

P.5 ENGLISH LESSON NOTES

TERM I

ASPECT ONE: PUNCTUATION

A. CAPITAL LETTERS

A	B	C	E	F	G	H	I	J	K	L	M	N
O	P	Q	R	S	T	U	V	W	X	Y	Z	

Use of capital letters

- i. At the beginning of the sentence
e.g My father is a good man in our village.
- ii. **At the beginning of proper nouns.** E.g names of people, cities, lakes, mountains, countries, rivers, days , months , streets etc.
e.g Musoke , Kampala , Victoria , Elgon , Uganda , Nile , Sunday , February , William street respectively.
- iii. **Writing abbreviations** e.g P.L.E , U.P.E , D.E.O etc
- iv. Pronouns I e.g You and I are friends.
- v. To begin in direct speech. E.g The teacher said, “ Go out!”
- vi. To begin word He, Him, His - If they are relating to God.

EVALUATION ACTIVITY

Punctuate the following sentences correctly.

1. a snake bit jenifer yesterday
2. the little boy drowned into lake kyoga
3. I was going to church when i met tumwine at lubaga.
4. Entebbe guitar singers with their play omuzira mu bazira are going to stage it at gombe.
5. out teacher mr. nkaayi is to wed tomorrow.
6. by Friday , she will have finished the homework
7. this soil has lost its fertility and I won't plant in crops.
8. the oc would like to see the following persons engage anguye and bukane
9. the highest mountain in Uganda is mt. rwenzori
10. Tanzania is neighbouring Uganda in the south.
11. jane said, “I am very ill”
12. my brother told me to meet him on nkurumah street

LESSON 2

b. Full stop (.)

- i) Put at end of a complete sentence. E.g Kampala is the capital city of Uganda.
- ii) Used in abbreviations e.g U.P.E , P.S.V, Ms. Dr. etc

EVALUATION

Punctuate the following sentences.

- i. That boy is my friend.
- ii) I don't have any pen to use.
3. The OC old Kampala will visit our school next week.
4. Mary said, " I am going to church".
5. "I won't attend the party," said the angry man.
6. The thief ordered, "open the door".
7. jesus loves us a lot
8. I once lived in tanzania and Nigeria
9. that car belongs to martin.
10. there are many islands in kampala district

LESSON 3

Question mark

- i. Used at the end of a question or interrogative sentences .
e.g Where are you going?

EVALUATION

Punctuate the following

1. do you remember where she lives.
2. how do you do
3. where does your father work
4. is it time for lunch
5. how do you come to school
6. the teacher said, "why are you late"
7. did you seee an accident on jinja road last Tuesday
8. which car does your father drive
9. are young children allowed to drive
10. how old is your youngest sister

LESSON 4

Exclamation mark (!)

1. Used to show surprise, admiration or fear.
e.g My God! What a dirty plate that is !

ACTIVITY

1. What a lovely dress this is
2. Oh cried the girl
3. What an old man your father is
4. Hurrah I have got this number correct
5. How deep this hole is

LESSON 5

Comma (,)

- i. Used when listing things e.g he bought a ball , pencil, pen and hut.
- ii. Used in address or date
e.g Sir Apollo School,
P.O.Box 4096,
Kampala
- iii. Used after “yes” or “No” at the beginning of the sentence. E.g No, that you.
Yes, I shall go
- iv. Used in expressions like On the other hand, however, additionally, on top of that , for instance, by the way further more etc.
- v. Used to set off the name of the person addressed e.g Why do you come with us, Peter?
- vi. Used in speeches e.g ,Mary said, “ I will help you”.

EVALUATION ACTIVITY

Punctuate the following

1. no she only owns a motor cycle
2. “I will come tomorrow” said john
3. Tuesday 11th april 2008
4. Sir apollo Kaggwa primary school
P.O.box 4321
Kampala
5. where are you going john
6. east africa is made up of uganda kenya tanzania rwanda and burundi
7. here is some chocolate . no thank you
8. she is a short bright brown girl
9. today is Monday 18th January 2009
10. The boy said “ I am eleven years old”

LESSON 6

APOSTROPHE (')

- i. Used to replace an omitted letter e.g can't , don't etc .
- ii) used to indicate ownership or possession e.g Mary's dress, Uganda's etc
- iii. Use to form the plural of letters, signs and figures.
e.g. Mary writes her ts' correctly

EVALUATION ACTIVITY

Write out the following putting in the possessive case

1. The man went to the (chemist) shop.
2. The name of Mrs. (Musoke) dog was Micky
3. Have you seen (Henry) new bicycle

4. We heard the (men) shouts in the distance.
5. My (sister) friend is coming to tea.

Re – write changing the underlined to contractions

6. Jane does not eat meat.
7. We cannot go with you.
8. My parents are not happy with my performance.
9. I shall not come to school tomorrow.
10. You will not watch TV if you do not complete the homework.

LESSON 7

Quotation marks (“ ”)

Used to enclose words of a direct speech. Eg “Come in,” said the teacher. “Where us your pen?” said Mary.

EVALUATION

Punctuate the following sentences

1. my teacher said I am very good at english.
2. how do you come to school asked the headmaster
3. where is your homework said mummy
4. my father said I will buy you a present is you do well
5. the teacher said I have taught you for a long time.
6. he has been playing volleyball said ivan.
7. we have been digging said the girls
8. I broke my friend ruler said my brother
9. she was lying to me said namulesa
10. our aunt said I had taken my watch for repair

WEEK TWO

LESSON 8

ASPECT: NOUNS

A noun is a name of any thing. It can be a name o f a person, animal , place or things. Nouns are in 2 kinds i.e proper nouns and common nouns.

Proper nouns

A proper noun is a particular name of a person or thing. Names of people , books, places etc. are examples of proper nouns, All proper nouns are written beginning with a capital letter.

Examples

Gloria , Nakitende, Junior English, Bwise , rwenzori , Nile, Kenya, Africa , Nairobi , Sunday , October etc

EVALUATION

Identify the proper nouns and punctuate correctly

1. My father will go to Nairobi next week.
2. Mr. buyondo teaches English in primary five.
3. river Nile is the longest river in the world.
4. Nairobi, Kampala, Kigali, Dodoma, Bujumbura are cities in East Africa.
5. Mr. Hills is a Briton by nationality
6. My eldest brother is busy at Makerere University.
7. Treasure Island is a very interesting book.
8. Musa, Wabwire and Nakanjako are friends.
9. When will you go to Kasese to visit the Queen Elizabeth National Game Park?
10. My brother is very poor at mathematics.

LESSON 9 AND 10

COMMON NOUNS

Common nouns are used to name only one class, people, place or things e.g girl, tree, town, etc. They are sub-divided in singular and plural, countable and uncountable nouns. Nouns that mean “only one” are singular number. Nouns that mean “more than one” are plural number.

i. Most nouns form their plural by adding “s” e.g animals, houses, dogs, books, spaces etc

ii. **Some nouns form their plurals by adding “es”**

a. **Nouns that end in a hissing sound e.g**

dress - dresses	box - boxes	torch - torches
brush - brushes	church - churches	branch - branches
inch - inches	fox - foxes	

b. **Nouns that end in “o”**

Potato - potatoes	mosquito - mosquitoes
Hero - heroes	cargo - cargoes

c. **Nouns that end in “f” or “fe” form their plurals by changing “f” or “fe” to “ves”**

leaf - leaves	hoof - hooves	wife - wives	thief - thieves
half - halves	wolf - wolves	knife - knives	

d. **Nouns that end in “Y” make their plurals by changing “y” into “ies”**

baby - babies	army - armies	factory - factories
lady - ladies	city - cities	party - parties
fly - flies	body - bodies	

e. **There are one or two nouns that don't follow any of these rules.**

Examples

Man - men	child - children	ox - oxen
Woman - women	foot - feet	tooth - teeth
Goose - geese	mouse - mice	sheep - sheep
Deer - deer	dozen - dozen	furniture - furniture

EVALUATION 1

Write the plural of the underlined words.

1. The child came into the room
2. A lady gave the girl the key
3. The cat caught the mouse.
4. The leaf fell from the tree
5. The ox pulled the cart.
6. The army went into the battle.

Re – write the sentences giving the plural form of the underlined words.

7. The nurse carried a baby.
8. A thief stole watches and the boxes of jewellery.
9. A wolf killed a sheep.
10. This furniture is very expensive.

EVALUATION 2

Write the singular form of the underlined words.

1. The gentlemen filled the glasses with soda.
2. We saw geese and foxes.
3. The boys have nice watches.
4. The armies fought a hard battle.
5. The cat caught some mice.

Re- write the sentences giving the singular forms of the underlined words.

6. The feet of the deer crushed the flower.
7. Birds sang on the braches of a tree
8. A boy was tending some sheep in the field.
9. The man put the books on top of the shelves
10. the women had knives.

LESSON 11

COMPOUND NOUNS

These are nouns with more than one noun. Some of the compound nouns take a hyphen while others don't.

Eg's of compound nouns that don't take a hyphen

Blackboard - blackboards	employment - employments
Armchair - armchairs	homework - homeworks
Spoonful - spoonfuls	handkerchief - handkerchiefs

Compound nouns that take a hyphen

Step – son	-	step –sons
Step – mother	-	step – mothers
Co – workers	-	co – workers
X – ray	-	X- rays
Mouse – trap	-	mouse – traps
Bye – law	-	bye - laws
Tooth – brush	-	tooth brushes
Girl – guide	-	girl – guides
Check – point	-	check – points
Cob - web	-	Cob – webs

Compound nouns which affect the first word only

Passer – by	-	passer – by
Sister – in – law	-	sister – in – law
Head – of - state	-	heads – of - state
Prefect – on – duty	-	prefects – on – duty
Master – on – duty	-	masters – on – duty
Commander - in chief	-	commanders – in – chief
Guest - of – honour	-	Guests - of – honour
Father in – law	-	fathers – in – law
Office – in – charge	-	Officers – in – charge
Master – of – ceremonies	-	masters – of - ceremonies

EVALUATION

LESSON 12

Write the plural of the underlined words.

1. The rebels are fought by the commander – in – chief.
2. The baby was given a spoonful of medicine.
3. This passer – by has escaped from prison.
4. The classroom block was measured with a tape – measure.
5. A – tag – of – war is an interesting game.

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

6. Our head – of – department is very hardworking.
7. A toothbrush is sold in our shop.
8. That member – of – staff is going to be transferred.
9. Who is the prefect – on – duty this week.
10. We saw many head – of – cattle at the road side.

LESSON 13

COLLECTIVE NOUNS

These nouns stand for a lot of things individuals. We call them collective nouns because refer to collections of things, people, items etc.

Examples

- | | |
|------------------------------|------------------------|
| A gang of thieves | a packet of cigarettes |
| A flock of sheep | a fleet of cars |
| A team of oxen | a heap of soil |
| A troop of lions | a heap of soil |
| A swarm of bees | a bouquet of flowers |
| A set of furniture | a brood of chicken |
| A forest of trees | |
| A leap of leopards | |
| A troop of monkeys | |
| A crowd of people | |
| A troupe of dancers | |
| A company of actors | |
| A choir of singers | |
| A gang of prisoners | |
| A mob of disorderly people | |
| A congregation of worshipers | |
| A bundle / bunch of keys | |
| A cluster of bananas | |
| A mouthful of food | |
| A pack of cards | |
| A herd of cattle | |
| A pocketful of money | |
| A library of books | |
| A queue of people | |
| A flight of birds | |

EVALUATION

Complete each of the phrases

1. A of grapes
2. Aof matches
3. Aof clothes
4. Aof trees
5. Aof corn
6. A of drawers
7. Aof bees
8. Aof sticks
9. Aof stamps
10. Aof stars
11. A of birds
12. A of cows
13. Aof angles
14. Aof wolves
15. of whales
16. A of monkeys
17. A of thieves

18. A of pups
19. Aof slaves
- 20 . Aof beautiful ladies

LESSON 14 , 15, 16 AND 17

ABSTRACT NOUNS

These are the nouns which cannot be seen or counted.

They are nouns of qualities o things, creatures or people. These qualities only exist in something. They don't exist on their own. Abstract nouns can be formed from adjectives of verbs.

Examples

Width	height
Length	anger
Breadth	behaviour
Truth	love
Sadness	heat
Happiness	presence
Bitterness	choice

a) Abstract nouns from adjectives formed by adding “ness”

Adjective	abstract noun
1. eager	eagerness
2. clever	cleverness
3. proud	proudness
4. clean	cleanliness
5. sad	sadness
6. handsome	handsomeness
7. kind	kindness
8. heavy	heaviness
9. smart	smartness
10. good	goodness
11. rich	richness
12. quick	quickness
13. happy	happiness
14. strange	strangeness
15. bright	brightness
16. mad	madness
17. slow	slowness
18. ugly	ugliness
19. lazy	laziness
20. fat	fatness
21. shabby	shabbiness
22. stubborn	stubbornness
23. foolish	foolishness

24. rude	rudeness
25. quite	quietness
26. polite	politeness
27. sick	sickness
28. ill	illness
29. new	newness
30. cold	coldness

b. Abstract nouns formed by changing the last “t” or “te” to “ce” or “cy”

Adjective	Abstract noun
Distant	distance
Innocent	innocence
Lenient	lenience
Important	importance
Patient	patience
Adundant	abundance
Silent	silence
Absent	absence
Ignorant	ignorance
Present	presence
Violent	violence
Urgent	urgency
Efficient	efficiency
Intimate	intimacy
Constituent	constituency
Expectant	expectancy
Agent	agency
Accurate	accuracy
Accountant	accountancy
Pregnant	pregnancy

Abstract nouns formed when the adjective changes to other forms

Adjective	Adjective nouns
Powerful	power
Truthful	truth
True	truth
Harmful	harm
Painful	pain
Faithful	faith
Merciful	mercy
Anxious	anxiety
Curious	curiosity
Poor	poverty
Dangerous	danger
Old	age

Dead	death
Healthy	health
Coward	cowardice
Punctual	punctuality
Greedy	greed
Loyal	loyalty
Pure	purity
Cruel	cruelty
Able	ability
Envious	envy
Difficult	difficulty
Original	origin
Possible	possibility
Superior	super
Rapid	rapidity
Rigid	rigidity
Supreme	supremacy
Jealous	jealousy
Noble	nobility
Wise	wisdom
Free	freedom
Broad	breadth
Just	justice
High	height
False	falsehood
Warm	warmth
Proud	pride
Humble	humility
Long	length
Wide	width
Deep	depth
Angry	anger
Hungry	hunger
Timid	timidity

d. Abstract nouns ending with “TION” formed from verbs.

Verb	abstract noun
Explain	explanation
Repeat	repetition
Classify	classification
Congratulate	congratulation
Accommodate	accommodation
Introduce	introduction
Complete	competition
Administer	administration
Oppose	opposition

Complete	completion
Continue	continuation
Revolve	revolution
Elect	election

e. Abstract nouns that end in “SION” from verbs

Verb	abstract nouns
Decide	decision
Conclude	conclusion
Invert	inversion
Confuse	confusion
Divide	division
Explode	explosion
Express	expression
Discussion	discussion
Impress	Impression
Provide	provision
Convert	conversion
Expel	expulsion
Posses	possession
Confess	confession

f. Abstract nouns ending with “MENT” from verbs

Verb	Abstract
Develop	development
Govern	government
Pay	payment
Punish	punishment
Excite	excitement
Require	requirement
Advertise	advertisement
Entertain	entertainment
Achieve	achievement
State	statement
Measure	measurement
Enlight	enlightment
Refresh	refreshment
Move	movement
Assign	assignment
Embarrass	embarrassment

g. Abstract nouns that don't change verbs at all.

Verb	Abstract nouns
Process	process
Record	record
Progress	progress
Demand	demand
Duplicate	duplicate
Rest	rest
Pool	pool
Fish	fish
Love	love
Retreat	retreat
Race	race
Drive	drive
Dream	dream
Knock	knock
Ride	ride
Sleep	sleep

EXCEPTIONS

Verbs which form abstract nouns without following any of the above rules

Verb	Abstract nouns	verb	Abstract nouns
Depart	departure	mix	mixture
Arrive	arrival	fix	fixture
Avail	availability	assemble	assembly
Choose	choice		
Fail	failure	advise	advice
Succeed	success	practice	practice
Sit	seat	refuse	refusal
Lend	loan	lose	loss
Speak	speech		
Just	Justice	sell	sale
		Serve	service

i) Abstract nouns formed from other nouns

Nouns	abstract nouns
Neighbour	neighbourhood
Free	freedom
King	kingdom
Child	childhood
Man	manhood
Brother	brotherhood
Poet	poetry
Friend	friendship
Relation	relationship

Slave	slavery
War	warrior
Martyr	martyrdom
Pot	pottery
Baker	bakery
Butcher	butchery
Grocer	grocery

EVALUATION

Use the correct form of the words in brackets to complete the sentences.

1. John'swas misleading. (advise)
2. Our teachers get theirat the end of every month. (pay)
3. We had a lot ofduring holidays. (entertain)
4. Thei had last night almost came true. (dream)
5. What caused youryesterday? (absent)
6. Due tothey did poorly in their examinations. (ill)
7. Do you know the of your mother? (high)
8. There was no for most of the guests. (accommodate)
9. There is a lot ofin Smoking. (dangerous)
10. My elder sister is reading ancourse. (accountant)

ARTICLE

Article are used before singular countable nouns.

These are a, an, the

Article “a”

The singular common nouns which start with consonants take the article “a” before them.

