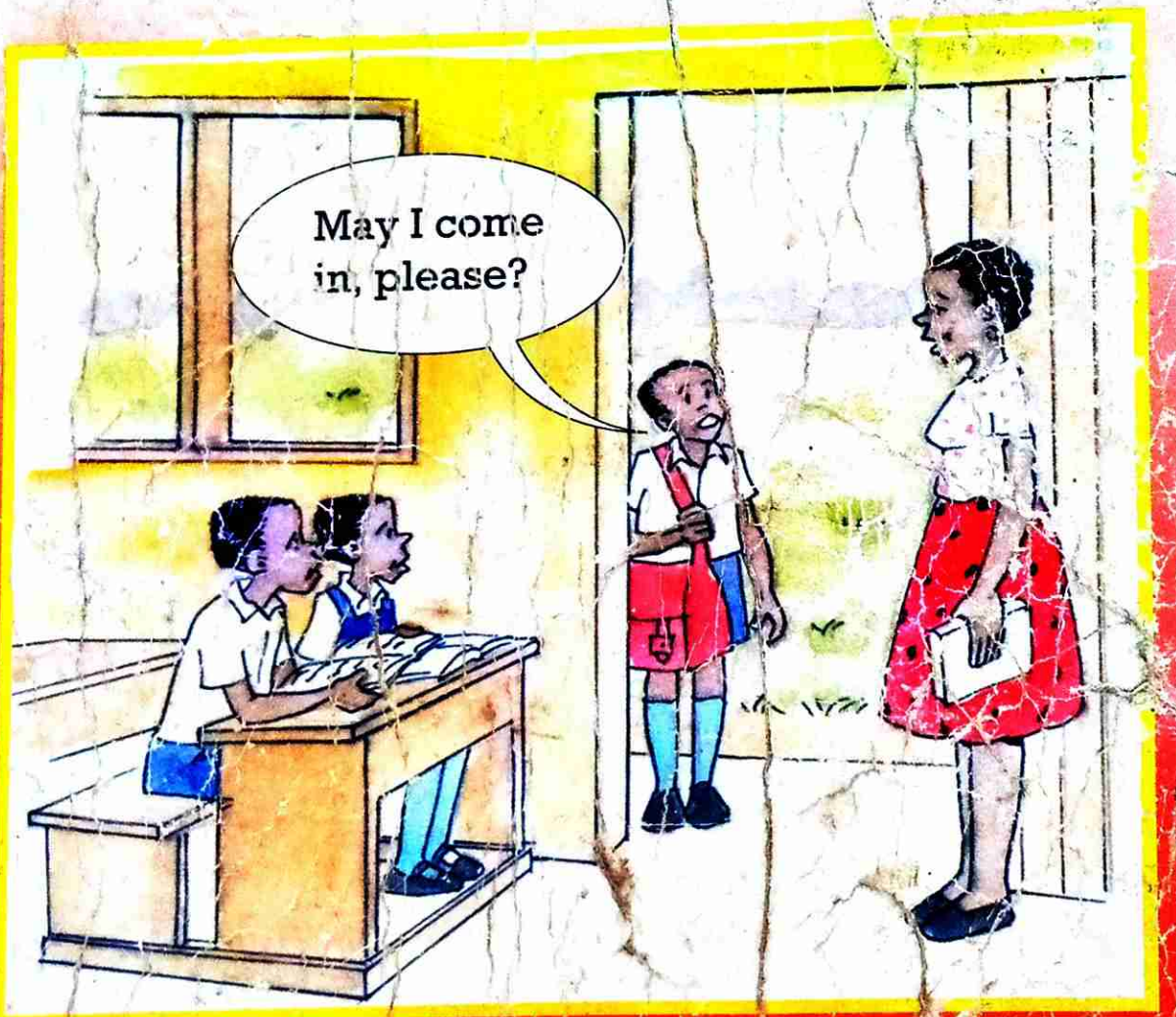
MK ENGLISH HANDBOOK

WRITTEN PRACTICE EXERCISES AND ANSWERS



Based on Rwanda Syallabus in National Exam. format

"Property of the Government of Rwanda, Not for Sale"

MARSHALL OTINGA OBONYO

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Marshall Otinga Obonyo

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KUNAMA UBWENGE KUBAKUNO * CSSTE ST. BAPTISTE SYARINDA *

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PREFACE

MK English Handbook has been written to meet the demands of the Rwanda Secondary School Curriculum, which calls for pupils to write and read English correctly, following the English language regulations and rules.

It has been written in such a way as to ease both the pupils' and teacher's work. Firstly, the straight forward and well explained content in this book, is meant to assist Secondary school pupils, understand English with very little external assistance. Secondly, the teacher's work is tremendously eased in that he/she needs only to prepare and present the materials following the sequence which is laid down in the book.

The content of each chapter has been arranged in a clear and flowing style, starting with an explanation of the content to be discussed followed by clear examples and enough sentence practice. Plenty of written exercises have been given to consolidate what has been taught. The teacher is strongly advised to pay attention to confusing words and also guide the pupils on the various forms of approaches of handling questions in The Secondary Leaving Examinations given in the book.

It is hoped that by the end of this book, the pupils should be able to communicate correctly and be understood. The pupils should be able to read, understand, interpret and write clearly the concept required.

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I cannot forget comrade Patrick Baraza for his moral support and initiative to tell me not to fumble but to start and move and the rest would fall in place. He convinced me that nothing is impossible for a determined mind. In fact, the success of this book rests on such encouragement.

Mention must be made of the strong feeling and interest of many teachers and children of Nswanjere Junior Seminary who prompted me to write this useful book.

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Chapter 1 NOUNS

1. USES OF NOUNS

Nouns are names given to:

i) people e.g. Namukasa, Luswata, Mashamba, Opolot. This is always given to a person to identify him or her.
ii) places e.g. Mityana, Kitgum, Kabale, Kiboga
iii) animals e.g. leopard, lion, cow, dog, goat
iv) ideas e.g. advice.
v) other things like tables, chairs, doors etc.

1.1. Classifications of Nouns

Nouns are classified as follows:

i)	Proper nouns	ii)	Common nouns
iii)	Plural countable nouns	iv)	Countable nouns
v)	Uncountable nouns	vi)	Abstract nouns
vii)	Collective nouns		

1.2 PROPER NOUNS

A proper noun is the name of a particular person, thing, place or idea. This is used to identify them from all other things, places and people, e.g. Mr. Mukasa, Miss Kyomuhendo, The Nile, England, The Sahara, Mityana, Kitgum.

Requirements of proper nouns:

1. All proper nouns begin with capital letters. This is regardless of whether they are at the beginning of a sentence, in the middle or at the end. This will include:

   a) days of the week, that is, Monday to Sunday; months of the year, that is, January to December; important and festive days like Easter, Christmas, Idd, Independence day, etc.

   However, names of seasons of the year like summer, winter, spring, autumn do **not** begin with capital letters unless (of course, if) they are put at the beginning of a sentence.

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b) personal titles of people e.g. Miss Mbabazi, Doctor Kakande, Mrs. Rwomushana, King Hussein, Kabaka Muteesa, Engineer Kiiza, Professor Sabiiti, Bishop Kyambadde, Honourable Kugonza, etc.

c) the nationality adjectives e.g. French, Egyptian, Russian, Sudanese, Ugandan, German, Italian, etc;

d) geographical names of countries, towns, rivers, lakes, mountains, hills, etc. For example, Uganda, United States of America, Kampala, Paris, River Nile, River Zambezi, Lake Victoria, Lake Kyoga, Mountain Everest, Mountain Kilimanjaro, etc;

e) names of buildings, streets and particular places, e.g. Diamond Trust building, Crested Towers, Ben Kiwanuka Street, Luwum Street, Sheraton Hotel, Botanical Beach Hotel, Gaba Beach, etc;

f) names of newspapers, magazines, songs, poems, books etc. For example The New Vision, The Monitor, The Exposure, The Holy Bible, The Nile English Course, Things Fall Apart, Song of Lawino, The Flea, etc.

2. The use of the definite article *"the"* in front of proper nouns helps identify what or who is being referred to in particular. However, most proper nouns do not take article *"the"* in front of them, but some do.

Thus: You should only and always put article *"the"* in front of:

a) names of rivers, seas and oceans but not lakes e.g. The Nile, The Zambezi, The Mediterranean sea, The Red sea, The Indian Ocean, The Atlantic Ocean, etc;

b) names of mountain ranges, deserts and winds, e.g. The Alps, The Rwenzori ranges, The Himalayas, The Sahara, The Kalahari Desert, The Monsoon winds, The Himatongs, etc;

c) names of ships e.g. The Victoria, The Titanic, The Queen Mary, etc.

d) names that describe things, e.g.The United States of America. The Union of South Africa, The University College of Nairobi, The Makerere Medical School, The OAU, The UNO, The PTA, The ECOWAS, etc;

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e) adjectives used in plurals. Remember that adjectives tell us more about nouns, e.g. The Sudanese, The Egyptians, The English, The French army, The Ugandan soldiers, The Ugandan rebels, etc.

WRITTEN EXERCISE 1

Rewrite sentences 1-10 putting capital letters where necessary

1. river nile is the longest river in africa.
2. The journey through the himalaya ranges in asia was long.
3. the president of the united states of america visited uganda last week.
4. the tourists wanted to see the source of the famous river nile in jinja town.
5. I read yesterday's newspapers. the new vision had equally interesting articles as the monitor.
6. uganda got her independence on 9th october 1962.
7. christians go for prayers in churches on sunday. moslems too go for juma prayers but in mosques and on fridays.
8. the tallest building in uganda is known as crested towers.
9. julia roberts acted a film called pretty woman.
10. the french ambassador was the guest of honour on our sports day. it was held at the namboole stadium.

For numbers 11-20, fill in the blanks with article "the" where necessary

11. ___ Nile river flows into ___ Mediterranean sea.
12. ___ red, ___ green, and ___ yellow are beautiful colours.
13. Most African countries are members of ___ OAU.
14. ___ Egyptians are known to be very hardworking and great thinkers.
15. ___ Ugandan soldiers participated in ___ Second World War.
16. ___ United States always wants to dominate issues of ___ world.
17. ___ Titanic ship was built by professionals whereas ___ Noah's Ark was built by amateurs. However, ___ Titanic sank and ___ Ark did not.

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18. ___ Germans are great thinkers and are also known to be very hard-working.
19. When you go to ___Rome, do as ___ Romans do.
20. Sahara desert is the biggest desert on ___ African continent.

1.3 COUNTABLE NOUNS

These are the names of things or people, we can count. They **must** have a plural form e.g.

A table	-	tables
A man	-	men
An egg	-	eggs
A mistake	-	mistakes.

Requirements for countable nouns

1. All countable nouns when used in singular must have the indefinite articles "a" or "an" in front of them.
   "a" is used in front of countable nouns which begin with a consonant e.g. a **c**ar, a **b**ank, a **r**oad, a **h**ouse. "an" is used in front of countable nouns which begin with a vowel. e.g. an **a**ngel, an engineer, an **i**nstrument, an **o**range, an **u**mbrella.

2. All countable nouns, when used in plural, have "some" in front of them e.g. **Singular:** The company hired *an* engineer.
   Plural: The company hired *some* engineers.
   Singular: The governor shut down *a* bank last week.
   Plural: The governor shut down *some* banks last week.
   NB: In the singular sentences, one or a particular engineer or bank is referred to. In the plural sentences, we do not get to know the number of engineers hired or banks that were shut down.

In Singular:	**In Plural:**
i) A child is a boy or a girl.	i) Children are boys or girls.
ii) A house is a building.	ii) Houses **are** buildings.

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iii)	A bird makes a nest.	iii)	Birds make nests
iv)	A knife has a handle.	iv)	Knives have handles
v)	An orange is round.	v)	Oranges are round.

WRITTEN EXERCISE 2

Fill in the blanks using "a" or "an"

1. A farmer uses ___ ox to plough his land.
2. ___aeroplane lands at ___ airport. 3. We get proteins from ___ egg.
4. She wanted to buy ___ book but her mother did not have any money.
5. ___ degree is got after studying at the university.
6. ___ angel appeared to Mary while she was in her house.
7. ___ puppy is to ___ dog, while ___ kitten is to ___cat.
8. ___man is stronger than ___ boy but ___ lion is stronger than them all.
9. Always use ___ knife to cut ___ orange.
10. ___ bell sounds every after ___ hour.

In numbers 11- 20, rewrite the sentences making the singular noun plural. Use <u>some</u> where necessary.

11. A hero is a very important person.
12. A monkey eats bananas.
13. This tree has a beautiful leaf on its branch.
14. A bird has a wing.
15. A beggar is a poor person.
16. The child of this school is polite.
17. A bitch does not feed its puppy well.
18. A father-in-law is always king.
19. She gave her daughter six spoon-fuls of drug.
20. He has a book for sale.

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1.4 UNCOUNTABLE NOUNS

Uncountable nouns are names of qualities, feelings and things which we cannot count. They do not have plural forms, e.g. damage, information, luggage, prey, dirt, food, permission, furniture, harm, aid, armour, ink, water, scenery, milk, butter, etc.

Requirements of uncountable nouns

1. All the uncountable nouns do not have the indefinite articles "a" and "an" in front of them. Instead we use "some", e.g. some water, some milk, some food.

   NB: The use of "some" before uncountable nouns does not tell us exactly how much of the item is being referred to.

2. Uncountable nouns take a verb in **singular** e.g. Water *is* cold. The rice *has* been eaten. Poetry *is* enjoyed (enjoyable).

3. Uncountable nouns do not use the definite article "the" when the meaning in the sentence is general. It is only used when the meaning is specific, e.g.

   Luggage from the airport is usually very heavy. ***- general.***

   The luggage I carried from the airport was very heavy. ***- specific.***

   a) The following uncountable nouns can be expressed in singular as follows: They are collective nouns.

      i) Soap: a piece or a bar of soap.
      ii) Paper: a sheet or a piece of paper.
      iii) Chalk: a stick or a piece of chalk.
      iv) Wood: a piece of wood.
      v) Food: some food or a meal.
      vi) Luggage: a piece of luggage.
      vii) Furniture: a piece of furniture.
      viii) News: a piece of news.
      ix) Advice: a piece of advice.
      x) Equipment: an item of equipment.
      xi) Cloth: a piece of cloth.
      xii) Land: a piece of land.
      xiii) Music: a piece of music.
      xiv) Poetry: a poem.

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b) If they are to be written in plural, they can be written as follows:

i) Soap: pieces of soap
ii) Cloth: pieces of cloth
iii) Paper: pieces of paper
iv) Chalk: pieces of chalk or sticks of chalk
v) Wood: pieces of wood
vi) Luggage: pieces of luggage
vii) Furniture: pieces of furniture
viii) News: pieces of news
ix) Advice: pieces of advice
x) Land: pieces of land
xi) Equipment: some items of equipment
xii) Music: pieces of music
xiii) Poetry: poems

c) The following words are all uncountable nouns and are singular:

i) Names of diseases, e.g. measles, malaria, mumps.
ii) Chemistry, Physics, Biology, Geography, etc.

d) Nouns which are singular do not carry plurals, e.g. cattle, belongings, goods, clothes, thanks, congratulations, surroundings, police.

e) Nouns which stand for things made in pairs, i.e. two parts, always take verbs in plural, e.g.

i) My trousers are not seen.
You can say: Her pair of trousers *is* not seen.
ii) Her scissors have been stolen.
You can say: Her pair of scissors *has* been stolen.

The words in these groups are:

- Shorts pair of shorts.
- Spectacles pair of spectacles.
- Glasses pair of glasses.
- Dividers pair of dividers.
- Binoculars pair of binoculars.

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- Knickers — pair of knickers.
- Pants — pair of pants.
- Trousers — pair of trousers.
- Scissors — pair of scissors.

The singular of the above are made by writing a pair of ***+ s*** at the end of each word e.g. a pair of shorts.

f) The plural of the pairs of nouns are made as follows:-

i) a pair of shorts - pairs of shorts
ii) a pair of spectacles - pairs of spectacles
iii) a pair of glasses - pairs of glasses
iv) a pair of dividers - pairs of dividers
v) a pair of binoculars - pairs of binoculars
vi) a pair of knickers - pairs of knickers
vii) a pair of pants - pairs of pants
viii) a pair of trousers - pairs of trousers
xi) a pair of scissors - pairs of scissors

4.1 PLURAL AND SINGULAR COUNTABLE NOUNS

Guided information

a) If the singular noun ends in *"s", "sh", "ch", "x",* and *"z"* we add *"es"* to it to form a plural.

Dress	-	dress**es**	Dish	-	dish**es**
Church	-	church**es**	Box	-	box**es**
Blaze	-	blaz**es**	Axe	-	ax**es**

b) If the singular noun ends in *"f" or "fe" the* plural is formed by changing the *"fe" or "f" to "v" and* then adding *"es" or* by dropping *"f" or "fe" and* then adding *"ves".*

e.g. *Calf* - *calves*
Self - *selves*
Knife - knives
Wife - wives
Thief - thieves

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c) There are seven nouns in English which form their plural by changing their inside vowel sound.

e.g.	**Plural**		**Singular**
	Men	-	man
	Women	-	woman
	Teeth	-	tooth
	Feet	-	foot
	Mice	-	mouse
	Lice	-	louse
	Geese	-	goose

d) There are two nouns which form their plurals by adding "en" to their singular

e.g.	Ox	-	Oxen
	Child	-	Children

e) If the singular is a compound noun add *"s" to* the word that has the most meaning e.g.

Singular		**Plural**
father-in-law	-	fathers-in-law
mother-in-law	-	mothers-in-law
tug-of-war	-	tug-of-wars
lifeboat	-	lifeboats
timekeeper	-	timekeepers
spoon-ful	-	spoon-fuls

f) If the singular ends with "y"and there is a consonant before "y"first change the *"y" to "i"and* then add "es"e.g.

fly	-	flies	cry	-	cries
sky	-	skies	dry	-	dries

g) If the singular ends in *"y"* and there is a vowel before *"y"* simply add *"s"*

e.g.						
	day	-	days	ray	-	rays
	Monkey	-	monkeys	way	-	ways

h) If the singular noun ends in *"o"* and there is a consonant before the *"o"* simply add "es".

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e.g. Potato - potatoes
tomato - tomatoes
mosquito - mosquitoes
negro - negroes
hero - heroes

i) If the singular noun ends in *"o"* and there is a vowel before the *"o"* simply add *"s"*

e.g. cuckoo - cuckoos
radio - radios

NB: These are just general points:

Nouns that do not change their singular to form plurals are:

Singular		**Plural**
sheep	-	sheep
fish	-	fish
people	-	people
rubbish	-	rubbish
hair	-	hair

k) Other singular nouns with "y"change to "ies"when written in plural e.g.

baby - babies
fly - flies
lady - ladies

l) A few nouns look like plurals and yet they take a verb in singular. e.g.

a) News:
   i) The *news* about his death **has** been received.
   ii) This *news* **comes** to you from Radio Uganda.

b) Headquarters:
   i) The *headquarters* of the Ministry of Education **is** found in Kampala.

   'Headquarters' means Head Office or Chief office.

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WRITTEN EXERCISE 3

In numbers 1 - 5, write the plural form of the words in bold.

1. We use **a piece of wood** to burn charcoal.
2. It was a real **tug of war.**
3. He bought **fish** for lunch.
4. He has a **piece of furniture** in the *room.*
5. She gave a **spoonful** of medicine to the baby.

In numbers 6 - 10, give the singular form of the words in bold.

6. **They** cut **themselves** with **knives.**
7. He met **many thieves** on the way.
8. We got the **foxes** eating groundnuts.
9. Very many **lice** were found in **their** hair.
10. I don't know why they bought many **dishes**.

For numbers 11 - 20 fill in the blank spaces correctly

11. The news about him ___ received.
12. This news ___ from Radio Uganda.
13. The ___ are grazing on the hillside (ox).
14. The Headquarters of the Ministry of Wildlife ___ found in Kampala.
15. She has ___ hair on her head.
16. He has a good ___ of land near his home.
17. He gave me some ___ of advice.
18. We were attending to some ___ of music being played.
19. Give me these ___ of spectacles.
20. He has two ___ of knickers.

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1.6 COMMON NOUNS

These are common names of a class of things or people such as boy, girl,drum, book, king, table, cup, etc.

However, some words which are common nouns can also be proper nouns. The word "King" is an example as seen in the sentences below:

a) It is better to be governed by a president than a king.

b) Jordan is governed by King Hussein.

Note: In a) above, the word *king* is a common noun because we are not talking about a particular king. However in b), the word *king* is a proper noun because we have used it as part of the title of a particular person i.e. King Hussein.

Requirements for common nouns

They begin with a capital letter only when they are the first words in a sentence. Otherwise they are written in small letters.

WRITTEN EXERCISE 4

Below is a list of words. Put each word under the right heading. Also make sure that the proper nouns are written starting with capital letters. The words are:

mt. elgon	okello	shoe	christian	italian	mbale
table	convict	easter	egg	italy	russia
oslo	lagos	switzerland	smuggler	river	zambezi
alps	appolo	spear	lizard	hindu	muslim
jupiter	india	may	toy	kafu	river
friend	mwanga	april	engine	bugishu	america
kizito	buck	smallpox	january	daisy	read
portugal	jane	sudan	maize	mathew	tuesday

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snake sword blanket gun river nile spoon.

The headings are: **Proper nouns and common nouns.**

1.7 ABSTRACT NOUNS

These are the names of feelings, ideas and other things we cannot see, touch or count. Abstract nouns do not exist on their own. They exist in something. For example, happiness exists but only in a happy person. Examples of abstract nouns are: Pity, Obedience, Cruelty, Stupidity, Honesty, Confusion, Democracy, Cleverness, Modesty, Length, etc.

Formation of Abstract Nouns

Abstract nouns can be formed from adjectives and verbs.

a) Adjectives:

Adjective		**Abstract noun formed .**
Cold	-	Coldness
Warm	-	Warmness
Wise	-	Wisdom
Ugly	-	Ugliness

b) Verbs

Verbs		**Abstract noun formed**
Appear	-	Appearance
Employ	-	Employment
Retire	-	Retirement
Arrive	-	Arrival

Common characteristics of Abstract nouns

Many abstract nouns end in "-ness" "ion", "ly","-sm", -nee, or *"-ty",* "-th","-nt", e.g darkness, colonialism, honesty, etc.

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WRITTEN EXERCISE 5

A: Write down abstract nouns formed from the following words:

1. Clean _____
2. Honest _____
3. Choose _____
4. Poor _____
5. Dark _____

B: Write down the opposites of the abstract nouns below:

1. Absence _____
2. Happiness _____
3. Truth _____
4. Coldness _____
5. Appearance _____

C: Fill in the blank spaces with an abstract noun formed from the given word in the brackets

1. The ___ between husband and wife makes children suffer like orphans. (separate)
2. Wars always bring a lot of ___ among nations. (hate)
3. A well trained soldier shows ___ to his leaders. (obey)
4. The ___from the fire soon melted the snow. (warm)
5. Her ___ attracted many men. (beautiful)
6. The member of the ___ side lost all the points in the discussion (oppose)
7. ___ is the state of being poor. (poor).
8. The ___ between the calves really surprised me. (similar)
9. Many people trust him because of his ___ (reliable)
10. He is a very ___ man (wealth). He even bought a ___ car. (comfort)
11. He ___ of teaching the new ideas to the pupils (think)
12. The story was very nice. It brought a lot of ___ among the people in the house. (enthusiastic)
13. The ___ of the roads constructed by the Ministry of Works is better than that of the Local Governments. (wide)
14. Christians have great ___ in God. (believe)
15. The ___ between the ethnic groups resulted in a civil war. (Hate)

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1.8 COLLECTIVE NOUNS

These are nouns which stand for a group or collection of people, animals, birds, insects, or any such thing. For example:

- A **team** of players
- A **class** of students
- A **flock** of sheep
- A **bunch** of flowers
- A **choir** of singers

NB: a) Some collective nouns take a **singular verb** i.e. *"is"* and *"has"*.

b) Some collective nouns **do not** take verbs which are singular, e.g. cattle, belongings, goods, clothes, thanks, congratulations, surrounding, policies.

1.8.1 Words denoting numbers

1. A number of sheep - **flock**
2. A number of fish taken in a net - **catch, haul**
3. A number of birds - **covey**
4. A number of asses, wolves - **pack**
5. A number of cattle or pigs - **herd**
6. A number of bees, locusts - **swarm**
7. A number of people at church - **congregation**
8. A number of people listening to concert - **audience**
9. A number of people watching a football match - **spectators**
10. A number of people gathered together - **crowd**
11. A number of chicks hatched at the same time - **brood**
12. A number of people gathered for common purpose - **assembly, or gathering**
13. A number of disorderly people - **mob or rabble**
14. A number of savages - **horde**
15. A number of singers in a church - **choir**
16. A number of angels - **host**
17. A number of actors - **company**

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18. A number of soldiers - **regiment, battalion, army, troop**
19. A number of jurymen on a case - **jury, panel**
20. A number of sailors on a ship - **crew**
21. A number of bishops, judges - **bench**
22. A number of directors of a company - **board**
23. A number of poems - **anthology**
24. A number of grapes, nuts - **clusters**
25. A collection of flowers - **bouquet**
26. A number of ships - **fleet**
27. A number of merchant ships - **convoy**
28. A number of birds, bees or insects moving together - **flight**
29. A number of piglets, puppies and kittens born at the same time - **litter**
30. A collection of chicken, ducks, fowls, etc. - **poultry**
31. A collection of wild animals - ***zoo***
32. A number of servants or people working in a certain place or for someone - **staff**
33. A number of people following a funeral - **cortege**
34. A number of thieves or prisoners - **gang**
35. A number of drawers - **chest**
36. A collection of trees - **forest**
37. A collection of tools - **set**
38. A collection of rays - **pencil**

WRITTEN EXERCISE 6

Fill in the blank spaces correctly as given in the example below

Example: A group of dancers is called a troupe.

1. A bundle of bananas is called a ___.
2. A group of dancers is called ___.
3. A number of cards is called ___.
4. A group of fish is called ___.
5. A group of whales is called ___.

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6. A number of arrows put together ___.
7. A group of bees is called ___.
8. A group of puppies ___.
9. A group of aircraft ___.
10. A group of people in the church ___.

Give one word for the underlined words

1. The collection of books at our school is one of the best in the country.
2. When Jesus was born, a collection of angels sang for him.
3. Christ the King Church has the best group of singers.
4. The two men who were fighting were being cheered by so many people on the street.
5. All the men stood and stared at the group of beautiful ladies.

WRITTEN EXERCISE 7

Give the plural of the bold word or group of words in the sentence.

1. Birds fly in the **sky** for their recreation.
2. He bought a **donkey** two years ago from Karamoja.
3. A **hero** is a very important person in a community.
4. **That tree** has a beautiful leaf on its branch.
5. A **deer lives** in the northern hemisphere.
6. **She** has a very clever **child** in the school.
7. There is **an active volcano** on Mufumbira Range.
8. A **photo** taken from a distance is not always clear enough.
9. A **loaf** of bread is baked at Natete bakery.
10. A **larva** floats on water.
11. There is a **mosquito** on the wall.
12. He has a **safe** in his house.
13. He has a **dozen** of eggs.
14. They bought a **kilo** of meat yesterday.
15. She has a **boyfriend** in town.
16. **He** is the **commander-in-chief** of the armed forces.
17. That boy bought a **handkerchief** from Owino Market.

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18. His **ox** is very fat indeed.
19. Her **step daughter** died in the Luweero war.
20. Put the **ash** in the pot.
21. I met **him** near the **studio.**
22. We met **a thief** at night.
23. There is a **mouse** in my house.
24. He bought a **toothbrush** from the auction.
25. He hunted a **buffalo** in the park.
26. He bought a **tomato** at ten shillings.
27. The police has been collecting the **hut-tax** from defaulters.
28. He has failed in his **duty** as a headmaster.
29. He gave me the **half** he was left with.
30. There is a lot of **furniture** in this room.
31. He sold me a **spoonful** of fried groundnuts.
32. His **motor-show** is well designed.
33. I have his **bookshelf.**
34. He has a **radio** in his house.
35. The **army** fought very hard in the mountain **valley.**
36. How much is **the armchair?**
37. Where is the **boy scout?**
38. He keeps his money in the **drawer.**
39. There was more than one **ship.**
40. He showed me a **scenery.**
41. He gave me **a green card.**
42. My **sister-in-law** lives in this hotel.
43. The **mother-in-law** is coming to visit the park.
44. Their **machinery** is wearing out.
45. The **teacher** is needed by the headteacher in the staffroom.
46. He is a **boat-commander.**
47. A **taxi-driver** is talking to the passengers.
48. He lost a **key** on the way home.
49. We didn't know there was a **spy** here.
50. Mugisha was playing the **piano.**

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1.9 FORMATION OF NOUNS

Nouns can be formed from a verb, adjective, or adverb. Examples of some common nouns are:

Word	Noun	Word	Noun
ferocious	ferocity	sit	seat
compare	comparison	just	justice
weigh	weight	penitent	penitence
abundant	abundance	noble	nobility
honest	honesty	grand	grandeur
serve	service	injure	injury
thumb	thimble	high	height
laugh	laughter	poet	poetry
false	falsehood (fallacy)	solitary	solitude
die	death	join	joint
fail	failure	fix	fixture
mix	mixture	scarce	scarcity
coal	colliery	wise	wisdom
king	kingdom	prosper	prosperity
shade	shady	invade	invasion
think	thought	explain	explanation
defend	defence	accommodate	accommodation
warm	warmth	absurd	absurdity
dry	dryness/drought	submit	submission
free	freedom	analyse	analysis
broad	breadth	zeal	zealous
hill	hillock	provide	provision
lose	loss	perform	performance
heroic	heroism	know	knowledge

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Word	Noun	Word	Noun
fly	flight	slow	slowness
friend	friendship	slave	slavery
prove	proof	wed	wedding/wedlock
lenient	lenience	vale	valley
curious	curiosity	true	truth
angry	anger	proud	pride
bag	baggage	clean	cleanliness
punctual	punctuality	strong	strength
applaud	applause	kind	kindness
behave	behaviour	wide	width
enter	entrance	merry	merriment
busy	business	deep	depth

WRITTEN EXERCISE 8

Fill in the blank spaces with the correct form of the words in the brackets:

1. Okullo collapsed because of ___.(exhaust)
2. Kato was expelled for leaving school without ___. (permit)
3. They paid enough ___ (loyal) to their superior.
4. He went for a ___ ceremony in the village. (bury)
5. His ___ prevented us from telling the truth. (cruel)
6. It was a good ___ (reveal) about the secret plans of the enemy.
7. The building had a good ___.(extend)
8. It was the child's ___ (innocent) that helped her.
9. Their ___ (intimate) in friendship has grown so strong.
10. The chief's ___ (decide) over the matter was a good one.
11. The rapid ___ (grow) of the town is surprising everybody in the village.
12. Baguma was very weak during his ___.(child)
13. The lady was imprisoned for her activities related to ___.(thief)
14. My ___ (marry) to John has lasted for twenty years.
15. He was very stubborn during his ___.(young)

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Chapter 2 VERBS

2.1 USES OF VERBS

Verbs are 'doing words' used to express what people do. Verbs express an action or condition. Verbs tell what people do, are doing, were doing or will do. Verbs can be used in different tenses. The tense in which a verb is used tells us time i.e. when the action will take place, has taken place, or took place.

e.g. He ate posho yesterday. *past tense*
He will eat posho. *future simple tense*
He is eating posho. *present continuous*
He has eaten posho. *present perfect*

NB: The action in the above sentences is **to eat**.

2.2 FORMATION OF VERBS

There are different ways in which verbs are formed and so they have different names:

1. Infinitive verbs; these are the kind of verbs that are formed by adding "to" before them. For example:

Sleep	to sleep
Buy	to buy
Write	to write
Sit	to sit
Eat	to eat

2. Regular verbs; these are verbs formed by adding **-ed or -d.** For example:

Move	___	Moved	Pack	___	Packed
Cook	___	Cooked	Use	___	Used
Work	___	Worked	Live	___	Lived
Dance	___	Danced	Talk	___	Talked
Allow	___	Allowed	Walk	___	Walked

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Verbs can be formed from nouns or adjectives. Some examples are:

a) Nouns

	Noun		Verb formed
i)	Cloth	-	Clothe
ii)	Solid	-	Solidify
iii)	Brass	-	Braze
iv)	Friend	-	Befriend
v)	Food	-	Feed
vi)	Knee	-	Kneel
vii)	Glass	-	Glaze
viii)	Liquid	-	Liquidify
ix)	Circle	-	Encircle
x)	Tale	-	Tell

b) Adjectives

	Adjectives	Verb formed
i)	Glory	Glorify
ii)	Angry	Anger
iii)	Beauty	Beautify
iv)	Lively	Enlive
v)	Company	Accompany
vi)	Deep	Deepen
vii)	Safe	Save
viii)	Clear	Clarify
ix)	Strong	Strengthen
x)	Low	Lower
xi)	Pure	Purify
xii)	New	Renew

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WRITTEN EXERCISE 9

Fill in the blank with the correct form of the verb formed from the words in the brackets.

1. They were ___ in Mombasa by the Arabs. (slave)
2. Many Catholic Christians were ___ during the Roman Empire. (head)
3. A river starts narrowly from the source but ___ (broad) in the middle.
4. This room was ___ after I had left the place. (large)
5. This man was ___ by the conditions in the family. (poor)
6. He ___ his uncle in power. (success)
7. This place was ___ by putting more steps. (high)
8. This place has just been ___, it was empty before. (occupy)
9. His house has been ___ by the police in his absence (siege)
10. The rules for the school were ___ by the pupils. (memory).
11. I very much ___ with him. (sympathy)
12. This place was ___ in by the NRA eight years ago. (camp)
13. The law was ___ on every citizen. (force).
14. The story was ___ to us by the teacher. (dictation)
15. He has ___ his books properly. (shelf).
16. They ___ the hare to the fox. (comparison)
17. He was ___ on hearing that he passed his exams. (glad)
18. The security was ___ when we were crossing Karuma falls. (tight)
19. He ___ before coming to the chapel to pray. (bath)
20. The work was ___ when they brought two more teachers. (less)
21. The road was ___ by the road constructors. (wide)
22. The girl's actions ___ madness (depiction)
23. The ground was ___ after raining. (wet)
24. He ___ many crates of beer to his friends. (sale).
25. He was ___ studies at the university when he died. (pursue)

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Chapter 3

TENSES

3.0 USES:

A tense is a time action subordinated (supported) by verbs. Verbs are written according to the time of action i.e. when they took place. There are three main tenses:

1. **The present tense:** This is a tense used to express what happens in the present. It has four forms, i.e.:
   a) Present simple, e.g She writes.
   b) Present continuous, e.g She is writing.
   c) Present perfect, e.g She has written.
   d) Present perfect continuous, e.g She has been writing.
2. **The past tense:** This tense expresses what happened in the past. It has four forms:
   a) Past simple, e.g. She wrote.
   b) Past continuous, e.g. She was writing.
   c) Past perfect, e.g. She had written.
   d) Past perfect continuous, e.g She had been writing.
3. **The future tense**: This tense expresses what will happen in the future. It has four forms:
   a) Future simple, e.g She will write.
   b) Future continuous, e.g She will be writing.
   c) Future perfect, e.g. She will have written.
   d) Future perfect continuous, e.g. She will have been writing.

3.1 THE PRESENT TENSE

3.1.1 The present simple tense

a) 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.

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In front of the verb	At the end of the clause
Sometimes	Once a day
Often	Once a week
Always	During summer
Never	During winter

SENTENCE PRACTICE 3

Fill in the blank spaces with the correct adverb of time.

i) She ___ visits us on Sunday.
ii) We ___ play football.
iii) They ___ eat fish.
iv) I ___ tell lies to my elders.
v) I go to school ___
vi) We buy exercise books ___ .
vii) I buy new dresses ___.
viii) They speak English ___.
ix) We take breakfast ___.
x) We ___ drink water during meals.

3.1.2 THE PRESENT CONTINUOUS TENSE

The present continuous is used:

a) To describe what is really happening at the present moment.
   e.g. - What are/is you/they / he/the boy doing?
   - I am reading my book.
   - They are learning English.
   - He is going to Kampala.
   - The boy is playing football.

b) To describe an action that began in the past and is still going on, even

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though the action might not be taking place at the time of speaking or writing.

e.g. i) My brother is **learning** to drive (he started sometime ago and has not yet finished).

ii) There is a teacher who is giving me extra lessons in Mathematics.

iii) We are studying the history of East Africa at school.

c) For future activities.

e.g. i) We are going out this evening.

ii) He is arriving on Sunday.

iii) They are leaving next week.

d) For **habits** but only when a word such as **always** or **constantly** is included in the sentence.

e.g. i) Jane is always rude to her parents. (This is disapproving Jane's actions)

ii) When he drives he is always taking risks.

iii) Maria is constantly complaining about the service in the restaurant.

iv) The boy is always dreaming when he should be working.

v) My wife is always spending too much money.

Requirements of the Present Continuous Tense

1. It is used on the verbs which do not carry the "ing" form because their actions take place in our mind. These verbs do not go with *'am', 'is', 'are'*. They are:

agree	forgive	notice	taste	care
believe	hate	own	think	have
possess	understand	consist of	hear	refuse
want	certain	knew	remember	wish
desire	like	see	disagree	feel
love	seem	forget	matter	smell

When using the above verbs with *she, he,* or *it,* we add "s" or "es" to the verbs.

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2. We, They, You are used with *are* + the verb ending in "ing"

e.g. We are dancing.
They are running.
You are speaking.

She, He, It are used with *is* + the verb ending in "ing"

e.g. She is dancing.
He is eating.
It is jumping.

"I" is used with "am" + the verb ending in "ing"

e.g. I am learning English.

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SENTENCE PRACTICE 4

Fill in the blank spaces using the correct form of the verb in the brackets.

1. I ___ in front of the class. (to walk)
2. She ___ English now. (to teach)
3. We ___ Social Studies. (to learn)
4. They ___ in silence. (to talk)
5. You ___ as if you know the answer. (to smile)
6. The dog ___ at him. (to bark)

3.1.3 THE PRESENT PERFECT TENSE

a) The present perfect tense is used with the action which is just completed with the result still evident.

Requirements of the Present Perfect Tense

i) "I", "you", "we", "they" use *have* + the verbs written in participles.

e.g I have done my work.
You have done your work.
We have done our work.
They have done their work.

ii) "She", "he", "it", use *has* + verbs in the participles.

e.g. She has done her work.
He has done his work.
It has jumped over the fence.

SENTENCE PRACTICE 5

Fill in the blank spaces with the correct form of the verb given in the brackets.

1. She ___ to see you (come). She is waiting outside.
2. He ___ to town to buy cushions (go).
3. The dog ___ over the fence. It is there running away. (jump)
4. I just ___ with a loud voice. (shout).
5. They ___ their work. It is ready for marking. (do)
6. You ___, haven't you? (run).
7. They ___ the whistle (blow).

b) The present perfect continuous is used to describe an action that began some time in the past and is still going on now.

Requirements:

1. We use *has been or have been* + "ing" in form of the verb

e.g. She has been learning English.
He has been speaking English.
It has been running around.
I have been speaking English.

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We have been learning English.
They have been cutting the log.

SENTENCE PRACTICE 6

Fill in the blank spaces with the correct form of the verb given in the brackets.

1. He ___ for three hours. (walk)
2. She ___ since she started school. (learn)
3. He ___ for twenty four years. (teach)
4. Jane ___ since last week. (run)
5. He ___ since he came here. (cough)
6. She ___ from AIDS since she was brought here. (suffer)
7. He ___ quiet for quite a long time. (keep)

2. "FOR" or "SINCE"

Since is always used with a perfect tense.

e.g. i) I have waited here since four O'clock.
ii) He has been in Lira since 1985.
iii) They have been waiting since nine O'clock.

Since is used when a point of time is mentioned.

e.g. Since four O'clock
Since 1985
Since nine O'clock.

For is always used with a perfect tense.

e.g. i) I have waited here for one hour.
ii) He has been in Lira for five years.
iii) They have been waiting for six hours.

