

LEGIT EDUCATION CONSULTANT

P.6 ENGLISH

ZOOM CLASS

LESSON NOTES AND
ACTIVITIES

TERM 1

ISSUE ONE

NAME:

TO JOIN THE ZOOM LESSONS,
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DAY ONE

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 people's initials e.g. Y.K. Museveni, I.K. Musazizi, 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 Mwatu.
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 form 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 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.....

Punctuate the following sentences

1. Where is she coming from

.....
2. I am going to Kampala said Joan

.....
3. do you remember where she put your book.

.....
4. Jesus loves us a lot

.....
5. Oh I have broken her arm

6. Tom went to market and bought tomatoes oranges rice pawpaws sugarcane

.....

7. I once lived in Tanzania and Rwanda

.....

8. my father in law has flown to London

.....

9. where are you going Sarah the teacher asked

.....

Mary peter Joy and Florence are needed by the headmaster

.....

TOPIC: SAFETY ON THE ROAD.

Vocabulary:

Study the meanings of these words.

Bend: a corner

crossroads: a place where two roads cross each other.

cyclist: a person who rides a bicycle or a motorcycle.

Hand signal: a message delivered using the hand.

Junction: A place where roads meet but do not cross each other.

Pedestrian: A person walking along the road.

pavement: A concrete path built on one or both sides of the road for pedestrians to walk along.

roundabout: a multiple road junction in the form of a circle.

Side path: a space where people can walk at the side of the road.

signal: a gesture or sound that normally carries a message.

traffic: vehicles moving along a road or street.

traffic police: police officer who direct drivers to make sure that traffic rules are respected.

Zebra crossing: A part from road marked with white stripes where vehicles must stop to let pedestrians cross the road.

1. **black spot:** A place on the road where accidents frequently occur or happen.

The use of ‘immediately’ / ‘as soon as’

Examples

(a) The driver lost control. The brakes failed.

- Immediately the brakes failed, the driver lost control.
- The driver lost control immediately the brakes failed.
- As soon as the brakes failed, the driver lost control.
- The driver lost control as soon as the brakes failed.

(b) I called my friend. I reached the zebra crossing.

- Immediately I reached the zebra crossing, I called my friend.
- I called my friend immediately I reached the zebra crossing.
- As soon as I reached the zebra crossing, I called my friend.
- I called my friend as soon as I reached the zebra crossing.

Activity:

Join these sentences using ‘immediately’ and ‘as soon as’

1. He switched on the wipers. It started raining heavily.

.....

.....

.....

.....

2. The vehicles started moving. The traffic light showed green.

.....
.....
.....
.....
3. He jumped off the lorry. It reached the humps.

.....
.....
.....
.....
4. The driver opened the door. Daniel removed the luggage from the car boot.

.....
.....
.....
.....
5. The traffic policeman signalled. The motorist stopped.

DAY TWO

The use of 'barely', 'scarcely' and 'hardly'

Note: Barely, scarcely and hardly are negatives and are therefore used to express negative situations.

Barely, scarcely and hardly go with when.

Examples.

- (i) We sang the national anthem the moment the president arrived.
- Barely had the president arrived when we sang the national anthem.
 - Scarcely had the president arrived when we sang the national anthem.
 - Hardly had the president arrived when we sang the national anthem.
- (ii) On seeing the snake, the woman shouted for help.
- Barely had the woman seen the snake when she shouted for help.
 - Scarcely had the woman seen the snake when she shouted for help.
 - Hardly had the woman seen the snake when she shouted for help.

Activity:

Re-write these sentences using 'barely', 'scarcely' and 'hardly'

1. As soon as Cathy wrote her letter, she edited it

.....

.....

.....

.....

.....

.....

.....

2. The moment the car crashed, the police arrived.

.....

.....

.....

.....

.....

.....

.....

.....

3. Immediately Karen boarded the car, she fastened the seat-belt.

.....

.....

.....

.....

.....

.....

.....

.....

4. Tom saw pot-holes. Tom reduced the speed of the car.

.....

.....

.....

.....

.....

.....

.....

.....

5. Just as the visitors arrived, the host brought soda.

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....

Use of; No sooner

Note: No sooner goes with than.

