

SIR APOLLO KAGGWA SCHOOLS
PRIMARY SIX ENGLISH LESSON NOTES TERM I 2020

TOPIC: SAFETY ON THE ROAD

LESSON ONE: VOCABULARY

Black spot, heavy, motorist, right, taxi, bus, zebra crossing, pedestrians, traffic, cyclist.

Activity:

Arrange the words in alphabetical order

- a) Light, left, helmet, heavy
- b) Police, pedestrian, bus, black spot
- c) Traffic, traffic jam, taxi, tax
- d) Signpost, signal, cyclist, cross

Use the word below to construct meaningful sentence

- i. Black spot
- ii. Heavy
- iii. Motorist
- iv. Right
- v. Taxi
- vi. Bus
- vii. Zebra crossing
- viii. Pedestrians
- ix. Traffic
- x. Cyclist

Re-arrange the letters to form correct words

Ssroc _____
Belt seat _____

clicst _____
spot black _____

stpognsi _____
ngrocssi _____

Vocabulary practice

Activity:

Re-write the sentences giving one word for the underlined group of words.

1. The person who rides a bicycle collided with the lorry.
2. The traffic officer stopped the people who were driving cars.
3. Hats worn on the head for protection are very expensive.
4. Makebe did not pass from one side to another from the zebra crossing.
5. The speeding taxi knocked the girl who was walking along the road.
6. Muhimbise boarded the large road vehicle that carries passengers from the park.
7. The traffic is more than usual on Bombo road.

LESSON TWO

Vocabulary

Motorcycle, signal, right, left, traffic jam, cross, signpost, heavy, light, police, seat belt, helmet, railcrossing

Activity

Fill in the gaps to complete the words below.

___ol___ce
p___d___str___an

m___t___r___st
___ ___gn___l

h___lm___t
t___af___ ___c

h___av___

Vocabulary practice

Give the plural forms of the following

sign post _____

seatbelt _____

taxi _____

signal _____

Use the correct form of words in brackets.

1. The _____ jumped off the moving bicycle. (cycle)
2. How many _____ do you think are there on Hoima road? (zebra crossing)
3. The traffic is _____ today than it was yesterday. (heavy)
4. After negotiating the corner, the _____ increased the speed. (motor)
5. Five _____ arrived in town at the same time. (bus)
6. The pupils hurriedly _____ the road. (cross)
7. Motorists must drive _____ at any bend. (slow)

ADJECTIVES

LESSON THREE

Adjectives are words that describe nouns and pronouns more e.g tall, small, big, fat, nice.

Kinds of adjectives

1. Demonstrative adjective: These are adjectives which show or demonstrate the noun e.g that, those, these.
2. Personal pronoun adjectives: These are personal pronouns used as adjectives e.g his, her, your, my, our, its, their.
3. Quantity adjectives: These show how many/ much and is e.g one, two, three
4. Quality adjectives: These refer to the goodness or badness of the noun e.g good, bad, beautiful.
5. Colour adjectives: They stand for the colour of the nouns e.g yellow, blue, green, red, black

LESSON FOUR

Formation of adjectives

Activity: Form adjectives from the nouns

Circle - circular

Misery - miserable

Child - children

Woman - womanhood

Danger - dangerous

Mountain - mountainous

Using verbs ending in....."ing"

e.g Walking stick, bathing soap etc.

LESSON FIVE

Activity:

Form adjectives from the verbs

Force - forceful

Talk - talkative

Continue - continuous

Mourn - mournful

Use - useful

Harm - harmful

Care - careful

LESSON SIX

PROPER ADJECTIVES

These are adjectives formed from proper nouns e.g

Uganda	-	Ugandan
Kenya	-	Kenyan
Tanzania	-	Tanzanian
Germany	-	German

Complete the sentences by filling the proper adjective in the space provided.

1. A _____ speaks French. (France)
2. Are you a _____? (Portugal)
3. I am a _____ (Uganda)
4. Do you speak _____? (china)

LESSON SEVEN

COMPARISON OF ADJECTIVES

Adjectives can be compared in three degrees.

Positive, comparative and superlative.

Use of "er" and "est" in degrees or comparison

Positive	Comparative	Superlative
Rough	rougher	roughest
Tall	taller	tallest
Strong	stronger	strongest
New	newer	newest
Kind	kinder	kindest

b) Regular adjectives which take "r" and "est"

Positive	Comparative	Superlative
Fine	finer	finest
Safe	safer	safest

c) Regular adjectives which take "more" or "less" and "most" or "least"

Positive	Comparative	Superlative
Bad	worse	worst
Good	better	best

LESSON EIGHT

CONTENT: POSITIVE DEGREE

The use of "as.....as" in positive degree e.g

1. John is near the school. Joseph is also near the school.
2. My mother is two metres in height. My father is two metres in height.
3. My mother is as tall as my father.

LESSON NINE

CONTENT: COMPARATIVE DEGREE

This is used when comparing two things, sides, parties which are different e.g Rose beats Mary in size.

A leopard beats a lion in roughness.

Of the two animals, a lion and a leopard, the leopard is the rougher.

Superlative degree:

This is used when nouns being compared are more than two e.g

All the children are smart but the head beats all of in smartness.

The teachers live far away from the school. Mr. Mukasa beats them in distance.

Of all the teachers, Mr. Mukasa lives the furthest.

Activity

Use the superlative degree.

1. Of the triplets, Tom is the _____ (handsome)
2. Kyabaggu is the _____ person among the others. (healthy)
3. Who is the _____ among the three boys? (tall)
4. Jackie is the _____ girl in the school. (discipline)

LESSON TEN

CONTENT: DOUBLE COMPARATIVE

Here, one uses two clauses where each starts with article "the" followed by an adjective in comparison in comparative degree e.g

1. If you go high, it becomes cool.
2. The higher you go, the cooler it becomes.
3. If it is done soon, it will be good.
4. The sooner its done, the better it will be.

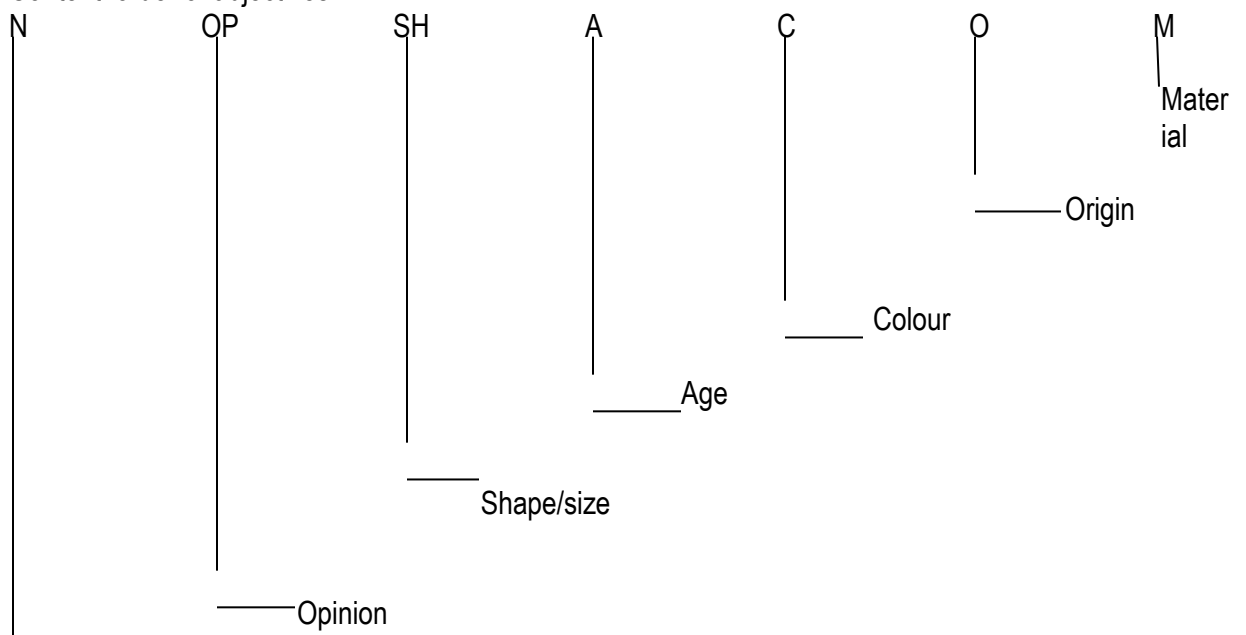
Activity

Use the.....the.....in the sentences.

1. As you stood very far you will be busy.
2. If you come early, you will be busy.
3. If you work hard, you will score highly.
4. As you grow older, you become wiser.

LESSON II

Content: order of adjectives



Example:

The ladies are beautiful. The ladies are brown. The ladies are young. The ladies are long-legged. The ladies are from Asia. The ladies got married.

The ten beautiful long-legged young brown Asian ladies got married.

Activity:

Join these sentences using the order of adjectives.

1. I saw a girl. She was brown. She was from Belgium. She was ugly. She was young.
2. I solved numbers. They were very good. They were fifteen.
3. The chief has three daughters. They are tall. They are talkative. They are highly educated.
4. She is a Ugandan. She is talented. She is long-legged.

LESSON 12.

COMPOUND ADJECTIVES

The headmaster led a delegation of 10 men to Juba.

The headmaster led a ten-man delegation to Juba.

N.B

Compound adjectives take hyphens like compound nouns e.g two- year-old baby.

Even if noun denotes plural compound adjectives take singular nouns.

LESSON 13

ADVERBS

Adverbs modify a verb by giving the following information.

1. How the action occurs. (manner)
2. Where the action occurs. (place)
3. How many times it occurs. (frequency)
4. At what time (time)
5. Intensity of the actions. (degree)

CLASSES OF ADVERBS

1. Adverbs of manner

These adverbs tell us how something happens or happened. They describe the appearance or quality of something e.g Nicely, badly, simply. (they answer questions of how)

2. Adverbs of time

This class of adverbs tells us when something happens or happened. E.g He came yesterday. Words like now, since, soon, before, today, already, last, well etc are used in telling time. (They answer questions of when)

3. Adverbs of duration

These adverbs tell us about the period an action lasted. E.g They waited for three hours.

Words like, an hour, a week, a year, moment etc are used in telling the duration of an action.

4. Adverbs of frequency

This class of adverbs also tell us when happened e.g she often shouts in class.

5. Adverbs of place

These adverbs tell us where some thing happened e.g

My aunt lives in Kenya. In this class words like nowhere, everywhere, here, there, outside, indoor, at home, anywhere etc are used. (They answer questions of where)

6. Adverbs of degree

These are adverbs which tell us the extent to which something happened. It uses words like much, almost, only, rather, very, quite etc.

More examples

manner	place	time	frequency	Degree
Loudly	Here	Now	Daily	Very
Slowly	There	Then	Seldom	Quite
Correctly	Somewhere	Soon	Sometimes	Fairly
Carefully	Ahead	Tomorrow	Ever	Badly
Easily	Near	night	Never	Totally
fast	somewhere		Generally	Well
			Rarely	

Activity

Detailed English grammar Bk 2 pg 4-5, pg 3

LESSON 14

FORMATION OF ADVERBS

a) Adverbs formed out of adjectives by adding "ly"

E.g

Adjective	Adverb
Clear	clearly
Proud	proudly
Quick	quickly
Fair	fairly

b) Adverbs formed from adjectives by adding "ly" after changing "y" to "i"

Examples

Adjective	Adverbs
Angry	angrily
Lucky	luckily
Steady	steadily
Easy	easily

LESSON 15

Adverbs formed from adjectives by dropping "e" then you add "ly"

E.g

Adjectives	adverbs
Humble	humbly
Sensible	sensibly
Simple	simply
True	truly

Adverbs which are the same as adjectives

E.g

Adjective	adverb
Hard	hard
Fast	fast
Well	well
Late	late

LESSON 16

ORDER OF ADVERBS

Verb/ manner/ place/ frequency/ time/ purpose

e.g

1. Dad walks impatiently into town every afternoon before supper to get a newspaper.
2. We take milk hurriedly at home every morning.

Or

Manner (how), place (where), time (when)

Activity

Detailed English Grammar Bk 2 Pg 10

LESSON 17

COMPARISON OF ADVERBS

Adverbs which take more in comparative and most in superlative.

Examples

Positive	Comparative	Superlative
Commonly	More commonly	most commonly
Readily	more readily	most readily
Widely	more widely	most widely
Generously	more generously	most generously
Strongly	more strong	most strongly

Adverbs formed in a special way

Positive	comparative	superlative
Fast	faster	fastest
Badly	worse	worst
Well	better	best

LESSON 18

STRUCTURES

Using "as soon as....." / as soon as"

Examples

The traffic policewoman stopped the cyclist. She had just returned left.

- a) The traffic policewoman stopped the cyclist as soon as she returned left.
- b) There were no more cars coming. The pupils crossed the road.

The pupils crossed the road as soon as there were no more cars coming.

Activity

The sure key to success Bk 6 pg 4

MK Primary English Bk 6 Pg 5 (NEW EDITION)

MK Primary English Bk 6 Pg 7 (OLD EDITION)

LESSON 19

Usingshould not.....

E.g

Children should not play on the road

Activity

The sure key to success Bk 6 Pg 5

Lesson 20

.....**must**.....

Must is a modal verb. It is used to give a piece of advice or warning e.g

It is good for drivers to signal at the junction.

Drivers must signal at the junction

Children ought to look right, look left and right again before they cross the road.

Children must look right, left and right again before they cross the road.

Activity

The sure key to success Bk 6 Pg 5

.....must n'tunless.....

Example

(i) You should not cross the road if it is not clear.

You mustn't cross the road unless it is clear.

(ii) Peter should not go to school if he doesn't get a uniform.

Peter mustn't go to school unless he gets a uniform.

Activity

MK Primary English Bk 6 Pg 7 (NEW EDITION)

The sure key to success Bk Pg 6

Lesson 21

COMPREHENSION

Passage (MK Primary English Bk 6 Pg 13)

Lesson 22

Dialogue (The sure key to success Bk 6 Pg 6)

Lesson 23

Notice (The sure key to success Bk 6 Pg 7)

Lesson 24

Poem (MK Primary English Bk 6 Pg 10) New Edition

Lesson 25

Guided picture composition (MK Primary English Bk 6 Pg 15) Old Edition

LESSON 1

TOPIC: TRAFFIC DANGERS

VOCABULARY

Crossed, roundabout, junction, accidents, traffic, lights, side path

Activity

Fill in the words to complete the words below.

i) __sla__d

ii) j__n__ti__n

iii) c__r__ __ul

iv) __ __ ci__en__

Re-arrange these words in alphabetical order.

a) Sidepath, road humps, traffic lights, roundabout

- b) Firstaid, island, highway code, crossroads
Construct sentences using the given words below.

- (i) Junction _____
Conjunction _____
(ii) Island _____
Highland _____
(iii) Humps _____
Mumps _____
(iv) Side path _____
Pavement _____

Vocabulary practice

Activity

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

- The passengers were _____ hurt. (bad)
- If you cross the road carefully, you _____ down. (knock)
- The taxi driver was _____ injured in the motor accident. (critical)
- Peter sustained a lot of _____ after the accident. (injury)
- It is very _____ to cross the road while running. (danger)
- The road was _____ because it had rained the whole night. (slip)
- Masaka road is _____ than Jinja road. (narrow)
- The lorry was _____ loaded with maize flour and beans. (heavy)
- That is a very _____ road. (dust)
- It is _____ to travel alone at night. (risk)
- A friend of _____ got an accident yesterday. (me)

LESSON 2

Vocabulary

First aid, careless, careful, island, highway, code, road, humps

Activity

Form other words from those given below

Cross, crossing, crossroad, rail crossing

Care, _____, _____, _____

Traffic, _____, _____, _____

First, _____, _____, _____

Careful, _____, _____, _____

Vocabulary practice

Activity

Re-write the sentences giving one word for the underlined group of words.

- When you reach the place where two roads meet, turn to the left.
- After being given a simple medical treatment, the casualty was rushed to the hospital.
- The bus collided with a lorry at the place where two or more roads meet in a circular motion.
- The lame man hurried to step in the middle of a road where you can stand and wait for cars to stand.
- All the pedestrians were seen walking from the flat part at the side of a road for people to walk on.

Use the correct form of the words given in brackets.

- He drove _____ and caused an accident. (care)
- The inspector of police gave the commissioner of traffic police three _____. (highway code)

3. Madibo is such a _____ driver that he has never got an accident while driving. (care)
4. The traffic officer walked from the _____. (pave)
5. The motorist has _____ past the traffic lights. (drive)
6. The _____ of the traffic officers on the road caused a lot of chaos. (absent)
7. That is the _____ officer I've come across since morning. (five)
8. Knocking the school child was _____. (accident)

LESSON 3

GRAMMAR: CONJUNCTIONS

The use of "when"

This conjunction is used to join two clauses with two actions that took place almost at the same time. It is used to mean "at or during the time that" it is used both at the beginning and in the middle of the sentence.

Examples

a) I reached the cross roads. I saw the traffic officers.

When I reached the cross roads, I saw the traffic officers.

I saw the traffic officers when I reached the cross roads.

b) The boy came across the over turned vehicle. He ran away.

When the boy came across the overturned vehicle, he ran away.

The boy ran away when he came across the overturned vehicle.

Activity

Use:.....when.....

1. He increased the speed. He caused an accident.
2. Anna got an accident. She was given first aid.
3. John drove carelessly. He ran into the building.
4. The reached the humps. They reduced the speed.
5. The traffic lights signaled red. The vehicles stopped.
6. The driver saw the traffic officers. He off loaded the passengers.

Begin: when.....

