She will sharpen his tools. She will get a file.  
She will sharpen his tools if she gets a file.
3. You will not pay for the service. The mechanic will not give you back your motorcycle.  
The mechanic will not give you back your motorcycle if you do not pay for the service.

### **Activity 1.20**

**Rewrite the sentences below as instructed in the brackets.**

1. If you drive fast, you will cause an accident. (Begin: You will ...)
2. Jovanisi will attend the burial. She will see the deceased. (Use: ... if ...)
3. Ntambi will get a hammer. He will hit the nails. (Begin: Ntambi will hit ...)
4. I will wait. My car may be repaired. (End: ... I wait.)
5. If I don't go to the garage, the mechanic will not work on my car's broken wheel. (Begin: The mechanic ...)
6. When I read hard, I will pass the engineering course. (Use: ... if ...)
7. You should come early and see the rallies. (Begin: You will ...)
8. Make an appointment and meet the mechanic. (Rewrite and end: ...appointment.)
9. Mukisa will get a tester and test for the presence of current in the battery. (Use ... if ... )
10. If I get money, I will repair my car. (Use... if ...)

### **Section 1.7: The use of ‘in order to and so as’**

‘in order to’ and ‘so as’ are used to introduce the purpose or reason for doing something. These structures are used in the past simple and present simple tense. They are used in the same way.

### **For example:**

1. • The lady went to the mechanic. She wanted to repair her car.
  - The lady went to the mechanic in order to repair her car.
  - The lady went to the mechanic so as to repair her car.
2. • Mutema saved his money. He wanted to buy a jack.
  - Mutema saved his money in order to buy a jack.
  - Mutema saved his money so as to buy a jack.

### **Activity 1.21**

**Join the following sentences using: in order to and so as**

1. Joy goes to the garage. She wants to repair people's cars.
2. My mother gave me money. She wanted to make me happy.
3. The driver went to the park. He wanted to get passengers.
4. I went to town. I wanted to buy a spare tyre for my car.
5. She opened the car boot. She wanted to remove her luggage.
6. Matilda went to the technical school. She wanted to learn mechanical engineering.
7. We borrowed files from the garage. We wanted to sharpen our pangas.
8. Alosious used a saw. He wanted to cut the metal.
9. The driver braked. He wanted to save the dog that was crossing the road.
10. The mechanic got oil. He wanted to lubricate the vehicle parts.

## **Section 1.8: The use of ‘in order to’**

When using this structure at the beginning of the sentence, a comma is applied immediately after the first clause.

### **For example:**

1. He bought a toolbox. He wanted to keep his tools safe.  
In order to keep his tools safe, he bought a toolbox.
2. Henry borrowed a spanner. He wanted to loosen the car bolts and nuts.  
In order for Henry to loosen the car bolts and nuts, he borrowed a spanner.

### **Activity 1.22**

**Rewrite the following sentences as one beginning: In order**

1. Mercy went to the clinic. She wanted to buy some vitamin C tablets.
2. Matthew is taking an engineering course. He wants to become a mechanic.
3. The driver switched on the headlamps. He wanted to see what was ahead.
4. He went to the petrol station. He wanted to buy fuel for his car.
5. Mark goes to the internet cafe. He wants to know the latest products on the market.

## **Section 1.9: Comprehension**

### **Activity 1.23: Passage**

**Read the following passage and answer the questions that follow.**

‘WELCOME TO KK AUTO GARAGE’ is the big signpost that welcomes you to Kagolo’s garage. It is located in Sonko Division, behind the central market.

In his garage, he has a special room where he sells different parts and tools used in vehicle repair. While in this shop, the eyes never cease to look at amazing things. He displays the items according to their functions. The spare parts of the engine are put in the middle. Others like wipers, mirrors and spanners are laid out separately.

Special equipment like pliers, wire cutters, screwdrivers, wrench sets and power tools are kept in their special boxes to protect them from damage. They are arranged in their tool belt which he also sells to buyers. Other tools are kept in the toolboxes. He also has his special toolbox which he uses when repairing vehicles.

Outside the shop, he has tyres for big and small cars. When a customer brings a car for the tyre to be changed, he uses the jark to raise the car off the ground. Then he uses the impact drill to remove the tyre and replace it. The wheel wedges help him to keep the car in one position. His shop is always busy with customers. He is liked because he treats them fairly. “KK Auto Garage, our car clinic,” is what everyone calls his shop.

### **Questions**

- (a) What shop is talked about?
- (b) Who is the owner of the shop?
- (c) Where can one find this shop?
- (d) What does Kagolo do in the special room?

