



Ministry of Education
and Sports

HOME-STUDY LEARNING

PRIMARY
6

ENGLISH LANGUAGE

August 2020



Save the Children





Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning

TOPIC: FAMILY RELATIONSHIPS

Lesson 1: Vocabulary (Family Relation)

Learning Outcomes

By the end of the lesson, you should be able to:

read and spell the given words.

use the given words to construct correct sentences.

You will need:

1. an exercise book
2. a pen
3. a pencil
4. a dictionary/thesaurus

Introduction

In this lesson, you are going to learn about family relationships. We will learn about the types of families. You will learn about a nuclear family and an extend family. You will use the vocabulary listed in step: 1.

Step 1:

Read and spell the following words

cousin	brother-in-law	father-in-law	grandmother
nephew			
Stepmother	half-brother	sister	stepsister
twins			

Step 2:

Now do the exercises below.

Fill in each of the blank spaces with suitable words from the box above.

Phiona is my.....because she is my uncle's daughter.

You are my nephew because you are my sister's.....

Give the plural forms of:

half-brother

brother-in-law

Rewrite the following sentences giving the opposite forms of the underlined words.

My nephew has joined a good secondary school.

How many stepsisters do you have?

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

My aunt gave birth to two children born at the same time last week.

I shall visit my father's mother next holiday.

Lesson 2: Grammar (Negative and Affirmative sentences)

Learning Outcomes

By the end of the lesson, you should be able to:

- Define negative and affirmative sentences.
- change the given sentences to negative form.
- rewrite the given sentences to affirmative form.

You will need:

1. an exercise book
2. a pen/a pencil

Introduction

There are two forms of sentences, the negative and positive. A positive sentence does not have the word 'not' but a negative sentence uses the word 'not'.

Step 1:

Examples

Positive (affirmative)	negative
She is my aunt.	She is not my aunt.
He is my grandfather.	He is not my grandfather.
My sister is a tall woman.	My sister is not a tall woman.
Daniel has a brother.	Dan does not have a brother.

Step 2:

Exercise

Change the following sentences from Affirmative to Negative.

Example: Sharon likes dancing. = *Sharon does not like dancing.*

Her uncle rides old bicycles.

I treat my cousins well.

They play football in the evening.

Your brother cries every day.

Our sisters prepare good stew.

Change the following sentences from Negative to Affirmative.

Examples: Mondo does not abuse others. = Mondo abuses others.

I do not listen to radio announcements.

She does not collect firewood.

We do not play with other children.

My father did not help me to write a composition.

Our friends do not visit us on Sunday.

Lesson 3: Comprehension (Story)

COVID- 19. Don't touch your mouth, eyes, and nose with your hands.

Learning Outcomes

By the end of the lesson, you should be able to:

- read the given story.
- answer questions about the story.

You will need:

An exercise book, a pen/a pencil.

Introduction

Comprehension is the ability to read and understand. If you read a passage and you understand it properly, you are able to answer all the questions correctly.

Step 2:

Now read the story at least two times.

A VISIT TO GOMBA

Last Saturday, after prayers on Active Television, we held a family meeting where we decided that we would travel to Gomba by bus. Our relatives lived in Gomba and we had last visited them some years ago. Our eldest brother, Nsereko Andrew, was then a Primary Five pupil but he is now in Senior Three. It was on a sunny Wednesday afternoon when we bid farewell to our dad and left home for the bus station. We were all excited to travel to our mother's home district. Before boarding the bus, we sanitised our hands and masked our faces.

The journey to Gomba was very interesting indeed. We admired not only the forests along the road but also the papyri. My little brother, Bernard, asked Mother to buy some pieces of chicken for him but she refused. She told us that

it was not healthy to eat anyhow, especially when there is COVID-19. At exactly 1.00 pm, we reached Gomba Town like the bus driver had promised. We all thanked God who had enabled us to reach safely. Some of our cousins and relatives, who were waiting for us at the bus station, were glad to see us. They asked us to sanitise our hands immediately. After sanitising our hands, they led us to some two cars that had parked a few metres away from the bus. The cars took us to our grandparents' home that was four kilometres away from Gomba Town.

Questions

Answer the following questions about the story in full sentences.

Which television had prayers?

How did the family travel to Gomba?

Who was the writer's eldest brother?

What did the children do before boarding the bus?

Apart from the forests, what else did the children admire?

Who is the writer's little brother?

At what time did they reach Gomba Town?

Why do you think it was right for the children to sanitise their hands?

Lesson 4: Composition (Composition Writing)

Learning Outcomes

By the end of the lesson, you should be able to:

- Read the given instructions.
- Write a composition.

You will need:

1. An exercise book
2. A pen
3. A pencil

Introduction

It is important that you learn how to write short compositions so that you can share your experiences with others. When people read what you have gone through, they become excited and they also share your story with others. How wonderful that can be! In this lesson, you are going to write a composition.

Step 1:

You may follow the following tips:

- Include a title for the composition you are writing.
- Highlight the important points to be included in the composition.

- Your composition must have an introduction, a body and a conclusion.
- Punctuate your sentences correctly.
- Use the correct tense.
- Ensure that your composition has paragraphs.

Exercise

Read the instruction below at least two times.