1. The officer saw the overloaded vehicle. He stopped it.
2. The accident occurred. The driver ran away.
3. Peter saw the junction. He turned right.
4. The bus bypassed him. He stepped in the traffic island.
5. She read the highway code. She reduced on the mistake that she makes on the road.
6. He saw the boy crossing. He braked the car.

Lesson 4

The use of.....because.....

"Because" is used to mean "for the reason that"

It is used to show the reason why something happened or was done.

Examples

a) He was arrested. He was speeding.

He was arrested because he was speeding.

b) Jimmy caused an accident. He wasn't moving in the right direction at the roundabout.

Jimmy caused an accident because he was not moving in the right direction at the roundabout.

Activity

The sure key to success Bk Pg 13

(MK Primary English Bk 6 Pg 8) Old Edition

STRUCTURES

LESSON 5

.....**may**.....

May is used to say that something is possible. It is used to show that there is a possibility that something can happen if a certain condition comes true.

Examples

a) if you don't use a side path, you can get an accident.

If you don't use a side path, you may get an accident.

b) If you overload the vehicle, it can overturn.

If you overload the vehicle, it may over turn.

Activity

The sure key to success Bk Pg 12

.....**should always**.....

Examples

a) Walk along the pavement.

You should always walk along the pavement.

b) we need to be aware of the highway code.

We should always be aware of the high way code.

Activity

The sure key to success Bk Pg 14

LESSON 6

.....**so**.....**that**.....

This structure gives more information as to why something or somebody appears to so. The pattern is: so + adjective + relative clause.

If very is used, it is replaced by "so"

Examples

a) The driver was careless. He caused an accident.

The driver as so careless that he caused an accident.

b) Julie drove so carefully. She won a prize.

Julie drove so carefully that she won a prize.

Activity

The sure key to success Bk Pg 13

LESSON 7

.....**so**.....

"so" as a conjunction is used to show the reason for something.

Examples

a) it became dark. He turned on the headlights.

It because dark so he turned on the headlights.

b) He saw the corner. He reduced the speed.

Activity

The sure key to success Bk Pg 14

First**next**.....**ten**.....

Examples

- (i) First look left, next look right then left again before you cross the road.
- (ii) First check the condition of the car, next start the engine, then drive away.

Activity

The sure key to success Bk Pg 14

COMPREHENSION

LESSON 8

Passage (MK Primary English Bk 6 Pg 31)

LESSON 9

Poem (The sure key to success Bk Pg 15)

LESSON 10

Picture composition (MK Primary English Bk 6 Pg 15) Old Edition

LESSON 11

Pie chart (The sure key to success Bk Pg 16)

LESSON 12

Dialogue (MK Primary English Bk 6 Pg 29) New Edition

LESSON 13

Guided composition (The sure key to success Bk Pg 18)

LESSON 14

Composition Writing (The sure key to success Bk Pg 16)

TOPIC: DEBATING

LESSON 1

Vocabulary

Speakers, motion, opposer, proposer, point of order, point of information, point of inquiry, audience, points, argue.

Activity

Use the words to form correct sentences

a) Speakers, opposers, proposers, point of inquiry, point of order, points, audience, argue.

Vocabulary practice

Write the plural form of the following words

- a) Point of order
- b) Point of inquiry
- c) Point of information
- d) Audience
- e) Proposer
- f) Oppose
- g) Chairman
- h) Chairperson

Form abstract nouns from the words below

- a) Speak
- b) Urge
- c) Conclude
- d) Opposer

Lesson 2

Vocabulary

Argument, chairperson, secretary, timekeeper, roles, opinion, conclude, previous, current, inquire

Vocabulary practice

Use the correct form of the words given in brackets.

1. The opposer's _____ was very impressive. (conclude)
2. The _____ of the previous debates were all boys. (chairperson)
3. Mutebi is _____ raising a point of correction. (current)
4. Did the _____ talk about the corrupt officials? (oppose)
5. There _____ was not necessary. (argue)
6. Only three _____ were raised in this evening's debate. (point of inquiry)
7. The chairperson's _____ was very brief. (speak)
8. Kato _____ a point of order about the dressing code. (raise)
9. The chairperson did not grant my point of _____. (inform)
10. "Point of _____!" exclaimed Martha. (inquire)

Re-write the sentences giving one word for the underlined group of words.

1. The group of people listening to the speaker clapped hands when the speaker mentioned a very educative view.
2. The formal proposal discussed in the debate was too complicated for pupils to discuss.
3. The person who records points in a debate was unfair to the opposer's side.
4. The person who makes a speech had a lot of information to put across.
5. His things that somebody says to state a fact were very influential in the discussion.
6. The boy who records time in a debate was very fair.
7. The person who supports the motion in a debate was so lively.

LESSON 3

The use of direct and indirect speech

Indirect speech, we use the very words spoken by the speaker whereas in indirect speech, we report what the person said indirectly.

The direct speech has two parts: The speech tag and the actual words said by the speaker.

e.g The boy says, "I drink milk every day."

speech tag actual words

The indirect speech has three parts: the speech tag, the joining word and the actual words said by the speaker.

e.g
The boy says that he drinks milk every day.

Speech tag joining word actual words

DIRECT SPEECH

Guidelines on the use of direct speech

1. Only the exact words said by the speaker are enclosed in the quotation marks.
2. When a statement begins with the reporting verb, a comma is placed before the actual words of the speaker.

3. When the sentence begins with the actual words said by the speaker and the reporting verb or speech tag comes after, a full stop is put at the end.
4. After the opening of quotation marks, the first letter should be capital.
5. The quotation marks should not be placed before or directly above the nearest punctuation mark.

Activity

MK Precise (for upper primary) page 209

LESSON 4

THE INDIRECT SPEECH

Some change that take place

a) Change in pronouns

Direct speech	Indirect speech
We	they
i/me	he/she/him/her
this	that
these	those
us	them
your	their
my	his/her
we	they
our	their

b) Change in verbs

Direct speech	Indirect speech
today	that day
here	there
now	then
tomorrow	the following/ next day
yesterday	the previous day/ day before
in two days' time	two days later
last week	previous week
next week	following week
next day	following day

c) Change in verbs

Direct	Indirect speech
come	go
bring	take
was	had been
am	is
were	had been
is	was
are	were
will	would
can	could
must	had to
must not	was not to / were not to

d) Change in tenses

Direct speech	Indirect speech
Present	Past
Future (will / shall)	Conditional (would)
Past simple	Past perfect
Present perfect	Past perfect

LESSON 5

PRESENT SIMPLE TENSE

Present simple tense changes to past simple if the speech tag is in the past.

Examples

a) The head boy says, "I write my work neatly."

The head boy says that he writes his work neatly.

b) They said, "We sing this song in church every Sunday."

They said that they sing that song in church every Sunday.

c) The debate teacher said, "We always go for debate every Friday."

The debate teacher said that they always went for debate every Friday.

Activity

Detailed English Grammar Bk 1 Pg 70

LESSON 6

PRESENT CONTINUOUS TENSE

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

Examples

1. He said, "I am drinking this water now."

He said that he was drinking that water then.

2. Jane said, "I am taking these books home now."

Jane said that she was taking those books home then.

Activity

Detailed English Grammar Bk 1 Pg 71

LESSON 7

PRESENT PERFECT TENSE

Present perfect tense changes to past perfect tense.

i.e has/ have changes to "had"

Examples

1. "I have got views," said the girl.

The girl said that she had views.

2. Okello said, "She has gone for a debate."

Okello said that she had gone for a debate.

- Joan said, "I have brought these books already."
Joan said that she had taken those books already.

Activity

Detailed English Grammar Bk 1 Pg 72

LESSON 8

PRESENT SIMPLE TENSE

The past simple tense changes to past perfect tense, "yesterday" changes to the "previous day", or the "the day before" and last changes to "the previous day."

Examples

- "I did not debate last week," said Tonny.
Tonny said that he had not debate the previous week.
- Martha said, "The chairperson came late yesterday."
Martha said that the chairperson had come late the previous day.
- She said, "I brought it here yesterday."
She said that she had taken it there the previous day.

Activity

Detailed English Grammar Bk 1 Pg 73

LESSON 9

PAST CONTINUOUS TENSE

The past continuous tense changes to the past perfect continuous tense i.e was/ were change to "had been"

Examples

- "He was debating well," said the teacher.
The teacher said that he had been debating well.
- She said, "I was bringing it here yesterday."
She said that she had been taking it there the day before.
- Dan said, "I was arguing about poaching."
Dan said that he had been arguing about poaching.

Activity

Detailed English Grammar Bk 1 Pg 73

LESSON 10

FUTURE TENSE

Future tense (present) changes to future tense (past) tomorrow changes to "the following day" or "the next day", will/ shall changes to "would"

Examples

- "We will go to Sir Apollo Kaggwa Old Kampala to debate," said Henry.
Henry said that they would go to Sir Apollo Kaggwa Old Kampala to debate.
- The dancer said, "I will dance the music alone here tomorrow."
The dancer said that she would dance that music alone there the following day.
- The timekeeper said, "I will be strict with time."
The time keeper said that he would be strict with time.

Activity

Detailed English Grammar Bk 1 Pg 74

LESSON 11

REPORTING QUESTIONS

Questions which start with helping verbs: Their conjunction is "whether" or "if"

Examples

1. "Did you go for debate?" asked the teacher.
The teacher asked them whether they had gone for the debate.
2. Alex asked, "is the chairperson around?"
Alex asked if the chairperson was around.
3. Jenina asked, "were they going to the hospital this morning?" (past continuous tense)
Jenina asked whether they had been going to the hospital.

Activity

Detailed English Grammar Bk 1 Pg 77

LESSON 12

Questions which start with question words like what, where, when, who, which, whose and how. Here the conjunction will be that very questioning word.

Examples

1. "What are you going to discuss about?" asked Tahia.
Tahia asked what they were going to discuss about.
2. "Who will be today's chief whip?" asked Deborah.
Deborah asked who would be that day's chief whip.
3. He asked, "why are you late today?"
4. He asked me why I was late that day.

Activity

Detailed English Grammar Bk 1 Pg 78

LESSON 13

REPORTING COMMANDS

Commands are categorised into two:

1. positive commands
2. negative commands

POSITIVE COMMANDS

The joining word (conjunction) is preposition "to" "said" in direct speech changes to "told" indirect speech.

Examples

1. "Go to the debating room," ordered the teacher.
2. He said, "leave the floor now."
He told him to leave the floor then.
3. "go and debate," said the prefect.
4. The prefect told her to go and debate.

Activity

Detailed English Grammar Bk 1 Pg 79

LESSON 14

NEGATIVE COMMANDS

In negative commands “don’t” changes to “not”

Examples

1. The teacher said, “don’t come here at once.”
The teacher told me not to go there at once.
2. “Don’t debate today,” the teacher ordered.
The teacher told him not to debate that day
3. Kato said, “don’t oppose the motion.”
Kato told her not to oppose the motion.

Activity

Detailed English Grammar Bk 1 Pg 79

LESSON 15

STRUCTURE

Even though.....

.....even though.....

Even though is used to mean “no matter whether.”

It shows that two contradicting ideas/ actions took place. It is used when there is an advantage and a disadvantage.

Examples

- a) He raised a point of inquiry. He didn’t ask.
Even though he raised a point of inquiry, he didn’t ask.
He didn’t ask even though he raised a point of inquiry.
- b) The speaker was shabby. The speaker was confident.
Even though the speaker was shabby, he was confident.
The speaker was confident even though he was shabby.

Activity

Re-write the sentences beginning:

Even though.....

1. Cate didn’t argue well. She won the argument.
2. The chairperson was not lively. He made the audience jolly.
3. The supporters continued supporting. The speaker’s points were not clear.
4. Nobody laughed. The speaker made some comedy.
5. Their argument did not last for long. Every body loved it.
6. She did not explain many points. The previous speaker was voted best.
7. I had a notebook. I did not make notes during the debate.

Join using:.....even though.....

1. He was praised. He did not do his duty.
2. The proposers were few. They won the debate.
3. Her opinion was irrelevant. My opinion was eliminated.
4. We were allowed in. we arrived late for the debate.
5. We debate about it well. We were given the motion very late.

LESSON 16

Although

.....**although**.....

“Although” is used the same way we use “even though”

When used at the beginning, a comma follows the condition.

If it is used within the sentences, the result comes first and the condition later; a comma is not needed here.

Examples

a) The boy was called to debate. He did not come.

Although the boy was called to debate, he did not come.

The boy did not come although he was called to debate.

b) He continued arguing. The audience was laughing his points off.

Although the audience was laughing his points off, he continued arguing.

He continued arguing although the audience was laughing his points off.

Activity

The sure key to success Bk 6 Pg 22.

LESSON 17

CONDITIONALS (if clauses)

Conditional clauses are used to express conditions. They are also called if clauses. They are called conditional clause because a certain condition is supposed or imagined to be fulfilled in order for an action to take place.

Conditional sentences contain the word if or unless.

Conditional sentences are divided into three;

1. Conditional clause 1 (if 1)
2. Conditional clause 2 (if 2)
3. Conditional clause 3 (if 3)

Conditional clause 1

Conditional clause 1 expresses that something is going to happen or chances for it to happen are high if a certain condition is fulfilled.

Examples

a) If Joan buys that dress, she will become smart.

b) If your father gives money, you will go for shopping.

Guidelines on the use of if 1

a) We use the present simple tense in the if clause and the future simple tense in the main clause.

(i) if I get money,	I shall buy a pen.
If clause	main clause
(ii) I shall be happy,	if dad comes today.

Main clause

if clause

The condition to be fulfilled is contained in the if clause and the action to take place is in the main clause.

b) We use the present tense in the if clause and the imperative in the main clause when telling or advising a person to do something because of a relevant condition.

Example

1. If he comes, tell him I have gone to town.
2. If you are sick, go to the nurse.
3. If you become thirsty, get a cold drink.

c) When talking or asking about facts or general truths, we use present tense in both the main and if clause.

Examples

1. If you heat metals, they expand.
 2. If you uproot a plant, it dries up.
 3. If I have a bad dream, I experience the opposite.
- d) When an if clause comes first, put a comma after it.
- e) When the main clause comes first, there is no need of a comma.
- f) At times, the word “when” is used instead of “if” once we are sure that the condition will be fulfilled.

Activity

Detailed English Grammar Bk 1 Pg 87

LESSON 18

CONDITIONAL CLAUSE 2 (if clauses 2)

This clause is used to express a condition which is impossible and whose result we are only imagining. In if 2 one is only imagining what would happen if the impossible came true.

In if 2 the condition cannot be fulfilled at all. It is just day dreaming.

Examples

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

The verb in the if clause is in the past simple tense, and a conditional tense. (past) in the main clause.

“Were” is used instead of was to emphasize the impossibility especially if what we are imagining is impossible and can not happen.

Examples

1. If I get views, I will debate.
If I got views, I would debate.
2. I will raise a point of inquiry if the chairperson allows me.
I would raise a point of inquiry if the chairperson allowed me.

Activity

Detailed English Grammar Bk 2 Pg 88

The sure key to success Bk 6 Pg 25.

LESSON 19

CONDITIONAL CLAUSE 3 (if clauses 3)

In if 3 we just imagine of what would happen if a certain condition had been fulfilled.

Note: we use the past perfect tense in the if clause and would/ could/ might, should plus a past participle verb in the main clause.

If clause	Main clause
If + past perfect	Would have + past participle verb
If + had + a pst	Could have + “
Participle verb	Might have + “
	Should have + “

Examples

1. If we had organized the debate, Sarah would have been the chairperson.
2. The teacher would have given us a prize if we had won the debate.

Note:

Had can be used to begin an, if (3) sentence when the if is left out.

e.g Had we organized the debate, Sarah would have been the chairperson.

Had we won the debate, the teacher would have given us a prize.

When the main clause is negative, we use the grammatical order below.

- Would not have
- Should not have
- Might not have
- Could not have

e.g

- If she had participated in the debate, the teacher would not have punished her.
- If the girls had opposed the motion, they would not have won the debate.

Activity

The sure key to success Bk 6 Pg 26.

Question approach in English Bk 6 (2ND Edition) pg 170

LESSON 20

Unless

.....**unless**.....

“Unless” means if not or expect when

When unless begins a sentence, a comma is used.

When unless is placed in the middle of the sentence, no comma is needed.

When there is no negative word in both the “if clause” and “main clause”, the main clause is changed to negative.

Examples

1. If Tr. Julie gives us a motion, we shall have a debate.
 - Unless Tr. Julie gives us a motion, we shall not have a debate.
 - We shall not have a debate unless Tr. Julie gives us a motion.
2. If they miss the lesson, the teacher will punish them.
 - Unless they miss the lesson, the teacher won't punish them.
 - The teacher won't punish them unless they miss the lesson.

Activity

The sure key to success Bk 6 Pg 25

MK Precise (for upper primary) pg 123-124

LESSON 21

.....**only if**.....

“Only if” in a negative word, therefore we should remove a negative when using it.

Examples

1. John will not go abroad. He will get a passport first.
John will go abroad only if he gets a passport.
2. We shall not debate unless the teacher gives us a motion.
We shall debate only if the teacher gives us a motion.

Activity

Re-write the sentences using:only if.....

1. The speaker will not read the results unless we are quiet.
2. The inspector will not visit our school unless he gets time.
3. I will not help you if you do not ask me.
4. Peter will not pass his exams if he doesn't work hard.
5. The driver will cause an accident if he doesn't work hard.
6. If you don't work hard this term, all teachers will hate you.
7. He will fall sick if he does not drink boiled water.
8. If you don't apologize, I shall report you to the teacher.