- (e) How are the items in Kagolo's shop displayed?
- (f) Mention one item in the passage used to repair vehicles.
- (g) Why does Kagolo keep some items in boxes?
- (h) When does he use the jerk?
- (i) Which item does this mechanic use to loosen and tighten nuts?
- (j) Suggest a suitable title to the passage.
- (k) Why do you think Kagolo has very many customers?

### **Activity 1.24: Passage**

**Read the following passage and answer the questions that follow.**

During the COVID-19 lockdown of 2021, Shakin found life very boring at home. He woke up every morning to do nothing. Watching Nickelodeon television was the major work he had since schools had been closed.

One day, he made up his mind to look for something to do in the nearby trading centre. He went to Sande's garage and said he wanted to learn some skills about vehicle repair. The following day, his first day as a mechanic, Sande told him to remove old wipers from a car. However, Shakin did not even know what wipers looked like. Sande guided him to use a pair of pliers. He slowly removed the wipers but failed to fix new ones.

Then Shakin was to inflate a tyre of a motorcycle, which he did easily. Time came to remove a punctured tyre and fix the spare tyre. "Sir, are we going to turn the car upside down first?" asked Shakin innocently. Everyone laughed and Shakin got puzzled. Sande told him that they needed a jark. He was sent to fetch the jark. Poor boy had never seen one. He thought jack was some strong man who could lift the car. The small size of the jark surprised Shakin. "This thing is very small, the car could break it and fall,". said Shakin. Shakin was again sent for the toolbox. Shakin asked why it was very heavy and was told it keeps most of the equipment needed in vehicle repair.

Shakin was shown the screwdriver and the wrench which are needed to replace tyres. He was amazed to see the jark lift the vehicle. Shakin has become a very serious mechanic at this garage.

### **Questions**

- (a) When did Shakin go to Sande's garage?
- (b) Why was life very boring for Shakin?
- (c) What was his first task at Sande's garage?
- (d) How was Shakin able to remove the wipers?
- (e) Which activity did he do very easily?
- (f) Why was Shakin puzzled about the screw jack?
- (g) Why was Sande's toolbox heavy?
- (h) Which tools were used to replace the tyre?
- (i) Suggest a suitable title to the story.

### **Activity 1.25: Passage**

**Read the following passage and answer the questions that follow.**

#### **My Mother's Car Gets a Fault**

My name is Joy. I am in primary five at Ntabalo Primary School. One day my mother and I woke up very early in the morning. I was going to school and my mother was going to her place of work.

After preparing ourselves, my mother went to the garage to pick her car so that we could set off on the journey. On reaching the garage, she noticed a leaking engine because of the oil that had spread all over the floor. When she checked the fuel tank, it was also leaking and the fuel was almost drained from the tank.

My mother got worried about her car's condition. She immediately called the mechanic to come and repair it. She

also got a boda-boda to rush me to school so that I would be in time for the lessons. When the mechanic came, he got tools from the toolbox, repaired my mother's car and then asked for forty two thousand shillings for the service. My mother pulled out the money from her purse and paid the mechanic. She then dropped the mechanic to his garage and headed to work.

### **Questions**

- (a) Who is telling the story?
- (b) In which class is the writer of the story?
- (c) To which school does the writer go?
- (d) Where was the writer's mother going?
- (e) What did the writer's mother notice on entering the garage?
- (f) How many parts of the mother's car had faults?
- (g) What did the writer use to go to school?
- (h) How much money did the mechanic ask for repairing the car?
- (i) Do you think the writer's mother was happy when the car was repaired?
- (j) Give another word or group of words to mean the same as garage as used in the passage.

### **Activity 1.26: Poem**

**Read the poem below and answer the questions that follow.**

Poor mechanic!  
Always waiting for cars to repair  
At times taking on more than he can bear  
Handling tool after tool  
Dressed in filthy clothes like a fool.

Tirelessly he always works  
Under the huge car he lies

Cutting and connecting every wire  
Tightening after loosening every nut  
Just to bring that big car back to life.

Sometimes I really wonder  
That man called a mechanic  
He doesn't mind oil leaks on his face  
All he cares about is to fix the mess  
Like a great surgeon in the theatre.

And finally when the work is done  
Smiles are all over the owner's face  
The key goes straight into the ignition  
To drive off at ninety kilometres per hour  
After a small pay to the poor mechanic.

**Dante**

### **Questions**

- (a) Who is talked about in the poem?
- (b) What does he do according to the poem?
- (c) What does he handle when doing his work?
- (d) Where does the mechanic lie?
- (e) Why does he tighten the nuts?
- (f) What leaks onto the writer's face?
- (g) To whom is the mechanic compared in the poem?
- (h) What happens when the mechanic is done with his work?
- (i) Give another word to mean filthy as used in the poem.
- (j) Suggest a suitable title to the poem above.