These consonants are b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

Examples

A kite , a boy , a tree , a mango , a car

Exceptions ; a European , a university , a one way street.

Article “an”

The singular common nouns which start with vowels take the article “an” before them. These vowels are a,

e, i , o, u

Examples

An example, an orange , an ant , an elephant , an ox

However, some words which begin with a consonant but sound like a vowel also take “ an” before them.

Examples

An hour , an x – ray , an M.P , an honest man

Article “ the”

This article is used for the class, definite things, superlative degree, some rivers and mountains, countries, islands and water bodies.

Examples

The kind , the poor

The moon, the sun , the soil

The biggest boy , the most beautiful girl

The Nile, The Amazon, The Red sea

The Rwenzori , The Himalayas , The United States of America.

NB.

“The” is used in front of all common nouns except proper nouns or when referring to something for second time and there after.

When the listener knows exactly what the speaker is talking about. E.g shut the door

“The” is used before ordinal number like I was the first in the race.

“The” is used to refer to one thing or group of things commonly known e.g the moon etc

Evaluation

Use either “a’ , “an” or “ the” in each of the spaces below

1. Muwanguzi eatsegg every morning
2.chair is made of wood.
3.Nile is the longest river in the world.
4. She camehour late.
5. Makerere isoldest University in East Africa.
6. It wasunwise act to sit onbroken chair.
7. I sawblack African inmarket.
8.garden fork isuseful tool.
9. Bujumbura iscapital city of Burundi.
10. Seven is noteven number.
11. Sir Edward Muteesa II wasfirst president of Uganda.
12. Wambwa isugly man.
13. I cut a branch off the treewas dry.
14.baby is crying because it is hungry.
15. My father gothonourally degree from Makerere.

GENDER

Nouns and pronouns belong to one or another of four GENDERS in grammar. These are; masculine feminine, common and Neuter

Examples

Masculine	Feminine	Masculine	Feminine
Boy	girl	boar	sow
Actor	actress	buck	doe
Conductor	conductress	bull	cow
Lion	lioness	bullock	heifer
Manager	manageress	cock	hen
Master	mistress	colt	filly
Mayor	mayoress	cob(swan)	pen
Negro	negress	dog	bitch
Poet	poetess	drake	duck
Priest	priestess	gander	goose
Prince	princess	ram	ewe
Bachelor	spinster	stallion	mare
Bridegroom	bride	steer/ bullock	heifer
Brother	sister	billy – goat	nanny – goat
Nephew	niece	buck – rabbit	doe – rabbit
Male	female	bull – calf	cow – calf
Shepherd	Shepherdess	boy scout	girl guide
Tailor	tailoress	grand father	grandmother
Traitor	traitress	he – goat	she – goat
Waiter	waitress	landlord	landlady
Sir	Madam	man servant	maid servant
Son	daughter	son – in law	daughter – in – law
Uncle	aunt	step – father	step – mother
Wizard	witch	step – son	step - daughter
Widower	widow		

COMMON GENDER

Words which refer to creatures of either sex

The same word may be used both of male and female

e.g adult , animal , baby , bird , cat , cattle , teacher , doctor , child , cousin , relative , visitor , sheep, darling friend , passenger , pupil , pig , infant , guest, fowl guardian.

Neuter

Words which refer to things without life or sex. Bag , boots , box , bread , butter , chair , chalk , chimney , church , cocoa , coffee, desk , dishes, floor , house , jacket, kettle , knife , mirror, pencil , pillow , ruler , school eat , stairs, street , table.

EVALUATION 1

Group the following in their respective genders

Ewe , traitor , pen , sow , pupil , cousin , prince , lady , lad , floor , giantess, solder, orphan , postmaster , drake wizar , lord, she , bridegroom, mistress, spinster , cup, shoe , Billy – goat, gander, bullock , doe, window , daughter , mare , pen

Masculine	Feminine	Neuter	common

EVALUATION 2

Change all masculines into corresponding feminines

1. The bridegroom is my nephew
2. The instructor ordered him to jump
3. My landlord is a widower
4. The bull attacked the milkman.
5. The Duke chatted to the man .
6. "No Sir," he replied.
7. The waiter served his own brother.
8. " He was indeed a hero," said the emperor.
9. The son of a king is termed a prince
10. the son of a king is termed a prince.
11. The host was extremely puzzles by the twin brothers.

LESSON 18

ASPECT: COMPREHENSION ,

VEHICLE REPAIR

Vocabulary practice

New words

Vehicle	garage	screw jerk
A break down truck	mechanic	spare parts
Repair	pump	tow
Engine	puncture	toolbox
Flat tyre	rubber solution	tube
A fuel pump	tyre	a screw driver

Evaluation

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

Reference: Mk Pr Eng Bk 5 Ex C pg 5

STRUCTURES

1. **Using “broke down”**

What happened to Ogwang’s cart ?

Ogwang;s cart broke down

Ref: Mk Pri Eng Bk 5 Exe Pg 6

2. **Using : “When didbreak down?”**

Examples

Qn: When did Okaya’s car break down?

Ans. Okaya’s car broke down last week

EVALUATION

From questions to the following answers

Ref: MK Pri Eng Bk 5 Exe Pg 8

3. **Using : “Whowhen it broke down ?”**

Example

Who repaired the bicycle when it broke down?

The mechanic repaired the bicycle when it broke down

Use the structure to make sentences about the pictures

Ref: Mk Bk 5 pg 9

4. **Joining the given sentences using “who.....”**

Example

That is the mechanic. He repaired our bicycle.

That is the mechanic who repaired our bicycle.

EVALUATION

Ref: Mk Bk 5 Pg 10

Dialogue : Kasadha repairs Ssali bicycle

Pre - comprehension exercise

1. How many people do you see in the car?
2. Do you think this car is new or second hand?

Comprehension questions

1. What else can Kasadha repair apart from bicycles?
2. What happened to Ssali’s bicycle?
3. How long had Ssali used the tube?
4. What is Kasaadha’s job?
5. What is a tool box used for ?

A PLAY

A tool box in the garage

Comprehension questions : Ref: Mk: Bk 5 pg 12

COMPREHENSION

Ssenyonga's second hand vehicle

EVALUATION

Comprehension questions

Ref: Mk Bk 5 pg 14

Guided composition

Vehicle repair

Ref Mk BK 5 Pg 14

Picture composition

LEO KIVUMBI THE MECHANIC

EVALUATION

- i) Arrange the given words correctly to make sentences about each picture.
- ii) Study the pictures and write a short story about Leo Kivumbi the mechanic. Use the given words.

Ref: Mk Bk 5 pg 16

Revision exercises

Ref MK BK 5 pg 16 and 17

TOPICAL QUESTIONS

Arrange the given words to form correct sentences

1. broke Opi's down last car week.
2. garage to did car your whose you take?
3. Driver the checks vehicle his way driving before
4. mechanic many are women day these

Use the words in the brackets correctly in sentences

5. Nekesaher bicycle now. (repair)
6. there aren't manyin our village. (vehicle)
7. I havethat car for many years now. (drive)
8. Twowere repaired by me last week,. (lorry)

Read the passage and answer the comprehension

Questions

Omoding fell off the bicycle after knocking a goal that was crossing the road. Luckily, Omoding's brother, Ojoke, found him lying by the roadside of the road. The bicycle was not badly damaged. Fortunately for Omoding, no bone was broken. With the help of Ojok, Omoding took the bicycle for repair and limped back home.

Questions

9. Who knocked the goat?
10. Why was Omoding lying by the roadside?
11. Who helped Omoding to take the bicycle for repair?

JUNIOR ENGLISH

Opposites

Absent – present	danger - safety
Accept - refuse	deep - shallow
Admit - deny	defeat - victory
Ancient - modern	difficult - easy / simple
Arrival - departure	divide - multiply
Attack - defence	drunk - sober
Beautiful - ugly	dwarf - giant
Bent - straight	empty - full
Bitter - sweet	entrance - exit
Blunt - sharp	exterior - interior
Bold - timid	external - internal
Bravery - cowardice	failure - success
Bright - dull	false - true
Broad - narrow	foolish - wise
Build - demolish	found - lost
Capture - release	future - past
Cheap - expensive / dear	generous - selfish
Coarse - fine	guilty - innocent
Contract - expand	hatred - love
Coward - hero	heavy - light
Hollow - solid	humble - proud
Ignorance - knowledge	inferior - superior
Junior - senior	majority - minority
Noisy - quiet	peace - war
Often - seldom	opaque - transparent
Permanent - temporary	plentiful - scarce
Poverty - wealth	punishment - reward
Rough - smooth / calm	

Write the opposites of the underlined words

1. That perimeter wall will soon be demolished.
2. Some roads in this country are very narrow.
3. The mathematics teacher punished me because I drew a bent line.
4. I denied having stolen Musa's pen.
5. The sea was calm by the time our ship sailed.
6. The floor of our dining room is very rough.
7. Most girls in our school carry heavy bags.
8. Mathematics is the subject in which I hope for success.
9. My grandmother has constructed a temporary house.
10. Our fore fathers used not to go to school because of poverty.

OPPOSITES USING PREFIXES

A prefix is a letter or group of letters added to the beginning of the word to change its meaning.

Using the prefix - un

Armed - Unarmed	wise - unwise	equal - unequal	friendly - unfriendly
Certain - Uncertain	dress - undress	common - uncommon	happy - unhappy
Healthy - Unhealthy	suitable - unsuitable	welcome - unwelcome	grateful - ungrateful
Popular - Unpopular	willing - unwilling	skilled - unskilled	reasonable - unreasonable
True - Untrue	reliable - unreliable	conscious - unconscious	steady - unsteady

Using the prefix in

Capable - Incapable	sane - insane	visible - invisible	gratitude - ingratitude
complete - incomplete	direct - indirect	audible - inaudible	expensive - inexpensive
correct - Incorrect	curable - incurable	attentive - inattentive	dependent - independent
sincere - Insincere	Justice - injustice	efficient - inefficient	equality - inequality
distinct - Indistinct	decent - indecent	offensive - inoffensive	sufficient - insufficient

Using the prefix dis

Appear - Disappear	comfort - discomfort	connect - disconnect	satisfied - dissatisfied
Loyal - Disloyal	believe - disbelieve	courteous - discourteous	advantage - disadvantage
Honest - Dishonest	arm - disarm	orderly - disorderly	contented - discontented
Agree - Disagree	obedient - disobedient	allow - disallow	arrange - disarrange
Like - Dislike	continue - discontinue	pleasure - displeasure	respectful - disrespectful

Using the prefix im ...

Movable - Immovable	patient - impatient	possible - impossible	Proper - improper
Perfect - Imperfect	mortal - immortal	pure - impure	polite - impolite
Penetrate - impenetrable			

Using the prefix il .. , ir...

Legal - Illegal	legible - illegible	literate - illiterate
Regular - irregular	resistible - irresistible	
Responsible - Irresponsible	reverent - irreverent	

Using non....

Sense - Nonsense	intoxicating - non - intoxicating
Existent - Non - existent	essential - non - essential

Opposite using suffix ful - less

Hope - Hopeless	care - careless	cheer - cheerless	use - useless
doubt - doubtless	help - helpless		
Thoughtless	painless	harmless	pitiless
			powerless

Shameless restless thankless

EVALUATION

Rewrite the sentences giving the opposites of the underlined words.

1. Some people are efficient in their work.
2. You don't have to bring complete homework with you.
3. There is a lot of justice in the judiciary.
4. AIDS is a curable disease.
5. I am capable of driving a car.
6. I would like you to connect that electric wire.
7. Why is your sister always happy?
8. Your house maid is a responsible person.
9. Smoking marijuana is legal in Uganda.
10. People who are not invited to this [arty are welcome.
11. What a useful book a dictionary is!
12. Most drugs are harmful.
13. That forest is penetrable.
14. You gave a thoughtful idea during the discussions.
15. The temptation to taste mother's cakes was resistible.

ABBREVIATIONS AND CONTRACTIONS

An abbreviation is a short form of a word. Full stops are used in abbreviations.

Ag. - acting	Mt. mountain
am - before noon (ante meridian)	O.K - all correct
Ave. - Avenue	P.S.V - public service vehicle
Co. - company	Rev. - Reverend
C.O.D - cash on delivery	Sec - secretary
Dr. - Doctor	Vs. - Versus
i.o.u - I owe you	Yr. Year
Ltd - Limited	PAYE - Pay as you earn
Ms. - Miz	Capt - Captain
P.P - On behalf of	P.T.O - Please Turn Over
P.m - afternoon (Post meridiem)	C.A.O - Chief Administrative officer
P.O - Post office	L.C - Local council
R.I.P - Rest in peace	NARO - National Agricultural Research Organisation
R.S.V.P - reply if you can please (Please reply)	
Rd. - road	St. Saint
U.P.E - Universal Primary Examination	W.e.f - with effect from
URA - Uganda Revenues Authority	Viz - namely
Ref. Reference	Via - by way of
abbr - abbreviation	Cf. - compare
a/c - account	do - the same
assn - association	dept - department
asst - assistant	e.g - except grata (for example)

C/o - care of
i.e - that is (id est)

Gov't - Government
Jr. Junior

CONTRACTION

These are also short forms. A word is shortened using an apostrophe

Is not - isn't
Cannot - can't
Will not - won't
Has not - hasn't
Have not - haven't
Shall not - shan't
Must not - mustn't
That is - that's
There is - there's
Let us - let's

It is - it's
never - ne'er
he is - he's
he will not - he won't
I am - I'm
I have - I've
I will - I'll
they will - they'll
we have - we've
All is - all's

I would - I'd
ought not - ought't
Do not - don't
should not - shouldn't
over - o'er
of the clock - o'clock
wherever - where're
you will - you 'll
you are - you're

EVALUATION

Abbreviate the following words.

Thursday
August
Mistress
Limited
Gentlemen
afternoon
Please Turn over

Road -
By way of -
That is

Write in full

U.N.E.B.....
M.P -
I'm -
U.P.E -

R.S.V.P -
Capt -
B.C -
There's -

Complete each sentence by using the correct word chosen from the brackets

1. A dog wagstall whenpleased. (its , It's)
2. The teacher askedfountain pen it was. (who's , whose)
3. Igot your cricket ball. (haven't, ain't)
4. Tony thinks a lovely little puppy. (its, it's)
5. That's the boyfather was injured. (who's , whose)
6. I hope youwet. (ain't , aren't)
7. We want to knowto pay for the outing. (who's , whose)
8. Robertlike swimming. (doesn't , don't)
9. to sayfault it is? (who's whose)
10. They come to our house very often now. (doesn't , don't)

SYNONYMS

Abandon - leave	denounce - condemn
Abbreviate - shorten	desert - forsake
Abrupt - sudden	diminish - lessen
Abundant - plentiful	drowsy - sleepy
Accurate - correct	edible - eatable
Ample - plentiful	encircle - surround
Annual - yearly	endeavour - attempt
Assistance - help	energetic - active
Brief - short	enormous - huge
Cease - stop	excavate - dig
Centre - middle	frigid - cold
Circular - round	generous - kind
Commence - begin	gratitude - thankfulness
Compel - force	grave - serious
Comprehend - understand	indolent - lazy
Conceal - hide	industrious - busy
Courteous - polite	insane - mad
Deceive - cheat	intention - purpose
Deficiency - shortage	interior - inside
Demonstrate - show	intoxicated - drunk
Lubricate - oil	peruse - read
Margin - edge	procure - obtain
Maximum - most	prohibit - forbid
Minimum - least	prompt - quick
Moist - damp	rare - scarce
Motionless - still	reckless - rash
Necessity - need	recollect - remember
Odour - smell	regret - sorrow
Omen - sign	reluctant - unwilling
Option - choice	reveal - show
Pathetic - pitiful	scanty - scarce
Penetrate - pierce	slender - slim
Perceive - see	stationary - still
Sufficient - enough	unite - join
Wealthy - rich	youth - young

EVALUATION

Re – write the sentences using a simpler word in place of each underlined word.

1. Her rings were abundant in the North sea.

2. A heavy meal tend to make one drowsy.
3. Every Saturday Dennis lubricates his bicycle.
4. The bungalow has been vacant for sometime.
5. The minister of finance reads the budget annually.
6. "Don't conceal that information," said the policeman
7. Last year's P.L.E was very difficult.
8. What is the maximum temperature of a day in a desert?
9. AIDS has no remedy.

Write the words similar in meaning to the following.

- | | |
|---------------|-----------------|
| 11. Perceive | 12. obstinate |
| 13. reluctant | 14. rare |
| 15. prohibit | 16. demonstrate |
| 17. deceive | 18. brief |
| 19. ample | 20. comprehend |

HOMOPHONES

Homophones are words pronounced in the same way but differ in meaning.

Example

Break - brake	right -write	tail - tale
Meat - meet	read - reed	steal - steel
Bare - bear	practice - practise	weak - week
Blew - blue	sell - sale	through – threw
Cell - sell	oar - ore	their - there
Dairy - diary	missed - mist	pray - prey
Stationery - stationary	fair - fare	peace - piece
Scene - seen	dear - deer	sew - sow
See - sea	led - lead	

Use the following words in your own sentences to show that you understand their meanings.

- | | | | |
|--------------|-----------|---------|----------|
| 1. peace | 7. hour | 11. sun | 15. week |
| 2. piece | 8. our | 12. son | 16. weak |
| 3. root | 9. there | 13. die | 17. hymn |
| 4. route | 10. their | 14. dye | 18. him |
| 5. knew | | | |
| 6. new | | | |
| 20. practice | | | |

ANALOGIES

Analogies are word which show some similarity.