COMPREHENSION

LESSON 22

Guided composition

The sure key to success Bk6 pg 30-31

LESSON 23

Passage

The sure key to success Bk 6 Pg 29-30

LESSON 24

Notice

MK Primary English Bk 6 Pg 57-58 (Old Edition)

The sure key to success Bk 6 Pg 28-29

LESSON 25

Dialogue

MK Primary English Bk 6 Pg 58 (Old Edition)

MK Primary English Bk 6 Pg 48-50 New Edition)

LESSON 26

Picture composition

MK Primary English Bk 6 Pg 61-62 (Old Edition)

LESSON 27

Jumbled story

MK Primary English Bk 6 Pg 52 (New Edition)

MK Primary English Bk 6 Pg 62 (Old Edition)

The sure key to success Bk 6 Pg 31

LESSON 28

Letter writing

The sure key to success Bk 6 Pg 32

LESSON 29

Composition writing

The sure key to success Bk 6 Pg 32

TOPIC: SAFETY ON THE ROAD

SUB TOPIC: 1A SAFETY ON THE ROAD

VOCABULARY

Black spot, heavy, motorist, right, taxi, bus, zebra crossing, pedestrians, traffic, cyclist, motorcycle, signal, right, left, traffic jam, cross, sign post, heavy, light, police, seat belt, helmet, rail crossing

b) Vocabulary practice

- singular and plural
- opposites
- arranging in ABC order
- matching words with their meaning
- use of words in sentences
- one word for many

c) Grammar

Adjectives

- classification of adjectives
- composition of adjectives
- applying the degrees of adjectives in sentences

Adverbs

- classification of adverbs
- formation of adverbs
- order of adverbs
- comparison of adverbs

Structures

- As soon as.....
-as soon as.....
-must.....
-should not.....
-must n't.....

Comprehension

- passage (MK Primary English BK Pg 13)
- Dialogue (Sure Key Bk 6 Pg 6)
- Notice (Sure Key Bk 6 Pg)
- Poem (Sure Key Pg 8)
- Guided Composition (Sure Key Pg 9)
- Picture Composition (Mk Bk Pg 15)
- Poem (Mk Bk 6 Pg 10)
- tables
- stories

- writing simple compositions
- Graphs
- Jumbled sentences
- Competences/ subject
- The learner,
- reads
- spells
- pronounces
- uses language related to safety on the road
- describes how to use the road safely
- distinguishes between sounds
- reads texts related to safety on the road
- writes compositions
- Methods

(i) Vocabulary

methods

- question and answer
- listen, say and use
- situational
- phonic
- 123
- demonstration
- group work
- research
- discussion

(ii) Structures

methods

- whole sentence
- substitution
- group work
- question and answer
- 123
- demonstration

(iii) Comprehension

methods

- Role play
- dramatization
- recitation
- guided discovery
- observation
- discussion
- question and answer
-

(iv) Major activities

- talking about keeping safe on the road
- pronouncing and writing words with sounds r and l
- reading texts related to safety on the road

- studying, pictures and describing what is happening
- Discussing the role of the traffic police
- writing poems, stories and compositions
- playing spelling games
- acting out and writing dialogues on crossing the road

Sub- Topic: 1B traffic dangers

a) Vocabulary

crossroad, roundabout, junction, accidents, traffic, lights, side path, first aid, careless, careful, island, highway, code, road humps

b) Vocabulary practice

- Filling in missing letters
- singular and plural
- opposites
- jumbled letters
- making sentences
- arranging words in abc order
- one word for many
- applying words in sentences

c) Grammar

Use of conjunction such as when and because

d) Structures

-may.....
-should always.....
-so.....that.....
-so.....
- first.....next.....then.....

e) Comprehension

- passage (MK Bk 6 Pg 31)
- poems
- stories
- dialogue
- tables
- notices
- posters
- advertisement
- composition
- jumbled sentences
- picture composition
- maps
- pie charts
- composition writing

f) Competences

the learner;

- reads
- pronounces
- spells
- makes sentences
- explains the highway code
- applies the high way code to use the road safety
- describes words related to features on the road
- writes texts related to dangers on the road

g) Methods

- question and answer
- listen say and use
- situational
- phonic
- 123
- demonstration
- group work
- research
- discussion
- whole sentences
- substitution
- role play
- dramatization
- recitation
- guided discovery
- observation

Major Activities

- using vocabulary related to dangers on the road
- talking about causes of accidents on the road
- demonstrating how to keep safe on the road
- reading and answering questions about dangers on the road
- writing texts related to dangers on the road

TOPIC: DEBATING

a) Vocabulary

speakers, motion, oppose, proper, point of order, point of information, point of inquiry, audience, points, argue, argument, chairperson, secretary, timekeeper, roles, opinion, conclude, previous, current, previous, roles, inquire

b) Vocabulary practice

- nouns (forming nouns)
- singular and plural
- making sentences
- using words in sentences

c) Grammar

- the use of direct and indirect speech
- changes in speeches
- forming indirect sentences in;
 - ✓ present simple tense
 - ✓ present continuous tense
 - ✓ present perfect tense
 - ✓ past simple tense
 - ✓ past continuous tense
 - ✓ future tense
 - ✓ reporting questions
 - ✓ reporting commands

d) Structures

- ✚ Even though.....
- ✚even though.....
- ✚ Although.....
- ✚although.....
- ✚ conditional
 - if 1
 - if 2
 - if 3
 - unless
 -unless.....
 -only if.....

e) Comprehension

- passage
- poems
- stories
- dialogue
- tables
- notices
- posters
- advertisement
- composition
- jumbled sentences
- picture composition
- writing composition
- maps
- pie charts
- guided composition

f) Competences

the learner;

- reads

- pronounces
- spells
- uses appropriate vocabulary and structures
- responds to arguments appropriately
- reads texts related to debate
- reads and interpretes to debate
- reads and interprets gibven motions in a debate
- makes notes during a debate
- uses appropriate language when reacting to others views

g) Methods

- question and answer
- listen say and use
- situational
- phonic
- 123
- demonstration
- group work
- research
- discussion
- whole sentences
- substitution
- role play
- dramatization
- recitation
- guided discovery
- observation

Major activates

- Making sentences using the vocabulary and structures learnt.
- Listening and responding to arguments in a debate appropriately.
- reading and interpreting motions
- writing points on given motions
- writing notes during a debate
- formulating motions

SIR APOLLO KAGGWA SCHOOLS
PRIMARY SIX ENGLISH LESSON NOTES TERM I – III

ASPECT: PUNCTUATION

LESSON ONE: CAPITAL LETTERS

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz.

USES OF CAPITAL LETTERS

1. Beginning of sentences
e.g. The table was cleaned.
2. To start proper nouns
e.g. Mukasa, Kampala, August, December, Tanzania, Friday, Mt. Rwenzori, Doctor, Teacher, Easter, Christmas.
Mr. Mukasa came from Mbarara on Sunday.
3. When writing I as a pronoun in any position of a sentence. e.g. Mary and I passed the exams very well.
I was told to come very early in the morning.
4. To introduce a direct speech sentence e.g.
I said, "I shall come tomorrow"
"The books were bought yesterday." said the teacher.
5. When writing pronouns referring to God.
e.g. Everything was created by God and He decided all of them to be in His image.
6. The names of Almighty God should be written beginning with capital letters and pronouns referring to God.
e.g. Jesus Christ, Allah, God the Almighty, Jehovah, the messiah.
7. Capital letters are used for peoples' initials e.g Y.K. Museveni, I.K Musaazi, A.M. Obote.
8. It is used for titles of books. e.g. The Nile English Course.
9. It is used for titles of plays. e.g That's Life Mwattu.
10. When writing newspapers e.g. The New Vision, The Monitor.
11. When writing titles of songs e.g. The Uganda National Anthem.
12. When writing titles of poems and every line of poetry e.g. The stubborn child.
13. When writing titles before the proper noun e.g.
Princess Diana
Omukama Iguru
Kabaka Mwanga
14. When writing names of streets and avenues e.g.
Luwum street
Kimathi Avenue

FULL STOP (.)

Uses of a full stop

1. It is used at the end of every negative and affirmative sentence or statement. e.g. My father has gone to town.
2. It is used when writing initials of people e.g. J.B. Walusimbi.
3. When writing abbreviations e.g. A.D, Maj. , N.B
4. It is used in writing internet and e- mail addresses e.g [http:// www.oup.com](http://www.oup.com)

LESSON TWO

QUESTION MARK (?)

1. It is used at the end of an interrogative statement e.g. where are you?
2. It is used for rhetoric questions. These are questions that have obvious answers of either yes or no.
E.g. Can you match God's Glory? Definitely No.
Isn't water necessary for life? Yes of course.
3. Question marks are also used after question tags. She is clever. Isn't she?

EXCLAMATION MARK (!) (Uses of How and What)

1. It is used after an exclamatory sentence
e.g. what a fat girl Jane is!
2. It is used with exclamatory words
e.g. Oh! Hullo! Alas! Ah!

APOSTROPHE (')

1. It is used to show possession in nouns
e.g That is Mugisha's pen.
2. It is used to show contractions.
e.g They do not know him.
She'd taken a soda when I came in
3. It is used to form plurals of letters and figures
e.g. Life was very hard during the 1980's, 3's, , 5's, T's and P's

COMMA (,)

1. A Comma is used in question tags, to separate the main statement from a question tag.
e.g. We are going home today, aren't we?
2. A comma is used in speeches to separate the speech tag from the words of the speaker. e.g. She asked, "Where have you put the money?"
3. It is used to separate a relative clause from the main clause e.g. The animal, which was being chased by the whole village was killed.
4. Kampala, the city of seven hills, is located in the southern part of Uganda.
5. A comma is used addresses, salutations and subscriptions in letter writing. e.g Dear Jane, Yours faithfully, Yours sincerely,
6. It is used when writing figures with more than three digits e.g. 1,555,555, 10,000, 24,000
7. It is used to separate some words and phrases e.g. nevertheless, however, therefore, in fact, of course, for instance, on the other hand, besides, on the contrary.
8. A comma is used to separate words written in series e.g. Benz is a car which is small, comfortable, black and from Germany.
9. It is used to separate items in a list e.g. orange, mango, lemon.
10. It is used in a sentence which begins with an adverbial clause.

LESSON FOUR

SEMI COLON (;)

1. It is used to separate titles, names and figures which are just listed. It can also work in place of a comma
e.g. Titles: the following people are useful to the nation: the president; the ministers; the teachers; the nurses.
Figures 30,000; 60,000; 150,000.
2. It can be used if you want to avoid using the words "and" and "but" e.g. she went and looked for the lost pen; she didn't find it.

COLON (:)

1. It is used before an introduction of long lists of series of things

- e.g. There are many things sold in Owino market: old clothes, food, shoes, socks, fruits, bags etc
- 2. A colon is used to show ratios
e.g. the ratio of men to women is 1:6
The ratio of hens to ducks and turkeys is 4:6:8
- 3. It is used to identify particular speeches of individuals in a written conversation or in a play
e.g. John: Hurry up lest I leave you. Or Asio: You can go because I may delay you.

QUOTATION MARKS (“ ”) (Shaping of opening and closing quotation marks)

These are also called inverted commas.

- 1. They are used to enclose the actual words said by somebody in direct speech. E.g. The teacher said, “You are going to learn about punctuation marks.”
- 2. They are used when one wants to be specific with certain names. E.g. The Newspaper of today “The New Vision” has news about Kony rebels.

HYPHEN (-)

- 1. It is used to separate a prefix ending in a vowel from a word beginning with the same vowel. E.g. co-operation, re-election, pre- eminent.
- 2. It is used between two numbers or dates to include between the mentioned items. E.g. pages 100 -500
Years 1980 – 1989
- 3. It is used to form a compound from a prefix e.g.
Anti- Uganda, Pre- colonial
- 4. It is used for joining words to form a compound word from two or more other words. E.g Tea pot
Call – box, Time – table
- 5. It is used to form a compound from two other words that are separated by a preposition e.g. son – in – law
Princess – of – Africa, Pearl – of – Africa
- 6. It is used when writing out compound numbers from 21 to 99 e.g. Forty- night, Thirty – six.

TOPICAL QUESTIONS ABOUT PUNCTUATION

Punctuate the following sentences.

- 1. Where is she going.
- 2. I wont go to Kampala said mary
- 3. do you remember where she lives
- 4. i wanted to see them said the head master
- 5. jesus loves us a lot
- 6. the english say practice makes perfect
- 7. We learn maths sst and science at st. peters primary school.
- 8. Oh I have broken her arm.
- 9. was she present last week
- 10. I once lived in tanzania and nigeria.
- 11. my father in law has flown to london
- 12. where are you going sarah the teacher asked
- 13. mary peter joy and florence are needed by the headmaster.

Write the short form of the given words.

- 14. for instance
- 15. will not
- 16. shall not
- 17. I would
- 18. please turn over

19. have not
20. must not

SAFETY ON THE ROAD

LESSON ONE

Vocabulary: bend, crossroads, cyclists, first aid, hand signal, pedestrians, pavement, junctions, motorists, Roundabout, traffic police, side path, zebra crossing.

Activity: Use the words first aid, hand signal, junction, motorists.

1. The driver made a to show that he was turning right.
2. Drivers should not take over at theof a road.
3. Drivers should be careful not to knockdown.
4. He was givenafter getting in an accident.
5. We met John at the road.....

LESSON TWO

PICTURE INTERPRETATION

Traffic lights, road signs

Activity

1. What type of road users do you see in the picture?
 2. Name the type of vehicles you can see in the picture.
 3. What is the purpose of the green light?
 4. What road sign should be put along the road to show that there is a healthy centre ahead? MK Pupils Book 6 pgs 4
- 6

LESSON THREE

STRUCTURES: The use ofas soon as....

- a) E.g There were no more cars coming. The pupils crossed the road.
The pupils crossed the road as soon as there were no more cars coming.
- b) The use ofbecause....
E.g. The car knocked Hamza down. Hamza's bicycle had weak brakes.
- c) The car knocked Hamza down because his bicycle had weak brakes.
- d) The use ofmust.... e.g. The policeman must help pupils to cross the road.
- e) The use of "where must....." E.g. Where must pedestrians walk?
Pedestrians must walk on pavements.
- f) The use ofmustn't.....
- g) The use ofshould not.... E.g. You should not stand behind a parked car.
(Exercise pages 7,8,9, 10 MK)

Comprehension

Lesson: Poem (safety on the road) Ref New Mk primary English book 6 pg 10

LESSON FOUR

DIALOGUE: CROSSING THE ROAD

Vocabulary

Anyhow, knocked, crossing, careful, fast, again, taught, safety, traffic, duty, sure, safe, mindful, especially, pedestrians, classmates (MK pupils book 6 pg 11 – 17)

LESSON FIVE

Revision exercise pages 17 -18

Arrange these words to make correct sentences

1. Road the cross to waiting are pupils.
2. Stopped the driver red the light shown when.
3. Injured the was woman first aid given was who.
4. Repairs jam traffic the caused his bicycle.
5. Zebra crossing a at cross road the always.
6. Cyclist fell of the careless his bicycle.
7. Accident the caused signal a wrong an form cyclist.
8. The road cross to helped us a traffic policeman.
9. The road play on never should pedestrians.
10. To turning he has side which driver indicated the

LESSON SIX

COMPOSITION WRITING

PRE COMPOSITION: REVISION QUESTIONS ON PUNCTUATION

In about 100 – 150 words, write a composition about the causes of road accidents consider paragraphing.

Guidelines: Definitions
Causes of road accidents
How to avoid road accidents

Write a letter to the traffic officer about the causes of road accidents.
Stages of official letter writing.

TRAFFIC DANGERS

LESSON ONE

Vocabulary

Crossroad, roundabout, junction, accidents, traffic lights, side path, first aid, careless, careful, island, highway code, road humps

Activity

1. Make sentences using words
2. Choose words from the box to complete sentences Ref. Mk pupils book 6 pg 21

LESSON TWO

The use of when and because

The motorist stopped when he got to a zebra crossing

Tushabe drove slowly because the traffic was heavy.

Activity

Join the sentences using because or when Ref. Mk pupils book 6 pg. 24

LESSON THREE AND FOUR

Use of so...that.....

Use ofso.....

Examples

The vehicles were so fast that the children could not cross the road

Lydia wanted to cross the road, so she asked the traffic officer to help her.

Activity

Exercise on pg 24 (New Mk bk6), exercise on pg 25

LESSON FIVE

Comprehension

Dialogue (crossing the road) Pg 29: New Mk bk 6

LESSON SIX

Passage (a narrow escape) New Mk bk6 pg 31

LESSON SEVEN

Poem (traffic dangers) : New Mk bk6 pg 30

LESSON EIGHT

Picture composition (New Mk bk6 pg 34)

LESSON NINE

Writing articles to the newspaper editor

ASPECT THREE

NOUNS

A noun is a naming word or name of anything. Types of nouns:- common nouns, proper nouns, collective nouns, abstract nouns.

LESSON ONE

TYPES OF NOUNS

PROPER NOUNS

These are real or particular names of people, places, animals, months, days, lakes, and rivers e.g. John, Mary, Okello. Jinja, Kampala, Nairobi, Kololo, Mukono, Mbale Uganda, Kenya, Asia and Mt. Kenya.

Animals

Cows Gazu

Dogs Jack

Cats Robin

Days of the week: Monday, Wednesday

Months : June, July

COMMON NOUNS

These are several names of things found everywhere e.g paper, girl, boy, man, suit, pen, radio, house, hotel

Activity

Underline the proper nouns in these sentences

- i. Dr. Milton Obote was the president of Uganda in 1982.
- ii. The Bible is the commonest book.
- iii. Kampala is the capital city of Uganda.

LESSON TWO

COLLECTIVE NOUNS

These are names given to groups of things collected together. E.g.

- A swarm of bees.