### **Activity 1.27: Poem**

**Read the poem below and answer the questions that follow.**

That vehicle!  
A wreck it was  
Drawn from the scene by a crane  
Straight to the busiest garage  
For the mechanic to fix  
And repair its crashed body.

That vehicle!  
Very heavy it was  
Crashed beyond repair  
But towed to the nearest garage  
For the repairer to mend  
And make it move again.

That vehicle!  
So hard it was to mend  
But his toolbox in hand  
Ready for the job he was  
The wreck became a good car again.

**Stander**

### **Questions**

- (a) Which special person is talked about in the poem?
- (b) Where does this person work?
- (c) What was repaired by this person?
- (d) What kind of vehicle crashed?
- (e) How was the crashed vehicle carried to the garage?
- (f) Why was the crashed vehicle taken to the garage?
- (g) Which vehicle do you think towed the wreck to the nearest garage according to the second stanza?
- (h) Why was the repairer able to mend the car?
- (i) How many stanzas make up this poem?
- (j) Give another word to mean repairer.

### **Activity 1.28: Poem**

**Read the poem below and carefully answer the questions that follow.**

Car!              Car!  
What an important object you are!  
With a variety of useful parts  
The steering wheel for control  
Seat belts for keeping me safe in case of an accident  
And the headlamps for lights in the dark.

Car!              Car!  
An object with four strong wheels holding it  
Enabling it to move from place to place  
With the trunk at the back of it  
To carry luggage to its destination  
And wipers  
To clean or wipe the windscreen.

Car!              Car!  
Useful to all mankind  
Carrying people to their destinations  
Carrying patients and casualties to hospitals  
Transporting farmers' produce to the market centres  
And earning car dealers lots of money after sale.

**Jenifer Lucky, P.5 North**

### **Questions**

- (a) What is the poem about?
- (b) How is the steering wheel important to the car driver?
- (c) Which part keeps one safe in case of an accident?
- (d) What are the headlamps for according to the poem?
- (e) Where is the luggage carried to its destination?
- (f) How many stanzas make up this poem?
- (g) According to the poem, how many wheels does a car have?
- (h) Write two parts of a vehicle mentioned in the poem.

- (i) Why do you think patients and casualties are taken to hospital?
- (j) What do cars take to the market centres?
- (k) Who wrote the poem?
- (l) In which class is the writer?

### **Activity 1.29: Poem**

**Read the poem below and answer the questions about it.**

Whether it rains or shines,  
I don't need to mind,  
It is my job after all,  
Under the vehicle I lie.

With a spanner and a jark,  
To remove car tyres,  
All my body dirty with engine oil,  
Still I don't mind.

Always dressed in a dirty overall,  
You don't want to touch me,  
For you think I am dirty,  
But who cares,  
After all pockets are full of coins and notes after work.

**Ampulira Arnold**

### **Questions**

- (a) What is the poem about?
- (b) Why does the writer lie under the vehicles?
- (c) Who is talking in the poem?
- (d) What do you think the writer uses to remove the tyres?
- (e) What does the writer always wear?
- (f) What makes his body dirty?
- (g) How many stanzas does the poem have?

- (h) Why do you think the writer is happy with his job?
- (i) Who is the poet?
- (j) Give one word to mean the same as 'coins and notes' as used in the poem.
- (k) Suggest a suitable title to the poem.

### **Activity 1.30: Jumbled story**

**Rearrange the sentences below to form a flowing story.**

1. He checks the condition of the engine.
2. Martha's father then sits in his car and fastens the seat belt.
3. Martha's father has a nice car.
4. When he reaches the work place, he carefully parks his car in the parking yard where he picks it up in the evening after work.
5. The car sleeps in the garage at home.
6. Next, he dips a dipstick in the oil tank to check the oil level.
7. Every morning before driving his car, he first checks its mechanical condition or state.
8. While going back home, he first picks Martha up from school and drives home.
9. He then starts the car engine and drives to his work place.
10. This keeps him safe in case of an accident.

# **Topic 2: Print media**

## **Section 2.1: Vocabulary**

### **Activity 2.1**

**Read the words below correctly.**

puzzle	cartoon	newspaper	announcement
magazine	column	editorial	columnist
journalist	front page	back page	brochure
newsletter	media	pullout	article
reporter	news	story	advertisement
correspondent	crossword	classified	editor

### **Activity 2.2**

**Construct sentences using the words above.**

**Examples:**

- Adam is a columnist for the New Vision newspaper.
- Our school produces weekly magazines.
- My mother is a BBS TV journalist.

