

ASPECT	TOPIC	DELIVARABLE CONTENT/LESSON – 3 PART MODEL
COMPREHENSION		<p align="center">POEM</p> <p>Reading Guidelines on answering a poem.</p> <p><u>Facts about a poem</u></p> <ul style="list-style-type: none"> ✓ A poem is arranged in short lines. ✓ A poem has a particular rhythm. ✓ A poem sometimes has rhyming words. ✓ A poem has hidden meaning. ✓ A poem is usually written in stanzas. <p><u>Points to note when attempting a poem.</u></p> <p>A) <u>Before answering questions about a poem.</u></p> <ul style="list-style-type: none"> ✓ Read the poem at least twice or two times. ✓ Read through all the questions about the poem as you identify and underline the questioning words and the tense used. ✓ Read the poem again as you identify and underline where the answer of a particular question could be picked. ✓ Use a letter or a number to indicator to show where the answer is on the poem. <p><u>When answering questions about a poem.</u></p> <ul style="list-style-type: none"> ✓ Avoid unnecessary crossing of work. ✓ Maintain the tense. ✓ Be mindful of the spelling and punctuation marks. ✓ Maintain keywords in the question and the voice of the question in your answer. ✓ Do not change the spelling of names of people and places. ✓ While writing or suggesting or giving a title, consider the main idea onto which the poem is rotating. For example, the most repeated words or even the first line in the stanza. ✓ Write the title in capital letter. ✓ When giving another word for the underlined word, maintain the meaning as used in the poem. ✓ Questions with words like; Who...? When...? What..... Which...? Where...? Why...?, Whose...? Whom.....? And how ...? Require full sentences. ✓ Questions that begin with auxiliary words like; Is...?, do...?, does....?, did....?, has....?, have....?,

was....?, will....?, were....?, shall...? Also require a full sentence answer and that may begin with; Yes, ... or No,

...

✓ Maintain the subject or doer as used in the question.

For example:

a) How old is Sarah?

(subject)

Sarah is two years old.

(subject)

b) How old is she?

(subject)

She is two years old.

(subject)

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

¹Post office, ⁹post office,
⁵Busy from dawn to dusk,
With different activities,
²On counters and tables.

1st
Stanza

⁴People coming from different places,
³With letters and envelopes,
Going inland and international,
Other picking from their private boxes.
⁸Milly Lea (⁷P.5 ¹⁰Victorious P/S).

2nd
Stanza

Questions:

1. What is the poem about?
2. Where do different activities take place in post offices?
3. What do people come with?
4. Where do people come from?
5. At what time do businesses begin in post offices?
6. How many stanzas are in the poem?
7. In which class is the writer?
8. Who wrote the poem?
9. Suggest the suitable title for the poem.
10. To which school does the writer go?

Answers:

1. The poem is about post office.
2. Different activities take place on the counter and tables in post office.
3. People come with letter and envelopes.

4. People come from different places.
5. Businesses begin at dawn in the post office.
6. There are two stanzas in the poem.
7. The writer is in primary five.
8. Milly Lea wrote the poem.
9. POST OFFICE.
10. The writer goes to Victorious Primary School.

COMPREHENSION READING

Guidelines for answering a passage

Facts about a passage

A passage is written in paragraphs.

A passage is written in longer lines.

A) Points to note when attempting questions about a passage.

- ✓ Before answering questions about a passage.
- ✓ Read the passage at least twice or two times.
- ✓ Read through all the questions as you identify and underline questioning words and the tense of each question.
- ✓ Read the passage again as you identify and underline where the answer of a particular question could be picked.
- ✓ Use the letter or number to show where the answer to each question is on the passage.

B) When answering questions about a passage.

- ✓ Avoid unnecessary crossing.
- ✓ Maintain the tense in your answer.
- ✓ Mind the spelling and punctuation marks.
- ✓ Maintain the keywords and the voice of the question.
- ✓ Do not change the spelling of names of people and places on the passage.
- ✓ When writing/giving or suggesting a title, consider the main idea onto which the passage is rotating.
- ✓ Questions with words like; when...?, who...?, where...?, what...? Require answers in full sentences.
- ✓ Questions that begin with auxiliary words like;
Is...?, do...?, does....?, did....?, has....?, have....?,
was....?, will....?, were....?, shall...? Also require a full
sentence answer and that may begin with; Yes... or
No...
- ✓ Maintain the subject/doer as used in the question.

For example:

a) In which school is Suzan?

Suzan is Victor Primary school.

b) In which school is she?

She is in Victor Primary School.

- ✓ When giving another word for the underlined word, it should maintain the meaning as used in the passage.

C) After answering questions about a passage.

- ✓ Read through each question with the answer you gave so as to make necessary changes.

Sample passage

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

Last² term our teacher Mr.⁵ Onyang taught us about letter¹ writing⁸. He showed us different ways of letter writing a friendly letter. He gave us steps to follow and taught us different types of letters. These letters include; friendly and official letters³. He told us that official letters are written to offices⁴ to seek for jobs or vacancies. Friendly letters⁹ are written to friends and close relatives. I was excited because I learnt how to write a letter.

Questions:

1. What is the passage about?
2. When was the writer taught about letter writing?
3. Give the types of letters mentioned in the passage.
(i) (i)
4. Which type of letter is written to offices?
5. Who is the writer's teacher?
6. How do we call a letter written to friends?
7. Why was the writer excited?
8. Suggest a suitable title of the poem.
9. Why do you think some people write letter to offices?

Answers:

1. The passage is about letter writing.
2. The writer was taught letter writing last term.
- 3 i)friendly letters
ii)official letters
4. An official letter is written to offices.
5. Mr. Onyang is the writer's teacher.
6. We call a letter written to friends a friendly letter.
7. The writer was excited because he learnt how to write a letter.
- 8.LETTER WRITING
9. I think some people write letters to offices to seek for jobs.

COMPREHENSION

Reading.

Guidelines for answering a dialogue.

Facts about a dialogue.