Example

1. Cat is to kitten as sheep is to lamb.
2. Sheep are to flock as wolves are to pack.

3. Dog is to paw as horse is to hoof.
4. Food is to famine as water is to drought.
5. Uncle is to nephew as aunt is to niece
6. Husband is to wife as king is to queen.
7. Nose is to smell as tongue is to taste.
8. Knife is to cut as gun is to shoot.
9. Walk is to legs as fly is to wings.
10. Arrow is to bow as bullet is to rifle.
11. Father is to son as mother is to daughter.
12. Water is to food as liquid is to solid.
13. Rich is to poor as ancient is to modern.
14. Trees is to forest as sheep is to flock.
15. Whisper is to shout as walk is to run.
16. Hearing is to ear as sight is to eye.
17. Statue is to sculptor as book is to another.
18. Table is to wood as window is to plane.
19. Bee is to hive as cow is to byre.
20. One is to dozen as dozen is to gross.

EVALUATION

1. Boy is to girl asis to girl guide.
2. Kampala is to Uganda as Kigali is to
3. Cow is to beef as pig is to
4. Calf is to elephant asis to goat.
5. Oval is to egg asis to orange
6. Steam is to as smoke is to fire.
7. Eat is toas go as to went.
8. Day is to week asis to year.
9. Flock is toas herd is to cattle.
10. Drive is to car asis to aeroplane.
11.is to cols as seldom is to often.
12.is to donkey as neigh is to horse.
13.are to birds as scales are to fish.
14. Wing is to bird as fin is to
15. North is toas east is to west.

Using “ When did?”

From questions to the given statements.

Examples

1. When did Musa pin up the information on the notice board?
Musa pinned up the information on the noticeboard on Monday.

Evaluation

Ref. Mk Bk 5 pg 28

9. Using: "When is"?"

Study the table and form questions and answers about it.

Example

When is Agaba going for prayers?

Agaba is going for prayers at eight o'clock.

Evaluation

Agaba	-	going for prayers	-	8:00am
Tiperu	-	cleaning the verandor	-	9:00am
Onzi	-	collecting books	-	10:00am
Akullo	-	washing his bicycle	-	4:00pm
Kabiri	-	going for prayers	-	9:00am
Nyanzi	-	feeding pests	-	10:00am
Mugisha	-	shining shoes	-	11:00am
Fatuma	-	emptying distbin	-	1: 00pm

Using was / were

Study the table and form questions and answers about it.

Examples

When was Rose chairing the debate?

Rose was chairing the debate at 2:00 am on Tuesday.

EVALUATION

1. Girls at the swimming pool.
2. The boys attending music festivals.
3. All the pupils at the assembly.
4. The maids serving at the party.
5. The minister, chief guest at a workshop on Art and craft.
6. Pupils doing handwork.
7. The parents, attending the agricultural show.
8. The headmistress, that the concert.

COMPREHENSION

Study Namukasa's diary and answer questions about it. Pre – comprehension questions.

1. What kind of tree do you see in the picture?
2. Why do you think the girl is running away?

Questions

1. What was Namukasa's bad day?
2. What religion is Namukasa?
3. What didn't she attend school on twenty second , March?
4. What made Namukasa happy on twentieth?
5. Which team won the quiz competition?
6. Who turned ten on twenty second, March?
7. What date is the first day on the week?

8. Why did Namukasa get to school late on eighteenth?
9. On what day did Namukasa's father buy the story books?
10. Where did Namukasa collect sweet potato leaves.

OTIKA'S NOTEBOOK

Study Otika's notebook and answer questions about it.

Questions

1. When did Otika travel to Jinja?
2. Why did the whole class travel to Jinja?
3. What do you know about vita form industries?
4. Why is it important to record information in a notebook?
5. What made April 30th a busy day?
6. Why are there many industries in Jinja?

Using "What isused for?"

Study the picture and form questions and answers as shown below.

Examples

What is in picture 1?

It is a fountain pen.

What is a fountain pen used for?

A fountain pen is used for writing.

EVALUATION

Ref: Mk . Bk 5 pg 23

4. Using: "What is / was the date today/ last.....?"

Study the calendar and write correct sentences using the structure above.

Ref: Mk Bk 5 pg 24

Questions

1. What is the date of the first Sunday in the month?
2. What is the date today?
3. What is the date of the last Friday of the month?
4. What is the date of third day of the third Wednesday in this month?
5. What is the date of the last ay of this month?
6. What was the date last Saturday?
7. What was the date last Monday?
8. What was date last Sunday?

6. Using: "When do? / When does?"

Study the pictures / the table and form correct questions and answers about them.

1. When do you go to school?
2. When does Salim swim?
3. When do you watch TV?
4. When does Mukasa play games?

5. When does Naigaga do wearing?
6. When does Masiko go fishing?
7. When does Ayisu do digging?
8. When does Andrew do washing?

COMPREHENSION: UNITS 3 AND 4

RECORDING INFORMATION

Vocabulary practice

New words

Record , address, diary , fact , notebook, date

EVALUATION

Use the correct form of the words given in the brackets to complete the sentences

Ref: Mk Bk 5 pg 19

Structures

a. **Using: “ On what day?”**

From questions using the given structure to answer questions about the table.

Examples

On what day did ireta recite multiplication tables?

Ireta recited multiplication tables on Monday.

EVALUATION

1. Watching TV
2. Writing English composition.
3. Doing agriculture and science quiz
4. Collecting marked papers.
5. Spelling words in groups.
6. Drawing maps.
7. Doing music practical
8. Competing in a quiz

b. **Using: “Do you ever?”**

Study the pictures and form correct questions about them.

Examples

1. Do you ever record information in your note book?
2. Do you ever play netball.

EVALUATION

Ref Mk Bk 5 pgs 21 & 22

Picture composition

Study the pictures and answer questions about them as guided

1. Mildred: I have to(school)
2. Askari: I am already late(punishment)
3. Mildred: Excuse me.....(why)

4. Askari: Don't you(public holiday)
5. Mildred: I wish(written)

Use the given questions to write a short story describing what happened to Mildred.

Picture I : What was the first thing Mildred did before she went to school?

Picture II: Why did Mildred go to school?

Picture III: How did Mildred go to school?

Picture IV: Who did Mildred find at school?

Picture V: a) What did the askari tell Mildred?

b) Why did Mildred go to school on a public holiday?

c) What other public holidays do you know?

TOPICAL QUESTIONS

Ref: Mk Bk 5 Pg 37 , 38 and 39

Read the following and answer the questions about it.

There are many forgetful people. It is hard to keep reminding such people. The best thing they can do is keep a diary and record information daily. They can record names and addresses of people they meet or even appointments.

Questions

1. Which people are hard to remind?
2. What is the best thing forgetful people can do?
3. Why is it important for people to record information daily?
4. According to you, how important is a diary?

JUNIOR ENGLISH

Young ones of gender nouns

Nouns	-	Young ones	Nouns	-	Young ones
Cat	-	kitten	eagle	-	eaglet
Cock(bird)	-	cockerel	owl	-	owlet
Hen(bird)	-	pullet	fowl	-	chicken
Deer	-	fawn	goat	-	kid
Hare	-	leveret	goose	-	gosling
Cow/bull	-	calf	stallion	-	foal or colt
Horse	-	foal	mare	-	filly
Ass	-	foal	toad/frog	-	tadpole
Sheep	-	lamb	trout/fish	-	fry
Swan	-	cygnet	salmon(fish)	-	nestling
Dog	-	puppy	hawk(bird)	-	bowet
Duck	-	duckling	eel(fish)	-	elver
Pig	-	piglet	lion / bear/ fox/ tiger/ leopard	-	cub
Rabbit	-	racks	butterfly/ moth	-	caterpillar
Elephant/whale	-	calf			

EVALUATION

Complete the sentences correctly

1. Cat is to kitten as a frog is to
2. Lambs are to sheep asis to bears.
3. Eagle is to eaglet as a monkey is to
4. Ais to a fish as a rack is to rabbit.
5. Piglets are to pigs asare to elephants.

Use a suitable word to complete the sentences.

6. The duck is swimming with its
7. The goose has ten
8. The rabbit has given birth to six lovely
9. The bird built a nest for its
10. The fox ran very fast to save itswhen it was attacked by a lion.

ASPECT: ADJECTIVES

Adjectives are words which modify a noun

Examples

Young , new, old , blue, beautiful , big, tall , short, long , loud , talkative , colourful , handsome, orange, dangerous.

Forms of Adjectives

1. Positive degree - (one)
2. Comparative degree - Compare two things / people
(add -er or more to the adjectives)
3. Superlative degree - Compares more than two.
(add - est, most to the adjectives)

1. Add "r" or "st"

fine	finer	finest	pure	purer	purest
safe	safer	safest	idle	idler	idlest
wide	wider	widest	simple	simpler	simplest
rude	ruder	rudest	brave	braver	bravest
large	larger	largest	wise	wiser	wisest
white	whiter	whitest			

2. Double the last consonant

big	bigger	biggest	hot	hotter	hottest
thin	thinner	thinnest	glad	gladder	gladdest

wet	wetter	wettest	sad	sadder	saddest
fat	fatter	fattest			

3. Add 'er' or 'est'

tall	taller	tallest
small	smaller	smallest
thick	thicker	thickest
high	higher	highest
young	younger	youngest
long	longer	longest

strong	hard
fast	clear
new	rich
clean	poor
sweet	deep
few	soft
cold	quick
clear	proud
near	loud
old	short
clever	

4. Adjective which end with 'y' drop 'y' add 'iest' or 'ier'

happy	happier	happiest
ugly	uglier	ugliest
lazy	lazier	laziest
heavy	heavier	heaviest
dry	drier	driest
busy	busier	busiest
easy	easier	easiest

dirty
early
pretty
healthy
merry

Adjectives that take 'more' or 'most'

1. beautiful	more beautiful	most beautiful
2. careful	more careful	most careful

- | | | |
|----------------|------------------|------------------|
| 3. comfortable | more comfortable | most comfortable |
| 4. ignorant | more ignorant | most ignorant |
| 5. wonderful | more wonderful | most wonderful |
| 6. handsome | more handsome | most handsome |
| 7. interesting | | |
| 8. industrious | | |
| 9. studious | | |
| 10. dangerous | | |
| 11. difficult | | |

IRREGULAR ADJECTIVE

These change the original word.

- | | | |
|-----------|---------|----------|
| 1. bad | worse | worst |
| 2. good | better | best |
| 3. well | better | best |
| 4. far | further | furthest |
| 5. little | less | least |
| 6. much | more | most |
| 7. many | more | most |
| 8. ill | worse | worst |
| 9. far | farther | farthest |
| 10. old | elder | eldest |

EVALUATION

Use the correct degree of adjective given in the brackets to complete the sentences

1. Micheal is theboy in our class. (good)
2. Joseph isthan Richard. (heavy)
3. The box isthan that box. (light)
4. My house isthan yours. (near)
5. Which is the building in Nairobi. (tall)
6. Peter isthan George. (weak)
7. Mary is thegirl in our class. (short)
8. Please give memilk. (much)
9. What is thenews. (late)
10. I camethan you. (early)
11. He is theof the twins. (old)
12. Show is thecloth. (fine)
13. This flower isthan that flower. (beautiful)
14. His mother istoday. (well)
15. James is theof the two boys. (clever)

ORDER OF ADJECTIVES

1. In the order of adjectives, the adjectives have to come before the noun they are describing while in relative pronoun and "and" the adjectives come after the nouns they are describing.

2. In the order of adjectives, the number or quantity adjective comes first while in relative pronoun and “and” the number of quantity adjective comes before the noun it is describing.
3. In “relative pronoun” and “and” when the answer has poor ending (incomplete) you create your own ending to have complete meaning.
4. In use of ‘relative pronoun” and “ ad” we separate the adjectives with commas while in the order of adjective we don’t put commas. This is because the commas are used only when the last two adjectives are separated with “ and”

Order of adjectives

Number / opinion/ shape / size / age / colour / origin/ material . NOPSHACOM

Examples

1. One smart small young brown Ugandan girl.
2. Several good wide new black Korean T.V sets.
3. Three stubborn short horned new brown bullocks

EVALUATION

Join the following sentences in order of adjectives without using “and”

1. I solved numbers. They were good. They were fifteen.
2. The tree is large. It is green. It is wonderful. It was cut down.
3. She brought children. They were young. They were black. They were ignorant. They were slim. They were from Uganda. They were several.
4. My father took a man. The man was brown. The man was from India. The man was handsome. The man was fat.
5. The ladies are hardworking. They are ten. They are brown. They are old. They are red – eyed. They are from Zaire.
6. The priest gave him stones. They were indigo. They were gracious. They were many.
7. He was given a shirt. It was red. It was cotton. It was made from India. It was new. It was big.

The use of positive degree with

asas, not soas

asas

This asas conjunction is used when comparing things or people in affirmative sentence.

Examples

1. James is hardworking. Sarah is hardworking.
James is as hardworking as Sarah.
2. My sister is proud. I am also proud.
My sister is as proud as I am.

NB. After asas , any pronoun used should be in a nominative case. E.g I, they , she, he, it, you

Not soas

It is used when one sentence is negative and another is an affirmative sentence.
In negative sentences we saynot soas

Examples

1. This room is big. That room is not big.
That room is not so big as this one
2. I am not old. He is old.
I am not so old as he is
3. My father is tall. My mother is taller.
My father is not so tall as my mother.

EVALUATION

Re – write using.....as.....as ornot soas

1. Simiyu is very clever. Basibala is very clever.
2. Awino is very brave. She is like a lion.
3. Sanyu is bright. Her sister Betty is brighter.
4. Wamanga is kind. I am also kind.
5. Mary is ten years old. Suzan is ten years old.
6. Wetaya is very fast. Maiso is very kind.
7. My hen lays 5 eggs in a week. James' hen lays 3 eggs in a week.
8. Weneloba is a cunning boy. He is like a fox.
9. The boys were active. The girls were more active.
10. Wesonga is tall. Wanjusi is taller.

Usingsothatandsuch athat.

Join using (a)sothat

b.such a / anthat

Examples

1. He was a rich man. He bought the whole village.
a. He was so rich that he bought the whole village.
b. He was such a rich man that he bought the whole.
2. The woman was very old. She couldn't walk on her own.
a. The woman was so old that she couldn't walk on her own.
b. She was such an old woman that she couldn't walk on her own.

EVALUATION

1. He revised very hard. He passed well.
2. The day was very old. We couldn't rest in the house.
3. Peter is very tall. He can touch the ceiling.
4. The food was very cold. No body could eat it.
5. The examinations were very difficult. Most of the pupils failed them.

6. The school is very old. It may fall down anytime.
7. The bicycle is very cheap. Everybody can buy it.
8. Ofwono is very tall. He cannot sleep on that bed.
9. That novel is very difficult. No body can understand it.
10. He was very intelligent. He got a bursary from the district.

Usingtoo.....to

The structure is used in sentence with a negative e idea.

Re – write the sentences usingtooto

Examples

1. The lady is very fat. She cannot run.
The lady is too fat to run
2. It is very hot today. We cannot walk to the taxi – park.
It is too hot today for us to walk to the taxi – park.
3. The box is very heavy. Aidah cannot lift it.
The box is too heavy for Aidah to lift.

EVALUATION

1. The river is very fast. We could not swim across it.
2. Peter is very young. He cannot carry a jerrycan of water.
3. Maths is very hard. I failed to pass it.
4. The block is very heavy. Mary couldn't see the thief.
5. It was very dark last night. We couldn't see the thief.
6. The tree is very big. Young boys can't climb it.
7. A hare is very fast. I can't be caught by a dog.
8. It is very cold at night. You can't go out without a coat.
9. The tea is so hot that we cannot drink it.
10. He was very wise and he didn't go.

Using:ENOUGH TO

Enough is usually used after an adjective or adverb.

Re – write the sentences usingenough to

Examples

1. You ran fast. You won the race.
You ran fast enough to win the race.
2. The shopkeeper was very foolish. He didn't save any money.
The shopkeeper was not wise enough to save any money.
3. Tom is very young. He can't go to school.
Tom is not old enough to go to school.

EVALUATION

1. He is now strong. He can walk without help.
2. They ran slowly. They didn't catch the boat.
3. She came late. She missed the first examination.

4. The teacher explained very clearly. Everybody understood.
5. Tina spoke Kiswahili very well. The soldier understood her.
6. The tree is very big. Primary three people can't climb it.
7. This food is not ready. We can't eat it.
8. The teacher talked very quickly. The class did not understand what she was saying.
9. The dog was very big. It frightened them.
10. Our baby is very young. It cannot talk.

COMPREHENSION

UNIT 5 & 6: GEOGRAPHICAL FEATURES

Vocabulary Practice

New words

Highland , a river , a lake , a low land, a valley , rocks , a swamp , a forest a plateau , plain , slope, hill

EVALUATION

Ref. Mk. BK 5 pgs 41 and 42 exercises C and D

Structures

a. Using : “ This is a,” “These are”

Examples

1. This lake is deep.
This is a deep lake
2. These slopes are steep.
These are steep slopes.

EVALUATION

Re- write the sentences in number 1 to 10 like in the examples above.

Ref: Mk Bk 5 pg 43

b. Using: “feel / feelswhen”

Examples

Join the sentences using “feel / feelswhen”

1. She walks in a thick forest. She feels frightened.
She feels frightened when she walks in a thick forest.
2. Asaba wears a sweater. He feels warm.
Asaba feels warm when he wears a sweater.

