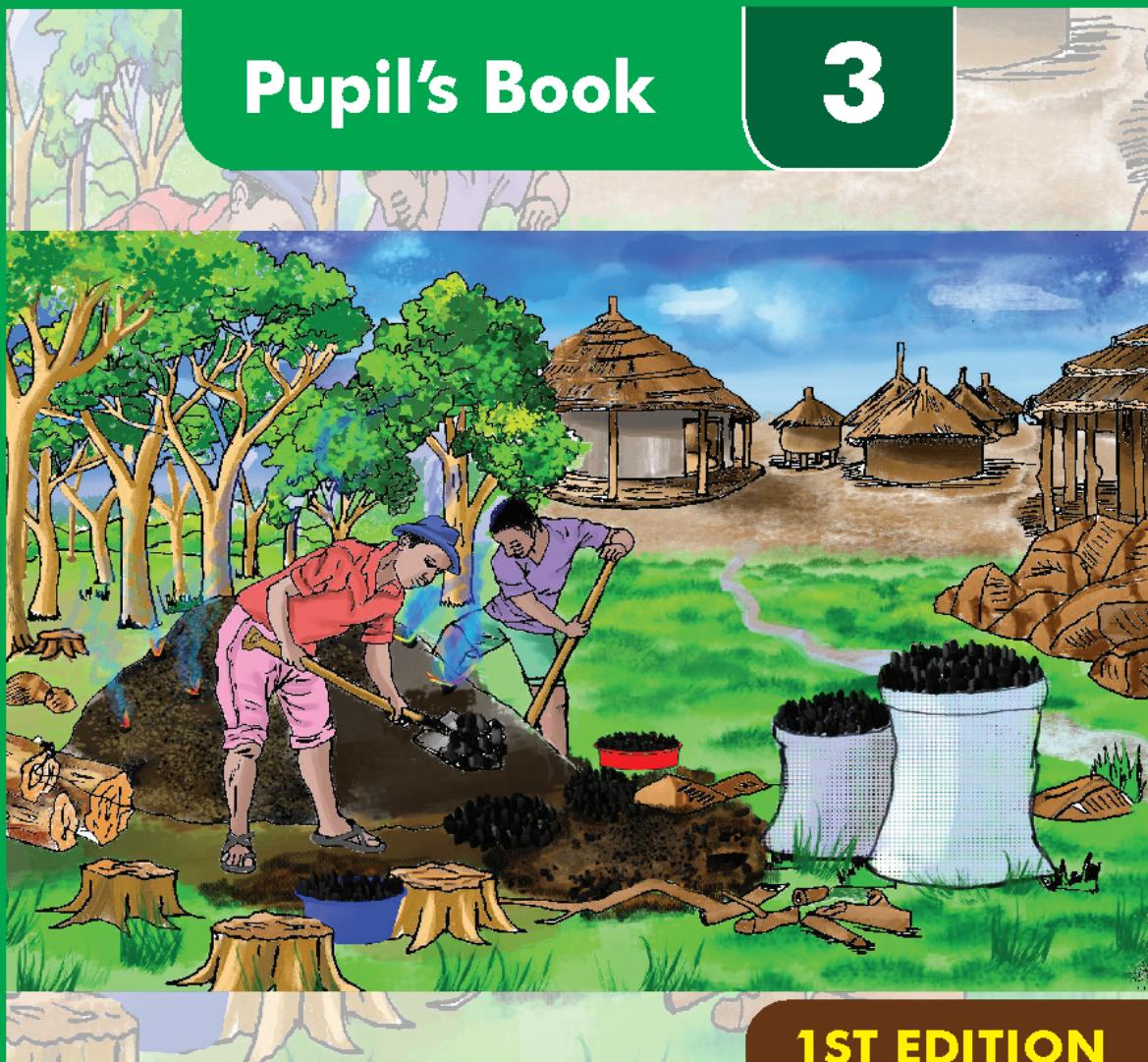


UNDERSTANDING ENGLISH

Pupil's Book

3



1ST EDITION

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Theme 1: Our sub-county/division

Section 1.1: Vocabulary

Activity 1.1

Read these words correctly.

north	sub-county	division	south
east	west	village	valley
river	mountain	preach	priest
pond	fish	swamp	behind
near	well	police	opposite
in	spring	member	in front of
hill	parents	friend	leader
office	secretary	down	chairperson

Activity 1.2

Fill in the missing letters in the words below.

1. a ve - ab ove
2. s ns t
3. ivi i n
4. or h
5. mo ta n
6. rea h
7. pa nt
8. E st
9. se r tary
10. t ch r

Activity 1.3

Re-arrange these letters to form correct words.

1. riesuns - sunrise
2. erivr
3. opopstei
4. setw
5. hgirt
6. illh
7. shift
8. acrsso
9. wnod
10. onpd
11. ramy
12. ofifec

Section 1.2: Letters of the English alphabet

There are twenty six (26) letters of the English alphabet.
These letters are:

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						

These letters are divided into two groups:

- **Consonant/silent letters.** There are twenty one consonant letters in the English alphabet. These are; b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
- **Vowel letters.** There are five vowel letters in the English alphabet. These are: a, e, i, o, u

Arranging words in alphabetical order

- (a) **Arranging words alphabetically basing on the first letter.**

When re-arranging words according to the first letter, the word with the first letter comes first. Other letters of other words in the alphabet comes first.