- ✓ A dialogue is a formal conversation between two people or parties.
- ✓ It carries the names of both parties and people.

Points to note when attempting question about a dialogue.

A) Before answering a dialogue

- ✓ Read and act the dialogue at least two times.
- ✓ Read through all questions as you identify and understand questioning words and tense in each question.
- ✓ Read the dialogue again as you identify and underline the answer of a particular question could be picked.
- ✓ Use a letter or number to show where the answer for each question is on the poem.

B) When answering questions about a passage.

- ✓ Avoid unnecessary crossing of work.
- ✓ Maintain the tense.
- ✓ Be mindful of the spelling and punctuation marks.
- ✓ Maintain keywords in the question and the voice of the question in your answer.
- ✓ Do not change the spelling of names of people and places.
- ✓ While writing or suggesting or giving a title, consider the main idea onto which the dialogue is rotating.
- ✓ Questions with words like; when...?, who...?, where...?, what...? Require answers in full sentences.
- ✓ Is...?, do...?, does....?, did....?, has....?, have....?, was....?, will....?, were....?, shall...? Also require a full sentence answers that may begin with; yes... Or no...
- ✓ Maintain the subject/doer as used in the question.

For example;

1. How old is Ruth?

Ruth is eight years old.

2. How old is she?

She is eight years old.

- ✓ Giving another word for the underlined word, it should maintain the meaning as used in the dialogue.

C) After answering questions about a dialogue.

- ✓ Read through each question with the answer you gave so as to make necessary changes.

Sample dialogue:

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

COLLECTING A BOOK⁸

Malinga: ¹ Good afternoon sir.

Teacher: ² Good afternoon Malinga.

Malinga: ⁴ I have brought my book for marking.

Teacher: ⁴ Why didn't you collect your book for marking yesterday?

Malinga: ⁵ I did not complete the work.

Teacher: ⁶ Why didn't you complete the work?

Malinga: ⁷ I had gone to the nurse because I was not feeling well.

Teacher: ⁸ What was the problem?

Malinga: ⁹ I had stomach ⁷ ache.

Teacher: ¹⁰ Ok, you can go.

Malinga: ¹¹ Thank you, sir.

1st person

2nd person

9

11 lines

Questions:

1. What is the dialogue about?
2. How many people are taking place in the dialogue?
3. At what time of the day did the dialogue take place?
4. Who took his book for marking?
5. According to the dialogue, why didn't Malinga collect his book for marking?
6. With whom is Malinga talking?
7. What problem was Malinga having?
8. Write the title of the dialogue.
9. How many lines are in the dialogue?
10. Who spoke last according to the dialogue?

Answers:

1. The dialogue is about collecting a book.
2. Two people are taking part in the dialogue.
3. The dialogue took place in the afternoon.
4. Malinga took his book for marking.
5. According to the dialogue, Malinga didn't take his book for marking because he did not complete the work.
6. Malinga is talking to the teacher.
7. Malinga was having a stomach ache.
8. COLLECTING A BOOK.
9. There are eleven lines in the dialogue.
10. -According to the dialogue, Malinga spoke last.
-Malinga spoke last according to the dialogue.

Comprehension (information)

Guidelines on comprehension information.

Information items include:

- ✓ Certificates
- ✓ Invite cards
- ✓ Diaries
- ✓ Programmes
- ✓ Shopping lists
- ✓ Planners
- ✓ Advertisements
- ✓ Notices
- ✓ Posters
- ✓ Announcements
- ✓ Menu
- ✓ Rotas.

Facts about information items

- ✓ They give a specific message about an event.
- ✓ They give detail about an event.
- ✓ They show data of an event.
- ✓ They show flow of activities.

Points to note attempting information questions.

A) Before answering questions on information

- ✓ Read the instruction given at the top of the given information carefully.
- ✓ Study the given information, that is, a certificate, invite card, diary, programme, advertisement, notices, posters or planner carefully.
- ✓ Put keen eye onto each word and symbol used on the information.
- ✓ Read through All the questions as you identify and underline the questioning word and the tense used in each question.

B) During answering of questions about information items

- ✓ Avoid unnecessary crossing of work.
- ✓ Maintain the tense used in your answer.
- ✓ Maintain keywords in the question and the voice of the question in your answer.
- ✓ Do not change the spelling of names of people and places.

Questions with words like;

When...? Who...? Where...? What...?

Require full sentences response.

Questions that begin with auxiliary verbs like;

Is...? Do...? Does...? Did...? Has...? Have...? Was...? Will...?

Were...? Shall...?

Also require a full sentence response that may begin with; yes... Or no...

✓ Maintain the subject doer as used in the question.

For example;

1. Where does peter live?

Peter lives in Kaliro.

2. Where does he live?

He lives in Kaliro.

C) After answering all questions

Read through each question with the answer you wrote so as to make any necessary changes in areas like; spellings, punctuation and sentence formation.

Sample.

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

Study the T.V programme line up for tomorrow and answer the questions

4:00 p.m.	Opening the station.
5:00 p.m.	News in Kiswahili. <small>news two</small>
5:30 p.m.	<u>Jifunze Kiswahili.</u> <small>6</small>
7:00 p.m. ←	Cartoons. <small>7</small>
8:00 p.m.	<u>News in Luganda.</u> <small>news two</small>
9:00 p.m.	Turning point.
10:00 p.m. ↑	<u>News in English.</u> <small>4</small> <small>News two</small>
11:00 p.m. ↓	Nigerian movie. <small>5</small> <small>1st movie</small>
12:00 mid-night	Movie: passions. <small>2nd movie</small>

Questions:

1. When will the station open?
2. At what time will the cartoons be shown?
3. Which programme will be aired at 10:00 pm?
4. Which programme will follow turning point?
5. How many movies will be shown on that day?
6. If you wanted to learn Kiswahili, which programme would you watch?
7. How many times will news be telecast on this station?
8. How long will the news in English take?
9. Which programme will come immediately after cartoons?
10. Why should T.V stations show the programme line up?

Answers.