EVALUATION

Ref: Mk 5 pg 44

c. Using “Aisbut ais?”

Use the pairs of adjectives in box A to describe the geographical features in box B.

Examples

1. A mountain is high but a hill is low.
2. A pool is shallow but a river is deep.

EVALUATION

Ref: Mk. Bk 5 pg 45

d. Using “than”

Use the pairs of geographical features in box A to answer the corresponding questions in box B.

Examples

1. A river is bigger than a stream.
2. A mountain top is cooler than a valley.

EVALUATION

Ref: Mk Bk 5 pg 46

e. Using: “ While

Examples

1. Some rivers are wide while others are narrow.
2. Some lakes are deep while others are shallow.

EVALUATION

Ref: Mk Bk 5 pg 46

DIALOGUE

Brian and Maria

Read the dialogue and the following comprehension questions.

1. Where was Brian going with his friends?
2. What does the word “peak” mean?
3. What is the difference between a stream and a river?
4. Why is it easier to cross a stream than a river?
5. Where was the forest?

POEM

UGANDA THE PEARL OF AFRICA

Pre activity

1. How many pictures do you see?
2. Describe picture number 2?
3. Which type of animals do you see in picture 3?

Read the poem and answer the questions that follow.

Ref: Mk Bk 5 pg 49

COMPREHENSION: PASSAGE

UGANDA’S BEAUTY

Read the passage carefully and answer the question that follow in full sentences

Ref: Mk Bk 5 pg 50

PICTURE COMPOSITION

A TOUR TO THE COUNTRY SIDE

Picture composition

S tour to the country side

Pre – Activity

1. What is the girl and boy doing?
2. What are they looking at in picture 2?
3. Where are the children walking?
4. What do the children see in picture 4?
5. What do you see in pictures 5.
6. What activity is taking place in picture 6?

Questions

1. How long is the step road?
2. How far do the lowlands extend?
3. What are the lowlands well known for?

ASPECT: JUNIOR ENGLISH

SIMILES

When a description of something or someone is made in comparison to something else. We call that kind of comparison a simile. They show special characteristics and qualities of things.

Examples

As ageless as the sun

As agile as a monkey

As alike as two peas

As angry as a wasp

As bare as a stone

As black as coal

As blind as a bat

As busy as a bee/ants

As bright as a new silver coin

As brittle as a glass

As brown as a berry

As careless as wind

As clean as a new pin

As cold as ice

As cool as cucumber

As crafty as a fox

As cruel as death

As cunning as a fox

As cruel as death

As cunning as a fox

As dead as a door nail

As deaf as a door post

As deep as the sea

As delicious as a forbidden fruit

As dry as a bone

As dumb as a mouse

As easy as ABC

As empty as space

as high as heaven

as hot as fire

as ignorant as a child

as impatient as a lover

as innocent as a lamb

as jealous as a cat

as large as life

as lazy as a toad

as light as a feather

as loud as thunder

as low as the grave

as mean as a miser

as merciless as a grave

as obstinate as a mule

as old as the hills

as pale as death

as patient as a job

as peaceful as sleep

as playful as a kitten

as poor as a church mouse

as proud as a peacock

as quick as lightning

as quiet as a mouse

as rare as a blue rose

as round as an orange

as secret as a thought

as lifeless as stones

as serious as a doctor

As fast as light
As fat as a pig
As flat was a pancake
As foolish as a calf
As flesh as daisy
As friendly as a puppy
As glad as a fly
As gloomy as night
As good as gold
As graceful as the swam
As green as grass
As hairless as an egg
As hairy as a gorilla
As handsome as paint
As happy as a king
As harmless as a dove
As hasty as a dove
As heavy as lead/elephant
As weak as water
As wise as an owl
As white as snow
As wise as king Solomon

as sharp as a razor blade
as sick as a dog
as silent as a grave
as slow as a snail
as sober as a judge
as solid as rocks
as steady as a rock
as strong as an ox
as sweet as honey
as swift as a deer
as tall as a giant
as timid as a rabbit
as thick as thieves
as thin as a stick
as ugly as a sin
as useful as a cow
as voiceless as a tomb
as warm as wool

EVALUATION

Complete the following exercise

1. asas an owl.
2. as sweet as
3. as soft as
4. as sharp as
5. asas a feather.
6. asas a kitten
7. as fat as
8. asas lightning
9. as blind as
10. asas ice
11. as green as
12. as busy as
13. as black as
14. asas a horse
15. as warm as
16. asas a grave.
17. asas a giant.
18. as happy as
19. asas a snail.
20. as hot as

PROVERBS

Proverbs are popular sayings in a clever brief manner.

Examples

1. A bad workman quarrels with his tools.
2. A bird in the hand is worth two in the bush.
3. A drowning man will clutch at a straw.
4. A fool and his money are soon parted.
5. A friend in need is a friend indeed.
6. A hungry man is an angry man.
7. All's well that ends well.
8. An apple a day keeps the doctor away.

9. Any time means no time.
10. A miss is as good as a mile.
11. A penny saved is a penny gained.
12. A tolling stone gathers no moss.
13. A stitch in time saves nine.
14. A small leak will sink a great ship.
15. As you make your bed so you must lie in it.
16. A wild goose never laid a tame egg.
17. Half a loaf is better than no bread.
18. Better late than never.
19. Birds of the same feather flock together.
20. Charity begins at home but should not end there.
21. Cut your coat according to your cloth.
22. Don't carry all your eggs in one basket.
23. Early to bed, early to rise.
24. Every cloud has a silver lining.
25. Every dog has its day.
26. Exchange is no robbery.
27. Fine feathers make fine birds.
28. First come , first served.
29. Forbidden fruit tastes sweetest.
30. Great minds think alike.
31. Half a loaf is better than non.
32. Little boys should be seen not heard.
33. Laugh and grow fat.
34. Habit is second nature.
35. Listeners hear no good of them selves.
36. Let not the pot call the kettle black.
37. Look before you leap.
38. Make hay while the sun shines.
39. Necessity is the mother of invention.
40. New brooms sweep clean.
41. No news is good news.
42. No smoke without fire.
43. One good turn deserves another.
44. One man's meat is another man's poison.
45. Out of sight, out of mind.
46. Out of the frying pan into the fire.
47. Sauce for the goose is sauce for the gander.
48. Set a thief to catch a thief.
49. Still waters run deep.
50. The early bird catches the bird.
51. Too many cooks spoil the broth.
52. Two head are better than one.
53. Where there's a will there's a way.
54. When the cat's a way the mice will play.

The sentences in group A are the beginning of ten proverbs. Give each beginning in group A its correct ending in group B.

A

1. Prevention is
2. Out of frying pan
3. Better be alone
4. A rolling stone
5. Exchange
6. Spare the rod
7. One good turn
8. When the cat is away
9. No gains
10. cut your coat

B

- without pain
- is no robbery
- according to your cloth
- better than cure.
- and spoil the child.
- into fire
- the mice will play.
- gathers no moss
- than ill company
- deserves another

Complete the following proverbs

- a.saves nine.
- b. Empty tins
- c.is enough.
- d.makes perfect.
- e. All is well
- f.seldom bite.
- g. A fool and his money
- h.is the mother of invention.
- i. Actions
- j.is better than riches.

Find a suitable proverb to summarise each of the stories below.

a. When Mary joined our school last term, she was very poor at spoken English. Although many pupils laughed at her mistakes, she kept on trying over and over again. After one year, she is now the best English speaker at school.

Proverb:

b. Mugisha started collecting used clothes give to the poor. He thought he would not get a big collection. He collected a few clothes each month but after to years, he now has a big collection of used clothes.

Proverbs:

c. Obonyo used to steal our books and pens from our bags. When our class teacher talked to him about the evils of being a thief, he stopped the bad habit.

Proverbs:

d. Most of the girls in our class said that Birungi didn't know how to play netball. But Birungi said that she would not argue with them. "Let us go to the netball pitch and play, then you will see whether I know netball or not" said Birungi. At the end of the match, Birungi was selected as the best netball in the school.

Proverb:

COMPREHENSION

UNIT 7 AND 8: NEWS PAPERS

Vocabulary practice

New words

Article , classified, column, columnist , correspondent, cross word, editor , editorial , journalist, media news, reporter, sports.

EVALUATION

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

Ref: MK Bk 5 pgs 56 and 57

STRUCTURES

1. Using: "Turn tobecauseabout"

Examples

- a. Turn to page five because there is an article about children's rights.
- b. Turn to sports page because there is a story about boxing.

EVALUATION

Why do you turn these pages?

Ref: Mk Bk 5 pg 57 and 58

2. Using: : Whichdoeslikes best/ most?"

Examples

- a. Daddy likes the business page most.
- b. Andrew likes Ekanya's cartoons most.
- c. Jackie likes the sports page best.

Write questions to the given statements. Follow the examples below.

i. The teacher likes the crossword puzzle page best.

What page does the teacher like best?

ii) Musa likes the editorial column best.

What column does Musa like best?

EVALUATION

Ref: Mk Bk 5 pg 59

3. Using: "are....."

i. The crossword puzzle are usually in the middle page.

ii) Letters to the Editor are sometimes on the back page.

EVALUATION

From correct sentences from the table Mk Bk 5 pg 60 .

4. Using: " I can see"

Examples

i) I can see pictures everywhere.

ii) I can see cartoons on this page.

iii) I can see headlines in every newspaper.

EVALUATION

From correct sentences from the table below

Mk Bk 5 pg 60

DIALOGUE

Dialogue between Nekesa and Ampeire

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

Ref: Mk Bk 5 pg 61

ADVERTISEMENT

RADIO

Read the advertisement and answer the comprehension questions.

1. Which programme does Adriko present?
2. What radio is being advertised?
3. Who presents the last programme?
4. How long is the second programme?

Ref: Mk pg 62 Bk 5

POEM

JOURNALISTS AT WORK

Read the poem and answer the comprehension sentences that follow in full sentences.

Ref: Mk Bk 5 pgs 63 and 64

COMPREHENSION

WHY NEWSPAPERS?

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

Ref: Mk pg 66

GUIDED COMPOSITION

MY BEST CORNER IN THE NEWSPAPER

Pre – Activity (My best corner in the Newspaper.

1. What is Diana asking from her father?
2. What is Diana reading?
3. Who have joined Diana and what are they doing?
4. What do you think Timothy is demonstrating?
5. Do you think every body is happy? Why?

TENSES

PRESENT SIMPLE TENSE

Present simple tense is everyday. In this tense singular subjects of the sentence, you add “s” to the main verb. For the singular third person while with plural subjects and “I” you don’t add “s” .

Examples: Affirmative sentences

1. Robert eats cassava everyday.

Robert and Jane eat cassava everyday.

2. You play football every evening.
You don't play football every evening.

EVALUATION

Turn the following sentences into negative sentences

1. Our teacher speaks English fluently everyday.
2. The baby cries everyday.
3. My mother draws water from the well everyday.
4. Joyce lies on the bed everyday.
5. The timekeeper rings the bell everyday.
6. She always fetches water.
7. Tom and Aaron do homework from home everyday.
8. The drivers drive cars everyday.
9. The children keep their books in the desks everyday.
10. Joseph and Mary study at Rubaga Primary school everyday.

INTERROGATIVE SENTENCES

Affirmative sentences can be changed into interrogative sentences.
To change sentences to interrogative, you ought to begin with a verb.

Example

1. Robert eats cassava everyday.
Robert does eat cassava everyday.
Does Robert eat cassava everyday?
2. I play chess every evening
I do play chess every evening.
Do I play chess every evening?

EVALUATION

Change the following sentences from Affirmative to interrogative.

1. Wesonga completes his homework before going to bed.
2. Our teacher of English marks our books daily.
3. That man washes cars in the washing bay.
4. Wefafa and Nafutali sit under that tree every evening.
5. Jesse cleans his house before leaving for work.
6. The porter pushes a wheel barrow every day.
7. The class monitor goes to the staffroom after every lesson.
8. He carries a school bag everyday.
9. They brush their teeth every after each meal.
10. Walumbe hits at each door once very month.

ACTIVE AND PASSIVE VOICE

Interrogative sentences(Questions)

Affirmative sentences can be changed into interrogative sentences. To change sentences to interrogative, begin with a helping verb.

Examples

1. David is breaking a bucket.
Is David breaking a bucket?
2. I am looking at the flower.
Am I looking at the flower.
3. They are watching the match.
Are they watching the match?

EVALUATION

Re – write in interrogative

1. Jack is blowing the whistle.
2. They are buying a pen.
3. The lady is feeding a baby.
4. We are seeing a bird.
5. He is paying the pen.
6. My mother is preparing tea.
7. I am writing a letter.
8. You are eating apples.
9. We are making boxes.
10. Joan is singing a song.

QUESTION TAGS

Examples

1. The girl is breaking the glass, isn't she?
2. They are not playing football, are they?
3. I am going to church, aren't I ?
4. I am not going to school, am i?

EVALUATION

Supply suitable questions tags

1. The man is cutting a tree,?
2. he is not helping her,?
3. I am eating food,?
4. The dog is eating bones,?
5. They are not reading novels,?
6. Doris is carrying a basket,?
7. The girls are not plucking flowers,?
8. The headmaster is meeting the scouts,?
9. She is not holding a stick,?
10. Alice is cleaning the room,?

PRESENT CONTINUOUS TENSE

It is also called the now tense. The helping verbs are “is” “am” and “are” when constructing a sentence, you add “ing” to the main verb.

Note: Main verbs with short vowels before the final consonant, double the final consonants and then take “ing” at the end.

e.g slap - slapping , sit - sitting
clap - clapping , mop - mopping

Examples: Affirmative sentences

1. She is working now.
2. They are swimming in the river.
3. My sister is putting the cup on the table.

Affirmative sentences can be changed to negative sentences.

1. She is working now.
She is not working now.
2. I am going with her.
I am not going with her.
3. My sister is putting the cup on the table.
My sister is not putting the cup on the table.
4. They are swimming in the river.
They are not swimming in the river.

Turn the following sentences into affirmative

1. John is cutting grass.
2. David is making a toy.
3. The girls are washing clothes
4. Mary is eating mangoes.
5. We are bringing the chairs.
6. The cat is killing the rat.
7. Phillip is hammering a peg.
8. The woman is driving a car.
9. I am mopping the house.
10. The women are driving cars.

Active and Passive voice

Helping verbs is being + participle
Are

Examples

1. They are making boxes.
Boxes are being made.
2. Alice is cleaning the room.
The room is being cleaned by Alice.

3. Bees are making honey.
Honey is being made by bees.

EVALUATION

Change to passive voice

1. The boy is kicking a ball.
2. John is watering the crops.
3. He is driving a car.
4. Monica is laying a table.
5. Martin is throwing a stone.
6. The mechanic is repairing a car.
7. We are painting our house.
8. The patient is examining the doctor.
9. The teachers are calling us.
10. We are reading books.

PAST SIMPLE TENSE

The past simple tense is yesterday tense. In past simple the main verb is distinct and always stands alone. It doesn't matter whether the subject is plural or singular. The verb doesn't change. The adverb of time for this tense is mainly "yesterday" and "last"

Affirmative sentences

Examples

1. The man spoke good English yesterday.
2. The cat chased the rat yesterday.

Turn the above affirmative sentences to negative form.

1. The man didn't speak good English yesterday.
2. The cat didn't chase the rat yesterday.

EVALUATION

1. The boy tore my shirt yesterday.
2. They chose the red colours only.
3. This coat cost me sh. 100,000/=
4. The wrongdoers swore not to do it again.
5. The men held the rope tightly during the tug – of – war.
6. The teacher punished those who didn't complete the homework.
7. She swang her belt in air.
8. The whole class stood up to greet the visitor.
9. The newsmen broadcast sad news over the radio.
10. The pedestrians walked along the high street..

Interrogative sentences

Turn the given affirmative sentences to interrogative.

Examples

1. She took the food to the hospital yesterday.
She didn't take the food to the hospital.
2. The stranger spoke French.

The strangers didn't speak French.

EVALUATION

1. Jona and I played cards last morning.
2. Yowana clapped hands because of happiness.
3. The shepherd grazed in the bush yesterday.
4. They danced the whole day.
5. She began her homework late.
6. The spectators watched the match between Uganda Cranes and Harambe stars.
7. We shouted in class the whole day.
8. Your father smoked a pipe last evening.
9. Those boys quarreled over food.
10. The customer cheated the seller of meat.

Active and Passive voice

To change from active to passive voice in the past simple tense, we use: Was} + perfect of the main verb.
Were

Examples

1. The dog chased the goat yesterday.
The goat was chased by the dog yesterday.
2. Nakasongola raised legs up instead of hands.
Nakasolya's legs were raised up instead of hands.

EVALUATION

1. Pupils learnt English lessons yesterday.
2. The policemen beat the thief to death.
3. He sought his books every time.
4. We ate mangoes from our grandfather's tree.
5. The hen laid an egg in the basket.
6. They wove mats yesterday evening.
7. Jamirah beat the cats at home.
8. The bitch fed its puppies late evening.
9. My mother mended my shorts whenever they were torn.
10. Netballers played netball on Sunday.

QUESTION TAGS

Examples

Supply suitable questions tags to these sentences

1. The dog ate your hen.
The dog did eat your hen, didn't it?
2. The bursar didn't pay me, did she?

EVALUATION

1. You met him on the way home.

2. The doctor treated them last night.
3. The market burnt to ashes.
4. Mulongo washed your father's car.
5. My parents left me in the park.
6. You failed the test last time.
7. Our guests arrived late.
8. They contributed greatly to our party.
9. You saw them in the church.