"For" is used when a length of time is used. It describes the duration of time taken.

e.g. For one hour.
For five years.
For six hours.

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Fill in the blank spaces with the correct form of the verbs in the brackets.

1. Yesterday the police ___ the criminal's residence for the stolen money. (search)
2. When the work had been done we ___ down to rest. (sit)
3. If you ___ to the party, you will meet Jane. (go)
4. Galileo ___ that the earth moves round the sun. (prove)
5. If you don't do as I ___ you, you shall not go to the cinema. (tell)
6. He ___ hard; he does not get enough sleep either. (work)
7. Mr. Russel ___ Swahili before he came to Africa. (learn)
8. It's six o'clock; she ___ home by now. (arrive)
9. The farmer hoped that the cow ___ the calves (feeds)
10. She always thought that her aunt ___ her. (love)

WRITTEN EXERCISE 11

ON - Present simple tense
- Present continuous tense

Fill in the blank spaces with the correct form of the verbs given in the brackets.

1. I ___ to the cinema once a week. (go)
2. I ___ this party very much. (enjoy)
3. When my mother ___, she will cook the food. (arrive)
4. Keep quiet! You are always ___ about something. (complain)
5. Villa ___ football today. (play)
6. He never ___ his parents. (disobey)
7. Othieno is not in. He is out ___ in the shamba. (work)
8. Kamau is very greedy. He ___ too much. (eat)
9. It is rude to speak when you are ___.(eat)
10. They ___ from Gulu next Tuesday. (return)
11. Don't disturb him. He ___ a very interesting book. (read)
12. That teacher constantly ___ his students. (to punish)
13. Water ___ at O°C. (freeze)

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14. The plane ___ at 3.30 pm every Friday afternoon. (take off)
15. Look! The plane ___.(crash)
16. She is ___ in the book. (write)
17. She ___ again this year. (not to pass)
18. She ___ she passes the exams. (wish)
19. He ___ orders. (not to respect)
20. She ___ her uncle. I don't know why. (not to like)

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WRITTEN EXERCISE 12

ON Present perfect tense

Fill in the blank spaces with the correct form of the verbs in the brackets.

1. He ___ in the mine for twelve years. (to work)
2. They ___ just ___ " (to finish)
3. We ___ just ___ (to finish)
4. The buses ___ just ___.(to arrive)
5. Kamau ___ here for six months. (to live)
6. I ___ here for the whole afternoon. (to wait)
7. Kakembo ___ the car for a long time. (to drive)
8. We ___ just ___ this exercise. (to complete)
9. The cook ___ the flour for porridge just now. (to mix)
10. He ___ here for two years. (to be)
11. He ___ in Soroti since 1990. (to stay)
12. He ___ to hurry but he refused. (to tell)
13. She ___ just ___ him. (to see)
14. He ___ his money with him. (to bring)

WRITTEN EXERCISE 13

ON: The present perfect continuous tense

Fill in the blank spaces with the correct form of the verb in the brackets.

1. Mr. Komakech ___ in this school for eight years. (to teach)
2. I ___ in the garden since 8 O'clock this morning. (to dig)
3. We ___ since midday yesterday. (to travel)
4. The baby ___ for twenty minutes. (to cry)
5. I ___ all morning. (to work)
6. Jane ___ all day. (to shop)
7. All the visitors ___ the animals since we stopped the bus. (to watch)
8. Okech ___ for an hour. (to swim)
9. Martin ___ since morning. (to write)
10. John and Mary ___ for over an hour now. (to quarrel)

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3.2 THE PAST TENSE

3.2.1 THE SIMPLE PAST TENSE

This is the main narrative tense we normally use in telling stories about what happened in the past or for making a report about what happened in the past:

e.g. i) He pulled a revolver from his coat.
ii) The man went into a bank.
iii) He fired three shots.
iv) He told one of the cashiers to give him money.
v) As he reached the street, he was arrested.

Requirements of the Simple Past Tense

i) The verbs must be in the past:

e.g. go _____ went
fire _____ fired
tell _____ told
pull _____ pulled
take _____ took
reach _____ reached

ii) The time of the action must be mentioned e.g. **The man went into the bank, yesterday/last Monday /last week,** etc.

SENTENCE PRACTICE 7

Fill in the blank spaces correctly using the simple past tense of the word in brackets.

1. He ___ to Kampala. (go)
2. He ___ to Mityana. (walk)
3. She ___ here. (come)
4. They ___ on the way. (meet)
5. He ___ to come back. (intend)
6. He ___ her from the house. (pull)
7. He ___ ten shillings from his box. (take)
8. The thief ___ at a guard. (fire)
9. He was ___ out of the bus. (to order)
10. She ___ late at the party. (to reach)

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3.2.2 THE PAST CONTINUOUS TENSE

a) The past continuous tense is used when talking about an action which was going on in the past with another action interfering in front of the speaker.

e.g. i) When I was coming to school I met John.
ii) While he was digging he cut his toe.
iii) As he was running, he stepped on a snake.
iv) He fired his gun in the air while he was returning home.

b) The past continuous tense is also used in story telling. It describes things that were happening when the main events of the story took place.

e.g. i) I was sitting in the garden when I heard the explosion.
ii) It was raining in Kampala when we left for Kitgum.

Requirements of the Past Continuous Tense

a) *When, while,* and *as* are used + the verbs next to these in the "ing" form and past simple for the other verbs of the sentence.

e.g. - When I was **coming** I **saw** a snake.
- While I was **riding**, he **met** me.
- As they were **coming** the bell **rang**.

b) *Were* and *was*

e.g. - Were going.
- Was coming

3.2.3 THE PAST PERFECT TENSE

The past perfect tense has three uses:

1. To connect with the present perfect but in a reported speech.

e.g. Present Perfect.	**Past Perfect.**
1. They have just played.	He said they had just played.
2. What have you done?	He wanted to know what I had done.
3. We have got him.	He told me they had got him.
4. She has gone to battle.	He said she had gone to battle.

2. To show that an action happened before another in the past (to separate two actions that happened in the past)

"Had" is used to separate the two actions e.g.

1. The bus had left when I arrived at the park.
2. The mother had served the food when the children arrived at home.

SENTENCE PRACTICE 8

Complete the sentence sensibly.

1. When he came, the guest of honour ___.
2. The man had died when ___.
3. The driver had stopped when he ___.
4. When he came, my sister ___.
6. When he was stopped he ___.
7. Tom had gone when his uncle ___.

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8. He had missed the train when ___.
9. He had already died when his uncle ___.
10. The snake had bitten him when ___.

3. The past perfect tense is used with an action which was supposed to happen but did not happen.

e.g I should have gone if I had had time. (But I did not go because I had no time)

Requirements:

Use: 1. *Should have* + the verb in participle.
2. *Would have* + the verb in participle.
3. *Might have* + the verb in participle.
4. *Could have* + the verb in participle.

e.g. I should have told him if I had seen him.
I would have told him if I had seen him.
I might have told him if I had seen him.
I could have told him if he had asked me.

SENTENCE PRACTICE 9

Complete correctly and sensibly:

1. Had I seen him I ____.
2. He might have ____.
3. Birungi could have been surprised ____.
4. He would have been dead ____.
5. When the teacher entered, James ____
6. When he stopped her ____.
7. Tom had gone when his uncle ____.
8. He had missed the train when ____
9. He had already died when his uncle ____
10. The snake had bitten him when ____.

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IN NEGATIVE FORM

In negative form, the correct order in the English sense is:

- *Should not have* + verb in participle.
- *Would not have* + verb in participle.
- *Might not have* + verb in participle.
- *Could not have* + verb in participle.

e.g. i) I should not have told him if I knew.
ii) We would not have gone had it rained.
iii) They might not have told us if they had known.
iv) Had we been late, we would not have seen them.
v) Had he come, he would not have been dead.

SENTENCE PRACTICE 10

Fill in the blank spaces correctly with a negative idea.

1. Had I seen him ____.
2. If he had been around ____.
3. If they had known ____.
4. Had I gone ____.
5. Had we rushed ____.
6. If I had met him on the way ____.
7. I would not have told him the story ____.
8. She might not have given her the money ____.
9. Life would not have been easy ____.
10. Everybody would not have failed ____.

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3.2.4 THE PAST PERFECT CONTINUOUS TENSE

This tense is used to show that one action started before another sometime in the past and was still going on when the second action took place.

e.g. i) When I met George he had already been working at the factory.
ii) At the time of the liberation, the family had been living in Nakasero for only three months.
iii) They had been going out for over two years when they got married.

THE REPEATED ACTIONS IN THE PAST:

The past repeated action is used to describe what used to take place from time to time in the past. It is used to express past habits.

e.g, i) He used to cry when he was a baby.
ii) He used to speak good English when he was in the nursery.
iii) He used to come to our home.
iv) He used to be late for school.
v) She used to ride a bicycle.

Requirements

The word "used to" is used to show that the action was repeated. In the negative form, it is used with "used not to".

e.g. i) I used not to be late.
ii) I used not to ride a bicycle.
iii) I used not to speak English.
iv) He used not to talk much.

WRITTEN EXERCISE 14

ON:
1. The past simple.
2. The past continuous.
3. The past perfect.
4. The past perfect continuous.
5. The past perfect action.

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Fill in the blank spaces with the correct form of the verbs in the brackets.

1. It ___ (rain) so heavily that we ___ (to decide) not to go after all.
2. They ___ (live) here since 1970.
3. He always ___ (wear) a hearing aid ___ (improve) on hearing.
4. I ___ (not been) to the cinema recently because there ___ (been) too many films ___ (show) violence.
5. After ___ (consider) the matter, we ___ (think) it was wise not to go.
6. Have you finished ___ (read) my book? I would like to ___ (use) it now.
7. If she had sufficient money, she ___ (go) to town and ___ (buy) a new dress.
8. I ___ (speak) to her but she ___ (fall) asleep.
9. It ___ (seem) that the thieving ___ (go) on for long.
10. Ann ___ (sing) while Mary -(play) the piano.
11. We have been ___ (take) riding lessons.
12. We would have gone out ___ (complete it sensibly).
13. At the moment of my ___ I don't want anyone to disturb me. (rest).
14. Mugisha would have passed her exams ___ (complete it sensibly).
15. My father would be angry ___ (complete it sensibly).
16. I would be very pleased ___ (complete it sensibly).
17. I would be pleased ___ (complete it sensibly).
18. When we reached the stadium the game ___ (start).
19. The patient ___ (died) when the doctor arrived in the hospital ward.
20. Mary ___ (go) when her uncle came in a car.
21. He has just gone out ___ (rewrite and complete in a reported speech)
22. What has she brought? (Rewrite in reported speech).
23. He said "She has come from Kampala". (Rewrite in indirect speech)
24. She ___ (to talk) too much when she was a child.
25. Susan ___ (not to cook) well when she was a girl.

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3.3 THE FUTURE TENSE

The future tense is used with a future action. It is formed in the following ways:

i) We use "shall" in a normal sentence.

ii) We use "will" with a promise or an order.

We use:

You "will" in an ordinary statement.

They "will" in a normal sentence.

She/he "will" in a normal sentence.

It "will" in a normal sentence.

You shall, They shall, it shall.

We use "shall" in compulsion or force especially in law, regulation, rules.eg shall be punished / he shall be punished.

Important explanation:

Either *shall* or *will* can be used with I and *we* but only *will* can be used with the subject.

If *shall* is used with a subject other than *I* or *we*, the meaning changes as you will see shortly.

e.g. i) I shall leave in ten minutes

ii) I will leave in ten minutes

iii) They will be here soon

iv) Some people believe the world will come to an end in 100 years.

3.3.1 THE FUTURE SIMPLE:

The future simple is used to say that an action will happen at some future time.

Now let us look at what happens when we use "shall" with a subject that is not "I" or "we".

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Example:

My father said, "You shall do it whether you like it or not".

- This shows the father's determination.
- If necessary he will force me to do something I don't want to do.

More examples:

i) He shall not leave until he has apologised.
ii) It shall be done.
iii) They shall not go.

3.3.2 THE FUTURE CONTINUOUS

The future continuous tense is used with the action which will be going on in front of the speaker. It helps to tell the future plan.

Example of a man's story:

Imagine a man crossing a desert. It is hot and dry and he has only warm water to drink. He is thinking of what he is going to do when his journey is over, when he reaches a town. In fact, he knows that he will be at the end of his journey the very next day. He looks at his watch and says to himself. This time tomorrow I **shall be drinking** a glass of ice cold water. In this sentence the verb **to drink** is used in the future continuous tense. It is an action that will be going on at sometime in the future.

Requirements:

i) The verbs must be in the "ing" form using "will/shall" be ___"ing"

SENTENCE PRACTICE 11.

Fill in the blank spaces with the correct form of the verb in the brackets.

1. I can't come tomorrow, I ___ tennis. (to play)
2. Next week those lucky pupils ___ at the coast. (to relax)
3. In ten minutes time we ___ (be fly) over Entebbe
4. We shall ___ (be see) them as we go.
5. They will ___ to the radio news. (listening)

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3.3.3 THE FUTURE PERFECT TENSE

The future perfect tense is used with the complete action in the future. It expresses the idea of "by the time".

e.g. i) I shall have gone by the time he comes.
ii) We shall have told him about John by the time he comes.
iii) You will have told me the story.
iv) They will have met him.
v) He will have been told.

Requirements:

I, We, You, He, She, It, They

use "will have" + the verb on participles.

The **verb** with "she", "it" and "he" carries "s" or "es"

use "shall have" + the verb in participle.

e.g. i) By the time he comes, we shall have finished eating.
ii) By the time she goes, Mary will have come.
iii) By the time it arrives the bell will have rung.

SENTENCE PRACTICE 12

Fill in the blank spaces correctly with correct form of the verb given.

i) By the time the bell ___ (ring) we ___ (reach) the school.
ii) By the time the president ___ (arrive) they ___ (finish) the work.
iii) By the time John ___ (come), I ___ (write) my name.
iv) By the time the headmaster ___ (come) the teachers ___ (go) in their classrooms.
v) By the time the Inspector of schools ___ (visit) our school, we ___ (clean) round our latrine.
vi) By the time my mother ___ (reach) Gulu, I (complete) my work.
vii) By the time my sister ___ (reach) primary six, I ___ (Join) senior two.
ix) We ___ (finish) our home work by the time he ___ (ask) for it.
x) By the time we (check) at the roadblock, my uncle ___ (arrive).

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THE PASSIVE

The passive is used when we do not know or do not wish to mention the human agent:

e.g. The ball was kicked.
The chair was broken.

The passive of the present continuous tense is not common, but there are times when it is correctly applied.

e.g. Somebody is sleeping in my bed.
My bed is being slept in.

Each tense is treated accordingly.

Requirements:

a) No mention of agent or the doer of the action.

e.g. My pen was broken.
My window was broken.

b) The patterns of the tense must strictly be followed e.g.

Present continuous tense:	Bananas are being stolen from the shamba.
Present simple:	A lot of *Mukomboti* is drunk in Zambia
Present perfect tense:	It has not been done yet.
Future tense:	It will be done tomorrow.
Past simple:	He was given some medicine.
Past continuous tense:	When I was in Kampala I was being asked about rebel activities in Gulu.
Past perfect:	I should have had to buy another one, if it was lost.

USES:

1. The passive is correctly used when the performer of the action is unknown,
   e.g. i) His father was killed in the war.
   ii) My pen has been stolen.
2. When it is unnecessary to state who the performer of the action is,
   e.g. i) Arabic is spoken in Morocco.
   ii) This book was printed in Kampala.

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3. When we wish to draw attention to the subject rather than the agent,
   e.g. i) President Kennedy was killed by a bullet.
   ii) His sister was knocked down by a bus.

FORMATION OF PASSIVE

The passive is formed by using the verb "to be" followed by the "past participle",

e.g.
- The house was destroyed by fire.
- Portuguese is spoken in Brazil.
- The regulation has been changed.
- The building will be completed next month.
- The radio must be repaired.
- He enjoyed being flattered.

WRITTEN EXERCISE 15

Put the following sentences into the passive:

1. People asked John where he had been.
2. Someone showed the visitors into the guest room.
3. People speak well of him.
4. Someone must look into this matter.
5. They told her to be quick.
6. They punished me for something I didn't know.
7. Has anybody answered your question?
8. Someone has cooked this fish excellently.
9. He gave his brother a book.
10. He bought his friend a present.
11. They will look after you well.
12. When one has looked up all the words.
13. People say he is a wizard.
14. He gave a book to his brother.
15. They haven't cleaned the blackboard.
16. One drinks a lot of tea in England.

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14. He gave a book to his brother.
15. They haven't cleaned the blackboard.
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17. Some people think that bananas are better than sorghum.
18. Nobody emptied our bucket yesterday.
19. They put him in the car.
20. Somebody shall tell him at once.

WRITTEN EXERCISE 16

ON 1. FUTURE SIMPLE
2. FUTURE CONTINUOUS

Fill in the blank spaces with the correct form of the verb in the brackets.

1. I think it ___ (rain) tomorrow.
2. I think it ___ (rain) at this time tomorrow.
3. Now we are on holiday but soon we ___ (work) again.
4. I can't see him this evening because he ___ (do) his homework.
5. The headteacher ___ (address) the school tomorrow.
6. Do you think he ___ (arrive) this morning?
7. If you don't keep quiet, ___ (punish) you.
8. He ___ (not leave) until he gives me money.
9. You ___ (not go) unpunished.
10. We ___ (go) for a party in one hour's time.
11. The president ___ (arrive) here by 3.00 p.m.
12. By this time John ___ (visit) his uncle.
13. We ___ (cross) Karuma by this time tomorrow.
14. I ___ (greet) my home people at this very time.
15. Tom ___ (tell) what to do by the time he arrives.
16. Give me that book please, I ___ (late) for my lessons.
17. ___ Tonny also be here tomorrow?
18. Please, Susan don't worry I ___ (give) you the money.

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3.3.4 FUTURE PERFECT CONTINUOUS

This tense is used with the action that will have been going on by the time another action is completed.

e.g. i) By the time you arrive tonight, I will have been studying for two hours.
ii) In a year's time, John will have been working in this office for ten years.
iii) By the time he reaches senior two I shall have been writing more books.

Requirements:

Will have been + verb in "ing" form

Shall have been + verb in "ing" form

These terms: by the time
In years to come
In weeks to come
In months to come
} are used to determine the future perfectness.

SENTENCE PRACTICE 13

Fill in the blank spaces correctly with the correct form of the verbs in brackets.

1. By the time Tony ___ (reach) home, I ___ (eat) a mango.
2. By the time he ___ (come), we ___ (eat) food.
3. In five years' time, many people ___ (die) of Aids disease.
4. In years to come, my son ___ (read) in the university.
5. By the time he ___ (come) we ___ (finish) ___ (eat).
6. By the time he ___ (become) twelve years old the school fees ___ (low).
7. By the time his uncle ___ (buy) a new car, his money ___ (finish).
8. By the time I ___ (finish) ___ (write) this book, my uncle ___ (grow) old.
9. By the time he ___ (reach) home, his enemy ___ (leave) his home.
10. In another two years to come, his daughter ___ (get married).

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WRITTEN EXERCISE 17

ON 1. The future perfect tense.
2. The future perfect continuous tense.

Fill in the blank spaces with the correct form of the verb in the brackets.

1. By the time the headmaster leaves this school, all the teachers ___ (leave) the school.
2. By the time the mother comes, the child will have been ___ (cry).
3. He will have been ___ (tell) a story by the time the bell (ring).
4. They will have been ___ (beat) by the time the police ___ (arrive).
5. The teacher will have ___ (give) her five strokes.
6. Tom will have been ___ (sit) down.
7. Jane will have ___ (eat) meat.
8. Primary one and primary two Pupils will have ___ (go) home by the time the inspector ___ (come).
9. By midday tomorrow we shall have ___ meat (eat).
10. By the time the Bishop ___ (come) everybody will have ___ (prepared) at least one hundred shillings to give.
11. By the time Mr. Obol ___ (finish) his lesson, the bell ___ (go) for lunch.
12. By the time Jane ___ (reach) P.7 she will have ___ (learn) to plait her hair.
13. By the time the doctor ___ (come) the patient will have ___ (die)
14. By the time he ___ (received) for water he will have been ___ (suffer) from thirst for over an hour.
15. By the time his sister ___ (get) married, he will have been ___ (join) senior one.
16. He will have ___ (take) cover, by the time he ___ (shoot at) him.
17. In another five years to come, Uganda will have ___ (develop) faster than this.
18. In years to come, my mother-in-law ___ (grow so old).
19. He will have been ___ (evict) by the time he pays the new rent.
20. By the time he ___ (reach) here he will have ___ (tire).

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Chapter 4 ADJECTIVES

4.1 USES

Adjectives are words used to describe nouns by giving us more details about them, e.g. A book is just a book but by the use of adjectives we can build up a much clear picture of what kind of book we are talking about:

A book:	**A big** book.	*big* is an adjective
	A big, blue, English book.	*big, blue and English* are adjectives
	A big, blue, English, written textbook.	*big, blue, English and written* are adjectives
A man:	**A tall** man.	*tall* is an adjective
	A tall well-dressed man.	*tall, well-dressed* are adjectives.

4.2 FORMATION OF ADJECTIVES

i) **Adjectives are formed from nouns:**

Noun	Adjective formed	Noun	Adjective formed
Pity	Pitiful	Circle	Circular
Sense	Sensible	Italy	Italian
Misery	Miserable	Bible	Biblical
Child	Childish	Woman	Womanly
Grass	Grassy	Wood	Wooden
Colour	Colourful	Ash	Ashy

Other adjectives can be formed from verbs:

ii) **Adjectives formation from verbs:**

Verb	Adjective formed	Verb	Adjective formed
Please	Pleasing	Talk	Talkative
Force	Forceful	Defend	Defensive
Love	Lovable	Study	Studious
Imagine	Imaginable	Continue	Continuous
Extend	Extensive	Mourn	Mournful

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4.3 ORDER OF ADJECTIVES:

Consider the example below

Nationality	A *Sudanese* refugee
Colour	a *red* milking cup
Size	A *big* red milking cup
Shape	a *rectangular* red milking cup.
Weight	a *heavy*, red milking cup

Now try to match them with the description below.

4.4 REQUIREMENTS FOR ADJECTIVES:

i) Adjectives usually come before the nouns they describe.

e.g. A *clean* boy.
A *pretty* flower.
An *interesting* book.

ii) If there are two or more adjectives describing a noun, we put one with the general meaning first and then the one with a more specific meaning last

e.g. A clever P.3 boy.
A pretty, yellow flower

Clever is general whereas *P.3* specifies to us the particular boy. Likewise, *pretty* is general whereas *yellow* specifies the flower.

iii) If the adjectives used are both equally general in meaning, then we put the shorter one first.

e.g. A clever industrious boy.
A long, interesting book.

iv) For greater emphasis, two adjectives can be joined by "and"

e.g. A dark and stony night.
A new and useful idea.

v) There are particular adjectives which always come immediately before the word they describe. These are:

a) Colours: A stylish, **black** dress.
A blemished, **brown** skin.

b) Nationality: A beautiful **French** girl.
An old **Turkish** carpet.

c) Nouns used as adjectives: Good **Ugandan** Coffee
A bright **cotton** dress.

d) Style
i) A tall, **gothic** building.
ii) A brilliant, **factual** essay.
iii) A short **line** frock.

vi) In written English, we occasionally put two adjectives which are joined by "and" after the noun. This is done for special emphasis or effect.

e.g. i) The mountains, tall and majestic, rose above the valley.
ii) The children, weary and hungry, staggered into the house.

vii) Participles can be used as adjectives, but because they are really verbs they can have objects or adverbs even when they are used as adjectives. When they have objects or adverbs, they must come after the noun.

e.g. i) The milk, boiling furiously, flowed all over the stove
ii) The students studying Science should look at these specimens.
iii) The students tired of studying, went for a drive.

vii) The adjectives "both" and "all" may have two different positions in the sentence.

i) **Both** my brothers have passed their exams.
My brothers have **both** passed their exams.

ii) **All** the children in my class work hard.
The children in my class **all** work hard.

WRITTEN EXERCISE 18

For numbers 1-15, fill in the blank spaces with the correct form of the word in the brackets.

1. I have always thought him to be a very ___ person. (charm)
2. Shakespeare wrote many ___ books. (interest)
3. He is very determined and ___ in his efforts. (persist)
4. Digging the garden can be a very ___ task. (tire)
5. His argument was very ___. (convince)
6. She was a very ___ girl. (spite)

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7. It was a ___ statement. (pity)
8. He is a ___ man. (sense)
9. The P.7 pupils' actions are very ___ indeed. (child).
10. Christians always sing ___ songs to the Lord. (glory)
11. John is so busy that he cannot play football. (Rewrite using: too _ to)

For numbers 16-25 arrange these adjectives in their correct order before the noun. Change "a" to "an" where necessary.

16. A cat (brown, old) _____.
17. A necklace (gold, expensive) _____.
18. A cow (black, thin) _____.
19. A house (new, stone)_____.
20. Some oil (looking, fresh) _____.
21. A road (narrow, country) _____.
22. A desk (old, large) _____.
23. A room (dirty, small) _____.
24. A lamp (gas, dim) _____.
25. A teacher (mathematics, young)_____.

COMPARISON PATTERNS

Learn to use the following comparisons correctly: Their uses are accompanied with their meanings.

1. **'Like'** i) John is **like** his father.
   ii) Your book is **like** mine.
   iii) My uncle looks **like** an old man.

   MEANING: Here the meaning is that one is similar to, or resembles the other.

2. **'The same ------ as'**
   i) Your mistakes are the same as Mpanga's.
   ii) The back locks are the same as the front ones.
   iii) I was given the same medicine as Mary.
   iv) I gained the same number of marks as Betty.

   MEANING: The meaning here is that: there is equality between the two things being compared.

3. "as_as"

   Adjectives and adverbs can be used in this pattern:
   i) That boy works as hard as his sister.
   ii) He rode as quickly as Mukasa.
   iii) He rode as carefully as he could.

   MEANING: The meaning is that the two are equal in the way mentioned.

4. "not as -as" or 'so -as"
   i) Peter is not so quick as James.
   ii) A chameleon is not so slow as a snail.
   iii) Okello did not run so fast as he did last year.
   iv) Odama did not get so many marks as he did last year.
   v) John is not as tall as Mary.

   MEANING: The meaning is that the two compared are not the same in the way described; one has more or less than the other.

5. "- than" or "more -than" or "fewer -than"
   i) The road seems longer than we thought.
   ii) John earns more money than Peter.
   iii) I have gained less weight than you.
   iv) I have gained fewer marks than you.

   MEANING: Again the meaning is that the two compared are different in the way mentioned. It has the same meaning as pattern 4.

6. "the __ the"
   i) The older I get, the less energetic I seem to become.
   ii) The less I have, the more I want.
   iii) The hotter the sun, the more thirsty he became.

   MEANING: The meaning here is very different. The pattern is used to compare two facts when the second fact results from the first or is contrasted to it.

   e.g. i) I get thirstier because the sun gets hotter.
   ii) I spend more money despite the fact that I earn less.

   Notice especially the form of this pattern, "The" is always followed by

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"the"___ er" form of the adjectives or those adjectives that use "more ___" or "less ___ in the comparative"

7. **"so - that"**

i) His work was so untidy that he had to do it again.

ii) I was so tired that I couldn't play football.

iii) The man was so poor that he couldn't afford to buy sugar.

iv) It was so cold that he needed a heater.

v) His knife was so blunt that he couldn't cut anything with it.

MEANING: This pattern shows that the second fact is the result of the first fact. Often but not always, the result is a negative one, and the result at the end, didn't, wouldn't happen.

NB: Note that in this pattern the word between "so" and "that" is always an adjective or adverb. You can use a noun only if you use it with "much" "many" "few" or "little"

e.g. i) He had so *much money* that he was able to buy a Mercedes.

ii) He has so *many books* that he can't read them all.

iii) This child has so *little intelligence* that he will never pass the examination.

8. **"such a ___ that"**

i) It was such a hot day that everyone was thirsty.

ii) It was such an easy examination that I think everyone will pass.

iii) The professor uses such long words that I can't understand him.

MEANING: This pattern means exactly the same as pattern 7 but it is used with a noun, or an adjective and noun, to separate "such" and "that"

9. **"too ___ to"**

i) I am too tired to work.

ii) He is too busy to play football.

iii) These tomatoes are too raw to eat.

iv) The hill is too steep to climb.

MEANING: This pattern shows what should have been but did not happen. In this pattern the second action never happened, i.e. I did not work. -He did not play football.

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- I did not eat the tomatoes.
- I did not climb the hill.

N.B. The first thing always gives the reason why the second did not happen. Notice the form of the pattern: an adjective follows "too" and then comes the infinitive of the verb.

10. "too_for_to"

This is an extension of pattern 9

i) The hill is *too* steep for the small child *to* climb.

ii) These tomatoes are *too* unripe *for* the cook to use.

iii) This sum is too difficult *for* P.1 pupils *to* do.

iv) It was too dark *for* my brother to read the letter.

MEANING: The pattern means the same as number 9 but it is used when it is necessary to show who can't do the second thing. In pattern 9 we assume that no one can do it. If we are referring to a particular person or people, we must say so using "for"

11. "Enough to"

i) He was strong enough to break open the door.

ii) It is bright enough for my brother to read the letter.

iii) These tomatoes are ripe enough to be used.

REMEMBER "too" goes with "to"

"so" or "such" goes with "that"

Do not repeat a pronoun in the 'too ___ to' pattern

e.g. i) This sum is too difficult for P.6 pupils to do **it.** (repetition 'it').

ii) The hill is too steep to climb **it.** (repetition 'it')

The final or last "it" should be omitted.

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SENTENCE PRACTICE 14

Fill in the blank spaces with one of these words correctly: The words are: "the", "same", "than", "as", "like", "so".

1. No woman can play netball ____ well as Grace.
2. Tom is so busy that he cannot play football. (Rewrite using too ...to)
3. I have never seen a more beautiful picture ____ that.
4. ____ more I looked at him, the more nervous he became.
5. This car is the ___ as yours.
6. Who thinks he can paint ___ Picasso?
7. Mukasa's feet are not ___ large as Musoke's.
8. Do you wear the ___ size of shoes as I do?
9. I don't know whether your answers were the same ___ mine.
10. Your hat is ___ a large pot.

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Chapter 5

RELATIVE CLAUSES

These are words used to join sentences. They are:

- who
- whom
- which
- that
- what
- whose

1. "That" can be used as the relative pronoun in defining adjectival clauses.
   e.g. i) The exercise **that** we did last week has been marked.
   ii) The book **that** he borrowed last week was a novel.
   iii) The furniture **that** he bought last year is already broken.

   "That" may, however, be used if the preposition is placed at the end of the sentence or clause.
   e.g. i) Here is the book *that* he referred to.
   ii) The joke *that* I laughed at was rather silly.
2. "Who" is used for persons (subject)
   e.g. i) Our history teacher, *who* used to live in France, gave us a talk on French politics last night.
3. "Whom" is used for persons (object)
   e.g. i) Our history teacher, *whom* I saw on my way home, said he would not give us a test today.
4. "Which" is used for things or animals, birds, etc.
   e.g. i) The book *which* he borrowed last week was a novel.
5. "What" as a relative.
   We can avoid using **'the thing(s)'** by simply using "what".
   e.g. i) He forgot *the things* which he was going to say.
   He forgot *what* he was going to say.
   ii) The ***thing that*** is not clear is why he came.
   What is not clear is why he came.

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ADVERBS AS RELATIVES:

"When", "where", and "why" are used in the same way as relative pronouns.

e.g. i) Friday is the day **when** we will have the party.

ii) This is the place **where** the accident happened.

iii) He didn't tell us **why** he couldn't come.

SENTENCE PRACTICE 15

Complete the following sentences with suitable relative clauses

1. The book ___ is lying on the table is mine.
2. The water ___ he drank was dirty.
3. The letter ___ he wrote was in reply to mine.
4. Robert Mugabe ___ became the first Prime Minister of Zimbabwe, acquired several University Degrees.
5. The car ___ I bought ten years ago, is still in good mechanical condition.
6. The boy ___ was knocked down by a lorry, is now in hospital.
7. Anybody ___ comes is welcome.
8. The girl ___ the Minister gave the prize was in Pimary seven.
9. The house in ___ they live, is about to crumble.
10. Have you completed the work ___ you were given?
11. Where is the boy ___ father came to see the headmaster?
12. The concert ___ we attended last night was very enjoyable.
13. The hotel ___ we stayed last summer is now closed.
14. The meal ___ I had last night made me ill.
15. The chair ___ is in the corner will have to be repaired.
16. That magazine ___ is published four times a year, contains a lot of interesting articles.
17. Here is the girl ___ the lecturer talked about.
18. Gaelic, ___ is the language of the Scots, is rarely spoken nowadays.
19. The play ___ your English teacher is producing, will be performed five times next week.
20. The toothbrush ___ he used is almost worn out.
21. This is the paragraph ___ the teacher is talking about.
22. Where is the pen ___ I was using this morning?
23. I haven't seen the boy ___ suitcase was stolen.
24. They are painting the wall ___ I usually lean my bicycle against.

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25. On his way to the city of Rome ___ he had visited before, he stopped in several Italian towns.

OTHER USES OF RELATIVE CLAUSES:

1. They are used to join two sentences together.

e.g i) We saw the doctor. His daughter fell out of the car.

Joins to: We saw the doctor *whose* daughter fell out the car.

ii) They met a fisherman. His boat had just sunk.

Joins to: They met a fisherman *whose* boat had just sunk.

iii) The boy must clean the room today. It is his turn.

Joins to: The boy *whose* turn it is must clean the room today.

iv) This picture has just arrived. We asked for it two years ago.

Joins to: This picture *which* we asked for two years ago has just arrived.

v) The man has been caught. He stole the car.

Joins to: The man *who* stole the car has been caught.

SENTENCE PRACTICE 16

Join the following pairs of sentences using the correct relative clauses:

1. This is a beautiful piece of music. It was composed by the late Philly Lutaaya.
2. The bomb exploded in the cinema yesterday evening. It injured several people.
3. The official gave me a travel warrant and some other documents. I needed them for my journey.
4. She bought a new tennis racket. It was quite expensive.
5. Do you like this suit? I have just bought it.
6. Here are the tablets. The doctor prescribed them.
7. We crossed the river. We crossed it at a point where it was narrow.
8. He learnt to speak Arabic. It is the official language of Arabia.
9. He didn't give me any reason. He said I should wear a tie.
10. You are telling me about a singer. How old is he?

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Chapter 6

CONDITIONAL SENTENCES

USES:

- Conditional sentences are used to express conditions.
- They are also called "if clauses".
- Examples of conditional clauses are:
  1. I shall go if he comes.
  2. If I were a fish, I would not swim in water.
  3. I wish he had seen me, he would have told me.
     If he had seen me, he would have told me.
- They are divided into three clauses.

6.2 IF 1 *OR* CONDITIONAL CLAUSE 1

USES:

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

e.g. i) I shall go to Kampala if he gives me money.
ii) If my uncle pays my school fees, I shall go to school next year.
iii) If he comes late, he will be punished.

Requirements in the sentence

a) We use future simple tense in the main clause and a present simple, continuous/perfect in the if or conditional clause.

e.g. i) If John arrives, we shall be pleased.
ii) If he is shouting, I will go away.
iii) If he has done the work, the father will be happy.

b) We do not use a future simple tense in the "if". e.g. we can't say, "If he will come" (this is wrong).

c) If the conditional clause (if clause) comes last, no comma is required.
e.g. I will tell him if he comes.

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d) If a sentence begins with "if", the "if" clause is always followed by a "comma"
e.g. If Tonny comes, I shall talk to him.

SENTENCE PRACTICE 17

Fill in the blank space correctly:

1. If the plane ___ (come) we ___ go.
2. Geoffrey ___ (find) you here if you ___ (want).
3. I ___ (tell) him if he ___ (come) (use perfect.)
4. He ___ (go) (use continuous) to find you here if you ___ (wait) a bit.
5. I ___ (not give) (use future) him the book unless he ___ (pay) for it.
6. Unless he ___ (give) me enough money, I ___ not waste my time to go.
7. Jimmy ___ not be happy unless his mother ___ (give) him enough money.
8. No body ___ (pass) unless he ___ (pay) for the road toll.
9. He ___ (go) unless he (pay) for the last dress.
10. If he (go) (use perfect) the father will not be happy.

IF 2 *OR* CONDITIONAL CLAUSE 2.

USES:

Conditional clause 2 is used to express a condition which is impossible and whose result we are only imagining. We do not expect it to come true.

i) If I were a fish, I wouldn't get caught.
ii) If I were a king, I would not look poor.
iii) If the sun did not rise, people would not go to work.
iv) If my dog had six eyes, it would see better.
v) If you had two heads, you would be abnormal.

Requirements.

i) We use the past simple tense with the verb in the "if" or conditional

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clause. e.g. If I were him, I would buy a car.

ii) We use "were" instead of "was" to show the impossibility.

iii) The verb is written or used in the past tense to show impossibility, e.g. If he went to school, ... or If he came without documents, ...

SENTENCE PRACTICE 18

Fill in the blank spaces sensibly.

1. If she was my mother, she _____.
2. If my dead mother came back to life tomorrow, I _____.
3. I ___ (go) to the moon if I had ten million dollars.
4. He ___ (marry) an English lady if he was born in England.
5. He ___ (hear) better if he ___ eight ears.
6. She ___ be the brightest of all the ladies in the world if she _____.
7. If there was a lion in the market, _____ .
8. If he lived in America, _____.
9. If the sun didn't rise tomorrow, _____.
10. If the sea dried up tomorrow, _____.
11. If Mpanga was a bull, _____.
12. If I were my father,_____.
13. If I were a fisherman,_____.
14. If all dogs had eight mouths, _____.
15. If Kakuru had ten eyes,_____.
16. If a boy of two weeks old was able to speak,_____.
17. Had he two hundred million dollars, _____.
18. If Mulondo had wings, _____.
19. If Kasirye had six legs, _____.
20. Had I been with him, I _____.

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IF 3 *OR* CONDITIONAL CLAUSE 3

USES:

The conditional clause 3 is correctly used with the past simple tense to express what is supposed to happen but did not happen.

e.g. i) If he had seen me yesterday, he would have told me.
ii) If he had gone, I should have gone with him.
iii) If my father had written to me, I might have received it.
iv) If he had not warned me, I would have made a mistake.

Requirements in the sentence

a) IN THE AFFIRMATIVE:

In the affirmative sentences the following are used:

i) *Should have* + the verb in the participle.
ii) *Would have* + the verb in the participle,
iii) *Might have* + the verb in the participle.
iv) *Could have* + the verb in the participle.

NB: HAD is used to emphasise the supposition.

SENTENCE PRACTICE 19

Complete the sentence correctly in the correct conditional forms"

1. Had he not stopped me, I ___.
2. Had he known that in time, he might ___.
3. He should have told me if he ___.
4. If they had taken him to hospital, he ___.
5. If he had informed me, I ___.
6. Had I met him,___.
7. He might ___ if he ___ .
8. Had it rained, we might ___.
9. He could have passed the exams if ___.
10. If they had come in time, ___.

b) IN THE NEGATIVE:

In the negative sentences the following are used:

i) *Should **not** have* + the verb in participle.

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ii) *Would **not** have* + the verb in participle.

iii) *Might **not** have* + the verb in participle.

SENTENCE PRACTICE 20

Fill in the blank spaces correctly in the negative conditional sentence.

1. If he had seen me, he ___.
2. I ___ if he had gone.
3. Had he known, he might ___.
4. Had he warned me, I ___.
5. Had he seen me, he ___.
6. If I had known, I ___.
7. If they had told us, we ___.
9. If this man had known about it, he ___.
10. If it had rained, we ___.

WRITTEN EXERCISE 19

ON 1. Conditional clause 1

2. Conditional clause 2

3. Conditional clause 3

Fill in the blank spaces with the correct conditional form of the sentence.

1. If they meet him, ___.
2. If Stephen worked harder, he ___.
3. If you came early, you ___.
4. I shall tell him the story if ___.
5. He ___ (come) I ___.
6. If he had been able to come he ___.
7. If Mary had the money, ___.
8. If students made less noise in class, ___.
9. If you came to see me tomorrow, ___.
10. If the teacher gets us smoking, ___.
11. If you drink too much, ___.
12. We would have gone out ___.
13. If the sun didn't rise tomorrow, ___.
14. If he had four heads,___.
15 If he were a snake, ___.