Examples

- (i) The taxi started moving just as all the passenger sat.
 - No sooner had all the passengers sat than the taxi started moving.
- (ii) The moment Kazibwe read his e-mail, he sent the reply.
 - No sooner had Kazibwe read his e-mail than he sent the reply.
- (iii) The girl died immediately the vehicle ran over her.
 - No sooner had the vehicle run over the girl than she died.

Exercise

Re-write these sentences using: No sooner.....

1. Philip crossed the road immediately the vehicle left.

.....
.....

2. Kyagaba started the car. The traffic policeman blew the whistle.

.....
.....

3. I started crying as soon as I received the bad news.

.....
.....

4. Immediately the police officer picked the gun, the suspect ran away.

.....
.....

5. Barely had the doctor arrived when the patient started crying.

.....
.....

6. Just as it stopped raining, we started the journey.

.....
.....

7. The moment the teacher read the interview results, the boy shouted with joy.

.....
.....

Modal / Defective verbs:

These are also referred to as modal auxiliary verbs. They are used with other verbs to express possibility, ability, permission, obligation or determination.

Examples: can, may, will, shall, have to, need, ought to, dare.

Should, ought to, had better

These are modal verbs of obligation, duty advice.

- to talk about an obligation and duty.
- to ask for and give advice.
- to say what is right or good.

Should.

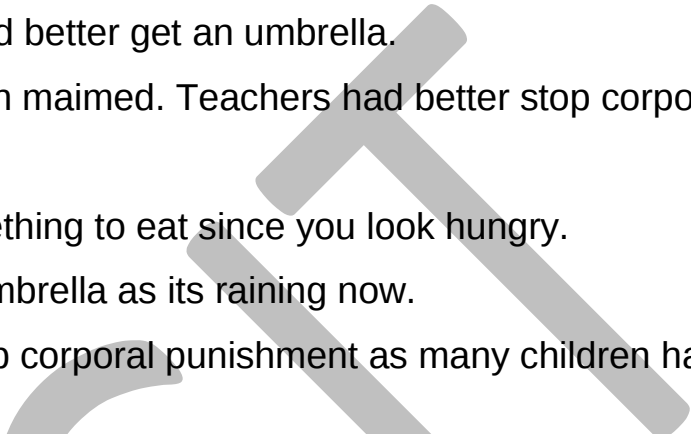
Examples:

- (i) You should respect elders.
You ought to respect elders.
- (ii) Children should obey their parents.
Children ought to obey their parents.
- (iii) Tom should stop smoking.
Tom ought to stop smoking.
- (iv) You shouldn't deceive people.

You ought not to deceive people.

Had better is used to express a recommendation in a particular situation. Though sounding part the meaning is always present or future.

Examples:

- 
1. You look hungry. You had better get something to eat.
 2. It is raining now. You had better get an umbrella.
 3. Many children have been maimed. Teachers had better stop corporal punishment.
1. You had better get something to eat since you look hungry.
 2. You had better get an umbrella as its raining now.
 3. Teachers had better stop corporal punishment as many children have been maimed.

Activity:

Re-write the following sentences using

- (i) Ought to (ii) had better.

1. You should stop smoking since it causes lung cancer.



2. People should boil drinking water to make it safe.

.....

.....

.....

3. You should revise your books in preparation for exams.

.....

.....
.....
4. Children should obey their parents.
.....
.....
.....

.....
5. He should apologise to the headmaster.
.....
.....
.....

.....
6. They should go for further studies.
.....
.....
.....

Re-write the following sentences as instructed.

1. You should not steal people's property. (Use-----ought not)
.....
.....

2. She had better stop making jokes. (Useshould.....)
.....
.....

3. Akol oughtn't to have ridden that bicycle. (useshould.....)
.....
.....

4. Should they travel on foot? (Begin: Ought.....)

.....
.....

5. You had better check on your discipline you risk being expelled from schools.
(Use.....ought.....)

.....
.....

Using Don't have to, don't need to, haven't got, needn't

Don't have to = don't need to = is not necessary = needn't = haven't got.

Examples:

- (i) I don't have to go there today.
- I don't need to go there today.
 - I haven't got to go there today.
 - I needn't go there today.
 - It is not necessary for me to go there.

Exercise:

Re-write the following sentences as instructed.

1. I don't have to talk to the headmistress. (Useneedn't)

.....
.....

2. Asuman and Kassim haven't got to go to Jinja. (Usedon't need)

.....
.....