1. The station will open tomorrow.
2. The cartoons will be shown at seven o'clock in the evening / 7:00pm.
3. News in English will be aired at 10:00p.m.
4. New in English will follow turning point.
5. Two movies will be shown that day.
6. If I wanted to learn Kiswahili, I would watch Jifunze Kiswahili.
7. The news will telecast on this station thrice/three times
8. News in English will take an hour/one hour.
9. News in Luganda will come immediately after cartoons.
10. TV stations should show programme line up to manage time. / -to balance programme.

Comprehension Interpretation.

Facts

Interpretation items include;

- ✓ Graphs
- ✓ Timetables
- ✓ Calendars
- ✓ Registers
- ✓ Family tree
- ✓ Pay-in-slips
- ✓ Report cards
- ✓ Pie charts.

Points to note when attempting interpretation questions.

A) Before attempting questions on interpretation items.

- ✓ Read the instruction given at the top of the given information carefully.
- ✓ Study the graph, timetables, calendar, register, pie chart, report card, pay-in-slip or family tree carefully.
- ✓ Read through all the questions as you identify and underline the questioning word and the tense used.

B) During the answering of questions.

- ✓ Avoid unnecessary crossing of work.
- ✓ Maintain the tense.
- ✓ Be mindful of the spelling and punctuation marks.
- ✓ Maintain keywords in the question and the voice.
- ✓ Do not change the spelling of names of people and places.

Questions that begin with auxiliary verbs like:

Is...?, do...?, does....?, did....?, has....?, have....?, was....?, where....? Also require a full sentence answer that may begin with; Yes... or No...

C) After answering all the questions.

Read through each question with the answers so as to make any necessary changes in areas like; spellings, punctuation and tense.

Sample:

The time table below was put by Mr. Okia the class teacher of primary five. Study it and answer the questions that follow in full sentences.

Part of the day	Subjects	Time	In charge
Morning	Mathematic	9:00-10:00am	John
	English	10:00-11:00am	Martha
Break time	Milk tea Eggs	11:00am 11:30am	
Afternoon	SST	11:30-12:30pm	Ken
	Science	12:30-1:00pm	Julius
Evening time	Science	2:00-3:00pm	

Questions:

1. Who put up the above timetable?
2. For which class is the above time table?
3. How many subjects are taught in that class?
4. At what time do lessons begin in that class?
5. Which subject comes after breakfast?
6. Who teaches from 9:00 – 10:00am every morning?
7. Which teacher teaches social studies?
8. How long is an English lesson?
9. At what time is breakfast served every day?
10. Who teaches ion the evening?

Answers:

1. Mr. Okia put up the above time table.
2. The above timetable is for primary five.
3. Four subjects are taught in that class.
4. Lessons begin at 9:00am.
5. Social studies come after breakfast.
6. John teaches from 9:00 – 10:00am every morning.
7. Ken teaches social studies.
8. An English lesson is one hour.
9. Breakfast is served at 11:00am every day.
10. Julius teaches in the evening.

Guidelines on answering a guided dialogue

Facts

- ✓ Two or more people are involved.
- ✓ It follows the GSG pattern.
- ✓ Each person speaks at a time.
- ✓ The words of one of the speakers are given.
- ✓ You are required to give the words of the speaker.
- ✓ Full sentences are not a must.

A) Before completing the dialogue

- ✓ Read the instructions first.
- ✓ Read through the given words so as to develop the whole idea of the dialogue.

B) When completing the dialogue

- ✓ Generate your responses basing on the given words.
- ✓ Follow the tenses used in the given words.
- ✓ Punctuate your sentences.
- ✓ Write your answers in full sentences.

C) After completing the guided dialogue

- ✓ Read through the dialogue.
- ✓ Make necessary changes.

Sample dialogue

Matayo met Sarafina on his way to school. Complete the sentences with the words you think Sarafina said

Matayo: Hullo Sarafina.

Sarafina: Hullo Matayo.

Matayo: Why are you going to school late today?

Sarafina: Am going to school late because my mother is sick.

Matayo: Your mother is sick? Have you given her medicine?

Sarafina: No, I haven't given her any medicine.

Matayo: You haven't given any medicine? How will she get treatment?

Sarafina: She will go to the hospital.

Matayo: How will she go to the hospital?

Sarafina: She will go on foot.

Matayo: Can she go well on foot.

Sarafina: Yes, she can.

Composition writing

Guided composition

Guided composition include the following;

- ✓ Guided letter
- ✓ Guided dialogue
- ✓ Guided passage

Guided passage

Facts.

- ✓ You are required to fill in missing words to complete it.
- ✓ The words to fill in may be given a box or you are required to get the words on your own.
- ✓ Each word is used once.

A) Before filling in a passage

- ✓ Read the composition at least two times.
- ✓ Read through the given words in the box.
- ✓ Relate each word to each blank space in the composition.
- ✓ Number the words in the box in relation to each blank space.

B) During filling in a guided composition

- ✓ Use each word once
- ✓ Write the correct spelling of each word as it is in the box.

C) After filling in a guided composition

- ✓ Read through the composition to check the flow.
- ✓ Make necessary changes where they are needed.

Sample passage(guided)

Use the given words to complete the passage.

One day, my mother sent me to the market. She wanted to buy some sugar and salt. She gave me five thousand shillings to buy the two items.

When I reached the market, I went to one shop selling sugar and salt. I gave the money to the shopkeeper and told him what I wanted to buy. He put the items in a polythene bag and gave me back a change of one thousand and five hundred shillings. I went back home and gave the items to my mother.

Change⁹, bag⁸, mother¹⁰, shops⁵, money⁶, buy⁷, items⁴,
market¹, sugar², thousand³.

Guidelines on answering questions on a jumbled story.

Facts about answering a jumble story.

- ✓ A jumbled story like any other composition has three parts.
- ✓ Sentences are presented in a disordered form.
- ✓ A jumbled story examines logical flow of ideas not position (coherence and unity) when attempting a jumbled story question, a pattern of GSG is followed (General Specific General).
 - General – introduction
 - Specific – body
 - General – conclusion.