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Chapter 7

QUESTION FORMS

This is a form of sentence where interrogative words like *which, what, whom, when, who, where, why,* or intonation are used for request, for information, for understanding, for fact finding, for examining, etc.

Questions are asked in various forms; they can be asked directly or indirectly.

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Direct Questions:

Examples:

i) What is the time by your watch?

ii) What is her name?

iii) When will John come here?

iv) Who is your friend?

v) Whom did you meet on the way?

vi) Where will you be next year?

vii) Why did you not tell me?

viii) Which book do you like best?

ix) Which one is your brother?

Indirect Questions:

Indirect questions are used in a number of ways:

i) To show politeness, humbleness or good manners.

ii) To avoid some disappointment or embarrassment that can or may occur.

e.g. a) *Direct:* Which bird sings sweetly?

Indirect: I would like to know which bird sings sweetly.

b) *Direct:* What time will you be here?

Indirect: She would like to know what time you will be here.

Constructing similar questions

iii) This form is always used in reporting a statement to the other person.

iv) They are always used in Direct speech and Indirect speech

e.g. a) ***Direct:*** How tall are you?

Reporting indirect: He wanted to know how tall I am.

b) ***Direct:*** Why haven't you ironed your uniform?

Reporting Indirect: He wanted to know why I hadn't ironed my uniform.

"HOW" QUESTION FORM:

You can use the word how to ask a question of quality, type, nature or condition.

e.g. i) How are you going to meet him?
ii) How are you?
iii) How were the exams?
iv) How old are you?

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QUESTION PRACTICE 21

Give the reported speech of the following:

1. Direct: "What do you study every evening?"
   Indirect: _____
2. Direct: "What are you studying at the moment?"
   Indirect: _____
3. Direct: "What have you studied for three years?"
   Indirect: _____
4. Direct: "How old will you be next year?"
   Indirect: _____
5. Direct: "What have you been studying for three years?"
   Indirect: _____
6. Direct: "I studied French last year."
   Indirect: _____
7. Direct: "Of the four papers, which paper was easiest?"
   Indirect: _____
8. Direct: "When will you go on holiday?"
   Indirect: _____
9. Direct: "Why are you late for school today?"
   Indirect: _____
10. Direct: "Which book is yours?"
    Indirect: _____

Chapter 8

QUESTION TAGS

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The question tags are used when the speaker shows his opinion, or belief, or what he thinks. The speaker wants the listener to do nothing else but to agree with him. He is quite sure that the listener will agree with him.

Types of question tags

There are many types of question tags, but only two types are common. These are:

a) Positive or affirmative

This is when the speaker's statement is positive and the question tag is negative.

e.g. i) You are Orombi's closest friend, aren't you?
ii) He is a very friendly teacher, isn't he?
iii) They are coming, aren't they?
iv) They were caught, weren't they?

b) Negative

This is when the speaker's statement is negative and the question tag is positive.

e.g. i) We didn't agree with them, did we?
ii) He mustn't be forced to sign the letter, must he?
iii) There isn't a single person in the room, is there?
iv) One couldn't be allowed to enter, could one?

N.B: In a dialogue or conversation in (a) the listener's response or answer is likely to be: "Yes, I am", "Yes, he is", "Yes, they are" and "Yes, they were" respectively.

Whereas in (b) if the listener doesn't agree, the response will be in negative. That is, "No, we didn't", "No, he mustn't", "No, there isn't", and "No, one couldn't".

If the listener, agrees with the speaker in (b) above, the response will be: "Yes, we did", "Yes, he must", "Yes, there is" and "Yes, one could".

Requirements of question tags:

i) There must be a comma separating the statement from the question tag.

ii) An apostrophe is required in the answer constructed in a contracted form e.g. isn't, aren't, couldn't.

iii) There must be a comma after the response words "Yes" and "No", e.g "Yes, I am." "No, they aren't".

iv) There must be a question mark at the end of every question tag.

SENTENCE PRACTICE 22

Rewrite the sentences according to the instructions given in the brackets.

1. You are coming. (Rewrite in question tag form)
2. They are coming, aren't they? (Give the correct answer to the question).
3. She isn't coming, is she? (Give a negative answer)
4. You aren't thinking about it, are you? (Give the correct answer).
5. You want him to come. (Rewrite in interrogative expecting a positive response) .
6. He knows the answer. (Rewrite in interrogative expecting a positive response).
7. You like this sort of cake. (Rewrite with a question tag expecting a negative response) .
8. You've met him before. (Rewrite with a question tag expecting a negative response)
9. She's quarrelled with her sister. (Rewrite in negative question tag form)
10. Peter went to bed early last night. (Rewrite in question tag form)
11. He expected to be free this morning. (Rewrite in question tag form)
12. You'll go to the party. (Rewrite in question tag form) 13. He'll come. (Rewrite in negative question tag form)
14. They'll try to go tomorrow. (Rewrite in question tag form)
15. She'll pass the exams. (Rewrite in positive question tag form).
16. The man and his son were carrying their donkey. (Rewrite in question tag form).

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17. You were going to school when he met you. (Rewrite in negative question tag form).
18. John had finished before 12:00 O'clock. (Rewrite in question tag form).
19. You had met him before. (Rewrite in negative question tag form).
20. She had done something to the cow. (Rewrite in a question tag form).

MORE ABOUT QUESTION TAGS AND SHORT RESPONSES:

In conversation, we sometimes ask a question not because we need **information** but **confirmation** of what we already know. We want the person we address to agree with us. To do this, we add a question tag to the statement expecting the answer "Yes".

"You like history, *don't you?*" "Yes, I do."

Note:

If you use an affirmative statement with a negative tag, expect the answer "Yes". If it is a negative statement with a positive tag, expect the answer "No". Also the tense of the tag corresponds with the tense of the statement.

e.g. a) You didn't read that book, did you?

b) You were reading that book, weren't you?

c) You will read that book, won't you?

It will be seen from the last three examples that we repeat the auxiliary verb in the question tag. This applies to nearly all auxiliaries:

e.g. a) You should go there, shouldn't you?

b) He must leave early, mustn't he?

c) He could succeed, couldn't he?

d) He might have forgotten, mightn't he?

Exception 1: "need" and "dare"

When used affirmatively in a statement, the words "*need*" and "*dare*" are not repeated in the tags.

e.g. a) We need to buy a new radio, don't we?

b) He dared to strike the lion, didn't he?

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Exception 2: "used to"

'Used to' is treated as a full verb rather than as an auxiliary.

e.g. He used to own a house, didn't he?

NB: Note that there is no form **amn't** instead we say "aren't I?"

(Ain't I" is a slang)

An imperative can be made into less of a command and more of a request by the addition of an affirmative tag in the future tense.

e.g. i) Pass me the sugar, will you?

ii) Open the window, will you?

iii) Let us leave now, shall we?

Finally, note that since the question tags are used almost solely in conversation, the shortened, conversational form of negative (don't won't hadn't, etc) is required.

SENTENCE PRACTICE 23

Change the following statements into questions by adding question tags

1. They play football every Saturday.
2. He should write a letter.
3. He is studying French.
4. You will read his letter.
5. He doesn't live with her parents.
6. I am better at tennis than he is.
7. I am not as good at tennis as he is .
8. He collects stamps.
9. He wrote a letter last night.
10. He will visit us .
11. They often went to Lagos.
12. She must correct that work.
13. He needs a new shirt.
14. Let us play another card.
15. They used to live in Ibadan.
16. We have the window shut.

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17. His father teaches in that school.
18. He doesn't need this book.
19. He could do better if he tried.
20. Marconi didn't invent the telephone.
21. You wouldn't like a sweet.
22. The dinner is being cooked.
23. Pick up those books.
24. He mustn't come.
25. Let me open the window.

SHORT RESPONSES:

a) To questions ending with question tags.

It is normal to answer such questions briefly with a yes or no + auxiliary verb.

The short response echoes the question tag i.e. the auxiliary verb is repeated in the same tense.

e.g. i) He has come, hasn't he? Yes, he has.

ii) You won't come, will you? No, I won't.

iii) He did come, didn't he? Yes, he did.

iv) He couldn't come, could he? No, he couldn't.

Requirements

i) An affirmative statement + a negative tag, expects an affirmative answer.

e.g. He has come, hasn't he?

Yes, he has.

ii) A negative statement + an affirmative tag expects a negative answer

e.g. He hasn't come, has he?

No, he hasn't.

b) To other questions

Questions beginning with a verb followed by a subject can also be answered briefly with a yes or no + a subject + auxiliary verb(s).

e.g i) Has he finished that book? Yes, he has.

No, he hasn't.

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ii) Will he finish that book? Yes, he will.
No, he won't.

iii) Did he finish that book? Yes, he did.
No, he didn't.

iv) Could he finish the book? Yes, he could.
No, he couldn't.

v) Would he have finished that book? Yes, he would have
No, he wouldn't have.

Other questions of this kind begin with "Who" or "Which"

e.g. i) Who wrote the book? Dickens did.
ii) Who will tell us? Mary will.
iii) Who should win the prize? John should.
iv) Which was the best essay? His was.
v) Which one would be most suitable? This one would.
vi) Which team has won the race? That one has.

SENTENCE PRACTICE 24

Give short responses to the following questions:

1. He has arrived, hasn't he?
2. They came late, didn't they?
3. You did reply to the letter, didn't you?
4. You didn't think over your work, did you?
5. They weren't listening, were they?
6. He wouldn't have passed, would he?
7. She could have left the school last year, couldn't she?
8. It wasn't raining at nine o'clock this morning, was it?
9. He used to smoke a pipe, didn't he?
10. He would have arrived by now, wouldn't he?
11. I am doing better this year than last year, aren't I?
12. He might have resigned, mightn't he?
13. You are listening to me, aren't you?
14. The meal is ready, isn't it?
15. You are going to sit for the examination again, aren't you?

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Chapter 9

DIRECT SPEECH

These are the actual words of the speaker used when reporting. The actual words of the speaker are always closed into inverted commas, which are known as **quotation marks.** Quotation marks show that the words within, are the actual words of the speaker. They are always used in reporting matters in court, newspapers, books and many other writings or quotations.

e.g. i) Mpanga said, "The man is already dead."
ii) Mpanga asked, "Is the man already dead?"
iii) "The man is already dead," said Mpanga.
iv) "Is the man dead?" asked Mpanga.

Requirements in direct speech

a) A comma is used to separate actual words used by a speaker from the word or verb that reports e.g. "said", "asked", "told me", "requested", "ordered", "demanded," etc.

b) The actual speech (or direct speech) begins with open quotation marks and closes with the closing quotation marks ("____").

c) The actual speech (direct speech) always begins with a capital letter.

d) The quotation marks enclose only the actual speech and not the reporting part. e.g.
John said, "Go and tell Mary to come here."

e) If the actual speech is at the beginning of the sentence, a comma is needed to show a pause in the speech itself and the full stop after the reporting part.
e.g. "I will kill all of you if you don't give us the money we want," the robber told us.

f) A closing quotation mark is placed clearly away from the nearest punctuation mark. e.g. a comma, a fullstop, a quotation mark, or an exclamation mark. You should be careful not to place the closing quotation mark above another punctuation or before the punctuation that separates the quoted speech from the reported part. This will lead to loss of marks. For example:
"This is a deadly disease!" said the doctor. ***- correct***
"This is a deadly disease"! said the doctor ***- wrong***

SENTENCE PRACTICE 25

Rewrite the sentences in direct speech

1. The beggar told Mashamba that he had not eaten food for the previous two days.
2. The teacher asked him why he was late for his lesson.
3. He told me that what I had heard is not true.
4. John asked his friend David how he was that day.
5. He asked me to tell him when the train would leave.
6. Okot promised to do everything his parents would ask him to do (Begin: Okot said, "____")
7. Jimmy said that he didn't think he would need all the money his father had given him.
8. The Matron quietly told Jane that her box was with the Headmaster (*End with:* "___," said the Matron quietly.)
9. He said he studied French every evening.
10. He said he was studying French at the moment.
11. He said he had studied French for three years.
12. He said he had been learning English for four years.
13. He said he had been reading enough the previous year.
14. She said she had dug the pit the previous year.
15. John said he would study Latin the following year.
16. He said he would have studied at Nswanjere for three years.
17. He told me they would go on holiday at the end of August.
18. The teacher said that water boils at 100°c.
19. Mr. Kapere told the P.7 pupils to hurry.
20. He said John had just come from holiday.

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Chapter 10 INDIRECT SPEECH

This speech does not quote exactly what the speaker said. This is the changing from the actual words of the speaker to the words we use to report what has been said. It is also known as **reported speech.** For example:

"You are a lazy girl," the teacher told Ruth. ***- Direct speech***

The teacher told Ruth that she is a lazy girl ***- Indirect speech.***

Example of reporting verbs are: "said", "told", "asked", "requested", "commanded", "instructed", etc.

There are, however, certain rules we have to pay attention to when using indirect speech or when changing a sentence from direct to indirect speech.

They are:

1. Tense changes.
2. Adjective changes (pronoun and possessive).
3. Adjective changes (demonstrative).
4. Adverb changes.
5. Command changes.
6. Question changes.
7. Exclamation changes.
8. Speech with only statements.
9. Yes and No, answer changes.
10. "Must" changes.

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1. TENSE CHANGES

When using reported speech, the tenses may change accordingly, e.g. **Present simple** becomes **Past simple.**

e.g. "I study Luganda every evening," he said. - *Present simple.*

He said he studied Luganda every evening. - *Past simple.*

Present continuous *becomes* ***Past continuous.***

e.g. "I am playing netball," said Sharon. *-Present continuous.*

Sharon said that she was playing netball. - *Past continuous.*

Present perfect continuous becomes **Past perfect continuous**

e.g. "The telephone has been out of service," said the manager. -*Present perfect continuous.*

The manager said that the telephone had been out of service. *Past perfect continuous.*

Present perfect becomes **Past perfect.**

e.g. "I have been studying Luganda for four years," he said. - *Present perfect*

He said he had been studying Luganda for four years. - *Past perfect.*

Past simple becomes **Past perfect**

e.g. "I fell from my bed," said Junior. - *Past simple.*

Junior said that he had fallen from his bed. - *Past perfect.*

Past continuous can remain **Past continuous** or become **Past perfect continuous.**

e.g. "I was studying French last year," he said. - *Past continuous.*

He said he was studying French last year - Past continuous.

or He said he had been studying French the previous year. -*Past perfect continuous.* The **Future tense** becomes **Conditional:** *"Will"* becomes *"Would"*, *"Shall"* becomes *"Should"*.

e.g. (i) *"Will* he marry you?" Rose's mother asked.

Rose's mother asked whether he *would* marry her.

(ii) "We *shall* be going there soon," said the guide.

The guide said that they *should* be going there soon.

SENTENCE PRACTICE 26

Rewrite the following sentences into indirect (reported) speech.

1. "John always speaks very good English because he goes to a good school," said Marie.
2. "Marie always visits her uncle on Saturday so we are sure to find her there," said John.
3. "The Nile runs from Lake Victoria through Egypt to the Mediterranean Sea," the teacher said.
4. "Cows give us milk. We get butter and cheese from the milk," the farmers said.
5. "Some birds swim and some fishes fly but no flies swim," my teacher said.
6. "What are you doing?" My uncle asked. "I am waiting for a lorry," I answered.
7. "Is the wind blowing now?" he asked.
8. Marshall told me this story, "Yesterday, while I was with my wife we met a woman and two sons. I did not know who that woman was, but my wife told me her name after she had gone." (Rewrite this story in *reported speech)*
9. Dorothy told me this story, "Yesterday, I had a bad pain in my stomach and so I went at once to the hospital. The nurse told me that the doctor had gone out to visit a patient. I waited for an hour and at last he came. He asked me whether I had eaten any canned food. At first I could not remember but I suddenly remembered that I had done so the evening before."

2. PRONOUN AND POSSESSIVE ADJECTIVE CHANGES

These are changes which take place in possessive adjectives e.g "My", "your", *changes to* "his", "her", "its", "yours", "mine".

Examples:

i) "I have left my book in *your* car," Mary told her brother.

Becomes: Mary told *her* brother that she had left *her* book in *his* car.

ii) "These books are *mine,"* Stephen said.

Becomes: Stephen said that *those* books were *his.*

iii) "These goats are ours," Stephen said.

Becomes: Stephen said that *those* were *their goats /those* goats were theirs)

iv) "These books are *ours,"* he said.

Becomes: He said that those books were *theirs.*

N.B. In making such changes it is wiser to rely on the sense of the sentence than to attempt to apply rules only.

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SENTENCE PRACTICE 27

Rewrite the following sentences in reported speech

1. "I brought all my belongings with me," he said.
2. "We have left our books in the dormitory," she said.
3. "They have given their report rather late," he complained.
4. "They bought this table. It is ours," he said.
5. "They bought this shirt for me. It is mine," he said.
6. "This book is ours," she said.
7. All our cattle are stolen by raiders," he reported to the police.
8. "Whose books are these?" she inquired. "They are our books," he answered.
9. "In fact, these pens are mine," he said.
10. "I have left my book in your car," Susan told her brother.

3. DEMONSTRATIVE ADJECTIVE CHANGES

These are adjectives which show us which one is being referred to in particular. They are: "this", "that", "the". Their changes in reported speech are:

Direct	Indirect
This	That *or* The
These	Those or The

e.g. i) "I borrowed **this** pen from **my** brother, "John said.

Becomes: John said that he borrowed ***that*** pen from ***his*** brother.

or John said that he borrowed ***the*** pen from ***his*** brother.

SENTENCE PRACTICE 28

Rewrite the following sentences correctly in the reported speech

1. "We were given these books by the headmaster," said Mary.
2. "This bus was bought just last month," Tom said.
3. "These boys are so careless," the teacher said.
4. "Give me those writing pads," requested the headmaster.
5. "He has written on this paper," the monitor said.
6. "I had good ink in this ink pot," the teacher said.
7. "He borrowed this suit from him," he said.
8. "She dug this area herself," the son said.

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9. "Jimmy will help this girl," Jeremy said.
10. "He will help Mary this week," the driver said.

4. ADVERB CHANGES

These are adverbs of time. They tell us **when** the action took place. They are:- "today", "yesterday", "tomorrow", "yesterday evening", "yesterday afternoon", "last night", "here", "ago", "now" "this moment", "this hour," etc.

Such a change is only made, if the speech is reported on a day or at a time other than when it is made. Bearing this in mind, we usually make the following changes:

DIRECT	INDIRECT
Today	that day
Yesterday	the day before *or* the previous day.
Tomorrow	the next day *or* the following day.
Yesterday morning	the morning before *or* the previous morning.
Yesterday afternoon	the afternoon before *or the* previous afternoon.
Yesterday evening	the evening before *or* the previous evening.
Last night	the night before *or* the previous night.
Here	there
Ago	before
Now	then
Will, shall	would, should
This morning	that morning
This hour	that hour
This minute	that minute

e.g. i) "I *will* bring the photo *tomorrow,"* he said.

Becomes: He said he *would* bring the photo *the next day.*

ii) "It is raining *now,"* he said.

Becomes: He said it was raining *then.*

iii) "The cow was bought *yesterday,"* he said.

Becomes: He said that the cow was bought *the previous day (or the day before).*

iv) "She brought it *last night,"* he said.

Becomes: He said that she brought it *the night before (or the previous night).*

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v) "He was *here* a few minutes *ago,"* he said.

Becomes: He said he was *there* a few minutes *before.*

vi) "He was *here* just a few minutes *ago,"* he said.

Becomes. He said that he was *there* just a few minutes *before.*

SENTENCE PRACTICE 29

Rewrite the sentences in the reported speech

1. "The weather today is not good," the nurse said.
2. "We met her on the way yesterday," he said.
3. "We will go to church tomorrow," the children said.
4. "I was there yesterday evening," he said.
5. "The lesson started yesterday morning," the teacher said.
6. "I was in the class yesterday afternoon," she said.
7. "He was in the dance last night," he said.
8. "She will be here tomorrow," he said.
9. "David died a long time ago," Margaret said.
10. "She is in the class learning now," he said.

5. COMMAND CHANGES

Commands are orders or statements from authorities directing one to do something or follow the action as given. The reporting verbs are "told" or "ordered" and "asked". For politeness we use "request" or "begged".

e.g. i) Direct/command: "Let the man go".
Indirect command: The officers ordered the soldiers to let the man go.

ii) Direct Command: "Open the window".
Indirect command: The teacher told the boy to open the window.

iii) Direct command: "Stay where you are," ordered the officer.
Indirect command: The officer ordered the soldier to stay where he was.

iv) Direct command: "Don't fire the gun," ordered the officer.
Indirect command: The officer ordered the soldier not to fire the gun.

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N.B: If the direct speech is a command or a request, the indirect speech is introduced by "told", "ordered", "asked" or "begged".

"Don't" in the direct command becomes *"not"* in the indirect command.

SENTENCE PRACTICE 30

Rewrite the senteces in the indirect speech

1. "Go away from here," ordered the policeman.
2. "Leave the room, please," ordered the teacher.
3. "Sit down in pairs," ordered the dining room prefect.
4. "Run here quickly," ordered the headteacher.
5. "Bring that book here," ordered the teacher.
6. "Don't fire the gun up," ordered the army commander.
7. "Don't blow the whistle," ordered the scout leader.
8. "Shut the door," ordered the class monitor.
9. "Give him more food," ordered the officer-in-charge.
10. "Jump up high," shouted the sports master.

6. QUESTION CHANGES

To change a question from direct to indirect speech the following must be noted:

a) A **statement** is used instead of the question.

e.g i) "Why have you locked the door?" the teacher asked me. ***-Direct speech***
The teacher asked me why I had locked the door. ***-Indirect speech***

b) The question mark is dropped. A question mark is never used in Indirect speech.

c) Questions not beginning with an interrogative word like *"why", "who", "when", "what",* require the addition of *"if"* or *"whether".*

Either *"if"* or *"whether"* can generally be used but it is preferable to use *"whether"* when "or is used in the sentence.

e.g."Will you have tea or coffee?" ***-Direct speech***
The waiter asked whether I would have tea or coffee. ***-Indirect speech***

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SENTENCE PRACTICE 31

Rewrite the sentences in reported speech

1. "Have you finished your homework already?" asked my brother.
2. "Have you been using my toothpaste?" Yoweri asked.
3. "Is your new baby a boy or a girl?" asked Mashamba.
4. "Did Namagembe feed the cat before she went out?" asked Byarugaba.
5. "Did you brush your teeth properly?" asked Okello.
6. "Do you hear the roar of a lion?" asked Mary.
7. "Did you enjoy the meal?" asked the mother.
8. "Do you go to school everyday?" my uncle asked.
9. "May I borrow your bicycle?" Isiko asked.
10. "Can you tell me where Kaggwa lives?" asked Kintu.
11. "Who is your uncle?" Nandutu asked me.
12. "When will you be ready to tell me the secret?" my friend asked me.
13. "Why have you come late to school to day?" my teacher asked me.
14. "What will you do tomorrow?" my brother asked me.
15. "When is your uncle coming back?" my sister asked.
16. "What problem do you have now?" Susan asked me.
17. "How much have you bought this bicycle?" my headmaster asked me.
18. "Who brought these books here?" Samuel asked.
19. "At what time do you listen to local news?" my uncle asked me.
20. "How long does it take to get to Bushenyi?" asked the passenger.

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7. EXCLAMATION CHANGES

These are expressions of threat, surprise or wonder about what has happened or what happened. They are usually written with an exclamation mark (!) at the end of the sentence. In order to express an exclamation in indirect speech, it is necessary to use an expression which will give the idea expressed in the direct speech. Word or expressions here below may be used to give the same impressions here below may be used to give the same impression: "Exclaimed", "he admired"'."wondered", "he/she marvelled", "he was moved by", "They were surprised" " She was impressed"; etc. For example: "What a pity you lost your mother!" he told her - *Direct speech.*

He was was moved by the loss of her mother - Indirect speech.

Or He told her it was a pity she had lost her mother - *Indirect speech.*

e.g. i) "Never! I will never agree to such a proposal," he said. *-Direct speech.*
He said he would never agree to such a proposal. *-Indirect speech.*

ii) "God gracious! I have never heard of such a thing," he said. *-Direct speech.*

He was very surprised and said he had never heard of such a thing. - *Indirect speech*

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SENTENCE PRACTICE 32

Rewrite the sentences in reported speech

1. "What a pity she lost her ring!" the bridegroom said.
2. "What an unpleasant noise she has made!" my uncle said.
3. "What a nuisance!" the teacher said.
4. "What a strange way to behave!" mother said.
5. "What a beautiful view this place has!" the tourist said.
6. "What a funny hat she's wearing!" the child said.
7. "What friendly people they are!" the visitor said.
8. "What a good thing you remembered her name!" the nurse said.
9. "What a nice coffee set that was!" my girlfriend said.
10. "What bad luck to miss the party!" said Mary.

8. MUST CHANGES

It is essential to distinguish between the four uses of "must".

i) MUST 1:When used for the actual (present) in the direct speech becomes *"had to"* in indirect speech.

e.g. "I must write to my father," he said. - *Direct speech.*

He said *he had to* write to his father. - *Indirect speech.*

ii) MUST 2: When used while referring to something that is to happen in the future, in Indirect speech it becomes *"would have to"*, e.g.

Geoffrey said, "I *must* leave for England next week." -*Indirect speech*

Geoffrey said that he *would have to* leave for England *the following week.*

iii) MUST 3: When used for a rule that has always applied, in indirect speech it remains *"must".*

e.g. "Children *must* obey their parents," he said. -*Direct speech.*

He said that children *must* obey their parents. -*Indirect speech*

iv) MUST 4: When used to imply certainty, it does not change even in indirect speech.

e.g. "Okoth *must* be over seventeen since he's already at the University," she said.

She said that Okoth *must* be over seventeen since he was already at the University.

SENTENCE PRACTICE 33

Rewrite the sentences in the indirect speech

1. "Joseph must leave for Gulu tomorrow," my father said.
2. "We must be ready to fight next year," the army commander said.
3. "Margaret must be baptised properly next Sunday," said her mother.
4. "I must write a book," the teacher said.
5. "He must call his father to see the headmaster," said the Deputy Headmaster.
6. "Boys must learn to behave properly," said the headmaster.
7. "Wives must obey their husbands," the chief of the county said.

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8. "Wandera must be twenty years old because he can now play football well," said the team captain.
9. "David must be an idiot because he can't understand things," said his teacher.
10. "Your uncle must be very rich now," my friend told me.

WRITTEN EXERCISE 20

Rewrite the sentences as instructed in the brackets

1. "They have been living in Jinja since 1960 and they will probably remain there for many years." *(Begin:* My brother told me ____)
2. "When we arrive in Lagos and meet my uncle, I'll give you the money you lent me last week." *(Begin:* He said that when ____)
3. "Anybody who finds the ring and hands it in at the Police station will be rewarded." *(Begin:* The notice read that ____)
4. "We shall arrive home before six if the bus doesn't break down." *(Begin:* The driver said that ____)
5. "We would have played football with you last Saturday if it hadn't rained." *(Begin:* I told the captain of the other team ____)
6. "You must finish your compositions before the end of the lesson as I am going to mark them this evening." *(Begin:* The teacher told us that -)
7. "The coffee crop has been much better this year and our earnings from export will enable us to expand our home industries." *(Begin:* The Minister told the conference that our ____)
8. "Did you watch television last night?" *(Begin:* My friend asked me ____)
9. "Having spent only a few days in the country, I can give you only general impressions." *(Begin:* The tourist told me ____)
10. "Have you ever been told that you must always copy carefully?" *(Begin:* The teacher asked the students ____)
11. "Can you direct me to St. Mary's Church? I have been trying to find it for over an hour." *(Begin:* A stranger asked me ____)

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12. "Can I help you with your homework? You seem to be having difficulties." *(Begin:* My father asked me ___)

13. "Have you read Okot P. Bitek's latest novel? You should try to get it from the Library." *(Begin:* My English teacher asked me ___)

14. "Shall we have time to finish this exercise before the end of the lesson? Some of the lessons are quite difficult and we have to think about them." *(Begin:* I asked the Maths teacher ___)

15. "Please give me your pen as soon as you have finished writing. Mine has run dry. *(Begin:* I asked a boy ___)

16. "Good heavens! What are we to do now that electricity has failed?" *(Begin:* Somebody ___)

17. "Did anyone telephone while I was out? I hope you took the message if they did" *(Begin:* The Director asked his secretary ___)

18. "I called to see you at five O'clock, but you weren't at home. I thought you were always in at that time." *(Begin:* John told his aunt ___)

19. Did you visit Norway while you were studying in Europe? I have always wanted to visit that country." (Begin: Mr. Kibuuka asked my brother ___)

20. "Did your father go to secondary school?" the headmaster asked. *(Begin:* My headmaster asked me ___)

21. "Did you use a dictionary when you were writing this essay? I don't think you did. If you had, you would not have made these mistakes." *(Begin:* My teacher asked me ___)

22. "Can we use a pencil or do we have to use a pen? I have forgotten to bring my pen." *(Begin:* A student asked if ___)

23. "Does the bus arrive before nine o'clock?" *(Begin:* Somebody asked ___)

24. "Would you lend me your grammar book?" *(Begin:* He asked me ___)

25. "Children must obey their parents if they want to succeed in life." *(Begin:* The Minister of Youth, Culture and Sports told the pupils of Muduuma ___)

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Chapter 11 CONJUNCTIONS

These are words used to join other words or a group of words like verbs, adjectives, nouns and sentences. They also join ideas. Conjunctions are divided into 3:

1. Coordination conjunctions
2. Surbodinating conjuctions (adverbial conjunctions)
3. Correlative conjuctions.

1. COORDINATING CONJUNCTIONS:

Examples are: "but", "or", "and" etc.

Using "and" as a conjunction

i) Peter *and* Paul have gone home. **Joins nouns.**

ii) You sit *and* eat what has been given to you. **Joins verbs.**

iii) Give me that fruit which is ripe *and* wet. **Joins adjectives.**

iv) Mr. Mukasa came here today. Mr. Mukasa entered the shop next to mine. (Join as one sentence using "and")

Mr. Mukasa came here today *and* entered the shop next to mine. **Joins main clauses:**

Using "but" as a conjunction

i) It is not Paul's *but* Peter's. **Joins nouns.**

ii) They did not swim *but* sailed across the river. **Joins verbs.**

iii) This girl is beautiful *but* dull. **Joins adjectives.**

iv) You are not to sweep the house. You are to go to the well. (Join into one sentence using "but")

You are not to sweep the house *but* to go to the well. **Joins main clauses.**

Using "or" as a conjunction

i) Kisuule *or* Adupa should come around. **Joins nouns.**

ii) You can buy the small *or* the big bunch. **Joins adjectives**

iii) You can go *or* remain. **Joins verbs**

iv) You can sweep the house. You can go to the well. (Join into one sentence using "or")

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You can sweep the house *or* go to the well. **Joins main clauses.**

SENTENCE PRACTICE 34

Fill in the blank spaces with the correct and sensible conjunctions

1. Mairu ___ Muhindu are wanted by the Headmaster.
2. You can sit ___ do whatever you want.
3. Give me that fruit which is sweet ___ nice to eat.
4. One is free to buy a small ___ big radio.
5. What we have in the store is not enough ___ we can survive on it.
6. The book you are talking about is not yours ___ mine.
7. I want to rest. I want to go to bed. (Rewrite as one sentence)
8. You can run around the play ground ___ sit and rest.
9. You are not to sweep the room ___ go to the market and get some food.
10. Nyanzi should go to Rwanda. Nyanzi's mother lives in Rwanda. Nyanzi should visit her. (Rewrite into one sentence using "and")

2. SUBORDINATING CONJUNCTIONS

Examples of surbordinating conjunctions are: "when", "until", "while", "before", "since", "because", "although", "if", "unless", etc.

Using "when" as a conjunction

a) His father saw him. He brought the mattress. (Join into one sentence using "when")

His father saw him *when* he brought the mattress.

Using "until" as a conjunction

a) He was not allowed to ride bicycles. He was not yet eight years old. (Join into one sentence using "until")

He was not allowed to ride bicycles *until* he was eight years old.

Using "while" as a conjunction

a) I cut my toe with a hoe. I was digging in the garden. (Join into one sentence using "while")

I cut my toe with a hoe *while* I was digging in the garden.

Using "before" as a conjunction

a) I had met him. He came here. (Join into one sentence using "before")

I had met him *before* he came here.

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Using "since" as a conjunction

a) He came here at nine O'clock. He has been working here.

He has been working here *since* nine O'clock.

NB: We only use "since" as a conjunction only if a time from which an action began has been shown.

Using "because" as a conjunction

I didn't wake up early. I came to school late. (Join into one sentence using "because")

I came to school late *because* I didn't wake up early.

Using "although" as a conjunction

a) We all had money. We couldn't buy the shirt. (Join into one sentence using "although")

Although we all had money, we couldn't buy the shirt.

OR: We couldn't buy the shirt *although* we all had money.

Using "if" as a conjunction

Doing well in my exams this year, I shall slaughter a cock for celebration. (Rewrite the sentence using "if")

If I do well in my exams this year, I shall slaughter a cock for celebration.

OR: I shall slaughter a cock for celebration *if* I do well in my exams this year.

Using "unless" as a conjunction

You have to pass very well in the PLE. You won't get a place in senior one. (Join into one sentence using "unless")

Unless you pass very well in the PLE, you won't get a place in senior one.

OR: You won't get a place in senior one *unless* you pass very well in the PLE.

SENTENCE PRACTICE 35

1. His father and his uncle met him. He brought the mattress. (Join using "when")
2. Birungi was not allowed to go to school. He was two years old. (Rewrite as one sentence ending with "- old enough").
3. John said he had met the priest. The priest came here. (Rewrite into one sentence using "before")
4. The cook cut the finger. She was peeling matooke. (Rewrite as one sentence using the appropriate conjunction).

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5. We could not buy what we wanted. We had enough money. (Rewrite into one sentence using "although").
6. The clerk didn't go home for lunch. The clerk wanted to stay in the office and finish the work she had started. (Rewrite as one sentence).
7. The policeman asked the on-lookers to help them. The on-lookers refused to help the police.(Rewrite as one sentence beginning "Although ___.")
8. We must begin doing the examination. We shall not finish in time. (Rewrite as one sentence using the correct conjuction).

3. CORRELATIVE CONJUNCTIONS

These are conjunctions which go hand in hand. One cannot be used alone. They always appear together in the same sentence. Examples are: "so ...that", "no sooner ...than", "either ...or", "hardly... when", etc.

Using "so ...that" as a conjunction

He dresses well. People admire him.

He dresses well *so that* people admire him.

OR: He dresses *so* well *that* people admire him.

Using "no sooner ...than" as a conjunction

The teacher entered the classroom. All the pupils stood up. (Join into one sentence using "no sooner ...than")

No sooner had the teacher entered the classroom *than* all the pupils stood up.

Using "either ...or" as a conjunction

She can sit. She can stand. (Join into one sentence using "either ...or")

She can *either* sit *or* stand.

Using "hardly... when" as a conjunction

I finished washing. The rain started to fall. (Join into one sentence using "hardly... when")

Hardly had I finished washing *when* the rain started to fall.

Examples of other correlating conjunctions include:

neither ... nor	as well as
inspite ... of	such ... that
as ... as	because ... of

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SENTENCE PRACTICE 36

Rewrite the sentenses as instructed in the brackets

1. The headmaster entered the classroom. All the pupils stood up. (Rewrite as one sentence using "as soon as").
2. He always plants his cabbages in the garden. They don't dry up. (Rewrite using "in order that").
3. Doing well in my exams this year, I shall slaughter a cock for celebration. (Rewrite beginning "If I ___".)
4. I hurt myself. I was peeling matooke. (Re-write as one sentence)
5. John said he had met him. He came here. (Write into one sentence using "before.")
6. We could not buy what we wanted. We had enough money (Re-write in one sentence using "although".)
7. I can't go to school because I have hurt myself. (Re-write as two sentences)
8. Come here. I want to teach you to read. (Re-write as one sentence using "let.")
9. I didn't wake up so early. I came to school late. (Rewrite as one sentence)
10. We all had money. We couldn't buy the shirt. Use "altogether".

The various uses of conjunctions:

OR is used to show a choice or alternative e.g. You can sweep the house **or** go to the well to fetch water.

BUT is used to show contrast or difference. e.g. I am tall **but** my brother is short.

SO is used to show that one thing is the result of the other.

e.g. i) He had no money **so** he could not go to the cinema.
ii) Jane was late **so** she was punished.

BECAUSE is followed by a reason of doing something e.g. John can't play football **because** he is sick.

AND is used to join two sentences, nouns, verbs, adjectives, etc. E.g.

i) He came here **and** went away. (Verb)
ii) Tom **and** John are brothers. (Noun)
iii) He likes a red **and** blue shirt. (Adjective)

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UNTIL means up to the time when.

e.g. He waited here *until* his mother came from Kampala.

ALTHOUGH suggests in spite of.

e.g. *Although* he was sick, he spent little money.

WHILE is used to show at the time or period.

e.g He came here *while* I was away.

SINCE has three meanings:

a) similar to

b) because / as

c) from the time when

e.g. a) They paid him **since** he had worked.

b) He should be punished **since** he is wrong.

c) I have been living here **since** my brother went abroad.

BEFORE is used for "ahead of", e.g. He was here **before** five O'clock.

UNLESS is used to express "if not", e.g. You won't get a place in senior one unless you work hard.

IN ORDER THAT means "so that" or "as to"

e.g. He plants his crops early **in order that** they can yield well.

SO THAT means "in order that" or "as to".

e.g. He dresses well **so that** people admire him.

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WRITTEN EXERCISE 21

Fill in the blank spaces with the correct conjunction.

1. They were angry ___ their football team had lost.
2. You can write either a composition ___ a poem.
3. James can play football ___ he is an expert at Ludo.
4. They went out ___ it had stopped raining.
5. You will not be admitted ___ you pay a fee of thirty thousand shillings.
6. I did not feel cold ___ it was snowing.

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In numbers 7 -15 join the sentences using a conjunction. Do not use the same conjunction twice.

7. Michael lit the fire. I peeled the potatoes. Rewrite beginning: Michael...)
8. The grass is green. We have had a lot of rain. Rewrite beginning: The grass...)
9. You will not pass your examination. You must work hard. (Use "unless") ____ .
10. Mrs. Wamono wound up the clock. She went to bed.
11. Everyone went to the theatre. They had eaten dinner.
12. Do not dial the emergency number. It is absolutely necessary.
13. Kuteesa was called to the police. He explained how the theft was carried out.
14. The pupils did not go for holidays. They wanted to study for the examinations.
15. She died on 10th January, 2001. She was buried on 15th January, 2001.

In numbers 16-25, fill the blank spaces with the correct conjunctions

16. Zeleke is related to Naiga ___ Susan is not at all.
17. The food they ate was cold ___ it tasted nice for human consumption.
18. Getrude is suspected ___ theft.
19. Porridge is ___ posho as tea is ___ sugar.
20. Jeza town is found between Mityana ___ Kampala.
21. Zawadi met us ___ we left for Moshi.
22. He could meet him ___ his way home.
23. Nagenda looks a bright person ___ he is not.
24. Come on John, let's go ___ see these guys.
25. Abdul met me ___ I was already going away.

Chapter 12

ABBREVIATIONS AND CONTRACTIONS

ABBREVIATIONS

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

Requirements for abbreviations

1. Full stops (.) are used to show the abbreviation e.g. M.P., T.B.
2. In case of abbreviations which can be pronounced as words, full stops are not necessary in between the letters e.g UNEB, UNICEF, WHO, etc.
3. If it is one word that has been shortened, the fullstop comes at the end e.g in Reverend ____ Rev.