## **Section 2.2: The use of articles ‘a’, ‘an’ and ‘the’**

- The articles ‘a’ and ‘an’ are indefinite articles.
- They are used before singular nouns that are not known to the reader, writer or listener.
- The article ‘the’ is a definite article used before nouns that are known to the reader or listener.

### **The article ‘a’**

The article ‘a’ is used before singular nouns which begin with a consonant sound.

### **For example:**

1. John is a news reporter.
2. A European journalist has been knocked by a speeding car.
3. The observer is a Ugandan newspaper.

### **The article ‘an’**

The article ‘an’ is used before singular nouns which begin with a vowel sound.

Note: Some words, for example, honest, hour and honourable begin with consonant letters. However, when pronouncing them, the ‘h’ remains silent and their pronunciation starts from ‘o’ a vowel sound.

### **For example:**

1. Bridget wrote an interesting article.
2. She is an honourable member of parliament.
3. Carrick is an honest man.

### **The article ‘the’**

The article “the” is used before singular and plural nouns that are known to the reader or listener.

### **For example:**

1. The chief editor approved my article.
2. She is reading the New Vision newspaper.
3. The columnist you have met there is a Ugandan.

### **Activity 2.3**

#### **Use ‘a’, ‘an’ or ‘the’ to fill in the blank spaces.**

1. .... manager appreciated me for my work done.
2. Bukedde Newspaper is ..... best newspaper in Uganda.
3. .... article about terrorism was published on Monday.
4. My brother likes .....cartoons I draw.

5. Bridget is ..... university graduate.
6. .....front page of the Daily Monitor has .....beautiful lady.
7. Joel read ..... editorial yesterday.
8. Solomon is ..... good news anchor.
9. .....Prime Minister read..... newspaper in ..... hour.
10. ..... cartoonist draws funny cartoons in newspapers.
11. Kingaiden filled ..... crossword puzzle alone.
12. Your cousin made .....educative advertisement.

### **Relative Pronouns**

- A relative pronoun is a pronoun that marks a relative clause or introduces a relative clause.
- Relative pronouns are used to link or relate information in the relative clause to the subject or object.
- Relative pronouns include ‘who’, ‘whose’, ‘which’, ‘that’ and ‘whom’.

### **Section 2.3: The use of ‘... who ...’**

‘Who’ is used when referring to people. It is used to show/tell the person who did something.

#### **For example:**

1. Arnold is the journalist. He wrote an interesting article in the newspaper.  
Arnold is the journalist who wrote an interesting article in the newspaper.
2. The man was given a prize. He won the Best Media Presenter of the year.  
The man who won the Best Media Presenter of the year was given a prize.

## **Activity 2.4**

**Join the following sentences using ‘... who ...’**

1. Bosco is the gentleman. He appeared on the front page of the newspaper.
2. That is the boy. He borrowed a story book from the librarian.
3. The cameraman has died. He took our photographs yesterday.
4. She is the lady. She read the most interesting article of the Daily Monitor newspaper.
5. You will come and see the columnist. He got an accident last month.
6. The musician won the award. She sang yesterday at the President’s birthday.
7. That is the boy. He lost his phone on Tuesday.
8. There comes the artist. He designed the brochure.
9. Sharat is the presenter. She read the lunch time announcement.
10. That is the girl. She reads the news on the assembly.

## **Section 2.4: The use of ‘... whose ...’**

‘Whose’ is a relative pronoun used to show possession or belonging.

**For example:**

1. Zam is the reporter. Her radio station was closed.  
Zam is the reporter whose radio station was closed.
2. The boys have come. Their parents are news reporters at CBS FM.  
The boys whose parents are news reporters at CBS FM have come.
3. Buloba P.T.C is the college. Its magazine is trending in Uganda.  
Buloba P.T.C is the college whose magazine is trending in Uganda.

## **Activity 2.5**

**Join the following sentences using ‘whose’**

1. Here comes the cartoonist. Her daughter won the beauty contest.
2. Vision Group is the media company. Its journalist is suffering from COVID-19.
3. Samantha is the girl. Her advert was the best of all.
4. KBS T.V is the station. Its programmes are very educative.
5. The author has died. His book is used by most schools in the country.
6. Khanisha is the girl. Her handwriting is the best at Focus Junior School.
7. Annet will excel in P.L.E. Her performance is impressive.
8. This is the reporter. His camera was stolen.
9. There comes the boy. His father is a columnist.
10. Juliet is the lady. Her bag was stolen in the new Taxi Park.
11. Bushirah sells newspapers on the streets. Her uncle was kidnapped by unknown people.