A) Before answering a jumbled story

- ✓ Read through to identify the main topic or idea.
- ✓ Keep the idea in mind for logical ordering following events of the story.

B) When answering the jumble story

- ✓ Connect stories that somehow connect in pairs.
- ✓ Following General Specific General (GSG) pattern, find the introduction and conclusion in ordered pairs.
- ✓ Connect the head sentences in each pair that contain the first G until you reach a pair with the last G.
- ✓ Write the arranged story.

C) After answering a jumbled story:

- ✓ Read through to see whether the story makes sense.

Sample jumbled story

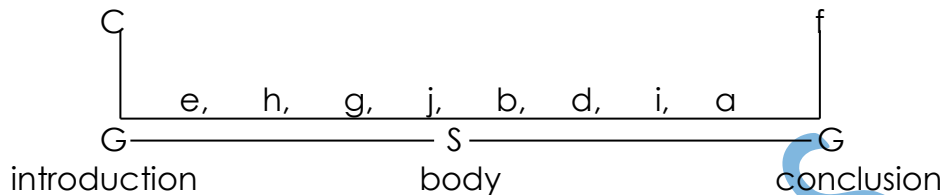
The sentences below are in wrong order. Rearrange them to make a correct story.

- a) Jacob kicked the ball and it hit the glass.
- b) One evening after lessons, the three boys wanted to play.
- c) Morris goes to victorious primary school.
- d) They looked for the ball and went to the field.
- e) He is in primary five.
- f) The head teacher called them and told them to stop playing in the compound.
- g) These friends are Jacob and jimmy.
- h) He has two friends he plays with at school.
- i) As they are playing
- j) They are also in primary five.

Pairing basing on GSG.

1st G

(c, e), (e, h), (h, g), (g, j), (j, b), (b, d), (d, i), (i, a), (a, f) last G.



Correct story

1. Morris goes to victorious primary school.
2. He is in primary five.
3. He has two friends he plays with at school.
4. These friends are Jacob and jimmy.
5. They are also in primary five.
6. One evening when the three boys had finished doing work.
7. They looked for the ball and went to the field.
8. As they were playing.
9. Jacob kicked the ball and it hit the glass.
10. The head teacher called them and told them to stop playing in the compound.

Guidelines on answering a picture composition.

Picture composition.

Facts

- ✓ Picture stories can be classified as written; that is narrative, descriptive, imaginative and expressive.
- ✓ A picture story question may have a standalone or a group of pictures (usually six).
- ✓ A good picture story depicts a GSG pattern.

A) Before answering picture composition.

- ✓ Study the pictures and read through the guiding words.
- ✓ Relate a specific word to each picture if it is given.
- ✓ Read through questions below the picture to get the idea about the composition.

B) When answering questions about picture composition;

- ✓ Identify the main character.
- ✓ Write only one sentence for each picture.
- ✓ Use article a, an, some and numbers (two, three) when talking about the picture for the first time.
- ✓ Use article the when talking about the picture for another time.

- ✓ Stick to the given topic.
 - ✓ Write your essay according to your plan following rules of grammar.
 - ✓ Begin your answers with the doer/subject.
- C) After answering questions about picture composition.**
- ✓ Read through all the questions/your work and make necessary changes.

Sample picture composition.

You may use the words in the box below.

speeding, knocked, anthill, help, friend, talking,
garage, repairing.

Picture A – F tell a story about Meddie. Study the pictures and describe what is happening.

THE ACCIDENT

Write what is happening in each picture.

Picture A.

Meddie is speeding.

Picture B.

Meddie is calling for help.

Meddie has knocked an anthill.

Picture C.

Meddie's friend is helping him to stand up.

Picture D.

Meddie and his friend are rolling a motorcycle.

Picture E.

Meddie and his friend are approaching a garage.

Picture F.

A mechanic is repairing the motorcycle.

Questions.

7. What did Meddie knock in picture B?

Meddie knocked an anthill in picture B.

8. How did Meddie's friend know about the accident?

Meddie's friend knew about the accident because he was calling for help.

9. Where are the boys taking the motorcycle in picture E?

The boys are taking the motorcycle to the garage in picture E.

10. What do you learn from Meddie's story?

I learn to be careful while riding a motorcycle from Meddie's story.

<p>Comprehension and composition.</p>	<p>Letter writing.</p>	<p>LESSON 1 READING <u>Letters</u> Following the guidelines on how to answer questions about letters read the letter on page 70 of St. Bernard English pupil's book 5 and answer the questions that follow in full sentences.</p> <p>Kawempe Modern school, PO Box 234, Kawempe.</p> <p>20th April 2020</p> <p>Dear Mum,</p> <p>I hope you and my sisters are fine? I am writing this letter to thank you for paying for my trip to Kidepo National Game Park. It was a wonderful trip.</p> <p>Your loving daughter, Auma.</p> <p><u>Questions.</u></p> <ol style="list-style-type: none"> 1. To which school does Auma go? 2. Where did Auma go for her trip? 3. In which month did Auma write her letter? 4. Why did Auma write the letter? 5. When did Auma write the letter? 6. How was the trip? 7. To whom did Auma write the letter? 8. Where is the school found? 9. Give two things which you think Auma saw in Kidepo National Game Park. <p>LESSON 2 INVITATION CARD Following the guidelines on answering questions about information numbers, read the invitation card below and answer the questions about it in full sentences.</p>
--	-------------------------------	---

TITUS WEDS ALICE

The family of Mr. and Mrs. Kirinya Francis of Kigulu, Iganga with pleasure invites the company of Rev. Byekwaso Dickson

to the wedding ceremony of their son

Segirinya Titus with Nekesa Alice.

Daughter of Mr. and Mrs. Wafula Anthony of Bugiri district

which will take place on

Saturday 10th September 2019

At all saints church, Kigulu.

Thereafter, to the reception at Mwana hotel
in Iganga town.