*Write a composition between 70 and 100 words about **My Recent Visit to My Relative's Home**. In your composition, include where your relative lives, when you visited him/her, how you travelled there and which people you found there. Also explain the main reason why you visited that relative. Lastly, tell whether you enjoyed your stay in your relative's home or not and give one reason why.*

Now write the composition.

TOPIC 4: OCCUPATIONS

Sub-topic 4A: Carpentry

Lesson 1: Vocabulary (Carpentry)

Learning Outcomes

By the end of the lesson, you should be able to:

- Read and spell the given words.
- Use the given words in sentence.

You will need:

1. an exercise book
2. a pen
3. a pencil
4. a dictionary/thesaurus

Introduction

Our parents have different jobs through which they provide us and other family members what we need. Some are teachers, lawyers, carpenters, tailors and farmers. In this topic, you will learn about occupations. *Occupations* are simply jobs. In this sub-topic, you will look at *Carpentry*.

Step 1:

Read and spell the following words

saw	plane	hammer	screwdriver	varnish	bench
drill nails	carpenter	timber	wood	sawdust	

Exercise 1**Match the meanings given with the vocabulary.**

Plane:	a liquid that is painted onto wood or metal to make it shine.
Hammer:	a liquid material used to fasten joints of furniture.
Sand paper:	a tool or machine with pointed end for making holes.
Drill:	a tool with a narrow blade used to turn screws.
Wood glue:	a tool with a handle and heavy metal head for hitting nails.
Screw driver:	strong paper with a rough surface covered with sand used for rubbing surfaces.
Varnish:	a tool with a blade set in a flat surface used to make surface of wood smooth
Carpenter:	a person whose job is making and repairing wooden objects

Step 2:

Now do the exercises below.

Use the correct form of the words given in brackets to complete the sentences.**Example:**My father prefers carpentry to tailoring. (carpenter)

Our classroom doors are..... (wood)

Has the carpenter.....the tables? (varnish)

The carpenter has already.....the wood. (saw)

Rewrite these sentences giving the plural forms of the underlined words.**Example:**The carpenter has kept the saw.= *The carpenter has kept the **saws**.*The bench will be sold expensively.Where have you put the screwdriver?**Use each of the given words in a sentence to show that you know the**

difference in their meaning.

plane

plain

Lesson 2: Grammar: The use of the Present Simple tense

Learning Outcomes

By the end of the lesson, you should be able to:

- Tell the use of the Present Simple tense.
- Form sentences in the Present Simple tense.

You will need:

1. a pen
2. an exercise book

Introduction

For you to speak correct English and to be easily understood by others, you must use the right tenses. When talking about what you will do tomorrow, you should not form a sentence referring to what happened yesterday. In this lesson, you are going to look at the Present Simple tense.

Step 1:

The Present Simple tense is used to describe actions that take place every day/always/every time. We add -s, -es, -ies to verbs when the subjects are singular (one).

Examples:

Odek plays football every weekend.
 Nakalema fries sauce for every meal
 She washes her cloth every morning
 He rides a bicycle every morning.

We do not add -s, -es, -ies to verbs when the subjects are many (**plural**). **We do not add -s, es, and ies when sentences begin with pronouns we, you, they and I.**

Examples:

Those boys ride bicycles every day.
 I read a storybook in the evenings.
 We ride bicycles every morning.
 Sarah and Mary play netball.
 Doctors treat sick people.
 They look after animals.

Exercise**Now answer these questions.**

Form five sentences in the Present Simple tense.

Example:

Our parish priest reads the Bible every morning.

Use the correct form of the given words to complete the sentences.**Example:**Grandma **lies** on her mat every afternoon. (lie)

That man usuallyhis car carelessly. (drive)

He.....the furniture very well. (varnish)

Fatumato the mosque every Friday. (go)

Onder, as well as Wamoko,wood every day. (smooth)

Covid-19.....people on **a** daily basis. (kill)**Lesson 3: Composition: Guided Composition**

COVID-19 IS SPREAD ALL OVER THE WORLD

Learning Outcomes**By the end of the lesson, you should be able to:**

- read the given composition.
- fill each of the blank spaces with suitable words from the box.

You will need:

1. a pen
2. a book

Introduction

Have you ever been to a workshop where a carpenter does his business from? What tools did you find there? Apart from the tools, what else did you see when you were there?

Step 1:**Read the words given in the box below.**

wood	learning	community	attractive	pay
sale	tools	workshop	screwdriver	furniture

Step 2:

Read the composition below at least twice before you begin filling in the blank spaces.

HOW TO MAKE.....

A carpenter needs a number of..... to make furniture.

Such tools include: a plane, a drill, a hammer, and a....., among others. These tools are kept in a....., which is a place where the carpenter does his work from.

The examples of items made in a workshop are chairs, tables, stools and benches. Before the..... of these items, they are usually varnished. The purpose of varnishing is to make them look.....to customers. Customers will.....large sums of money only when the items are beautiful.

Last week, I visited a workshop. After talking to the carpenters I found there, I realized that they are important people in our..... Without them,at school would not be possible. We would not have seats and neither would we have tables. Remember some blackboards are made out of.....

Sub-topic 4B: Tailoring**Lesson 1: Vocabulary (Tailoring)**

COVID -19 kills: There is no vaccine against COVID -19 yet, so stay safe.

Learning Outcomes

By the end of the lesson, you should be able to:

- read and spell the given words.
- use the given words in sentence.