TOPICAL QUESTIONS

Use the correct form of the words in brackets to complete the sentences.

1. The porter isthe dinning hall now. (mop)
2. Our teacher often,at school early. (arrive)
3. The cookthe crops in the draw now. (put)
4. Whothis shirt of your.
5. The newsmensad news over the radio yesterday. (broadcast)
6. Did those childrena lot? (cry)
7. The teachers didn'tour exercise books. (mark)
8. That catbecause it has a broken leg. (limb)

Complete the sentences with correct questions tags.

9. I am competing my mathematics homework,?
10. You eat and drink everyday,?
11. The class monitress rubbed off this work,?
12. They are eating porridge,?
13. The teacher punished you for late coming,?

Rewrite the given sentences as instructed in the brackets.

14. The man threw our ball in the pit. (Begin: Our)
15. Our teacher is marking exercise books now. (Begin: Exercise books.....)
16. A dog chased a hen in the field. (begin: A hen)
17. Mr. Mukasa did not teach us English. (rewrite without using:not)
18. The headmaster addressed the school on Friday. (rewrite as negative)
19. Mr. Mandu is not teaching now. (Re- write as affirmative)
20. Our parents are teaching movies now. (Begin: Movies.....)

PRIMARY 5 TERM III

MODAL VERBS

Modal verbs are special groups of verbs which go before the main verb.

Subject	Modal verb	Main verb
I	Can	Walk
You	Could	Come
He	Might	Leave
They	Will	Try
Suzan	Would	Drive
	Shall	
	Ought to	
	Must	
	Need to	

Modal verbs talking about ability.

Examples

1. Minge can drive
Minge knows how to drive
2. I can speak French
I know how to speak French

Activity

Rewrite the following sentences in negative.

1. Tom can swim
2. The headmaster can play tennis.
3. He could play football when he was young.
4. Those boys can help us.
5. They should wash those plates.

Modal verbs talking about permission.

Examples

1. Can I use your pen, please?
Yes of course
2. Could I sit down here, please?
Yes of course
No, I am afraid not.
3. May I come in?
Yes, of course
No, I'm afraid not

Model verbs taking about request.

Examples

1. Can you help me please?
2. Could you answer the phone, please?
3. Would you post this letter, Please?

Activity

Revision English Pgs 44 - 45

Modal verbs about obligation

Obligation simply refers to rules, orders or duties.

We use: must, have to, should, ought to etc

Examples

1. It's late. You must do your homework.
2. You should help me push this wheelbarrow.
3. You ought to get a job.
4. You must stay in bed.
5. If there are no rules, orders or duties use: You don't have to.

Modal talking about necessity

If you want to talk about things it is necessary to use. "I have to,

I mustor I need to

Examples

Sentences and their meanings

1. he has to walk to school.
(It is necessary for him to walk to school)
2. I must get a new passport.
(It is necessary to get a new passport)
3. I need to buy some petrol.
(It is necessary to buy some petrol)
4. He had to go to hospital.
(It was necessary to go to hospital)

NB If there is no necessity use: I don't need toor I don't have to

Examples

1. You don't have to run, you are not late.
(It is not necessary for you to run because you are not late)
2. You don't need to get there till 9 o'clock.
(It is not necessary to get there before 9 o'clock)
- 3a) We mustn't run.
(We are not allowed to run)
- b) We don't have to run.
(It is not necessary for us to run)

Modal verbs talking about probability

If you want to talk about the chances(risks) of something happening or not happening you can use: may, could, might, but not can.

Examples

1. It could rain tomorrow.
2. It may crash.
3. We might win.

You may put not after may and might for the negative.

Examples

She may not come.

They might not like it.

ACTIVITY: Learners construct oral and written using Modals talking about possibility

You use can / could to say that situations or events are / were possible.

Examples

1. It can be quite cold in April.
2. Smoking can damage your health.
3. It could be very lonely on the island in those days.

NB: You can ask question about how possible things are with can / could.

Can this be true? Could it happen?

You can also ask.

Do you think.....will.....?

Example

Do you think they'll come?

Modal verbs used when making offers.

If you want to do something for somebody, e.g help somebody or buy somebody a drink, you can say:

I'll.....

Shall I?

Can I?

Would you like?

Examples

1. I'll carry that for you.
2. Shall I do the washing up?
3. Can I give you a lift?
4. Would you like a cup of coffee?

You can answer these questions with

Thank you

Yes, please

No, thank you

No, thanks

More examples

1. I'll pay for this - Thank you.

2. Shall I open the window? - Yes, please.

Modal verbs giving advice

If you want to advise someone what to do

Can say

You must

You should.....

You ought to

“Must is stronger than “should” and “ought to”

Examples

1. You must buy a new suitcase.

2. You should be more careful.

3. You ought to eat more fruit.

If you want to advise somebody not to do something you can say:

You must not (mustn't)

You should not (shouldn't)

Examples

1. You mustn't smoke so much.

2. You shouldn't ask so many questions.

NB: “Mustn't” is stronger than “shouldn't”

“Oughtn't” is very uncommon.

If you want to ask for advice, you can say:

Should I?

Should we?

Example:

Should we call an ambulance?

ACTIVITY: Learners write affirmative to negative

Cain was jealous of his brother Abel.

I prefer posho to bananas.

She was absent from duty yesterday.

Activity: English Aid 5 Pgs 32 – 3

Mk: Precise Grammar 172 – 175

TOPICAL REVISION PREPOSITIONS

Fill in the blank spaces correctly.

1. We did not agreethe policeman.

2. The bird flewour house.

3. Don't leanour house.

4. She is goodmathematics.

5. I am not interestedfootball.

6. Please, smileme.

7. Waitthe teacher is class.

8. James is recoveringMalaria.
9. My sister is marrieda white man.
10. We shall leaveNairobi next year.
11. I am proudmy hair.
12. Stop escapingschool.
13. I don't believe.....demons.
14. I am usedwriting on my shirt.
15. The man was guilty.....theft.

Change the following sentences from direct to indirect speech.

9. "We do our work," said the pupils.
10. Joan said, "I buy sweets."
11. The teacher said, "I have taught you for a long time."
12. "He has been playing volleyball," said Ivan.
13. "He is abusing me," said Arthur.
14. Mukasa said, "I am doing homework."
15. Irene said, "We have bought sugarcanes."

PREPOSITIONS

Prepositions are used to show the relationship between the subject and the object.

Examples

Accustomed to

Agree to/with

Acquired with

Believe in

Congratulate on/ for/ upon

Concentrate on

Activity: Learners do exercise 57 page 69 D.E.H

DIRECT AND INDIRECT SPEECH

PAST SIMPLE TENSE

Past simple tense changes to past perfect tense.

Example:

1. She said, "The hen laid this egg last week." (DIRECT)
She said that the hen had laid that egg the previous week. (INDIRECT)

ACTIVITY: Exercise 58 page 70 d.e.h

TOPICAL QUESTIONS

Punctuate the following sentences correctly.

1. Moses said I am very hungry.
2. Juliet said we are going home.
3. What is your name Tom asked me.
4. Allen says I must pass my exam.

5. I want food said Peter.
6. I don't eat beans Annette said.
7. The moon appears at night said the teacher.
8. Mother said the sun sets in the west.

DIRECT AND INDIRECT SPEECH

(Present continuous tense)

Present continuous tense changes to past continuous and "now" changes to "then" "today" changes to "that day"

Examples

1. He said, "I am drinking this water now. (DIRECT)
He said that he was drinking that water then. (INDIRECT)
2. "I am taking these books home now," Jane said. (INDIRECT)
Jane said that she was taking those books home then.

Activity: Learners do exercise 56 pg.68

DIRECT AND INDIRECT SPEECH

PRESENT PERFECT TENSE

Present perfect tense changes to past perfect tense.

Examples:

1. The teacher said, "I have spoken to you about your dressing." (DIRECT)
The teacher said that he/she had spoken to her/him/me about her/his/my dressing. (INDIRECT)

SPEECHES

- i) Direct
- ii) Indirect speech

Direct speech made of two parts

- i) speech tag
- ii) Actual words

Examples (Direct) PRESENT SIMPLE TENSE

1. I said, "I drink water everyday."
Speech tag actual words
2. Indirect speech has three parts.
 - i) Speech tag
 - ii) Conjunction
 - iii) Said word in past tense

Example

1. I said that I drank water everyday.
Speech tag conjunction said words

2. Indirect speech has three parts.

- i) Speech tag
- ii) conjunction
- iii) said words in past tense

Example

I said	that	I drank water everyday
Speech tag	conjunction	said words

Changes involved

Direct	Indirect
This	that
These	those
Here	there
Now	then
Ago	before
Today	that day
Tomorrow	the next day/ following day
Yesterday	precious day/ day before
Last	previous
Come	go
Bring	take
I	he/she
We	they
My	his/her
Our	their
Am	was
Will /shall	would
May	might
Can	could
You	her/they/him
Are	were
Must	had to
Must not	was not to/ were not to
Me	her/him
Us	them

Activity: Learners do exercise 55 D.E.H (One) pg 67

RELATIVE PRONOUNS

A relative pronoun is a pronoun that begins a subordinate clause and relates to an idea in the sentence.

These pronouns are;

That, who, whose, whom, which

a. Using "who"

It is used for people.

Examples

1. That is the boy. The boy hit me.
That is the boy who hit me.
2. Mary is the girl. She caused the accident.
Mary is the girl who caused the accident.

Evaluation

Join using.....who.....

1. The man was taken to the hospital. The man was seriously injured.
2. The house girl was taken away. The house girl was a fool.
3. The sweepers will re-sweep today. The sweeper swept yesterday.
4. The lazy boy will do the punishment alone. The lazy boy is lame.
5. The lady was carrying a beautiful bag. The lady was ugly.
6. The beggar is poor. The beggar is dressed in rags.
7. The pupil was ashamed. The pupil gassed in the class.
8. I saw the man. The man saved the girl from the lion.
9. That is the teacher. The teacher teaches us mathematics.
10. Those are the men. They snatched my bag yesterday.

Usingwhose.....

“Whose” refers to people or things it shows possession.

Examples

1. He married a girl. Her father was rich.
He married a girl whose father was rich.
2. They gave her a horse. Its legs were very short.
They gave her a horse whose legs were very short.
3. We saw a house. Its windows were all broken.
We saw a house whose windows were all broken.

Join usingwhose.....

1. That is the man. His cat was stolen.
2. That is the car. The car's tyre was stolen.
3. I met a Dutch. The Dutch's name was Adams.
4. Jane is the girl. Her book was stolen yesterday.
5. The cow died. The cow's tail was cut off.
6. Doreen is the girl. Her leg got broken.
7. Those are the desks. Their legs broke off during our play.
8. Joel is the pupils. His money has been stolen.
9. Those are David's shoes. Their soles are worn out.
10. She is the girl. Her father died in the accident.

Using “whom”

When a pronoun is the object of the clause, you can use whom, instead of who. Whom is used after a preposition for people.

Examples

1. You spoke to the man. The man is the manager.
The man to whom you spoke is the manager.
2. The person will be back soon. You have an appointment with him.
The person with whom you have an appointment will be back soon.

Evaluation:

Jin using.....whom.....

1. My Cousin is a candidate already. I beat him by age.
2. The land was favoured by most of the men. The judge wanted to remand her for 2 years.
3. That is the librarian. I got reading books from him.
4. The man was about seven years old. The policemen were moving with her.
5. The child was about seven years old. The policemen were moving with her.
6. The rich man said it was no good. The butcher took the meat to him.
7. The Zairwa gave him some water to drink. The Rwandan was begging from him.
8. The thief was arrested by the passerby. The defence forces were looking for it.
9. The officer bought him a pancake. Robert delivered the message to him.
10. The disease was a scourge. The minister died of it.
11. The two girls didn't like him. Tom used to sit between them.

Use of "which" or "that"

Which and that are used for things and animals

Examples

1. The dog was killed. The madman was chasing it.
The dog which the madman was chasing was killed.
The dog that the madman was chasing was killed.
2. That is the tree. The tree fell over the house last week.
That is the tree which fell over the house last week.
That is the tree that fell over the house last week.

Join using "which"and "that"

1. The rabbit was later trapped. The rabbit had run.
2. The money was stolen. The money was in the bank.
3. The puff-adder was running down the river. The puff adder was killed.
4. The mat was not very strong. The mat was made of banana leaves.
5. The book has a poor cover. The book has good material.
6. The tree had very good timber. The carpenter cut it.
7. The house was really weak. The thieves broke into it.
8. The buffalo later killed all of them. The hunters were chasing it.
9. The hospital was a long way. The patient went to it.
10. The stone has to cut off my nose. The stone was thrown at me.

TOPICAL TESTING.

Complete the following sentences with the correct word.

1. That is the teacherteaches us Mathematics.
2. This is the cowwe bought from Kenya.
3.car was it.

4. I injured my leggot broken last week.
5. Denis is the boy toI lent my notebook.

Re-write the given sentences as instructed in the brackets

6. The dove quickly flew into the air. The boy was aiming his stone – sling at it. (Join using.....at which)
7. Mr. Rwomushana was elected as the constituent assembly delegate.
8. Mr. Rwomushasa displayed good leadership at the university. (Join using.....who.....)
9. The snake was a cobra. The witch was playing with it. (Join using.....which.....)
10. The textbook is misplaced. The teacher lent it to me yesterday. (Join using.....that.....)
11. The bigboy failed primary six. They laughed at him. (Join using.....whom.....)
12. Mr. Musoke is the man. His son graduated yesterday. (Join suing.....whose.....)
13. This is the house. Musa lives in this house. (Join using.....where.....)
14. Friday is the day. We go for prayers on Friday. (Join using.....when.....)

COMPREHENSION: UNIT 1 AND 2

PEOPLE AND THEIR NATIONALITIES

1. Vocabulary practice

New words

Citizen
Ugandan
German
Tanzanian
France
Foreign
Foreigner

Evaluation

- a) Study the countries and their citizens
 - b) Use the correct form of words in brackets to complete the sentences
- Ref: Mk Primary English Pg 139 – 140

2. Structures:

- a) Using: "I am fromI am a"
Write the answers given by different people to the officer's questions below.

Examples

1. Officer: Lumu, where are you from and what is your nationality?
Lumu: I am from Uganda. I am a Ugandan.
2. Officer: Richard, where are you from and what is your nationality?
Richard: I am Britian. I am British/ a Briton.

EVALUATION

- Ref: Mk Primary English PB 5 Pg 140 – 141
- b) Using: "Am I aor a.....?"
Use the words in the brackets to form correct questions

Examples

1. France/ Egypt
2. Questions: Am I a French or a Egyptian?
3. Morocco/ Britain
Am I a Moroccan or British?

EVALUATION

Ref: MK Primary English P 5 pg. 141

- c. Using: “.....is from.....”
“He/She is”

Study the sentences and write the nationalities of the people in the exercises.

Examples

1. Elfi is from Turkey. She is Turk/ Turkish
 2. Bandeko is from Congo. She is a Congolese.
- Write the names of the nations where the people are from.

Examples

1. Auorole is a Nigerian
Nigeria
2. Shakira is an Indian
India

EVALUATION

Ref: Mk Primary English PB 5 pg. 142 – 143

- d. Using: “I am not abut a”
Give correct answers to the questions.

Example

1. Are you a Kenyan? (Tanzanian)
I am not a Kenyan but a Tanzanian
2. Are you a Libyan? (Egypt)
I am not a Libyan but an Egyptian

EVALUATION

Ref: Mk Primary English PB 5 Pg 144

- e) Using: “Docome from.....?”
“Yes, they do/ No, they don't.

Answer questions using: Yes, they do or NO, they don't.

Note: A comma must be used after yes or no.

Examples

1. Question: Do Moroccans come from Morocco?
Answer: Yes, they do
2. **Questions:** Do Ugandans come from Kenya?
Answer: No, they don't. They come from Uganda.

EVALUATION

Ref: Mk Primary English PB 5Pg. 144 – 145

3. DIALOGUE

Read the dialogue and answer questions that follow.

EVALUATION

Ref: Mk Primary and answer questions that follow.

EVALUATION

Ref: Mk Primary English P5 pg 145 – 146

4. COMPREHENSION

A feast for all nationalities

Pre – Activity

1. Mention games which you enjoy playing or watching most.
2. Talk about the matches you have watched.
3. Describe the players from your favourite teams.

Read the passage silently and answer the following comprehension questions.

EVALUATION

Ref Mk Primary English PB Pg 147

5. GUIDED COMPOSITION

Use the given questions to write a composition.

Points to note

1. Title (Not more than 6 words and in capital letters)
2. Introductory paragraph in more than one sentence
3. Body in paragraphs.
4. Conclusion in one paragraph

Other important points

1. Punctuation marks.
2. Spellings
3. Language flow i.e sentence construction

Ref: Mk Primary English PB 5 Pg 148

6. TOPICAL QUESTIONS

Read the passage and answer questions that follow.

There were pupils of different nationalities in Kitemu Primary school. Some were Ugandans, others were Kenyans. There were a few Rwandans and Indians. Ugandan pupils often quarreled with the Rwandans and

the Kenyans often quarreled with the Indians. One day the headgirl talked to the pupils. She said, "Although we are of different nationalities, we are brothers and sisters. We should love one another." The pupils took her advice and stopped quarrelling.

Questions

1. Which school had pupils of different nationalities?
2. Why should pupils love one another?
3. Who stopped the quarrels at Kitemu Primary school?