RSVP(regrets only)

075311133

Wanyama John

0774505030

Kirunda Mark

Questions

1. Who is the bride according to the card?
2. On which date did they wed?
3. From which district does the bridegroom come?
4. Where was the reception held?
5. In which church did the wedding take place?
6. What is the name of the invited guest?
7. According to the card, how many people were invited?
8. What is Segirinya Titus in the card?
9. Write in full.
 - i) RSVP
 - ii) Rev.

LESSON 3

JUMBLED SENTENCES

Following the guidelines on how to arrange the jumbled sentences, re-arrange the sentences below to form a good letter.

- a) Your loving cousin, Ninsiima Lucy.
- b) Lastly, send my greetings to your parents, brothers and sisters.
- c) Hullo Gilbert,
- d) Please reply very soon to let me know about that club.
- e) 3rd June 2020.
- f) Secondly, I congratulate you upon your success in the letter writing competition last month.
- g) P.O. box 216, Hoima.

		<p>h) Thirdly, I wish to know if you have a debating club in your school.</p> <p>i) Firstly, how is life there in your new boarding school?</p> <p>j) Green valley primary school,</p> <p>lesson 4 letter writing Following the guidelines on letter writing, write a letter to your father and mother. In your letter, inform him or her the pens and books are used up. Request him/her to buy them for you and tell him/her when you need these pens and books. Use your school address.</p>
Comprehension and composition	Communication (the post office)	<p>LESSON 1 PASSAGE (READING) Following the guidelines on how to answer questions on passages, read the story on page 99 of St. Bernard English pupil's book 5 and answer the questions that follow in full sentences.</p> <hr/> <p style="text-align: center;">ALICE AND HER FATHER AT THE POST OFFICE</p> <p>During the holidays, I went with my father to the post office. We went to collect a parcel and the registered letter that Mike had sent us the previous week. This gives me the opportunity to see what our teacher Mrs. Kairuhad taught about the post office.</p> <p>When we reached the post office, we went to Counter 4 which handles parcels. It was managed by a lady called Diana. With a smile, she greeted us. My father showed her the call card and his identity card. She recorded down some information in the computer. She then called her staff to bring our parcel. The lady asked my father to sign for it then she gave it to us.</p> <p>Next, we went to Counter 3 where they handle registered letters. At this counter, my father presented his Identity card. From a bundle of mails, my father was given his letter. The man behind the counter noted my father's name in a book.</p> <p>Form Counter 3, we moved to Counter 2. My father bought five aerogrammes and five stamps. He always writes his letters on aerogrammes. He likes them because you do not need an envelope to carry the letter in.</p>

Outside the post office, my father opened the letter box. There were four letters and a post card. The post card was mine. Uncle Muliisa sent it to wish me a happy tenth birth day. Two of the letters were for my brothers Dan and Amos. The other two letters were addressed to my mother. One was from the LC Five Chairperson. It was inviting her to attend a Women's Council meeting. The other was from aunt Racheal.

Questions

1. When did Alice go to the post office with her father?
2. Who had sent the letter?
3. Which teacher taught about the post office?
4. Why did Alice and her father go to the post office?
5. Which counter handled the registered letters?
6. Who was managing counter four?
7. Why did Alice and her father go to counter two?
8. Why do you think the name of Alice's father was noted in a book at counter three?
9. How many letter where in the letter box?
10. Which meeting was Alice's mother invited to attend?

LESSON 2

MONEY ORDER (INFORMATION)

Following the guidelines on answering questions about information numbers.

Study the information on page 95 of St. Bernard English pupil's book 5 and answers the questions about it in full sentences.

POSTA UGANDA POSTA UGANDA POSTA UGANDA.

POSTA CASH INSTANT MONEY TRANSFER SENDING FROM A FAST , SAFE AND EASY WAY TO SEND MONEY

Date: 8TH June 2020.

Transaction ID Number 2901

Sender's Details:

First Name Fatuma
Surname Anzio
Address PO BOX 167, Arua
Telephone Number 0772669354
Amount to be sent 100,0000/=

Receiver's Details.

First Name Jackie
Surname Ahebwa
Address PO BOX 566, Rwakitura
Telephone Number 0712 543217
Amount received 100,0000/=

Questions.

1. Who sent the money?
2. How much money was sent?
3. To whom was the money sent?
4. When was the money sent?
5. At which post office should Jackie Ahebwa collect the money?
6. What is the identification number for Anzio Fatuma?
7. Which telephone number does Anzio Fatuma use?
8. Where does Ahebwa come from?
9. Who comes from Arua?
10. What is Anzio's telephone number?

LESSON 3**RENTAL CARD.**

Following the guidelines on answering questions about interpretation numbers, use the rental card on page 96 of St. Bernard English pupil's book 5, showing the name of the client, rental box number and the year it was obtained, to answer the questions below.

RENTAL CARD.

The rental card shows the name of the client, the rental box number and the year it was obtained.

Use it to answer the questions that follow in full sentences.

NAME	RENTAL BOX NUMBER	YEAR
Amongin	112	2004
Assimwe	784	1999
Bamwiine	222	2000
Kisakye	111	2010
Masaba	9120	1980
Mudondo	375	2009
Mugonya	654	1997
Namande	877	2000
Ochaya	345	1990
Ofwono	284	1997

Questions.

1. What is Amongin's rental box number?
2. When did Ochaya get his rental box number?
3. Name one person who got a rental box number in 2000.
4. How many people got rental box numbers in 1999?
5. Who got a rental box earlier, Mugonya or Ofwono?
6. Whose rental box numbers follow each other in order?
7. Whose rental box number has a very different order from the others?
8. How many people got rental boxes altogether?
9. In which year did Kisakye get a rental box number?