3. It is not necessary for them to go on a pilgrimage. (Begin: They don't)

.....
.....
4. We needn't get up early today. (use haven't)

.....
.....
5. You don't have to blame us all the time. (Use: It is not)

.....
.....
6. You need not go now. (Use necessary.....)

.....
.....
7. You haven't got to punish that boy. (Use needn't.....)

.....
.....
8. I don't need to come back here. (use needn't)

.....
.....
9. We haven't got to do all this work now. (Begin: It is not)

.....
.....
10. You needn't go there. (Use don't have)

DAY THREE

Use ofneedn't have..... and didn't need
to.....

- ✓ We use needn't have to say that someone did something that was not necessary.
- ✓ Mother needn't have prepared so much food. There were few people to eat it.
- ✓ We use didn't need to say that something was not necessary. (does not say if someone did it or not.)
- ✓ They didn't need to clap their hands. (They either clapped or not)
- ✓ They needn't have clapped their hands (they clapped)

Activity:

Re-write the following sentences as instructed.

1. The sick boy didn't need to go swimming. (Being: There was)

.....

.....

2. There was no need for the prisoner to have lunch. (Use.....necessary.....)

.....

.....

3. It wasn't necessary for the headteacher to dance. (Usedidn't have)

.....

.....

4. The lame boy didn't have to climb up the tree. (Use ...needn't have)

.....

.....

5. They ought to always tell the truth. (Use.....should)

.....

.....

6. Please, lend me your bible. (Begin: Could)

.....
.....
7. Small children oughtn't to disobey elders. (Useshouldn't)

.....
.....
8. The pregnant women didn't have to carry luggage. (Use....necessary.....)

.....
.....
9. Don't teachers take pupils advice? (Begin:must.....)

Phrasal / prepositional verbs.

These are verbs which are always accompanied by a preposition to give a particular meaning.

Because they are in groups, they are also called phrasal verbs.

Prepositional verbs	Meaning	Examples.
ask for	Request	He asked for help.
Call for	to collect someone.	We shall call for you later in the day.
Call on	visit some one	She called on me yesterday.
give out	distribute	Please give out the books.
Pull out	halt/ stop	The train pulled up at the station.
Pull down	Demolish	Our old house was pulled down.

Adjectives:

An adjective is a word that is used to describe a noun or pronoun.

An adjective is a word that qualifies or adds meaning to a noun or pronoun.

Types of adjectives.

- (a) Size, examples far, big, huge, tall, giant, elegant, small, thin, slender, tiny, minute, shorts, thick .
- (b) Quality (opinion) e.g. good, nice, strong, weak, bad, harmful, smart, clean, tidy, windy, dirty, shabby, ugly.
- (c) Shape: e.g. circular, round, oval, rectangular, triangular, square, spherical, cylindrical.
- (d) Quantify (number) e.g. few plenty, little, many, a lot, abundant, much.
- (e) Colour e.g. red, blue, green, pink, yellow, purple, grey, brown, navy blue.
- (f) Material: These are normally formed from nouns e.g. wooden, golden.
- (g) Particulars: these are adjectives which sound like verbs but in actual sense only performing work of describing or telling us more nouns.
- (h) Age: e.g. young, old, new, modern, ancient.
- (i) Nationally / origin (proper adjectives)

This type of adjectives shows one who lives a particular country and perhaps the language one speaks. They are proper adjectives because they are derived from proper nouns.

- (i) Adjectives ending an'

Country / (proper noun)	Adjective
America	American
Austria	Austrian
Belgium	Belgian
India	Indian
Cameroon	Cameroonian
Uganda	Ugandan
Kenya	Kenyan

(ii) Adjectives ending 'ese'

Country	Adjective
China	Chinese
Japan	Japanese
Portugal	Portuguese
Vietnam	
Burma	
Togo	

(iii) Adjectives that end in 'i'

Country	Adjective
Iraq	
Israel	
Pakistan	
Kuwait	
Somalia	

(iv) Adjectives that end in – ‘sh’

Country	Adjective
Britain	British
England	
Denmark	
Finland	
Scotland	
Spain	
Sweden	
Wales	
Turkey	
Ireland	

Adjectives that end in - ch’

Country	Adjective
France	
Holland /Netherlands	

Other adjectives of nationality that change differently.

Greece	Greek (Greeks)
Switzerland	Swiss
Thailand	Thai
Burkina faso	Burkinabe

COMPARISON IN ADJECTIVES.