For example:

Re-arrange these words in alphabetical order.

banana, sub-county, parish, angel

Answer:

angel, banana, parish, sub-county

- (b) **Arranging words basing on the second letter.**

When rearranging words whose first letters are the same, we then use their second letters to rearrange them alphabetically.

For example:

1. doll, duck, dice, date

Answer

date, dice, doll, duck

2. ring, reed, range, run

Answer

range, reed, ring, run

(c) Arranging words in ABC order basing on the third letter.

When rearranging words whose first two letters are the same, we consider the third letter to judge their order.

For example:

Rearrange in ABC order (alphabetical order).

1. smell, smooth, small, smith

Answer

small, smell, smith, smooth

2. crew, crown, crush, crack

Answer

crack, crew, crown, crush

3. grip, graze, green, grunt, group

Answer

graze, green, grip, group, grunt

Activity1.4

Rearrange the following words in alphabetical order.

1. dance, dodge, dig, dining, down
2. urine, urea, butcher, bud
3. Tuesday, Thursday, thin, tune
4. seed, bag, bin, song
5. farmer, butcher, potter, tailor, well
6. black, blue, ball, bare

7. horse, hockey, hawker, haunt
8. doll, dodge, done, dock
9. bare, bear, bake, broom, boss
10. flu, fly, fry, fried, free
11. slim, sleep, slap, slope
12. cub, clock, clear, clean, chairperson
13. Brenda, Betty, Bushirah, Bronnie
14. break, bring, bang, bung
15. bag, axis, axe, band
16. cock, craw, creep, drip
17. South, East, valley, pond

Section 1.3: Articles

English language has three articles which are grouped into two main groups; indefinite articles ('a' and 'an') and the definite article, 'the'.
‘the’

The Article ‘a’

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

For example:

1. This is a mountain.
2. I saw a monkey in our garden.
3. Betty is wearing a uniform.

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. She ate an apple yesterday.
2. Trevor used an hour to reach the police.
3. She didn’t have an umbrella.
4. Medard is an honourable member of parliament.

The Article ‘the’

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

For example:

1. Sarafina is the girl who danced best at the party.
2. Joan went to the school tailor.
3. Maria is the tallest girl in the school.
4. Where is the umbrella you promised to give me?

Activity1.5

Fill in the gaps with ‘a’, ‘an’ or ‘the’ to complete the sentences correctly.

1. teacher has come.
2. Mother bought me apple and mango.
3. Do you need ‘panga’ to cut down trees?
4. How much is kilogramme of meat?
5. Ronald Muwenda Mutebi is ‘Kabaka’ of Buganda.
6. apple a day keeps doctor away.

7. He is now elected chairperson of the club.
8. I wonder how honourable can destroy.....environment.
9. Faith was given new school uniform by head teacher.
10. What interesting story this is!
11. Mountain Rwenzori is highest mountain in Uganda.
12. parish is made up of ten villages.

Section 1.4: Prepositions

A preposition is a word that links two nouns or pronouns to other words in a sentence. They are also called **linking words**.

Examples of prepositions

under	to	since	near
in front of	into	for	between
behind	against	of	among
by	from	over	at
across	in		

Sentence practice

1. My brother is suffering from malaria.
2. She went across the Nile to Arua.
3. The pen is in the tin.
4. You should not lean against the wall.
5. The sweets were shared among the learners in the classroom.

Activity 1.6

Use the most correct preposition to fill in the gaps.

1. Peter was looking his English book.
2. Ruth has been sick last week.
3. The thieves jumped the fence and ran away.
4. Brown is good singing.
5. I prefer weaving..... fishing.
6. Our learners come the van to school.
7. I am sitting the table in the chairperson's office.
8. The teacher was tired our misconduct in class.
9. Sheillah comes to school foot.
10. We have eaten potatoes a fortnight.
11. The wind blew the roof of our house.
12. The church is the guest house.
13. She was taking tea a dirty cup.
14. He looked us the whole day.
15. The boys have gone the forest to collect firewood.
16. The weather station is in front the head teacher's office.
17. Our school is the division headquarters.

Section 1.5: Nouns

A noun is a naming word or the name of anything, place or person. For example, book, Wakiso, pen, Ismail, Brenda, Agnes, Peter, elephant, giraffe, lion, hen, house, kitchen and bottle.

Types of nouns

- Proper nouns
- Countable nouns
- Collective nouns
- Common nouns
- Uncountable nouns

Proper nouns

These are the names of people, places, days of the week and months of the year. Proper nouns are written beginning with capital letters irrespective of their positions in the sentence. They include;

- **Names of people:** Brenda, Kanaku, Melvin, Gerald and Isaac.
- **Days of the week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- **Months of the Year:** January, February, March, April, May, June, July, August, September, October, November and December.
- **Names of places:** Uganda, Nairobi, India, London and Dubai.
- **Cardinal points:** North, East, West and South.

For example:

1. Sharon is the best pupil in our class.
2. January is the first month of the year.
3. Who is Mathew's best friend?
4. She went to the hospital on Wednesday.
5. Robert will go to school with Brenda on Monday.
6. When is your cousin going to Germany?