The common abbreviations are:

a.m. Morning hours or in the morning (ante-meridian)
p.m. After morning hours or in the afternoon (post-meridian)
etc and so on (et cetera)
e.g. for example (exempli gratia).
i.e. that is to say (id est)
BC Before Christ
AD After Christ (Anno Domini)
Rev. Reverend
Dr. Doctor
St. Saint / street
T.B Tuberculosis
Mt. Mount e.g. Mount / Mt. Kenya
M.P. Member of Parliament
O.C. Officer in Charge
O.B Old Boy (of a school)

Mon. Monday
Tue. Tuesday
Wed. Wednesday
Thur. Thursday
Fri. Friday
Sat. Saturday
Jan. January
Feb. February
Mar. March
Apr. April
Jul. July
Aug. August
Sept. September
Oct. October
Nov. November
Dec. December

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O.G Old Girl (of a school)
OK Okay (all right, satisfactory)
UNEPI Uganda National Expanded Programme on Immunisation
UNEB Uganda National Examination Board
IDAI. International Development Association
N.B Note well (Nota Bene)

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.

Requirements

The apostrophe (') appears exactly where a letter has been left out.
Examples of contractions are:

Can't	-	cannot	Mightn't	-	might not
Won't	-	will not	It's or tis	-	it is
Hasn't	-	has not	Don't	-	do not
Shouldn't	-	should not	It isn't	-	it is not
Wouldn't	-	would not	Ne'er	-	never
w'ldn't	-	would not	isn't	-	is not
shan't	-	shall not	're	-	are
Couldn't	-	could not	p'se	-	please

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WRITTEN EXERCISE 22

Write the following abbreviations in full

1. P.T.O. **2.** W.F.P **3.** P.O. Box. **4.** Ref. **5.** Re:
6. H.E. **7.** WHO **8.** VAT **9.** Dr. **10.** Mr.

Write the following in short form:

11. Because **12.** Please **13.** Are
14. Could **15.** Never **16.** It is not
17. Mister **18.** Father **19.** His eminence
20. Post meridian **21.** Will not **22.** He is

Chapter 13 USE OF A DICTIONARY

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DICTIONARY

This is a book that deals with words of a particular language or words and topics of a special subject. The words are arranged in alphabetical order, that is, ABCD __ Z. It is like a key. It unlocks the meaning of words. It also shows us how a word is used with other words to make people understand what we want to say and write.

13.1 The Words in a Dictionary

The words in a dictionary are arranged in the order of the alphabet. This is called an alphabetical order.

13.2 Method of Arranging Words

The conditions of arranging the words in a dictionary order or in their alphabetical order are:

1. You must know your alphabet very well. This will help you to know which letter comes before the other. For example, letter 'c' comes before letter 'd' and 'j' comes before 'k'. Therefore, the word 'catch' will come before 'daughter' in the dictionary.
2. If the words begin with the same letters, they are arranged by the second letter e.g. in the words "Christian" and "Care". In the alphabet, letter "a" in *care* comes before letter *"h"* in *christian*. Therefore, the word *care* will come before *christian.*
3. If the first three letters are the same, the words are arranged by the fourth letter e.g. aircraft, airfield, airport and airways, are in the right alphabetical order: c, f, p, w.

13.3 A Guide to Quick Use of a Dictionary

On the top of a dictionary page, there are two words. These words are known as guide words.

On the left; The guide word on the left of the page is the same as the first word on the page.

On the right; The guide word on the right of the page is the same as the last word on the page.

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All the words on the page are listed in alphabetical order and come between the two guide words on both the left and the right.

e.g. If the guide words on the page are *lazy* and *lie*, the words *leaf*, *lean*, *leopard* and *liar*, would come between them but LADY and LIGHT would not.

N.B. By following the guide words, we are able to find the particular word we want more easily.

SENTENCE PRACTICE 37

1. Write down the letter which comes before and after each of the following letters:

1)	b	6)	P	11)	q	16)	w	21)	d
2)	m	7)	f	12)	l	17)	g	22)	e
3)	k	8)	y	13)	t	18)	v	23)	h
4)	o	9)	j	14)	c	19)	x	24)	i
5)	r	10)	u	15)	s	20)	n	25)	z

2. Arrange each of the following lists in alphabetical order ABCD:

1.	idea	rocket	progress	shiny
2.	problem	grumble	terrace	shade
3.	buck	movement	bleeding	sharp.
4.	approve	dishonest	annoy	lump
5.	lion	zoo	opportunity	lock

3. Arrange the following words in alphabetical order:
   - i) Famine, factory, famous, far, farm.
   - ii) Release, realize, reach, race, relative.
   - iii) Instead, instructions, introduce, interest, industry.
   - iv) Choose, chance, climate, coil, each.
   - v) Trouble, lavatory, shorts, astonish, leopard.
   - vi) Shield, soon, lizard, sheep, shapeless.
   - vii) Likely, latitude, decision, leaf, shoulders.
   - viii) Warm, leaf, shilling, giggle, lot, shelter.

4. If the guide words on a page are MODERATE and MUSIC, which of these words can be found on that page?

mouth	modern	mud	model	must
muscle	mind	morning	myself	mosquito
mix	mosque	mediate	moon	moth

Chapter 14 ADVERBS

An adverb is a word which tells us more about a verb, an adjective, or another adverb. Adverbs answer such questions as "how?", "when?", "where?", etc. Adverbs form the following classes:

1. Adverbs of place

These answer the "where" question. They tell us where something happened. They usually come at the end of the sentence or clause. For example:

i) He met with an accident on Jinja road.
ii) My sister who got married last year now lives in London.
iii) He waited for an hour and then went into the classroom.

Note:

Adverbs of place occasionally come at the beginning of a sentence or clause. This is especially with 'here' or 'there'.

i) Here is the book you are looking for.
ii) I opened the door and there was my brother.
iii) Across the sand flowed a small stream.
iv) At the bottom of the stairs lay a dead man.

2. Adverbs of time

These answer the 'when' question. They tell us when something happened. Adverbs of place are placed at the beginning of the sentence or immediately after the joining (conjunction) word. For example:

i) My sister, who got married last year, now lives in London.
ii) For half an hour he listened to the radio.
iii) Last week he joined our English class.

3. Adverbs of duration

These answer the 'for how long' question. They tell us how long an action lasted. They use such words like 'an hour', 'a week', 'a year', 'a moment', etc. For example:

i) Karen waited for three hours before her father came.
ii) It took the doctors a year to discover that drug.
iii) I will be back in a moment.

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4. Adverbs of frequency

They tell us how often something happened. They use words like 'always', 'often', 'frequently', 'generally', 'usually', 'rarely', 'occasionally', 'sometimes', 'seldom', 'never', and 'ever'.

Note:

a) Adverbs of frequency are placed before the verb they modify, e.g
   i) He always works hard.
   ii) She often leaves without permission.
   iii) I rarely take a holiday.

b) Adverbs of frequency are placed after an auxiliary verb, i.e. the verb 'is' or the models such as 'can,' 'could,' 'may,' 'might,' 'must,' 'ought.'

5. Adverbs of manner

These tell us 'how' something happened. They reveal the quality of something or its appearance.

Note:

a) In a sentence where there is an active verb, an adverb of manner comes at the end of the sentence. For example:
   i) He painted the house badly.
   ii) She made the curtain very well.
   iii) We have packed the goods carefully.

b) If the verb is in the passive form, the adverb of manner is usually before the vern in the participle. For example:
   i) The house was very badly painted.
   ii) The curtains were very well made.
   iii) The goods have been carefully packed.

Positions of Adverbs

Adverbs, of all word classes, have the greatest freedom of position. Adverbs can be at the beginning, middle or end of the sentence. For example:

i) Today she marks her 20th birthday.
ii) She usually comes late.
iii) The tourists travelled safely.

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Note:

Adverbs which are governed by verbs are much freer in their position. The variation in word order can be used for stress and emphasis, e.g.

i) He beats his wife regularly.
ii) Regularly he beats his wife.
iii) He regularly beats his wife.

Formation of Adverbs

1. The most common form is adding '*-ly*' to adjectives to transform them into adverbs, e.g.

Adjective	Adverb formed
Fair	Fairly
Clear	Clearly
Annual	Annually
Beautiful	Beautifully

2. With words which end with '*-y*', the '*-y*' is changed into '*-i*' then we add '*-ly*'. For example:

Hungry	Hungrily
Heavy	Heavily
Easy	Easily
Lucky	Luckily

3. For words which end with the letter '*-e*', we omit the '*-e*' then add '*-ly*'.

Simple	Simply
Gentle	Gently
Miserable	Miserably
Suitable	Suitably.

Order of Adverbs

If one has to use a number of adverbs in one sentence, this is the order to be followed:

Adverb of manner
Adverb of place
Adverb of time/frequency

OR: Adverb of time/frequency
Adverb of place

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WRITTEN EXERCISE 23

A. Underline the adverbs in the following sentences and tell what type of adverbs they are

1. He often goes to his parents' home over the weekend.
2. He will play chess every Saturday this term.
3. I went to his office three times yesterday.
4. They will never agree to his suggestions.
5. He painted the house very badly.
6. We have packed the goods very carefully.
7. I can sometimes find time for reading.
8. While we were staying at the hotel, a conference was being held.
9. At the bottom of the stairs lay a dead man.
10. He visits us often.

B. Complete the following sentences with the correct form of the word in brackets

1. ___ (hardly) had the chairman finished his speech when disorder broke out among the audience.
2. Linda ___ (usual) visits us at least once a week when she is staying in town.
3. On receiving the call, the police officer went to the scene ___ (immediate).
4. Students should always dress ___ (decent).
5. "Get out of my office," the headteacher told me ___ (angry).

C. Form adverbs from the following words:

1. Terrible	4. True	7. Steady
2. Quick	5. Probable	8. Grateful
3. Loyal	6. Mental	9. Merry

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Chapter 15 WORD PHRASES

Word phrases are a group of words. They can be used for:

a) vocabulary building,

b) replacing a single word,

c) giving meaning to words, e.g.

Give one word for the group(s) of words underlined in the sentences.

1. He had gone on with his meal when the roof of the building collapsed. - Continue
2. This syllabus is up to date. - Modern
3. This matter took place near my home. - Happened
4. The meeting was put on a later date. - Postponed
5. Olanya was supposed to answer back to my letter. - Reply

WRITTEN EXERCISE 24

Give one word for the underlined group of words in the sentences.

1. All my crops were done away with by the monkeys.
2. The dog went after its master wherever he went.
3. The teacher told him to keep up his good work.
4. Mr. Masaaba could not turn up for the meeting.
5. His car was tried out on the road.
6. The meeting was put off by the chairman.
7. John was picked out for the seminary studies.
8. The child made up a story so that she could have an excuse for coming late.
9. It is a bad habit to look down upon fellow pupils.
10. The accidents took place at Kamengo.

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11. The examination supervisor handed out the exam papers to the centres.
12. He was supposed to be in by six O'clock.
13. He was told to look at himself carefully.
14. The light was put out at eleven O'clock.
15. The music played on the radio is up to date.
16. They were told to go on studying.
17. The thief went by the seminary.
18. He gave in all his life for religious affairs.
19. His questions were answered back politely.
20. The chairman of the meeting was asked to make up his mind.
21. On our way to Kayabwe we saw bulls, cows and calves grazing by the road side.
22. Her mother beats her to teach her good manners.
23. The doctors could not find a way of healing the disease.
24. On our way to Mityana we met a group of criminals.
25. Every sunday the people attending church service are always happy.
26. When I was doing my research I got father, mother, sons, and daughters working together in the shamba.
27. When I was teaching, I got bright pupils who learn together working very hard.
28. All the teachers in Nswanjere Junior school are hard-working people.
29. During the war we saw a large number of soldiers moving to the city.
30. The group of singers in the church sang like angels.
31. When he wrote the application he forgot the day of the month.
32. During the examination he ran short of instruments for writing.

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Chapter 16 PROVERBS

Proverbs are also commonly known as "sayings of the wise". They are short statements with a lot of meaning. Their meaning usually gives advice or warning. Below is a list of common proverbs:

1. A beggar can never be bankrupt.
2. A bird in one hand is worth two in the bush.
3. A cheerful wife is the joy of life.
4. A drunkard's purse is a bottle.
5. A fool and his money are soon parted.
6. A friend is easier lost than found.
7. A good name is sooner lost than won.
8. A good husband makes a good wife.
9. A great talker is a great liar.
10. A hungry man is an angry man.

11. A miss is as good as a mile.
12. A penny saved is a penny gained.
13. A stitch in time saves nine.
14. A thing begun is half done.
15. A word to a wise is enough.
16. Absence makes the heart grow fonder.
17. All that glitters is not gold.
18. All is well that ends well.
19. Avoid evil and it will avoid thee (you).
20. A barking dog seldom bites.

21. Be just before you are generous.
22. Better be alone than in ill company.
23. Blood is thicker than water.
24. Boys will be boys.
25. Call a spade a spade, not a big spoon.
26. Charity begins at home.

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27. Cheapest is dearest.
28. Courtesy (politeness or good manner) costs nothing.
29. Cut your coat according to your cloth.
30. Diligence is a great teacher.

31. Do as I say not as I do.
32. Do not count your chicks before they hatch.
33. Do not put all your eggs in one basket.
34. Early to bed early to rise makes a man healthy, wealthy and wise.
35. Eat to live, but do not live to eat.
36. Every why has a wherefore.
37. Experience is the best teacher.
38. Example is better than precept.
39. Facts are bitter (dangerous).
40. Failure teaches success.

41. Familiarity breeds contempt.
42. Fire is a good servant but a bad master.
43. Flattery brings friends, but truth enemies.
44. God helps those who help themselves.
45. Great minds think alike.
46. Great talkers are little doers.
47. He is no man who cannot say "No".
48. Hope is the last thing that we lose.
49. He knows most who speaks least.
50. He who laughs best laughs last.

51. He who likes borrowing dislikes paying.
52. If a man deceives me once, shame on him, if twice, shame on me.
53. If the cap fits, wear it.
54. If you wish for peace prepare for war.
55. It is never too late to mend.
56. It takes two to tangle.
57. It's no use crying over spilt milk.

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58. Jack of all trades and master of none.
59. Knowledge is power.
60. Learning makes the wise wiser but the fool more foolish.
61. Let bygones be bygones.
62. Let sleeping dogs lie.
63. Liars should have good memories.
64. Like father like son, like mother like daughter.
65. Live and let live.
66. Lost time is never found.
67. Love is blind.
68. Men make houses, women make homes.
69. Misfortunes never come singly.
70. Necessity is the mother of invention.

71. Nearest is dearest.
72. Never cross the bridge until you come to it.
73. Never trouble troubles until troubles trouble you.
74. New brooms sweep cleaner, but an old one knows all corners.
75. No news is good news.
76. One good turn deserves another.
77. One man's meat is another man's poison.
78. Out of sight does not mean out of mind.
79. Out of the frying pan into the fire.
80. Practice makes perfect (perfection).

81. Prevention is better than cure.
82. Pride goes before a fall.
83. Rome was not built in a day.
84. Rumour is a great traveller.
85. Saying is one thing, doing is another.
86. Seeing is believing.
87. Silence means consent (yes).

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88. Slow and steady wins the race.
89. Slow but sure.
90. Soft words win hard hearts.
91. Sometimes the best gain is to lose.
92. Spare the rod and spoil the child.
93. Speak well of your friends, and of your enemies.
94. Speaking without thinking is like shooting without aim.
95. Speech is silver, silence is gold.
96. Take care of the pence and the pounds will take care of themselves.
97. That which proves too much proves nothing.
98. The end justifies the means.
99. The world is a staircase: some are going up, others are coming down.

100. There are two sides to every question.
101. There could be no great ones if there were no small ones.
102. There is no true love without jealousy.
103. Those who live in glass houses should not throw stones.
105. Time and tide wait for no man.
106. Time cures more than the doctor.
107. Tit for tat is fair game (play).
108. To know the disease is half the cure.
109. True love never grows old.

110. Trust but not too much.
111. Two heads are better than one.
112. Two is a company, three is a crowd.
113. When in Rome do as Romans do.
114. When the cat is away the mice will play.
115. Where there is a will, there is a way.
116. You cannot teach old dogs new tricks.
117. Young men think old men are fools.
118. Youth and age will never agree.
119. Young people live on hope, old people on remembrance.

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Examples of lessons learnt from proverbs

1. **Fire is a good servant but a bad master** -This means that fire is good when used for say cooking, burning rubbish, and as a source of warmth. Here, one can control the fire and therefore it is like a servant. However, fire can be dangerous when it gets out of control and burns, say, shops or homes. When it is out of control, it is no longer a servant but a master. Our behaviour should be good, bad behaviour can bring us problems.
2. **One good turn deserves another** -This teaches us to be grateful. When someone does something good for us, we can likewise do something good for them. You do not have to do it immediately but even after sometime.
3. **Spare the rod and spoil the child** -If you never punish your child because you think you love him/her too much, you are also spoiling that child at the same time because he/she never learns good manners.

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WRITTEN EXERCISE 25

A. Complete the following proverbs correctly.

1. ____ is the best teacher.
2. Pride goes ____ .
3. One man's meat is ____.
4. One good turn ____.
5. Seeing is ____.
6. ____ means consent.
7. Slow but ____.
8. Lost time is ____.
9. Knowledge is ____.
10. Necessity is ____.

B. Give the meaning of the following proverbs.

1. All that glitters is not gold.
2. Charity begins at home.
3. Knowledge is power
4. Love is blind.
5. The end justifies the means.
6. Tit for tat is a fair game.
7. When in Rome, do as the Romans do.
8. You cannot teach old dogs new tricks.
9. Pride goes before a fall.
10. Nearest is dearest.

Chapter 17 SIMILIES / COMPARISONS

A simile is a comparison. One thing is likened to another. Similes are usually used when one wants to give a better picture of something. The qualities of one thing are likened to those of another. e.g Michael is as brave as a lion.

In the above sentence, Michael's courage has been likened to that of a lion. Similes/comparisons are usually identified by the words *"like"* and *"as"*. Below is a list of common similies, learn them.

1. As blind as a bat.
2. As brittle as glass.
3. As clear as a crystal.
4. As deep as the sea.
5. As fat as a pig.
6. As gentle as a dove.
7. As happy as a lark.
8. As loud as thunder.
9. As hot as fire/pepper.
10. As mischievous as a monkey.
11. As playful as a puppy.
12. As silly as a sheep.
13. As soft as butter or wool.
14. As sweet as honey or sugar.
15. As timid as a rabbit or mouse.
16. As bitter as gall.
17. As hard as steel or granite.
18. As cross as a cat.
19. As gay as a lark.
20. As flat as a pancake.
21. As greedy as a pig.
22. As light as a feather.
23. As brave as a lion.
24. As busy as a bee or an ant.
25. As cold as ice.
26. As faithful as a dog.
27. As foolish as a sheep.
28. As gentle as a lamb.
29. As hungry as a wolf.
30. As mean as a miser.
31. As sharp as a razor.
32. As poor as a church mouse.
33. As slow as a tortoise.
34. As strong as a horse or lion or bull.
35. As swift as a deer.

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36. As wise as King Solomon.
37. As good as gold.
38. As fierce as tiger.
39. As full as an egg.
40. As firm as a rock or steel.

41. As lively as a punch.
42. As pleased as punch.
43. As black as coal.
44. As calm as a cat.
45. As cunning as a fox.
46. As fast as light.
47. As fresh as a rose.
48. As green as grass.
49. As heavy as lead or an elephant.
50. As quiet as a mouse or lamb.
51. As sober as a judge.
52. As tall as a giant.
53. As white as snow.
54. As clean as a new pin
55. As large as life.
56. As dark as a dungeon.
57. As brave as a judge.
58. As brown as a berry.
59. As beautiful as a rose.

60. As solemn as a judge.
61. As stiff as a poker.
62. As straight as a candle or die or arrow.
63. As tough as leather.
64. As stubborn as a mule.
65. As sound as a bell.
66. As open as a day or smile.
67. As smooth as velvet or ice.
68. As ugly as sin or a scare crow
69. As round as an apple or ball.

70. As noble as a king.
71. As weak as water.
72. As thin as a lath.
73. As tender as a bud.
74. As patient as Job.
75. As regular as clock work.
76. As ageless as the sun.
77. As blunt as a hammer.
78. As careless as the wind.
79. As countless as the stars.

80. As frail as a baby or glass.
81. As friendly as a puppy.
82. As grand as victory.
83. As hairless as an egg.
84. As industrious as an ant.
85. As invisible as the air.
86. As lifeless as the graveyard.
87. As noiseless as a shadow.
88. As deceitful as the devil.
89. As cruel as death.

90. As persistent as a mosquito.
91. As hot as the sun.

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92. As proud as a peacock.
93. As secret as thought.
94 As sleepless as owls.
95. As true as the gospel.
96. As superstitious as sailors.
97. As vast as eternity.
98. As wide as hope.
99. As wet as a fish.

WRITTEN EXERCISE 26

A: Use a suitable simile to complete the following sentences:

1. Tom is as quiet as ____.
2. His brain is as sound as ____.
3. His attendance record is as regular as ____.
4. The performance of John in the class is as weak as ____.
5. The lady is as patient as ____.
6. The man is as cunning as a ____.
7. She was as bold as ____ in her speech against the president.
8. My stomach is now full. It is as full as ____.
9. He bought a suit which is as black as ____.
10. The drink that we took was as brittle as ____.
11. The water in the river which we crossed is as calm as ____.
12. The fruit sold to us was as fresh as ____.
13. She wore a dress which was as green as ____.
14. My sister was as pleased as ____.
15. The snake couldn't be seen. It was as green as ____.

B. Complete the following sentences:

1. As ____ as a rose.
2. As ____ as a tiger.
3. As ____ as water.
4. As ____ as the sun.
5. As ____ as honey.
6. As ____ as the gospel.
7. As ____ as a mule.
8. As ____ as a king.
9. As ____ as Job.
10. As ____ as hope.

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Chapter 18

WORDS WHICH TAKE SPECIAL PREPOSITIONS

The following are words which are used with prepositions after them: They are written with the correct prepositions.

Absent from
Admit to
Agree to/with
Apologise to/for
Arrive at
Begin with
Borrow from
Deaf to
Differ from/with
Excuse for
Faithful to
Fill with
Free from
Junior to
Interested in
Parallel to
Refer to
Proof of
Similar to
Reply to
Welcome to
Sorry for
Afraid of

Aim at
Apply to /for
According to
Believe in
Ashamed of
Die of /for
Consist of
Fail in/to
Escape from
Fit for
Familiar with
Inferior to
Full of
Senior to
Invite to
Prefer to
Listen to
Rely on
Proud of
Smile at
Respect for
Talk to
Tired of

Mock at
Add to
Laugh at
Angry with
Dance with
Ask for
Work for with
Cruel to
Listen to
Famous for
Attend to
Grateful to /for
Equip with
Jump over
Play with
Look at
Walk with
Quarrel with
Joke with
Satisfy with
Accompany with
Wait for

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WRITTEN EXERCISE 27

Fill in the blank spaces with the correct word or group of words.

1. Jimmy talked ___ length in his speech. In addition ___ that he was asked many questions.
2. He quarrelled ___ John for nothing. He was the one in the wrong.
3. In fact we were very grateful ___ the family of Josephine ___ giving us assistance.
4. I was ashamed ___ what she did on that day.
5. That was a real proof ___ her weakness.
6. The headmaster was already tired ___ those mischievous behaviours.
7. He was forced to reply ___ John's letter.
8. He differs ___ what Kasumba said.
9. We arrived ___ the theatre very late when the play had started.
10. I borrowed this chair ___ him two months ago.
11. All the criminals escaped ___ the prison at 4.30 p.m.
12. David was full ___ fear when he was asked.
13. Jimmy is familiar ___ him.
14. She was not satisfied ___ what the headmistress told her.
15. The widow is kind ___ the young children.
16. We were listening ___ the evening news when the visitors came around.
17. His case was similar ___ that of Joseph.
18. Do not rely ___ rumours as a source of information.
19. They will free them ___ prison after the war.
20. They were not invited ___ the party.

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Chapter 19

WORD ANALOGIES

Analogy refers to a partial likeness or agreement to something or with something between two things. e.g. North is to south as east is to west.

The following are some of the common analogies:

1. Door is to wood as window is to glass.
2. Elbow is to hand as knee is to leg.
3. Walk is to leg as fly is to wing.
4. Food is to hungry as drink is to thirsty.
5. Arrow is to bow as bullet is to gun.
6. Lion is to cub as dog is to puppy.
7. Day is to week as month is to year.
8. Boy is to scout as girl is to guide.
9. Honest is to honesty as cruel is to cruelty.
10. Station is to train as airport is to aeroplane.

SENTENCE PRACTICE 38

Fill in the blank spaces correctly.

1. Doctor is to patient as landlord is to _____.
2. Where is to place as when is to _____.
3. Gas is to pipes as electricity is to _____.
4. One is to dozen as dozen is to _____.
5. Ray is to light as wave is to _____.
6. Roof is to house as peak is to _____.
7. Spectator is to match as listener is to _____.
8. Optician is to eye as dentist is to _____.
9. Wheel is to car as feet are to _____.
10. Tyre is to bus as hoofs are to _____.
11. Dish is to fruit as vase is to _____.
12. Interior is to exterior as inside is to _____.

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13. Daughter is to son as spinster is to _____.
14. Island is to sea as lake is to _____.
15. Gallop is to horse as jump is to _____.
16. Man is to woman as boy is to _____.
17. February is to March as October is to _____.
18. Nose is to smell as tongue is to _____.
19. Right is to left as question is to _____.
20. Bird is to air as fish is to _____.
21. Sheep is to mutton as cow is to _____.
22. Knife is to cut as gun is to _____.
23. Pen is to write as bell is to _____.
24. Water is to sea as sand is to _____.
25. Man is to clothes as birds are to _____.
26. Buy is to bought as catch is to _____.
27. Man is to food as car is to _____.
28. One is to single as two is to _____.
29. Thumb is to palm as toe is to _____.
30 Soldier is to army as sailor is to _____.
31. Spike is to wheel as rung is to_____.
32. Steamer is to sea as camel is to_____.
33. Grass is to snake as _____ is to fish.
34. Tea is to sugar as food is to _____.
35. A teacher is to chalk as secretary is to _____.
36. Man is to run as bird is to _____.
37. Hoof is to a horse as _____ is to a bird.
38. Food is to man as _____ is to a lion.
39. Liquid is to water as _____ is to food.
40. Walk is to man as _____ is to frog.

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Chapter 20 OPPOSITES

Opposites are words which are entirely different or contrary to each other.
For example:

Word	Opposite
Able	Unable
Above	Below
Accept	Reject
Increase	Decrease or Reduce
Adult	Child
After	Before
Agree	Differ /disagree

Word	Opposite	Word	Opposite
Ancient	Modern	Entrance	Exit
Arrive	Depart/Leave	Inner	Outer
Absent	Present	Begin	End
Friend	Enemy	Best	Worst
Active	Inactive	Near	Far
Equal	Unequal	Fit	Unfit
Something	Nothing	Poor	Wealthy / rich
Fair	Unfair	Cold	Hot
Familiar	Unfamiliar	Smart	Shabby
Import	Export	Thin	Fat
Either	Neither	Start	End
Include	Exclude/Omit	Birth	Death
Inhale	Exhale	Cheap	Expensive
Inside	Outside	Buy	Sell
Interior	Exterior	Gain	Lose
Attract	Repel	Happy	Sad /unhappy
Before	After	High	Low

Better	Worse	Heavy	Light
Bright	Dull	Here	There
Careful	Careless	Good	Bad
Certain	Uncertain	Hate	Love
Clever	Dense / stupid	Heaven	Hell
Collect	Scatter	Give	Take
Common	Rare	Full	Empty
Convex	Concave	Question	Answer
Pleasant	Unpleasant	Dry	Wet
Profit	Loss	Deep	Shallow
Sufficient	Insufficient	Busy	Idle
Attach	Detach	Wise	Foolish
Remember	Forget	Hard	Soft

WRITTEN EXERCISE 28

Give the opposite of the underlined word(s) from the sentence.

1. The kitchen is in the rear of the house.
2. The rise of NRM to power was abrupt.
3. The smooth running of a school depends on the quality of the leader.
4. He is old yet very strong.
5. It is always warm in summer.
6. He wants to teach in Luganda.
7. John is always on top of his class.
8. He may lose his book.
9. This road leads to Kampala.
10. His writing is legible enough.
11. Could you please lend me that book?
12. Man needs liberty from his master.
13. She likes playing in the class.
14. Paraffin is liquid.
15. That lady is loose in her talk.
16. That is a lucky boy.
17. The majority of African leaders are power hungry.

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18. She delivered a male baby.
19. Many people think good of him.
20. He is the master of this house.
21. There is much water in this cassava.
22. He multiplied that number by ten.
23. She has natural hair.
24. She gave a negative idea to this proposal.
25. I saw him dressed in a new shirt.
26. The P.7 class is always noisy.
27. She can be seen nowhere.
28. A servant must always be obedient.
29. This road is passable from here.
30. The work he did was perfect.
31. He is a polite child.
32. He has two possible answers.
33. He will punish his son if he fails.
34. Margaret did that work quickly.
35. David is quite regular in his attendance record.
36. His answer is the same as mine.
37. I spend a lot of money every time I pay school fees.
38. His success depends on much effort.
39. He is my superior.
40. They are temporary teachers on the staff.
41. He told us a true story about a thief.
42. That wife of his is very ugly to look at.
43. They are celebrating their victory in the war.
44. We had a wide range of discussions with the manager.
45. Hurry, or else you will be late.
46. He had a wild cat in his home.
47. He lives in a plain country.
48. The water we drank was pure and clear.
49. This road that was constructed is very straight.
50. Give him the respect he deserves.

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Chapter 21 USE OF WISH

There are three uses of wish:

1. "Wish" can be used when we wish to express something that has not yet happened but would happen, or that something happening now would change or stop. In all the above expressions we use the conditional tense. The future tense cannot be used here. For example:
   i) I wish you agree to come.
   ii) We wish you tell us the truth.
   iii) He wishes it stops raining.
   iv) I wish you speak more slowly.
2. It can be used when we wish to express that a situation which does not exist did exist or a situation which does exist did not exist. In all the above we use the Past Simple Tense. For example:
   i) I wish I knew the answer. (i.e. I don't know the answer)
   ii) We wish we could help you. (i.e. we can't)
   iii) We wish the rains weren't so heavy. (i.e. they are heavy)
   iv) He wishes the terms weren't so long. (i.e. they are long)

   Note, however, that "were" is normally used instead of "was" with singular words in this construction. For example:
   i) She wishes she were married.
   ii) I wish I were taller.
   iii) He wishes his father were not so poor.
3. "Wish" can also be correctly used when we wish that something had happened which did not happen. Or that something had not happened which did happen. In all the above we use Past Perfect Tense. For example:
   i) I wish I had listened to you. (i.e. I didn't)
   ii) He wishes he had worked hard. (i.e he didn't)
   iii) I wish I hadn't told you. (i.e. I did)
   iv) We wish we hadn't come. (i.e we did)

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SENTENCE PRACTICE 39

Fill in the blank spaces correctly with the correct form of the tense of the verb given in the brackets.

1. I wish you ___ (do) well at school, but you are not.
2. I wish I ___ (pass) the examination, but I didn't.
3. I wish she ___ (feel) well, but she doesn't.
4. I wish we ___ (take) some water with us but we forgot.
5. I wish you ___ (see) the film last week.
6. I wish my wife ___ (can) cook, but she can't.
7. She wishes she ___ (learn) needle work when she was at school.
8. He wishes he ___ (be) ten years younger.
9. I wish I ___ (know) that in time, but I didn't.
10. I wish I ___ (know) but I don't

WRITTEN EXERCISE 29

Fill in the blank spaces correctly with the correct form of the tense of the verb given in the brackets.

1. We wish you ___ (not disturb) us yesterday evening.
2. I wish that examination ___ (be) further away. It starts next Tuesday morning.
3. I wish it ___ (rain) tomorrow.
4. Our teacher wishes he ___ (choose) another profession.
5. I wish we ___ (not have) breakfast so early in the morning. I am already hungry.
6. I wish your dog ___ (stop) barking. I can't listen to my radio.
7. I wish you ___ (stop) your dog from barking last night. I couldn't listen to my radio.
8. He wishes he ___ (be) older than he is.
9. I wish he ___ (stop) singing. I can't bear it any longer.
10. He wishes his grandfather ___ (be) alive when he won the prize.
11. I wish we ___ (start) our holiday yesterday.
12. I wish I ___ (be) so lazy when I was in elementary school.
13. He wishes his father (buy) him some shoes before the new term starts.
14. I wish he ___ (go). He's been here over an hour now.
15. I wish he ___ (give) me a lift in his car when he goes to town.

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Chapter 22 USE OF HOPE

Hope is correctly used to express a future idea. All the future tense forms are used, i.e. shall, will, he, she, it. "Wish" of the past idea is to hope of the future e.g I wish I like him, ***changes to*** I hope I shall like him.

SENTENCE PRACTICE 40

Fill in the blank spaces correctly with the correct form of the verb given in the brackets.

1. I hope you ___ (do) well at school next year.
2. I hope I ___ (pass) the exam when I take it.
3. I hope you ___ (see) the film next week.
4. I hope my wife ___ (be able) to cook when she has finished her course.
5. I hope she ___ (feel) better tomorrow.
6. She hopes she ___ (learn) needlework when she goes to school.
7. He hopes he ___ (be) wiser next time.
8. I hope I ___ (know) what to do by the end of the week.
9. I hope he ___ (come) to the party.
10. I hope he ___ (stay) with me.

WRITTEN EXERCISE 30

Fill in the blank spaces correctly with "hope" or :wish"

1. My father ___ I shall be a doctor when I am a man.
2. My father ___ I could get my school fees lowered, but I cant.
3. I ___ I shall learn to swim next year.
4. I ___ I had learned to swim, when I was young.
5. I ___ I learned my lessons more easily.

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6. I ___ I shall get these sentences right.
7. I ___ the writer explained things more clearly.
8. I ___ he had taken a bit more trouble. '
9. I ___ he will not mistreat me any more.
10. The writer ___ you will enjoy your next coming holidays.

In numbers 11-20, give a short meaning of the sentence given.

11. I hope you like your work "means" I ___.
12. I wish you liked your work. This means I ___.
13. I hope you are top of the class. This means I ___.
14. I wish you were top of the class. This means I ___.
15. I hope you are feeling strong. This means I ___.
16. I wish you were feeling strong. This means I ___.
17. I hope you see him every week. This means I ___.
18. I wish you saw him every week. This means I ___.
19. I hope you understand this exercise. This means I ___.
20. I wish you understand this exercise. This means I ___.

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chapter 23 USE OF "SOME"

1. Some is correctly used with material nouns to:
   i) Indicate an amount or quantity that is either unknown or given
   e.g Please give me some milk.
   ii) Is used with abstract nouns to indicate a certain degree.
   e.g. There are some children outside.
   iii) Is used with plural common nouns to indicate a certain number (three or more)
   e.g. Mr. Musoke has some flowers in his garden.
2. a) **Some** is used in sentences that are interrogative i.e. in a form in which a speaker expects or wishes to suggest an affirmative answer.
   e.g i) Aren't there some stamps in that drawer?
   ii) There are some stamps in that drawer, aren't there?
   iii) Didn't he give you some money?
   iv) He gave you some money, didn't he?
   b) **Some** is used in sentences that are interrogative i.e in a form in which sentences are really invitations or requests.
   e.g. i) Will you have some cakes?
   ii) Will you please buy me some stamps when you go to town?
   iii) Please buy me some stamps.
3. **Some** is also correctly used after using "if" i.e. when introducing a supposition
   e.g. i) **If** we had some money, we would buy it.
   ii) **If** we find some we'll share them with you.
4. **Some** is also correctly used with more. e.g.
   i) Give me some more.

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ii) I need some more books.

iii) He has given me some more money.

iv) Won't you have some more?

v) Do you have some more with you?

SENTENCE PRACTICE 41

Rewrite the following sentences as instructed in the brackets:

1. They didn't find any eggs in the market. (Rewrite in affirmative)
2. Was anyone waiting at the bus stop? (Rewrite using "some")
3. I didn't drop it anywhere in the water. (Begin: I dropped)
4. There isn't anyone lying down in that boat. (Begin: there is)
5. Can you give them anything to do? (Rewrite in affirmative)
6. There aren't any more books to be published. (Rewrite using *some*)
7. We haven't any more food in the store. (Rewrite in affirmative)
8. They didn't give us any assignment. (Begin: They gave)
9. We didn't eat with any visitor (Begin: We ate)
10. There isn't any food in the house. (Rewrite using *some)*

WRITTEN EXERCISE 31

Rewrite the following as instructed in the brackets:

1. There were not any beggars in that city. (rewrite in affirmative.)
2. You wouldn't like any more bread, would you? (Rewrite using *some)*
3. She didn't pick up any money from the floor. (Begin: She picked -)
4. Did he find any snakes in the forest? (Rewrite in the affirmative)
5. There wasn't any water in the well.(Rewrite beginning: There was -)
6. He didn't see any smiles on the faces behind him. (Begin: He saw -)
7. They didn't bring back any sand. (Rewrite in affirmative)
8. There weren't any people there. (Begin: There were -)

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9. Were there any cattle by the river? (Rewrite using *some)*
10. Was there anyone looking for you? (Rewrite in affirmative)

THE COMPOUNDS OF "SOME":

These are:

- Somebody
- Something
- Somehow
- Someone
- Somewhere
- Sometime.

USES:

The above compounds of **some** are correctly used in the affirmative sentences.

e.g. i) There is someone at the door.

ii) There must be someone from the Ministry of Education.

iii) Somehow I don't trust that man.

iv) There is somebody in the lorry.

v) He has gone somewhere.

vi) There is something wrong with him.

vii) I saw him sometime in May.

SENTENCE PRACTICE 42

Rewrite as instructed in the brackets:

1. He didn't leave it anywhere in the house. (Use: *somewhere)*
2. *There wasn't anything strange about it. (Use: something)*
3. Can he see anybody in the garden? (Rewrite in affirmative)
4. There isn't any red pencil on the table. (Use affirmative)
5. He didn't see anyone on the bank of the river. (Use: *someone)*
6. Did he see anybody climbing over the wall? (Rewrite in affirmative)
7. Have I forgotten anything important? (Rewrite in affirmative)
8. He didn't see anyone going through the forest. (Use: *someone)*
9. Don't lend your book anyhow. *(Rewrite in affirmative)*
10. He didn't do the work anyhow. *(Begin: He did-)*

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Chapter 24 USE OF "ANY"

USES:

1. "Any" is usually correctly used with negative interrogatives.
2. "Any" is used with material nouns. This is to indicate an amount or quality that is either unknown or not given.
3. "Any" is used with abstract nouns to indicate a certain degree.
4. "Any" is used with plural common nouns to indicate a certain number (three or more). For example,

   e.g. i) Have you any sugar?
   ii) We haven't any tea.
   iii) They haven't any children.
   iv) Are there any stamps in that drawer?
   v) Mr. Musoke hasn't any flowers in his garden.
   vi) Has Mr. Musoke any flowers in his garden?
   vii) I wonder whether Mr. Musoke has any flowers.
   viii) I doubt whether there are any flowers in Mr Musoke's garden.
   ix) I don't like a garden without any flowers in it.
   x) There are scarcely any flowers in the garden.

5. Any can correctly be used after "if", introducing a supposition.
   e.g i) If we had any money, we could buy it.
   ii) If we find any, we'll share them with you.
6. Any can correctly be used with "more" and in sentences that are interrogative

   e.g i) Do you want any more?
   ii) I haven't any more.
   iii) Won't you have any more?

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SENTENCE PRACTICE 43

Rewrite as instructed in the brackets.

1. The boys have taken some lemonade to camp. (Rewrite in negative)
2. They have some tents. (Rewrite in interrogative)
3. There is some chalk in the drawer. (Use: *any)*
4. There is some difficulty about the payment. (Rewrite in negative)
5. They found some cracks near the edge of the bank. (Use: *any)*
6. The boys took some books from my table. (Begin: Nobody ___)
7. He found some cheese on the floor. (Use: *any)*
8. His father gave him some new clothes. (Begin: He wasn't given ___)
9. They saw some smoke on the other side of the river. (Rewrite in negative)
10. The dog chased some sheep along the road. (Rewrite in negative)

WRITTEN EXERCISE 32

Rewrite as instructed in the brackets.