## **Section 2.5: The use of ‘which/that’**

These two relative pronouns are used when referring to objects or things.

**For example:**

1. This is the article. My brother wrote it.  
This is the article which my brother wrote.
2. This is the cat. It drank my baby’s porridge.  
This is the cat that drank my baby’s porridge.
3. The advertisement was persuasive. Milly wrote it.  
The advertisement which Milly wrote was persuasive.

## **Activity 2.6**

**Join these sentences using ‘which /that’**

1. This is the school. It appeared in The Sun newspaper last Wednesday.
2. Mary was reading a magazine. The magazine was very interesting.
3. The brochure was attractive. Martha gave it to me.
4. That is the house. It won the competition.
5. Bosco filled the puzzle. The puzzle was tricky.
6. Joyce went to the shop. The shop sells cheap goods.
7. This is the editorial. The chief editor approved it.
8. These are the newspapers. Our mother bought them for us yesterday.
9. The article was sad. It appeared in the newspaper yesterday.
10. That is the cat. It urinated on my magazine.

## **Section 2.6: The Past Simple tense**

The Past Simple tense is used when talking about actions that happened in the past. Regular verbs end with ‘d’ ‘ed’ or ‘ied’ in their Past Simple tense.

**For example:**

1. The news reporter reached the scene late. (reach)
2. Dorothy wrote an article about communication. (write)
3. Juma did not understand the work. (do)

## **Activity 2.7**

**Use the Past Simple tense of the verbs given in brackets to complete the sentences below.**

1. We ..... them our death announcement. (give)
2. They ..... a lot of food at the commissioning ceremony of the media house. (eat)
3. Our baby ..... my newspaper pullout. (cut)
4. The pictures which Doreen ..... were interesting. (draw)
5. When the manager ..... the studio, he was given a microphone to speak through (enter)
6. Jane ..... the newspaper from the newspaper vendors. (buy)
7. They ..... their relative at Bukoba. (bury)
8. Jonah.....the disappearance of his only son, Simon. (announce)
9. Mudrat .....a very good song. (sing)
10. The head teacher .....us to protect ourselves from Covid-19. (tell)
11. Mr. Hare ..... two hundred shillings for the newspaper pullout. (pay)
12. Mrs. Monkey ..... an exciting novel last night. (read)
13. The man who raped a girl ..... himself before the police arrived. (hang)
14. Moreen Kyalya and Dr. Besigye ..... in the 2016 presidential elections. (compete)
15. Hon. Capale ..... to the media centre by taxi. (travel)

## **Active and Passive Voice in the Past Simple tense**

- When changing sentences from Active Voice to Passive Voice in the past simple tense, the helping verb ‘was’ or ‘were’ is used before the main verb. The main verb in the Passive Voice changes to its Past Participle form.

- ‘**Was**’ is used with singular nouns and pronouns, while ‘**were**’ is used with plural nouns and pronouns.
- The preposition ‘**by**’ is used to introduce the doer or subject.

### **For example:**

1. Elijah sold the newspapers. (Active)  
The newspapers were sold by Elijah. (Passive Voice)
2. Our Director of Studies wrote that article. (Active Voice)  
That article was written by our Director of Studies (Passive Voice)
3. Someone stole my bicycle. (Active Voice)  
My bicycle was stolen. (Passive Voice)

### **Activity 2.7**

**Change these sentences into the passive voice.**

1. The information prefect read the news on the assembly.
2. Mukisa cleaned the floor.
3. Ms. Nyamwiza taught them Lusoga.
4. The journalist wrote an interesting article yesterday.
5. Portugal won the UEFA EURO tournament.
6. Megan broadcast the night programme on GTV.
7. Beatrice spoke to the Bukedde Newspaper columnist.
8. The maid hit the baby.
9. Natasha hid Martin’s sports page.
10. Patrick printed the most beautiful brochures.

### **Section 2.7: The Future Simple tense**

- The Future Simple tense is used to talk about actions or events that will take place sometime to come possibly in the future.
- This tense uses ‘**will**’ and ‘**shall**’ as helping verbs to denote the future. The main verb in the Future Simple tense remains in its infinitive form, that is, it does not change regardless of which noun or pronoun has been used.

**'Shall'** is used with only the pronouns 'I' and 'we'.

**For example:**

1. I shall go to the New Vision headquarters and publish my article.
2. We shall fill the crossword puzzle together.

**'Will'** is used with all nouns and other pronouns like they, she, he, it and you.

**For example:**

1. They will watch cartoons at 4:00p.m on UBC TV.
2. She will listen to music.
3. Tonny and Campbell will buy newspapers tomorrow.