Comparison in adjective refers to the use of states / parts/ degrees of an adjectives namely.

- ✓ The positive
- ✓ The comparative
- ✓ The superlative

1. Adjectives that end in 'e' letter 'r' is added for the comparative and 'st' for the superlative.

Positive	Comparative	Superlative
Fine	finer	finest
Wise		
Gentle		
Humble		
Rare		
large		

2. Adding 'er' for the comparative and 'est' for the superlative that end in different ways.

Positive	Comparative	Superlative
Long		
Short		
Tall		
Clever		
sick		
Quick		
Fast		
Grey		
Narrow		
stupid		

3. Adding 'er' for the comparative and 'est' the superlative with the last letter positive doubling.

Positive	Comparative	Superlative
Hot		
Fat		
Wet		
Big		
Sad		
mad		
red		
thin		

4. To form the comparative and superlative that end in y and proceeded by a consonant drop 'y' and replace it with 'i' and add 'er'

Positive	Comparative	Superlative
happy		
early		
crazy		
lucky		
ugly		
pretty		
funny		
bonny		
easy		
muddy		
bumpy		

5. Long adjectives (adjectives with more than three syllables) take more for comparative and most for superlative.

Positive	Comparative	Superlative
active		
beautiful		
handsome		
generous		
merciful		
quarrelsome		
gracious		
dangerous		
marvellous		
sensible.		

6. The following adjectives have irregular forms in comparative and superlative i.e. they are formed differently.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
ill		
many		
much		
little		
far		
later.		

Activity:

Complete the sentences by inserting the comparative form of the adjective in brackets.

1. Mr. Male's condition isthan it was.
2. Of the twins, Sarah is the(ugly)
3. She wrote acomposition than mine. (good)
4. Teddy was theof the twin sister. (thin)
5. A crested crane isthan a pocket. (good)
6. The bursar gave memoney than i expected. (little)
7. The chief guest arrivedthan expected . (early)
8. Mary is theof the two girls. (fat)
9. Theyou go, the cooler it becomes. (high)
10. Dr. Latigo isthan any doctor in Uganda. (knowledge)

Double Comparisons.

(The use of comparatives in both clauses in a sentences.)

Examples.

1. As you go high, it becomes cool.
The higher you go, the cooler it becomes.
2. As he spent much money on alcohol, he became poor.
The more he spent money on alcohol, the poorer he became.

Activity:

1. As you grow old, you become wise.

.....
.....

2. He became richer because he worked hard.

.....

.....

3. She became fatter as she ate more food.

.....

.....

4. His money decreased as he produced many children.

.....

.....

5. The Mathematics numbers became simpler as we did more and more examples.

.....

.....

6. My sister became thinner as she ate less food.

.....

.....

7. The pictures were clear as we went near.

.....

.....

8. We became more tired as we went further and further.

.....

.....

9. The candidates became clever as they did a lot of research.

.....

.....

10. As she dodged work, she became stupid.

.....

.....

Sentences patterns with the superlative.

Examples:

1. Nambi is the tallest girl in our class. (tall)
2. The thinnest girl in primary six sits in the front row. (thin)

Activity:

Complete these sentences by inserting the correct superlative of the given adjectives

1. December is themonth of the year. (late)
2. Mybrother has flown to London. (old)
3. Martha is thewoman in the village (quarrelsome)
4. Amoot is theof all comedians in Uganda. (funny)
5. Apolot has thehandwriting in the class. (good)
6. Okot has theruler in our class. (long)
7. I borrowed thebook in the library (interesting)
8. Nantale is theof the triplets. (funny)
9. She is theof the quadruplets. (thin)

DAY FOUR

The use ofas.....asInot as.....as...../not soas....

Examples:

1. My shirt is clean. Your shirt is clean.

2. Peter weighs 50kg, Joel weighs 50kg.

3. Mr. Kafeero is not rich. Mr. Kapere is rich.

**use ofas.....as,not as.....as.....,not so
.....as.... where necessary to complete the statements below**

1. An elephant is a huge animal.A hippo is a huge animal.

.....
.....

2. A dictionary is a thick book.A bible is a thick book.

.....
.....

3. A puppy is fatter than a kitten.

.....
.....

4. My shirt is dirty. Your shirt is not dirty.

.....
.....

5. Okong is two feet tall. Opata is two feet tall.

.....
.....

6. A television is important.A radio is equally important.

.....
.....