You will need:

1. an exercise book
2. a pen
3. a pencil
4. a dictionary/thesaurus

Introduction

One of the basic needs of man is clothing. Clothes are made by special people. What do we call people who make clothes for us? Hope you have mentioned tailors and seamstresses. These people are in every community. Without them, we would be naked.., We are going to look at *Tailoring*.

Step 1:

Read and spell these words.

stitch	fabric	fasten	knit	patch	seamstress
tailor	weave	zip	bobbin	buttonhole	tape measure

Step 2:

Exercise

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

Example:

Mary has knitted the cardigan herself. (knit)

- There are many.....in our village. (seamstress)
- The threads have been.....together. (weave)
- The seamstress is.....the dress by hand. (stitch)
- Rewrite the sentences giving the plural forms of the underlined words.**
- Has the tailor mended the patch?
- I have learnt how to make the buttonhole.
- Use each of the given words in a sentence to show that you know the differences in their meaning.**
- Knit _____
- Neat _____

Lesson 2: Comprehension (Poem)

COVID- 19: Don't touch your mouth, eyes, and nose with your hands.
Use a handkerchief.

Learning Outcomes

By the end of the lesson, you should be able to:

- read and recite the poem.
- answer questions about the poem.

You will need:

- an exercise book
- a pen/a pencil

Introduction

Have you ever visited a tailor or a seamstress? Can you do the work they do? Well, the work involves a number of skills. What skills do you need to have to be a good tailor or seamstress?

Step 1:

Read and recite the poem at least two times.

The Profitable Job

Tailoring, what a profitable job!
You make me earn a living,
By using my brain and hands,
You are a talent God gave me.

Tailoring, what a profitable job!
A tape for taking measurements,
A pair of scissors for cutting cloth,
A needle and thread for stitching.

Tailoring, what a profitable job!
A straight stitch joins the material together,
A zigzag stitch protects the hem,
A running stitch holds fabric together.

Tailoring, what a profitable job!
The sewing machine finishes the job,
While the faithful buttonhole stitch
Keeps buttons fastened.
Mega Akatwijuka

Questions

Answer questions about the poem in full sentences.

1. What is the poem about?
2. What does the poet earn through tailoring?
3. How useful is a tape, according to the poem?
4. What does the speaker use to protect the hem?
5. Why does the speaker need a pair of scissors?
6. How many stanzas does the poem have?
7. Who is the writer of the poem?

Lesson 3: Composition (Picture Composition)

Learning Outcomes

By the end of the lesson, you should be able to:

- Interpret the given pictures.
- describe what is happening in each picture.

You will need:

1. an exercise book
2. a pen/a pencil

Introduction

Picture composition is a type of composition where we write a composition basing on the given pictures,

Consider the following points when writing about a picture composition.

1. Study the guiding words at the beginning.
2. Study the pictures.
3. Read through the last four questions that are always set after the pictures to help you understand the pictures
4. Match the corresponding words with the pictures.
5. Begin constructing sentences using the present continuous tense and the present perfect tense.
6. Remember to use an indefinite article on picture A. e.g. A tailor is taking measurements
7. Avoid using names
8. Answer the last four questions about the pictures in full sentences.

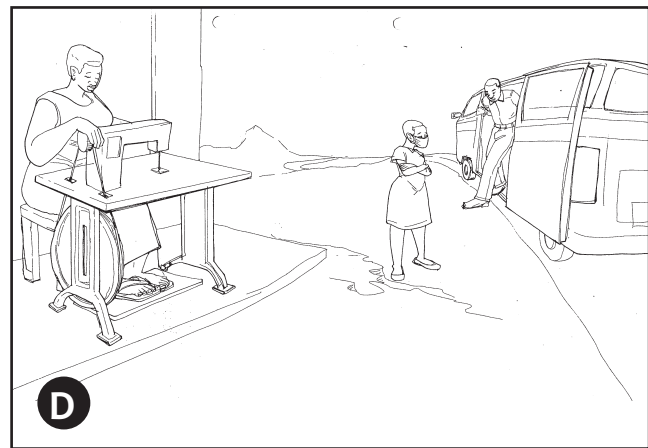
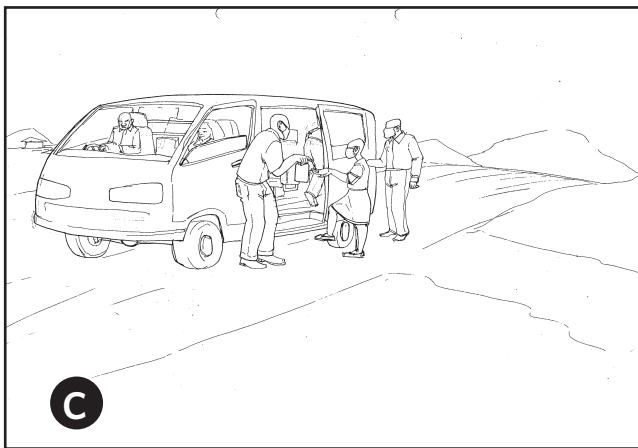
Study pictures from A to F. You may use the following words to guide you: *home, masks, taxi, stage, board, get off, in front of, tailor, measure, dress, money*