1. He saw somebody there. (Rewrite in negative)
2. He asked someone the way. (Rewrite in the interrogative)
3. The driver saw someone in front of him. (Rewrite in negative)
4. There is something on the table. (Rewrite in interrogative)
5. He was sure there was someone in the camp. (Rewrite in interrogative)
6. The treasury is somewhere near this tree. (Rewrite in negative)
7. He felt something. (Rewrite in negative)
8. He saw somebody else in the corner of the room. (Write in interrogative)
9. Would you like some more blue ones? (Rewrite in negative)
10. It is somewhere in this room. (Rewrite in interrogative)
11. Give him some books. (Rewrite in negative)
12. He saw someone going through the forest. (Rewrite in negative)
13. I have forgotten something important. (Rewrite in interrogative)
14. He saw somebody climbing the wall. (Rewrite in negative)
15. There were some cattle by the river. (Rewrite in interrogative)
16. There are some red books on the table. (Rewrite in interrogative)
17. You can see somebody in the garden. (Rewrite in negative)

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18. He left it somewhere in the house. (Rewrite in negative)
19. Give him some more food. (Rewrite in negative)
20. He borrowed some more money from the bursar. (Rewrite in interrogative)

THE COMPOUNDS OF ANY:

These are:

- Anyone,
- Anybody,
- Anywhere,
- Anything,
- Anymore,
- Anyhow,
- Anytime.

All the above are usually correctly used in the negative and interrogative, e.g

i) There isn't anyone at the door.
ii) Is there anybody at the door?
iii) Have you seen it anywhere?
iv) You can't do anything about this.
v) Do you need anymore food?
vi) Don't handle it anyhow please, you will break it.
vii) You can expect him anytime from now.

SENTENCE PRACTICE 44

Rewrite as instructed in the brackets:

1. There isn't anyone who got grade one. (Rewrite using affirmative)
2. There are some more words for you to spell. (Use negative)
3. The milkman promised to bring some more cream tomorrow. (Rewrite in interrogative)
4. We must order some more charcoal or we shall not have any left. (Rewrite in negative)
5. You must have something to eat before you do some more work. (Rewrite in interrogative)
6. You can do something about this problem. (Rewrite in interrogative)
7. You can eat somehow as you like in African way. (Rewrite in negative)
8. He was told to meet him somewhere in the forest. (Rewrite in interrogative)
9. You can meet him sometime in the evening. (Use *anytime)*
10. She lost it somewhere in the garden. (Rewrite in negative)

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WRITTEN EXERCISE 33

Fill in the blank spaces with "some" or "any" in their different forms as required in the following sentences

1. He hasn't __ ink left.
2. Have you met __ foreigner in your town?
3. Do you have __ body who pays your school fees?
4. He didn't give me __ news?
5. Have you seen John __ where?
6. I hope there won't be __ rain tomorrow.
7. Has she got __ money to offer?
8. __ artists are poor men.
9. Write a composition of __ length you like.
10. He didn't have __ sleep last night?
11. Has he read __ novels this term?
12. This watch is not made __ where.
13. You can't get this type of book ___ more.
14. He wasn't told to meet him ___ more.
15. There isn't ___ body forcing you to sleep.
16. She didn't lose it ___where in this garden.
17. You can't meet him ___where in the evening.
18. Give him ___thing to eat.
19. She hasn't ___ children.
20. He asked if I had seen ___ films this month.
21. Is there ___one at the door?
22. Have you seen him ___where ?
23. Don't do ___more work please.
24. We couldn't order ___more charcoal on top of this.
25. Are there ___ words for you to spell?

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Chapter 25 USE OF 'MUCH"

'Much' Is used before uncountable nouns

e.g. i) Much oil.
ii) Much water.
iii) Much food.

NB: "A lot of" is often more normally used particularly in spoken language than "much". For example, He drinks a lot of milk (rather than *much milk*).
The use of "much" is normally restricted to:

a) Negative statements:
e.g i) There isn't much salt.
ii) There isn't much food.
iii) He hasn't much work to do.

b) Questions (Interrogative)
e.g. i) Does much rain fall in July?
ii) Does she eat much food?
iii) Has she much work to do?

c) Expression with "so", "too", "as", and "how".
e.g i) I have done so much work. I'm exhausted.
ii) I ate too much rice.
iii) I have as much money as he has.

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SENTENCE PRACTICE 45

Rewrite as instructed in the brackets

1. You wouldn't like any more bread, would you? (Use: much *more*)
2. She didn't pick up any money from the floor. (Use: *much*)
3. There wasn't any water in the well. (Use: *much*)
4. They didn't bring back any sand. (Use: *much*)
5. The boys haven't taken any lemonade to camp. (Use: *much*)

Chapter 26 USE OF "MANY": "PLENTY OF"

Many is correctly used in front of plural countable nouns.

e.g. i) Many rivers. iii) Many clocks.
ii) Many pens.

NB: "A lot of" is normally used in spoken English instead of many.
e.g. He gave him a lot of postage stamps (rather than many postage stamps). The use of many is normally restricted to:

a) Negative sentences or statements
e.g. i) I haven't seen many films lately.
ii) I haven't many books on my bookshelf.
iii) They haven't bought many clocks.

b) Questions (interrogatives)
e.g. i) Are there many snakes in this country?
ii) Does she read many books?
iii) Have they bought many footballs?

c) Expressions with "so", "too", "as", and "how"
e.g. i) He has brought so many pens.
ii) They have grown too many bananas.
iii) He has as many children as she has.
iv) He told me how many brothers he has.

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USE OF "PLENTY OF":

Plenty of is another expression often used in this way before either countable or uncountable nouns.

"A large number of", "A great deal of" are used before countable nouns. Similarly, "A long way" is used in place of "Far".

e.g. i) There are plenty of restaurants in this town.
ii) The country sold a great deal of coffee last month.
iii) Ethiopia exports a great quantity of coffee.
iv) The president shook hands with a large number of people at the reception.

v) A great many questions remained to be answered.

vi) He travelled a long way for the interview.

N.B: In affirmative sentences the use of "much" is wrong, although you always find "many". It is better to avoid it. You can avoid it especially in spoken English by using "heaps of", "tons of", "loads of," "piles of"," "lots of", "plenty of". The two common expressions are: "a lot of" and "a great deal of".

"A lot of" can be used with both countable and uncountable nouns. "A great deal of" can also be used with uncountable nouns.

WRITTEN EXERCISE 34

Fill in the blank spaces correctly with *much, many* or other suitable expressions of quality or number.

1. Has the carpenter made ___ chairs this week?
2. He didn't buy ___ feed as he was going away.
3. He read ___ history when he was young.
4. I didn't earn ___ money last summer.
5. That author has written ___ books.
6. We have ___ time to spare this week.
7. He didn't have ___ sleep last night.
8. He used to eat ___ apples.
9. We didn't study ___ poetry last year.
10. Were there ___ students at the debate?
11. There are ___ rose bushes in his garden.
12. My uncle has ___ money.
13. He hasn't as ___ as he used to have.
14. Did the postman bring ___ letters?
15. There was ___ water on the grass.
16. There aren't ___ people who would agree with you.
17. The librarian has ordered for ___ books for the school library.
18. So ___ people applied for the post that I don't think I'll get it.
19. We haven't ___ more exercise to do.
20. He made ___ notes on the subject.

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Chapter 27 RESULTS

"Too," "enough," "so ..... that"...Too... to ...", "enough", ".... so... that"

Too: always expresses a negative idea i.e NOT

- When "too" is used in a sentence it is followed by "to" i.e too _to
- In a "too" sentence NOT is left out e.g.
  i) This tea is too hot to drink. (This means the tea is so hot that one cannot drink it.

SENTENCE PRACTICE 46

Rewrite the following using "too".

1. This wood is very wet. You cannot paint it.
2. He is very old. He can't walk by himself.
3. It's very dark. We cannot see anything at all.
4. The mountain was very high.The army couldn't climb it.
5. He is very small. He ought not to go out by himself.
6. They are very slow. They will never finish it in time.
7. The distance is too long. He cannot walk it.
8. The table was very big. They could not get it through the door.
9. The stick was thick. He couldn't break it.
10. This is very difficult. We cannot do it this week.

Explain briefly the use of so .... that

11. He is very small. He ought not to go out by himself.
12. The mountain was very high. They couldn't climb it.
13. It's very dark. We can't see anything at all.
14. He is very old. He can't walk by himself.
15. This is very difficult. We cannot do it this week.
16. The stick was very thick. He couldn't break it.

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19. They are very slow. They will never finish it in time.
20. This wood is very wet. You cannot paint it.

"Enough" comes after an adjective or adverb and comes before a noun.

e.g. i) Rewrite this using "enough".
He is as strong as he needs to be to lift the log.

ans. He is strong enough to lift the log.

N.B. "Enough" is followed by "to".

e.g. strong enough to ___.

Enough comes before a noun: There was enough milk to have a glassful.

SENTENCE PRACTICE 47

Rewrite the following using "enough":

1. The river was quite low. They walked across it.
2. Are you tall? Can you touch the ceiling?
3. The light was quite good. I read by it.
4. The storm was heavy. It broke down a number of houses.
5. He is very silly. He believes what is written in newspaper.
6. They travelled fast. They reached the town before dark.
7. I am hungry. I could eat a horse.
8. He is fairly old. He can go by himself now.
9. It is still warm. We can go without coats.
10. He is very ill. He needs a doctor.
11. There was all the butter he wanted in the dish.
12. I have the right amount of money. I can pay the bill.
13. There was plenty of milk. They could all have a glassful.
14. They had the proper amount of work to do.
15. There were not the right number of chairs for all the guests.

In numbers 21-30 rewrite using so___that

16. He arrived too early to find anyone.
17. The problem was difficult enough to give him a lot of trouble.
18. He was too ill to speak clearly.
19. The bucket was too full for the boy to carry.

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20. He was happy enough to sit in his bath.
21. This engine is too old to work properly.
22. That donkey is too weak to carry such a heavy load.
23. He is too bad tempered for anyone to like him.
24. He was wise enough to go at once.
25. He was too wise to go at once.

So ___ that, such a ___ that:

So: is used before an adjective standing alone, but when an adjective is followed by a noun we use such a ___

e.g. i) He was such a wise man.
ii) He was so kind that everyone liked him.
iii) He was such a kind man that everyone liked him.

SENTENCE PRACTICE 48.

Rewrite the following sentences using such a ___ that.

1. He was so active that he never stopped working.
2. She was so busy that she never had time to think.
3. Henry was so strong that nobody dared to fight him.
4. Shaka Zulu was so fierce that everybody was afraid of him.
5. Nanyonga slept for so long that everybody had forgotten her.
6. He is so sensible a person to do that.
7. She is foolish enough to be always asking silly questions.
8. He is big enough for people to think he is an older boy than he is.
9. He was kind enough to ask us all to come.
10. He is a kind enough man always to give away half of what he earns.

So, very.

N.B: When two sentences are joined to show one action as a result of the other, "very" changes into **so** or "such **as**" e.g. He is very fat he cannot see his feet.

Becomes: He is so fat that he cannot see his feet.

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SENTENCE PRACTICE 49

Rewrite the following correctly using "so":

1. He is very silly. He cannot understand anything.
2. He is very famous. Everybody knows his name.
3. He is a very strong man. He can lift two hundred kilos.
4. She came very late. She found nobody awake in the house.
5. Deborah was very beautiful, everybody loved her.
6. Masiko was very clever. He could always find a way out of difficulty.
7. He started very late. He did not catch the train.
8. He made a very late start. He missed the train.
9. He kept us waiting for a very long time. We thought he had forgotten us
10. He examined me very carefully. He made me feel uncomfortable.

Too, Very.

Too: always expresses a negative idea e.g. He was too wise to go.
This means he was wise and therefore he did not go.

Very: always expresses a positive idea.

e.g. He was very wise to go, (i.e. this means he was wise and therefore he went)

SENTENCE PRACTICE 50

Rewrite the following using **too or very** according to the meaning:

1. He was slow, but he finished the work.
2. He was slow and did not finish the work.
3. He was wise, so he hurried.
4. He was wise, so he did not hurry.
5. He was very quick, but got the answer right.
6. He was very quick and so got the answer wrong.
7. She is very young, so she cannot go.
8. She is very young, but perhaps she can go.
9. He was very stupid. He did not do that.
10. He was very stupid. He did that.

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Chapter 28 PUNCTUATION

39.1 Use

Punctuation is the ethic or manner of writing a language. It is also the correct method or system of applying capital letters, full stops, commas, question marks, exclamation marks, quotation marks, full colons, semi colons, hyphens, apostrophe, and dash respectively. It is important to master the basic rules of punctuation. It is not a mere decoration, and it can, in fact, change the meaning of a group of words. Punctuation also shows:

i) Where to shout (exclamation mark) (!).
ii) Where to stop. (Full-stop)(.).
iii) Where to rest. (Comma) (,).
iv) How to begin a sentence. (Capital letter) (L).
v) How to ask questions (question marks?) (?).
vi) How or where to take a rest and mention other things. (Semicolon) (;).
vii) How to shorten ideas or words or omit letters. (Apostrophe) (').
viii) How to introduce a list of items. (The colon) (:).
ix) That the sentence was not complete (dash) (-).
x) The words made up of more than one word (hyphen) (-).
xi) The words of the speaker. (Quotation mark) ("___").

39.2 EXCLAMATION MARK (!)

Uses: This is used after the words which are for wondering, shouted and after the expression of surprise.

Sentence practice.

i) "Come here at once!" He shouted.
ii) What a clever boy you are! Surprise.
iii) What an idiot she is!
iv) What a stupid boy you are!

39.3 THE FULL-STOP (.)

Uses:

a) This is used to show the end of a sentence. It therefore comes at the end of the sentence. In this way, it also separates any two sentences clearly.

Sentence practice.

i) He came here yesterday. He had come to collect his property.

ii) He will be informed about it. It is important that he gets to know.

iii) He is studying in America.

b) A full-stop is also used in abbreviations.

Sentence practice:

H.E.	means His Excellence.
M.A.	means Master of Arts.
i.e	means Id est (Latin) meaning that is to say.
Mr.	means Mister.
Mrs.	means Misses.
Dr.	means Doctor.

3. COMMA (,)

Uses: This is used:

a) in listing of things, items, ideas.

Sentence practice.

i) He plays football, tennis and volley ball.

ii) A tall, thin, ugly man entered the room.

iii) He came into the library, walked to the history section, searched for a book, saw it wasn't there and left.

b) A comma can be used after principal phrases. Such as when a reason is presented before the action that actually took place.

Sentence practice.

i) Tied to a pole, the dog was unable to attack the thieves.

ii) Given time for the exams, he was able to finish the paper.

iii) Told a good story, she jumped up with laughter.

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c) A comma is also used between two main clauses connected by: and, but or nor, if the phrase is fairly long.

Sentence practice.

i) He lived in America for several years before the liberation war that removed Idi Amin from power, but he learnt only a few words of the English language.

ii) He was advised to go to the doctor and he got good treatment diabets.

iii) It is better to send John, or Peter to do the job.

d) A **comma** can be used after the use of "if" and "although".

Sentence practice.

i) Although he had worked for the company for several years, he did not get the promotion.

ii) Although he looks slow, he is making a steady progress.

iii) If he comes here, I shall tell him.

iv) If he is late, he will be punished.

e) A comma can be used in the relative clauses which simply give us information.

Sentence practice.

i) His father, who used to live in the countryside has now joined him in town.

ii) Mr. Obonyo, who was my English teacher has left for further studies.

iii) Mr. Kafeero, who taught us for only one month is now a school inspector.

f) A comma can be used after Yes or No.

Sentence practice.

i) Does he smoke a lot?
Yes, he does smoke a lot.

ii) Did they go to the cinema?
No, they didn't go to the cinema

iii) Were you around yesterday?
Yes, I was around yesterday.

iv) Did you see him on the road?
No, I didn't see him at all.

g) A **comma** can be used to separate the items of a date

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Sentence practice.

i) He came here on Saturday, 18th September, 1990.

ii) He was told to report for interview on the following dates; 5th, 6th and 7th, September, 1990.

iii) We shall study during March, April and May 1990.

h) A comma is used with a direct speech.

Sentence practice.

i) "We shall leave early," he said.

ii) "George is coming tonight," said my sister.

iii) "Will you help me, please?" requested the old man.

i) A **comma** is used in letter writing.

Sentence practice:

i) Jeza Boarding Primary School,
P.O. Box 24008, Kampala.

ii) Dear Sir,

iii) Yours faithfully,

THE CAPITAL LETTER (L)

Uses: This is used (a) At the beginning of a sentence.

Sentence Practice.

i) He opened the door and called out, "Is there anybody here?"

ii) They look bright pupils from their appearance.

iii) Give him some water, please.

b) **A capital letter** is used for:

i) All the proper nouns e.g. France, Britain, Uganda, Mpigi, Joseph etc.

c) A **capital letter** is used for all titles for one particular person e.g. William Shakespeare, President Museveni, Headquarters, Walekwa, Professor Omony.

d) **A capital letter** is used for all words in the titles of books, plays and poems e.g. The Song of Lawino, A History of West Africa.

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39.6 QUESTION MARK (?)

Use: This is used only after direct questions. (i.e. questions that are not reported.

Question practice.

i) Have you been to America?

ii) Have you won the match?

iii) Did you tell him about it?

NB. Indirect or reported questions do not take a question mark. e.g.

i) He asked me if I had been to America.

ii) I wonder if you told him.

iii) He wanted to know if he had been to hospital.

39.7 SEMI-COLON (;)

Uses: This is used between two closely connected main clauses or with matters that follow.

Sentence practice:

i) There was not a cloud in the sky; it was extremely hot.

ii) These are the following people to name; Mukasa, Okot and Barigye

b) The semi-colon is commonly used with the following words; nevertheless; therefore; so; moreover; further more; thus; consequently; besides;

Sentence Practice:

i) The question papers had been misplaced; consequently; the examination could not take place.

ii) I was told to go quickly; therefore; I hurried there.

iii) Though the examination was very easy; nevertheless; he failed.

iv) In spite of being very dull, he continued being absent from school; furthermore; he couldn't read well.

v) Besides being slow, he doesn't write well.

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39.8 THE APOSTROPHE (')

Uses: This is used:

a) to show omission (missing of one or more letters e.g hasn't, isn't.)

b) to show possessions e.g. Mohammed's books, Collin's tyre. The positions of an apostrophe in the plural are: boys,' games' children's games, ladies' clothes, men's clothes.

N.B **It's** is the short form of 'it is'.

Its is a possessive of 'it'.

39.9 COLON (:)

Uses: This is used:

a) to introduce a sentence in the reported speech

Sentence practice;

i) Balikowa Hussein said: "Those who can do and those who can't teach:'

ii) The Bishop said: "A good Christian must pray'

b) To introduce words which explain what has already been referred to.

Sentence practice.

i) She now has several choices open to her: she could enter a teachers' college, take a secretarial course or continue her studies with the aim of getting a degree.

ii) John is bright enough to take this combination: English, History and Geography.

c) To introduce a list. Sentence practice.

i) He told me the subjects he had taken for the examinations: English, History, Geography, General Science and Mathematics.

ii) He showed me the list of things he bought. They are: Potatoes, cassava, bananas and millet.

iii) The rest of the teachers are not willing to work except: Beatrice, Jane, Ruth and Getrude.

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39.10

9. THE HYPHEN (-):

USES: It is used with words made up of more than one word. e.g. living room, father-in-law, full-stop, twenty-five, commander-in-chief, full-length, officer-in-charge.

39.11

10. QUOTATION MARKS. ("....")

USES: These are used:

a) Before and after the use of a direct speech.

Sentence practice.

i) "Don't forget to bring your own pens with you," our teacher said.

ii) "Come along Peter!" shouted the commander.

iii) "Will you come with the book tomorrow?" Tom asked the teacher.

b) To show that the words enclosed by the quotation marks are quotations.

Sentence practice.

i) Politicians should never forget that "A week is a long time in politics."

ii) People must realise that, "Administration is the machinery of community life."

c) For titles of books, plays, poems, and articles e.g. "Oliver Twist", "Cry the Beloved Country", "Every Man".

d) For words not accepted as normal English.

Sentence practice.

i) Baganda are used to eating "Mputa" in the evening for supper.

ii) "Matooke" is a common diet in Buganda.

iii) "Mukene" is mostly used in making snimsl feeds.

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WRITTEN EXERCISE 35

In numbers 1- 5 write the sentences in the exclamation.

1. It is a good thing to remember her name.
2. It was a nice coffee.
3. A large number of people in the market.
4. The bus was crowded.
5. They are friendly people.
6. The following people were asked to run quickly john mary matovu and susan (punctuate the sentence properly).
7. Who is that man the policeman wanted to know (punctuate the sentence properly).
8. He wanted to know if I was their relative (punctuate it properly).
9. Bring me that plate it is a broken plate (punctuate it properly).
10. He took the following subjects for his examinations. english math science geography and history (punctuate the sentence properly).
11. These are the P.7 girls who sat the examination last year jane getrude namale and molly (punctuate the sentence properly).
12. she is my younger sister she is called jane (re-write in proper punctuation).
13. Hullo jimmy come lets go (rewrite in proper punctuation).
14. Some of these books are good for P. 7 candidates they are uganda history series writing english composition revision english (punctuate the sentence properly).
15. When I was coming to school I met a fat short brown lady going to the clinic for a check up (punctuate).
16. What a lonely girl you are (rewrite in proper punctuation).
17. Dad will you buy me that book (rewrite in proper punctuation).
18. How old are you molly (punctuate properly).
19. jackson is the closest brother in law of mine (rewrite in proper punctuation.
20. The commander in chief was told to come very early in the morning (rewrite in proper punctuation).

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Chapter 29 COMPREHENSION

Comprehension is reading with understanding. It involves reasoning and a complete and thorough absorption of ideas. It also involves a complete exploitation of skills, styles, ways of producing answers, punctuation, spellings and tenses.

Thus: The following skills need to be applied.

a) Following the instructions required for the passage as given both in the heading and below the passage.

e.g. i) Read the following passage carefully.

ii) Now answer the questions below:

- in complete sentences.
- in full sentences.
- briefly or shortly.

iii) Give a word or a group of words with the same meaning as the following:

Step 1. Read the passage quickly paragraph by paragraph.

2. Go to the questions found below. Read each question twice.
3. Understand the question. Can you easily recall what the answer is? Then go to the part or paragraph in the passage where the answer is.
4. Find the area from the paragraph of the passage where the answer can be got or obtained, formulate your answer.
5. Frame the answer in a clear language to meet what is required of you in the question. i.e spelling, tenses, punctuation, comma, full stop, capital letters, question marks.
6. Counter-check your answer with the question.
7. Be neat in your answer.
8. The meanings of the underlined words in the passage are got from the meanings of the sentences in the paragraph.

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WRITTEN EXERCISE 36

Passage 1 Read the following passage carefully and then answer questions that follow in full sentences.

Musinguzi was going by bus to visit his cousin Kasaija who lived in Mpigi town. He got to the bus stop early but when the bus arrived, the driver went into a shop and talked **endlessly.** At last he got into the bus but the engine could not start. Musinguzi was worried. He hoped Kasaija was going to be **patient.** He was afraid he might be angry.

Kasaija stood for a long time at the bus stop in town, waiting for the bus to come. He had so many plans for the afternoon that he wished Musinguzi had been **punctual.** He wanted to give Musinguzi a lift. He had just decided to wait for ten more minutes, then go home when the bus arrived and Musinguzi **alighted.**

As they walked away from the bus stop, it was clear that Musinguzi had never visited the town before. He continuously **stared** at passing vehicles, people, buildings and any other things that could attract his attention. He wasn't really careless, though; he was just tired. He was wondering "Will my friends' mother get the supper ready for us and shall I be allowed to go to bed early?"

Questions

a) Which two things caused the bus to leave the village late?

b) Why was Musinguzi worried?

c) What had Kasaija planned to do first?

d) What had Kasaija just decided when the bus arrived?

e) Give one reason that shows that Musinguzi had never visited the town before.

f) What was Musinguzi thinking about instead of paying attention to the traffic?

g) For how long had Kasaija waited when the bus came?

In questions h - j give a word or group of words that have the same meaning as the following words in the story.

h) Punctual i) Alighted j) Stared:

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WRITTEN EXERCISE 37

Passage 2:

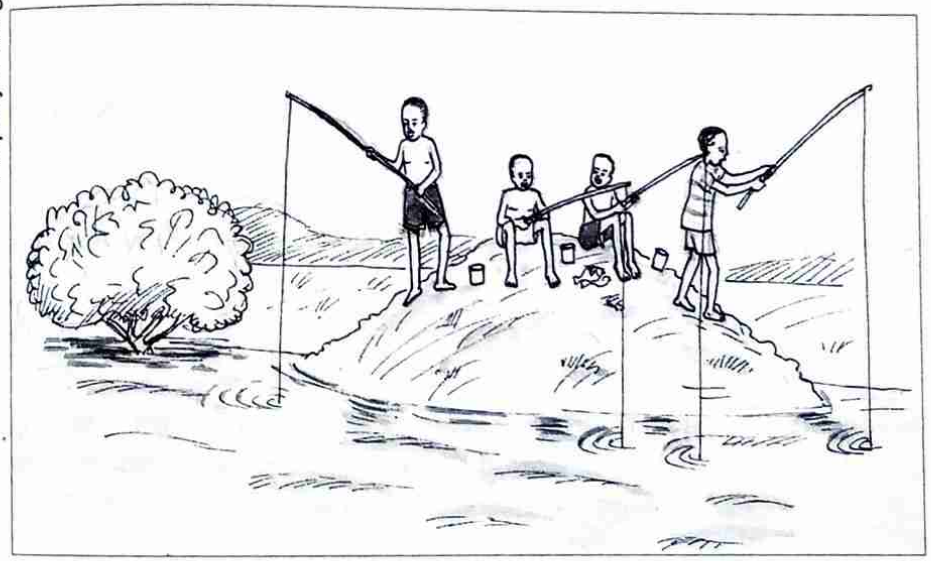
Read the passage carefully and answer the questions that follow:

Take them and fix them on the fishing rods. When you reach the river be careful of snakes and other dangerous animals. Your mother and I expect a good meal tomorrow evening.

The two boys were very **excited.** The last time they had gone fishing was a year ago. That night they didn't sleep until after midnight. They talked about many things that they would do the following day.

They **set off** very early the next morning. They walked for half an hour before reaching the river. Two other boys had already arrived at the river. Okello and Mukasa joined them. After fixing small worms on the hooks, they dropped them into the water. They then held the rods in their hands. A few minutes later Okello felt something pulling his rod. The pulling increased so that Okello had to hold his rod tightly.

"What ever is eating the worms must be big," he thought to himself, "It must be a big fish. What a nice meal we shall have this evening."



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As he was still thinking, his rod was pulled again. This time the pulling was too much that he was nearly **dragged** into the water. Using both his hands he swung the rod upwards with all his strength. And what had he caught? There, hanging on the hook was the biggest tortoise he had ever seen!

Questions

a) What is the relationship between Okello and Mukasa?
b) What does Okello's father want the boys to do?
c) Where was the river?
d) Whom did Okello and Mukasa find at the river?
e) What did Okello think was eating the worms?
f) What did Okello catch?
g) Do you think Okello's family had a nice meal that evening?
h) Give another word or group of words with the same meaning as the words underlined in the passage.
   i) excited
   ii) set off
   iii) dragged
   iv) swung

WRITTEN EXERCISE 38

Passage 3: (CONVERSATION):

Read the following conversation and answer the questions that follow in full sentences:

Driver: Good morning Sir, May I give you a lift?

Passenger: Thank you very much. I hope you are going as far as Jinja. By the way, my name is Tinka Samson.

Driver: I know you Mr. Tinka. You were my teacher for English and Science in Primary five in 1968 at Ibanda.

Passenger: Oh yes! I have remembered now. You are Julius the small boy who used to sit in the front row. You got a **scholarship** for being the best pupil in the primary leaving examination in 1970. Then I think you were taken to Ntare High school.

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Driver: No, I joined King's College Buddo.

Passenger: Oh yes, that is true. I knew at the time I was teaching you that you would do well in your studies, so where did you go after that?

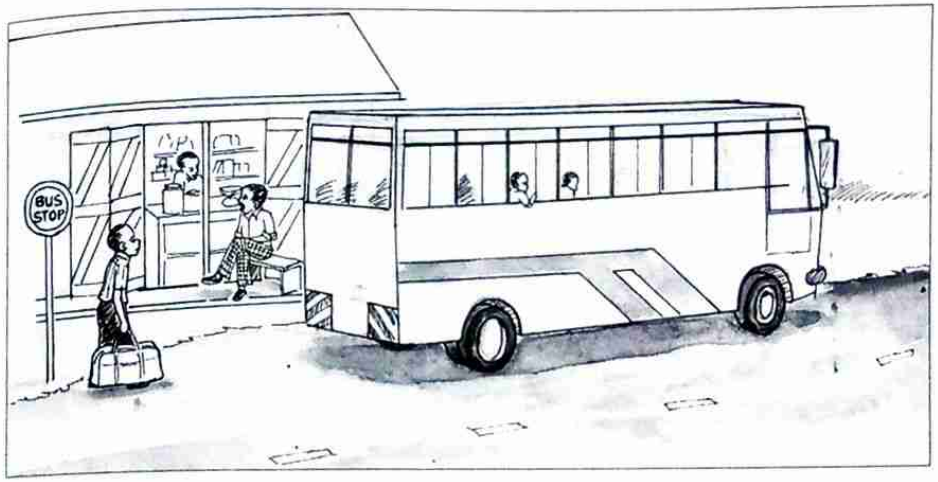
Driver: After Buddo, I was admitted to Makerere University where I studied Electrical Engineering. I am now employed by the Uganda Electricity Board at the headquarters in Kampala,

Passenger: Well done, by the way, where are you going?

Driver: I am going to Jinja to check on the electrical wiring of the new soap factory. Are you still teaching?

Passenger: No, I retired five years ago, I am now managing a small farm at home. Do you like your job?

Driver: Oh yes, I do. The Board has given me a good house and a loan for buying this car. It also pays a good salary.



Questions

a) What was the name of the passenger?
b) Where was he going?
c) What was he doing at Ibanda?
d) When did Julius finish Primary seven?
e) Was Julius admitted to Kings College Budo?
f) What did he study at Makerere University?
g) What was Julius going to do at Jinja?

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h) Why do you think Julius likes his job?

i) Give another word or group of words with the same meaning as the bold words in the conversation.

i) Scholarship
ii) Retired
iii) Loan

WRITTEN EXERCISE 39 Passage 4

Read the following passage carefully and answer the questions that follow in full sentences:

The vehicle in which we were travelling was in quite a good condition, except for its tyres. A few minutes after leaving the DC's office at Kotido, we had the first puncture. It was a small puncture and so after spending slightly more than twenty minutes at the nearest petrol station we set off for Moroto. It had rained heavily the night before. We were therefore not worried about dust on the way. However, we had to drive very slowly because there was too much water on the road. We were also interested in watching what the Karamajong people were doing that morning.

When it rains in Karamoja, the Karamojong get busy with cultivation. We saw them really busy in their gardens. Some were ploughing. It is their custom that men hold the plough and the women drive the oxen. Others were busy digging using hoes with long handles. In some villages we saw groups of men seated under trees. It seemed they were discussing something. They were seated on their one-legged stools. I have not seen this type of stool in any other part of Uganda.

After midday we reached Kabong junction, which is found on the Moroto-Kotido road. It had not rained in this place. We drove for fourteen miles without meeting any person or vehicle. On either side of the road, we could observe nothing but forests.

The road was generally good, apart from the sharp small stones that were in the middle of the road. We were afraid of these stones. We had just reached a place where the road bends when we had our second puncture that day. We were very worried. The place was very desolate. We all came out of the vehicle

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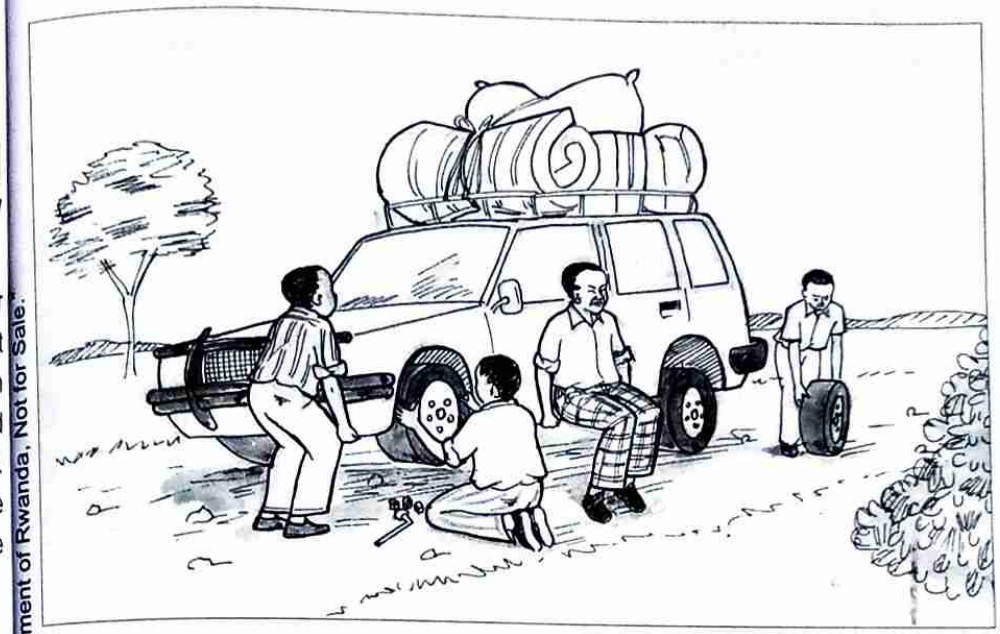
and started helping the driver with replacing the bad tyre. As we bent to lift the vehicle, two men came out of the bush behind us. We were frightened. They greeted us and soon after they joined us in lifting the vehicle.



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Questions

a) When did they get their first puncture?

b) Why were they not worried about dust?

c) What would have happened if they had driven fast?

d) In which season are the Karamojong people very busy in their gardens?

e) Why were they afraid of the sharp small stones?

f) Give another word or group of words with the same meaning as the words which have been underlined in the passage.

i) Puncture
ii) Rained heavily
iii) Junction
iv) Lonely

g) In which way were the two men helpful to the travellers?

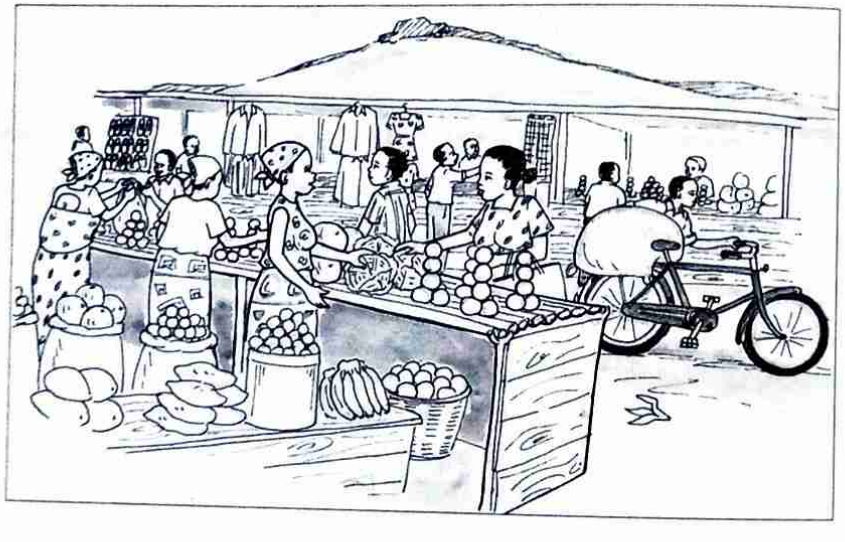
WRITTEN EXERCISE 40

Passage 5

Read the following passage and answer the questions that follow in full sentences.

I stopped my car at the top of the hill and looked down at the scene that lay before my eyes. The small town was bustling with life; it was the day of the big market. Along the roads strode people from the surrounding villages, carrying heavy loads on their heads. Guiding their bicycles through the crowd rode traders ferried their mechandise to the market. None of them was deterred by the clouds of red dust that passing cars and lorries showered over them. They all had one aim, to reach the market as quickly as possible and nothing was going to stop them until they were there.

I left my car and walked down the market. I saw villagers arranging the food they brought to sell, the traders displaying wares, and passengers disembarking from lorries while others were unloading goods from the truck. The noise and the activities increased every minute, and not even the sun's burning heat was able to bring any peace to the scene. There seemed to be no end to the argument between the sellers who were demanding too much money for their goods and the buyers who were offering too little for them. But this was everybody's chance. It had to be taken now, for there would not be another big market for fourteen days.



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Questions

a) Was the town at the top or the bottom of the hill? What tells you that?
b) Why was the town so busy?
c) There were four ways in which people were travelling: Name them.
d) What caused the people on foot or on bicycle to be covered with dust?
e) Why did these people not stop on the way?
f) Where did the author leave his car when he went to the market?
g) Why did the buyers argue with the sellers?
h) What did the author see coming out of the lorries?
i) Why did the sellers argue with the buyers?
j) How often did the big market take place?

WRITTEN EXERCISE 41

Passage 6

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

As soon as a married man becomes ill, friends and relatives are told that they, responsible for his medical care and comfort. He may be taken to a hospital or a medicine man. The wife is particularly worried and does all in her power to help her husband. If all attempts to save his life fail and he finally dies, all his children are asked to come home unless they reside overseas. These sons and daughters come home to pay their last respect to their father.

The wife brushes her hair clean and changes her clothing. Instead of putting on any sort of dress she likes, she is instructed to use black dresses to signify **mourning** for the dead husband. It is a serious **offence** if she is ever seen wearing a cloth which is not black. No matter where she is going, she must put on black dresses. After a period of six months she is allowed to use any colour she chooses.

For the first week following the death of her husband, she remains indoors. Neighbours and sympathisers bring food for her because she is not allowed to cook. If she is not popular she may not get the complete three meals daily. She relies exclusively on the generosity and **benevolence** of her late husband's

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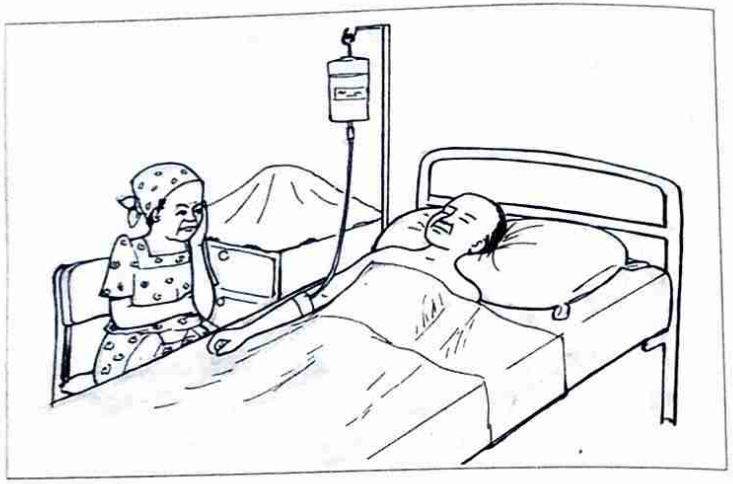
relatives. She does not talk to any man unless such a man comes from either of the two families. At the end of the mourning period she has to decide whether to remarry or not. If she already has children, she may not remarry. In this case if she insists on getting a new husband, one of her late husband's brothers takes her as one of his wives. Generally she is free to remain a **widow**.



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Question 50

a) Who is responsible for the welfare of the sick man?
b) Who of the children would be excused from paying their last respects?
c) For how long does the mourning period last?
d) For seven days after the death of the husband, the wife must____. (complete the sentence) indoors.
e) A widow may not marry if she ___ .(complete it)
f) Why are sons and daughters of the dead man called?
g) What colour of dress must the widow wear?
h) Who brings food for the widow during the first week?
i) To which men can she talk to?
j) Who would marry such a widow?