- Herd of cattle
- A crowd of people
- A suite of furniture
- A bench of Bishops
- A host of angles. (Ref. detailed grammar pg 84)

LESSON THREE AND FOUR

ABSTRACT NOUNS

Abstract nouns are names of things which denote an idea of state. They cannot be felt or touched. They cannot also stand on their own. They are formed from other words like adjectives, verbs e.g. beautiful, ugly, poverty, patience, age, death, power, truth

FORMATION OF ABSTRACT NOUNS FROM VERBS

<u>VERB</u>	<u>ABSTRACT NOUNS</u>
Sit	seat
Speak	speech
Choose	choice
Accuse	accusation
Abolish	abolition
Punish	punishment
Pay	payment

LESSON FIVE AND SIX

Formation of abstract nouns from adjectives and other nouns.

<u>Adjectives</u>	<u>abstract nouns</u>
Kind	kindness
Lazy	laziness
Poet	poetry
King	kingdom
Friend	friendship
Man	manhood
Slave	slavery
War	warrior
Baker	bakery
High	height

TOPICAL QUESTIONS

1. Complete each phrase below using the nouns formed from the words in the brackets

- A fixed.....(allow)
- A quick.....(move)
- A poor.....(judge)
- A clear.....(explain)
- A weekly.....(revise)

2. Complete the sentences using the correct noun formed from the words in the brackets

- Because of his.....James was not given money for fees. (lazy)
- Bad weather caused great.....to many farmers in our village. (lost)

- c) Wars bring a lot ofamong nations. (hate)
- d) Their.....is eagerly awaited. (marry)
- e) The.....to the theatre was crowded with people. (enter)

LESSON SEVEN

SINGULAR AND PLURALS OF NOUNS

Formation of plurals by adding s, es, and ies.

<u>Singular</u>	<u>Plural</u>
Book	books
Key	keys
City	cities
Church	churches
Negro	Negroes
Lady	ladies
Hero	Heroes
Photo	photos
Potato	potatoes
Mango	mangoes
Radio	radios
Piano	pianos

LESSON EIGHT

Formation of plurals by adding “ves” to nouns that end in “f” or “fe”

<u>Singular</u>	<u>Plural</u>
Knife	knives
Wife	wives
Calf	calves
Loaf	loaves

EXCEPTIONS

Roof	Roofs
Chief	Chiefs
Reef	Reefs

WITH TWO PLURALS

Hoof	Hoofs/Hooves
Handkerchief	Handkerchiefs/Handkerchieves
Dwarf	Dwarfs/dwarves
Scarf	scarfs/scarves

LESSON NINE

Nouns that have the same singular and plural form

Deer	deer
Sheep	sheep
Fish	fish
Furniture	furniture

Common nouns that are always in plural form just because they are in pairs

Trousers	shorts
Compasses	binoculars

Knickers	pliers
Spectacles	barracks
Scissors	pants

Common nouns that end with letter s but are not in singular form

News	mastitis
Tuberculosis	politics
Mumps	athletics
Economics	draughts
Mathematics	civics

LESSON TEN

Compound nouns whose first word takes the plural form

Singular	plural
Father – in- law	Fathers – in – law
Master – on – duty	masters – on- duty
Maid – of – honour	maids – of – honour
Officer – in – charge	officers –in- charge
Member – of –staff	members – of – staff
Commander-in-chief	commanders-in-chief

Compound nouns that change both parts into plural form

Singular	plural
Man – servant	men- servants
Woman –driver	women – drivers
Man- friend	men- friends
Man – driver	men – drivers

Nouns which are made up of a noun and a preposition

Singular	plural
By- law	by-laws
On-looker	on-lookers
Passer - by	Passers - by

Compound nouns with a hyphen

Singular	plural
Mouse- trap	mouse-traps
Head-phone	head-phones
Foot – path	Foot – paths
Egg- plant	egg- plants

Compound and common nouns without a hyphen

Singular	plural
Spoonful	spoonfuls
Mouthful	mouthfuls
Plateful	platefuls
Handful	handfuls

Mugful	mugfuls
Headmaster	headmasters
Workman	workmen

LESSON ELEVEN

UN COUNTABLE NOUNS

These are names of things which cannot be counted.

E.g. blood, chalk, money, rubbish, information, trade, sugar, bread, water, soap, charcoal, sand, wood.

Changing uncountable nouns to plural forms

A jerry can of water	jerry cans of water
A piece of chalk	pieces of chalk
A litre of milk	litres of milk
An item of news	Items of new
A cup of tea	cups of tea
A piece of wood	pieces of wood
A bar of soap	bars of soap

TOPICAL QUESTIONS

1. Rewrite sentences giving the plural form of the underlined words

- My goose** lays seven eggs a week.
- The baby was given a **spoonful** of medicine
- The promotion was for that **chief**.
- His ox** ploughs my garden all the time

2. Give a singular form of the underlined words

- Their wives** were humble women.
- Our shorts** are dirty.
- Buy for us some **toothbrushes**.
- Byamukama sold **sheep** in the market
- Puppies** ran out of the kennel when the bitch barked
- Very many **lice** were found in their hair.

LESSON TWELVE

ASPECT: ARTICLES “a”, “an” and the

Content: Use of “a”, “an” and “the”

- Article “a” is used before a countable noun e.g.
A car, a man, a boy, a match box, a chair.
- It also begins with a vowel letter whose sound is consonant e.g a European, a university.
- It is also used to refer to an incident taking place for the first time e.g. I saw a boy chasing a hen.
- “An” is used with words bearing vowels sound like “H” e.g an hour, an heir, an honest man
 - Give me an orange please
 - Have you ever seen an elephant?
 - That is an honourable member of parliament.

Article “an” is used for nouns that appear for the first time just like article “a” e.g. an accident has happened at the railway station.

N.B Article “an” is not used with proper nouns like human beings e.g. you cannot say “an Agnes”

THE DEFINITE ARTICLE "THE"

1. "The" is used to refer to a noun that is already known or established.
2. It can be used with both singular countable nouns and nouns that start with vowel letters.
E.g. the egg, the axe, I met a shabby boy and the boy was a thief.
3. "The" is used to refer to one important event or person, place or ceremony e.g. the River Nile, the Caribbean, the zulu, the airport.
4. It is also used when referring to proper nouns e.g. the Bible, the Quran, the Argentine.
5. "The" is also used to specify nouns in a point e.g. I like a dog with the short tail.

"ARTICLE "SOME"

It is used with plural countable nouns as well as non-countable nouns.

Plural countable nouns	un countable nouns
------------------------	--------------------

Some boys	the flour
Some pencils	the paraffin
Some girls	the milk
Some juice	the juice
Some sugar	the sugar
Some soils	the soil

Use of "any"

1. It is used where a Yes answer is expected e.g. will you bring me some milk?
2. It can be used to show exception or part of the group e.g.
 - Some of you are not serious
 - It can also be used on conditional clauses e.g. if you find any insects in the food, don't pay for it.
 - It can be used with the meaning "no matter which" / how/ where/ e.g. send any person to collect your suit.

Activity

Use either "an", "a", "any", "the" and some in each other space below.

1. He eatsegg every morning
2.chair is made out of wood.
3.Nile is the longest river in Uganda?
4. Will you please lend memoney?
5. I don't mindone of you can do this job.

NOUNS

GENDER: This is the fact of being male, female or none. Gender can be grouped into three;

Gender can be identified in three ways

1. Gender formed by adding a prefix e.g.

<u>Masculine</u>	<u>Feminine</u>	common gender	neuter
Cock – sparrow	hen- sparrow	baby	tree
He – goat	she- goat	child	desk
Pea-cock	pea – hen	doctor	water

2. Gender formed by adding a suffix e.g.

Masculine	Feminine
Actor	actress
Heir	heiress

3. Gender formed from a completely different noun

Masculine	Feminine
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Drake duck
Bull cow

4. Neuter: These are nouns which are neither female nor masculine. E.g. tree, desk, window, stone, table, water, book etc

ACTIVITY

Give the opposite of the following gender

Actor

Husband

Son

Queen

TOPICAL QUESTIONS

1. Kalinda thinks that the peacock is the most beautiful.
2. The princess visited the king's palace yesterday.
3. He is a bachelor.
4. The proprietor of the guest house was French.
5. The rams raised their heads as we entered the meadow.
6. Sally has two tame rabbits both does.
7. The heir is expected to inherit a large fortune.
8. The book has no author.
9. Oboth cheated his nephew.
10. That hero was given a prize.

ASPECT SIX

LESSON ONE

PRONOUNS

These are words which can be used in place of a noun.

Kinds of pronouns

- Subjective pronouns e.g. I , we , he , she
- Objective pronouns e.g. me, you, her, him
- Adjective pronouns e.g. my, your
- Possessive pronouns e.g. mine, yours, hers, his
- Reflexive pronouns e.g. myself, oneself, herself

Copy and complete the table

	Subjective	Objective	Adjective	Possessive	Reflexive
1 st person singular	I	Me	My	Mine	Myself
2 nd person singular	You	You	Your	Your	Yourself
3 rd person singular	He She It One	Her It One	_____ _____ _____ Ones	It is _____ Its	Himself _____ Oneself
1 st person plural	We				Ourselves
2 nd person plural	You				Yourself

3 rd person plural	They		Their		
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LESSON TWO

CONTENT:

SUBJECTIVE PRONOUNS AND OBJECTIVE PRONOUNS

Activity:

Identify by underlining subjective pronouns in the sentences given

1. He killed a lion.
2. You and I are going to school tomorrow.
3. It will bite you.
4. They were ten in number.

Identify objective nouns by underlining them in the sentences given

1. She beat him yesterday.
2. John took her
3. We helped them last year.
4. Mary and her brother always work for him

LESSON THREE

CONTENT: ADJECTIVE AND POSSESSIVE PRONOUNS

ACTIVITY:

Identify and underline adjective pronouns in the given sentences.

1. That is my friend.
2. One should respect one's parent.
3. They were his books.
4. My uncle went to visit his mother.

Identify and underline possessive pronouns in the given sentences.

1. The cat of theirs went on following them.
2. All the mangoes are mine.
3. The book belongs to him. It is his.
4. Our lessons were taught by the son of hers.

LESSON FOUR

ASPECT CONTENT: REFLECTIVE PRONOUNS

ACTIVITY: Form reflexive pronouns from the given pronouns

My –

Her–

Him –

One –

It –

Fill in the gaps with the correct reflexive pronoun.

1. Jonathan clapped hands by
2. One clapped hands by
3. We clapped hands by
4. Kawalya John had his first grade by.....
5. The bird misses its prey by

(Detailed English Grammar Book for P.5 – P.7 Vol. 1 pg 109)

LESSON FIVE

CONTENT

PLURALS OF THE PRONOUNS

Activity: Give the plural of the given words

I	Himself
That	my
Him	mine
Itself	herself
This	it
That	she
He	her

Re – write the sentences changing the underlined words into plural form

She is playing it form the football field

This is my book.

Activity

Complete the following sentences with the correct pronoun

1. I always look at.....in the mirror before I go to work.
2. One can easily deceive oneself that.....work is perfect.
3. Peter bought a car for
4. You can go and do it by
5. They had to blamefor failing to score

Rewrite the sentences as instructed in the brackets

6. Jane and Joseph have done the test without any body helping them to get the answers (End with ...selves.)
7. My father bought the meat from the market. (use.....self.)
8. The cat climbed up the ditch without help. (use ...oneself)
9. She took her problems to her parents by herself. (Begin: One.....)
10. One was supposed to carry out an experiment independent of others. (End:oneself.)

LESSON ONE AND TWO

ABBREVIATIONS AND CONTRACTIONS

Abbreviations are short forms of words, names, titles, organisations or a group of words

Requirements for abbreviations

Full stops on some abbreviations e.g. i.e., st. a.m etc

In case of abbreviations which can be pronounced as words, full stops are not needed in between them

Example

UWESO – Uganda Women Effort to Save Orphans

SWICO – State Wide Insurance Company

NIC – National Insurance Corporation

BODMAS – Brackets of division, multiplication, addition and subtraction

If it is one word that has been shorted, the full stop comes at the end e.g.

Rev. – Reverend

Hon. Honourable

Dec. – December

Tue. Tuesday
Dept. – department
Capt. – Captain

Examples of abbreviations

Am – before noon/ ante meridiem
Pm – afternoon/ post meridiem
Etc – and so on
e.g. – for example
i.e. – that is
pte – private
BC – before Christ
Rev. – reverend
St. – saint / street
TB – tuberculosis
PTO – please turn over
PSV – public service van
PMO – private motor omnibus
Co. – company
Ltd – limited
Jr or Jnr – Junior

Activity

Write the full forms

1. Mt.
2. c/o
3. IOU
4. Esp.
5. OG
6. Viz
7. Capt
8. Asst.
9. Rd
10. AD

Contractions

A contraction is used to shorten a word by the use of a punctuation mark called an apostrophe (') which means that some letters are missing, omitted or left out

Examples

Can't – cannot

I'd – I had

Won't – will not

're – are

P'se – please

Ne'er – never

Shan't – shall not

Activity

Write the short forms of the following

1. Are
2. He is

3. I would
4. It is
5. Could not
6. Because
7. Never

ASPECT: VERBS AND TENSES

LESSON ONE AND TWO

CONTENT: PRESENT SIMPLE TENSE (EVERYDAY TENSE)

Verbs are doing words.

Kinds of verbs

1. Regular verbs
2. Irregular verbs
3. Main verbs (principal verbs)
4. Helping verbs
5. Transitive verbs
6. Intransitive verbs

REGULAR VERBS

These are verbs which take “ed”, “d”, or “t” in their past tense.

Regular verbs which take “ed”

Present simple Past simple

walk	walked
wait	waited

Perfect

walked
waited

Regular verbs that take “d”

Present simple

past simple

perfect

believe	believed	believed
escape	escaped	escaped
move	moved	moved
change	changed	changed

Regular verbs that take ‘ied’

carry	carried
copy	copied
dirty	dirtied
bury	buried
hurry	hurried
marry	married

Regular verbs that take “t”

Present simple

past simple

perfect

mean	meant	meant
dream	dreamt	dreamt

Irregular verbs that don't follow any order to change

These are verbs which do not take “d”, “ed”, or “t” or irregular verbs that drop one “e” and “t” is added at the end.

Present simple

past

perfect

go	went	gone
tear	tore	torn

Irregular verbs that change vowel “I” to “a” in past simple and “u” in perfect tense

Present	past	perfect
drink	drank	drunk
ring	rang	rung
sing	sang	sung

Irregular verbs that change “I” to “u” both past and perfect

Present	past	perfect
dig	dug	dug
sting	stung	stung

Verbs that simply change completely

Present	past	perfect
sit	sat	sat
shine	shone	shone

Irregular verbs that don't change at all

Present	past	perfect
put	put	put
cut	cut	cut

Verbs that double letters in the continuous tense.

Present	continuous tense
swim	swimming
split	splitting

Exceptional words

present	continuous tense
say	saying
draw	drawing

Verbs that end with “ie”

In the continuous tense these change “ie” to “y” and “ing” is added.

Present	continuous	past	perfect
tie	tying	tied	tied

LESSON THREE

CONTENT: Present Simple tense (Every day tense)

Kinds of sentences

Affirmative and negative sentences

He speaks good English

He doesn't speak good English

Activity:

Change these sentences into negative form.

1. He speaks good English.
2. I can repair this radio.
3. She draws accurate angles.
4. T.B is a curable disease.
5. Bwindi is a penetrable forest.
6. There are some boys in the field.
7. There is some water in the pot.

LESSON 4

Interrogative statements

Activity:

Change these sentences into interrogative form

1. She greets people.
2. They don't have much money
3. It is not far from Kampala to Gulu
4. They grow millet
5. She studies in Makerere University.
6. Onyango works very hard these days.
7. The leopard climbs trees.
8. I can go there next week.
9. They are informed about it.
10. There are regular visitors here.

LESSON FIVE AND SIX

Present simple tense: Active and passive voice

Activity: Change these sentences from active into passive voice.

1. Kato plays football.
2. The timekeeper rings the bell on time.
3. She sells mangoes everyday.
4. The doctor warns James against smoking.
5. Cars carry people.

(MK Precise BK 6 PAGE 92)

Change these sentences from passive voice to active voice

1. Mangoes are sold by John everyday.
2. We are taught English everyday.
3. This song is sung by the choir every Friday.
4. Coffee is grown by Brazilians.

LESSON 7

Question tags in present simple tense

Activity: Supply these sentences with a suitable question tag.

1. She enjoys music, doesn't she?
2. I am in P.6, aren't I ?
3. They play football everyday, don't they?
4. Mary is not happy today,
5. I didn't go to school these days,

6. She doesn't write well,.....
7. They do not eat pork,.....
8. He can not drive a tractor,
9. You are early today,.....
10. They have a lot of money,

Special tags

11. Come here,?
12. Let's go swimming,.....?
13. Let us go for break,?

LESSON 8, 9, AND 10

CONTENT: PRESENT CONTINUOUS TENSE

Activity: Use the words in the brackets to complete the sentences in present continuous tense.

1. Inot going to school. (to be)
2. They arevery fast. (run)
3. Musa isto me. (lie)
4. Why are youyour friend? (hit)
5. The sunbrightly now. (shine)

Re write the following sentences in present continuous tense

1. Musoke buys milk from the milk man.
2. The children fetch water.
3. He collects all our books.
4. The farmer harvests all his crops.
5. My mother makes pots out of clay.

LESSON 11

Negative statements

Activity: Change the following sentences into negative form.

1. She is learning English now.
2. The dogs are barking at him.
3. We are eating some oranges.
4. We are dancing now.
5. The shop keepers are selling some sugar.