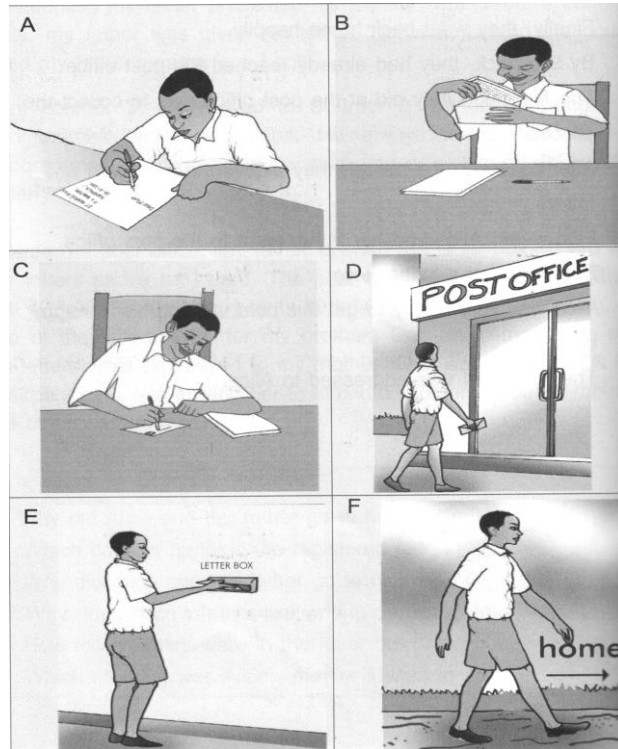
LESSON 4**JUMBLED SENTENCES**

Following the guidelines on how to arrange the jumbled sentences, re-arrange the sentences below to form a good story.

- a) On their way out of the post office, Alice's father bought a newspaper.
- b) That day, they left home early in the morning.
- c) Finally, they went back home happily.
- d) By 9 o'clock, they had already reached the post office.
- e) The first thing they did at the post office was collect the parcel.
- f) After collecting the parcel, they picked the post card and letters.
- g) Last week, Alice and her father went to the post office.
- h) They boarded a taxi to town.
- i) Alice was very happy to get this card wishing her a happy birthday.
- j) The post card was addressed to Alice.

LESSON 5**PICTURE COMPOSITION**

Following the guidelines on answering questions about a picture composition, study the pictures on page 102 of St. Bernard English pupil's book 5 and construct a sentence about each of them telling what is happening,



POSTING LETTERS

Picture A: _____
 Picture B: _____
 Picture C: _____
 Picture D: _____
 Picture E: _____
 Picture F: _____

Questions

7. What is the boy doing in picture A?
8. Where is the boy going in picture D?
9. Where do you think the boy is going in picture F?
10. What is the title of the picture composition?

**Commu
 nication
 (the
 telepho
 ne)**

LESSON 1 POEM

Following the guidelines on answering a poem, read the poem on page 114 of St. Bernard English pupil's book 5 and answer the questions that follow in full sentences.

THE MOBILE TELEPHONE

Oh, Mobile telephone.
How wonderful you are!
You are convenient because you are portable
You can be used at any time of the day.

Oh, Mobile telephone!
You provide different services for your users,
A clock to tell the time of the day.
The calendar to show the date.

Oh, Mobile telephone!
Capable of sending text and voice messages
No pen, paper or stamp needed for your messages
No misplacement or delays in delivery.

Oh, Mobile telephone!
You are good but very expensive
You need airtime from time to time
And need battery charging now and then.

Theresa Nakazi

Questions

1. How many stanzas make up this poem?
2. What is the above poem about?
3. Why is a mobile phone convenient according to the poem?
4. How useful is a clock?
5. What sort of messages does a mobile phone send?
6. Why do you think a mobile phone is very expensive?
7. Give another word to mean "portable" as used in the poem.
8. Who wrote the poem?
9. What is the title of the poem?
10. How many lines make up each stanza?

LESSON 2

Following the guidelines on answering interpretation questions study the information on page 115 of St. Bernard English pupil's book 5, showing the details of the calls made by Mrs. Kuka the head teacher of Kweni primary school in the month of April and answer the questions about it in full sentences.

CALLS MADE BY MRS.KUKA

SUN	MON	TUE	WED	THUR	FRI	SAT
1	2 called Fr. Kimbugwe to require him baptize 100 pupils of Kweni Primary School	3	4	5 called the head teacher of the neighboring school to invite him for baptism ceremony	6	7 called the head teacher to prepare for ceremony
8	9	10	11 Called the secretary to write invitation cards to the parents to attend the baptism ceremony.	12	13	14
15	16	17	18	19	20 called the bursar tell him to buy drinks and food for the baptism ceremony	21
22 called	23	24	25	26	27	28

		d askari to ensure securit y during the baptis m cerem ony						
29	30	31 calle d the driver to take her to the district head quarter s						

Questions

1. What does the table show?
2. Whom did the head teacher call on Monday 2nd?
3. When did Mrs. Kuka call the head teacher of the neighboring school?
4. Why did she call the senior woman teacher?
5. Who was told to write invitation cards to the parents?
6. What did the head teacher tell the bursar to do?
7. On which day of the week did she call the Askari?
8. When did the head teacher ask the driver to take her to the district headquarters?
9. Which school organized the baptism ceremony?
10. In which month did the head teacher make the calls?

LESSON 3

Following the guidelines on answering information questions, read the notice on page 117 of St. Bernard English pupil's book 5 and answer the questions about it in full sentences.

PUBLIC NOTICE

PUBLIC NOTICE

MOBILE PHONE THEFT

In the event of phone theft do the following ;

1. Notify your service provider immediately to block your mobile phone number and prevent unauthorized use.
2. Notify the Uganda Police of the theft so as to obtain a report file on the lost mobile phone.
3. Fill in a claim form at the nearest office of your service provider.
4. The claimed will be settle in a period of 14 day.

Note: The service provider is not accountable for the lost airtime.

Call customer care service on 000124 224 for instance.

Management

24th July, 2020.

Questions

1. What is the notice about?
2. What is the first thing to do when your telephone is stolen?
3. Why does the service provider block the number of the stolen phone?
4. Why should you notify the police about the theft of your phone?
5. How long will the service provider taker to settle the claim?
6. Give another word that means the same as **notify**.
7. Does the service provider give the lost airtime?
8. Which number should one dial when one is in need of assistance?
9. When was the notice written?
10. Who wrote the notice?