### **Activity 2.9**

**Fill in the blank spaces with the Future Simple tense of the verbs given in brackets.**

1. George will visit NBS FM station next week. (visit)
2. Our Director ..... tomorrow. (come)
3. The magazines ..... bought by the deputy head teacher next Monday. (be)
4. We ..... all our prisoners. (rescue)
5. I ..... my bed at night. (make)
6. She ..... on the front page of The Newvision newspaper. (appear)

### **Activity 2.10**

**Make ten correct sentences from the table below.**

Amos	shall	visit my aunt	tonight.
I		read our stories	next week.
We	will	buy a brochure	next Friday.
They		write an article	tomorrow.

announce the minister's death	in the evening.
advertise their products	next year.

### **Examples of sentences from the table above:**

1. Amos will buy a brochure next Friday.
2. I shall visit my aunt next year.

## **Section 2.8: Comprehension**

### **Activity 2.11: Passage**

**Read the following passage and answer the questions that follow.**

There are several newspaper companies giving service in Uganda. These include, Daily Monitor, The New vision, Bukedde Newspaper, Red Pepper and Etop. They publish information on daily basis, so they are called dailies. They help to keep the public informed and updated every day.

Their offices work day and night. The workers there are as busy as bees. This is to ensure the public gets information as quickly as possible. The journalists bring in information every hour of the day. This includes current stories about the Covid-19 pandemic, politics, security, entertainment and sports.

When an important event is going on somewhere, the newspaper companies send their reporters there. They go with cameras to take photos and record facts. In case a government minister organises a press conference, the reporters go and record the event. They can even interview the minister to get details to write in the papers.

This information is received by the editors who go through them before they are published. Some major stories are printed in bold as headlines. These are put on the front page and back page in a preferred language of the newspaper.

## **Questions**

- (a) What is the major role of dailies in Uganda?
- (b) Give one example of the dailies giving service in Uganda.
- (c) Why are the workers in these newspaper companies very busy?
- (d) Who gathers information that is published?
- (e) What do you think can be reported about Covid-19 pandemic?
- (f) How does the camera help the journalists in their work?
- (g) Who organises the news stories before they are published in the papers?
- (h) Why do you think some major stories are printed in bold?
- (i) Give another word or group of words that mean the same as these words in the story:
  - (i) publish .....
  - (ii) Major .....
- (j) Suggest the best title to the story.

### **Activity 2.12: Passage**

**Read the following passage and answer the questions that follow.**

#### **The Super Voice**

Last term, our school launched the long-awaited school newspaper, The Super Voice. The newspaper was launched by the Minister of State for Primary Education who was the chief guest on the writers club day. The purpose of the Super Voice was to encourage pupils to read and write stories. This was a way of training future writers and journalists, according to Magoba Aggie, the patron writers' club.

Members of the writers club participated fully in coming up with the newspaper. The patron was the chief editor. She chose the best headlines for the paper. The paper had various sections like

internal news, business page, interview column, entertainment and sports.

Our crew had special uniforms, cameras and files. Every morning and evening, reporters would go to every corner of the school to gather news items. Every club member had a section to gather news articles for. Personally, I was the cartoonist. I was excited to draw cartoons about some funny situations in the school. My best friend, Jeni was the sports reporter. She happily reported about our previous sports day. Bob, the secretary of the club did an interview with the head teacher, while Joan, a new pupil in P.2 was the columnist.

During her speech, the minister appreciated the school for encouraging writing and reading among the pupils. She bought 200 copies of The Super Voice newspaper for the best performers in every class. We were very happy to see our articles read by very many people. Indeed, writers rule the world.

### **Questions**

- (a) Which newspaper was launched?
- (b) Why was this newspaper published?
- (c) Who was the chief guest at the launch of this newspaper?
- (d) What role did Magoba Aggie play towards the newspaper?
- (e) Mention one section in the Super Voice.
- (f) What was reported in the sports section of this paper?
- (g) Whose message was written in the interview column?
- (h) How did the minister support the writer's club during the launch?
- (i) Give another word to replace each of these words used in the story
  - (i) crew .....
  - (ii) gather .....

## **Activity 2.13: Passage**

**Read the following passage and answer the questions that follow.**

### **Newspapers**

Newspapers are part of the media. This is because they help to inform people about different things taking place in the country and the world at large. Apart from informing the masses, newspapers also educate and entertain them. There are many examples of newspapers published daily in Uganda. These newspapers are produced in English and local languages. The Daily Monitor, the New Vision, Red Pepper and The Observer are produced in English. Apart from the Observer, the rest are produced daily. Etop, Bokedde, Orumuri and Rupiny are written and produced in the local languages.