LESSON 12

Interrogative statements

Activity: Change the following sentences into interrogative

1. Baker is eating an apple.
2. I am revising my science notes.
3. They are learning English.
4. James is climbing up the pole.

LESSON 13

CONTENT: ACTIVE AND PASSIVE VOICE

a) Activity: Change these sentences to passive voice.

1. She is reading a novel.
2. Tom is teaching us.
3. Martin is throwing a stone.

4. The girls are plucking flowers.
5. The timekeeper is ringing the bell.
- b) Change these sentences to active voice.
 1. A whistle is being blown by Ali.
 2. Our house is being painted by the builder.
 3. We are being taught by the teacher now.
 4. The baby is being fed by the house girl.
 5. The mats are being woven by the P.6 girls.

LESSON 14

QUESTION TAGS

Activity: Supply question tags to the given statements.

1. She is sewing her dress,?
2. I am singing a nice song,?
3. We are spending a lot of money,?
4. Moses is taking pencils out of the cupboard,?
5. It is raining now,?

ASPECT 9

ADJECTIVES (Definition)

Adjectives are words that describe nouns and pronouns more. e.g. tall, short, small, big, fat, nice.

Kinds of adjectives

1. **Demonstrative adjectives:** These are adjectives which show or demonstrate the noun e.g. that, those, these.
2. **Personal pronoun adjectives:** These are personal pronouns used as adjectives e.g. his, her, your, my, our, its, their.
3. **Quantity adjectives:** These show how many / much a noun is e.g. one, two, three.
4. **Quality adjectives:** These refer to the goodness or badness of the noun. e.g. good, bad, beautiful.
5. **Colour adjectives:** They stand for the colour of the nouns e.g. yellow, blue, green, red, black.

LESSON 2 AND 3

Formation of adjectives

Activity: Form adjectives from the nouns

Circle	-	circular
misery	-	miserable
child	-	childish
woman	-	womanhood
danger	-	dangerous
mountain	-	mountainous

Using verbs ending in'ing'

E.g. Walking stick, bathing soap etc

LESSON 4 AND 5

Activity

Form adjectives from the verbs

Force	-	Forceful
Talk	-	talkative
continue	-	continuous

mourn	-	mournful
use	-	useful
harm	-	harmful
care	-	careful

LESSON 6

CONTENT: PROPER ADJECTIVES

These are adjectives formed from proper nouns. e.g.

Uganda	-	Ugandan
Kenya	-	Kenyan
Tanzania	-	Tanzanian
Germany	-	German

Complete the sentences by filling the proper adjectives in the spaces provided.

1. Aspeaks French. (France)
2. Are you a? (Portugal)
3. I am a(Uganda)
4. Do you speak?(china)

LESSON 7 AND 8

CONTENT: COMPARISON OF ADJECTIVES

Adjectives can be compared in three degrees:
positive, comparative and superlative.

a) Use of “er” and “est” in degrees or comparison

Positive	comparative	superlative
rough	rougher	roughest
tall	taller	tallest
strong	stronger	strongest
new	newer	newest
kind	kinder	kindest

b) Regular adjectives which take “r” and “est”

Positive	comparative	superlative
fine	finer	finest
safe	safer	safest

c) Regular adjectives which take “more” or “less” and “most” or “least”

Positive	comparative	superlative
beautiful	more beautiful	most beautiful
important	more important	most important
handsome	more handsome	most handsome

d) Irregular adjectives which change completely in comparison.

Positive	Comparative	superlative
bad	worse	worst
good	better	best

LESSON 9

CONTENT: POSITIVE DEGREE

The use of “as””as” in positive degree. e.g.

1. John is near the school. Joseph is also near the school.
2. My mother is two metres in height. My father is two metres in height.
3. My mother is as tall as my father.

LESSON 10

CONTENT: comparative degree

This is used when comparing two things, sides, parties, which are different e.g.

Rose beats Mary in size.

- A leopard beats a lion in roughness.
- A leopard is rougher than a lion.
- Of the two animals, a lion and a leopard, the leopard is the rougher.

SUPERLATIVE DEGREE

This is used when nouns being compared are more than two. e.g.

- All the children are smart but the head beats all of them in smartness.
- The teachers live far away from the school. Mr. Mukasa beats them in distance.
- Of all the teachers, Mr. Mukasa lives the furthest.

1. Activity : Use the superlative degree
2. Of the triplets, Tom is the(handsome)
3. Kyabaggu is theperson among the others. (healthy)
4. Who is the among the three boys?(tall)
5. Jackie is thegirl in the school. (Discipline)

LESSON II

Content: Double comparative

Here, one uses two clauses where each starts with article “the” followed by an adjective in comparison in comparative degree. e.g.

1. If you go high, it becomes cool.
2. The higher you go, the cooler it becomes.
3. If it is done soon, it will be good.
4. The sooner it's done, the better it will be.

Activity:

Use thethe.....in the sentences.

1. As you stood very far you become small.
2. If you come early, you will be busy.
3. If you work hard, you will score highly.
4. As you grow older, you become wiser.

LESSON 12

Content: Order of adjectives

Number	opinion
Size	shape
age	colour
origin	material
Purpose	noun

e.g. The ladies are beautiful. The ladies are brown. The ladies are young. The ladies are long –legged. The ladies are from Asia. The ladies got married.

The ten beautiful long-legged young brown Asian ladies got married.

Activity: Join these sentences using the order of adjectives

1. I saw a girl, she was brown. She was from Belgium. She was ugly. She was young.
2. I solved numbers. They were very good. They were fifteen.
3. The chief has three daughters. They are tall. They are talkative. They are highly educated.
4. She is a Ugandan. She is talented. She is long- legged.

LESSON 13

Compound adjectives

The headmaster led a delegation of 10 men to Juba

The headmaster led a ten – man delegation to Juba

NB

Compound adjectives take hyphens like compound nouns e.g. two – year – old baby

Even if noun denotes plural compound adjectives take singular nouns

DEBATING

LESSON ONE AND TWO

VOCABULARY

Speakers, motion, oppose, proposer, point of order, point of information, point of inquiry, audience, points, argue, argument, chairperson, secretary, timekeeper, roles, opinion, conclude, previous, current

Activity

Make sentences using the vocabulary

LESSON TWO

Direct and indirect speech of the present tense i.e. present simple and present continuous

Present simple tense

Present simple changes to past simple if the speech is in past

If the speech tag is in present simple don't change the tense

Examples

Jane said, "I go to school everyday."

Jane said that she went to school everyday.

He says, "I go to school every day."

He says that he goes to school everyday

Exercise 57 (Detailed grammar vol 1 pg 70)

Lesson three

Direct and indirect of present continuous tense

Present continuous tense changes to past continuous if the speech tag is in past

Examples

1. Peter said, "My mother is washing utensils."

Peter said that his mother was washing utensils

2. They say, "We are sleeping on our beds now."

They say that they are sleeping on their beds now

Exercise 58 (Detailed grammar vol 1 pg 71)

LESSON FOUR

STRUCTURES

Use of even though.....

Examples

Namulo spoke clearly but the audience did not understand what she said

Even though Namulo spoke clearly, the audience did not understand what she said

The audience did not understand what Namuloi said even though she spoke clearly

Activity

Rewrite the following sentences using (even though, even..though)

1. The motion was clear but some pupils could not give pupils for or against it
2. The speakers were allowed only two minutes but some of them spoke for three minutes
3. Kugonza made a point of inquiry but did not get any response from the speaker

LESSON FOUR

Usingalthough..

Examples

1. Nakku talked loudly, but few people heard what she said
Few people heard what Nakku said although she talked loudly

Activity

Exercise A and B pg 42 of Mk primary English pupils' book 6 (new edition)

LESSON FIVE

Using: if.../ if...(if 1)

If you give a point of order, I will stop talking and listen.

You will hear what the speakers say if you listen carefully

If they give more points, they will win the debate

Activity

Make sentences (10) using 'if'

LESSON SIX

Usingwhereas....

Examples

The chairperson allowed Rukeba. He did not express his opinion.

Rukeba didn't express his opinion whereas the chairperson allowed him

Exercise

Form correct sentences from the circles on page 44 (MK primary English pupils book 6)

COMPREHENSION

LESSON SEVEN

Debate

Motion: Mixed schools should be abolished

LESSON EIGHT

Dialogue: Ref: Mk primary English pupils book six pg 58

LESSON NINE

Passage: Children's rights (Ref. Mk bk6 pg 59 – 60)

LESSON TEN

Picture composition: A memorable day (Ref. Mk bk6 pg 61)

LESSON 16

CONTENT: PAST SIMPLE TENSE

ACTIVITY: Use the verbs given in past simple tense

1. He to Mityana yesterday. (walk)
2. Alicewith her friends yesterday. (play)
3. He.....three years in France when he was a young man. (spend)
4. Hehis keys at home. (leave)
5. Mr. Mubiruhis car at a very high speed. (drive)

Negative and interrogative statements E.g

1. I was made to lie down yesterday.
2. I wasn't made to lie down yesterday.
3. He got a first grade.
4. He did not get a first grade.

Activity: Change these sentences into negative form.

1. The teacher marked our books yesterday.
2. He took a long time waiting for you.
3. She organised the classroom very well.
4. He went to the beach last weekend.

INTERROGATIVE STATEMENTS

1. The birds made nests on the tree.
Did the birds make nests on the tree?
2. A lion chased a hunter seriously.
Did a lion chase a hunter seriously?
3. The teacher arrived at noon.
Did the teacher arrive at noon?
4. The baby cried all night.
Did the baby cry all night?

Activity

Change these sentences into interrogative

1. There are some boys in the room
2. He found it somewhere in the room.

LESSON 17

CONTENT: Active and Passive voice e.g.

1. The dogs chased a goat.
2. A goat was chased by the dogs.
3. It ate a rat last week.
4. A rat was eaten last week.

Activity: Change the following sentences into passive voice

1. They stole the old man's mangoes.
2. Kato bought a nice pen.
3. She baked a cake last Saturday.
4. Grandmother visited us on Monday.
5. He wrote a letter to the headteacher.

Change the following sentences into active voice e.g.

1. Football was played yesterday by Sam.
2. Sam played football yesterday.
3. Food was cooked by Norah last night.
4. Norah cooked food last night.
5. Tom dug a deep pit last week.
6. I drew a picture yesterday.
7. She collected our books yesterday.

Activity

Change the sentences from passive to active

1. The meat was eaten by the cats.
2. The classroom was swept by John.
3. The car was driven by Musa.
4. The thief was caught by the policeman

Aspect: adverbs

Adverbs modify a verb by giving the following information

1. How the action occurs. (manner)
2. Where the action occurs. (place)
3. How many times it occurs (frequency)
4. At what time (time)
5. Intensity of the actions. (degree)

Examples

Manner	Place	Time	Frequency	Degree
Loudly	Here	Now	Daily	Very
Slowly	There	Then	Seldom	Quite
Correctly	Somewhere	Soon	Sometimes	Fairly
Carefully	Ahead	Tomorrow	Ever	Badly
Easily	Near	Night	Never	Totally
Fast	Somewhere		Generally	Well
			Rarely	

"Just" and "already"

Just and already are used with the present perfect tense to talk about something that has just happened a while ago.

e.g. the teacher has just slapped the boy

NB: Already is used with both the present and past perfect tense

Examples

1. Birabwa's aunt has just arrived
Birawa's aunt has already arrived
2. We have just met our aunt
We have already met our aunt

Activity

Rewrite these sentences usingjust....andalready.....

1. My son went to school a while ago.
2. The baby started sleeping a while ago.
3. My elder brother talked to me a while ago.
4. We talked to him few minutes ago
5. The twins went to the dairy a moment ago

Formation

- a) 'ly
- | | |
|----------|------------|
| Annual | annually |
| Slow | slowly |
| General | generally |
| Quick | quickly |
| Brave | bravely |
| Cheerful | cheerfully |
| Probable | probably |
| Terrible | terribly |
| Able | ably |
| True | truly |
- b) 'y' – 'l' + 'ly'
- | | |
|--------|----------|
| Day | daily |
| Heavy | heavily |
| Lousy | lously |
| Happy | happily |
| Lazy | lazily |
| Noisy | noisily |
| Hungry | hungrily |
| Greedy | greedily |

Comparing adverbs

Comparative and superlative

Examples

Adverb	Comparative	Superlative
Fast	Faster	Fastest
High	Higher	Highest
Early	Earlier	Earliest
Happy	Happier	Happiest
Greedy	Greedier	Greediest
Well	Better	Best
Badly	Worse	Worst
Much	More	Most
Little	Less	Least
Gladly	More gladly	Most gladly
Freely	More freely	Most freely
Frequently	More frequently	Most frequently
Recently	More recently	Most recently
Late	Later	Latest
Far	Farther Further	Farthest Furthest

- We must not reach there later than 7 o'clock

- You speak more loudly than a speaker
- He arrived the earliest so he had to wait for the others
- Why do you have to speak the most loudly of all the others at the meeting
- Of all the girls, your sister sang the most beautifully
- This has to be the farthest I have ever walked

SIR APOLLO KAGGWA BOARDING PRIMARY SCHOOL- OLD KAMPALA
PRIMARY SIX ENGLISH LESSON NOTES
TERM II

ORDER OF ADVERBS

Verb/ manner/ place/ frequency/ time/ purpose

e.g.

1. Dad walks impatiently into town every afternoon before supper to get a newspaper
2. We take milk hurriedly at home every morning

Activity 6

1. The prefect spoke (yesterday) at the parade, carefully
2. Will your run (in the field, at 8:00am, tomorrow, fast)
3. The congregation prayed (in the church, very hard, last Sunday)
4. The couple moved (to the reception hall, smartly, after the church ceremony)
5. I shall take the ball (outside, today, stealthily)
6. Take it (there, silently, now)

Comprehension

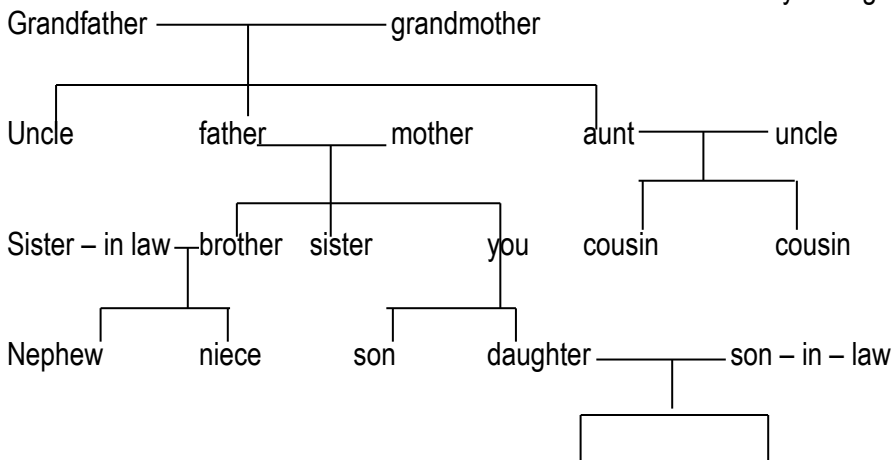
Family relationships

Vocabulary

- | | | | |
|----------------------|---------------------|---------------|-------------|
| • Grandparents | • Father – in – law | • Twins | • Eldest |
| • Stepmother | • Matron | • Triplets | • Populated |
| • Step father | • Dowry | • Quadruplets | • Scarely |
| • Auntie | • Nephew | • Young | • Densely |
| • Brother – in – law | • Niece | • Bridemaide | • Marry |
| • Sister – in – law | • Half – brother | • Bestman | • Defile |
| • Uncle | • Half – sister | • Bride price | • Rape |
| • Cousin | • Step brother | • Old | • Incest |
| • Mother – in – law | • Step sister | • Elder | • Tribe |

FAMILY TREE

Members of the family in English



Grandson

granddaughter

STRUCTURES

USING : RATHERTHAN

Example

She should read her books. She is just playing.

She would rather read her books than play.

1. I had better visit my aunt than remain at home. (use ..rather ...than..)
2. He married a European. He did not want to marry an African. (.....ratherthan.....)
3. I would like to stay at home. I don't want to go out. (....rather than....)
4. Why don't you wear the black shoes? Leave the brown ones. (rather)
5. She enjoys helping her grandmother. She doesn't like helping her uncle. (....rather than.....)

USINGJUST....

Examples

1. The children reached school just as the bell was rung.
2. My aunt gave birth a while ago.
My aunt has just given birth.
3. Your niece got married to an Ethiopian a while ago
Your niece has just got married to an Ethiopian

Activity

Rewrite the sentences usingjust

1. My mom gave birth to a baby girl a while ago.
2. Andy's father – in – law lost his wife a while ago.
3. Rose wedded this week.
4. Yogo's cousin completed P7 a few weeks ago
5. Lule's brother had a meeting a while ago
6. My step brother, the stationer sold a lot of books three minutes ago
7. Hama's step sister left for Jinja a few minutes ago
8. The family meeting ended a few minute ago
9. My nephew wrote a letter to my niece a short while ago

USING :.....TOO.....TO

Examples

1. Nalugwa's aunt is very old. She cannot remember anything.
Nalugwa's aunt is too old to remember anything.
2. Katongole is weak. He cannot do good work.
Katongole is too weak to do good work.
3. The food is very hot. The baby can't eat it now.
The food is too hot for the baby to eat now.

Activity

Join using too.....to.....

1. Kato's sister is very short. She can't jump over the fence.

2. Maria's niece is very young. She can't get married.
3. Banda's sister was very scared. She couldn't walk out of the house.
4. Mugabo's brother in law is very poor. He cannot care for a big family.
5. Magie's co – wife is very kind. She cannot refuse to give you a lift.