Activity 1.7

Mention any five proper nouns on each of the following:

- (a) Names of people in your sub-county.
- (b) Names of places in your division.
- (c) Names of cities/towns.
- (d) Names of physical features.

Common nouns

Common nouns are nouns given to things. For example, dog, fish, desks, secretaries, pens, books, valleys, villages, parishes and boys.

Countable nouns

Countable nouns are things that we can count. For example, book, lorry, car, division and teacher.

Uncountable nouns

Uncountable nouns are things which cannot be counted. For example, oil, water, soil, food and air.

Activity 1.8

Underline the nouns in the following sentences.

1. Henry is a handsome boy.
2. She is going to Jinja tomorrow.
3. Jamilah's aunt died yesterday.
4. Our sub-county is in the North of the district.
5. He cleaned the tables with a toilet paper.
6. Lake Albert has oil along its shores.
7. Mr. Birdella is a hardworking teacher.
8. The hospital is near Lasan Pharmacy.

9. All the pupils in the class are smart.
10. We shall go for the party on Thursday.
11. Rose and her siblings are shabby.
12. All Christians go to Namugongo in June every year for special prayers.

Singular and plural forms of countable nouns

Singular means **one**. Plural means **many** (more than one). Countable nouns form their plural in different ways:

- (a) Plural forms of nouns formed by adding ‘s’ to the noun.

Activity 1.9

Complete by filling in the gaps correctly.

Singular	Plural
town	towns
dog	dogs
cow	cows
plant
school
chair
padlock
lake
mountain
hill
message
bridge
judge
village
teacher

river

office

(b) Some other plural forms of nouns are formed by adding 'es' to the noun.

(i) Some nouns which end with sound 'ch', 'sh', 'x', 'ss' or 'o', form their plural forms by adding 'es' to the noun except 'ox' which changes to **oxen**.

Activity 1.10

Complete by filling in the gaps correctly.

Singular

Plural

dress
bench
box
dish
virus
hippopotamus
tomato
branch
calabash
bunch
speech
address
princess
business
watch
beach
waitress
thorax
fox

toothbrush
class
bus
potato
mosquito

- (ii) Some nouns that end in ‘o’ or ‘oo’ do not form their plurals by adding ‘es’, instead they take ‘s’ in their plural form.

Singular	Plural
Photo	photos
video	videos
radio	radios
piano	pianos
avocado	avocados
taboo	taboos
kangaroo	kangaroos
flamingo	flamingos

- (c) Some nouns that end in ‘y’ but have a consonant letter before ‘y’, form their plural by changing ‘y’ to ‘i’ and then adding ‘es’ to the noun.

Activity 1.11

Complete by filling in the gaps correctly.

Singular	Plural
family	families
sub-county	sub-counties
ferry
baby
fly

puppy
lorry
dictionary
community
factory
secretary
army
industry

- (d) Some nouns that end in ‘y’ but have a vowel letter before ‘y’ form their plural by adding ‘s’ to the noun.

Activity 1.12

Complete by filling in the gaps correctly.

Singular	Plural
key	keys
pulley	pulleys
valley
trolley
monkey
boy
toy
donkey
tray
chimney
turkey
way

- (e) Plural forms of nouns that end in ‘f’ or ‘fe’.

- (i) Some nouns which end in ‘f’ or ‘fe’, form their plurals by changing ‘f’ or ‘fe’ to ‘v’ and adding ‘es’.

Activity 1.13

Complete by filling in the gaps correctly.

Singular

leaf

wife

shelf

wolf

half

loaf

calf

hoof

thief

knife

life

scarf

Plural

leaves

wives

shelves

wolves

.....

.....

.....

.....

.....

.....

.....

.....

- (ii) Some nouns that end in ‘f’ or ‘fe’, form their plurals form by adding ‘s’ to the noun.

Activity 1.14

Complete by filling in the gaps correctly.

Singular

chief

roof

giraffe

handkerchief

gulf

dwarf

cliff

Plural

chiefs

roofs

giraffes

.....

.....

.....

.....

- (f) Some nouns form their plural by changing their inside vowels.

Singular	Plural
tooth	teeth
foot	feet
goose	geese
woman	women
man	men
mouse	mice
louse	lice

- (g) Some nouns do not change when in their plural forms.

Singular	Plural
sheep	sheep
fish	fish
furniture	furniture
maize	maize
deer	deer
luggage	luggage

Activity 1.15

Change the following sentences to the plural form.

1. Joel has a hen.
2. The woman is very pretty.
3. Dorah had a louse in her hair.
4. The sheep is grazing in the valley.
5. We have an ox at home.
6. That knife is very sharp.
7. Will you wash my foot?
8. I saw a monkey in the tree up the hill.

9. The waitress served us well.
10. The dog gave birth to a puppy.

Collective nouns

Collective nouns are names or words that represent a group of things or people. For example, a **herd** is a collective noun for a group of cattle.

Examples of collective nouns

- A swarm of bees.
- An audience of listeners.
- A bunch of keys.
- An army of soldiers.
- A congregation of worshippers.
- A troop of soldiers.
- A flock of sheep.
- A gang of thieves.
- A library of books.
- A flight of birds.
- A choir of singers.
- A brood of chicks.
- A crowd of people.
- A panel of experts.
- A fleet of cars.
- A school of whales.
- A host of angels.
- A class of learners.
- A team of players.
- A staff of workers.
- A pack of wolves.
- A band of singers.