Ugandans living outside the country read these newspapers through the internet. A newspaper is divided into different parts. These are the front page, editorial, article and the back page for sports. The headlines are printed on the front page in bold letters to attract the readers. Trained journalists collect the news from different parts of the country and outside it. Sometimes they get news and stories through telephone calls and written messages on their mobile phones. Cartoons are also included in the newspapers to make them interesting.

Professionally, for news to be printed in the newspaper, it is first edited by the chief editor before publication is made. This is done to avoid false reporting and also correcting language mistakes. Newspapers create awareness that every thinking and reasonable person needs.

### **Questions**

- (a) What is the passage about?
- (b) Why are newspapers part of the media according to the passage?
- (c) How are newspapers useful?

- (d) Mention any three examples of newspapers printed in English.
- (e) Which newspaper is not printed daily according to the passage?
- (f) How do Ugandans living the country access the newspapers?
- (g) On Which part of the newspapers is sports news printed?
- (h) Why do you think news headlines on the front page of the newspaper are printed in bold letters?
- (i) Who collects the news?
- (j) Why are cartoons included in the newspapers?
- (k) According to the passage, who edits the news?
- (l) Why is the news first edited before publishing?
- (m) Give another word or group of words to mean the same as the underlined words in the passage.
  - (a) news
  - (b) internet
  - (c) masses.

### **Activity 2.14: Poem**

**Read the poem and answer the questions that follow.**

Oh yes, I now know  
Where to find current information  
To read about my lovely nation  
As I check on my word pronunciation  
Nowhere, except in the Daily Nation.

Now I know him  
The one whose efforts are tireless  
He really makes me speechless  
For he works day and night  
To bring good stories to the light  
None, other than the news reporter.

Actually I can now tell  
Why I must read the Daily Nation  
It's all about first hand information  
And a lot more for me to see  
The true source of current affairs.

For sure I can even mention  
The different sections in the Daily Nation  
That I read on a daily basis  
To find sports, adverts and cartoons  
Before I get to my daily pullout.

**Evans Jayden, P.2**

### **Questions**

- (a) In the first stanza, what does the writer know?
- (b) Which newspaper does the writer read?
- (c) How does reading the newspaper help the writer according to the first stanza?
- (d) Who writes the stories in this newspaper?
- (e) Why do you think the writer of the stories works day and night?
- (f) According to the third stanza, what kind of information is in the Daily Nation?
- (g) Apart from the sports section, which other section is written in this newspaper?
- (h) Write one word to replace the underlined word in the poem:  
news reporter.....
- (i) Who is the writer of the poem?
- (j) Suggest a suitable title to the poem.

### **Activity 2.15: Poem**

**Read the poem below and answer the questions that follow.**

The Newspapers,  
A source of daily information  
Top stories from near and far  
In English or in local dialect  
That make us reliably informed.

The Newspapers,  
So detailed yet at a give away price  
Good illustrations to drive the meaning home  
Thanks to you Mr. Journalist  
You are a very good analyst.

The Newspapers,  
Lots of lessons from your articles  
Educative and inspiring they are  
Articles about every sector of the economy  
Within or outside the nation.

### **Questions**

- (a) What is the poem above about?
- (b) From where do the top stories come?
- (c) How do readers benefit from the newspapers?
- (d) Why are there good illustrations in the newspapers?
- (e) Suggest one reason why the journalist is appreciated.
- (f) What is educative and inspiring in the newspapers?
- (g) Mention any one sector of the economy that you know.
- (h) Suggest a suitable title to the poem above.
- (i) Give another word or group of words to replace these underlined words in the poem:
  - (i) dialect .....
  - (ii) give away .....

### **Activity 2.16: Poem**

**Read the poem below and answer the questions that follow.**

We have been away  
For many times searching for news  
For nobody else but our clients  
Because we are journalists by profession.

We have been abused  
Several times by guilty victims  
For writing and publishing facts about them  
Yet we are trained to gather information.

We have sometimes been praised  
For educating the masses  
Through newspapers, radios and televisions  
All these are your sources of information  
How ignorant would you be if we were silent?

Fellow Ugandans  
Always respect and treat journalists  
News editors, correspondents  
And columnists well  
Indeed, we bring the unknown to known.

**Sarah Blessing**

### **Questions**

- (a) What do you think the poem is about?
- (b) Whom do journalists search news for?
- (c) According to the poem, why are journalists abused?
- (d) Who abuses the journalists?
- (e) What were journalists trained to do according to stanza two?
- (f) Why have journalists sometimes been praised?
- (g) Through which channels do they educate the people?

- (h) How many stanzas does the poem have?
- (i) By whom was the poem written?
- (j) Why should journalists be respected?
- (k) Suggest a suitable title to the poem.