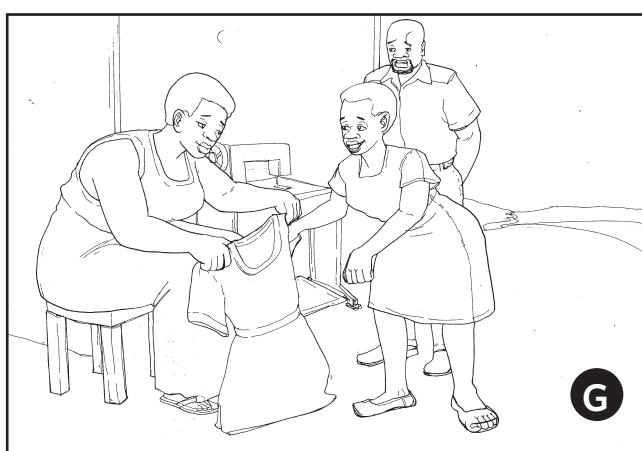
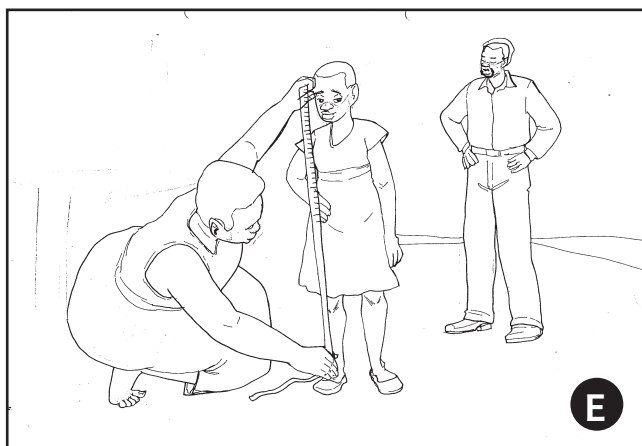
Exercise 1

Study the pictures A-G. Identify what is happening, who is performing an action and where.

Exercise 2

Describe what is happening in each of the pictures. Use the Present Continuous tense or the Present Perfect tense when describing the pictures.



**Example:**

The tailor is taking the girl's measurements.

Sub-Topic 4C: Baking

COVID- 19 kills. Do not touch your eyes and mouth with your hands.

Lesson 1: Vocabulary (Banking)**Learning Outcomes**

By the end of the lesson, you should be able to:

- Make sentences using the given words.
- Write the plural form of the given words.

You will need:

1. an exercise book
2. a pen/a pencil
3. a dictionary/thesaurus

Introduction

Many children like eating bread, buns, cakes and doughnuts, do you know where these are made? Do you know who makes them? Well, you will find the answers to these questions under this sub-topic of **Baking**.

Step 1:

Read and spell these words.

dough	cookie	knead	tier	flour	bake	oven
icing sugar	bun	bread	turn off	taste	ingredients	recipe

Exercise

Give the plurals of the following words.

Examples:

- Oven = *ovens*
- pinch of sugar = *pinches of sugar*

1. loaf.....
2. wedding cake.....

Use the correct form of the word given in brackets to complete the sentence.

Example:

The samosas we bought yesterday were **tasty**. (taste)

3. There are many.....in our municipality. (baker)
4. My sister enjoys.....sugar. (ice)

Use each of the given words in a sentence to show that you know the difference in their meaning.

5. Knead -----
6. Need -----
7. Tier -----
8. Tear -----

9. Roll -----

10. Role -----

11. Flour -----

12. Flower -----

Lesson 2: Structure (The use of ‘Don’t forget to....’)

Learning Outcomes

By the end of the lesson, you should be able to:

- Understand the use of ‘Don’t forget to....’
- Use ‘Don’t forget to....’ in sentences.

You will need:

1. an exercise book.
2. a pen/a pencil.

Introduction

When baking, you must be extra careful. If you are not, you will surely make mistakes. What you are baking, for example, it will not be tasty or will end up getting burnt. What a loss that can be! Therefore, when you are baking, you must remember what to do, how and when to do this and that.

‘Don’t forget to....’ is the same as ‘Remember to.....’

Examples:

1. Remember to turn on the oven. = Don’t forget to turn on the oven.
2. Remember to add some pinches of salt. = Don’t forget to add some pinches of salt.

Example

Now answer these questions.

Rewrite the following sentences beginning; Don’t forget to.....

1. Remember to invite your classmates to your birthday party.
2. Time the cake.
3. Cover the food.
4. Repair the oven.
5. Remember to write the recipe.
6. Buy cakes for us.
7. Remember to label the prices of the biscuits.

8. Tell us the steps for making the cakes.

Lesson 3: Comprehension (A Letter)

Learning Outcomes

By the end of the lesson, you should be able to:

- read the letter.
- answer questions about the letter.

You will need:

1. an exercise book
2. a pen/a pencil

Introduction

Study the picture below before answering the questions that follow.



Questions

1. What can you see in the picture?
2. How many people can you see in the picture?
3. What is the woman holding?
4. Which items can you see on the table?

Read the letter below at least two times.

Muhanga, Kabale.

Kyerero Primary School
P. O BOX 23,

July 20th,2020.

Dear Rachel,

I hope you are fine and helping your parents to do household chores and farm work. I am fine too. Though Kabale is very cold, I still join my family to do some gardening.

Do you remember my Aunt Penny, the baker? The one who loves to cook and bake? The lockdown found her here in the village and for the past three months, she has been teaching us how to bake using simple ingredients.