Suchthat

Examples

1. Opio's uncle is very honest. He cannot accept any bribe.
2. Opio's uncle is such an honest man that he cannot accept any bribe.
3. Bakama's sister is a very fast runner and always comes first in the race.
4. Bakama's sister is such a fast runner that she always comes first in the race

Activity

Rewrite using such.....that

1. My uncle is a cruel man. I fear to talk with him.
2. The bride's mother – in – law was a very old woman. She could not attend the wedding
3. A nephew of mine has a cute dress. You would love to own it.
4. Kitty's niece has a very good handwriting. All her teachers can read it.
5. Your grandmother is a very humble lady. I love to live with her.
6. Our grandfather is a very old man. He can neither see nor hear.
7. My step mum is wearing very expensive shoes. No other person can afford them.
8. Dennis is a very smart guy. He will answer all the questions.
9. You son – in – law is a very obedient man. We all want to work with him.
10. His half – brother is a very rude man. People near him fear him

Is....but...is

Examples

1. Mr. Kimuli is my father but Mrs. Kimuli is my mother
2. Father is masculine. Mother is feminine
3. Father is masculine but mother is feminine

Activity

Use:....is/are.....but.....is./are

1. Hawa is my niece. Her brother is my nephew
2. That teacher is my uncle. His wife is my aunt.
3. Mugisha is my brother. Mbabazi is my sister.
4. The magistrate is your half – brother. The doctor is your half-sister.
5. Carol is my cousin. Faridah is not our cousin

Complete with the best word

6. Mr. Nkambo is my uncle but his sister is my.....
7. Omondi is my brother in law but his sister is my.....

COMPREHENSION

Dialogue: Re. Mk (new edition pg 69)

Poem: Ref: Mk new edition pg 71

Passage: A grand family re-union (Ref. Mk new edition pg 75)

Guided composition

Rearrange the given sentences to form a correct order

1. My grandmother was so happy that she hugged me.
2. She always taught us folk songs
3. Last holiday, I visited my grandmother
4. She stays with two cousins of mine
5. The grandmother stays far away from our home
6. They welcomed me to the house
7. Then she gave me some food to eat.
8. And also told us very interesting stories

Picture composition

A happy family (Ref. Mk old edition pg 95)

Debate:

Motion: Nuclear families are better than extended families

VERBS

A verb is a doing word. Verbs are subdivided into two groups; regular and irregular

Regular verbs

These form their past and participle by adding a 'd' or 'ed'

Examples

Roll – rolled

Sometimes the last consonant must be doubled as in plan – planned

Not to teacher: general a list here with your children

IRREGULAR VERBS

Here the past and participle of these verbs form differently. Some do not change at all, cut – cut, others change completely go – went – gone, while others change letters in the middle fall – fell – fallen

Note: generate a list of irregular verbs with learners

MAIN VERBS**Examples**

Go, sitting, dreamt, etc.

HELPING VERBS**Examples**

Is, are, was, were, had, have, has, do, did, done, am, will, shall etc

LESSON 1.2**ASPECT: VERBS AND TENSES****CONTENT: Future Perfect Tense**

Here we use either “shall have” or “will have” plus the perfect of the main verb. e.g.

1. I shall have understood tenses by the end of this topic.
2. He will have taken a bus to Malindi by the time we arrive.

Activity:

Detailed English Grammar Bk 1 Page 28

LESSON 3**CONTENT: Negative sentences**

1. I shall have understood tenses by the end of this topic.
2. I shall not have understood tenses by the end of this topic.
3. He will have taken a bus to Masindi by the time we reach there.
4. He will not have taken a bus to Masindi by the time we reach there.

Activity: Change the following sentences to negative form.

1. We shall have finished the work by the time the teacher comes.
2. The man will have finished the work by the time we leave.
3. They will have slept by the time their mother returns
4. Ali will have gone for prayer by the time we open the shop.

LESSON 4

CONTENT: INTERROGATIVE STATEMENTS

Change to interrogative form.

Examples

You will have gone by the time the office opens.

Will you have gone by the time the office opens?

1. We shall have listened to the teacher for half an hour by the end of the lesson.
2. Shall we have listened to the teacher for half an hour by the end of the lesson?

LESSON 5

CONTENT: Active and Passive voice

Changing statements from active to passive voice

Examples

1. We shall have ridden a bicycle by the time he comes back.
A bicycle shall have been ridden by the time he comes back.
2. My mother will have mopped the house by the time I go back.
The house will have been mopped by the time I go back.

LESSON 6

CONTENT: QUESTION TAGS

Examples:

I shall have cleaned the desk by next week, shan't I ?

The manager will have arrived by mid-day, won't he?

Activity: Give the correct question tags to the following statements.

1. We shall have taken tea by break time,?
2. The car will have broken down by the end of the journey,?
3. I will have seen the king,?
4. She will have arrived the afternoon,?
5. We shall have been paid by tomorrow,?

LESSON 5, 6, 7

CONTENT

If II in the if II we use a past simple or past continuous tense in the if clause and a future simple past in the main clause (would clause)

Example

1. Johns seeing a snake under my bed. My running away
If John saw a snake under my bed, I would run away
2. Mugaga coming from a rich family, his passing so much
If Mugaga was coming from a rich family, he would pass so much

Activity

Lesson 8 and 9

Content: using unless in if II

Unless is the same as if not

Example

1. If she didn't come, we would go to her home.
Unless she came, we would go to her home.
2. They wouldn't be happy unless they passed the exam
They would not be happy unless they passed the exam

LESSON 1 AND II

CONTENT: IF III

It is used when the chance of the action to happen are over.

Example

1. My brother being a teacher, he is teaching well.
2. If my brother had been a teacher, he would have taught well.
3. If Kato had come early, he would have caught the bus

Activity

Detailed English grammar bk2 pg 84 – 85

Lesson 12

Content: using unless in if III

Unless is the same as if not

Example

1. If he had not got a first grade, he wouldn't have gone to Budo.
2. Unless he had got a first grade, he wouldn't have gone to Budo
3. If he had paid school fees, he would have sat for the exams

Activity

Detailed English grammar bk2 pg 88 – 89

CARPENTRY

Vocabulary

Wood, saw, plane, carpenter, bench, drill, hammer, nails, wood glue, tools, furniture, sand paper, polish, scre driver, timber, varnish, fix, saw dust

Used for...

Examples

1. Sand paper is used for making wood smooth
2. A drill is used for making holes into wooden objects
3. A chair is used for sitting on
4. A saw is used for cutting wood

Activity

Constructs sentences from the table Usingused for.....

Plane	Fixing nails in wood
Drill	Sitting on
Varnish	Making furniture
Plank	Making holes into wood or metal

Glue	Sticking wood firmly together
A hammer	Smoothing wood
Bench	Polishing wood
Saw	Fixing screws in wood or metal
Screw driver	Cutting wood
Spanner	Turning screws in furniture

Poem

I am a carpenter (ref: Mk old edition pg 148)

Passage

Carpentry products (Ref Mk new edition pg 92)

Dialogue

Amanda's Dream Job (Ref Mk new edition pg 89)

Jumbled sentences

Mr. Wamala's carpentry (Ref Mk new edition pg 95)

Guided composition

A hard working carpenter (Ref Mk old edition pg 153 – 154)

GRAMMAR THE USE OF PRESENT TENSE

PRESENT SIMPLE

Examples

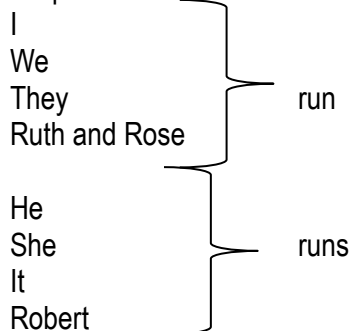
She writes

They play

I cook

The present simple tense is used to show that something happens regularly, it is a habit or it is done everyday, sometimes, usually, generally, often, twice a week or more than once

Requirements



Activity

Fill in the blanks with the correct form of the verb given

1. Martha.....to pray on Sunday. (go)
2. My father.....the New Vision daily (read)
3. I always.....to school (walk)
4. Wefish every week. (eat)
5. It.....like a frog. (jump)
6. Many pupils.....sweets in class. (eat)
7. Dorothy.....faster than Judith. (run)
8. My sister..... Italian as the second language. (study)
9. Our headmistress.....good English. (speak)
10. She.....Swahili news very well. (read)

Note: the other use of present simple tense is to make statements or facts
e.g. Sugar melts, a river flows, Kampala is the capital city of Uganda

THE PRESENT CONTINUOUS TENSE

It is used to describe what is really happening at the present moment.

e.g. Whatdoing? What is / are he / they doing?

Answers

He is going to Kampala

They are reading a novel

The present continuous is also used to describe an action that started in the past but is still going on.

e.g. My brother is learning to drive.

There is a teacher who is giving me extra work

Forming 'ing' of time used

Come – coming

Cook – cooking

Bark – barking

Adverbs

now

at the moment

today

Activity

Use the given verbs to complete the sentences

1. The policeman.....the bus now. (stop)
2. Hein his book now. (write)
3. Ifor my book now. (look)
4. Catherine.....her work now. (do)
5. They are.....very fast. (run)
6. Why are you.....your friend. (hit)
7. The oxen.....grazing. (be)

Negative/ interrogative and positive

Examples

1. A dog is a domestic animal. (positive)
2. A dog is not a domestic animal(negative)
3. Is a dog a domestic animal? (interrogative)

Activity

Make as many sentences as possible in; positive, negative, interrogative

Active and passive voice in the present

Examples

1. They eat food/ food is eaten.
2. I love football/ football is loved by me.
3. Kato eats pork/ pork is eaten by Kato.
4. She loves music/ Music is loved.

Activity

Rewrite the sentences below in passive voice

1. The police seldom catch thieves.
2. We do little work.
3. Janet tears dress.

4. Pupils sweep the classroom.
5. Joy rarely sharpens the pencil.
6. She drives a long lorry.
7. Indians burn corpses.
8. Sanyu spells words wrongly.
9. He teaches English.
10. My mother feeds the baby.

Active and passive in the present continuous tense

Examples

1. I am writing a letter (active). A letter is being written by me .(passive)
2. Suzan is peeling cassava. Cassava is being peeled by Suzan
3. They are playing football. Football is being played

Activity

Rewrite the sentences below in passive voice

1. She is telling them to go.
2. He is riding a bicycle.
3. The pupils are eating porridge.
4. They are giving her some work.
5. John is repairing his bicycle.
6. I am taking the baby to bed.
7. The time keeper is ringing the bell.
8. The crowd is shouting at the thief.
9. My mother is waking me up.
10. The teacher is punishing later comers.

Active and passive in the present perfect

Examples

1. We have drunk cold tea. Cold tea has been drunk by us
2. They have drunk cold tea. Cold tea has been drunk
3. Sanyu has drunk cold tea. Cold tea has been drunk by Sanyu

Rewrite the following sentences in passive

1. The boy has climbed a tree.
2. He has watched a film.
3. The tailor has made a new cap.
4. A thief has stolen our car.
5. I have written the letter.
6. The policemen have stopped the motorist.
7. Jackson has trained his dog.
8. He has given them sweets.
9. Paul and Peter have fetched water.
10. The stranger has helped the old woman.

Structures

Firstnext.....then

Examples

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

2. The carpenter makes the planks smooth using a plane, next he cuts the planks into pieces using a saw then he joins the pieces using a hammer and nails

Activity

Use the structure ...first.....next.....then to describe how the following are made

- a) A bed
- b) A cupboard
- c) A chair
- d) Frying clips
- e) Mopping the house
- f) Serving food to guests
- g) Writing an exam
- h) Fetching water

.....**besides**...../**beside**.....

Besides – a part from

Beside – next to

Examples

- a) Mr. Malevu has a carpentry workshop. He also has a saw mill.
Mr. Malevu has a carpentry workshop besides a saw mill
- b) Anguzu did not receive any furniture besides the dining table

Activity

Construct meaningful sentences from the table

The carpenter has not got Did you see anything Anguzu didn't receive	Any furniture All the items you need In the box	The double bed The screw driver Besides The dining table
--	---	---

.....**beside**...

Examples

1. Kato's saw is near the table.
Kato's saw is beside the table.
2. Kamoga's varnish is near the tool box.
Kamoga's varnish is beside the tool box.

Activity

Rewrite usingbeside.....

1. The wood is near the furniture workshop
2. The carpenter put the plane near the plank
3. The drill is near the screw driver
4. The saw is near the bench
5. The varnish is near the door

Though...../though.....

Examples

1. Though Makuna had a hammer, she couldn't hit the nail.
2. The furniture has a dull colour. It is durable.
3. Though the furniture has a dull colour, it is durable.

Activity

Rewrite using (a) Though (b)though.....)

1. The bench was not heavy but the boy could not carry it.
2. Nalule has a saw she can't cut the planks

PREPOSITIONS

A preposition is a word which is usually placed before a noun or a pronoun to show the relationship between a noun or a pronoun and other words in a sentence.

Prepositions are used to show place, time and agency

Examples of prepositions

About, in, by, upon, beside, away, against, under, since, on, with, at

I have put the ball on the table

We met at a dance yesterday.

Do not lean against that pole

TYPES OF PREPOSITIONS

Prepositions of place

These include; here, there, above, across, along, after, below, beside, beyond, in, near, far, off, on, behind, before, by
e.g.

I have put it on the box.

We met at the roundabout.

We went round the house.

Prepositions of time

These include; after, at, around, before, between, beyond, in, on, by, during, from, of, since, for, until, till etc

Examples

He visited me on Sunday

We slept till six o'clock

They will meet at midday

Prepositions of agency (agent)

These are prepositions for saying that a person or things make something happen

Activity

Use the most suitable preposition to complete the sentences

1. Nairobi isKampala and Mombasa.
2. The telephone booth is.....the post office.
3. The number 5 is4 and 6.
4. John is behind Mary and Mary isJohn.
5. There is a road in front of our house but there is no road.....our house.
6. The graduation ceremony started.....six o'clock.
7. The guest of honour stayed5 o'clock.
8. What is the timeyour watch.
9. We have been learningprimary one.
10. His sister is.....Dar – es – salaam.

Use by, with, due to, through

1. John went to England.....ship
2. Every day I wash my hands.....soap and water
3. Sophia cut her nails.....a pair of scissors

4. Mwangi went to Mombasabus
5.whom did you do that work.
6.whom was that boy slapped?
7. The hen was chasedthe cat.
8. The thief jumpedthe window.
9. The thief jumped.....the fence
10. The thief jumped.....the lorry

Choose the correct preposition from the brackets

1. Please, look.....this picture (on, at)
2. We can't go.....bus on account of the bus strike (by, to, in)
3. He was ill for a week and.....that week his mother never left his side (during, on)
4. Patriots have always died.....beliefs. (for, from, of)
5. Both parents were deaf.....their son's request (to , for)
6. His building was valuedfour thousand dollars. (on, at, for)
7. I shall not talk to you.....you pay me back, (until, since)
8. All my sisters are sufferingmeasles. (from, of, in)
9. The house was broken into.....the thieves. (by, with)
10. We failed to see him because he had covered himself.....the blanket. (below, under)

Fill in a correct preposition

1. His father is comingSunday.
2. I have been waiting for the bus.....8 o'clock.
3. My father lives.....Ben Kiwanuka roadKampala.
4. The dog jumpedthe window.
5. I have not made any appointmenthim.
6. She hit her head.....in the dark cellar.
7. He congratulated me.....passing my exams.
8. They competed.....each other last year.

LESSON 1

ASPECT: RELATIVE CLAUSES

Content: adjective clauses and relatives pronouns

Relative pronouns are; who, whom, which, whose, when, where, that

Use ofwho.....

Example

1. I am going to see Mr. Mubiru. He is a carpenter.
I am going to see Mr. Mubiru who is a carpenter.
2. That is Sarah. She gave you a new pen.
3. That is Sarah who gave you a new pen.

Activity

Join the following sentences using.....who.....

1. The man was taken to hospital. The man was seriously injured.
2. John took your book. Your book was taken yesterday.
3. That is the woman. She got injured in the accident.
4. There goes the teacher. He beat us last week.

Lesson 2

Content: using.....whom.....

1. That is the girl. We met in the market.
2. That is the girl whom we met in the market.

3. There goes the man. He gave him our new bicycle.
4. The patient has died. I told you about him yesterday.

Activity

1. My cousin is a candidate already. I beat him by age.
2. Denise is a pupil. I hate him very much.
3. That is the girl. I thought she got a first grade.
4. My father has gone away. I love him very much.
5. The pupil was badly hurt. The teacher beat him.

Lesson 3

Content: usingwhich....

1. That is the car. We bought it from Kenya.
2. That is the car which we bought from Kenya.
3. That is the flower. I bought it for you.
4. That is the flower which I bought for you

Activity

1. The hen was eaten by a wild cat. The man was looking for it
2. The fish was already stale. My father bought it along the road.
3. The sentence was correct. The teacher constructed it
4. The house was really weak. The thieves broke into it.

Lesson 4

Content: using.....whose...

Example

1. That is the girl. Her mother is a nurse.
That is the girl whose mother is a nurse.
2. That is the man. His car made an accident.
That is the man whose car made an accident.

Activity

Join the following sentence using.....whose.....

1. This is the lady. Her bag scratched away by a thief.
2. He is the one. His failures have never weakened.
3. Sendi has a brother. His hair is brown.
4. That is the woman. Her skirt was burnt

LESSON 5

Content: using When.../.....when

Example

1. He came home. I was in the garden.
He came home when I was in the garden
2. Mukasa laughed. The teacher knocked himself
Mukasa laughed when the teacher knocked himself

Activity

1. I was in the garden. It rained heavily
2. Sarah was sleeping. Mother came back
3. The woman disappeared. The police arrived
4. I told him the truth. He beat me.