Revision Exercise

Ref: Mk Primary English PB 5 Pg 151

COMPREHENSION: UNIT 3 AND 4

INVITATIONS AND PERSONAL LETTERS

1. Vocabulary practice:

New words

Function	welcome
Host	programme
Chief guest	master of ceremonies
Master of ceremonies	messenger
Invite	reply
Celebrate	reply
Chief guest	seal
Invitation card	postage
Feast	

EVALUATION

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

Ref: Mk Primary English PB5 pg 154

2. Structures

- a) Using: "Did you?" "Yes, I did."
"No, I didn't"

Change the following sentences to questions b using structures above and give short answers to them.

Examples

1. Questions: Did you invite Mr. Wekesa?
Answer: No, I didn't
2. Question: Did you telephone my mother?
Yes, I did.

EVALUATION

Ref: MK Primary English PB5 Pg 155

b) Using: “so”

Join the sentences using the above structure.

Examples

1. Linda is sick. She cannot attend the party.
Linda is sick, so she cannot attend the party.
2. Gidongo didn't invite me. I did not attend the party.
Gidongo didn't invite me, so I didn't attend the party.

EVALUATION

Ref: Mk Primary English PB 5 Pg 156

c) Using: “Would youplease?”

Make requests using given situations

Examples

1. taking the box to the post office
Would you take this box to the office, please?
2. Staying at the theatre
Would you stay at the theatre, please?

EVALUATION

Ref: Mk Primary English PB 5 Pg, 157

d. Using: “Will you” Shall we / I.....?”

There are other requests that may not need the word “Please”

Examples

1. Will you take the parcel to the airport
2. Will you reply to the letters?
3. Will you prepare a party for us?
4. Shall we pay for the invitation cards.
5. Shall I carry the parcel for you?

Write the requests to the given statements using the words in brackets.

EVALUATION

Ref: Mk Primary English PB 5 Pg 158 – 159

3. DIALOGUE

Hanya's Birthday Party

Pre – Activity

Ref: Mk Primary English PB 5 Pg 160 for the tongue twister.

EVALUATION

Read the dialogue and answer questions about it.

Ref: Mk Primary English PB 5 pg 160

4. **COMPREHENSION**

Personal letters and Invitations

Pre –Activity

Points to remember when writing a personal letter

1. The Writer's address
2. Date
3. Greeting
4. Body
5. Ending the letter
6. Name and signature

EVALUATION

Read the passage and answer questions about it.

5. **INVITATION CARD**

Pre – Activity

1. Explain the difference between an invitation and a personal letter.
2. Read the format of invitation cards you may have received.

EVALUATION

Read the invitation card and answer questions about it.

Ref: Mk Primary English PB 5 Pg 163

6. **COMPOSITION**

Writing a personal letter

Pre – Activity

Refer to exercise on pg 162 and arrange the sentences in order orally to make a good personal letter.

EVALUATION

Write a friendly letter to your friend inviting him or her to your tenth birthday which will be celebrated at school. State the date and time.

7. **TOPICAL QUESTIONS**

Read the passage and answer questions about it.

Moses Ongu received the following letter. Dear Moses, I shall be very pleased if you can come to my birthday party on Saturday. We shall have lunch at 2:00 p.m and thereafter uncle Tom will take us to the beach in his van. I have invited a few classmates and friends too. You then.

Yours, Noah Opio

Questions

1. Who received the letter?
2. What is Moses being invited for?
3. Where will uncle Tom take them?

4. Who else are invited?

5. Revision exercise

Ref: Mk Primary English PB5 Pg. 167 – 168

COMPREHENSION UNITS 5 AND 6

POLICE

Vocabulary practice

New words

Arrest	witness
Cell	accident
Offence	wanted
Offender	offered
Set free	report
Traffic	

EVALUATION

Use the correct form of the words in brackets to complete the sentences.

Ref: Mk Primary English PB 5 pg 170

2. Structures

- a) Using: "What did? "was....."
- Use the words in the brackets to answer given questions.

Examples

- What did you see?
 - Steal / a man/ a hen
 - a child/ A woman/ beat
- A man was stealing a hen.
 - A woman was beating a child

EVALUATION

Ref: Mk Primary English PB 5 Pg 171

b) Using: "Who?"

Read the questions and answer from the given tables

Example

- Who arrested the thief?
The police arrested the thief

EVALUATION

Ref: Mk Primary English PB Pg 171 – 172

c) Using: "was/ wereby.....?"

Rewrite the sentences in the passive voice.

Examples

- The policeman arrested the thief.

- The thief was arrested by the policeman.
2. Mrs. Dumab made the statement
The statement was made by Mrs. Dumba

EVALUATION

Ref: MK Primary English PB pg 172

- d. Using: "What happened?"
"What was the offence?"

Study the pictures and write answers to the questions on each of the pictures.

Example

Picture 1: What happened?
Men were smoking marijuana

EVALUATION

Ref: Mk Primary English PB 5 Pg. 174

3. CONVERSATION

Pre – Activity

Refer to tongue and answer questions that follow in full sentences

Ref: Mk Primary English PB 5 Pg 175

4. POEM

Pre – Activity

1. Where does the police work?
2. Why is the police stationed at the places you have mentioned?

EVALUATION

Read the poem and answer questions that follow.

Ref: Mk Primary English PB 5 pg 177

5. COMPREHENSION

The work of the police

Pre – Activity

Refer to page 177 and learn the given words used in the passage

EVALUATION

Ref: Mk Primary English PB 5 Pg 179

6. COMPOSITION

Imagine that thieves broke into your home last night. Write a statement at the police starting the details of what happened as follows:

1. What is your name?

2. When did the incident take place?
3. Who was in the house?
4. How were the thieves dressed?
5. What did the thieves carry?
6. Who were injured?
7. Did they live anything behind.

7. TOPICAL QUESTIONS

Read the story passage and answer questions that follow.

I was going to school early in the morning when I heard the alarm. A man had stolen a radio and a woman was chasing him. On hearing the alarm, people surrounded the thief and eventually he was caught. The mob beat him severely. He was saved when the LCI chairperson appeared. He ordered them to take him to the police station. At the police station, the thief made a statement before he was taken to the police cell.

Questions

1. Where was the writer going?
2. Who chased the thief?
3. What did the thief do before he was taken to the police cell?

Revision Exercise

Ref: Mk Primary English PB 5 Pg 182 – 183

COMPREHENSION UNIT 7

POST OFFICE

1. Vocabulary practice
2. New words
3. Telephone booth
4. Post office box
5. Stamps
6. registered mail
7. aerogram
8. Phone counter

EVALUATION

Use the correct form of the words in brackets to complete each sentence

Ref: Mk Primary English PB 5 pg 185

2. Structures

- a) Using: “ Do you have any?”
“Yes, we do”
“ I am sorry , we don’t have any.....”

Example

1. Do you have any stamps?
Yes, we do

EVALUATION

Write questions and their answers from the table.

Ref: Mk Primary English Pg 186

b) Using: "May I have, please?"

"Yes, of course"

" I am sorry, we haven't any."

Use the structures to make requests and their answers.

Example

May I have three envelopes, please?

I am sorry, we haven't any.

EVALUATION

Ref: Mk Primary English PB Pg 187

c) Using: How many do you want?" "....., please."

From questions and their responses from the table

Example

1. How many stamps do you want?

Five please

EVALUATION

Ref: Mk Primary English PB 5 Pg 188

d. Using "Will youplease?"

" Can Iplease?"

"Yes, of course", "No thank you".

From questions and answers from the table.

Example

1. Will you post this letter, please?

Yes, of course.

EVALUATION

Ref: Mk Primary English PB 5 Pg. 189

3. ADDRESSING LETTERS

Pre – Activity

Points to note when addressing letters

1. Addresses of people should be clearly written, starting with their names, the post office numbers, towns or cities and countries.

2. Pay attention to letters sent overseas because their addresses may include the name of the street, avenue and road and the house number.

EVALUATION

Draw envelopes and arrange the given addresses correctly.

Ref: Mk Primary English PB 5 Pg 190

4. POST OFFICE FORMS

1. Registered letter
2. Money order
3. Telegrams
4. The directory

EVALUATION

Study one page from the telephone directory and answer questions that follow.

EVALUATION

Ref: Mk Primary English PB 5 pg 193

5. **DIALOGUE:** The post master's visit

Pre – Activity Refer to tongue twister on page 195 and read it fast.

EVALUATION

Read the dialogue and answer questions that follow .

Ref: Mk Primary English PB 5 Pg. 194

6. COMPREHENSION

POSTAL SERVICES

Pre – Activity

1. Discuss activities done at the post office.
2. Of what importance is the post office to a country?

EVALUATION

Read the story and answer questions that follow.

Ref: Mk Primary English PB 5 Pg 197

7. COMPOSITION

Write a composition listing down activities which the post office provided in your area. Suggest how those services may be improved.

8. TOPICAL QUESTIONS

a) **Read the passage and answer questions that follow:**

Tulidwa wanted to send a telegram to his uncle. He decided to go to the post office and see the postmaster about it. When he reached there, he found that it was closed. He asked the “askari” what the matter was. The askari told him that it was a public holiday that day. Tulidwa was then advised to come the next day if he wanted to see the postmaster.

1. Why did Tulidwa go to the Post Office?
2. Why was the Post office closed?

3. What was Tulidwa advised to do?

b. Revision exercises

Ref: Mk Primary English PB 5 Pg 199

COMPREHENSION

9. BANKING

Vocabulary practice

New words

Account, accountant, balance, credit, deposit, forge, safe, sign, with draw

EVALUATION

Use the correct from of the words in brackets to complete the sentences

Mk Bk 5 pg 202

Structures

1. Using “has / have an account”

Examples

- a. Sadayo has an account at Stanbic bank.
- b. The students have an account att Nile Bank.

EVALUATION

The table below shows owners of accounts at different banks. Study the information and answer the questions that follow.

MK Bk 5 pg 203

2. Using “ has / havemoney (some , a lot of)

Examples

- a. Kulubya has a money left in his account.
- b. Mr. Kato has a lot of money left in his account.

EVALUATION

The table shows balance of money in Uganda commercial bank. Study the information given and form correct sentences using the structure above.

3. Using “withdrawdeposit.....”

Examples

- a. The farmer went to withdraw some money from his account.
- b. The headmaster went to deposit some money in his account.

EVALUATION

Form sentences from the table. Mk Bk Pg 205

4. Using: “joined the queue in the bank,waited to be served.

Example

Ongu joined queue in the bank and waited to be served.

EVALUATION

From correct sentences about the pictures.

Using: “Ifwant(s) toshould”

EXAMPLES

1. You want to withdraw money. Fill a withdrawal form.
If you want to withdraw money , you should fill a withdraw from.
2. Kenneth wants to bank money. Let him fill a deposit form.
If Kenneth wants to bank money, he should fill a deposit form.

EVALUATION

Join the sentences using “Ifwant (s) to should”

Ref: Mk Bk 5 Pg 207

DIALOGUE. OJURU AND KWIZERA

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

Questions

1. Why should Ojuru open up a bank account?
2. Why does Ojuru refuse going to the market?
3. What sill the money be used for?
4. When is a signature necessary?
5. How will Ojuru send the money?
6. How much money did Ojuru win?

Mk Bk 5 pgs 207 and 208

COMPREHENSION

MADI GOES TO THE BANK

EVALUATION

Read the passage and answer the questions in full sentences.

Mk Bk Pg 209

BANK SLIP

Study the bank slip and answer the questions that follow in full sentences.

Ref: Mk Bk 5 Pg 210

PICTURE COMPOSITION

MY FIRST TIME AT THE BANK

a) Write complete sentences describing what activity is taking place in each picture.

b) Write a short story about "My first time at the Bank"

The following questions should guide you.

1. Whom did you escort in the bank?
2. Why did the person go to the bank?
3. What book did he sue to withdraw money?
4. To whom did the person you escort talk?
5. How much money did he withdraw?
6. Which other people did you see in the bank?
7. Where did the person you escorted put the money?
8. Why is it good to keep money in the bank.

Evaluation

Write a short story about how you will spend your money when you grow up. Explain why you would like to keep some of it in the bank.

Revision exercise

Mk Bk 5 Pgs 212, 213

ASPECT: 3 UNIT 3 AND 4 GAMES

1. Vocabulary practice

New words

Penalty kick	commentator
Free kick	defeat
Spectators	foul
Attack	shoot
Captain	team
Coach	team manager
Table term's	off side

Evaluation

Use the correct form of the words in brackets to complete the sentences.

Ref: Mk Primary English PB 5 Pg 90

2. Structures

a) Using:playedagainst

Use the structure to write sentences on the match between the teams shown 1-5

Example

1. Uganda Vs Egypt - football

- Uganda played football against Egypt
2. Sudan Vs Kenya - hockey
Sudan played hockeys against Kenya

Evaluation

Mk Primary English PB K 5 Pg . 91

- b) Using: "Who won the?" "Who beat?"
Study the table and use the structure to make sentences

Example

1. Who won the football match?
Villa did
2. Who beat Walube in football?
Villa beat Walube

Evaluation

Ref: Mk Primary English PBK 5 Pg 92

- c) Using:likesmore than
Rewrite the given sentences using the above structure.

Examples

1. Mary prefers watching netball to volley ball.
Mary likes watching netball more than volley ball.
2. Wabomba prefers playing football to rugby.
Wabomba likes playing football more than rugby

Evaluation

Ref: Mk Primary English PB Pg. 93

- d) Using: "If we or theywe or they"

Read the table and make correct sentences.

Example

If you practice hard, you will win the game.

Evaluation

MK Primary English PB 5 pag 94

- e. Uisng: "might" and "may....."

Read and write correct sentences from the table.

Example

Tororo team night win the match.

Evaluation

Ref. Mk Primary English PB 5 Pg 95

- f. Using: "is likely to"

Rewrite the sentences using the structure above.

Example

1. Sir Apollo primary school has good players. It might win the game.
Sir Apollo primary school is likely to win the game.

Evaluation

Ref: Mk Primary English PB 5 Pg 96

DIALOGUE: Football and netball matches

Read the dialogue and answer the questions that follow.

Evaluation

Comprehension questions

Ref: Mk Primary English PB 5 Pg 97

4. **POEM:** Games and Fame

Read the poem and answer questions about it.

Pre – Activity

1. What do you think is happening in both pictures?
2. How many stanzas do you see in the Poem?
3. Look at stanza 2, which words rhyme?

Evaluation:

Ref: MK Primary English PB 5 pg 98 – 99

5. **COMPREHENSION**

Football the most popular Game

Pre – Activity

1. Which games do you enjoy?
2. Who officiates a football game?
3. How many players make up a football team?

Read the passage and answer questions on it.

Evaluation:

Ref: MK Primary English PB 5 Pg 100

6. Guided composition:

Free writing: The game I enjoy most.

Important points to note when writing a composition:

1. Heading
2. Introduction
3. Important aspects (body)
4. Paragraphing
5. Conclusion

7. TOPICAL QUESTIONS

Read the story and answer questions that follow in full sentences

The world cup of 2002 was very interesting to watch. The quarter finals were the most interesting. I watches Senegal playing against Turkey in the quarter finals. Turkey scored a golden goal which left Senegalese players crying. Al Hajji Diof, one of the Senegalese best players could not believe that they had lost the match.

Questions

1. When was the world cup played?
2. Which team scored a golden goal?
3. Who could not believe that their team had lost the match?

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

4. Our schoolto the visiting team in the match played last Friday. (lose)
5. We shallyour team if we train hard. (to beat)
6. One of thewas so happy that he ran round the field. (spectate)
7. Thelost his voice because of talking a lot. (Comment)
8. Who scored thegoal in yesterday's match? (win)

Rewrite the sentences as instructed in the brackets.

9. I prefer watching football to volleyball. (Use:more than)
10. My school team and your school team played football last Thursday. (Use:against.....)
11. Sir Apollo Kaggwa Primary School Mengo might win the match. (Use:likely)
12. KCC football club beat Villa in football last week. (Use:win.....)

Underline adverbs in these sentences

1. The twins behaved well.
 2. Do your home today.
 3. The ball rolled fast to the goal post.
 4. Adam talks slowly.
 5. Last week we had a meeting.
- C. Complete the following sentences using the right form of the given word in brackets.
1. The boy left the dormitory at night..... . (stealthy)
 2. I got the answer to that question (accident)
 3. The workmenprotested against their working conditions. (angry)
 4. The headmaster wasseated in his arm chair. (comfortable)
 5. On hearing the noise, the doctor went to the theatre..... . (immediate)
- D. Use an adverb in place of the bold words.
1. The thief was beaten without mercy.
 2. The president left the rally in a hurry.
 3. The cup was broken with force.
 4. She welcomed her mother by cheering.
 5. He shouted at her with anger.

COMPARISON OF ADVERBS

To make comparative form, we have to add – er to the adverb and it is used to only two things or persons.
To make superlative form, we have to add - est to the adverb used in comparison of three or more things or persons.

2. Adjectives which end in “y” drop Y and add

Adjectives Adverbs

Angry	angrily	lazy
Lucky	luckily	noisy
Steady	steadily	hungry
Easy	easily	merry
Heavy	heavily	clumsy

3. Adjective which end in "le" drop "le" ad add "ly"

Adjectives	adverbs		
Humble	humbly	possible	suitable
Sensible	sensibly	terrible	probable
Simple	simply	gentle	
True	truly	miserable	

4. Some adverbs are in same as adjectives

e.g hard, fast, well, late, well, early, next, better

Adverbs from nouns

Nouns	adverbs	Nouns	adverbs
Act	actively	danger	dangerously
Beauty	beautifully	distance	distantly
Centre	centrally	force	forcefully
Cheer	cheerfully	haste	hastily
Credit	creditably	nature	naturally
Courage	courageously	office	officially
Wonder	wonderfully		

EVALUATION

a. Form adverbs from each of the following words.