My best experience has been learning that I can bake without using electricity but using a charcoal stove and firewood. My father doesn't have to spend money now on buying bread or buns. He only buys the ingredients we need. It is fun!

Even though we are not yet at school due to COVID-19, I have learnt and I'm still learning how to do a number of things that are beneficial to our family.

I hope to hear from you soon.

Stay safe, stay healthy!

Your friend,
Rukundo Flavia

Questions

Answer the questions about the letter in full sentences.

1. In which school is the writer of the letter?
2. To whom was the letter written?
3. In which district is the writer of the letter?
4. What has the writer been learning for the past three months?
5. According to the letter, what has been the writer's best experience?
6. What does the writer's father spend money on?
7. Why isn't the writer at school now?
8. Who wrote the letter?

Project work

Read the recipe below and make a cake with your family

Banana Cake

Ingredients

500 grams baking flour

150 grams blue band or you can use same amount of cooking oil

150 grams sugar

2 eggs
 3 big very ripe bananas
 2 teaspoons baking powder
 Pinch of salt
 Some water/milk

Method

Collect all the ingredients together
 Get an old saucepan and fill it $\frac{1}{4}$ way with sand
 Light the charcoal stove and when hot put the saucepan with sand on it. Cover it.
 Sieve the baking flour with baking powder
 Grease the saucepan
 Mash the bananas until smooth
 Blend the blue band and sugar together until it is creamy and pale yellow in colour
 In a plastic cup, hit the eggs and add them to the sugar mixture
 Add the baking flour little by little as you continue blending.
 Add a pinch of salt and the bananas to the mixture
 Add the water/milk to the mixture until you get a paste.
 Pour the mixture into the greased saucepan and place it inside the hot saucepan. Cover and place some hot charcoal on top of the saucepan cover.
 Bake until brown. Use a clean knife to check whether the cake is ready.
 When ready, remove it and let it cool for 10 minutes. Serve and enjoy.

Exercise

After that good experience write a letter to your teacher telling him how you found the baking process, e.g. what you enjoyed most, the challenges and what skills you have acquired and some pieces of advice to your fellow pupils.

Sub-Topic 4D: Keeping Animals

Lesson 1: Vocabulary (Keeping Animals)

Learning Outcomes

By the end of the lesson, you should be able to:

- read and spell the given words about animals.
- construct sentences using the given words.

You will need:

a pen/a pencil, an exercise book, a dictionary

Introduction

Animal keeping means the practice of raising domesticated animals. The

animals are used as food or product sources.

Task 1: Read these words

**dock, pet, animal sounds, misery, comfort, discomfort, welfare,
anxious, anxiety, cruelty, stray, sorrow, cruel, body signs, torture,
husbandry, dip, slaughter, veterinary, tether, mistreatment**

Task 2

Construct eight sentences using the word in the table above. For example:

1. You should take care of animals.
2. It is not good to torture animals.
3. Do you know some of the animal sounds?

Lesson 2: Grammar (If 2 Conditionals)

Learning Outcomes

By the end of the lesson, you should be able to:

- understand the use of 'If 2 Conditionals'.
- construct sentences using: 'If 2 conditionals'.

You will need:

1. a pen
2. a book

Introduction

We use If (2) to imagine what would happen if the condition was to be fulfilled. We use the Past Simple tense in the 'if clause and would/wouldn't + the base form of a verb in the main clause.'

For example:

1. If I were a dog, I would bark./ I would bark if I were a dog.
2. If the farmer fed his cows well, they would produce enough milk./ The cows would produce enough milk if the farmer fed them well.

Exercise

1. Change the following sentences to 'If 2 Conditionals'.
2. If Kunia eats food, he will not feel hungry.
3. If they pass via Walaka hills, they will see me.
4. You will pass very well if you read your books.
5. Mr. Longman will win the elections if he campaigns well.
6. Okoto will become happy if he takes a bottle of beer.
7. I will pass my exams if I work very hard.
8. If the government reopens churches, I will go to church.
9. If schools are many, many people will be educated.

Lesson 3: Comprehension (Passage)**Learning Outcomes**

By the end of the lesson, you should be able to:

- read the story carefully.
- answer the questions about it in full sentences.

You will need:

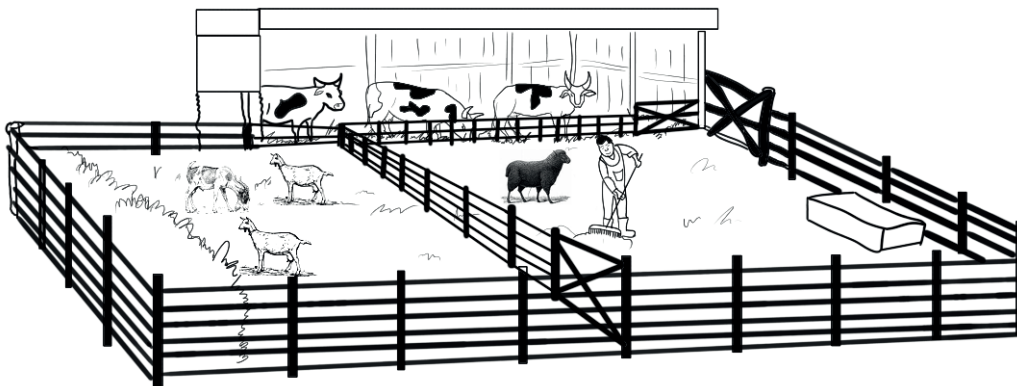
- a pen
- an exercise book

Introduction

Form some sentences in If 2 conditionals. See examples:

I would eat all rats if I were a cat.