Lesson 6

Content: using.....where....

Example

1. That is the shop. I bought my bag from there. That is the shop from where I bought my bag.
2. You look at that pit. The drunkard fell in yesterday. You look at that pit where the drunkard fell yesterday.

Lesson 7

Content: using.....that.....

That is used for animals and things and at times used for persons

Examples

1. The rich man revealed a secret. He is a thief. The rich man revealed a secret that he is a thief.
2. Our teacher has a car. He leaves it at home. Our teacher has a car that he leaves at home

Activity

1. He went to the furniture mart. He told him about it
2. I cannot remember the book. I promised to lend you a book.
3. Mary gave me food. The food had poison in it
4. He bought a hen. It was expensive

TAILORING

Vocabulary

Sewing machine, tailor, garment, bobbin, material, tape measure, button, stitch, thimble, seamstress, texture, cloth, needle, design, seam, article, sew, mend, weave, hamming, button hole, threads, tailoring, scissors, zip, patch, knitting

Poem

In Thereza's workshop (Ref. Mk new edition pg 109)

Passage

Becoming a tailor Ref. Mk new edition pg 110 – 112

Guided composition

Tailoring ref. Mk new edition pg 113

Composition writing

Write a composition about how tailoring can be an interesting job

Grammar

The perfect tense

Forms: the present perfect, the past perfect, the future perfect

Helping verbs: has, have – present perfect, had – past perfect, will have – future perfect

Activity

Make five sentences in

Present perfect tense

Past perfect tense

Future perfect

CONJUNCTIONS

.....enough to.....

1. The material is very good. It can be used to make a good uniform. The material is good enough to be used to make a uniform
2. Tendo is weak. He can't lift that sewing machine. Tendo is not strong enough to lift that sewing machine

Activity

Join the sentences below using 'enough'

1. Oketcho is very strong. He can lift that sewing machine alone
2. Diana is clever. She will get a first grade
3. Masaka is a fertile district. All bananas Uganda needs can grow in that district
4. He understands science. He will be able to pass it
5. This food is not ready. We can't eat it
6. The ditch was very deep. It broke her leg
7. He is very skilled. He can repair a computer
8. Tina speaks Kiswahili very well. The soldier understood her
9. The tree is very big. P3 pupils can't climb it

.....so as.....

Examples

1. He wanted a new book. He went to the bookshop

Activity

Join using.....so as.....

1. She carried a lot of food. She wanted to have enough for her journey.
2. She didn't want to be seen. She hid her face.
3. He drinks beer daily. He goes to the bar.
4. She wore a beautiful dress. She wanted to win the beauty contest.
5. Peter sold off his land cheaply. He wanted to buy a car.
6. The thief broke the door. He wanted to steal my TV set
7. For the sake of getting a first grade, he read his notes throughout the night.
8. Because he wanted some fish, he went to the market.
9. Mother saved some money. Her intention was to buy a car.
10. He revises very hard. His aim is to pass well.

.....so that.....

Examples

1. He washes cars. He wants to get school fees. He washes cars so that he can get school fees.
2. He went to town. He wanted to buy a radio. He went to town so that he could buy a radio.

.....in order to.....

Examples

1. He works hard. He wants to live a happy life in future.
2. He works hard in order to live a happy life in future.

Activity

Join the sentence using

- a)in order to
- b)so that.....

Activity

1. He wanted a new book. He went to a bookshop.
2. He carried a lot of food. He wanted to have enough for his journey.
3. I read my books very hard. I want to pass to the next class.
4. The child lied to her father she didn't want to receive hot ones
5. They worked very hard. They wanted to finish in time.
6. My mother came early. She wanted to prepare supper.
7. The headmaster sent the school fees defaulters home. He wanted them to bring school fees.

8. The class monitor goes to school very early. He tidies the classroom before lesson begin.
9. They had to work very hard. They passed the exams.
10. We went to Jinja. We wanted to see the water falls

.....**either....or**.....

Example

1. Peter will bring my books. Paul will bring my books. Either Peter or Paul will bring my books.
2. I shall drink pepsi – cola. I shall drink juice.. I shall drink either pepsi – cola or juice

Activity

Join using ...either...or.....

1. You can hand in your work today. You can hand in your work tomorrow
2. Moses is allowed to come in. Simon is allowed to come in.
3. Our teacher will go to Britain. Our headmaster will go to Britain.
4. Rosette enjoys reading novels. Rosette enjoys reading magazines
5. I shall scratch jada rottery. I shall scratch premier rottery
6. The aeroplane has fallen into the ocean. The helicopter has fallen into the ocean.
7. The girls will sing well at the concert. The boys will sing well at the concert.
8. I dreamt getting free money. I dreamt getting free cows.
9. A dog is a dangerous animal. A cat is a dangerous animal.
10. Janet eats fish everyday. Janet eats meat everyday.

..**neither.....nor**...

Examples

1. Peter won't bring my books. Simon won't bring my books. Neither Peter nor Simon will bring my books.
2. I shall not drink beer. I shall not drink cola. I shall drink neither beer nor cola

Activity

Ref detailed English grammar pg 72 – 73

.....**and neither**.....

Examples

1. Janet does not eat pork. Janet doesn't eat mutton. Janet does not eat pork and neither does she eat mutton
2. Musa is not short. Mate is not short. Musa is not short and neither is Mate

Activity

Join usingand neither.....

1. Robinah can't wash utensil clean. Her brother Peter can't wash utensils clean.
2. Walumbe did not return to Gulu. Kaikuuzi did not return to Gulu.
3. My dress is not new. Pauline's dress is not new
4. The tiger is not tame. The lion is not tame
5. Cows are not grazed. Goats are not grazed.
6. Ruth is not stubborn. Rose is not stubborn
7. The hosts are not organized. The guests are not organized.
8. Kaisa hasn't learnt how to cook. Kaisa hasn't learnt how to sew.
9. The man did not take the money. The man did not take the merchandise
10. We must not tell lies to our teachers. We must not tell lies to our parents

Useand so.....

Examples

1. Musoke enjoys music. Lubega enjoys music. Musoke enjoys music and so does Lubega
2. James went to Nairobi. Robert went to Nairobi. James went to Nairobi and so did Robert

Be careful when.....

Examples

1. Be careful when stitching the cloth because you may hurt your finger
2. Be careful when sewing the jeans because you may break the needle.
3. Hemming a cloth, make zigzag hems . Be careful when hemming a cloth because you may make zigzag hems

Activity

Make sentences using the given words and the structure: Be careful when.....because

1. Using a sewing machine, damage it
2. Designing a jacket, spoiling it
3. Patching your pair of shorts, stitch your hand
4. Discussing with a seamstress, cheating you
5. Stitching a cloth, hurting your fingers
6. Fixing threads on a bobbin, breaking the needle
7. Taking measurements, making unfitting garments
8. Designing button holes, making bigger ones
9. Fixing the zip, selecting wrong colours
10. Using a pair of scissors, cutting yourself.

.....preferto.....

1. Robert likes knitting. He likes sewing more. Robert prefers sewing to knitting
2. Elijah likes designing. He likes hemming more. Elijah prefers hemming to designing

Activity

Rewrite the sentences below using.....prefer.....to....

1. The tailor liked designing jackets more than trousers
2. Newton likes measuring more than sewing
3. I like wearing jeans more than khaki
4. The seamstress would rather weave than sew uniforms
5. The teacher would rather contact the tailor than the seamstress.
6. She would rather buy new dresses than old ones.
7. The customer likes linen more than silk.
8. Lule likes buttoned trousers. He likes zipped trousers even more
9. The old man liked sewing. He liked weaving even more
10. The boy liked shorts. He liked trousers even more

The use ofas soon as...../immediately..... Immediately/ As soon as.....

Examples

1. The seamstress finished sewing the dress. She ironed it. The seamstress ironed the dress as soon as she finished sewing it
2. As soon as the seamstress finished sewing the dress, she ironed it
3. Immediately the seamstress finished sewing the dress, she ironed it
4. The seamstress ironed the dress as soon as she finished sewing it.

Activity

Rewrite the following sentences usingas soon as...../immediately..... Immediately/ As soon as.....

1. Our father took his suit to the tailor. The tailor started mending it.

2. The workers made nice designs. Their master paid them
3. The tailor finished sewing the shirt. He gave it to me
4. The school re – opened for term II. The tailor came and took our measurements

Comprehension

Baking

Vocabulary

Oven, butter, bakin tin, cookie, cookies, cutter, icing sugar, food colour, yeast, bake, pinch of salt, recipe, turn off, slice, burn, bun, cake, bread, biscuits, taste, mix, loaf, margarine, flavor, pinch, tier, bakery, sprinkle, knead, roll out, baker, wedding cake, dough, baking flour, ingredients

Vocabulary practice

Choose the best word from the list to complete the sentence

No sooner, pinch, although, bread, because, mixture, baker's , baking, baker, ingredients, neither

1. Norman, thebaked a lot of bread.
2. When I reached the, I asked for some bread from the baker.
3. Will you get me aof salt, please?
4. The teacher has been teaching about.....
5. If you want some loaves of, you will go to the baker's
6.had the baker's caught fire than the fire brigade was called.
7. The cake is not tasty.....the recipe was wrongly made.
8.Okurut nore Masaba bakes bread.
9. Although the man had all the, the cake was not tasty.
10. Make the.....first, then knead the dough

Dialogue

The baking project: Ref Mk new edition pg 128

Passage:

Baking cakes Ref. Mk new edition pg 129

Jumbled story

Ref. Mk new edition pg 131

Puzzle

Ref. Mk new edition pg 132

Guided composition

Ref. Mk new edition pg 131 – 132

KEEPING ANIMALS

Lesson one and two

Vocabulary

Sound, cruelty, torture, anxious, body signs, pet, comfort, discomfort, cruel, sorrow, stray, slaughter, tether, pet, veterinary, mistreatment, sorrow, welfare

Activity

Match the words in A and B (New Mk bk 6 pg 137)

Make sentences using the vocabulary

Lesson three

GENDER

Examples

Bullock – heifer

Ram – ewe
Gander – goose
Fox – vixen
Boar – sow
Colt – filly
Horse – mare
Tom cat – tabby cat

Activity

Give the feminine of the following

Bull
Bill goat
Drake
Drone
Boer

Lesson four

Young ones of animals

Cat – kitten
Cock – cockerel
Cow – calf
Sheep - lamb
Hen – chick
Fish – fry
Goose – gosling
Toad – tadpole
Lion – cub
Bear – cub

Activity

Give young ones of the following animals

Fish
Bird
Duck
Horse
Hen

Lesson five

ANIMAL SOUNDS

Match the animals in A with the sound in B

A	B
Bull	Talks
Cat	Mews
Cow	Barks
Duck	Neighs
Dog	Roars
Lion	Bleats
Cock	Mows
Horse	Bellows

Parrot	Crows
Snake	Quacks
Sheep	Hisses

Lesson six

Dialogue

Caring for animals (Ref. Primary English book 6 pg 145 new edition)

Activity

In groups of three, discuss what should be done to care for our animals. Let the learners report their finding to the teacher

Lesson seven

Poem

The dog in our home (Ref Mk primary English book 6 pg 146)

Questions

How many sounds does a dog make?

What would scare a dog?

Why does a dog bark? (add more)

Lesson eight

Passage

Domestic animals (Ref. Mk bk 6 pg 78 old edition)

Questions

What was the first animal which stayed with hunters? Etc

Lesson nine

Guided composition:

(caring for our pets) (Ref, New Mk Primary English pupils' bk 6 pg 150)

Lesson ten

Composition

Imagine that you have a pet. Write a short story suggesting how you would look after it carefully

Lesson eleven

Notice

(Ref, New Mk primary English bk 6 pg 152)

Question

What is the notice about?

By whom was the notice written?

How can one contact Uganda wild life authority

SIR APOLLO KAGGWA BOARDING PRIMARY SCHOOL – OLD KAMPALA
LESSON NOTES P.6 ENGLISH
TERM III

LESSON ONE AND TWO

HOTELS

Vocabulary

Menu, chef, cook, cutlery, crockery, dinner, lunch, bill, waiter, waitress, supper, breakfast, meal, customer, serve, receipt, dessert, serviette, pudding, sauce, salad, lay, delicious, guests

Activity

Complete the sentences with the correct form of the word in the brackets

1. The waiter.....the cups every morning. (wash)
2. The heads of state were given a warm.....at African hotel. (receive)
3. Have you.....my receipt, please? (write)
4. The waitress is.....the table for lunch. (lay)
5. The cashier gave me aafter receiving the money. (receive)
6. Who.....the customers tomorrow. (to serve)
7. Has anybody.....your order, please? (take)
8. The old man.....for chips and chicken yesterday? (order)
9. Having.....for the meals, I was served by the waiter. (pay)
10. The customers are.....lunch now. (have)

Lesson three

Structures

Using: may I, please?

Examples

1. I need some help. May I have some help, please?
2. I want to see the menu. May I see the menu, please?
3. I wish to have rice and chicken. May I have rice and chicken, please?

Activity

Rewrite the following beginning: May I, please?

1. Pass me the sugar bowl.
2. I would like a glass of cold water.
3. I need some more salt
4. Send me a tooth pick.
5. I want to see the chef
6. Where is the cashier
7. I need a bottle of soda
8. I wish to have a cup of milk
9. Pass me a serviette
10. I need some more sauce

Usingmay.....

Examples

1. Victorious primary school pupils may hold their jamboree in Sheraton Hotel
2. The customer may pay the bill in dollars
3. The guest may have a rest in the lounge

Activity

Write ten sentences usingmay.....

Lesson four

No sooner.....than.....

No sooner is used to show the shortest possible time something happened. It gives the same meaning as shortly after, immediately, as soon as etc

Note: No sooner comes at the beginning of the sentence

1. No sooner is used to show what happened soonest after the other thing or action
2. The verb after No sooner 'did' should be in present simple e.g. go, do, sing, play, see
3. The verb after No sooner 'had' should be in past participle e.g. gone, done, sung, eaten, seen, paid
4. Never use No sooner than and as soon as immediately in the same sentence

Example

1. The boss paid for his lunch. The driver came for him.
2. No sooner had the boss paid for his lunch than the driver came for him
3. No sooner did the boss pay for his lunch than the driver came for him
4. As soon as we started eating, it began raining. No sooner had we started eating, than it began raining
5. No sooner did we start eating than it began raining

Activity

Rewrite the following sentences using: No sooner....."

1. Jessica followed her father immediately he left the hotel.
2. The waiter saw the customer. He stood up.
3. As soon as she laid the table, she served the guest
4. Timothy paid the bill shortly after he finished eating breakfast
5. Immediately the workers felt hungry, they went to the hotel
6. The bell rang, the pupils lined up for lunch
7. They washed the dishes as soon as the customers stopped eating
8. We served the guest of honour immediately he arrived

Lesson five

Using: Hardly, barely/ scarcely

These words are negative and they go with 'when'

Examples

1. The boss paid for his lunch. The driver came for him.
2. Hardly had the boss paid for his lunch when the driver came for him
3. Barely had the boss paid for his lunch when the driver came for him
4. Scarcely had the boss paid for his lunch when the driver came for him

Activity

Rewrite the following sentences using 'No sooner / hardly/ scarcely

1. As soon as the chef gave us food, the waitress brought the cutlery
2. Immediately we entered the conference room, the guest arrived

3. Immediately the guests checked out, the waitress cleaned the room
4. Just as we booked the room, the room attendant gave us the key
5. We served the guest – of – honour just as he arrived

COMPREHENSION

Lesson six

Dialogue

AT THE HOTEL

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

Waitress: Hello, I am pleased to see you Dr. Kizito
 Customer: Thank you, madam
 Waitress: Good evening sir
 Customer: Good evening madam
 Waitress: May I take your order please?
 Customer: That is good for you! I have a look at the menu please?
 Waitress: Here it is sir, please?
 Customer: You know as a doctor, I always prefer a balanced diet
 Waitress: Don't mind doctor, please. Everything you want is available and very delicious
 Customer: Okay madam, could you bring me some matooke, a piece of posho, chicken, a spoonful of gnuts and some greens
 Waitress: Will you take a cold drink sir?
 Customer: Yes madam, I would prefer a glass of passion juice to soda
 Waitress: What will you have for a dessert sir?
 Customer: A slice of water melon, please
 Waitress: Okay, sir let me.....

Questions

1. What is the name of the customer?
2. Where did the dialogue take place?
3. When did the dialogue take place?
4. Which meal of the day had the customer gone to eat?
5. Do you think a customer had a balanced diet?
6. Who served the customer according to the dialogue?
7. What does the term "dessert" mean
8. Why is it necessary for one to take a drink or water after eating?
9. Write "Dr. in full

Comprehension

Menu

Lesson seven

Below is an extract of a menu from Baguma's Restaurant in Nyendo Makasa

Study it carefully and answer the questions that follow in full sentences

Baguma's restaurant

Item	Price
Milk tea	800 @
Coffee	500@
Juice (variety)	500@
Soda (300ml)	700@

Chips and chicken	3500/=
Matooke and meat	2800/=
Rice and meat	7500/=
Rice and fish	2000/=
Rice and beans	4500/=
Grilled chicken	1500/=
Deep fried fish	9000/=
Cassava and beans	1200/=
Boiled eggs	800/=
Greens	250/=
Mineral water	500/=
Pan cake	200/=
Dessert	
Fruit salad water melon yellow bananas	
ALL ARE WELCOME	
MANAGER	

Questions

1. Who is the owner of the restaurant above?
2. Where is the above restaurant found?
3. Which item is the cheapest according to the menu?
4. Why do you think hotels or restaurants should have menu?
5. Who wrote this menu?
6. If Mr and Mrs. Sseninde had lunch composed of two plats of matooke, chicken and two bottles of soda, how much would they pay?
7. How much is a bottle of mineral water?
8. Which item is the most expensive on the menu?
9. Suggest an order that would make a balanced diet.
10. What is a menu?