- | | |
|-------------|------------|
| a. horrible | f. whole |
| b. Able | g. worth |
| c. nice | h. hard |
| d. bad | i. careful |
| e. cruel | g. cheer |

ADVERBS

Adverbs are words that explain /modify / tell us more about verbs.

Types of adverbs

1. Adverbs of manner

These adverbs tell us how something happens or happened. They are commonly formed from adjectives by add - ly. E.g Nicely, beautifully, badly, simply.

2. Adverbs of time

This class of adverbs tell us when something happens or happened. E.g now, since, before , today , already . last, well etc.

3. Adverbs of duration

These adverbs tell us about the period an action lasted e.g an hour , a week, a year, a moment etc. Express duration of an action. E.g They waited for three hours.

4. Adverbs of frequency

This class of adverbs tells us when something happened. E.g rarely, often. Always, ever, usually, sometimes, occasionally, seldom, normally, frequently, commonly.

e.g She often shouts in class.

5. Adverbs of place

These adverbs tell us where something took place. E.g everywhere, here, there, outside, inside, etc
My aunt lives in Kenya.

6. Adverbs of degree

These are adverbs which tell us the extent to which something happened. E.g much , almost , only, rather, why, quite, e.g That composition is very easy.

ORDER OF ADVERBS

The order of adverbs is how(manner), where (place) , when (time).

e.g He hardly read books at home last week.

Hardly - how

At home - where

Last week - when

2. The prefect spoke carefully at the parade yesterday.

Carefully – manner – How

At the parade – place – where

Yesterday - Time - when

Evaluation

Complete these sentences using the correct adverbs order

1. Will you run (in the field, at 8:00 am, fast, tomorrow)?
2. The congregation prayed (in the church, very hard, last Sunday)
3. The couple moved (to the reception hall, smartly, after the church ceremony)
4. I shall take the ball(outside, today, stealthily)
5. The candidates go (to school ,at 7:00am)
6. Take it (silently, there, now)
7. Our teacher spoke to us(in class, very rudely, this afternoon)
8. The latecomers stayed(all day, quietly, there)
9. Jimmy Katumba played(last Christmas; beautifully< in Collins Hotel)
10. Let's go (tonight, to the film, last)

FORMATION OF ADVERBS

Most adverbs are formed out of adjectives by simply adding "ly"

Adjective	adverb		
Clear	clearly	pain	accidental

Proud	proudly	sudden	skillful
Quick	quickly	anxious	royal
Poor	poorly	grateful	annual
Fair	fairly	careful	mental
Cheap	cheaply	equal	hopeful
Clever	cleverly	practical	

TERM TWO ENGLISH COMPREHENSION

ASPECT I: UNITS 1 AND 2 SOCIAL EVENTS VOCABULARY

New words

Bride	preacher
Bridegroom	respects
Matron	service
Best man	wedding
Beautiful	mourning
Handsome	mourners
Brother – in – law	respects

Evaluation

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

Ref: Mk Primary English PB K 5 Pg. 72

STRUCTURES

1. Using: What is happening?into

Study the pictures carefully. Write about what is happening in each picture.

Example: The bride and maids are walking into the church.

Ref: Mk Primary English: PB k 5 Pg 73

2. Using:look(s) very

Example:

1. The bride looks very happy. She is wedding today.
2. The children look very sad. Their mother died last week.

Evaluation

Use the correct form of the words in the brackets to complete the sentences.

Ref: Mk Primary English PBK 5 Pg 74

3. Using: "This is / These arewhich"

Rewrite the sentences using the above structure.

Example:

1. These are the cars which transported the bride and bride groom.
2. This is the choir which sang at my sister's wedding.

Evaluation

Ref: Mk Primary English PBK 5 Pg 75

4. Using: "This is/ These arewho....."
Join the sentences using the above structures.

Examples

1. This is the lady. She helped my brother on Saturday.
This is the lady who helped my brother on Saturday.
2. These are the gentlemen. They organized the wedding.
These are the gentlemen who organized the wedding.

Evaluation

Ref: Mk Primary English PBK 5 Pg 76

5. Using: ".....during....."
Join the sentences 1- 10 using the above structure.

Examples

1. Many people mourn during the burial.
2. Many people dance during the wedding after party

Evaluation

Ref: Mk Primary English PBK 5 Pg 77

6. Using: "This / That is thewhose...."
Use the above structure to join the sentences.

Example

1. This is the widower. His grandson gave him all the help.
This is the widower whose grandson gave all the help.
2. That is the lady. Her husband preached last Sunday.
That is the lady. Her husband preached last Sunday.

Evaluation

Mk Primary English PBK 5 Pg 78

Use the correct form of the words in the brackets to complete the sentences.

1. I saw abride at the church. (beauty)
2. Alipo has had a happythrough out her life. (marry)
3. The wedding Mrs Konde attended was very (colour)
4. Theto which he is going is colourful. (receive)
5. Thedug a shallow grave. (mourn)

Rewrite the sentences as instructed in the brackets.

6. These are the boys. They helped the window at the time she lost her husband. (Use:who.....)
7. Where are the gifts? We are going to give then to the wedded couple. (Join using:which.....)
8. The brass band will perform. It will be at Arnold's graduation party. (Join using:which.....)
9. Where is the lady? Her daughter was a flower girl at my wedding. (Join using:whose.....)
10. We are assisting the preacher. The preacher is not so helpful. (Begin: Theweis.....)

Use the words below correctly to complete the story.

It was Asimwe's eleventh..... Her parentsa birthday cake. Some drinks and andsent them to Asimwe's school. Asimwe invited all her and a few members of the teaching staff to her party. There was a lot of Asimwe was veryand all her friends too. They kept singing "Happy Birthday to you". (bought , birthday, friends, cookies, happy, fun)

7. Using: TheI / we/ heis / was. Were

Join the following sentences using the given structures.

Example:

1. We attended the party. It was very colourful

The party we attended was very colourful.

Evaluation

Mk Primary English PB K 5 Pg 79

8. **DIALOGUE:** Funeral Rites in my home area.

Evaluation:

Read the dialogue and answer questions that follow.

Ref: Mk Primary English PBK 5 Pg 80.

9. **POEM:** Meeting for a purpose

Read the poem and answer the questions on it.

Evaluation

Mk Primary English PB K 5 Pg 82

10. **COMPREHENSION:** Working together.

Read the story and answer the questions about it.

Evaluation

MK Primary English PB 5 Pg 83

11. **COMPOSITION:** Graduation ceremony

Study the pictures and answer the questions on it. Use the given words.

A. Picture 1 (parents)

Picture II (chancellor)

Picture III(Photographer)

Picture IV (Jalaludin)

Picture V (speech)

Picture VI (traditional dance)

B. Answer the questions about the picture.

Ref. Mk Primary English PB 5 Pg 85

Graduation ceremony

Pre – Activity

Describe any function you have ever attended.

1. Were you invited?
2. What was the ceremony about?
3. How did you feel when you got the invitation card?
4. What did you dress in?
5. Whom did you go with to the function

TENSES

Present perfect tense

Present perfect tense is the already tense. The use of “has” and “have” are the helping verbs. “has” is used with singular subjects and “have” for plurals and “I” (First person singular)

The main verb is in the past participle.

Examples of affirmative sentences

1. The baby has cried for several hours.
2. James has taken your book.

NEGATIVE SENTENCES

Affirmative sentences can be turned to negative sentences as follows:

1. The baby has not cried for several hours.
2. James has not taken your book.

Evaluation

Rewrite the given sentences as negative

1. Mwanje has sown seeds in the garden.
2. The tailor has sown seeds in the garden.
3. They have sown my clothes already.
4. We have seen the teacher just now.
5. Mr. Wakilo has bitten his friend's hand.
6. The stubborn boys have torn your books.
7. The house girl has hung clothes on the wire.
8. The animals have heard the thunder.
9. The teachers have already marked our exams.
10. The headmaster has taken our sweaters.

INTERROGATIVE SENTENCES

To write interrogative sentences in the present perfect tense, you begin with the helping verbs - has or have.

Examples

Rewrite the given sentences in interrogative

Examples

1. I have seen your new house.
Have I seen your new house.
2. She has done her work.
Has she done her work?

Evaluation

1. The policeman has shot a thief dead.
2. They have hidden something under the carpet.

3. The mango has fallen from the tree.
4. The teacher has become very angry.
5. My parents have bought me new shoes.
6. Kingo has written a good composition.
7. Our teachers have taught us a lot of English.
8. The hen has laid many eggs.
9. Lumonde has eaten all your sauce.
10. The housefly has dirtied your food.

Active and passive voice

To write sentences from active to passive voice, you use has / have been + past participle of the main verb.

Examples

1. George has taken your ruler.
Your ruler has been taken by George.
2. Mary has washed the clothes.
The clothes have been washed by Mary.
3. Some body has just broken a plate.
A plate has just been broken.

Evaluation

Rewrite the following sentences in passive voice.

1. Chemonges has hidden your dictionary.
2. The teacher has given you this exercise book.
3. The lion has eaten all your pigs.
4. We have learnt a lot of English this year.
5. Ugandans have invented a new car.
6. The house maid has hung clothes on the wire.
7. The teacher has torn all your books.
8. The tailor has sown the sweaters.
9. The porters have dug many pit latrines.
10. The pilot has flown the plane very high in the air.

Questions tags

Complete the sentences using suitable questions tags.

Examples

1. That man has taken my handkerchief, hasn't he?
2. Mr. Musiime hasn't come today, has he?

Evaluation

1. He has hidden your books in the cupboard,?
2. The headmaster has forgiven you for your wrong deeds,?
3. My parents have not gone abroad,?
4. My shirt has been torn,?
5. Those boys have not gone to school today,?

6. Jemba has not done the homework,?
7. he has built a permanent house,?
8. You have not carried your set with you,?
9. he has not lost his way,?
10. The pupils might not complete their work in time,?

FUTURE SIMPLE TENSE

It expresses what will happen in future/ tomorrow.

Helping verbs are – will and shall

I	shall	it	will
We		He	will
		She	
		They	

Affirmative sentences

Examples

1. We shall help you.
2. You will pay for this.
3. He will bring a car.

Affirmative sentences can change to negative sentences.

Shall not in short is shan't

Will not in short is won't

Examples

1. We shan't help you.
2. You won't pay for this.
3. He will not bring a car.

Re- write the sentences in negative

1. The woman will sell her car.
2. He will play very well.
3. We shall win the match.
4. I shall come to school tomorrow.
5. He will tell you everything.
6. The child will cry in the room.
7. My father will go to Kampala.
8. They will bring soft drinks,
9. She will sing a nice song.
10. I shall wash my feet.

Interrogative sentences

Affirmative sentences can be changed to interrogative.

Examples

1. The dogs will run on the ground.
2. Will the dogs run on the ground?
2. We shall write a good letter.
Shall we write a good letter?
3. She will break the mirror.
Will she break the mirror

NB: The helping verb begins the sentence while writing in interrogative.

Evaluation: Change to interrogative

1. I shall do my work.
2. Joyce will write on the blackboard.
3. My father will know this.
4. She will keep her promise.
5. Your mother will come to school
6. They will put you in trouble.
7. This ;ay will stay here.
8. We shall go there.
9. They will help you in this game.
10. I shall go to his house everyday.

Active and passive voice

Example

1. The doctor will examine him.
He will be examined by the doctor.
 2. I shall climb the tree.
The tree will be climbed.
 3. Your father will know this.
This will be known by your father.
- NB: Will be + perfect of main verb.

Evaluation

Change to passive voice

1. He will bring a knife.
2. We shall play games
3. Jane will help me.
4. She will sing a song.
5. My father will buy a car.
6. Boys will take tea.
7. You will return it.
8. Dick will spoil the toy.
9. Your father will punish you.
10. I shall draw the picture.

Evaluation 2

Change these sentences into active voice.

Example

1. Flowers will be brought by him
He will bring flowers.
1. The hole will be dug by Isaac.
2. You will be given a ruler by Anthony.
3. The child will be looked after by the nurse.
4. The window will be opened by me.
5. Grass will be eaten by animals.
6. The man will be taken by the police.
7. The machine will be repaired by Hilary.
8. Books will be printed by them.
9. Your hair will be cut by the barber.
10. Milk will be drunk by the children.

Questions tags.

Example

1. They will bring vegetable, won't they?
2. I shall eat mangoes, shan't I?
3. You will not make a mistake, will you?
4. Jane will not give you sweets, will she?

Evaluation

1. Joyce will tell her friend,?
2. He will lose money,?
3. They will keep a dog,?
4. Dick will spoil the toy,?
5. I shall mend you shoes,?
6. the lion will kill the man,?
7. We shall make the garden,?
8. They will complete the checking,?
9. The police will take the man,?
10. Duncan will call you,?

Topical testing

Use the correct form of words in the brackets to complete the sentences.

1. The timekeeper has alreadythe bell. (ring)
2. As Ito school, I saw Dikula. (come)
3. Theynice eats and drinks at my birthday party next week. (prepare)
4. The reverendthis child by the time tomorrow. (baptize)
5. Our teacher hasto Nairobi. (fly)

Rewrite the sentences as instructed in the brackets.

6. Teachers have sung a beautiful song. (Begin: A beautiful.....)
7. The mechanic will be repairing the car. (Begin: The car.....)
8. They will be coming this afternoon,? (Complete using a suitable tag)
9. Will your parents be coming with you? (Begin: Your parents.....)

10. The headmaster has driven that car for many years. (Rewrite using.....not)

Supply correct question tags.

11. You haven't done homework,?
12. They are kneeling on the mats for prayers,?
13. These children won't finish the work,?
14. They were washing plates when the bell rung,?
15. You won't be forgetting your ruler tomorrow,?

Evaluation

Change the following sentences into passive voice.

1. The carpet will be making a box.
2. I shall be filling the box.
3. The boy will be washing the dog.
4. We shall be swimming in the pool.
5. She will be making biscuits.
6. They will be arranging the chairs.

Change to active voice

7. An elephant will be drawn by him.
8. You will be paid by us.
9. The table will be polished by him.
10. A camera will be seen by us.

Question tags

Examples

1. She will be cleaning the classroom, won't she?
2. We shall be collecting the rubbish, shan't we?
3. The dog will be guarding our home, won't it?

Evaluation

Supply suitable questions tags.

1. He will be taking an oath,?
2. They will be fixing the poles,?
3. Angella will be arranging flowers,?
4. Victor will be washing the car,?
5. We shall be paying you,?
6. She will be closing the door,?
7. The child will be tearing the book,?
8. You will be telling her,?
9. I shall be calling him,?
10. The baby will be crying,?

FUTURE CONTINUOUS TENSE

It also behaves as the future simple, the difference is one, it used "be" anding on the main verb.

Examples

- i. I shall be coming to visit you tomorrow.
- ii. She will be eating food when hungry.
- iii. We shall be kicking the ball next Sunday.

Evaluation

Complete the given affirmative sentences in future continuous tense using the given verbs.

1. Itheavily tomorrow. (rain)
2. The priestmass in the cathedral next Sunday. (offer)
3. My fatherup very early in the morning. (wake)
4. The refereethe whistle at the end of the match. (blow)
5. Everybodya vote for the constituent Assembly on March 28, 2011. (cast)
6. The carpenterdown trees for timber the next season. (cut)
7. Wethe jerrycan with water at 4:00pm. (fill)
8. Ito London by aeroplane next week. (fly)
9. The henseggs at midday. (lay)
10. Hethe trip on Thursday next week. (begin)

Affirmative sentences to negative sentences

Examples

1. The lion will be killing the man.
The lion will not be killing the man.
2. I shall be breaking the glass.
I shall not be breaking the glass.

Change the following sentences into negative sentences

1. The boy will be eating grapes.
2. The manager will be calling you.
3. James will be closing the door.
4. Harry will be taking a car.
5. We shall be making a mistake.
6. They will be completing the checking.
7. I shall be speaking English.
8. The policeman will be arresting the thief.
9. She will be informing the manager.
10. The man will be making a model.

Interrogative sentences

Examples

1. They will be speaking swahili.
Will they be speaking Swahili?
2. I shall be taking a chair.
Shall I be taking a chair?

Change the following sentences into interrogative

1. Ruth will be preparing coffee.
2. I shall be giving you money.
3. Dick will be spoiling the toy.

EVALUATION

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

1. My father is than yours. (old)
2. That girl write very (slow)
3. An owl is theof all the birds. (wise)
4. I did my workbecause I was in a hurry. (bad)
5. Howwill you be available. (sooner)
6. J.A.Bright explains adverbsthan John Bugembe. (clearly)
7. Wgich town isKampala , Jinja or Mpigi? (near)
8. My brother broke one of hisbones during the accident. (long)
9. That boy can run very (fast)
10. The headmaster explainedthan the rest of the teachers. (briefly)

Interrogative sentences

Change positive sentences to interrogative.

Examples

1. Mwasame was helping his parents.
Was Mwasame helping his parents?
2. Our parents were advising us.
Were our parents advising us?

Evaluation

1. They were sleeping at that time.
2. I was taking a bath when you came.
3. They were working in the garden at six o'clock.
4. People were fighting when the police came.
5. It was raining when I went out.
6. I was working in the garden yesterday.
7. We were coming to school when the bell rang.
8. The sun was rising when we started the journey.
9. He was laughing when you were teaching.
10. The boy was sleeping when the mother went in.