If Othiolo woke up early, he would catch the first bus.



Read the story below carefully at least two times. Then answer the questions that follow.

ANIMAL KEEPING

Many people rear animals nowadays. They keep them basically for commercial purposes and to some extent for social issues like dowry payments, rituals, and

prestige. Some of these animals are called pets, for example dogs and cats. They are kept for pleasure.

People who keep these animals need to care for them well. They need to feed them, love them, and give them water, shelter and medical care. When animals are not cared for very well, they become miserable. They even end up dying. I hate people who mistreat animals. Animals are mistreated in a number of ways. For example, they are tortured, fed poorly and are not given medical care. During this Covid-19 pandemic, I have been helping my father to look after cattle. My father likes the way I care for the animals. I always want the best for them. I always ask myself: Why should one torture an animal as if it does not feel pain?

When we are cruel towards animals, they normally turn against us. That is the reason why they sometimes hurt and kill us. Take good care of animals so that they can take good care of us.

Questions

Answer the following questions in full sentences.

1. What is the story about?
2. What do many people do nowadays?
3. Why are pets kept?
4. Mention one way, people need to care for animals.
5. What happens when animals are not cared for very well?
6. What does the writer hate?
7. When do animals turn against us?
8. Why should we take good care of animals?

Lesson 4: A dialogue

ALWAYS KEEP YOUR MASKS CLEAN

Learning Outcomes

By the end of the lesson, you should be able to:

- read the conversation thoroughly.
- answer the question about the conversation in full sentences.

You will need:

- a pen
- a book

Introduction

Conversation is the talk between two people. Mr. Kunya is a famous cattle

keeper, and rears goats. One time he went to visit veterinary doctor because some of his animals were dying.

Activity

Read the conversation below between the Veterinary Doctor and Mr. Kunya. Fill in the possible questions of the Vet. Doctor to Mr Kunya.

Vet. Doctor:.....

Mr. Kunya: Good Afternoon Vet. Doctor.

Vet. Doctor: :.....

Mr. Kunya: My animals are sick.

Vet. Doctor:.....

Mr. Kunya: I keep cattle and goats

Vet. Doctor:.....

Mr. Kunya: The animals have never been vaccinated by any vet. doctor.

Vet. Doctor:.....

Mr. Kunya: Three of them have so far died.

Vet. Doctor:.....

Mr. Kunya: I ate the caucus (meat)

Vet. Doctor:.....

Mr. Kunya: I didn't know that caucus (meat) of dead animals infect human beings when not properly cooked.

Vet. Doctor:.....

Mr. Kunya: Yes, you can vaccinate the animals on Tuesday at 10:00 a.m.

Vet Doctor:.....

Mr. Kunya: Yes, I will follow the time you have suggested. Bye too.

TERM 3

TOPIC 5: HOTELS

Lesson 1: Vocabulary (Hotels)

COVID 19 kills: It has no cure yet. Stay home, stay safe.

Learning Outcomes

By the end of the lesson, you should be able to:

- read and spell the words.
- form sentences using the given words.

You will need:

1. an exercise book/ sheets of paper/ note book

2. a pen
3. a pencil
4. a dictionary

Introduction

Have you ever been to a hotel? Let me hope you have. In my village, there are small huts where people prepare meals for sale. Can you believe the people in my village call such huts hotels! They even give them wonderful names like Mukwano Five-Star Hotel but when you get into the hotel, you will find only one seat. And the seat is a log! For sure those are not hotels. A hotel is a building where people stay for a short time, pay for their rooms and meals. In this topic, we are going to look at Hotels.

Read and spell these words.

bill	menu	chef	sauna	serviette	cutlery
customer	waiter	receipt	order	washrooms	sauce

Exercise

Fill in the blank space with a suitable word from the box above.

Uncle Peter always goes to the sauna to relax his body.

The cashier gave me a.....after I had paid the bill.

I made an.....immediately I got into the restaurant.

Write the plural forms of the following words.

1. menu
2. bill

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

1. The smartest woman who serves customers in that hotel is my aunt.
2. Is your dad a professional cook?

Use each of the given words in a sentence to show that you know the difference in their meaning.

1. sauce
2. source

Lesson 2: Grammar (Formation of adjectives)

Learning Outcomes

By the end of the lesson, you should be able to:

- mention what adjectives are.
- form adjectives.

You will need:

1. an exercise book/ sheets of paper/ note book
2. a pen
3. a pencil
4. a dictionary

Introduction

Adjectives are words used to describe nouns and pronouns. Adjectives are words that describe people or things. We usually form some adjectives by adding: **y, ful, less, en, ious, ish** to given words to form adjectives.

Examples:

dirt- **dirty**

harm- **harmless**

gold - **golden**

harmony -harmonious

Baby - babyish

Exercise

Complete each sentence using the correct form of the adjective given in the brackets.