7. Our teacher teaches English very well.Their teacher teaches English very well.

.....
.....

8. I am very short, You are very short.

.....
.....

9. Nantambi is heavier than Babirye.

.....
.....

Activity: 2

Re-write the following sentences as instructed.

1. Kato is very bright. Wasswa is very bright. (Useas.....as.....)

.....
.....

2. Katongole is not as rich as Katuntu. (Usethan.....)

.....
.....

3. There is no man in our village who is shorter than Makaru. (Use ...shortest....)

.....
.....

4. I picked a mango which was the riper than the rest in the basket.
(Useripest.....)

.....
.....

5. A bag of cement weighs 50kg. A bag of rice weighs 51kg, (Useas.....as.....)

.....
.....

6. You are tired. I am tired.

.....
.....

Formation of adjectives.

Common endings when forming adjectives.

- (a) y – e.g. rain becomes rainy
- (b) en – e.g. gold becomes golden.
- (c) ful – e.g. cup becomes cupful.
- (d) less- e.g. money becomes money less.
- (e) ible – e.g. terror becomes terrible.
- (f) some endings like ible, -ive, -ar, have to be used after dropping some letter(s)
elgl
- (g) expensive drops e and becomes expensive.
- (h) rectangle drops e and becomes rectangular.
unity drops y and becomes united.
- (i) sh – e.g. woman becomes womanish
- (j) able – e.g. cure becomes curable.
- (k) our – e.g. danger becomes dangerous.

Forming adjective from nouns adding 'sh'

Noun	Adjective
Child	childish
Woman	womanish
Fool	
girl	
boy	

Forming adjective from nouns adding 'y'

Nouns	Adjectives
Rain	
cloud	
Wind	
Dirt	
dust	
Milk	
water	
sand	
store	
blood	
Salt	
fun	

Forming adjectives from nouns using 'able'

Noun	Adjective
Eat	
enjoy	
comfort	
Suit	
knowledge	
digest	
value	
charity	
fashion	
misery	

Forming adjectives from nouns by using less.

Nouns	Adjectives
Use	
care	
Job	
End	
money	
Child	
hope	
harm	
help	

Using 'ful'

Noun	Adjectives
Use	
hope	
harm	
forget	
mercy	
Skill	
faith	
grace	
beauty	

Forming adjectives from nouns by adding 'ous'

Noun	Adjectives
danger	
religion	
ambition	
zeal	
advantage	
adventure	
anxiety	
space	
caution	
courage	
Grief	
poison	

Forming adjectives out of verbs.

(a) By adding 'ing'

(b) By adding 'ed'

Noun	Adjectives
write	
tire	
excite	
please	
Love	
amuse	
polish	
worry	
satisfy	

interest	
surprise	

Activity:

Complete the sentences using the words given the brackets.

1. The constitutional square is situated in a position (centre)
2. the president's office has the mostseats. (luxury)
3. Primary six is a class. (noise)
4. He feels quiteafter taking milk. (energy)
5. The death of her mother created asituation for her (terror)
6. A ball is aobject . (circle)
7. O.A.U is aorganisation . (continent)
8. Allen committedoffences. (crimes.

DAY FIVE

Order of adjectives.

The simplest way of finding out which adjective comes where is by using the formula DNOSSACOMKN

- D - Determiner
- N- Number
- O- Opinion
- S- Size
- S- Shape
- A- age
- C- Colour
- O - Origin
- M- Material
- K- kind

N- Noun

Determiner	Opinion	size	shape	age	colour	Origin	material	kind	noun
The man We saw He brought	Beautiful I Ugly Clean Smart Nice	Big Small Huge Thick	Oval Round Square Rectangular Spherical Bour-legged	New Old Ancient Modern young	Brown Red Grey Blue Yellow Black white	Africa Japan Chinese Chinese	Wooden Wool Metal Plastic Nylon	Dining Milking Walking Drinking	Can Water Table.

Activity:

Re-write the following phrases or sentences the adjectives in brackets in the correct.

1. I met a stranger. (dark-skinned, giant)

.....

2. See this camera (modern, black, German)

.....

3. My grandfather bought a chair. (wooden)

.....

4. The co-wives quarrelled for a necklace. It was old. It was yellow. It was made of gold.

.....
.....

5. Our grandmother told us an interesting story. It was ancient. It came from Nigeria.

.....
.....