Lesson eight

Guided composition

Fill in the blank spaces with the correct words chosen form the list to complete the passage

Customers, meals, lay, serve, more, choose, cashier, aprons, chef, number, cutlery, hotels

Hotels

In developing towns, there are always special places where people go to have.....

These places are called.....or restaurants. They usually prepare delicious meals for the customers.

At the hotel or restaurant, there are people who are employed to offer services to the one of the most important workers in the hotel is a The chef is an expert cook. Other workers include, waitress, waiter, thewho receives money at the counter and the manager.

A hotel or restaurant with a clean environment always attracts a good.....of customers. The arrangement inside also matters a lot. For example the person to.....the tables should do it in an orderly manner. He must also ensure that there is enough Here I mean forks, spoons and knives used for eating. Radios and television sets can offer extra services to the customers to avoid boredom.

In addition, the waiters and waitresses have to be smart and polite to the customers. The smartness can easily be noticed depending on thethey wear. They should alsocustomers cheerfully. Lastly when the customers take their orders, they ought to be served as soon as possible

If all this is done, there is no doubt for one to.....your hotel a place to be for breakfast, lunch, dinner, or supper. This means that the bigger the number of customers is thethe profits the owner of the business will take

Lesson nine

Jumbled sentences

The sentences below are in a wrong order. Rearrange them in the proper order so as to make a good composition about Mr. Okware goes to Muyenga Hotel"

1. Finally, Mr. Okware paid the bill and left the hotel.
2. The waitress quickly showed him the menu.
3. He went to Muyenga Hotel
4. He took an order which included posho, chicken, rice, and orange juice
5. The food was so delicious that he even requested for more.
6. He therefore decided to go to the hotel.
7. "Yes" may I see the menu, please?
8. When he reached there, the waitress warmly welcomed him and offered him a seat.
9. One day, Mr. Okware felt hungry at lunch time.
10. Then she asked, "May I help you sir, please?"

DIRECT AND INDIRECT SPEECH

Direct speech is when we enclose the actual or exact words of the speaker in quotation marks

Quotation marks can also be called speech marks or inverted commas (" ")

Examples

1. "I am going to have lunch now," said Tom
2. He asked "why is the baby crying?"

Indirect speech is also known as reported speech

Indirect speech is used when we wish to report what another person said unlike direct speech, the indirect speech does not require inverted commas. Instead we remove them and use a full stop only at the end of the sentence

Examples

1. Direct: I am preparing dinner now," the chef said.
2. Indirect: the chef said that he was preparing dinner then
3. Direct: The customer said, "I am hungry"
4. Indirect: The customer said that he was hungry
5. Direct: Miriam said, "I will have chips and chicken
6. Indirect: Miriam said that she would have chips and chicken

Note:

There are certain rules that govern direct and indirect speech

When a sentence is changed from direct speech to indirect speech certain changes are made. They include;

1. Changing tenses i.e. present simple to past simple
2. Changing pronouns
3. Changing adverbs of time and place
4. Changing questions
5. Changing commands i.e. using told or ordered etc

6. Changing demonstrative adjectives i.e. these – those, this – that

Note to teacher: Go into details here as much as you can

Tenses

1. Present simple becomes past simple tense
2. Present continuous becomes past continuous
3. Present perfect becomes past perfect tense
4. Past simple changes to past perfect
5. Future simple 'will' change to 'would' and 'shall' changes to would

Pronouns

Direct speech	indirect/ reported speech
I	he / she
My	his/ her
We	they
Our	their
You (singular)	he/ she
You (plural)	they

Other changes

Direct	indirect/ reported speech
This	that
These	those
Now	then
Here	there
Am	was
Is	was
Are	were
Shall	would
Will	would
May	might
Can	could
Must	had to
Today	that day
Yesterday	the previous day
Tomorrow	the following day
Last night	the night before
Next week	the following week
Next Monday	the following Monday

Note: "if" or "whether" is used in reported speech when the direct speech is in question form beginning with a help verb such as. Do, is are, can, will, could etc

Examples

Direct: He asked, "can you help me now"?

Indirect: He asked if I could help him then

Direct: "Will you have supper with us today?" mother asked

Indirect: Mother asked whether I would have supper with them that day

Commands

In commands "said" is changed to told or ordered in the reported speech

Examples

Direct: "Stop here said my boss"

Indirect: My boss ordered me to stop there

Direct: Don't take anything out of this hotel," said the gatekeeper

Indirect: The gatekeeper told him not to take anything out of that hotel

Requests

Direct: : "Get me a glass of passion juice, " he said

Indirect: He requested me to get him a glass of passion juice

Direct: The customer said, "Pass me that salt, please"

Indirect: The customer requested me to pass him that salt

Activity

Change the following sentences into reported speech

1. "When will lunch be ready?" she asked
2. The waitress said, "I am going home now"
3. "Can you do me a favour? Asked the cashier
4. The old man said, "I am very hungry?"
5. "Would you like a bottle of soda?" asked the waiter
6. Mary says, "I am sick."
7. The girl said, "my dress is torn"
8. He asked, "What is she looking for?"
9. The doctor said, "The patients have been discharged"
10. "Did the prisoners slash the bush?" the manager asked

Lesson one and two

Using a dictionary

Vocabulary

Dictionary, spelling, thesaurus, alphabet, abbreviation, guide words, arrange, introduction, foreign words, pronounce, refer, skill, stress, acronym, sound, look up, index, page

Activity

Use the given words in the brackets to complete the sentences

1. We should learn to look up the.....of words in a dictionary. (mean)
2. If you don't understand, check in theplease. (introduce)
3. The names of candidates are always arranged in.....order. (alphabet)
4. My little sister is very good at.....words. (spell)
5. There is more than one.....of the word 'rebel' (pronounce)
6. You ought to be.....when looking up a word. (care)
7. Which word.....first in the dictionary, reach or people? (to come)
8. Thein the examination paper were very easy. (abbreviation)
9. I looked up the meaning of the new word by.....(self)
10. What is theletter in the word stress? (three)
11. The children wrote all their.....spellings. (correct)

Lesson three

Alphabetical order

The words in a dictionary are arranged in alphabetical order. Words beginning with the letter "A" or 'a' come first, however these words are arranged in a certain order depending on the preceding letters in the word

The English alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz.

Arranging words in alphabetical order ABC.....

- | | | | | |
|----|----------|-----------|---------|----------|
| 1. | Cupful | cash | child | children |
| 2. | Leap | lease | lean | leave |
| 3. | Airport | air force | airbase | aircraft |
| 4. | Dirty | duck | drake | dam |
| 5. | Earpiece | eardrum | earing | earmark |

Spelling game

Look up the missing letters 'ie' or 'ei'

1. the____r
2. ____ther
3. bel____f
4. dec____ve
5. ch____f
6. for____gner
7. n____ther
8. the____f

WORD POWER

We can form other words from the bigger or longer words

Examples

PRONUNCIATIONS

Caution, on, in, un, print, nun, pot, cat, cut, nation, can, run, ran etc

Write other words from the big word. Use each letter once in a new word. The word formed must be meaningful

1. Abbreviations
2. Dictionary
3. Introduction
4. President
5. Chairperson

Lesson four

Structures

Usingafter/ before.....

Examples

1. Which word comes.....?
2. Which word comes before in the dictionary 'peach' or 'people'
3. Peach comes before people in the dictionary
4. The word people comes after peach in the dictionary
5. Which word comes last in the dictionary 'wind' or 'war'
6. Wind comes last in the dictionary. War comes before wind in the dictionary

Lesson five

Not only.....but also.....

Rewrite the following sentences using

Examples

1. The dictionary gives the meaning of words. It also gives their pronunciations
2. Not only does the dictionary give the meanings of words but also their pronunciations
3. The dictionary does not only give the meanings of word but also their pronunciations
4. I looked up the new word in the dictionary. I also learnt its meaning
5. Not only did I look up the new in the dictionary but also learnt its meaning
6. I did not only look up the new word in the dictionary but also learnt its meaning

Activity

Rewrite the following sentences beginning: Not only...but also.....

1. My brother has a dictionary. He also has an atlas
2. The teacher taught us the meaning of the new word. He also taught us its spelling
3. Tabisa is a good netballer. She is also a good musician
4. The pupils spelt the word ewe. They also used it in their own sentences
5. The lesson was interesting. The lesson was educative
6. Peter is very clever. He is also hard working.
7. The girls attended the reading completion. The boys attended the reading competition
8. The dictionary was new. The dictionary was new
9. I did a spelling game. I also filled in a puzzle
10. Grace won the reading competition. She also won the prize

Lesson six

Rewrite the following sentences using.....not only.....but also

1. Peter arranged the words alphabetically. He also gave the book to the teacher to mark
2. Inzikuru won the race. She also won the gold medal
3. The teacher gives us spelling exercises. He also marks our work
4. The girls go to the library. They also do research
5. Mr. Musana will help the girls. Mr. Musana will help the boys
6. The song was interesting. The song was educative
7. Robert came late. Robert escaped from school
8. She is a good speaker. She is a good writer
9. Miss Mariam is a netballer. She is also an athlete

Lesson seven

Using: Whenever.....

Rewrite the following sentences using Whenever.....

Examples

1. Every time you find a new word, refer to the dictionary
Whenever you find a new word, refer to the dictionary
Refer to the dictionary whenever you find a new word
2. Sometime you come across a new word should look up its meaning
Whenever you come across a new word, you should look up its meaning
You should look up its meaning whenever you come across a new word

Activity

Rewrite the following sentences beginning Whenever.....

1. You should keep quiet every time you go to the library
2. Sometimes you find words you don't understand. You should ask the teacher for help
3. You must see a doctor every time you feel sick
4. If you don't know the spelling of a word, you must check in the dictionary
5. It is good to make corrections every time you fail
6. I write to my parents. They reply
7. Every time we go to town we buy a dictionary
8. A person dies. People feel sad
9. They always go to the zoo. They see many elephants
10. The teacher pronounces the words. The pupils repeat after him

Rewrite the following sentences usingwhenever.....

1. The teacher enters the class. The pupils stand up to greet him
2. Every time I give a correct answer, my classmates clap their hands.
3. You understand better every time you discuss with the teacher.
4. One should wash one's hands every time one goes to the latrine
5. Jane wakes up in the morning. She greets her parents
6. Peter goes to the library. Peter borrows a dictionary
7. You find difficult words. Refer to the dictionary
8. If you wish to find the word faster, you must look for guide words

Lesson eight

Dialogue

Dictionary skills (Ref. MK bk6 pg 135)

Activity

Questions

1. What is the title of the dialogue?
2. Which reference book are they talking about?
3. Where do you think the conversation took place?

Lesson nine

Passage

Learning how to use a dictionary (Ref. MK bk6 pg 136 old edition)

Lesson ten

Guided composition

Picture composition (Ref Mk bk6 pg 136 – 139 old edition)

Lesson eleven, twelve, and thirteen

OPPOSITES

Opposites means something or a person that is as different as possible from something or somebody else

Opposite words are formed from different parts of speech i.e. some opposites are in nouns, verbs, prepositions, adjectives, adverbs etc

Opposites of nouns

Opposites of nouns according to gender

Masculine	feminine
Man	woman
Ram	ewe
Fox	vixen

Governor governess

Opposites of verbs

Verb	opposite
Come	go
Begin	end
Cry	laugh
Lose	gain

Opposites of adjectives

Adjective	opposite
Slow	fast
Dirty	clean
Barren	fertile
Generous	mean/ selfish
Inner	outer

Opposites from prefixes (un, dis, mis, in, irr, il etc)

Kind	–	unkind
Tidy	–	untidy
Encourage	–	discourage
Arm	–	disarm
Quote	–	misquote
Correct	–	incorrect
Sane	–	insane
Polite	–	impolite
Patient	–	impatient
Legible	–	illegible
Logical	–	illogical
Suffix ful	–	less
Needful	–	needless

Activity

Rewrite giving the opposite of the underlined word

1. Is my handwriting legible?
2. Our teacher proudly talks about the importance of books
3. I am sitting in a comfortable seat
4. The shopkeeper is a merciful man
5. Muvule is a thin tree.
6. Why do you use ancient styles of dancing
7. Edith is a faithful servant
8. The floating boat appeared yesterday

Lesson fourteen

ADVERBIAL CLAUSES

Using: In spite of

Examples

In spite is used in three ways

1. It is followed by a continuous tense e.g. Our teacher explains well during the lesson. our teacher is not understood

- In spite of explaining well during the lesson, our teacher is not understood.
2. It is followed by the fact that
In spite of the fact that our teacher explains well during the lesson, he is not understood.
 3. It is followed by an abstract noun
John is lame but he kicks the ball well
In spite of being lame, John kicks the ball well

Activity

Use 'in spite' to write the sentences

1. Angella is a very beautiful lady but she didn't marry a rich man.
2. Lucky Dube danced the whole night although he didn't get tired.
3. The glutton eats too much but he doesn't get satisfied.
4. Namusoke was very cheerful but she missed the first prize
5. Hillary makes a lot of accidents every day although he drives slowly
6. She is quiet but she disturbs neighbours
7. The letter was posted early but it arrived late
8. The teacher taught the lesson although he came late
9. Asekenyi forgot the school bag at the compound but she found it there the next day
10. I didn't get the job. I had all the necessary requirements

Lesson fifteen

Using : Despite

The structure words the same way 'in spite' does but it doesn't take 'of'

Examples

1. Mukasa married a beautiful lady yet he is not educated
2. Mukasa married a beautiful lady despite being uneducated
3. Despite the fact that Mukasa married a beautiful lady, he is not educated

Activity

Rewrite the following sentences as instructed in the brackets

1. I was very tired. I couldn't sleep. (Begin: Despite being.....)
2. The policeman was present. The thief escaped. (Usein spite of.....)
3. It was raining heavily. We went out for a show. (Begin: In spite of....)
4. She is a very beautiful girl. She has failed to get married. (Begin: Despite...)
5. Namubiru was very smart. She didn't impress anybody. (Use:.....in spite)

Lesson sixteen

USE OF 'NEVERTHELESS'

Nevertheless is used to express contrast in statements

Nevertheless is preceded by a semi colon (;) and a comma (,) after

The boy was clear; nevertheless he didn't get aggregate four

The beggar is poor; nevertheless, he is honest

Activity

Use 'nevertheless' to rewrite the sentences

1. His parents are poor but he is in a good school.
2. Bolingo's parents are rich but they don't visit him on VDs
3. Joan runs faster than the big boys although she is a little girl
4. Although Denise speaks very well, she cannot debate
5. Wango is very stubborn but he performs well in exams

Lesson seventeen

Revision on the use of; as soon as, just as, immediately, barely, scarcely, no sooner, hardly, however much

Necessity and obligation

Lesson one

Obligation is the must to do something

Necessity is the fact that something must happen or the need for something

The following words are used to express necessity and obligation e.g. need, must, needn't, mustn't etc

Note: take note of the changes of these verbs

Present	past
Needn't	didn't need to/ needn't have/ didn't have to
Must	had to / was / were to
Mustn't	didn't have to/ wasn't to /were not to

Use of must

It is used when something is necessary e.g.

She must accompany me

We must go and see him

The past form of must is had to e.g.

She had to accompany me

We had to go and see him

Activity

Making sentences using must

Change the following sentences into past

1. They must follow us as soon as they come
2. I must see him today
3. We must not go by that old bus
4. Those boys must not climb our mango tree
5. Suzan must hand in her English book now
6. I must not see him when he comes back

Lesson two

Use of needn't

It is used to remove necessity in the sentence

Examples

1. You must eat with us
You needn't eat with us
2. Kapere is not run to school
Kapere needn't run to school

Activity

Remove necessity and obligation from those sentences in the present tense

1. You are to go for prayers on Friday
2. The dogs must always be tied on chains
3. The candidates have to study on Saturdays
4. He must do it alone
5. I am to take a tray of eggs to my English teacher

Lesson four

Other forms of needn't in present tense

Examples

1. It is not necessary for Peter to go to town without permission
Peter needn't go to town without permission
2. It is not necessary for the speaker of parliament to chase away the stubborn MP
The speaker of parliament needn't chase away the stubborn MP
3. There is no need to speak aloud in class
It is not necessary to speak aloud in class

Lesson five

The past form of needn't

It has three past forms – didn't need to/ needn't have/didn't have to

Use of didn't need to

It means that what was not necessary was not done

Examples

1. I needn't go with her
2. I didn't need to go with her
3. I needn't take poison, I can die
4. I didn't need to take poison, I could die

Activity

Rewrite using didn't need to

1. You needn't waste that water because it is useful
2. I needn't take a taxi because it is a short distance
3. You needn't feed the baby because it is satisfied
4. We needn't telephone him since he is coming today

Lesson six

Use of needn't have

It is used when something was done and yet it was not necessary

1. Kato needn't stone the teacher, he will know
Kato needn't have stoned the teacher, he would know
2. It was not necessary for me to go to church
I needn't have gone to church

Activity

1. There was no need for him to go away
2. It was not necessary for me to revise since I finished my exams
3. There was no need for us to walk to town, but we did

Lesson seven

Use of should and ought to

They have the same meaning

Examples

You should respect elders
You ought to respect elders

Activity

Make twenty sentences using should and ought to

NB: The negative form of should and ought to is oughtn't to

Examples

You should abuse people

You oughtn't to abuse people

Activity

Rewrite the following sentences using 'oughtn't to'

1. Don't fight with friends
2. You should play in class
3. Peter should stay at home today
4. Don't go to the forest alone