- A shoal of fish.
- A kit of tools.
- A board of directors.
- A forest of trees.
- A troupe of dancers.
- A herd of cattle or elephants.
- A galaxy of stars.

Activity 1.16

A. Complete the following statements using the correct collective noun for each.

1. A group of learners is called a
2. A group of teachers is called a
3. A group of cows is called a
4. A group of sheep is called a
5. A group of directors at school is called a
6. A group of worshippers is called a

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

7. Nancy was among the group of people at the rally.
8. My wife bought me a group of flowers on Valentine's Day.
9. Two groups of players will play a friendly match tomorrow.
10. A group of thieves stole all our office property last Saturday.
11. We saw a group of stars in the skies at night.
12. The Karimajong rear large groups of cattle.
13. The company is recruiting a new group of employees.

14. Zari went to the group of trees and fetched firewood.
15. Sheilah had a group of novels at her home.
16. Will you join the church group of singers?

Section 1.6: Pronouns

A pronoun is a word used to replace a noun in a sentence or that can be used instead of a noun.

Examples of pronouns

- **I:** Used on oneself.
- **We:** Used when the speaker/writer is included.
- **He:** Used on males.
- **She:** Used on females.
- **It:** Used on animals, non-living things and babies.
- **You:** It is both singular and plural.
- **They:** Used when the speaker/writer is not included.

Note: The pronoun 'I' is a personal pronoun that is written in capital letter and wherever it is used.

For example:

1. Simon is a very hardworking man.
He is a very hardworking man.
2. The river flows towards thhe North.
It flows towards the North.

Possessive pronouns

These are pronouns which show ownership, possession or belonging of something. Possessing means owning something or a property. Possessive pronouns are formed from subject pronouns I, he, she, it, they, we and you.

Formation of possessive pronouns

Subject pronoun	Object pronoun	Possessive pronoun
I	me	mine
she	her	hers
he	him	his
it	it	its
they	them	theirs
we	us	ours
you	you	yours

For example:

Apply a suitable pronoun to complete the sentence.

1. That book belongs to Ismail. It is hers.
2. Simon owns this phone. It is his.

Activity 1.17

Complete the following sentences using the most correct pronoun.

1. That car is very nice. It belongs to Moses. It is
2. She owns that beautiful house. It is
3. Mary and Martha own that clockface. It is
4. This is Jacinta's homework book. It is
5. That table belongs to you. It is
6. We own this whole town. It is
7. This radio belongs to Ismail. It is
8. That sweet cake belongs to me. It is
9. Eddie has come for pen.
10. The cow is in byre.

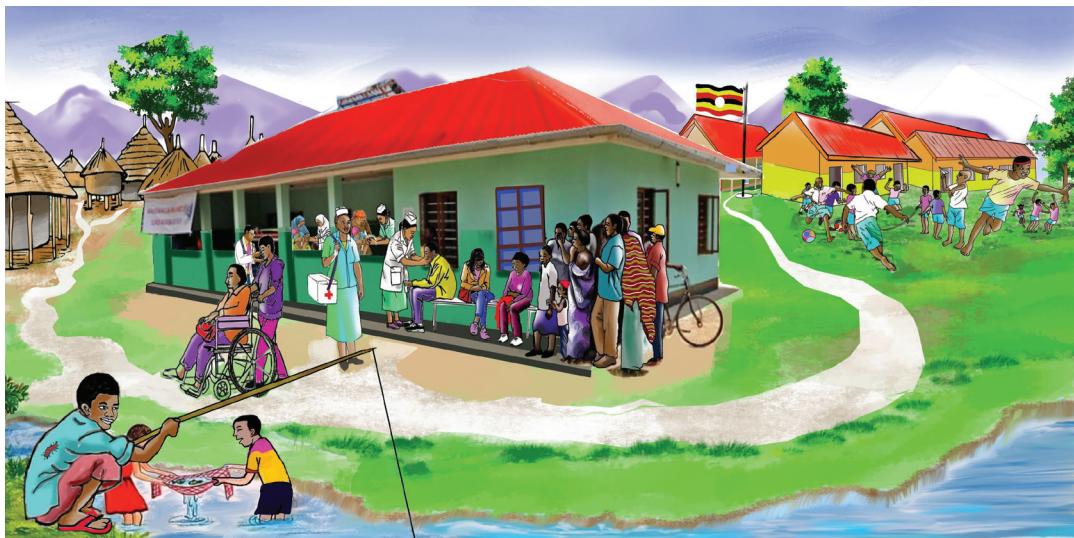
Section 1.7: Comprehension

Activity 1.18: Story

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

My sub-county

My name is Denis. I live in Katereke village. It is found in Nsangi sub-county, Nabbingo Parish. My sub-county is found in Busiro county, Wakiso district. Nsangi sub-county is very big with many people living in it. In my home village, Katereke, there are four schools: two primary schools and two secondary schools. These schools teach children good morals and how to read and write. There are also two clinics where we go and get treatment when we fall sick. There is also a big signpost that welcomes people to our sub-county.



We also have a market from which people in the sub-county buy food and all other things to use at home. I am very proud of my sub-county.