6. Nelson Mandela always wore shirts. They were multi-coloured. They were made of silk.

.....
.....

ADVERBS;

And adverb is a word that modifies (adds meaning) to a verb, adjective or another adverb.

- **How it modifies a verb.**

A snail moves slowly.

- **How it modifies an adjective.**

A snail is very slow in movement.

- **How it modifies another adverb.**

A snail moves very slowly.

Types of adverbs (revise)

Formation of adverbs.

Adverbs from adjectives. Those that take 'ly'

Adjective	Adverb
Silent	
Kind	
Smart	
Slow	
Quick	
Honest	
Proper	

Adjectives that end in 'y' change 'y' to 'i' and add 'ly'

Adjective	Adverb
Hearty	
Noisy	
steady	
hungry	
Lucky	
lazy	
Busy	
shabby	
pretty	

Most of the adjectives that end in 'e' drop it for 'y' or 'ly'

Adjective	Adverb
gentle	
True	
possible	
amicable	
humble	
regrettable	
simple	
terrible	
miserable	
probable	

Those that add 'ly'

Adjective	Adverb
Nice	
active	
polite	
extreme	
immediate	
expensive	
Free	
brave	
close	
like	

If the adjective ends in 'l', you add 'ly'

Adjective	Adverb
economical	
practical	
Loyal	
skilful	
peaceful	
careful	
playful	
mental	

Formation of adverbs from nouns.

Noun	Adverb
active	
beauty	
centre	
cheer	
credit	
courage	
wonder	
danger	
distance	
force	
haste	
nature	
office	

Regular forms of comparison of adverbs.

Positive	Comparative	Superlative
actively	more actively	most actively
clearly	more clearly	most clearly
happily		
quickly		
slowly		
freely		
courageously		
foolishly		
wisely		

Irregular forms of comparison of adverbs.

Positive	Comparative	Superlative
badly	Worse	worst
ill		worst
far	further /farther	furthest/farthest
late	later/latter	latest/last
much	More	most
well	Better	best
a lot of	More	most

Activity:

Complete the sentences with the correct (comparative or superlative) form of the adverb in the brackets.

1. The headmaster always arrives at school much than anyone else. (early)

2. A chameleon movesthan a snail. (quickly)
3. We do a test a year. (one)
4. The man spoketo the woman. (rude)
5. Her office islocated. (centre)
6. Their salaries are paid (month)
7. Nambi always tries the of all the studies in our school.
(hard)
8. Our new car engine works.....than the old one. (efficient)
9. Kamali did his workthan the rest of his friends. (well)
10. The actresses are dressed for the play.(smart)

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

ROAD ACCIDENT



My name is Joseph. I go to Nakasero Primary School in Kampala. I usually wake up at six o'clock so as to beat the traffic jam and also get to school in time. One Monday morning, I got up as usual and prepared myself for school. After breakfast, I picked my school bag and went to the stage. I prayed that I get a taxi quickly because it was threatening to rain.

After waiting for a short while, a taxi from Munyonyo came. The driver hooted while the conductor put out his hand calling, "Kampala! Kampala! I stopped it and the conductor told me to sit in the front seat. As soon as I took my seat, the driver said, "young boy, fasten your seat belt". There and then I fastened it.

The driver started the car and by the time we reached the next stage the taxi was already full. We moved on steadily but as we were sloping down towards the junction, a group of school children crossed the road. Some of them did not pay attention to the approaching car. They didn't even bother to look left, right and then left before cross the road. The passengers in the taxi and some pedestrians on the pavement screamed in fear of an accident.

Thanks to the driver's quick decision. He applied the brakes instantly. This helped to save the school children. Unfortunately, the car swayed to one side of the road knocking down a cyclist. The cyclist was badly hurt. He got deep cuts on the head and face because he did not have a helmet on his head.

When the car finally stopped, all of us struggled to get out. Some jumped through the windows while others squeezed through the narrow door.

The accident attracted many people. This slowed the traffic and caused a heavy traffic jam. One concerned passenger rang the police which responded immediately. The police took the injured cyclist to Mulago Hospital for treatment. The taxi driver was taken to the police station for investigation.

People in the crowd were blaming the accident on Kampala Capital City Authority. They accused if for failing to put a zebra crossing on such a busy road. they wondered why there weren't any road signs warning motorists of school children crossing. One old woman said, "This place has become a black spot! I hope this accident will be an eye opener to the authorities to put the necessary measure in place, "the old woman concluded.