Rewrite the given sentences to affirmative.

11. Was the headmaster addressing the school?
12. Were you parents constructing a new house?
13. Were you going to school when I met you?
14. Was he talking to your mother last night?
15. Were your friends paying you a visit?

Past continuous tense

In the past continuous tense, we use “was” for singular subjects and “were” for plural subjects then followed by a main verb ending in “ing”

Affirmative sentences to turn to negative sentences as follows

Examples

1. My father was breeding hens for meat.
My father was not breeding hens for meat.

2. Teachers were marking our exams yesterday.
Teachers were not marking our exams yesterday.

Evaluation

Rewrite the given sentences from affirmative to negative/

1. Lydia was helping her mother last night.
2. They were slashing the school compound yesterday.
3. Our teacher was reading a newspaper.
4. Musa and Abdul were riding their bicycles down the slope.
5. Kengwa was planting trees in his garden.
6. I was transplanting tomatoes from the nursery to bed.
7. Girls were knitting table clothes in the school compound.
8. Old women were teaching us how to weave mats.
9. Ssesanga and his friend were mending a bicycle.
10. Jonathan was drawing pictures in his book.

Turn sentences from Negative to affirmative

11. The boys were not attending to the teacher.
12. Moya was not listening to news.
13. Opio and Seera were not dancing well.
14. Oloka and his friends were not going to the party.
15. Lamock was not teaching us well.

Active and passive voice

We use: was / were being + Perfect main verb.

Examples

1. Juliet was clapping her hands yesterday.
Juliet's hands were being clapped yesterday.
2. The dogs were chasing the goat yesterday.
The goat was being chased by the dogs yesterday.

Evaluation

1. Nalumansi was dropping a pot down.
2. The bay was taking milk yesterday.
3. Daphine was singing a song last Sunday.
4. The musician was winding his video tape.
5. Maoureen was beginning a journey to the western.
6. We were drawing the pictures of frogs.
7. Birabwa was tying the goats on trees yesterday.
8. The gatekeeper was keeping the keys.
9. The bees were stinging the robbers.
10. the young children were making kites last Saturday.

Question tags

Supply suitable questions tags to the given sentences.

Examples

1. Jalia was plaiting my hair, wasn't she?
2. The baby was not taking milk yesterday, was it?

Evaluation

1. The wasps were stinging the boys,?
2. The gatekeeper was not keeping the keys,?
3. Mwalimu was not attending Juma prayers,?
4. Arnold was making kites last year,?
5. The cooks were serving meals in the rain,?
6. The porters were not carrying tables,?
7. Omonya was not reading the novels,?
8. Tiperu was writing a letter to the headmaster,?
9. The boys were eating porridge at break,?
10. Samson was not repairing my father's car,?

COMPREHENSION

UNIT: 5 AND 6 DISTANCE AND DIRECTION

Vocabulary practice

New words

North	North West
East	South East
South	SouthWest
Compass	North East

Cardinal points

Evaluation

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

Mk primary English PB 5 Pg 105

2. Structures

- a) Using: "How far is it fromto?"
Study the chart and answer questions about it.

Example:

1. How far is it from Kampala to Iganga?
It is 119 km from Kampala to Iganga.

Evaluation

Ref: Mk Primary English PB 5 pg 106

- b. Using: "It isfromtothan to"
Use the distances on a map of Uganda and form sentences using the above structure.

Examples

1. Which is farther from Mbale, Soroti or Tororo?

It is farther from Mbale to Soroti than to Tororo.

Evaluation

Mk Primary English PB 5 Pg 108

- c. Using: "Is itfromtothan?"
Study the distance shown on page 107 and answer that follow.

Example

1. Is it farther from Jinja to Mbale than to Tororo?
Yes, it is.
2. Is it nearer from Kampala to Iganga than to Jinja?
No, it is not

Evaluation

Ref: Mk Primary English Pb 5 pg 108 - 109

- d. Using: "Which isfrom?"
Refer to the map on page 107 to answer the given questions.

Example

1. Which is farther from Kampala, Jinja or Fort portal?
Fort portal is farther from Kampala to Jinja.
2. Which is nearer from Mbale, soroti or Emulu?
Sororti is nearer from Mbale than Emulu

Evaluation

Ref: Mk primary English PB 5 pg 109 .

3. SCHOOL MAP

Study the school map and answer questions about it in full sentences.

Pre – Activity

1. How many points does the compass show?
2. A flag and windvane , which one is in North?
3. Where are the teachers' houses from the H.M's house?

Evaluation

Ref: Mk Primary English PB 5 Pg 110

DIALOGUE: Which place is farther?

Pre – Activity

1. Discuss different parts of Uganda.
 - a) What food crops are grown in Buganda, Ankole, Gulu?
 - b) Which cash crop is got from Buganda region?
 - c) How are different kinds of food stuffs transported to Kampala?

Read the dialogue and answer questions that follow.

Evaluation

Ref" Mk Primary English PB 5 Pg 111.

5. **COMPREHENSION:** Byakika visits his grandmother.
Read the passage and answer the questions

Oral comprehension questions

1. In which class is Byakika?
2. Where did his grandmother live?
3. What work did Byakika's grandmother do?
4. How did Byakika travel from Jinja to Kamuli?
5. Write one term Byakika got from his bag.

Evaluation

Ref: Mk Primary English PB 5 pg 113.

5. GUIDED COMPOSITION

6. Study the pictures and answer questions that follow.

Pre – Activity

Imagine you are Kamoga visiting Matuga primary school, how would you go from the round bout where Kamoga is standing to the said place.

Evaluation

Write correct sentences about each picture using the guiding words on pg 115.

Evaluation

Mk primary English PB 5 pg 115

TOPICAL QUESTIONS

Revision exercises

Ref: Mk primary English Pb 5 Pg. 115 – 117

ADVERBIAL CLAUSES

The use of Bothand

Bothbegins a sentence is the subject of the sentences are different.

Both is written in the middle when subjects are similar.

It cannot stand on its own to join two sentences. It works hand in hand with “and”

Examples

1. The teacher is going on a tour. The pupils are going on a tour.
Both the teacher and the pupils are going on the tour.
2. The drink was sour. The drink was expired.
The drink was both sour and expired.
3. Mary has a red bag. Sarah has a red nag.
Both Mary and Sarah have red bags.

EVALUATION

Join the following sentences usingbothand..... or Begin: Bothand

1. Peter is a lazy pupil. Mary is a lazy pupil.
2. The fruit was juicy. The fruit was delicious.
3. Stella was a bright pupil. Atim was a bright pupil.
4. The dog drinks milk. The ct drinks milk.
5. She is my guardian. She is my benefactor.
6. Brenda prepared tea. Brenda prepared food.
7. I don't eat meat. I don't east fish.
8. My parents were absent. I was absent.
9. Janet was my friend, Sarah was my friend.
10. Musa is going to the market. Ali is going to the market.

Using Eitheror

This conjunction is used to show that one of the things will happen. It is used in affirmative sentence. We begin with Either when the subjects are different useeither.....or when the subjects are similar.

Examples

1. He must laugh. He must cry.
He must either laugh or cry.
2. Sarah may go and watch a movie. Deborah may go and watch a movie.
Either Sarah or Deborah may go and watch a movie.
3. They will win. They will be defeated.
They will either win or be defeated.

Evaluation

Re- write usingeitheror

Begin: Eitheror ``

1. James will go to church. Alex will go to church.
2. You may go to Namakata next month. I may go to Namakata next month.
3. My friend will attend the party. My enemy will attend the party.
4. He will greet the visitors. He will smile at them.
5. The teacher is coming. The pupils are coming.
6. He can eat. He can drink.
7. I shall play a piano. I shall play a guitar.
8. Daddy drove the car. Mummy drove the car.
9. The pupils will sing. The pupils will dance.
10. The maid must cook supper. Mother must cook supper.

Usingneithernor

Neithernor is used to show that none of the two will happen, It is in negative.

Examples (same subjects)

1. He did not greet the visitors. He didn't smile at them.
He neither greeted the visitors nor smiled at them.
2. She cannot fly. She cannot swim.

She can neither fly nor swim.

Different subjects: Begin: Neither

3. Peter did not greet the visitor. Mary didn't greet the visitor.
Neither Peter nor Mary greeted the visitors.
4. The teacher has not come. The pupils has not come.
Neither the teacher nor the pupils has come.

Evaluation:

Rewrite using.....neithernor or begin Neither:nor

1. Suzan will not dance. Suzan will not sing.
2. He doesn't eat. He doesn't drink.
3. He didn't eat. He didn't drink.
4. The visitors have not greeted. The hosts have not greeted.
5. He failed mathematics. He didn't pass.
6. It is not deep. It is not salty.
7. My grand mother cannot read. My grandfather cannot read.
8. They will not win the battle. They will not lose the battle.
9. Tom is not watching T.V Sarah is not watching TV.
10. It couldn't fly. It couldn't move.

Usingand neither.....

Used to join negative sentences

Examples

1. They didn't understand the speech. They did not welcome it.
They didn't understand the speech and neither did they welcome it.
2. Ntege is not a girl. Lwanga is not a girl.
Ntege is not a girl and neither is Lwanga.
3. Peter does not eat fish. He doesn't eat meat.
Peter does not eat fish and neither does he eat meat.

Evaluation

Join using.....and neither

1. The cars must be allowed to overtake at a traffic jam.
The motorcycles must not be allowed to overtake at a traffic Jam
2. The cats didn't win the race. The dogs didn't win the race.
3. Joy didn't understand this topic. I didn't understand this topic.
4. My father will not go to town. My mother will not go to town.
5. My grandmother doesn't know how to read. She doesn't know how to write.
6. Mother has not cooked food. The maid has not cooked food.
7. We couldn't go to the cinema. John couldn't go to the cinema.
8. The headmaster will not punish us. The teachers will not punish us.
9. We didn't go to the village. Our parents didn't go to the village.
10. They cannot walk. They cannot run.

Usingand so

Used in affirmative sentences

Examples

1. I was punctual for the lesson. Alice was punctual for the lesson.
I was punctual for the lesson and so was Alice.
2. Joel will understand this lesson. Alice will understand this lesson.
Joel will understand this lesson and so will Alice.
3. My uncle is a bachelor. He is a bachelor.
My uncle is a bachelor and so he is.

Evaluation

1. My grandmother told an interesting story. My grand father told an interesting story.
2. He was very intelligent. The bursar was also intelligent.
3. I may go to Namakata primary school. You may go to Namakata primary school.
4. Ntege is a boy. Lwanga is a boy.
5. Maria is a singer. Aneet is a singer.
6. All Kenyans speak Swahili. All Tanzanians speak Swahili.
7. We may go to Gulu. We may go to Lira.
8. He could run. He could swim.
9. Mary is a smart girl. Joan is a smart girl.
10. Jane had ten sweets. Rhoda had ten sweets.

Using: Although

Used to show both negative and positive in a sentence

Examples

1. She is beautiful. She is unmarried.
Although she is beautiful, she is unmarried.
2. She is a Ugandan. She doesn't speak Uganda language.
Although she is a Ugandan, she doesn't speak Ugandan language.

Evaluation

- Re- write using
1.although
 2. Begin: Although.....

1. She ailed her exams. She copied.
2. Some Africans are poor. They work hard.
3. They are sure of their answers. They are wrong.
4. They were sincere. No body believed them.
5. James lives near the church. He seldom go to church.
6. Bo body helped them. They were friendly.
7. He had good behaviour. He was dull in class.

COMPREHENSION

UNITS 7 AND 8 : TRAVEL

Vocabulary practice

New words

Arrive	reduce
Conductor	ride

Cycle	seat
Fare	ticket
Fast	tout
Ferry	by rail
Luggage	passenger

Evaluation

Use the correct form of the words in brackets to complete the sentences.

Ref: Mk Primary English Pb 5 pg 120

2. Structures

a) Using: "How will you travel to" ".....by....."
Construct questions and answers from the given work.

Example

1. Busses, going to Kamuli.

How will you travel to Kamuli?

A: I will travel to Kamuli by bus.

Evaluation:

Ref: Mk primary English PB 5 Pg 121

b) Using: " I preferto"

Rewrite the sentences using the above structure.

Example

1. I like traveling by bus more than by taxi.

I prefer traveling by bus to traveling b taxi.

2. I like traveling by bicycle more than by motorcycle.

I prefer traveling by bicycle to traveling by motorcycle.

Evaluation :

Ref: Mk Primary English PB 5 pg 122.

c) Using: " went to"

Construct sentences using the structure above.

Examples

1. Nakitto went to Lira by air.

2. Murungi went to Mbarara by taxi.

Evaluation

Reg: Mk primary English PB Pg 123

d) Using: "When does.....?"

From questions from sentences (1- 10) using the above structure.

Examples

1. The bus to Kampala leaves at 1:00 p.m

When does the bus leave for Kampala.

2. The taxi to Kapchorwa leaves at 6:00 O'clock.

When does the last taxi to kapchorwa leave?

Evaluation

Ref: MK Primary English PB 5 pg 124

e. Using: "When did/ when will...?"

From questions using the above structures.

Examples

1. The plane will leave for Cairo at 11:00 p.m
When will the plane leave for Cairo.
2. The taxi left for Kisoro at 5:00 a.m
When will the taxi leave for Kisoro?

Evaluation

Ref: Mk Primary English PB 5 Pg 125

Using: "isthan....."

Join the sentence using the above structure.

Examples

1. Traveling by water is cheap. Traveling by train is cheaper.
Traveling by ship is cheaper than traveling by road.
2. Traveling by train is slow. Traveling by ship is slower.
Traveling by ship is slower. Traveling by road is slow.
It is slower to travel by ship than by road.

Evaluation

Ref: Mk primary English Pb 5 pg 127

3. BUS TIME TABLE

Study the time table for some of the buses at the Bus park in Kampala and questions about it.

Evaluation

Ref: Mk primary English Pb pg 128 – 129

Read the dialogue and answer question that follow.

Evaluation

Ref: Mk Primary English PB 5 Pg 130

5. POEM: TRAVELING

READ THE POEM AND ANSWER QUESTIONS THAT FOLLOW.

Evaluation:

Ref: Mk Primary English Pb 5 pg 131

6. Comprehension: A journey by bus.

Read the passage and answer oral and written comprehension questions.

Oral questions

1. Who got a letter from John Onyango
2. Where does John Onyango work?
3. Where does Mr. Onyango stay?
4. How did the writer travel to Kampala?
5. Which bus did the writer use?
6. Where did Mr. Onyango meet his brother?
7. How did Onyango and his visitor travel to Kasubi?
8. What do you know about Kasubi tombs?

Evaluation

Ref: Mk Primary English PB 5 Pg 133.

7. Guided composition

Most of you might have made journeys from your homes to different places.

Evaluation

Write a composition by answering the guided questions.

Ref: Mk Primary English PB 5 Pg 134.

- Note:**
1. Introduction sentence
 2. paragraphing
 3. Conclusion
 4. Proper punctuation

CONDITIONAL SENTENCES

1. Conditional sentence one(If 1)

When we want to say that something is going to happen if a certain condition is fulfilled, we normally use a future simple tense in the main clause and a present tense(simple, continuous or perfect) in the if clause. We do not use a future tense after If. Verbs used in the results part of the sentence are will and shall.

Note: When you start with If , there must be a comma used.

Example

1. If I go home, I will wash my stockings.
2. If daddy buys me a bike, I shall be very happy.
3. I shall be pleased if you send me a gift.
4. They will complete their work if they get time.

Complete the following sentences in any way you like.

1. If I go home early,
2. If you complete your home in time,
3. If we get there on time, we
4. If she sees him today, she
5. if my father comes tomorrow, I

6. They will come and see us if,
7. George will pass the examination if
8. I will go tomorrow if
9. Musoke will be happy if
10. We shall stop the game if

2. Use of: Unless

Unless means If not

Examples

1. if it doesn't rain, I shall go swimming.
Unless it rains, I shall not go swimming.
2. If I don't come early. I shall not enter the classroom.
Unless I come early, I shall not enter the classroom.

Evaluation

Rewrite the given sentences using unless.

1. If Peter does not pay my money, he will end up in prison.
2. If it doesn't rain soon, farmers will not plant crops.
3. If James does not drive carefully, he will cause an accident.
4. If those boys don't wash the car, I won't give them food.
5. If Joseph does not come, we shall ring him.
6. If you don't see him, he will go away un happy.
7. If I don't hear from you, I will not do anything about it.
8. If I don't get a first grade, I shall repeat the class.
9. If Opio and Okia are not late for school, they will be permitted in class.
10. If we don't reply to their letter, we shall not be considered good people.

Using: If No 2

We use If(2) when we are imagining what would happen if the impossible came true. In If (2), the condition cannot be fulfilled. It is just day dreaming.

Examples

1. If I was God, I would leave man to live for ever.
2. If I were you, I wouldn't eat posho.

Note: In If (2) we use would in the result part of the sentence.

Evaluation

Change the following sentences to If (2)

1. If she writes to me, I will be happy.
2. If she doesn't come, we shall go to her home.
3. If my problem is solved, I will grow fat.
4. If the bank is open, I will draw some money.
5. If it rains today, mother will sow her beans.
6. If my brother buys a car, I shall learn to drive.

7. If I am given enough text books, I shall pass my final exams.
8. If he misses the train, he will go by bus.
9. If they come back early, they will fetch water.
10. If they don't have money, they will not have anything to eat.