Questions

1. Who is telling the story?
2. Where does he stay?
3. What is the name of the writer's sub-county?
4. In which district is Nsangi sub-county found?
5. How many primary schools are in Katereke village?
6. What thing welcomes people to the sub-county?
7. Where do people in Nsangi sub-county buy food?

Activity 1.19: Passage

Below is a passage. Read it carefully and answer the questions about it in full sentences.

Tracy's Village



Tracy and her sister, Anna live in Baga village in Entebbe Municipality. Their home is near Lake Victoria. They always go to the lake every evening after school to catch fish. Tracy's father grows sugarcane and yams in the swamp. They get food from the yams and money from the sugarcane after selling them.

There are also many hills in Entebbe. On top of the hills, are communication masts for both radio and other telecommunication companies. People in Baga fetch water from boreholes, wells and ponds. They also rear some fish in the ponds.

Between the hills, are valleys where people in this village graze their animals. Tracy says that it is always very cold at night near the lake.

Questions

1. What is the passage about?
2. Where does Tracy live?
3. Who is Tracy's sister?
4. What does Tracy do after school?
5. Which crops does Tracy's father grow?
6. What is on top of the hills?
7. Where do people in Baga village get water?
8. Which animals are reared in ponds?
9. What is the title to the passage?
10. Write in plural form.
 - (a) Fish
 - (b) Municipality.

Activity 1.20: Poem

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

My Sub-county My Sub-county
Riwo is my sub-county
Round in the North of Bukwo district
Surrounded by two other sub-counties
Bukwa and Amanang
What a good division with caring men and women!

My Sub-county My Sub-county
A cool and good place for everyone to live
A home to all, the rich and the poor
With welcoming and kind loving people
So hard working and caring they are
Oh! What a good sub-county Riwo is!

My Sub-county My Sub-county
Good schools are found in Riwo sub-county
Better health centres are found here,
Good roads with good tarmac are found in my sub-county
All leading to the sub-county headquarters
All people in the nearby places admire Riwo
Because of its good-looking houses and buildings.

Arafat, P.3

Questions

1. What is the poem about?
2. Which sub-county is being talked about in the poem?
3. Where is the sub-county found?
4. How many stanzas does the poem have?
5. Where do the roads lead to?
6. Who wrote the poem?

7. In which class is the writer?
8. Write the title to the poem.

Activity 1.21: Poem

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

Lakes

Lakes! Lakes! Lakes!
You are so amazing and good
You provide us with water for use at home
You provide us with fish for food
Oh lakes! You are such wonderful friends indeed!

Lakes! Lakes! Lakes!
You help us in water transport
You are home to many aquatic animals
Fish, snakes, hippopotamuses and crocodiles live in you
Oh lakes! You are so kind to us and animals!

Lakes! Lakes! Lakes!
You act as recreation grounds
Beaches are found around you
Which help people kill their daily stress
Tourists come and visit or see you
And generate revenue to the government
Which is used to provide us with good services like education.

Auria Shazaki

Questions

1. What is the poem about?
2. How many stanzas are in the poem?
3. What do lakes provide people with according to the poem?

4. According to the poem, where do aquatic animals live?.
5. Give three examples of aquatic animals mentioned in the poem.
6. Where are beaches found?
7. What do tourists generate to the government?
8. Who wrote the poem?
9. Write the title to the poem.
10. What does the government use the revenue for?

Activity 1.22: Dialogue

Read and act the dialogue below with your friend.

Jeikens: Good afternoon Barbra.

Barbra: Good afternoon to you, Jeikens. How are you?

Jeikens: I am fine thank you Barbra.

Barbra: Has Mr. Lopezi ever taught you about physical features?

Jeikens: Yes, he has ever?

Barbra: May you please remind me of what physical features are?

Jeikens: It is alright. Physical features are landforms of an area.

Barbra: Thank you. But may you once again remind me of some examples of physical features?

Jeikens: Physical features include; lakes, rivers, springs, swamps, valleys, mountains, hills and plateaus.

Barbra: Thank you very much, Jeikens.

Jeikens: You're welcome. Do you know what a valley is?

Barbra: Yes, I do. A valley is a place where we graze our animals.

Jeikens: No, it is not.

Barbra: Then, what is it?

Jeikens: A valley is a low lying area between two hills.

Barbra: Thank you very much for that reminder. I have really learnt a lot from you today.

Jeikens: You are welcome. Have a wonderful afternoon.