Frightened as I was, I decided to continue with my journey to school. By the time I reached, the first lesson had ended but I managed to attend the rest of the lessons.

Questions about the passage.

1. What time does Joseph usually wake up?

.....

.....

2. Where was the taxi coming from?

.....

.....

3. How did the driver manage to save the school children?

.....

.....

4. Why was the cyclist's head badly hurt?

.....

.....

5. Where was the injured cyclist taken?

.....

.....

6. Why did the onlookers blame Kampala City Authority?

.....

.....

7. Why should there be a Zebra crossing on a busy road?

.....

.....

8. In your own words, give advice to all children who use busy roads.

.....

.....

Notice:

The Notice below appeared in the new vision.

Read it and answer the questions that follow full sentences.

UGANDA POLICE TRAFFIC SECTION PROUDLY PRESENTS A PUBLIC SEMINAR ON SAFETY ON THE ROAD EVERY LAST SUNDAY OF THE MONTH GUEST SPEAKER: POLICE SPOKES PERSON VENUE: CONSTITUTIONAL SQUARE TITLE: 10:15AM TILL NOON ENTRANCE FEE: FREE ALL ARE WELCOME INSPECTOR GENERAL OF POLICE.

Questions:

1. What is the notice about?

.....

.....

2. Where is the seminar held?

.....

.....

3. How long does the seminar take?

.....

.....

4. Who wrote the notice?

.....

5. To whom is the notice addressed?

.....

.....

6. In which newspaper did the notice appear?

.....
.....

7. How often is the seminar conducted?

.....
.....

8. Give one word or group of words with the same meaning as the following words in the notice.

venue:

noon:

DIALOGUE:

Study the dialogue and answer the questions.

Crossing the Road.

Zurah: Don't cross the road anyhow, you may be knocked down by a car.

Agaba: Teach me how to cross the road then.

Zurah: It is always safe to cross at the Zebra crossing if there is one.

Agaba: What if there is none?

Zurah: Then you must be careful before crossing the road. First look right, look left, then look right again. You may then cross the road if there is no vehicles coming.

Agaba: Who taught you road safety?

Zurah: My mother did. She is a traffic police officer. Mother always tells me a lot about safety on the road. Her duty is to make sure that people are safe on the road.

Agaba: Tell me more about road safety.

Zurah: My mother says that drivers should be mindful of other road users especially pedestrians.

Agaba: Don't you think our classmates need to learn more about road safety? We should tell our teacher to invite your mother to come and talk to the whole class about road safety.

Zurah: That's a good idea.

Questions

1. What is the likely danger when one crosses the road anyhow?

.....

.....

2. What is a zebra crossing?

.....

.....

3. What must Agaba do before crossing the road?

.....

.....

4. What is the duty of the traffic police?

.....

.....

5. Name two roads users you know.

(i) (ii)

6. Why do you think Agaba needs more information about road safety?

.....

.....

7. Who taught Zurah road safety?

.....

.....

8. What is the work of Zurah's mother?

.....

.....

Activity:

Re-arrange the sentences below to form a good composition about the role of the traffic police officers.

1. Crossing the roads in such a manner puts one's life at risk.
2. Their main role is to reduce accidents on the roads.
3. The biggest number at risk are the children.
4. Some of the road users know about the road safety rules.
5. This will help to reduce accidents on the road.
6. They cross the roads without looking left or right.
7. Traffic police officers have a big role to play.
8. Unfortunately, others do not know about them.
9. It is everyone's responsibility to teach children how to cross the road safely.
10. However, this is not easy because they deal with different road users.

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GUIDED DIALOGUE.

Fill in the words spoken by Babirye.

Teacher: Hello, Babirye, where is your twin sister, Nakato?

Babirye: _____

Teacher: How did the accident happen?

Babirye: _____

Teacher: That was a terrible thing to do. You should always cross the road when it is clear.

Babirye: _____

Teacher: You are right, always use a zebra crossing when crossing busy roads.

Babirye: _____

Teacher: Always wake up early to avoid crossing the roads hurriedly.

Babirye: _____

Teacher: Was she taken to the hospital.(?)

Babirye: _____

Teacher: Have you been able to inform your parents?

Babirye: _____

Teacher: Who will attend to her in the hospital?

Babirye: _____

Teacher: Let's wish her a quick recovery.

Babirye: _____