LESSON 4

PICTURE COMPOSITION

Following the guidelines on answering questions about a picture composition, study the pictures on page 119 of St. Bernard English pupil's book 5 and construct a sentence about each of them telling what is happening in each.



Sentences

- Picture A : _____
- picture B : _____
- picture C : _____
- picture D : _____
- picture E : _____
- picture F : _____

Questions

7. Where is James doing in picture B?
8. What is James doing in picture F?
9. What do you think James is giving to the shopkeeper in picture E?
10. Suggest a suitable title for the picture composition.

Lesson 5

Free composition

Following the guidelines of writing a free composition, write a composition entitled "Importance Of A Telephone". Remember to put each importance in its paragraph.

**Communication
(Internet)**

LESSON 1

PASSAGE

Following the guidelines on answering questions on passages, read the story on page 129 of St. Bernard English pupil's book 5 and answer the questions that follow in full sentences.

USING THE INTERNET

Every Thursday afternoon, we have computer lessons at school. We go to the computer room to take the lessons. Here we use the computers as we learn. It is fun to see how much a computer can do.

Las Thursday, our teacher Mr. Kanabi taught us how to write letters using computer and the internet. The new type of letter was called the email, the short form for electronic mail.

The teacher mentioned the advantages of writing emails using the internet. He told us that emails are sent instantly and it does not require one to go to the post office to post it. He demonstrated to us how to send an email. This was far better than writing on the paper.

Our teacher further showed how to surf the internet for information.

Timothy and I logged on to Google and downloaded information about the skeleton. We then started typing our assignment.

As were typing, our computer suddenly stopped working. On checking it, the teacher discovered that it had been infected by viruses. He cleaned it and it started working again. The teacher told us to sigh in so as to restart the computer. Unfortunately, some of the files had been deleted.

"You have to save the work as you type," the teacher advised us. When the bell rang, signed out and went for break.

Questions

1. On which day are computer lessons held?
2. Who is the writer's teacher?
3. What is the full form of e-mail?
4. Where are the computer lessons taken from?
5. What is the name of the letter you write using the internet?
6. Why did the computer suddenly stop?
7. Why did Timothy and his friend log on to Google?
8. What did the teacher tell the pupils to do before restarting the computer?
9. What should one do as one types according to the

passage?

10. What is the title of the passage?

LESSON 2

E- MAIL (READING)

Following the guidelines on answering comprehension question, read the e-mail on page 132 of St. Bernard English pupil's book 5 and answer the questions about it in full sentences.

12th August 2020

Hi brother,

How are you and everyone at home? I hope you and Time are working hard at school.

I have written to inform you about the trip I have organized for you and your friend Tim. I will be coming home in December to take you to Sipi falls in Kapchorwa. It is an exciting site. You will also see donkeys. They are the main means of transport in that area.

I hope Tim's parents will allow him to travel with us.

Greetings to everyone at home.

Your brother,
David.

Questions

1. When was the e-mail written?
2. To whom was the e-mail written?
3. Why did David write the e-mail to his brother?
4. In which month did David go home?
5. Where did they go on a trip?
6. What is the main means of transport in Kapchorwa according to the e-mail?
7. Write the short forms of the months
a) August _____ b) December _____
8. What do you think he used to get the message?
9. Give another word to mean trip as used in the e-mail.

LESSON 3

Following the guidelines on completion of dialogues, write the guided dialogue on page 125 of St. Bernard English pupil's book 5 and complete it by giving words of Mubiru.

		<p>Mubiru and Tendo are friends. Below is what Tendo said in their conversation. Write the correct questions to the given statements.</p> <p>Mubiru: _____</p> <p>Tendo: Good morning, Mubiru.</p> <p>Mubiru: _____ ?</p> <p>Tendo: I am going to the internet café'</p> <p>Mubiru: _____ ?</p> <p>Tendo: I am going to send an email.</p> <p>Mubiru: _____ ?</p> <p>Tendo: I am going to send it to my cousin, Faith.</p> <p>LESSON 4 JUMBLED SENTENCES</p> <p>Following the guidelines on how to arranging the jumbled sentences, re-arrange the sentences below to form a good composition about "Ways Of Storing Data Or Information".</p> <p>a) But also find and use it after a certain period of time.</p> <p>b) A computer is an electronic machine or device.</p> <p>c) The second way is by using a CD or a cassette recorder.</p> <p>d) But when there is electricity, you can use a computer to save or delete information.</p> <p>e) However, the best way of storing information today is by using a computer.</p> <p>f) Information can be stored in many different ways.</p> <p>g) This therefore means that a computer cannot work without electricity.</p> <p>h) it does not only store and organize information,</p> <p>i) One way is by writing it in a notebook or diary.</p> <p>j) To be able to do this job well, a computer uses electricity.</p>
	Culture (nationalities)	<p>LESSON 1 READING</p> <p>Following the guidelines on answering passages, read the information which Carmella wrote in daily monitor newspaper as seen on page 141 of St. Bernard English pupil's book 5 and answer the questions that follow in full sentences.</p> <p>My name is Carmella I live in Canada and I am a Canadian. I am 11 years old My mother comes from France so she speaks French. We speak English and French at home. My hobbies include: Watching Nigerian movies, Brazilian</p>

Soccer, surfing the internet and reading books about different cultures.

I am looking for a pen pal from Uganda, South Africa, Kenya or Nigeria.

My pen pal should be between 10- 14 years.

He/she should be able to speak English, German, or French.

Questions

1. Where does the writer come from?
2. Which language does the writer's mother speak?
3. How old is Carmella?
4. What is Carmella's nationality?
5. Which of Carmella's parents comes from France?
6. Mention any two countries where Carmella's pen pal should come from.
7. Which language do they speak at home?
8. Give two hobbies of Carmella.
9. Which newspaper published this information?

LESSON 2

Following the guidelines on answering interpretation questions, study the information on page 140 of St. Bernard English pupil's book 5 and answer the questions that follow.