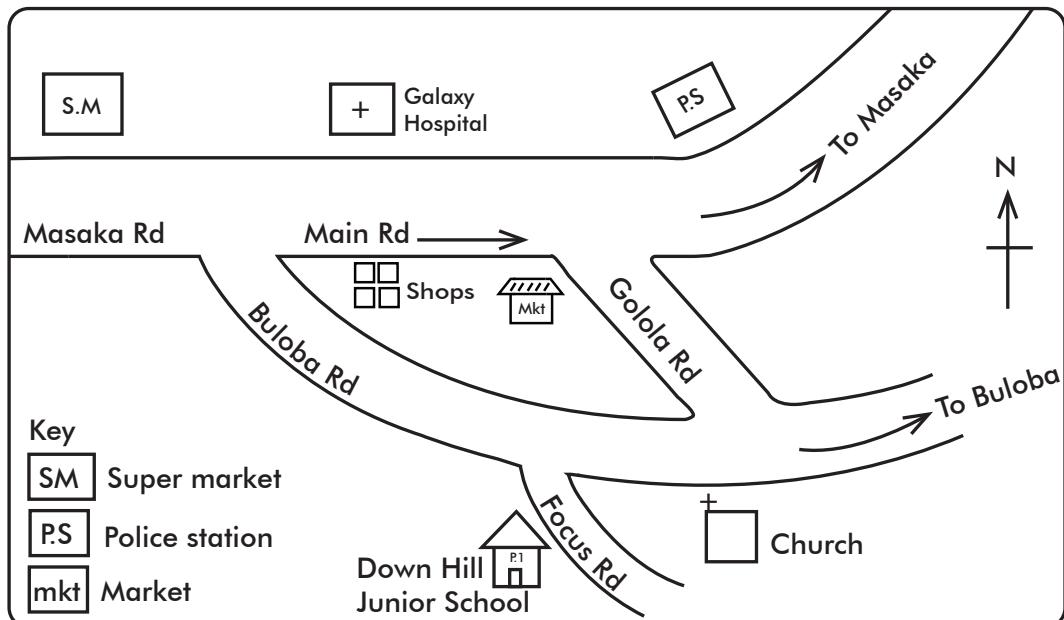
Barbra: Have a wonderful afternoon too.

Answer the questions below in full sentences.

1. How many people are taking part in the dialogue?
2. What is the dialogue about?
3. Who spoke first in the dialogue?
4. Which people are talking in the dialogue?
5. According to the dialogue, what are physical features?
6. Who had forgotten what physical features are?
7. Mention any four physical features talked about in the dialogue.
8. At what time of the day did the two people talk?
9. Who taught about physical features?
10. Suggest a suitable title to the dialogue.

Activity 1.23: Map

Study the map of Nsangi Town below and use it to answer the questions that follow in full sentences.



Questions

1. For which town is the map above?
2. Along which road is the hospital?
3. Which feature is in the East of the supermarket?
4. How many roads are shown on the map?
5. Where are the shops?
6. Write Rd in full.
7. Which school is along Focus Road?
8. Which hospital is shown on the map?
9. Along which road is the church?
10. Mention three important places shown on the map above.

Theme 2: Livelihood in our sub-county/division

Section 2.1: Vocabulary

Activity 2.1

Read these words with your neighbour correctly.

carpenter	teacher	butcher
secretary	doctor	hospital
communication	health	nurse
shopkeeper	treat	clinic
bricks	dance	aeroplane
drum	sew	train
water	telephone	television
taxi	bridge	police post
accidents	slash	storm

Activity 2.2

Use the words in the box below to construct sentences.

teacher	carpenter	police post
nurse	telephone	accidents
sew	train	drum

Section 2.2: The Past Simple tense

The Past Simple tense is used to refer to things or actions that took place some time back or in the past. It is formed from verbs. **Verbs** are words that show action. Different verbs form their Past Simple tense differently.

Formation of the Past Simple tense

(a) Some verbs change to their past simple form by adding ‘ed’ or ‘d’.

Activity 2.3

Complete by filling in the gaps correctly.

Verb	Past Simple tense
-------------	--------------------------

plant	planted
wash	washed
weed	weeded
prune	pruned
pick
harvest
spray
move
clean
use
fetch
bake
close
sew
boil
hear	heard

- (b) Some verbs that end in ‘y’ form their Past Simple tense by changing ‘y’ to ‘i’ and then adding ‘ed’.

Activity 2.4

Complete by filling in the gaps correctly.

Verb	Past Simple tense
carry	carried
hurry	hurried
dirty	dirtied
dry
bury
apply
cry
fry
purify
marry
simplify
worry

- (c) Some verbs with a double vowel ‘e’ in the middle form their Past Simple tense by dropping one ‘e’ and adding ‘t’ at the end of the verb.

Verb	Past Simple tense
sweep	swept
weep	wept
creep	crept
kneel	knelt
keep	kept
sleep	slept

(d) Other verbs change differently in their Past Simple tense.
These are called irregular verbs.

Verb	Past Simple tense
rise	rose
shine	shone
make	made
speak	spoke
buy	bought
mean	meant
deal	dealt
hide	hid
fall	fell
dig	dug
build	built
learn	learnt
dream	dreamt
break	broke
teach	taught
do	did
write	wrote
say	said
tell	told
get	got
forget	forgot
blow	blew
take	took
catch	caught

(e) Some verbs remain unchanged in their Past Simple tense.

Verb	Past Simple tense
cut	cut
bet	bet
shut	shut
cost	cost
forecast	forecast
beat	beat
broadcast	broadcast
hurt	hurt
put	put
hit	hit
burst	burst
read	read

Note: 'read' does not change its spelling but only changes its pronunciation.

Activity 2.5

A: Use the following verbs in their Past Simple tense form to construct meaningful sentences.