Give the meaning of the following words as underlined in the passage:

1. Offence
2. Mourning

WRITTEN EXERCISE 42

Passage 7

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

Have you ever jumped onto a lorry for alift when it was raining? A young man did just that last month and he ended up with a broken leg.

This was how it happened. He was walking along a village road in the rain. He saw a lorry passing by and he jumped onto its board for a lift. There was a long narrow box on the board of the lorry and the young man sat on it for some minutes before he realised it was a **coffin**. He then decided to sit on the wet floor of the lorry. As it moved faster and faster, he miserably watched the wet roads, the wet trees, and wet village huts.

Suddenly, he was frightened to see that the coffin was opening slowly and a hand was coming out. Then a voice from the coffin said, "Has it stopped raining yet?" The young man was so frightened that he jumped from the lorry shouting. He fell into a ditch which was by the roadside and he broke his leg. Later, it **turned out** that the man in the coffin was also having a ride in the lorry and had entered into the coffin **to get shelter from** the rain. The young man sued the lorry driver and the man who was hiding in the coffin. The judge decided that it was only bodies that were put into coffins so it was wrong for a person to take shelter in a coffin.

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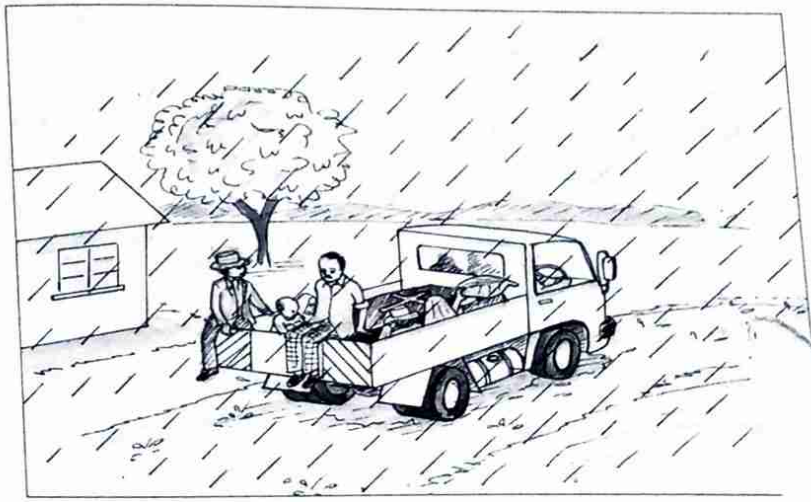

Question 51

a) Why did the young man jump onto the lorry?
b) What happened when the young man jumped onto the lorry?
c) Why did the young man decide to jump off the box?
d) What made the young man very miserable?
e) Why did the young man suddenly get frightened?
f) Who said, "Has it stopped raining yet?"
g) How did the young man break his leg?

Give a word or group of words for the underlined words in the passage without changing their meaning.

h) A lift
i) Turned out
j) To get shelter from
k) Coffin

WRITTEN EXERCISE 43.

Passage 8

Read the poem carefully and answer the questions that follow in full sentences:

This is my home.
This is the land for me.
This is the place where my heart is at rest.
This is the land for all that is best.
Here I am, alive and free.

This is my home, Uganda.
To w[illegible]th mountains, valleys and hills;
Whe[illegible]e deep, dark forests where nobody goes.
Give the [illegible]e thick green swamps where the river Nile flows.
[illegible]e Western lakes, strange and still.

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This is my home, Uganda.
Full of birds flying by.
The crested crane, the eagle and dove.
Spinning their wings to the sky up above.
Music of songs without words.

This is my home, Uganda.
Full of the beasts that God made,
The golden lion and swift -footed deer,
The elephant grey and the dik dik is here,
And the leopard who lies in the shade.

This is my home, Uganda,
Here I was born and will die,
Here is the house that I built with my hands.
Grow fruitful beneath a blue sky.

Questions 52

a) Where does the writer live?
b) What is the writer fond of?
c) How do lakes look like?
d) Name the beautiful birds found in Uganda.
e) What animals are found in Uganda?
f) What colour is the elephant?
g) What is another word for golden?
h) What is the speed of the deer?
i) What do you think "spinning" means in verse three?
j) What was the nationality of the writer?

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WRITTEN EXERCISE 44 Passage 9

Read the following passage carefully and answer the questions that follow, in full sentences.

My name is George Ayela. I was born at Omiya Anyima. My father was employed as a teacher in the Ministry of Education in Kitgum town. My mother and father died when I was 11 and 13 years old respectively. My uncle Raphael Otto came from Northern Uganda to Kampala and adopted me as his own son. He was single and well known in the capital as a successful engineer and a keen student of technology. For several years, I lived happily with my uncle, and on his death, which happened four years ago, he left me his entire fortune, amounting to eight thousand pounds. I was then twenty two years of age and greatly interested in music. On my uncle's death, I returned to home town and started business as a florist.

Questions:

a) What was the writer's name?
b) In one word, give the father's occupation?
c) From Kitgum in what direction is Kampala?
d) What relation was George to his uncle?
e) What is another name for "a single man"
f) What is technology?
g) What do we call a boy whose father and mother are dead?
h) How many years did George stay with his uncle?
i) What was George's home town?
j) What age was George when he wrote this passage?

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WRITTEN EXERCISE 45

Passage 10

Read the following passage carefully and answer the questions that follow in full sentences

Any visitor who arrives at our village will quickly see a big rock on the eastern side. This is the **famous** Tipitip rock.

When my brother Sam and I were small boys, we used to talk a lot about Tipitip. We were quite sure that each night, the sun **went to sleep** on the other side of the rock. Then very early in the morning each day, it would wake up before small boys like us had woken up. It would then rise above this rock and show itself to all of us before going back again to its place for the daily night's sleep. Sam was five years and I was one year older at that time.

One day, we **planned to climb** the Tipitip rock at night time, so that we should see exactly where the sun slept. We had to wake up **at dawn** or sometime before dawn. We didn't tell anybody about our plan; not even Pake, the herdsman, who shared the hut with us. Pake was always drunk each night. He could sleep like a **log** each night and the earliest time for him to wake up was eight O'clock in the morning.

Our plan failed three times, because one of us was not able to wake up at the right time. Then one night, we decided that we tie Sam's right leg and my left leg together before we both fell asleep. He thought this would keep me awake during the night. For a number of hours I felt so uncomfortable that I had to untie our legs. We were no longer interested in waking up very early. We continued to sleep. After sometime, however, I woke up. I was uncomfortable again. Sam had urinated on the whole surface of our sleeping mat. I sat up and shook him. I was annoyed. Sam and I opened the window. There was some light outside. I could see trees clearly.

"Let us go and climb the rock you bed-wetter," I whispered to Sam. "All right," he answered humbly.

We opened the door carefully and went out, Pake was still fast asleep. We passed behind our parents' main house and followed the path on the eastern side of our compound. As soon as we had gone nearly twenty metres away from the mango tree, we saw a strange and huge person. He was dressed in rugs. He stood there and looked at us. We immediately turned back and ran as fast as we could to our hut.

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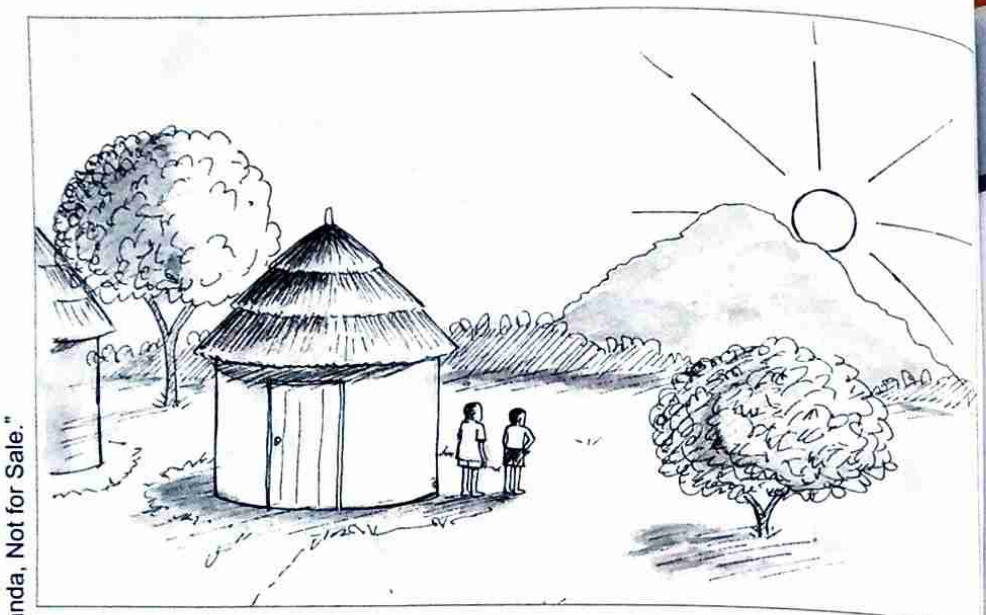

Questions:

a) What is the name of the rock?

b) How old was the writer?

c) What did the two boys want to do?

d) Why do you think they didn't tell anybody about their plan?

e) Was the writer happy with his brother?

f) Why did they open the door carefully?

g) What type of person was Pake?

h) Why did the writer wake up at that time?

i) Give another word or group of words with the same meaning as:

   i) Famous

   ii) went to sleep

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Chapter 30 WORD ORDER AND SENTENCE ORDER

Use: **Word order** means arranging words correctly so as to give good and clear sentences.

e.g. To, was, he, told, come, early.

This group of words doesn't make sense as they stand in that position.

We need to arrange them so as to make a sentence.

So first **we** arrange the words according to the groups we usually put them in their sense.

- He was
- told to
- come early He was told to come early

SENTENCE ORDER:

This means arranging sentences correctly so as to give good meaning to a full story. e.g.

1. To collect teachers' salary.
2. He went to Kampala one day.
3. He was attacked by thieves.
4. On his way home.
5. Who stole the whole amount.
6. He escaped death narrowly.
7. John was a good headmaster.
8. He was well known by many people.
9. Immediately the policeman came.
10. He made a very loud alarm.

Sentences in their good order

1. John was a good headmaster.
2. He was well known by many people.
3. He went to Kampala one day.
4. To collect teachers' salary.
5. On his way back home.

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6. He was attacked by thieves.
7. Who stole the whole amount.
8. He made a very loud alarm.
9. Immediately the policeman came.
10. He escaped death narrowly.

WRITTEN EXERCISE 46

SENTENCE ORDER 1

The sentences below are in the wrong order. Write them out in the space provided below in their correct order to make a good story.

1. They kicked the ball hard.
2. Then, they filled it with water and put the flowers back in it.
3. It knocked down a vase of flowers on a nearby table.
4. It was raining outside.
5. Everyone was surprised, but the two boys looked ashamed of themselves.
6. Tonny and his brother were playing football inside their house.
7. While the family was having dinner, water started flowing through the cracks in the vase.
8. The vase was smashed into four pieces.
9. Quickly the two boys glued the pieces of the vase together.
10. From then on, the two boys learnt to be more careful.

WRITTEN EXERCISE 47

SENTENCE ORDER 2

The sentences below are in wrong order. Write them out in the space provided below in their correct order to make a good story.

1. The main road from Kampala to Jinja crosses a big concrete dam.
2. It was built more than fifty years ago to control the water of the Nile as it flows out of the lake.
3. It is near Lake Victoria.
4. This Dam is nearly 3/4 km long 50 metres high.
5. It is the Owen Falls Dam on the river Nile.

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6. It is also used for lighting streets and houses.
7. The electricity is sent by copper wires to many parts of Kenya and Uganda.
8. At the dam there is a power station which makes electricity.
9. It drives machines in factories.
10. From all these we can see that electricity is very useful.

WRITTEN EXERCISE 48.

SENTENCE ORDER 3.

The sentences below are in the wrong order. Put them in the right order and make a good story.

1. My father gave it to me.
2. It is about a man wrecked on an Island.
3. James asked Bob what he was reading.
4. What is it all about?
5. Is it an interesting book?
6. Oh, yes, it is .
7. Who gave you that book?
8. Shall I borrow it, please?
9. "Iam reading Robinson Crusoe," said Bob. .
10. Certainly, I will lend it to you.

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WRITTEN EXERCISE 49 SENTENCE 4

The sentences below are in the wrong order. Write them out in CORRECT ORDER so that they make a good story.

1. She wished she had been given enough money for both items.
2. It was not easy.
3. The other day, Christine was sent to the market to buy some tomatoes.
4. Why she did so, nobody could tell.
5. Upon reaching there, she found the place full of sellers and buyers of different things.
6. She decided to buy the ones which were being sold by a very old woman.

7. All the same, she decided to select the best tomatoes to buy.
8. Every seller of tomatoes wanted her to buy hers.
9. She went to a corner where there were tomatoes and onions.
10. Some were even trying to pull her.

WRITTEN EXERCISE 50 SENTENCE ORDER 5

The following sentences are in wrong order. Arrange them correctly to make up a story.

1. Having found the teacher in the classroom, I feared to enter.
2. First I swept the room.
3. Time went on until it was discovered that I was missing for the lesson.
4. She was preparing breakfast.
5. Today, I woke up at seven O'clock in the morning.
6. Next I went to bathe.
7. It took us more than half an hour to reach the school.
8. After my bath, I had breakfast with my sister, Mary.
9. Then I helped my mother in the house.
10. After finishing the meal, we put on our school uniform and left for school.

WRITTEN EXERCISE 51 SENTENCE ORDER 6

Arrange these sentences in the correct order to make a meaningful story:

1. Moses screamed.
2. The snake was really big.
3. Isaac and Moses were friends.
4. One day last week.
5. Luckily enough Mummy was passing by.
6. The two children were playing football.
7. After seeing a snake,
8. Mummy killed the big snake.

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WRITTEN EXERCISE 52 SENTENCE ORDER 7

The sentences below are in wrong order. Re-arrange them so that they can form a good story.

1. He was bleeding all over and his clothes were badly torn.
2. I do hope he got better after sometime.
3. Many people were looking at him shaking their heads while others were giving him first aid.
4. He had fallen off his bicycle.
5. It was early on Thursday morning last week.
6. I kept on thinking and dreaming of the accident the whole day and night.
7. He looked dead and besides him was a damaged bicycle.
8. As I was walking to school, I saw a man lying on the ground.
9. An ambulance was sent for from the nearest hospital and his friends accompanied him to the hospital.
10. Having been knocked by a fast running car.

WRITTEN EXERCISE 53 SENTENCE ORDER 8

The sentences below are in wrong order. Write them in the correct order to make a good story.

1. Then they visited the jute and fertiliser factories.
2. On their way, the children wrote interesting things in their diaries.
3. On the 6th June, they set off for Tororo.
4. Back into the classroom, the monitor informed the teacher of their decisions.
5. They were soon seen off by the whole school.
6. They decided that visiting Tororo was better than visiting the Zoo.
7. The P.7 pupils met under a tree to discuss where they could go for a trip.
8. After discussing the matter they agreed to pay Shs. 400 each.
9. Finally they thanked the officials for allowing them to visit their factories.
10. They first visited the Uganda Cement Industry (UCI).

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WRITTEN EXERCISE 54 SENTENCE ORDER 9

Re-write the following sentences in their correct order to make a good story.

1. On the agreed date we travelled to their school.
2. We met them first and exchanged greetings.
3. They accepted our request.
4. We then walked to the field which was near to where we exchanged greetings.
5. The match ended in our victory.
6. Their Gamesmaster then organized his team ready to challenge us.
7. We requested our neighbouring school for a friendly match.
8. We then returned to our school singing victory songs.
9. Lastly, each of us went to his own home.
10. We played carefully and tactfully then.

WRITTEN EXERCISE 55 SENTENCE ORDER 10

The sentences below are in the wrong order. Write them in the correct order to make a composition about SCHOOL HOLIDAYS.

1. Without it, it may not be possible to do any job well.
2. The second and third term holidays are each longer than the first.
3. Every living creature needs some rest.
4. The one who has enough rest before the examinations usually scores high marks.
5. At the end of every school term, pupils are happy.
6. A pupil whose brain is very tired cannot pass his examinations.
7. This is so because they are soon going for holidays.
8. None of them is however shorter than two weeks.
9. It is important that both teachers and pupils are given enough time to rest.
10. There are always three holidays in a year.

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Chapter 31 INTERPRETATIONS

Uses:

i) Inrepretation is the telling or explaining the information found on the diagram, graphs, maps, figures e.t.c.

ii) It trains quick recognition of various items put for explanation or interpretation.

iii) It trains the mind for information finding.

Skills required for the work:

i) You need to have a quick look at the drawing for a few minutes to get a rough idea of what it is about. (i.e information on the drawing)

ii) Read the general instructions on what you are asked to do.

iii) Make a thoough study of the questions that follow.

iv) Find out what is required to answer the questions about the drawings adequately.

v) Answer the questions in correct and clear English i.e in proper tenses, punctuations, full stops, comma, capital letters, exclamation marks e.tc.

vi) Avoid doing work in a hurry. This leads to doing careless work.

vii) Read through your answers again to make sure you have done the right thing expected and also make sure you have not left out any careless mistakes to spoil your good answers.

WRITTEN EXERCISE 56 INTERPRETATION 1

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

a) How many squares are there to the right of the long line?

b) How many triangles are there to the left of the long line?

c) How many circles are there to the left of the long line and under the short thin line?

d) How many circles are there above the thick line?

e) How many circles are there above the thick line and to the right of the long line?

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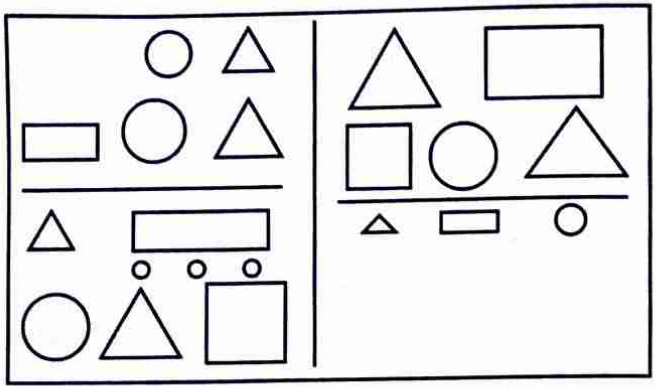
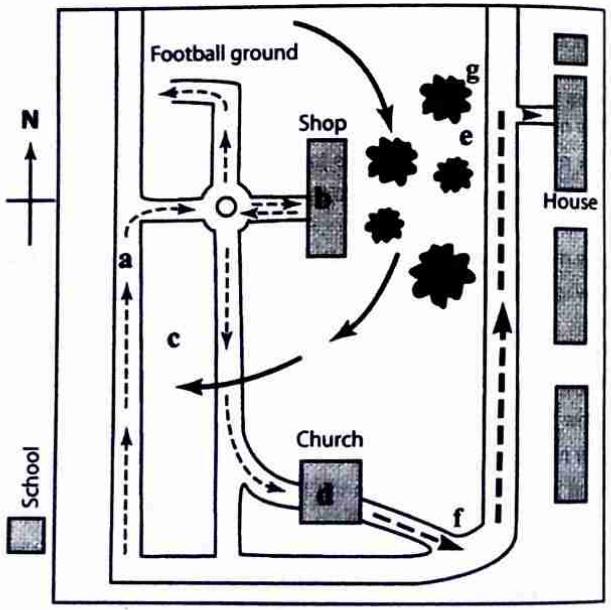
f) Which line is nearest to the biggest square?
g) How many more circles are there to the left of the long line than there are below the thick line?
h) How many more triangles are there to the left of the thick line?
i) What is the figure between the long line and the square below the thick line?
j) What are the figures to the left of the square under the short thin line?
k) What is the figure between the long line and the square?



WRITTEN EXERCISE 57 INTERPRETATION 2

The map below shows Musoke's journey to his uncle's house in Mityana Town. Study it and answer the questions that follow in full sentence.



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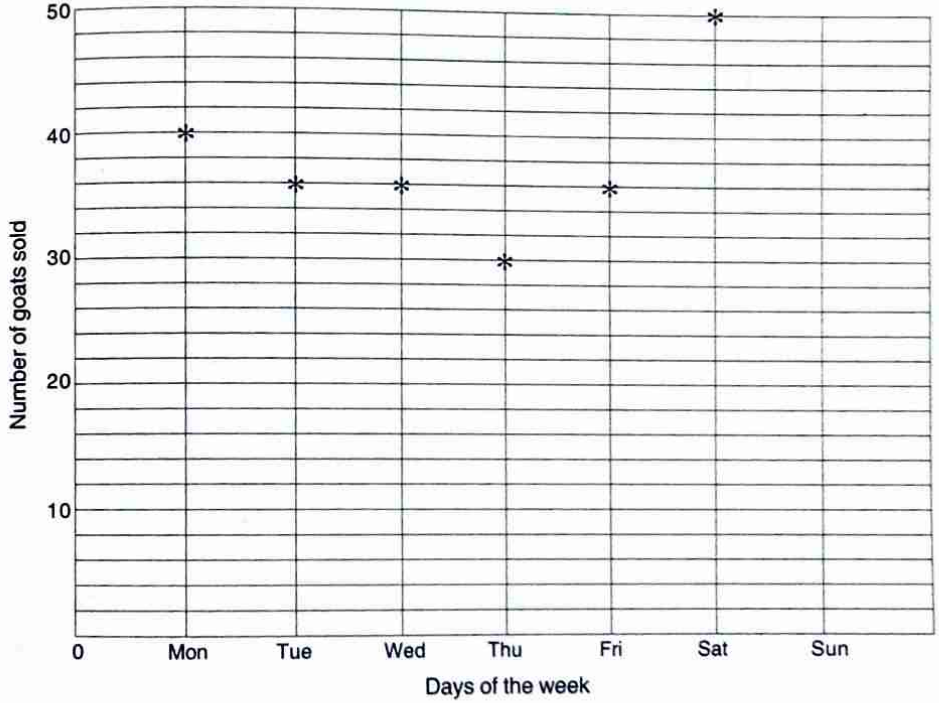
Questions

a) Where did Musoke start his journey from?
b) What does he do at point marked a?
c) Musoke enters the shop, doesn't he?
d) Which place does he go to after leaving the shop?
e) Before reaching point d, where does Musoke pass?
f) What does Musoke do at the road before reaching point d?
g) Why do you think Musoke enters the church?
h) After coming out of the church, what does Musoke do at point f?
i) Why do you think Musoke stops at point g?
j) How does Musoke's journey end?

WRITTEN EXERCISE 58 INTERPRETATION 3

Study the graph below carefully and answer questions about it. The graph is about Bongole's sale of goats in a week.

Bongole's sales of goats in a week.



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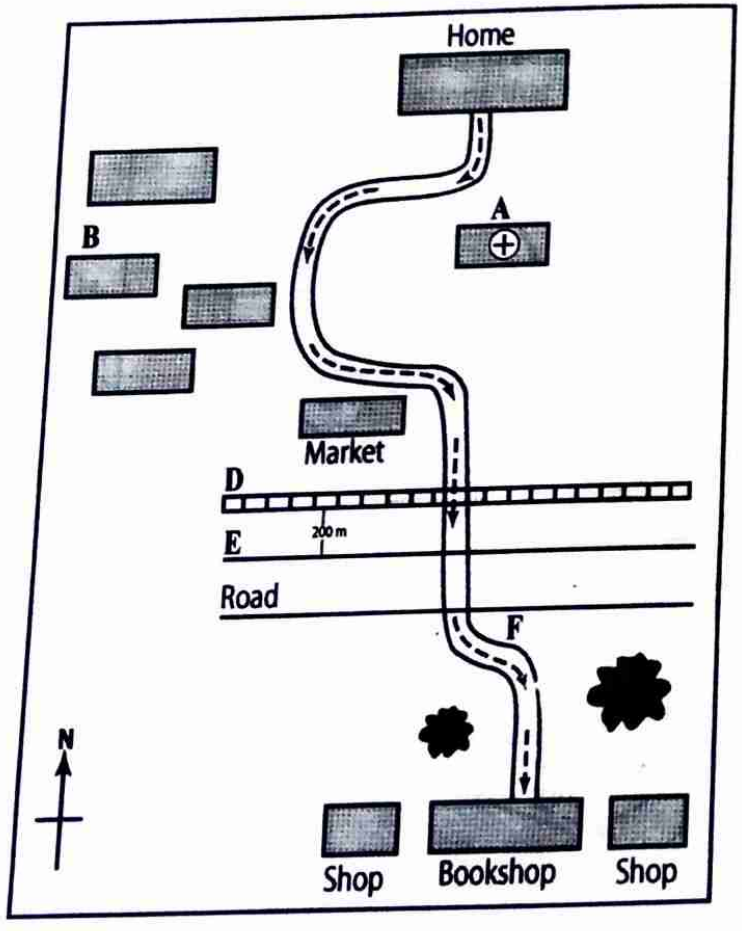
Questions

a) On which day of the week did Bongole sell most goats?
b) On which day of the week did he sell the least?
c) Find 40% of the goats sold on Thursday?
d) On which days did he sell the same number of goats?
e) On which day did he not sell any goat at all?

INTERPRETATION 4

The map shows a journey which Mutebi made to CapeTown Bookshop to buy a book. Study it carefully and answer the questions that follow in full sentences

Mutebi's journey to Cape Town Bookshop.



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WRITTEN EXERCISE 59 INTERPRETATION 4

The map on the previous page shows a journey which Mutebi made to Cape Town Bookshop to buy a book. Study it carefully and answer the questions that follow in full sentences.

Questions

a) After leaving home, which direction does Mutebi take?
b) What is the use of the building lebelled A?
c) When Mutebi turns Eastwards how many houses does he see at B?
d) Does Mutebi pass through the Market?
e) What is Mutebi likely to meet moving along the railway line marked D?
f) After crossing line D, how far does Mutebi walk before reaching point E?
g) What does he do at point labelled F?
h) Where does Mutebi pass before reaching the Bookshop?
i) Why do you think he entered the Bookshop?
j) What do you think Mutebi will do after leaving the Bookshop?

WRITTEN EXERCISE 60 INTERPRETATION 5

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

Kato's shop			Opolot's shop		
Amount	Items	Cost shs.	Amount	Items	costs (shs)
1 crate	Pepsi cola	1,000	1 bottle	Pepsi cola	45
1 gross of 144	Exercise books	1,400	1 book	Exercise books	13
1 dozen	Ball pens	1,200	1 pen	Ball pen	13
1 carton of 24 tins	Blue band	1,200	1 tin	Blue band	52
1 dozen	Buscuits	360	1 pkt	Biscuits	30
1 Box	Matches	40	1 pkt	Matches	5
			1 pkt	Tea leaves	

Questions

a) What type of trader is Kato?
b) What kind of trader is Opolot?

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c) What is the cost of a dozen of packets of biscuits in Kato's shop?
d) How much more money would Opolot get than Kato if he sold one dozen biscuits?
e) If you wanted a cheaper tin of blue band, where would you go?
f) If one wanted ten crates of Pepsi Cola at a lower price whose shop would he go to?
g) Which item will Opolot sell but Kato does not?
h) Which item will Oketa buy from either shop for his birthday party?
i) How many items are there in a gross?
j) If Kato sold three dozens of books, how much money would he get?

WRITTEN EXERCISE 59 INTERPRETATION 6

Study the morning time table correctly and answer the questions in complete sentences.

Time	9.30 9.40	9.40 10.00	10.00 10.45	10.45 11.00	11.00 11.15	11.15 12.00	12.00 12.30	12.30 1.00
Mon Tue	Regn. Regn.	Assem. Assem.	Maths Maths	Lunch	Lunch	Hist Geo	Games R.E	Playing Time
Wed	Regn.	Assem.	Maths		Eng	Scie	Break	
Thur	Regn.	Assem.	Eng		Eng	Scie		
Fri	Regn.	Assem.	Eng		Scie	R.E		

Questions

a) How long is a mathematics lesson?
b) How many English lessons are there?
c) When does Geography lesson begin?
d) How many subjects are taught?
e) Which subjects are taught in the early mornings?
f) How long is the play time break?
g) What time is the play time on Monday?
h) Suggest what the headmaster tells the children during the assembly?
i) How many times does the school assemble in a week?
j) Suggest two activities taught during games?

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Chapter 32

ADVERTISEMENT - POSTERS AND NOTICES

Uses: **A poster is** a type of notice and it is usually printed in big coloured letters. They are always pinned on trees, fixed on walls, pinned on office notice boards etc

E.G. DISCO DISCO DISCO
PLACE: JEZA MAIN HALL
DATE: SATURDAY 18/08/90
TIME 8.00 PM TRANSNIGHT
FEE: LADIES SH. 500 GENTLEMEN 1,000/-
DOUBLE SHS. 1,000
COME ONE COME ALL! DON'T MISS.

POINTS ABOUT POSTERS:

i) They are written in **big letters** so that they can easily be read from a distance.
ii) They are written in **words** only not in sentences.
iii) They are supposed to be read quickly and understood quickly.

NOTICES:

Uses: Notices are used to give much information in very few words. You need to know how to interpret information from notices. A notice is news or a warning or information or an announcement. They are put or pinned on office notice boards, school notice boards on the main roads and at the markets.

E.G.

ALL SCHOOL PUPILS MUST BE IN
UNIFORM DURING SCHOOL HOURS
M.O.O
HEADMASTER

TRAFFIC NOTICE
ROAD CLOSED

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POINTS ABOUT NOTICES:

i) The information is given in short i.e. in a few sentences or in a few words.

ii) Capital letters are used throughout.

iii) The heading is given to show that it is a notice or for whom the notice has been written.

iv) The person giving the notice sometimes puts his or her initials e.g. M.O.O or full names or the title (headmaster) at the bottom of the notice.

v) Every word is important.

vi) Some information may not be written in full sentence.

e.g. BE PUNCTUAL, ROAD CLOSED, STOP, KEEP LEFT, SCHOOL SKILLS TO THE APPLIED (TECHNIQUES)

WRITTEN EXERCISE 62 POSTER 1

Read the following poster carefully, and answer the questions about it in full sentences.

STUDIO FIVE
Presents
THE FAMOUS FIVE
A high standard live music presentation by
Guest artists
From Italy and Germany
LIVE ON STAGE
at
Neeta Cinema
Date: 9th, 10th, 11th, July 2001
Time: 2.00 p.m. and 4.30 p.m. each day with a break of 15 minutes between each show.
Tickets at STUDIO FIVE
City Pharmacy, Kampala Road.
COME AND **WITNESS** A NEW FEELING OF ELECTRONIC. SOUND.

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Questions:

i) Who has put up this advertisement?
ii) What kind of performance will it be?
iii) Where have the artists come from?
iv) Where will the BIG FIVE put their show?
v) Who will be the participants?
vi) On how many days will the show be presented?
vii) Where will the tickets be sold?
viii) How long will each show last?

For the bold words in the poster write a word or group of words which means the same.

ix) Presents:
x) Witness:

WRITTEN EXERCISE 63 POSTER 2

Read the following poster carefully and answer the questions in full sentences.

CINEMA CINEMA
FILM FILM FILM
HANDS AND BRAINS
PLACE: JEZA MAIN HALL
DATE: SUNDAY, 26/08/2001
TIME: 2.00 P.M.
FEE: ADULTS -1,000/- ONLY
CHILDREN 500/- ONLY
COME ONE COME ALL
DON'T MISS IT !!!

Questions:

i) What is the name of the film?
ii) Write in full the date on which the film will be shown?
iii) Why do you think that the film will be shown on that day?
iv) Name the three marks put at the end of "Don't Miss it !!!"

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v) What is the fee for a couple of adults?
vi) Give the day for the cinema.
vii) In which month of the year is the film going to be shown?
viii) What is the fee for a couple who are children?
xi) Give another name for the word "film".
x) At what time of the day will the film be shown?

WRITTEN EXERCISE 64 POSTER 3

Study the poster below carefully, and answer the questions that follow in full sentences.

THE NATIONAL THEATRE
PRESENTS
LONDON BUBBLE THEATRE
with a play
"Macbeth"
Beginning this weekend on.
Friday, 20th - 2.00 p.m. - 5.00 p.m.
Saturday, 21st - 10.00 a.m. -1.00/2.00 -5.00 p.m.
Sunday, 22nd - 10.00 a.m. -1.00/2.00 p.m. -5.00 p.m.
ENTRY FEE 1,100/- per head.
Tickets are available at the Box -Office.
Hurry to avoid disappointment.

Questions:

a) On how many days are the shows?
b) How long will the show take on Friday?
c) In which theatre will the show be staged?
d) What is a box office?
e) What is the main feature of the show?
f) Give the name of the group of actors which is going to perform in the show.
g) If you don't want to be disappointed what should you do?
h) How many shows will be staged each day from the 21 st to the 22nd?

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i) From which country is the group of performers?
j) Give a word from the poster which is the same as "each person".

WRITTEN EXERCISE 65 NOTICE 1

Read the notice carefully and answer the questions that follow in full sentences:

POLICE NOTICE
ALL DOG-OWNERS MUST
LEAD THEIR DOGS TO THE
DISTRICT VET. OFFICE
FOR VACCINATION WITHOUT FAIL

Questions

1. Who has written this notice?
2. How must the dogs be taken to the District Veterinary Office?
3. Why should the dogs be taken to the Veterinary office?
4. What do the words "without fail" mean?
5. Who should take the dogs to the District Veterinary Office?
6. What does vaccination mean?
7. Who is the doctor for the dogs?
8. What does the word "owners" mean?
9. Why should dogs be vaccinated?
10. Give another word for the word "Lead".

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WRITTEN EXERCISE 66 NOTICE 2

Study the notice carefully and answer the questions that follow in full sentences.

ALL SCHOOL PUPILS
MUST BE IN UNIFORM
DURING SCHOOL HOURS
M.O.O.
MARSHALL OTINGA OBONYO
(HEADMASTER)

Questions

a) When are pupils to be in school uniform?
b) Who are informed in the notice?
c) Whose initials are on the notice?
d) Why should pupils be in school uniform?
e) Who is responsible for buying school uniforms?
f) What do the words "school uniform" mean?
g) On what board is such a notice commonly found?
h) Who are school pupils?
i) What are the initials of the person who wrote the notice?
j) What is the title of the writer?

ADVERTISEMENTS

Uses:

i) Advertisements are used for giving brief information about something.
ii) They are usually fixed in public places, in buses, on the walls, on lorries, written in newspapers and in magazines, or they can be shown on television, or announced on radio.
iii) Advertisements are generally longer than what is found on posters Advertisements can be funny!

e.g. Advertisements for trade:

a) _____

TOYOTA CAR FOR MODERN MAN!
TOYOTA YOUR CAR!
HIS CAR!
OUR CAR!
THE CAR FOR MODERN MAN!
FOR SPECIAL INFORMATION
AND A SPECIAL PRICE FOR YOU!

b) _____

Advertisements for Jobs

_____

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GULU DISTRICT ADMINISTRATION

Applications are invited from suitably qualified candidates for the following jobs.

1. A watchman.

Qualifications: Primary Leaving Certificate.
Age: should be between 19 and 23 years old.
Applicants should be able to speak English, Kiswahili, and Luo perfectly.

The Secretary,
District Service Committee,
P.O. Box 1,
GULU.

Points about advertisements:

i) They are written in a number of words and in complete sentences.
ii) Their aim is to make sure that the reader easily understands what has been written.

WRITTEN EXERCISE 67 **ADVERTISEMENT 1**

Read the following advertisement carefully and answer the following questions in full sentences.

GONDOLA _____
AUTO SPARES

_____

MOTOR SPARES AND ACCESSORIES
Dealers in all types of NISSAN DATSUN
ISUZUTOYOTA
PARTS AND ACCESSORIES
CONTACT US ON ...
NAKIVUBO GREEN OFF
SOUTH STREET
PLOT 34
P.O. BOX 6392 KAMPALA

_____

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Questions:

1. What is the name of the company?
2. What is the company dealing in?
3. How many types of vehicles does the company deal in?
4. Mention all the types of vehicles whose spare parts the company sells?
5. If one wants to buy one of the vehicles, where does he go?
6. Which country do you think manufactures those vehicles?
7. In which town is their shop available?
8. On which street of the town can I find the shop?
9. Give another word for "Deals".
10. What does motor spares and accessories mean?

WRITTEN EXERCISE 68 ADVERTISEMENT 2

Read the following advertisements carefully and answer the questions that follow in complete sentences.

TOYOTA CAR!
YOUR CAR!
HIS CAR!
OUR CAR!
THE CAR FOR MODERN MAN!
COME TO OUR SHOW ROOM!
FOR SPECIAL INFORMATION
AND A SPECIAL PRICE FOR YOU!

Questions:

a) Who advertised the car to the people?
b) What is a show-room?
c) What do you understand by the word "our car"?
d) Give another word for "his car".
e) Give another word or group of words for "your car"
f) What does the expression "Modern Man" mean?

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g) Give another word or group of words for the word "PRICE".
h) Which country do you think makes "Toyota Cars"?
i) Name the marks used in the advertisement.
j) What does this mark " " show to the reader?

WRITTEN EXERCISE 69 ADVERTISEMENT 3

Read the following advertisement carefully and answer the questions that follow in full sentences.

GULU DISTRICT ADMINISTRATION

Applications are invited from suitable candidates for the following job:
A Watch man

Qualification: Primary Leaving Certificate
Age: Should be between 19 and 23 years old.
Applicant should be able to speak English, Kiswahili,
and Luo fluently.
All applications should be sent to
The Secretary,
District Service Committee
P.O. Box 1,
GULU.

Questions

a) Who advertised this vacancy?
b) What is the required standard of the applicants?
c) For what job was the application?
d) How many languages should the applicant know?
e) Who should receive the application?
f) What should be the maximum age of the applicants?
g) Shall I be accepted if I know English, Kiswahili and Luo fluently, when I am 17 years of age?
h) Who will be the chairman of the interview?
i) Give another word or group of words for
(i) Suitable: (ii) Fluent:

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Chapter 33 LETTER WRITTING

Uses:

There are two different kinds of letters; the social letters and the Business letters or otherwise known as informal and formal letters respectively.

SOCIAL LETTERS.

A social letter is written to members of your family or close friends. There are a few rules to follow: Normally you put your address at the top right hand corner of the paper and the date follows. Then begin with, Dear Mary, or Dear Mother, Dear Cousin, etc. You use the name by which you usually call the person. This part of the letter is called a **salutation or greeting.**

Then you go on writing as interestingly as you can, sharing experiences and giving your news. You may write briefly or at length. This part of the letter is called **THE BODY OF THE LETTER OR CONTENT.**

You would end with "Yours sincerely" for someone older than yourself whom you do not know very well or for whom you have respect.

With close friends and family members you can end exactly as you wish. This part of the letter is called a **CONCLUSION. Thus a letter is divided into five parts.**

i) Address
ii) Date
iii) Greetings or salutations
iv) Body
v) Conclusion

POINTS TO REMEMBER WHEN WRITING A PERSONAL LETTER.

1. The writer's address should go in the top right hand corner of the paper and a comma applied at the end of each line except the last which has a full stop.

Jeza Boarding Primary School,
P.O. Box 24008,
KAMPALA.
15th August, 2001.

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NB: Do not include your name with the address. The name of the country is included in the address only when the letter is being sent outside the country.

2. **The date** should be written immediately under the address after leaving a gap of one or two lines. Alternatives for writing the dates are:
   a) 15/8/90
   b) 15th August, 2001
   c) August 15 2001.
   d) August 15th 2001.
   e) 15.08.2001
3. **The salutation** is put at the beginning of a line after a gap of one line or two lines and followed by a comma, e.g. Dear John. For people whom one knows very well we can use the form "My dear John", and for close relations, "My dearest John".
4. **The main body of the letter** will depend on the person it is being sent to. Remember that letter writing is similar to conversation, so we should adopt the style we should use if we are talking to the person, we are writing to. Don't use unnecessary expressions like "I am glad to write to you this letter" "I hope you are well, as I am" and "well, I will close now." Personal letters are generally intended for the exchange of ideas.

Useful phrases for personal letters.

When writing personal letters you may find the following phrases useful.

- Many thanks for your letter.
- I'm very sorry not to have written before.
- I apologise for the delay in writing.
- It was good to hear from you again.
- I was glad to hear that.
- I put off writing to you until...
- I should be grateful if you would
- It was very kind of you to take the trouble of
- I look forward to hearing from you.
- Just a few lines to let you know.