COUNTRIES OF ORIGIN

Name	Country
Fahad	Morocco
Ahamed	Libya
Henry	France
Faith	Uganda
Kamau	Kenya
Ojuk	Nigeria
Sandra	Rwanda
Carlos	Germany
Rihana	India
Emma	Portugal

Questions

1. Fahad doesn't come from India. He comes from _____
2. Does Ahmed come from Portugal?
3. Which country does Henry come from?
4. Where does Faith come from?
5. Kamau doesn't come from Libya. He comes from _____
6. Who comes from Nigeria?

		<p>7. Sandra comes from Rwanda. She is a _____</p> <p>8. Carlos doesn't come from France. He comes from _____</p> <p>9. What do we call people from Morocco?</p> <p>10. Where does Ojuk come from?</p> <p>LESSON 3 JUMBLED SENTENCES Following the guidelines on re-arranging the jumbled sentences, re-arrange the sentences below to form a good composition about "Two Chinese".</p> <ol style="list-style-type: none"> 1. Where they could be served with a Chinese dish. 2. The waitress warmly welcomed them to the hotel. 3. Mao tong and Chang Li are Chinese. 4. They branched off and parked their car in the compound. 5. They enjoyed the meal because it had been prepared by a Chinese chef. 6. One day, they felt hungry at lunch time. 7. She served them with a Chinese dish. 8. Luckily, they saw Fang hotel. 9. Therefore, they decided to look for a hotel or restaurant. 10. They came from china but nowadays live in Uganda.
compre hension	Culture (langua ges)	<p>LESSON 4 DIALOGUE. Following the guidelines on how to answer questions on dialogue, read the dialogue on page 145 of St. Bernard English pupil's book 5 and in full sentences, answer the questions about it.</p> <p style="text-align: center;">MY LANGUAGE</p> <p>Teacher: What is your name? Bahanzi: My name is Bahanzi.</p> <p>Teacher: Where do you come from? Bahanzi: I come from Bushenyi.</p> <p>Teacher: What language do you speak at home? Bahanzi: I speak Runyankole and Kupsapiny.</p> <p>Teacher: Kupsapiny! How did you learn it? Bahanzi: My mother comes from Kapchorwa so she speaks Kupsapiny. That's how I learnt it.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. How many people are talking in the dialogue? 2. Who spoke first according to the dialogue? 3. Where does Bahanzi come from? 4. Mention two languages spoken by Bahanzi.

5. From whom did Bahanzi learn Kupsapiny?
6. Where does Bahanzi's mother come from?
7. Write any two languages spoken in Uganda.
8. Write the title of the dialogue.

LESSON 5

TIMETABLE

Following the guidelines on answering interpretation questions, study the timetable on page 154 of St. Bernard English pupil's book 5 and in full sentences answer questions about it.

Study this time table for Arlington Junior School and answer the questions about it in full sentences.

Language	Day	Time	Number of students
French	Monday	9:00a.m. 10:00a.m.	40
Luganda	Tuesday		20
Arabic	Wednesday	11:00a.m. 12:00noon	30
Kiswahili	Thursday	8:00a.m 9:00a.m.	15
Italian	Friday	12:00a.m. 1:00p.m.	18
German	Monday	2:00p.m 3:00p.m.	78
English	Wednesday	9:00a.m 10:00a.m.	60
Spanish	Thursday	10:00 a.m. 11:00 a.m.	23
Greek	Friday	3:00 p.m. 4:00 p.m.	10

Questions

1. For which school is the above time table?
2. How many languages are taught in this school?
3. When is Arabic taught?
4. Which language is taught on Monday morning?
5. How many students take Spanish?
6. Which language has the least number of students?
7. Which languages are taught on Thursday?
8. How many students take Kiswahili?
9. Which language is taught from 12:00 noon to 1:00 p.m. on Friday?

10. Write the abbreviations in full.

i) p.m.

ii) a.m.

LESSON 6

Following the guidelines on answering questions about information numbers, read the notice on page 161 of St. Bernard English pupil's book 5 and answer the questions about it in full sentences.

NAME	SEX	COUNTRY	LANGUAGE
Musoke	M	Uganda	Luganda and English
Aberash	F	Ethiopia	Afanoromo and German
Ineza	F	Rwanda	Kinyarwanda and French
Chevonne	M	Germany	German and English
Allejandro	M	France	French and English
Ajiambo	F	Kenya	Kikuyu and Kiswahili
Nwoye	M	Nigeria	Ibo and English
Pepe	F	Congo	Lingala and French

Questions

1. Who speaks Ibo and English?
2. Who comes from Ethiopia?
3. Which language does Chevonne speak?
4. Who speaks kikuyu and Kiswahili?
5. Which languages does Ineza speak?
6. How many people can speak English?
7. How many languages can Aberash speak?
8. Which child comes from France?
9. What language does Pepe speak?
10. Which people speak Lingala?

LESSON 7

GUIDED COMPOSITION

Following the guidelines on filling in a guided composition, read the guided composition on page 152 of St. Bernard English pupil's book 5 and fill in the blank spaces with the words given in the box.

Sound	languages	Luganda	name	culture
English different	Rutooro	poems	Muganda	

My name is Namutebi. I am a _____ by tribe. My family lives in Buganda Kingdom. At home we speak _____. I enjoy listening to grandmother's stories about our Kiganda _____. Luganda, like other local _____ has rich in vocabulary. Sometimes we read books written in Luganda.

When I go to school, the teachers teach us in _____. We recite rhymes and _____ in English.

Apart from Luganda and English, I can also speak _____ because my friends are Batooro. Most of the words in Rutooro _____ more or less like Luganda.

The Batooro are however _____ from the Baganda in some ways. Every Mutooro is given a pet _____, commonly called "Empaako."

LESSON 8

FREE COMPOSITION

Following the guidelines on composition writing, write a composition about your culture. It should cover only one page of your exercise book. Remember to talk about your cultural dress, language, customs, traditional ceremonies and local dishes.