1. sleep
2. see
3. bring
4. stand
5. learn
6. fall

B. Use the Past Simple form of the words given in brackets to complete the sentences.

1. Mark in his friend's book yesterday. (write)
2. Who this house on Monday? (clean)
3. The robbers the security officers and ran away. (kill)
4. I the classroom alone. (sweep)
5. We English on Tuesday evening. (learn)
6. Brown was very of his brother. (worry)
7. The doctor Luganda fluently on the ceremony. (speak)
8. Having the door, Andrew went to his bedroom and slept. (shut)
9. The farmer his crops last season. (prune)
10. The baby her clothes while playing. (dirty)
11. Smith on his feet and addressed the public. (stand)
12. Ruth got to Peter last year. (marry)

(C) Change the following sentences to the Past Simple tense.

1. They mop the house everyday.
2. Sarah will clap her hands after winning the marathon.
3. My father digs in his garden.
4. I shall ride my bicycle tomorrow.
5. My sister always forgets her bag at school.
6. Pupils like their teachers so much.
7. Our class teacher forgives those who come late.

Section 2.3: The use of ‘... because ...’

‘because’ as a conjunction is used to state or give the reason why something happened or done. It is mostly used in the middle of the sentence and comes immediately after the action and then followed by the reason for doing something.

Example:

1. I did not go to church. My clothes were dirty.
I did not go to the church because my clothes were dirty.
2. The baby is crying. He is hungry.
The baby is crying because he is hungry.

Activity 2.6

Join the following sentences using ‘... because ...’.

1. Mrs. Betty is angry. I disappointed her yesterday.
2. I did not fetch water. I had no jerrycan to use.
3. Children went back home. The president had closed all schools.
4. Allen got a new dress. The old one had got worn out.
5. I passed my exams. Mother gave me a new telephone.
6. Mark went to the car bond. He wanted to buy a taxi.
7. Hannah is crying. She was punished by the teacher.
8. It is very cold. I must put on a jacket.
9. It rained heavily. They did not go to school.
10. The dog was killed. It ate the old woman’s meat.
11. We did not go to school yesterday. It was Women’s Day.
12. Kenneth was beaten. He stole his friend’s television.

Section 2.4: The use of ‘... who ...’

‘Who’ is a conjunction and a relative pronoun used when referring to people. It comes immediately after the noun when joining two sentences. It replaces the pronoun in the relative clause.

For example:

1. Here comes the secretary. He works at Ounfast Junior School.
Here comes the secretary who works at Ounfast Junior School.
2. The lady was kidnapped. She pays for her children’s school fees.
The lady who pays for her children’s school fees was kidnapped.
3. Magezi is the carpenter. He makes good furniture.
Magezi is the carpenter who makes good furniture.

Activity 2.7

Join the sentences below using ‘... who ...’

1. That is the teacher. She teaches us Literacy Two.
2. Musa is the man. He repairs our school van.
3. I spoke to the lady. She promised me some money.
4. There comes the child. She was rushed to the hospital yesterday.
5. That is the boy. He swept the classroom.
6. Daniel is a child. He drank your juice yesterday.
7. Tony is the candidate. He won the presidential elections.
8. Shira is the girl. She stole her friend’s pocket money.

10. The police officer arrested the woman. She murdered her daughter.
11. Here comes the boy. He is the most handsome in the school.
12. I know the person. He helped the prisoners escape.
13. Tendo is the girl. She sings very well.
14. Joan is the pupil. She dances best at Bong Bon Junior School.
15. Nasuru is the teacher. He teaches us Mathematics well.
16. There goes Mr. Ousama. He is the Director of Arrow Junior School.
17. She is the only old woman. She rears chicken in the whole sub-county.

Section 2.5: The use of ‘... which ...’

Just like ‘who’, ‘which’ is also a relative pronoun. However, ‘which’ is used when talking about animals, birds, insects and all non-living things.

For example:

1. Smith saw his book. It had got lost.
Smith saw his book which had got lost.
2. Raniah told me a legend. It was very educative.
Raniah told me a legend which was very educative.
3. That is the bridge. China built it last year.
That is the bridge which China built last year.

Activity 2.8

Use ‘which’ to join the following sentences:

1. We saw the lions. They killed our goats on Monday.
2. Namuddu drew a picture. It looked like a mosquito net.
3. This is the scarf. I wore it on Wednesday.
4. That is my new school. I joined it last term.
5. We saw the bitch. It gave birth to ten puppies.
6. The cat drank the milk. I had kept it for my little siblings.
7. Marvin is eating the apple. His father bought it for him.
8. Those are the mosquitoes. They spread malaria to people.
9. I have a chair. It has a broken leg.
10. This is the train. It caused an accident at the rail-crossing.

Section 2.6: Comprehension

Activity 2.9: Passage

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

Occupations

Occupations are the different kinds of work people in an area carry out. These activities help people to get money and food for their families.

People in our division carry out different activities. Teachers teach children at school. They teach them morals and responsible living in the community. We also have doctors and nurses. They treat sick people (patients) in the hospitals and clinics. They also encourage people to eat well to avoid

getting diseases. Carpenters make furniture like beds, chairs and tables which people use in their homes.

There is also a big lake in our division. People get water from this lake and carry out brick making. They use these bricks to construct houses. Fishermen also carry out fishing at this lake. They sell the fish to the people and get money. All people in our division are proud and happy for the kinds of work they do.