Good phrases for ending:

Give my regards to
With best wishes
With all good wishes

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5. **The ending of the letter conclusion** is written in the middle of the page, a line or two below the last line of the main body of the letter.

For personal letters, you may use the following: -Yours sincerely, -Yours,

- Yours ever,
- Yours affectionately,

For official letters, you may use the following:

- Yours faithfully,
- Yours sincerely,

BUSINESS LETTERS:

A business letter must be formal. The accepted set up form of layout must be used.

Points to remember when writing a business letter.

a) The writer's address and the date should go in the top right corner of the paper. Each line of the address must have a comma except the last which has a full-stop.

b) The name and address of the person to receive the letter should appear on the left hand side of the paper next to the margin one or two lines lower than the date. The reason for including the name or position and address of the person to receive the letter is that a business letter can be considered a legal document and there should be no doubt about whom it is intended for. The letter may be taken out of its envelope by the clerk, and if there is no indication on the letter itself of the person it is addressed to, there may be confusion.

Jeza Boarding Primary School,
P.O. Box 2400̀8,
Kampala.
15th August, 2001.

The Principal,
Buloba Teachers College,
P.O. Box 7004,
Kampala.

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2. **SALUTATION:** In the salutation the letter should begin:

Dear Sir, or Sir, or Dear Sir/Madam -this is used when one is not sure whether the person who holds the position is a man or woman. Dear Sirs, this is for the company or a group of people.

3. **THE MAIN BODY OF THE LETTER:**

The main body of the letter does not contain formal and meaningless English. We should aim to write clear and simple English.

DO NOT USE EXPRESSIONS LIKE:	USE THE FOllOWING
I beg to inform you	I wish to inform you
Your communication	Your letter
Yours of 21 st instance	Regarding your letter of 21 st Sept. 2001
Your obedient servant	Yours faithfully,

4. **THE ENDING OF THE LETTER:**

The standard forms are:

Yours faithfully,

Yours truly,

Yours sincerely, can also be used.

5. THE SIGNATURE:

The signature should be of course neat and legible and the usual one you always use.

WRITTEN EXERCISE 70, LETTER WRITING 1

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

St. Peter's Primary School,
P.O. Box 4,
Lira.
31-10-2001

Dear Mother,

I was glad to get your letter yesterday. I read it after the morning

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class but it made me feel very homesick. It seems ages to the Christmas holidays, when I shall be able to come home. It was much nicer when I was at the day school and could come home every afternoon.

I hate being here. The bigger boys are always bullying us at night. The teacher only comes around to see all lights out, so he knows little about what happens afterwards. I don't like the teachers. They make you work all day and cane you for every fault. Most of the boys are rude, I like only two or three of them.

Please, ask Dad to put me into my former school again. I should be much happier there.

From your loving son,
Akilimingi Musoke

Questions

a) Write the date when the writer got a letter from his mother.
b) What type of Primary school is St. Peter?
c) The writer came to this school on 1st Sept. 2001. How long has he been in this school?
d) Which school does he prefer?
e) Give your reasons for the answer in "d" above.
f) Why don't the teachers know what happens after the lights are out?
g) Why doesn't the writer like the teachers?
h) What type of pupils are most boys at St Peters?
i) What will Musoke's mother tell his Dad?
j) Where does the writer hope to be much happier?

WRITTEN EXERCISE 71 LETTER WRITING 2

Study the letter carefully and complete the blank spaces below with one word.

Jeza Boarding Primary School,
P.O.___ (1) ___ 24008 Kampala
20th August, 2001.

(2) _____ Susan,

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I received your letter last week, and was pleased (3) ___ know that you got a wristwatch as a birthday present. (4) ___ your parents, (5) ___ lucky you are!

Since January 1990, you (6) ___ not visited us at Jeza, (7) ___ is the reason? Don't (8) ___ coming here. Here I (9) ___ sending you my invitation as one of the Jeza Boarding Primary School pupils during the forthcoming Uhuru holiday. I ___ (10) you will not disappoint me.

Yours sincerely,

Edward Mutebi

LETTER WRITING 3 WRITTEN EXERCISE 72

Re-arrange the following sentences in their right order so that you end as Rebecca's letter to her aunt Rose.

1. Thank you very much for the good time I had with you in Mombasa.
2. On top of the above thanks, I am sending to you this small ring as a sign of my appreciation.
3. And lastly I wish you all God's blessing.
4. Greet all my cousins especially Sarah.
5. P.O. Box 2264 Bombo (Uganda).
6. 11th July, 2001,
7. Your affectionate niece.
8. Dear Aunt Rose.
9. I am pleased to be able to write this letter to you.
10. Ndejje Primary School.

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Chapter 34

FREE COMPOSITION OR ESSAY WRITING SKILLS

INTRODUCTION

A student writing a composition or an essay has two major problems: What to say, and how to say it. In a free composition or an essay writing, he has to invent the ideas (plan) and also find suitable language for expressing them (theme). When the student first begins writing compositions or essays in a foreign language, this double task usually produces compositions or essays which are full of mistakes. It is a burden to the teacher to correct them, and this can cause discouragement for the student to see the mass of corrections.

The solution to avoid this burden and discouragement is to have some hints on good writing; try always to develop one's vocabulary and also acquire a command of grammatical structure that is essential for writing a good composition or essay.

Therefore, the aim of this chapter is to try to help and train the student or pupil to write easily and pleasurably good interesting compositions and essays within the time limit using their knowledge of the language. Learn the hints thoroughly well and let them stick permanently in your mind.

COMPOSITION WRITING BACKGROUND

By "composition" we mean a means of communication or communicating with other people, either by **speech or writing.**

Composition also implies the putting together of thoughts selected as relevant to the meaning or message we want to convey. To express ourselves clearly and effectively, we must, therefore, make the right choice and use words and acquire skills in the construction of sentences, paragraphs and whole compositions.

Oral composition or public speaking:

This is the expression or communication by means of speech.

Written composition or Essay and speech Writing: These are expressions by means of writing.

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Thus:

Composition, like any art, is generally governed by established rules of **grammar** and the principles of **rhetoric.**

Grammar:

This is the science that deals with the **forms** or formation and **construction of** words.

Rhetoric:

This deals with the study and mastery of the principles governing the clear, forceful, and elegant expressions of thought.

Composition:

Becomes, therefore, the expression of what we have to say in accordance with the rules of grammar and principles of rhetoric.

KINDS OF COMPOSITIONS:

There are four main types of compositions:

(a) **Narration:**
This involves recounting an experience, relating an incident, or retelling a story, real or imaginary.

(b) **Description:**
This means representing vividly a scene, an object, a person, a mood, or an expression that has interested us. This could be imaginary.

(c) **Exposition:**
This involves an attempt to explain something.

(d) **Argument:**
This involves an attempt to convince other people and make them believe as we do, so that they may believe or act as we desire them to do.

UNITS OF COMPOSITION:

The whole composition (the largest expression) is made of units

(a) The word.

(b) The sentence.

(c) The paragraph.

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Chapter 35

ESSENTIALS OF EFFECTIVE COMPOSITION

Effective expression requires that the composition be properly adjusted to the subject and carefully adapted to the interest and understanding of our hearers and readers. To express our thoughts, we must employ the most effective way we can find. Only by doing this can we attain adequate expression. To attain good form in composition which is essential at all times, we must ensure comformity to the following requirements:

(a) Effective oral delivery.

(b) Proper arrangement of manuscript or draft (or plan or outline).

(c) Strict observance of the rules of grammar.

(d) Care in the choice of words and in use of idioms or expressions.

(e) Correct spelling.

(f) Intelligent punctuation and intonation.

Violation of these requirements hinders the understanding of our hearers and readers of our thoughts and adversely affects our efforts at clear thinking and adequate expression. We can make it easy for others to understand by conforming to the three essentials of effective communication:

(i) Clear thinking.

(ii) Adequate expression.

(iii) Good forms or style.

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Chapter 36

STORY WRITING

Story writing is a delightful form of composition. It is as interesting as a game. Which child does not love to read a short story or hear it told? You will find the following hints helpful in writing a story - either by building it up from hints, outlines, or pictures.

1. Whenever the mere outline of a complete story is given in words or in picture form, it is best to stick as closely as possible to the sketch provided.
2. Connect every part of the story in a natural way.
3. An outline of a story (whether in summarising words or picture forms) is just like a skeleton. It has to be clothed in the "flesh" and "blood" of your story and language. In doing so you will have a chance of exercising your own fancy i.e. power of creating mental pictures, imagination and bringing in whatever you think necessary to make up a good tale (story) which is keeping with the outlines.
4. Whenever conversation in the direct form is introduced in your composition, make it lively, natural and interesting.
5. A story pleases most when it ends in a way which one hardly expected. One must therefore aim at making the conclusion of a story striking and surprising.
6. Take special care to bring out clearly the chief points of interest in the story, the fun in it, or the lesson(s) it is meant to teach.
7. If you have to give a title to the story, you can name it,
   (i) after the main persons, objects, or incidents in the story.
   (ii) after some sayings or proverbs illustrated by the story.

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FREE-COMPOSITION OR ESSAY WRITING:

What is an essay?

An essay is an attempt at correct writing. When you write an essay, you are attempting to express your thoughts on a given subject in correct language.

An essay is sometimes called a theme, though it is more usual to give that name to a subject on which one writes, speaks and thinks.

In an essay, the writer may describe the size, appearance, growth or uses of any given object. His writing is then a descriptive essay; or he may narrate a story, an event, or the life of a person, then his writing is a narrative essay; or he may express his ideas or reflections about the importance or advantage of some activities or social or religious importance like industry, charity, friendship; in that case his writing will be a reflective essay.

Sometimes, a person may pretend or imagine himself to be in someone else's position and writes accordingly; his writing will then be an imaginative essay.

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Chapter 37

HOW TO WRITE AN ESSAY

(a) Think out and fix upon some points (plan)

To do this, you will have to collect points in your mind.

(b) Arrange the points in their proper order:

- Each point should be in its proper place or have a paragraph i.e make sure that the order in which you put your points makes sense (they should flow). There should be a smooth flow of points.

For example,

Topic: Forming a school club.
Points or Plan:

- The purpose of the club. (one paragraph)
- The needs fo the club. (one paragraph)
- The aims of the club. (one paragraph)
- What the activities will be. (one paragraph)
- Frequency of meetings. (one paragraph)
- The committee. (one paragraph)
- Subscriptions. (one paragraph).

(c) **Write a short paragraph on each point as shown above in No.(b)**

- Each paragraph must begin (3cm) inside away from the left hand margin.
- Each paragraph should consist of short and clear sentences about the point or plan of the essay.
- Use the right word in the right place.
- Let your sentence be varied in construction.
- Use the correct tenses in the sentences you construct.
- Avoid repetition and use of words which you do not understand.

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- Each word must carry a correct spelling.
- Punctuate your sentences correctly; i.e. Capital letters: must be put at the correct place, i.e

(a) at the beginning of the sentence.
(b) for all proper nouns and proper adjectives.
(c) for all titles applied to one particular person.
(d) for all words in titles of books, plays, poems, etc.

The full stop: must be at the end of each sentence.

In summary, if you want to write a good free composition or essay, you should have the following arrangement:

(a) Think out and write down some points (plan).
(b) Arrange the points or plans in their proper order.
(c) Write a short paragraph on each point or plan in correct English.
(d) Each paragraph must begin 3 cm away from the left hand margin.
(e) Each paragraph should consist of short and clear sentences.
(f) Punctuate your sentences correctly.
(g) Write all your words with correct spelling.
(h) Take special care to make the beginning of your composition or essay interesting.
(i) Write your composition or essay in a free atmosphere, i.e

- Be confident that you know what you are doing.
- Use your own knowledge.
- Use your own observation.
- Use your own reflection and imagination.
- Try to express your own ideas and feelings and not those of others.

(j) Let the conclusion, like the beginning, be interesting and natural.
(k) Revise your composition or essay by reading through carefully

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keeping in mind the following:

- make sure that correct tenses are used.
- all the words must have correct spellings.
- make sure that correct punctuations are used.
- proper applications of the points or plans laid down.
- check the uniformity of the ideas in each paragraph, one point after the other, and that transition from one paragraph to another is easy and natural.
- use your standard handwriting to attract the attention of the examiner or the reader of your composition.

Thus:

Your composition or essay should have:

- proper and interesting **introduction.**
- Proper and leading **body.**
- Proper and desirable **conclusion.**

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Chapter 38

TEN HINTS ON WRITING A COMPOSITION OR ESSAY

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Learn these hints thoroughly well enough and let them stick permanently in your mind.

1. Before writing anything, make a short plan of your entire composition or essay. You have to arrange your thoughts or points or plan. Use all the help given in the question. In your plan don't go out of the topic or instructions given to you, e.g.

Instructions: Write about forming a school club (100-150 words)

Topic: **Forming a school club:**

Plan:
- The purpose of the club.
- The need for the club.
- The aims of the club.
- What the activities will be.
- Frequency of meeting.
- The committee.
- Subscription.

2. Write in full sentences the theme (structure or frame work of the composition), i.e.

   What you want to say in or about each plan. Use only words and constructions with which you are very familiar. Make sure your composition or essay begins with a capital letter and a little bit inside the margin, preferably three centimetres (3cm) away from the left hand margin e.g.

   In our school, we need to form a sports club. The purpose of the club is to bring unity among ourselves and to bring cooperation among other people around. The club will make us develop our skills and talents in games and sports. The need for the club is to entertain people, to raise money, to develop our skills and many others.

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express themselves in simple and clear language.

4. Avoid abbreviations. The place for this is in notes. This may count against you while counting the words required in your compositions or essays. e.g. which means "that is to say" (four words). Also the examiner may misinterpret what you want to say.
5. Make your writing interesting by illustrating what you say with examples.
6. Do not begin writing a sentence until you know how it will continue and end.
7. Begin a new paragraph for each new **Plan** or points or ideas.
8. Pay close attention to mechanical skills - grammar (rules of the language) spellings and punctuations.
9. Do not switch tenses unless the sense requires you to.
10. Check your work thoroughly at least twice. This will necessitate allowing a few minutes at the end of the time allocated.

So in summary, what you need in your free composition or essays are:

- Plan the composition or essays.
- Write the theme of the story in full sentences and in correct English.
- Avoid being flowery or pompous in your word usage.
- Avoid abbreviations.
- Have good handwriting.
- Think carefully before you write.
- Begin new paragraphs for each plan.
- Beware of mechanical skills like grammar, spelling and punctuations.
- Don't move from tense to tense unless the sense requires i.e. stick to one tense.
- Cross check your work to ensure your facts.

FORMAT FOR A FREE COMPOSITION OR ESSAY WRITING:

A good and well written free composition or essay needs a free mind, a free thought, a free atmosphere, free planning, free arrangement and confidence in what we are going to write.

It is always made up of correct sentences which build up to one theme and the title of the story. There are advanced stories with complicated sentences, but at this primary level, we shall discuss quite simple ones.

Remember, a sentence must make complete sense, it must be properly constructed, punctuated and should end with a full stop or an exclamation mark or question mark. All the tenses must tell when that particular action happens. Thus a good composition must have the following format:

1. Introduction.
2. The body.
3. Conclusion.

1. Introduction:

It must be striking, interesting and leading the reader into anxiety to know more about the story. It must be short and clear and to the topic of discussion. It must preferably be one paragraph. The writer must avoid telling the end result in the introduction as this kills the desire to read the story.

2. The body:

This is in the major part of the story. It must have many correctly written, well punctuated sentences forming a number of paragraphs.

It is in the body of the composition or essay where the reader decides to side with the writer or to strongly dislike him. It is therefore the body that the writer should develop in order to lead the reader's feelings into successful climax - after which the reader can say: yes, it was a good story!

3. Conclusion:

Just like the introduction, a conclusion must also be interesting. You don't just write.

"That is the end of the story," as some learners do. It is in the conclusion that a writer puts together all the ideas in the story and sums it up to a reasonable note.

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Chapter 39

AN APPROACH TO CORRECT SENTENCE GUIDE AND PRACTICE SKILLS IN COMPOSITION:

WRITING:

A good composition or essay has correct sentences which give sense and meaning to what the writer wants to tell out from his mind. A correct sentence therefore must have: a subject, a verb, or predicate (the verb must be written in correct tense) and an object. It must begin with a capital letter and end with a full stop or question mark or an exclamation mark.

Some sentences can be classified as affirmative or interrogative. A good and correct sentence must avoid grammatical errors.(i.e. violating rules of the language). In this chapter, we shall discuss the following with a few examples:

- What a sentence is.
- The classifications of sentences.
- Common grammatical errors.

1. WHAT IS A SENTENCE?

A sentence is a group of words which can form complete sense or meaning.

- It must have a subject, a predicate or verb written in correct tense and object.
- It must begin with a capital letter and end with a full stop or a question mark or an exclamation mark.
- Some sentences can be classified as affirmative or negative or interrogative.

Examples:

Words:
(i) pity, what, a, you, have, lost, key, your.
(ii) the, other,did,boy,catch,arrange?
(iii) this, is, pen, your?
(iv) I, to, school, am.

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(v) was, not, the, school, headmaster, at.

SENTENCES:

(i) What a pity you have lost your key!
(ii) Did the other boy arrange the catch?
(iii) Is this your pen?
(iv) I am going to school.
(v) The headmaster was not at school.

PHRASES:

These are groups of words without meaning in themselves alone.

Examples:

Mukasa come to.
This plan has small.
We know them very.
I do not understand how.
We couldn,t do the exercise until.

N.B: Avoid using phrases in your composition because they alone do not carry sense. They are, alone, meaningless.

EVERY SENTENCE:

- Begins with a capital letter and
- ends with a full stop or a question mark or an exclamation mark.

EXAMPLES OF CORRECT SENTENCES

(i) The boys were happy when Tom scored a winning goal.
(ii) Why do farmers go early to their fields?
(iii) What a shame you have got the least mark in the test!

2. CLASSIFICATION OF SENTENCES:

Some sentences can be classified as affirmative or negative or interrogative.

(a) **AFFIRMATIVE SENTENCES:**

These are sentences which are positive or agree with what one wants or says.

e.g (i) The boys took some books from the table.

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(ii) The money is somewhere near this tree.
(iii) They saw some people on the other bank of the river.
(iv) George left it somewhere in the house.
(v) Take this book to John and Mary.
(vi) He always goes to town on Sundays.

(b) **NEGATIVE SENTENCES:**

These are the sentences which oppose the affirmative sentences. They always have *"not"* in them.

e.g. (i) The boy did not take any books from the table.
(ii) He is not kicking the ball.
(iii) She does not sing well.
(iv) They had not eaten the bananas.
(v) They did not find any eggs in the market.
(vi) There wasn't any water in the well.

(c) **INTERROGATIVE SENTENCES:**

These are questioning sentences

e.g (i) What is that noise about?
(ii) Is anyone ready to read the story to us?
(iii) To which police-post are you going?
(iv) Why do people walk long distances?
(v) Have I forgotten anything important?
(vi) Were there many people at the wedding?

Like in negative sentences, the interrogative sentences make use of much, many, far, long, any.

e.g (vii) How much sugar have you bought?
(viii) How many people went for the video show?
(ix) Were there many cattle by the river?
(x) Is it far from Kampala to Mbale?
(xi) Will it take long studying Luganda?

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(xii) Do you have any soap left?

(xiii) Is there anyone in the house?

(xiv) Can't I do anything to help you?

Written Exercise on Negative Sentences 73

Make the following sentences negative:

1. He asked Juma the way to the well.
2. You should use some red pencils.
3. There was something strange about it.
4. The gardener promised to work harder for a big yield next year.
5. They have built some huts.
6. The driver saw an animal in front of him.
7. His brother gave him some money for school fees.
8. He found some snakes in the forest.
9. I saw someone behind the house.
10. Ask him to bring some more chalk.

Written Exercise on Affirmative Sentences 74:

Make the following sentences affirmative.

1. Is it far from Mengo to Kabale?
2. Is Namirembe Cathedral far from Rubaga Cathedral?
3. The game didn't last long?
4. You would not like much bread.
5. There weren't many worshippers at Namirembe Cathedral last Sunday.
6. Did you bring any food with you for the trip?
7. Have you got any money to buy meat?
8. Solomon hasn't any book to write in.
9. Do you have any red pencils to colour my picture with?
10. I haven't seen anyone climbing over the wall.

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Written Exercise on Interrogative Sentences 75

Make the following sentences interrogative:

1. He spent a long time with his uncle in the hotel.
2. It takes a long time to see the Bishop of Namirembe.
3. She is a long way from Washington.
4. There are some green mangoes in the market.
5. A lot of children study at Buganda Road Primary School.
6. There is a great deal of written work in this book.
7. Entebbe Airport is a long way from Kampala city.
8. The woman told the children many interesting stories.
9. They found someone under the bed.
10. He bought some sugar for the party.

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Chapter 40

COMMON GRAMMATICAL ERRORS

Many, Much, Far, Long.

Grammar:

Grammar is the rule of norms, or ethics of a language. These rules are very important in giving meaning to sentences. Once they are not followed, the meaning of the sentence changes. We are going to look into the misuse of "many", "much", "far", and "long" as examples of grammatical errors.

Look at the following sentences:

i) There are many boys playing in the field.

ii) The lorry has carried much sand.

iii) It is far from Kampala to Nairobi.

iv) It will take long to complete writing this book.

The above sentences are all affirmative. The words underlined (many, much, far, and long) make the sentences incorrect because they are never used in such form. They can only be used in negative sentences.

e.g i) There aren't many boys playing in the field.

ii) The lorry hasn't carried much sand.

iii) It isn't far from Kampala to Nairobi.

iv) It will not take long to complete writing this book.

If, however, the same sentences are to be written in the affirmative form, the underlined words have the following changes:

i) There are a lot of boys playing in the field.

ii) The lorry has carried a lot of / a great deal of / heaps of / tons of / piles of / lots of / plenty of sand.

iii) It is a long way from Kampala to Nairobi.

iv) I will take a long time to complete writing this book.

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Thus:

Many = a lot of

Much = a lot of, a great deal of, heaps of, tons of, piles of, lots of, plenty of, etc.

Far = a long way.

Long = a long time.

NB:

"Many" is used for countable nouns while "much" is for the uncountable ones. "A lot of" can be used for both countable and uncountable nouns. "Far" is used for distances and "long" for time. The following examples will further help you to see how these sentences can be correctly written.

i) A lot of people were present at the concert.

ii) They took a great deal of money from the bank.

iii) They found a lot of dirt on the floor.

iv) He has a lot of sense.

v) She saw a lot of animals at the zoo.

Written Exercise on "a lot of" and "a great deal of" 76.

Make the following sentences affirmative by using either "a lot of" or "a great deal of"

1. Not many boys did better than John.
2. She hasn't as much money as he had expected.
3. He didn't see as many beggars as he expected.
4. There were not many people in the field.
5. She didn't pick up much money from the floor.
6. They didn't bring much sugar.
7. They did not go to many shops.
8. Musoke did not talk to many sailors at the port.
9. There wasn't much water in the pot.
10. He does not have much sense.

NB: Note that 'some', 'somebody', 'someone', 'somewhere', and 'something'

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are always used in affirmative sentences, and 'any', 'anyone', 'anybody', 'anywhere' are used in negative sentences.

e.g i) He bought some sugar for the party.

becomes He did not buy any sugar for the party.

ii) They found someone under the bed.

becomes They did not find anyone under the bed.

iii) She left it somewhere in the room.

becomes She did not leave it anywhere in the room.

iv) He wrote something on the blackboard.

becomes He did not write anything on the blackboard.

WRITTEN EXERCISE 77

Find the mistake(s) in each of the following sentences. Underline it or them. Then correct the mistake(s) by re-writing the sentence

1. They found much dirt in the room.
2. Many children find grammar lessons very difficult.
3. It is far from Kampala to Kabale.
4. The trader paid much money for the sugar.
5. He spent long with his uncle at the restaurant.
6. He did not push something in the door hole.
7. There were any cigarettes in the box.
8. There are many windows on this house.
9. The Pope greeted many worshippers at Gulu Cathedral.
10. Mukasa takes long to understand Kiswahili.
11. Many workers walk on foot to their places of work.
12. It takes longer to travel by bus than to travel by aeroplane to Gulu.
13. She puts anything under the table.
14. At the zoo, I saw many coloured birds.
15. The woman told the children many interesting stories.

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Chapter 41

FREE COMPOSITION OR ESSAY WRITING TOPICS FOR PRACTICE

Topics for practice on free composition writing:

1. Write on how to:
   - a) light a fire.
   - b) play any musical instrument.
   - c) make a chair or table.
   - d) drive animals to a market.
   - e) make tea or coffee.
   - f) prepare a meal.
   - g) bind a book.
   - h) ride a bicycle.
   - i) play football, volley ball tennis.
   - j) bargain for any goods of your choice in the market.
   - k) swim.
   - l) make a telephone call.
   - m) treat a cut.
   - n) do the long or high jump.
   - o) operate a television.
   - p) repair a puncture .
   - q) sow seeds.
   - r) fish.
2. "ONE OF MY FIRST FRIENDS". Write an account of the first friends you made (100 -150 words)
3. "MY EDUCATION SO FAR". Write an account of your education so far (100 -150 words)

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4. "MY FAMILY LIFE IN THE NEXT TEN YEARS". Write about your family life in the next ten years (100 -150 words).
5. "AN EDUCATIONAL TRIP". Write about an educational trip (100 -150 words)
6. "A STATEMENT TO THE POLICE". Write about a statement you have made to the police (100 -150 words)
7. "A PIECE OF ADVICE TO NEW PUPILS". Write about a piece of advice to pupils joining your school at the beginning of the next school year (100 - 150 words)
8. "PLAN FOR A SCHOOL CLUB". Write about forming a school club (100 - 150 words).
9. "MY SCHOOL.'. Write about your school (100 -150 words)
10. "AN EXHIBITION". Describe how you would arrange an exhibition to show some of the changes that have taken place in your country in the last five years (100 - 150 words).
11. "THE VALUE OF SPORTS". Write a composition on the value of sports (100 - 150 words).
12. "WASTED MONEY". Write an account of how money is often wasted (100 - 150 words).
13. "RULES FOR THE SCHOOL LIBRARY". Imagine that you have been put in charge of the school library and asked to draw up a new set of rules. Write them out (100 -150 words).
14. "WHAT MY SCHOOL COULD DO TO HELP THE LOCAL COMMUNITY" Write an article for your school magazine suggesting what members of your school could do to help the local community (100 -150 words).

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METHODS AND SKILLS OF PRACTICE:

Examples of a plan for a free composition writing:

1. Instructions:
   Write about one of the first friends you made (100 -150 words)
   Topic: One of My First Friends

Plan:
- How I met him or her.
- The family he or she comes from.
- What she or he likes.

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- Why I chose her or him as my friend.
- Some of the games, journeys, common interests, dances or adventures we shared.
- The present situation or position of the friendship. Is it lost or still in touch with one another?

Beginning of the composition

- Write in good and correct tenses.
- Write in short and clear sentences.
- Use correct punctuations, i.e capital letters, full stops, question marks, commas, etc.
- Ideas must be in separate paragraphs. They must be in clear and simple English. The ideas must be connected.
- Check your work thoroughly, at least twice in order to be sure.
- Mind your spellings. They must be correct.
- The grammar must be smooth.
- You should use a neat and legible handwriting.
- Avoid using abbreviations in your composition.
- Thoroughly count the words in your composition. This is done by counting the number of words in the first line and then multiply them by the number of lines on which you have written.

2. Instructions: Write an account of your education so far (100 -150 words)
   Topic: My Education so far

Plan:
- The schools I have been to.
- The subjects I have studied.
- Their value to me later in my life or career as a citizen.
- What I have learnt about the world.
- My place in the world.

3. Instructions: Write about your family in the next ten years (100 -150 words)

   Topic: My family in the Next Ten Years?

Plan: - What change(s) do I expect will take place in my family in the next ten years.
- Will I still be living with my parents?
- How old will my brothers and sisters be then?

4. Instructions: Write about an educational trip. (100 -150 words)

Topic: An Educational Trip

Plan: - Who has offered to arrange the trip for the members of my class?
- The conditions for the trip.
- The site or the place to visit.
- The topic connected with my school subject.
- The means of transport.
- The study to be undertaken.

5. Instructions: Write about a statement you have made to the police (100 - 150 words)

Topic: A Statement to the Police

Plan: - Policemen have taken me to the police station for questioning.
- I was accused of breaking into a shop.
- I was not guilty.
- I resembled the thief (I was a suspect)
- My statements (What I wrote down)
- Where I was during the time of the break in.
- What I was doing.
- The names of the people I was with.

6. Instructions: Write about a piece of advice to pupils joining your school at the beginning of the next school year.(100 - 150 words)

Topic: A Piece of Advice to New Pupils.

Plan: - Subjects to be studied.
- Discipline

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- Games
- Meals
- Examinations
- Prefects

7. Instructions: Write about forming a school club (100 -150 words)

Topic: Plan for a School Club

Plan: - The purpose of the school club.
- The aims of the club.
- Frequency of meetings.
- The committee.
- Subscriptions.

8. Instruction: Write a composition on the value of sports (100 -150 words)

Topic: The Value of Sports Plan:
- Sports develops physique.
- Sports develops character.
- Sports is a form of relaxation.
- Sports encourages competetion.
- Sports is a subject at which students who are not very good in class can sometimes excel.

9. Instructions: Write an account of how money is often wasted (100 -150 words)

Topic: Wasted Money.

Plan - Smoking
- Drinking
- Gambling
- Luxuries
- Unnourishing food.
- Useless films (movies)
- Magazines
- Books

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Chapter 42

SPELLING GUIDE AND PRACTICE SKILLS

A good and well written composition or essay must be written in correct spelling. Without correct spellings, the story will be boring, confusing, meaningless, and time wasting. A free composition written with many spelling mistakes does not convey the correct message to the reader.

For the above reason, the writer must have enough practice in order to improve his/her spelling. He/she must know the English rules of writing certain words correctly. This may include the changes which are made in their prefixes and in their suffixes. There are certain rules that are worth learning. In addition, there are some three hundred common words which are frequently mispelt but not covered by any rule.

Note: **A prefix** is a group of letters placed at the beginning of a word

e.g. in replay, "re" is a prefix

in unload, "un" is a prefix

A suffix is a group of letters placed at the end of a word.

e.g. in understanding, "ing" is a suffix.

in stressful, "ful" is a suffix.

Rules of Spelling:

Rule 1:

A word ending with a silent "e" loses the "e" if a suffix beginning with a vowel is added:

e.g.	hate	hating
	like	liking
	write	writing

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If the suffix begins with a consonant, the "e" is not dropped

e.g	extreme	extremely
	encourage	encouragement

Exceptions:

We can spell judgement with or without "e'

Argument drops the "e".

The "e" after "c" or "g" is retained to keep the consonant "soft"

e.g	change	changeable
	notice	noticeable

Rule 2:

The suffix -ful has only one "l":

e.g.	delightful	playful
	beautiful	hopeful

Rule 3:

If we add a suffix beginning with a vowel to a single consonant, we double the consonant provided the preceding syllable is stressed and contains a single vowel.

e.g.	begin	beginning
	prefer	preferred
	omit	omitted
	forbid	forbidden

Obviously if the word has only one syllable, contains a single vowel and ends with a single consonant, this rule must apply.

e.g.	sit	sitting
	big	bigger

When the final syllable is stressed we do not double the final consonant:

e.g.	differ	differed
	merit	merited
	credit	credited

When the final syllable has two vowels or ends with two consonants, we do not double the consonant.

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Exceptions:

i) A final "l" after a single vowel is doubled even if the preceding syllable is not stressed.

e.g. Travel Travelled

This applies only in British spelling and not in American.

ii) A final "p" is doubled in kidnap, handicap and worship even though the stress falls on the first syllable in these words. Kidnapped, handicapped, worshipper

Rule 4:

When "-ly" is added to an adjective ending with "-l" to form an adverb, the result is double "l"

e.g. delightfully
successfully
orally.

Rule 5:

When a prefix ends with the same letter as the first letter of the word it is placed before, the result is doubling the last letter of the prefix.

e.g.	mis-	misspelt
	il-	illegal
	un-	unnoticed
	im-	immemorable

Rule 6:

When the suffix "-ness" is added to a word ending with "-n", the result is double n

e.g. keen keenness
mean meanness

Rule 7:

"i" comes before "e" but only when "ie" or "ei" are pronounced like "ee" in bee

e.g. deceive believe
receive relieve

Exceptions:

Seize
Counterfeit
Weird

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Rule 8:

A certain group of verbs contain "s" while their corresponding nouns contain "c"

e.g.	verbs	nouns
	advise	advice
	prophesy	prophecy

Rule 9:

Final "-ie" changed to "-y" when "-ing" is added.

e.g.	lie	lying '.,
	die	dying

Rule 10:

When a suffix is added to a word of more than one syllable ending with "-y", the "-y" changes to "-i"

e.g.	Happy	Happiness
	Study	studious

"-y" is retained before a suffix beginning with "-i" e.g. studying.

Rule 11:

When a word ends with a "hard" "c" (i.e. pronounced like the "c" in cat), we add "a-k" before the suffix beginning with "-e", "-i", or "-y"

e.g.	Picnic	picnicking
	panic	panicking

Rule 12:

"q" is always qualified by"u"

e.g. quantity
equation
quality

Rule 13:

There are only three verbs ending with *"-ceed"*. These are:

succeed

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exceed
proceed.

All other verbs with the final syllable pronounced in this way end with - "cede"

e.g. concede
precede
recede

Rule 14:

A final "-y" preceded by a consonant is changed to "-ies" in the plural.

e.g.	cry	cries
	country	countries

If the "-y" is preceeded by a vowel, it remains -y in the plural

e.g	donkey	donkeys
	monkey	monkeys
	key	keys.

Rule 15:

Certain irregular plurals should be noted. They are:

Singular	Plural
analysis	analyses
basis	bases
crisis	crises
oasis	oases
stimulus	stimuli
hippopotamus	hippopotami or hippopotamuses

Words ending with "-o" are a source of difficulty. Some form their plurals by simply adding "-s"

e.g.	piano	pianos
	solo	solos
	dynamo	dynamos
	photo	photos
	radio	radios

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	kilo	kilos

Others take the plural ending with "-oes"

e.g	cargo	cargoes
	echo	echoes
	hero	heroes
	mosquito	mosquitoes
	motto	mottoes
	potato	potatoes
	tomato	tomatoes
	volcano	volcanoes

Rule 16: Difference between composite words and two separate words. Special care is required with words which are sometimes one composite word and at other times two separate words, e.g

a) every body and everybody

Every body is an adjective + noun, used in this way; body means corpse, group of persons or things. Meanwhile, the form everybody is a pronoun meaning all the people.

e.g. Every body was washed before the burial.

Every body who took the examination passed.

b) Every one and everyone

Every one means each one

Every one means all of them

e.g. Every one of the six boys went swimming.

Everyone who left late missed the bus.

c) Every day and everyday

Every day is an adjective + noun;

Everyday is an adjective meaning happening daily.

e.g. Every day of this week has been hot.

A visit by an angry customer is an everyday event in tha shop.

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boycott bury balance bargain
bicycle bruise business

Canoe ceremony collision complete
convenient captain certificate colloquial
comprehension correspondence career change
column compulsory correspondent carpentry
channel commemorate conference cough
catastrophe character commercial connection
create category cleanliness committee
conscience curiosity cement colleague
compete conscious cemetery college
competitor continuous

deceased (dead) desperate disastrous duly
definite destroy disappear delegate
destruction disappoint delicious deteriorate
discipline democracy develop diseased (sick)
dependent development dispel describe
dialogue distinguish description dictionary
distribution desert disaster dormitory

earnest elementary engineer except
experience economics eligible entrance
exercise experiment economy embarrass
exaggerate existence explanation efficient
eminent excel expel eight
enemy excellent expense familiar
fiery foreign fourteen fundamental
fascinate financial foresight friend
favourite forehead forty fuel

gallop government grammar grateful
guarantee goal governor gramophone
grief happiness height humour

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hundred hygienic harass holiday
humorous hygiene

ignorance immediately infinite innocent
interpret illegal independence infinity
inoculate interrupt illegible independent
influential integrity item illiterate
indispensable innocence intelligence jail
jealousy knowledge

laboratory leisure lightening literature
loneliness laborious library likelihood
livelihood loyalty laundry librarian
literally loathe luggage

magnificent massacre ministry monotonous
muscle maintenance mathematics mischief
monstrous museum malaria medicine
mischievous months mysterious marriage
messenger missionary moreover marvellous
miniature modern moustache necessary
neglect ninety nuisance necessity
neighbour ninth

occasion opinion opportunity oppressor
orphan omission opponent opposite
original

paid passenger pleasure proceedings
propagate parallel pastime possess
process psychology paralyse patriotic
possession profession punctual parasite
persuade presence professor pursue
parliament physical privilege pronounce
participate pigeon procedure pronunciation

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quarrel	queues	quiet	quite
quotation			
recommend	remembrance	resistance	rhyme
religious	repetition	responsible	rhythm
remedy	representative	restaurant	
salary	secondary	sparsely	settle
surround	sandal	secretary	speak (verb)
success	suspicious	scarcely	separate
speech (noun)	sufficient	syllable	scarcity
similar	statement	summary	sympathise
scene	simultaneous	strenuous	supplement
sympathy	scenery	slaughter	strict
surprise	systematic	scissors	solemn
stubborn	surrender		
technical	temporary	till	traveller
twelfth	technician	tenant	tolerate
tremendous	technique	therefore	tough
truly	temperature	thorough	traffic
tuition			
unanimous	unique	until	
vacation (holiday)	variety	vegetation	visible
volunteer	vaccinate	various	vehicle
vocation(calling)	valuable	vegetable	vigorous
voluntary			
welcome	withold	wooden	woollen
welfare	witness	wool	wreck

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Homophones:

These are words which have the same sound but are spelt differently or have a different meaning. Examples of these are:

1. assistance (aid or help)	assistants (helpers)
2. bare (naked)	bear (carry, type of animal)
3. boarder (person living in a place)	border (edge)
4. bow (bend)	bough (of a tree)
5. brake (of vehicle)	break (smash)
6. cite (mention)	sight (sense of seeing, what is seen), site (place)
7. complement (what completes)	compliment (polite word)
8. council (group)	counsel (advice)
9. course (direction of study, path etc)	coarse (rough)
10. current (present)	current (flow)
11. die (opposite of live)	dye (to make a material of a certain colour)
12. heal (cure)	heel (of the foot)
13. hear (with ears)	here (this place)
14. pair (two of the same kind)	pare (cut away the outer part)
15. peace (opposite of war)	piece (bit)
16. plain (level land, clear, ordinary)	plane (aeroplane, level)
17. principal (chief)	principle (basic truth, rule, law)
18. sew (with cotton)	sow (seeds) saw (past tense of see)
19. stationary (motionless)	stationery (paper and envelopes)
20. straight (not bent)	strait (narrow water passage)
21. there (in that place)	their (of them) they're (they are)
22. waist (of the body)	waste (not use profitably)
23. weak (opposite of strong)	week (seven days)
24. wear (use as clothing material)	ware (things of the same hard
25. weather (natural conditions)	whether (if),
26. weight (heaviness)	wait (defer action or hold on)

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WRITTEN EXERCISE ON SPELLING 78

In each of the following sentences, one word is mispelt. Find out the word, underline it and write it correctly in the blank space at the end of the sentence.