Example:

1. The hotel manager was wearing a **golden** watch. (gold)
2. The chefs know how to prepare.....dishes. (Rwanda)
3. The hotel is found in thepart of the country. (hill)
4. There are manychairs at the counter. (wood)
5. The restaurant has agate. (beauty)
6. We met a very.....waitress. (talk)
7. The hotel guard has a.....dog. (danger)
8. The hotel gardens had many.....chairs. (comfort)
9. It was such a.....meal that we all enjoyed it. (taste)

Lesson 3: Structure Use of 'No sooner...'

Learning Outcomes

By the end of the lesson, you should be able to:

- Explain the use of ‘No sooner....’
- rewrite sentences beginning with ‘No sooner....’

You will need:

1. an exercise book/sheets of paper/note book
2. a pen
3. a pencil
4. a dictionary

Introduction

Sometimes an action may take place right after another. For example if you got out of the house and right after, it began raining, you can use ‘immediately’ or ‘as soon as’ as:

Immediately I went out of the house, it began raining. /As soon as I went out of the house, it began raining.

You can also use ‘No sooner’, ‘Hardly’, ‘Scarcely’ or ‘Barely’. In this lesson, you will learn the use of ‘No sooner’

We use ‘**No sooner...**’ when talking about an action or event that happens right after another. We use: **No sooner.... + had+ than**. For example:

Immediately we arrived at the hotel, the receptionist welcomed us. = No sooner had we arrived at the hotel than the receptionist welcomed us.

The waiter gave us the menu immediately we sat down. = No sooner had we sat down than the waiter gave us the menu.

Exercise**Rewrite the following sentences beginning: No sooner.....**

Example:

1. Immediately I left the hotel, I met my friends. = *No sooner had I left the hotel than I met my friends.*
2. Immediately we arrived at the reception, we were greeted by the receptionist.
3. Immediately we arrived in Hoima, we booked a hotel.
4. Immediately they got money, they built a restaurant.
5. Immediately we entered the hotel, the manager welcomed us.
6. Immediately I reached the lounge, I sat down.
7. Peter reached the road to the hotel. His car broke down.
8. I showed my identify card to the gate man. He let me into the hotel yard.
9. Banura saw his friend. He asked him to accompany him to the gym.

Lesson 4: Comprehension (Poem)

COVID- 19: Don't touch your mouth, eyes, and nose with your hands.
Use a handkerchief.

Learning Outcomes

By the end of the lesson, you should be able to:

- read and recite the poem.
- answer questions about the poem.

You will need:

1. an exercise book
2. a pen/a pencil

Introduction

Form some sentences beginning: No sooner....

Examples:

No sooner had I gone out than I heard a gunshot.

No sooner had the accident occurred then the police arrived.

Step 1:

Read and recite the poem at least two times.

Another Home

Another home

My invitation card showed

I carefully read the words

At the entrance of the hotel

Another home

Soon I was in a queue

With other guests, local and foreign

Opening bags and wallets for checking

Another home

At the reception I was led

By a smart smiling worker

To the beautiful hotel gardens

Another home

Many church choirs sang

Food, chicken, drinks served

Finally, the cake was served.

Elly Musana Wairagala

Step 2:

Now answer questions about the poem in full sentences.

What did the invitation card show?

Where was the name of the hotel written?

Why did the guest open bags and wallets?

To which place was the speaker led?

What did the church choirs do?

Mention **one** item that was served.

How many stanzas does the poem have?

Who wrote the poem?

TOPIC 6: USING A DICTIONARY

Lesson 1: Vocabulary (Using a Dictionary)

Learning Outcomes

By the end of the lesson, you should be able to:

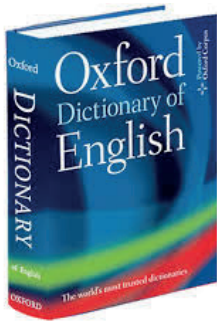
- read and spell the given word.
- construct sentences using the given words.

You will need:

1. a pen
2. pencil
3. an exercise book
4. a dictionary/ a thesaurus

Introduction

A dictionary is a vital reference in the learning of English. It gives a list of words and explains their meaning. You will learn how to use a dictionary and a thesaurus correctly.



Read these words

alphabet, dictionary, meaning, pronounce, spelling, abbreviations, sounds, labels, foreign words, arrange, stress, look up, refer, check, reference, index, guide word, thesaurus, acronym

Exercise

Construct eight sentences using the word in the table above. **For example:**

1. You should look up words in the dictionary.
2. I can arrange words in alphabetical order.
3. Do you know the meaning of abbreviations?

TOPIC 6: USING A DICTIONARY

COVID-19 IS WIDELY SPREAD IN THE WORLD

Lesson 2: Grammar (Question tags)

Learning Outcomes

By the end of the lesson, you should be able to:

- mention what question tags are.
- use question tags correctly.

You will need:

1. a pen
2. an exercise book

Introduction

When you are speaking to someone, you may want the person to agree with you or not. What do you always say? The simplest way is by the use of question tags.

Step 1:

Question tags are short questions asked at the end of a statement. If the statement is positive, the question tag is negative.

Examples:

1. A dictionary is a good book, isn't it?
2. Agnes bought a dictionary, didn't she?

If the statement is negative, the question tag is positive.

Examples

1. A dictionary isn't expensive, is it?
2. Agnes didn't buy a dictionary, did she?

Exercise

Rewrite and complete the following statements with suitable question tags.

Example:

You can borrow my thesaurus,? = *You can borrow my thesaurus, **can't you?***

It ate rats yesterday,?