Questions

1. What is the passage about?
2. Mention three activities talked about in the passage.
3. What do teachers do?
4. Where do we find doctors and nurses?
5. Why are people encouraged to eat well?
6. What do carpenters do?
7. Who gets fish from the lake?
8. What do people use water for?
9. What is the title to the passage?
10. Give another word to mean the same as the underlined words in the passage.
 - (a) encourage
 - (b) construct

Activity 2.10: Passage

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

Occupations

People in Mafubira sub-county live happily together. This is because they all have different occupations in which they are involved. These occupations include; carpentry, teaching, weaving, fishing, brick making and pottery. These occupations have helped the people in Mafubira sub-county to earn a living and develop their sub-county.

Mr. Mata is a well known and experienced carpenter in this sub-county. He makes durable and good-looking furniture. He bought a sewing machine and gave it to his wife, Ms. Magaret. His wife is now a famous seamstress who mends people's clothes.

Mr. Kasozi, one of the richest men in the sub-county, started up a brick-making project. This project employs many youths in Mafubira sub-county. It also provides adequate and quality bricks to many people in the sub-county which has helped them to build good houses and bungalows.

Some other people weave mats, make pots, go to lakes and ponds to fish while others teach children in schools. The sub-county leaders have supported people in their respective occupations so that they excel.

Questions

1. What is the passage about?
2. Which sub-county is talked about in the passage?
3. Write three occupations done by people in this sub-county.
4. Who is Mr. Mata according to the passage?

5. What did he buy for his wife?
6. Who is Mr. Mata's wife?
7. According to the passage, what does Mr. Mata's wife do?
8. Which project did Mr. Mata start up?
9. Who has supported the people of Mafubira sub-county?
10. Write one use of bricks in this sub-county.

Activity 2.11: Poem

Read the poem below and answer the questions that follow.

The Farmer

Farmer! Farmer! Farmer!
A very important person in the community
He grows crops in the garden
Sells the harvested crops to the shopkeeper
The shopkeeper sells the crops to people
And gets money to buy clothes and other needs at home.

Farmer! Farmer! Farmer!
A farmer also rears domestic animals
He gets milk for food at home
And dung for manure in the gardens
He also sells the animals to the butcher
The butcher slaughters the animals in the abattoir,
And sells the meat from the butcher's shop to people.

Anthony, P.3

Questions

1. What is the poem about?
2. Who is important according to the poem?
3. What does the farmer do?
4. How many stanzas make up the poem above?
5. Who buys crops from the farmer?
6. What is dung used for?
7. Where are animals slaughtered from?
8. Who is the writer of the poem?
9. In which class is the poet?
10. What is the title to the poem?

Activity 2.12: Poem

Read and recite this poem.

The Power of a Pen

Pens Pens Pens
You are strong tools,
That extract my thoughts into writing
And also put my plans into text
You help me write my wonderful answers on to the paper
That make me pass my life exams
And change my future and the world at large.

Pens Pens Pens
Whenever I think of your strength
I become stronger and stronger
Because you make me successful always.
By you writing down what I know and like
Teachers become happy and proud of me.
What a powerful sword I have!

Pens Pens Pens
Your strength makes the rich happy
By signing contracts and cheques
That make them richer day by day
And develop more rapidly than the illiterates
Who regret not looking out for your
Strength from schools and institutions.

Pens Pens Pens
You have made teachers what they are
The carpenters are happy because of you
The doctors are able to heal people because of you
You have made lawyers and judges elites
Only those who seek your power become successful.
Oh pens! You are friends to all people in our division.

Ishmael

Answer these questions in full sentences.

1. What is the poem about?
2. According to the poem, what are the strong tools?
3. What changes the writer's future?
4. How many stanzas does the poem have?
5. Which stanza talks about the rich being happy?
6. Who regret for not looking out for pens?
7. Who wrote the poem?
8. What is the title to the poem?
9. Who is a friend to all people?
10. According to stanza four, which group of people heal others?

Activity 2.13: Notice

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

Jobs!

Jobs!

Jobs!

Nsanja Resort Hotel informs the general public that they are in need of workers. They need waiters, waitresses, gate keepers and managers.

The interested applicants should have an original national identity card and a letter from the Local Council 1 chairperson.

Interviews for the applicants will be held at the hotel on Monday, 22nd March 2021 from 9:00 a.m - 3:00 p.m.

Please keep time!

By:

Christopher Smith
Managing Director

Questions

1. What is the notice about?
2. Which hotel is talked about in the notice?
3. Which people are needed according to the notice?
4. What should the applicant have?
5. Which letter is needed according to the notice?
6. When will the interviewes take place?
7. At what time will the interviews begin?
8. At what time will the interviews end?
9. For how long will the interviews last?
10. Who wrote the notice above?
11. Who is Christopher Smith?
12. Where will the interviews take place?

13. Write in full.

- (a) a.m
- (b) p.m

14. What are the applicants reminded of?

Activity 2.14: Guided composition

Use the words given in the box below to complete the story correctly.

development	better	communication
Social	police officers	services
Teachers	health	available
providers		

..... services are services provided by the government to improve people's lives. They include education,, security, transport and These services are made to all people in their respective sub-counties.

Social services are provided by different people. These people are referred to as social service

..... provide education to children at school. Doctors and nurses provide health to people in the community, the army and provide security while drivers and pilots help in transport services. They transport people to different places in the country.

Once these services are properly delivered to the respective people on time, their lives will be made There will also be in the community.

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