### **Activity 2.17: An announcement**

The announcement below appeared in Daily Newspaper on Wednesday, 24th March 2021. Read it carefully and in full sentences, answer the questions that follow.

#### **Death announcement**

The family of Mr. and Mrs. Ssanyu with deep sorrow announce the sudden death of their beloved son, Mukajjanga Ssanyu, who passed away on 23rd March 2021 at Mengo Hospital.

The family announces to the relatives, in-laws and friends of the deceased that burial will take place on 25th March 2021 in Nabbingo at 2:00p.m.

Your attendance will make the funeral meaningful.

Announced by:

**Mr. Mujuzzi Ssanyu Frank  
(Father of the deceased)**

### **Questions**

- (a) In which newspaper did the announcement above appear?
- (b) When did the announcement appear in the newspaper?
- (c) What is the announcement about?
- (d) Who is announcing?
- (e) To whom are they announcing?
- (f) When did Mukajjanga Ssanyu die?
- (g) Who is the family announcing?
- (h) When will the deceased be laid to rest?
- (i) Where will the deceased be laid to rest?
- (j) At what time will the dead body be buried?
- (k) Who is Mujuzzi Ssanyu according to the announcement?

## **Activity 2.18: Dialogue**

A news agent delivered some newspapers at Koi Primary School. He talked to the prefect in charge of news reading. Complete the dialogue by filling in what you think were the correct missing responses.

**Prefect:** Welcome, sir. Please have a seat.

**News agent:** .....

**Prefect:** Good afternoon, sir.

**News agent:** .....  
Is the head teacher in office today?

**Prefect:** .....

**News agent:** When do you think she will be back in office?

**Prefect:** .....  
What is the matter? I can be of help.

**News agent:** .....

**Prefect:** Oh, thank you. We are pleased to have all those newspapers delivered to us. Are we paying for them?

**News agent:** .....

**Prefect:** Ham International! How kind that organisation is to donate us all these newspapers!

**News agent:** Indeed. They want to help school children improve on their reading skill. They also want you to complete a crossword puzzle inside.

**Prefect:** .....

**News agent:** It is on page thirteen. There are prizes to be won by those who complete the puzzle correctly.

**Prefect:** .....

**News agent:** I shall help you deliver the cut out puzzles to the Ham International offices.

**Prefect:** .....

**News agent:** The winners in the crossword puzzle challenge will be published in next week's Hampshire newspaper.

**Prefect:** .....

**News agent:** You are welcome.

## **Activity: 2.19: Guided dialogue**

Primary Five pupils had a visit to the Daily Monitor Publishing Company last year. Caleb, one of the pupils got some time to talk to the editor, regional news. What Caleb said is given below. Complete the dialogue by filling in what you think were the editor's words.

**Caleb:** Good morning, sir.

**Editor:** .....

**Caleb:** Which position do you hold in this big company?

**Editor:** .....

**Caleb:** What is your work in brief?

**Editor:** .....

**Caleb:** Editing news! What do you mean by editing?

**Editor:** .....

**Caleb:** Editing is simplifying the language for the readers!

How much time does it take you to edit them?

**Editor:** .....

**Caleb:** It depends on the nature and quantity of the news! How do you get the news?

**Editor:** .....

**Caleb:** Reporters and journalists collect it! How do they find out that something to report about has occurred?

**Editor:** .....

**Caleb:** They are called and sometimes given daily schedules! Which type of news do you often edit?

**Editor:** .....

**Caleb:** Regional news! How often do you do your work in a week?

**Editor:** .....

**Caleb:** Seven! You're a busy man. Thank you for your time, sir.

**Editor:** .....

## **Activity: 2.20:Interpretation**

The information below appeared in the Vogue Newspaper of 30th October 2021. Use it to answer in full sentences the questions that follow.

### **MAGAZINE LAUNCH**

**The general public is hereby invited to the official opening of Kids World Magazine**

**When:** 15 November 2021

**Where:** Sena Conference Hall  
(And live on all television stations)

**Entry:** Adults - 5000/=  
Free for all children

**NOTE:** • Free copies of the magazine to the first twenty children  
• Cartoonists and reporters are invited to apply for jobs

Mary Bernadette  
Chief Editor

## **Questions**

- (a) Where was the information above published?
- (b) What is the information about?
- (c) What is going to be opened?
- (d) When will the function take place?
- (e) Where will the event be held?
- (f) How can you attend the launch without going to Sena Hall?
- (g) If Mr. Nasuru and his wife want to attend the launch, how much will they pay altogether?
- (h) Why do you think children will go to the venue early?
- (i) Who is invited to apply for jobs?