Mary cooks food daily,?

The boy does not help the parents,?

Mr. Kato is not a kind teacher,?

They need to read their books,?

Rewrite the sentences as instructed in brackets.

For example:

You mustn't be mean with your dictionary, must you? = *You must be mean with your dictionary, **mustn't you?***

Anabayia plays with Job daily, doesn't she? (Rewrite ending:does she?)

We are hungry, aren't we? (Rewrite using:aren't.....)

Amos will not arrive in time, will he? (Rewrite ending:won't he?)

They haven't done it well, have they? (Rewrite using:have done.....)

You are a fat lady, aren't you? (Rewrite beginning: You aren't.....)

It is raining now, isn't it? (Use:is it?)

Lesson 3: Structure (The use of 'Not only but also.....')**Learning Outcomes**

By the end of the lesson, you should be able to:

- Explain the use of 'Not only.....but also.....' / '.... not only.... but also....'.
- use 'Not only.... but also.....' / '....not only...but also....' in sentences.

You will need:

1. a pen
2. an exercise book

Introduction

When you want to talk about two things, you can use 'Both....and...'

Example:

1. Tom bought both a phone and a laptop.
2. You can also use '.....not only... but also....'
3. 'Not only....but also.....' / '.....not only.....but also.....' is used to say that whereas one thing is true, something else is also true.

Examples:

Not only did Tom buy a phone but also a laptop. / Tom bought not only a phone but also a laptop.

Not only should you feed the animals but also treat them. /You should not only feed the animals but also treat them.

Exercise

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

Example:

1. My father's friend grows crops. My father's friend rears animals. = *Not only does my father's friend grow crops but also rears animals.*
2. Ugandans should not only keep cattle but also grow crops.
3. He is a teacher. He is also a farmer.
4. She cooked food. She also boiled tea.
5. A dictionary is useful. A dictionary is expensive.

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

Example:

1. Babu keeps cattle. He keeps sheep. = *He keeps not only cattle but also sheep.*
2. They docked their cows. They also docked their goats.
3. Some animals on the farm fell sick and died.
4. The writer speaks both English and French.
5. My sister is tall. My sister is beautiful.

Lesson 4: Opposites**Learning Outcomes**

By the end of the lesson, you should be able to:

read the given words correctly.

give the opposite of the given words correctly.

form the opposites according to gender correctly.

You will need:

1. a pen
2. a book
3. stylus
4. slate
5. braille paper
6. braille

Introduction

Opposites are words which oppose each other in meaning. They are at times called antonyms. Opposites are formed by adding a prefix or suffix e.g. “dis”, “il”, “im”, “ir”, “mis”, “un” . Opposites formed using the prefix “in”

dependent	-	independent
efficient	-	inefficient
equality	-	inequality
offensive	-	inoffensive

opposites formed using prefix ‘il’

Legal	illegal
Legible	illegible
Literate	iliterate

opposites formed using ‘mis’

conduct	misconduct
calculate	miscalculate
use	misuse
lead	mislead

Opposites formed using prefix ‘dis’

respect	disrespect
Contented	discontented
regular	irregular

Opposites formed using prefix ‘un’

fair	unfair
intelligent	unintelligent
true	untrue
able	unable

Activity A:**Give the opposite of the following words.**

- Secure -
 Fertile -
 Tolerable -
 Competent -
 Distinct -
 Curable -
 Justice -
 Edible -
 Audible -
 Gratitude -
 Opposite formed using the prefix "im"
 Possible - impossible
 Balance - imbalance
 Moral- immoral
 Patient - impatient

Activity B**Rewrite and give the opposite of underlined words.**

1. There is a lot of regional balance in Uganda.
 2. The man teaches his children immoral behaviour
 3. Arrogant people conduct themselves politely.
 4. Impatience pains but earns.
 5. Bwindi is the most penetrable forest in Uganda
 6. He used the word imperfectly in letter writing
 7. My chair is movable.
 8. Our area is impassable at night.
- COVID-19 pandemic is one of the immemorable event in the World.

Lesson 5: Composition**ALWAYS KEEP YOUR MASKS CLEAN****Learning Outcomes****By the end of the lesson, you should be able to:**

- read the composition.
- fill in the blank spaces with the given words in the box.

You will need:

1. a pen

2. a book

Introduction

There are a number of books that we need to make use of as learners. Some of the books are known as textbooks and others are storybooks. There are other important books as well. For example, a dictionary, a thesaurus and the holy books (the Quran and the Bible). Below you are going to read a composition about dictionaries.

Step 1:

Read the words below at least twice.

pronounced	alphabet	opposites	difficult	books
looking	buy	English	alphabetically	skills

Step 2:

Read the composition below and fill in the blank spaces using the words in the box above.

Dictionaries are.....which give not only correct spellings but also meanings of words. They also show us how words are supposed to be..... If you want to learn about.....and abbreviations, a dictionary is still there for you. The words in a dictionary are arranged..... In order to be able to use dictionaries with ease, one must acquire dictionary first. For example, one must know the..... The alphabet is a set of letters in a fixed order. If you do not know the order of alphabet, up words will not be easy.

As a learner of....., you should always be close to a dictionary. Without a dictionary, you may find learning English..... I pray that if you do not have a dictionary, your parent gets money and.....for you one. Stay safe!









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Development Centre,
P.O. Box 7002,
Kampala.

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