1. He did his work very carefuly. _____
2. The lawyer informed him that what he suggested was ilegal. _____
3. Our house is biger than theirs. _____
4. He showed more keenes than I expected. _____
5. The principal told all the boys to go to the dinning room. _____
6. Imediately he entered the room, the boys stood up. _____
7. There was only a handfull of people present. _____
8. I do not beleive a word he says. _____
9. The teacher adviced the children to correct their work. _____
10. There was no doubt that the prisoner was lieing when he made the statement. _____
11. He was considered to be the lazyest boy in the classroom. _____
12. The heros returned from the war. _____
13. He shiverred as he stood waiting for the bus. _____
14. His mistakes were not very noticable. _____
15. He has been writeing a composition since four o'clock. _____
16. I recieved this letter last Monday. _____
17. There are many mosquitos in the area where he lives. _____
18. He did a lot of unecessary work. _____
19. He refered to the dictionary only once while reading the poem. _____
20. All the students were successfull in the examination. _____
21. The speaker qoted Mr. Mugerwa Bernard. _____
22. They entertainned their friends last night. _____
23. He spent all his money at the begining of the term. _____
24. Candidates will be informed officialy of the results in April. _____

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25. He felt greatly releived when he received the letter. _____
26. His absence went unoticed. _____
27. He succeded where others had failed. _____
28. His sister had reached marriagable age. _____
29. Some of the candidates had forgoten to bring their pens. _____
30. The room smelt stufy as many people had been smoking. _____

WRITTEN EXERCISE ON COMPOSITES 79

Fill in the blank space correctly with either <u>every day</u> or <u>everyday:</u>

1. It is an _____ occurrence.
2. It happens _____ .
3. I go there _____ .
4. For a soldier, hardship may be an _____ exercise.
5. Soldiers may suffer hardships _____ .

For numbers 6-10, fill in the blank space correctly with either <u>all together</u> or <u>altogether:</u>

6. This is an _____ insoluble problem.
7. _____ no less than two thousand students entered the competition.
8. His brother is _____ too mean.
9. The weather changed _____ last week.
10. He put his exercise books _____ in a box.

For numbers 11 -15, fill in the blank space correctly with either <u>all ready</u> or <u>already</u>

11. Are the letters _____ for posting?
12. The players are _____ to begin.
13. The books are _____ for distribution.
14. It has _____ rained.
15. He had _____ been told.

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For numbers 16-20, fill in the blank space correctly with either every body or everybody

16. The headmaster said that _____ should leave the school by five o'clock.
17. _____ in the mortuary is washed before burial.
18. _____ who works in the mortuary soon becomes accustomed to seeing dead bodies.
19. The biology master asked the boys to write notes on _____ they had dissected that term.
20. _____ I have met agrees with me on the subject.

For numbers 21 -25, fill in the blank space correctly with either every one or everyone.

21. Has _____ arrived?
22. _____ of those boys has been in this school for over four years.
23. I met at the party was enjoying himself.
24. During the journey,_____ of the bottles was broken.
25. The referee said that the match could not continue until _____ of the players was ready.

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ANSWERS TO SENTENCE PRACTICE (1 - 50)

VERBS GIVEN IN BRACKETS: SENTENCE PRACTICE 1

(i) goes
(ii) reads
(iii) walk
(iv) eat
(v) jumps
(vi) eat
(vii) runs
(viii) studies
(ix) speaks
(x) reads

WORDS GIVEN IN BRACKETS: SENTENCE PRACTICE 2

1. dissolves
2. flows
3. eats
4. rises,sets.
5. shines
6. melts
7. takes
8. determine
9. spread
10. kills

ADVERB OF TIME: SENTENCE PRACTICE 3

(i) always, often, sometimes, never, frequently.
(ii) always, often, sometimes
(iii) always, often, never, sometimes
(iv) often, sometimes, never, always.
(v) Once a day, once a week, during summer, during winter, e.t.c
(vi) once a month -a year, during summer- winter -dry season.
(vii) once a year -once a term, once a week, once a month, e.t.c.
(viii) every day, every week, once a day, during holidays, e.t.c.
(ix) every day, every morning, e.t.c.
(x) often, always, never -sometimes.

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CORRECT FORM OF THE VERB: SENTENCE PRACTICE 4

1. walking
2. teaching
3. learning
4. talking
5. smiling
6. is barking

SENTENCE PRACTICE 5

1. has come
2. has gone
3. has jumped
4. have shouted
5. have done
6. have run
7. have blown

CORRECT FORM OF THE VERB GIVEN: SENTENCE PRACTICE 6

1. Has been walking
2. Has been learning
3. Has been teaching
4. Has been running
5. Has been coughing
6. Has been suffering
7. Has been keeping

CORRECT SENSIBLE SENTENCES: SENTENCE PRACTICE 7

1. He went to Kampala last week.
2. He walked to Mityana on foot yesterday.
3. She came here last week.
4. They met him on the way two days ago.
5. He told me to come back yesterday.
6. He pulled her from the house last week.
7. He took ten shillings from his box last week.
8. The thief fired at him last night.
9. He ordered him out of the bus last week.
10. She reached late at the party yesterday.

COMPLETING SENSIBLY: SENTENCE PRACTICE 8.

1. Had just arrived
2. When the doctor came.
3. When he saw a man.
4. Had gone
5. Had gone

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6. Started crying/ he had cut his leg
7. Arrived
8. He arrived at the station
9. Came
10. We got him ...

SENTENCE PRACTICE 9

1. Would have told him.
2. He might have gone if he was informed.
3. If John came around.
4. If he was shot on the head.
5. Had already gone.
6. Mother had already gone.
7. Died.
8. He reached the railway station
9. Came around.
10. We found him.

SENTENCE PRACTICE 10.

1. he wouldn't have been happy.
2. they would not have told us the story.
3. john would not have given him money.
4. he would not have given us our money.
5. we would not have got him.
6. he would not have talked to him.
7. If he had asked me.
8. If he had delayed.
9. If we were not wise enough.
10. If they had concentrated.

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FUTURE CONTINUOUS: SENTENCE PRACTICE 11

1. I should be playing tennis.
2. Next week those lucky pupils will be relaxing at the coast.
3. In ten minutes time we will be flying over Entebbe.
4. We shall be seeing them as we go.
5. They will be listening to the radio news.

FUTURE PERFECT. SENTENCE PRACTICE 12

(i) rings, shall have reached.
(ii) arrives, will have finished.
(iii) comes, shall have written.
(iv) comes, will have gone.
(v) visits, shall have cleaned.
(vi) reaches, shall have completed.
(viii) reaches, shall have joined.
(ix) shall have finished, asks.
(x) shall be checked, will have arrived.

FUTURE PERFECT. SENTENCE PRACTICE 13.

1. reaches; shall have eaten.
2. comes; shall have finished eating
3. will have died
4. will be reading
5. comes; shall have finished eating.
6. reaches; will have been lowered (low)
7. buys; will have been finished.
8. finish; writing; will have grown.
9. reaches; will have left.
10. will have got.

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The "same" than as like so. SENTENCE PRACTICE 14.

1. as
2. Tom is too busy to play football
3. than
4. the
5. same
6. as
7. as
8. same
9. as
10. like

RELATIVE CLAUSES: SENTENCE PRACTICE 15

1. which	2. which	3. which	4. who	5. which/that
6. who	7. who	8. to whom	9. which	10. which
11. whose	12. which	13. at which	14. which	15. which
16. which	17. to whom	18. which	19. which	20. which
21. which	22. which	23. whose	24. which	25. which

RELATIVE CLAUSES: SENTENCE PRACTICE 16

1. This is a beautiful piece of music which was composed by the late Philly Lutaaya.
2. The bomb, which exploded in the cinema yesterday, injured several people.
3. The official gave me a travel warrant and some other documents which I needed for my journey.
4. She bought a new tennis racket which was quite expensive.
5. Do you like this suit which I have just bought?
6. Here are the tablets which the doctor prescribed.
7. We crossed the river at a point which was narrow.
8. He learnt to speak Arabic which is the official language of Arabia.
9. He didn't give me any reason why I should wear a tie.
10. How old is the singer whom you are telling me about?

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CONDITIONAL SENTENCES. SENTENCE PRACTICE 17 (Page 67)

1. comes; shall
2. will; want
3. shall; will have come
4. He is going to find you here if you wait a bit.
5. I will not give him the book unless he pays for it
6. gives; will not
7. will;gives
8. passes; pays
9. not go; pays
10. has gone

IF (2) SENTENCE PRACTICE 18

1. would pay my fee.
2. would be happy.
3. could have gone.
4. would have married.
5. would have heard;had.
6. would; went to school.
7. people would run away.
8. he would be the richest of all people.
9. my washed dress would not dry.
10. all fish would die.
11. he would be very cruel.
12. I would not mis -behave.
13. I would catch a lot of fish.
14. they would have eaten much/ they would not have..... /they would.
15. he would see far away.
16. he/she would say surprising things.
17. he would buy a plane.
18. he would fly high up.
19. he would walk faster.
20. I would have told him.

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IF (3). SENTENCE PRACTICE 19

1. I would have shot him.
2. have told him.
3. had seen me.
4. he would not have died.
5. *would not have gone/ would have gone.*
6. *I would have informed him.*
7. *have gone;had time.*
8. *not have worked.*
9. *had worked hard.*
10. they would not have suffered like that.

NEGATIVE CONDITIONAL SENTENCES. SENTENCE PRACTICE 20

1. he would not have worried.
2. I would not have seen him.
3. might not have gone.
4. would not have made that mistake.
5. would not have gone.
6. I would have informed him.
7. should not have gone.
8. would not have failed the exams.
9. would not have run away.
10. would not have suffered like that.

QUESTION PRACTICE 21

REPORTED SPEECH:

1. He wanted to know what I used to study every evening.
2. He wanted to know what I was studying then.
3. He wanted to know what I had studied for three years.
4. He wanted to know how old I would be the following year.
5. He wanted to know what I had been studying for three years.
6. He told me he studied French the previous year (the year before).
7. He wanted to know which of the four papers was the easiest.
8. He wanted to know when I would go for holiday.
9. He wanted to know (He inquired) why I was late for school that day.

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10. He wanted to know which book was mine.
11. "Where have I put the money?" he asked himself.
12. What Mpanga should do, is to go and see the Dean of Studies.
13. I saw a beggar to whom I gave twenty shillings.
14. Who was the man to whom you were talking just then?
15. He wanted to know if (whether) I had ever been told that I had always to copy carefully.

SENTENCE PRACTICE 22

Rewriting according to instructions given in brackets:

1. You are coming, aren't you?
2. Yes, of course, they are (No, I'm afraid they aren't.)
3. No, she isn't.
4. No, I am not.
5. You do want him to come, don't you?
6. He does know the answer, doesn't he?
7. You don't like this sort of cake, do you?
8. You have met him before, haven't you?
9. She hasn't quarrelled with her sister, has she?
10. Peter didn't go to bed early last night, did he?
11. He didn't expect to be free this morning, did he?
12. You will go to the party, won't you?
13. He won't come, will he?
14. They will try to go tomorrow, won't they?
15. She'll pass the exams, won't she?
16. The man and his son were carrying their donkey, weren't they?
17. You weren't going to school when he met you, were you?
18. John had finished before twelve o'clock, hadn't he?
19. You had not met him before, had you?
20. She had done some thing to the cow, hadn't she?

SENTENCE PRACTICE 23

Question tags:

1. They do play football every Saturday, don't they?
2. He should write a letter, shouldn't he?

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3. He is studying French, isn't he?
4. You will read his letter, won't you?
5. He doesn't live with her parents, does he?
6. I am better at tennis than he is, aren't I? .
7. I am not as good at tennis as he is, am I?
8. He collects stamps, doesn't he?
9. He wrote a letter last night, didn't he?
10. He will visit us, won't he?
11. They often used to go to Lagos, didn't they?
12. She must correct that work, mustn't she?
13. He does need a new shirt, doesn't he?
14. We can play another card, can't we?
15. They used to live in Ibadan, didn't they?
16. We have the window shut, haven't we?
17. His father does teach in that school, doesn't he?
18. He doesn't need this book, does he?
19. He could do better if he tried, couldn't he?
20. Marconi didn't invent the telephone, did he?
21. You wouldn't like a sweet, would you?
22. The dinner is being cooked, isn't it?
23. Pick up those books, can you/can't you?
24. He mustn't come, must he?
25. Let me open the window, can I/can't I?

SENTENCE PRACTICE 24

Response to questions given:

1. Yes, he has.
2. Yes, they did.
3. No, I didn't.
4. No, I didn't.
5. No, they weren't.
6. No, he wouldn't.
7. Yes, she could.
8. No, it wasn't.
9. Yes, he did.
10. Yes, he would.
11. Yes, I am/yes, you are.
12. Yes, he might have.
13. Yes, I am.
14. Yes, it is.
15. Yes, I am.
16. Yes, I have.
17. Yes, she was.
18. Yes, he would.
19. Yes, I was.
20. Yes, he did.

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SENTENCE PRACTICE 25

Direct speech:

1. "I have not eaten food for the past two days," the beggar told Mashamba.
2. "Why are you late for your lesson?" the teacher asked.
3. "What you have heard is not true," he told me.
4. "How are you today?" John asked his friend David.
5. "Tell me when the train will leave," he asked me.
6. Okot said, "I will do everything my parents ask me to do."
7. "I don't think I will need all the money my father has given me,"said Jimmy.
8. "Your box is with the Headmaster," said the matron quietly to Mary.
9. "I study French every evening," he said.
10. "I am studying French at the moment," he said.
11. "I have studied French for three years," he said.
12. "I have been learning English for four years," he said.
13. "I was reading enough last year," he said.
14. "I dug that pit last year," she said.
15. "I will study Latin next year,"said John.
16. "I would have studied at Nswanjere for three years," he said.
17. "We shall go on holiday at the end of August," he told me.
18. "Water boils at 100°C," the teacher said.
19. "P7, hurry," Mr Kapere told the pupils.
20. "John has just come from holiday," he said.

SENTENCE PRACTICE 26.

Indirect reported speech:

1. Maria said, John speaks very good English because he goes to a good school.
2. John said Marie always used to visit her uncle on Saturdays so they were sure to find her.
3. The teacher said that the Nile runs from Lake Victoria through Egypt. to the Mediterranean Sea (This is a fact of how the Nile flows, so there is no change in the verb).
4. The farmers said that cows give them milk and that they get cheese and butter from milk.

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5. My teacher said that some birds swim and some fish fly but no flies swim.
6. My uncle wanted to know what I was doing and I answered him that I was waiting for a lorry.
7. He asked me if (whether) the wind was blowing then.
8. Marshall told me the story that the day before, while he was with his wife, they met a woman whom he did not know with her two sons, but his wife told him her name after she had gone.
9. Dorothy told me the story that the day before, she had a sharp pain in her stomach and so she went at once to the hospital. The nurse told her that the doctor had gone out to visit a patient. She waited for an hour and at last he came. He asked her whether she had eaten any canned food. At first she could not remember, but she suddenly remembered that she had done so the evening before.

REPORTED SPEECH: SENTENCE PRACTICE 27

1. He said that he brought all his belongings with him.
2. She said that they had left their books in the dormitory.
3. He complained that they had given their report rather late.
4. He said he bought that table and it was theirs.
5. He said they bought that shirt for him and it was his.
6. She said that the book was theirs.
7. She reported to the police that all their cattle were stolen by raiders.
8. She inquired whose books those were and she answered that they were their books.
9. He said that in fact those pens were his.
10. Susan told her brother that she had left her book in his car.

REPORTED SPEECH: SENTENCE PRACTICE 28.

1. Mary said they were given those books by the headmaster.
2. Tom said that the bus was bought just the month before.
3. The teacher said that those boys were so careless.
4. The headmaster requested to be given the writing pads.
5. The monitor said he had written on that paper.
6. The teacher said that he had good ink in that inkpot.
7. He said he borrowed that suit from him.

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8. The son said she dug that area herself.
9. Jeremiah said that Jimmy would help that girl.
10. The driver said that he would help Mary that week.

REPORTED SPEECH: SENTENCE PRACTICE 29

1. The nurse said the weather that day wasn't good.
2. He said they met her on the way the day before (the previous day).
3. The children said they would go to church the following day.
4. She said he was there the evening before (the previous evening).
5. The teacher said the lesson started the previous morning (the morning before).
6. She said she was in the class the previous afternoon (the afternoon before).
7. He said he was in the dance the night before (the previous night).
8. He said she would be there the following day (the next day).
9. Margaret said David died a long time before.
10. He said she was in the class learning then.

INDIRECT SPEECH: SENTENCE PRACTICE 30

1. The policeman ordered the people to go away from there.
2. The teacher ordered the pupils to leave the room.
3. The food captain ordered the students to sit down in twos.
4. The headmaster ordered the pupils to run there quickly.
5. The teacher ordered the pupil to bring that book there.
6. The commander ordered the soldier not to fire the gun.
7. The scout leader ordered the scouts not to blow the whistle.
8. The monitor ordered the pupil to shut the door.
9. The officer-in-charge ordered that he should be given more food.
10. The sportsmasters shouted at the high jumper to jump up high.

REPORTED SPEECH: SENTENCE PRACTICE 31

1. My brother wanted to know if (whether) I had finished my home work.
2. Yoweri asked if (whether) I had been using his toothpaste.
3. Mary asked if (whether) my new baby was a boy or a girl.

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4. My mother asked if (whether) Namagembe had fed the cat before she went out.
5. Mark asked if (whether) I had brushed my teeth properly.
6. Mary asked if (whether) I could hear the roar of a lion.
7. The mother asked if (whether) I had enjoyed the meal.
8. My uncle wanted to know if (whether) I go to school everyday.
9. Ssemwanga asked if (whether) he could borrow my bicycle.
10. Kintu wanted to know where Kaggwa lived.
11. Peter wanted to know who my uncle is. (NB. The uncle has not changed).
12. My friend asked me when I would be ready to tell him the secret.
13. My teacher asked me why I had come late to school that day.
14. My brother asked me what I would do the next day (the following day).
15. My sister asked me when my uncle was coming back.
16. Susan asked me what problem I had then.
17. My headmaster asked me how much I had bought that bicycle.
18. Samuel asked who had brought those books there.
19. My uncle wanted to know at what time to listen to local news.
20. The passenger wanted to know how long it takes to get to Bushenyi.

REPORTED SPEECH: SENTENCE PRACTICE 32

1. He said he was sorry she lost her ring.
2. My uncle exclaimed at the unpleasant noise she had made.
3. He was surprised what a nuisance she was.
4. She wondered at what a strange way he behaved.
5. She admired the beautiful view the place had.
6. Tom was surprised at the funny hat she was wearing.
7. He appreciated the friendly way he was received.
8. He said that it was a good thing having remembered her name.
9. She was happy to note what a nice coffee set that was.
10. Mary regretted missing the party and said what a bad luck to miss the party.

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INDIRECT SPEECH: SENTENCE PRACTICE 33.

1. He said Joseph would have to leave for Gulu the following day.
2. He said they would have to be ready to fight the following year. (normal future)
3. Her mother said Margaret must be baptised properly the following Sunday. (rule)
4. He said he must write a book (certainly).
5. The deputy headmaster said that he must call his father to see the headmaster (rule)
6. The headmaster said boys must learn to behave properly.
7. The chief of the county said that wives must obey husbands (rule)
8. The team captain said that Lubwama must be twenty years old because he could now play football well (certainty)
9. His teacher said David must be an idiot because he can't understand things. (certainty or proofs)
10. My friend told me my uncle must be rich now.

CONJUNCTIONS: SENTENCE PRACTICE 34

1. and **2.** down and nearby **3.** and **4.** size or black **5.** but.
6. but **7.** I want to go to bed and rest. **8.** then **9.** but
10. Nyanzi should go to Rwanda to visit his mother.

RE-WRITE ACCORDING TO INSTRUCTIONS: SENTENCE PRACTICE 35

1. His father and his uncle met him when he bought the mattress.
2. He was not old enough to go to school.
3. John said he had met him before he came here.
4. I hurt myself while (when) was peeling matooke.
5. We could not buy what we wanted although we had enough money.
6. The clerk stayed in the office and didn't go home for lunch because he wanted to finish the work he had started.
7. Although the police asked the village men to help them, they refused.
8. We must begin doing the examination, otherwise we shall not finish in time.

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SENTENCE PRACTICE 36

1. As soon as the headmaster entered the classroom, all the pupils stood up.
2. He always plants his cabbages in the garden in order that they do not dry up.
3. If I pass my exams this year, I will slaughter a cock for celebration.
4. I hurt myself as I was peeling matooke.
5. John said he had met him before he came here.
6. We could not buy what we wanted although we had enough money.
7. I can't go to school. I have hurt myself.
8. Come here, let me teach you to read.
9. I came to school late because I woke up so late.
10. We had money but altogether we could not buy the shirt.

DICTIONARY SENTENCE PRACTICE 37

1.	a;c	2.	l;n	3.	j;l	4.	n;p	5.	q;s
6.	o;q	7.	e;g	8.	x;z	9.	i;k	10.	t;v.
11.	p;r	12.	k;m	13.	s;u	14.	n;p	15.	r;t
16.	v;x	17.	f;h	18.	u;w,	19.	w;y	20.	m;o.
21.	c;e	22.	d;f	23.	g;i	24.	h;j	25.	y.nothing.

2. Alphabetical Order.

1. Idea -progress -rocket -shiny.
2. grumble -problem -shade -terrace.
3. Bleeding -buck -movement -sharp.
4. annoy-approve-dishonest -lump. — S
5. lion -lock -opportunity -zoo.

3. WORDS IN ALPHABETICAL ORDER.

(i) factory -famine -famous -far-farm.
(ii) race -reach -realize -relative -release.
(iii) Industry -instead -instructions -interest -introduce.
(iv) Chance -choose -climate -coil -each.
(v) astonish -lavatory -leopard -shorts -trouble.
(vi) Lizard -shapeless -sheep -shield - soon.

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(vii) decision -latitude -leaf -likely -shoulders.

(viii) giggle -leaf -lot -shelter -shilling - warm.

WORD ANALOGIES: SENTENCE PRACTICE 38 (Page 129)

1. Tenant	2. time	3. wires
4. a gross	5. water/sea/sound	6. mountain / cow
7. radio	8. tooth	9. body
10. animals	11. flowers.	12. outside
13. bachelor	14. landing site-hills -	15. frog
16. girl.	17. November	18. taste
19. answer	20. water	21. meat / beef
22. shoot	23. ring	24. river / desert
25. feather	26. caught	27. fuel/oil
28. double	29. foot	30. fleet
31. ladder.	32. desert	33. water
34. salt	35. pen	36. fly.
37. claw	38. meat	39. solid.
40. jump		

WISH SENTENCE PRACTICE 39

1. were doing	2. had passed	3. felt	4. had taken.
5. had seen	6. could	7. had learnt	8. was
9. had known.	10. knew		

SENTENCE PRACTICE 40.

1. will do	2. shall pass	3. will see
4. will be able	5. feels / will feel	6. will learn
7. will be	8. shall know	9. will come
10. will stay.		

AS INSTRUCTED IN BRACKET: SENTENCE PRACTICE 41.

1. They found some eggs in the market.
2. Someone was waiting at the bus-stop.

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3. I dropped it somewhere in the water.
4. There is someone lying down in that boat.
5. You can give them something to do.
6. There are some more books to be published.
7. We have some more food in the store.
8. They gave us some assignments.
9. We ate with some visitors.
10. There is some food in the house.

AS INSTRUCTED: SENTENCE PRACTICE 42.

1. He left it somewhere in the house.
2. There was something strange about it.
3. He can see somebody in the garden.
4. This is a red pencil on the table.
5. He saw someone on the bank of the river.
6. He saw somebody climbing over the wall.
7. I have forgotten something important.
8. He saw someone going through the forest.
9. You can lend your book somehow.
10. He did the work somehow.

AS INSTRUCTED IN BRACKET SENTENCE 43.

1. The boys haven't taken any lemonade to the camp.
2. Have they any tents?
3. There isn't any chalk in the drawer.
4. There isn't any difficulty about the payment.
5. They didn't find any cracks near the edge of the bank.
6. Nobody took any books from my table.
7. He didn't find any cheese on the floor / Did he find any .....?
8. He wasn't given any new clothes by his father / His father didn't give him

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any new clothes.

9. They didn't see any smoke on the other side of the river.
10. The dog didn't chase any sheep along the road.

AS INSTRUCTED: SENTENCE PRACTICE 44.

1. There is someone who got grade one.
2. There aren't any more words for you to spell.
3. Did the milk man promise to bring any more cream tomorrow?
4. We must not order for any more charcoal for we have some left.
5. Can you have something to eat before you do some more work?
6. Can you do anything about this problem?
7. You can't eat anyhow as you like in an African way.
8. Was he told to meet him anywhere in the forests?
9. You can't meet him anytime in the evening.
10. She didn't lose it any where in the garden.

AS INSTRUCTED IN BRACKET: SENTENCE PRACTICE 45.

1. You would like much more bread, wouldn't you?
2. She picked up much money from the floor.
3. There was much water in the well.
4. They brought back much sand.
5. The boys have taken much lemonade to camp.

SENTENCE PRACTICE 46.

1. This wood is too wet to be painted.
2. He is too old to walk by himself.
3. It is too dark for us to see anything.
4. The mountain was too high for the army to climb.
5. He is too small to go out by himself.
6. They are too slow to finish in time.
7. The distance is too great for him to walk.

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8. The table was too big for them to get it through the door.
9. The stick was too thick for him to break.
10. This is too difficult for us to do it this week.
11. He is so small that he ought not to go out by himself.
12. The mountain was so high that they couldn't climb it.
13. It is so dark that we can't see anything at all.
14. He is so old that he can't walk by himself.
15. This is so difficult that we cannot do it this week.
16. The stick was so thick that he couldn't break it.
17. The table was so big that they could not get it through the door.
18. The distance is so great that he cannot walk it.
19. They are so slow that they will never finish in time.
20. The wood is so wet that you cannot paint it.

REWRITING SENTENCE PRACTICE 47

1. The river was low enough for them to walk across.
2. Are you tall enough to touch the ceiling?
3. The light was good enough for me to read.
4. The rain was heavy enough to break down a number of houses.
5. He is silly enough to believe what is written in newspapers.
6. They travelled fast enough to reach the town before dark.
7. I am hungry enough to eat a two plates of matooke..
8. He is old enough to go by himself now.
9. It is still warm enough for us to go without coats.
10. He is ill enough to need a doctor.
11. There was enough butter he wanted in the dish.
12. I have enough money to pay the bill.
13. There was enough milk for them to have a glassful.
14. They had enough work to do.

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15. There was not enough chairs for all the guests.
16. Have you enough exercise books to give two every boy two a year?
17. Are there enough books in the library for every body to have a chance to read what he likes?
18. Have we enough food for six?
19. Is there enough sugar in your tea?
20. There isn't enough jam to give one pot to every four boys?
21. He arrived so early that there wasn't anyone there.
22. The problem was so difficult that it gave him a lot of trouble.
23. He was so ill that he could not speak clearly.
24. The bucket was so full that the boy could not carry it.
25. He was so happy that he sat in his bath.
26. This engine is so old that it can't work properly.
27. That donkey is so weak that it cannot carry such a heavy load.
28. He is so bad tempered that no one likes him.
29. He was so wise that he went at once.
30. He was so wise that he didn't go at once.

SUCH A --- THAT SENTENCE PRACTICE 48.

1. He was such an active man that he never stopped working.
2. She was such a busy woman that she never had time to think.
3. Henry was such a strong man that no body dared to fight him.
4. Shaka Zulu was such a fierce man that everybody was afraid of him.
5. Nanyonga slept for such a long time that everybody forgot about her.
6. He is such a sensible person that he cannot do that.
7. She is such a foolish lady that she is always asking silly questions.
8. He is such a big boy that people think he is older than he is.
9. He was such a kind man that he asked us all to come.
10. He is such a kind man that he always gives away half of what he earns.

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USING "SO" SENTENCE PRACTICE 49

1. He is so silly that he cannot understand anything.
2. He is so famous that everybody knows him.
3. He is so strong a man that he can lift two hundred kilos.
4. She came so late that she found nobody awake in the house.
5. Deborah was so beautiful that everybody liked her.
6. Masiko was so clever that he could always find a way out of difficulty.
7. He started so late that he did not catch the train.
8. He made so late a start that he missed the train.
9. He kept us waiting for so long that we thought he had forgotten us.
10. He examined me so carefully that he made me feel uncomfortable.

SENTENCE PRACTICE 50

1. He was very slow but finished the work.
2. He was too slow to finish the work.
3. He was very wise and he hurried.
4. He was very quick, but he got the answer right.
5. He was too wise to hurry.
6. He was too quick to get the answer right.
7. She is too young to go.
8. She is very young, but she can go.
9. He was very stupid, but he did not do that.
10. He was too stupid to do that.

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ANSWERS TO WRITTEN EXERCISES (1 - 79)

WRITTEN EXERCISE 1

1. River Nile is the longest river in Africa.
2. We had a long journey through the Himalaya ranges in Asia.
3. The President of the United States of America visited Uganda last week.
4. The tourists wanted to see the source of the famous River Nile in Jinja town.
5. I read yesterday's newspapers. *The New Vision* had equally interesting articles as *The Monitor.*
6. Uganda got her independence on 9th October 1962.
7. Christians go for prayers in churches on Sundays. Moslems too go for Juma prayers, but in Mosques and on Fridays.
8. The tallest building in Uganda is called Crested Towers.
9. Julia Roberts acted in a film called *Pretty woman.*
10. The French ambassador was the guest of honour on their sports day. It was held at the Namboole Stadium.
11. The, the
12. _____ and yellow
13. The
14. The
15. The, the
16. The, the
17. The, the, the.
18. The
19. ____the.
20. The, the.

WRITTEN EXERCISE 2

1. an
2. an, an
3. an
4. a
5. A
6. An
7. A, a, a, a
8. A, a, a
9. A, an
10. A, an
11. Heroes are very important
12. Monkeys eat bananas.
13. Some trees have beautiful leaves on their branches.

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14. Birds have wings.
15. Some teachers are poor people.
16. Some children of this school are polite.
17. Some bitches don't feed their puppies well.
18. Fathers-in-law are always kings.
19. She gave her daughters six spoonfuls of drug.
20. He has some books for sale.

WRITTEN EXERCISE 3

1. pieces of wood
2. tugs of war
3. fish
4. pieces of furniture hair
5. spoonfuls
6. he / she, himself / herself with a knife.
7. a thief
8. a fox
9. a louse / his / her /
10. he / she / a dish
11. has been
12. is
13. oxen.
14. is
15. some
16. piece
17. piece
18. piece
19. pairs
20. pairs

WRITTEN EXERCISE 4

Proper nouns

Mt. Elgon	Daisy	Apollo	snake
Mbale	Italian	Jupiter	spoon
Italy	Switzerland	America	convict
April	India	Easter	apple
Tuesday	Mwanga	May	sword
Nile	Kizito		friend
Portugal	Matthew	**Common nouns**	gold
Okello	Kafu River	smuggler	blankets
Russia	Bugishu	lizard	maize
River Zambezi	January	buck	egg
Hindu	Sudan	table	spear
Jane	Christian	toy	gun
Oslo		engine	road
Alps	Lagos	small pox	shoe
Muslims			

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WRITTEN EXERCISE 5

A. 1. cleanliness 2. honesty 3. choice
4. poverty 5. darkness

B. 1. presence 2. unhappiness 3. false
4. hotness 5. disappearance

C. 1. separation 2. hatred 3. obedience
4. warmth 5. beauty 6. opposition
7. poverty 8. similarity 9. reliability
10. wealthy,comfortable 11. thought 12. enthusiasm
13. width 14. belief 15. hatred

WRITTEN EXERCISE 6

1. Bunch 2. A troupe 3. a pack
4. catch haul 5. catch haul 6. bundle
7. a swarm 8. a litter 9. A flight
10. congregation

WRITTEN EXERCISES 7

1. skies 2. donkeys 3. heroes
4. Those trees, leaves 5. deer, live 6. They, children
7. active volcanoes 8. photos 9. loaves
10. larvae 11. mosquitoes 12. safes
13. dozens 14. kilos 15. boyfriends
16. commanders-in-chief 17. handkerchiefs 18. oxen
19. step daughters 20. ashes 21. them, studios ;
22. thieves 23. mice 24. toothbrushes
25. good hunters, buffaloes 26. tomatoes 27. hut tax
28. duties 29. halves 30. pieces of furniture
31. spoonfuls 32. motor shows 33. bookshelves
34. radios 35. armies, valleys 36. arm chairs
37. boy scout 38. drawers 39. NCOs

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40. Sceneries 41. green cards 42. sisters-in-law
43. mothers-in-law 44. machineries 45. teachers
46. boatcommanders 47. taxi drivers 48. keys
49. spies 50. pieces of music, pianos

WRITTEN EXERCISE 8

1. exhaustion 2. permission 3. loyalty
4. burial 5. cruelty 6. revelation
7. extension 8. innocence 9. intimacy
10. decision 11. growth 12. childhood
13. theft 14. marriage 15. youth

WRITTEN EXERCISE 9

1. enslaved 2. beheaded 3. broadens
4. enlarged 5. impoverished 6. succeeded
7. heightened 8. populated 9. besieged
10. memorised 11. sympathise 12. camped
13. enforced 14. dictated 15. shelved
16. compared 17. very glad 18. tightened
19. bathes/bathed 20. lessened 21. widened
22. depict 23. wetted 24. sold/sell
25. pursuing

WRITTEN EXERCISE 10

1. Searched / was searching 2. sat
3. go 4. proved 5. told /have told/tell
6. works 7. had learned/I had learnt / was learning
8. should have arrived 9. loves 10. loved

WRITTEN EXERCISE 11

1. go 2. enjoy, I am enjoying 3. arrives
4. are, complaining 5. will play, are playing 6. disobeys
7. working 8. eats 9. are eating

10. will return
11. is reading
12. is, punishing
13. freezes
14. takes
15. is taking off
16. it does not belong to me
17. will not pass
18. wishes
19. does not respect
20. does not like

WRITTEN EXERCISE 12

1. has worked
2. have, finished
3. have, finished
4. have, arrived
5. has, lived
6. have waited
7. has driven
8. have, completed
9. has mixed
10. has been
11. has stayed
12. has been told
13. has seen
14. has, brought

WRITTEN EXERCISE 13

1. has taught or has been teaching
2. have been digging
3. have been travelling
4. has been crying
5. have been working
6. has been shopping
7. have been watching
8. has been swimming
9. has been writing
10. have been quarrelling

WRITTEN EXERCISE 14

1. rained / was raining, decided
2. have lived / have been living
3. wears, to improve
4. have not been, were, showing
5. considering, thought
6. reading, use
7. would have gone, bought
8. was speaking, fell
9. seemed. went, had been going
10. sang, was playing
11. taking
12. It was not raining / if he had come.
13. resting
14. if she had studied / worked hard
15. if I did not pass my exams (any past simple used correctly)
16. if it rained heavily (any past simple used correctly)
17. if my work was marked.
18. had started

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19. had died
20. had gone
21. he said he had just gone out.
22. he wanted to know what she had brought.
23. "She has come from Kampala," he said.
24. used to
25. used not to cook.

WRITTEN EXERCISE 15

1. John was asked where he had been.
2. The visitors were shown into the guestroom.
3. He is well spoken of.
4. His complaint must be looked into.
5. She was told to be quick.
6. I was punished for something I didn't know / I did not know.
7. Has your question been answered?
8. This fish has been prepared excellently.
9. His brother was given a book.
10. A present was bought for his friend.
11. You will be looked after well.
12. When all the words have been looked up.
13. He is said to be a wizard.
14. His brother was given a book.
15. The blackboard has not been cleaned.
16. A lot of tea is drunk in England.
17. It is said that bananas are better than sorghum.
18. Our bucket was not emptied yesterday.
19. He was put in the car.
20. He shall be told at once.

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WRITTEN EXERCISE 16

1. I think it will.
2. will be.
3. Shall be working
4. will be going.
5. will come
6. will address.
7. will be arriving
8. I will punish / he/she will punish you. Your teacher will punish you.
9. shall
10. will not leave.
11. will not go.
12. shall be arriving
13. will be arriving
14. will be visiting
15. shall be crossing
16. shall be greeting
17. will be telling
18. shall be late
19. will.
20. will.

WRITTEN EXERCISE 17

1. will have left
2. crying.
3. telling, rings
4. beaten, arrives
5. given
6. sitting
7. eaten
8. gone, comes
9. eaten
10. comes, prepared
11. finishes, will have gone
12. reaches, learnt
13. comes, died
14. receives, suffering
15. gets, joined
16. taken, shoots
17. developed
18. will have grown so old.
19. evicted
20. reaches, been tired

WRITTEN EXERCISE 18

1. Charming
2. interesting
3. persistent
4. tiresome
5. convincing
6. spiteful
7. pitiful
8. sensible / senseless
9. childish

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WRITTEN EXERCISE 23

A.

1. often - adverb of time
2. every - time frequency
3. three times - time frequency
4. never - manner
5. badly - manner
6. carefully - manner
7. sometimes - time frequency
8. at the hotel - place
9. at the bottom - place
10. often - time frequency

B.

1. scarcely
2. usually
3. immediately
4. decently
5. angrily

C.

1. Terribly
2. Quickly
3. Loyalty
4. Truly
5. Probably
6. Mentally
7. Steadily
8. Gradually
9. Merrily

WRITTEN EXERCISE 24

1. destroyed
2. pursue
3. maintain
4. appear
5. tested
6. postponed
7. selected
8. invented/concocted
9. despises
10. happened
11. gave -distributed
12. available / avail
13. examine
14. extinguished
15. modern
16. continue
17. passed
18. dedicated/devoted

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19. replied 20. decide 21. cattle
22. discipline 23. curing 24. a gang / prisoners
25. congregation 26. family 27. a class
28. staff 29. army / batallions. 30. choir
31. dated 32. pens, pencils, chalk, stationery

WRITTEN EXERCISE 25

A.

1. Experience 2. before a fall
3. another man's poison 4. deserves another
5. believing 6. Silence
7. sure 8. never found
9. power 10. the mother of inventions

B.

1. All those things that you see as good are not as good as you see them.
2. Good things are seen from the origin.
3. If you have knowledge you can achieve a lot.
4. When you have much love with something it is difficult to see something wrong with it.
5. Being determined to achieve your goals in any way possible whether good or bad.
6. Return the bad to the bad or good to good.
7. When you are in a place follow what those people do.
8. When you are used to something it is difficult to change.
9. Don't be proud before you succeed.
10. The nearer you are to what you want the clearer it becomes.

WRITTEN EXERCISE 26

1. a grave 2. a bell 3. a clock
4. water 5. job 6. fox
7. a brass 8. an egg 9. coal

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10. glass 11. a cat 12. a rose
13. grass 14. a punch 15. grass
1. fresh 2. fierce 3. weak
4. bright / shiny 5. sweet 6. clean / sincere
7. stubborn 8. happy 9. patient
10. great

WRITTEN EXERCISE 27

1. at, to. 2. with 3. to, for 4. of
5. of 6. of 7. to 8. from
9. at 10. from 11. from 12. of
13. to 14. with 15. to 16. to
17. with/to 18. on 19. from 20. to

WRITTEN EXERCISE 28

1. front 2. fall, slow 3. Rough, followers 4. weak
5. cool/cold 6. refuse, hates 7. never, bottom 8. find / get
9. originated 10. illegible 11. borrow 12. enslavement
13. dislikes 14. solid 15. tight/careful 16. unlucky
17. minority,satisfied 18. female 19. bad 20. servant
21. little 22. divided 23. artificial 24. positive
25. her, older 26. quiet/silent 27. everywhere
28. master, disobedient 29. impassable 30. imperfect
31. impolite 32. impossible, questions 33. daughter,
passes 34. slowly 35. irregular 36. different,
yours
37. earn, save 38. failure 39. inferior
40. parmanent 41. untrue 42. beautiful
43. lamenting, defeat, game/play 44. narrow 45. slow
46. tame 47. mountainous, hilly 48.impure, unclean, dirty
49. crooked 50. disrespect, humiliation 51. tame

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WRITTEN EXERCISE 29

1. had not disturbed
2. was
3. rains
4. had chosen
5. had not had
6. stopped
7. had stopped
8. was
9. stopped
10. had been
11. had started
12. was not
13. bought
14. went
15. gives
16. had told
17. decided
18. had planted
19. had not sold
20. had

WRITTEN EXERCISE 30

1. hopes
2. wishes
3. hope
4. wish
5. wish
6. hope
7. wish
8. wish
9. hope
10. hopes
11. I like my work
12. I don't like my work
13. I am top of the class
14. I am not on top of the class
15. I am feeling strong
16. I am not feeling strong
17. I understand the exercise.
18. I don't see him every week.
19. I understand this exercise.
20. I don't understand this exercise.

WRITTEN EXERCISE 31

1. There were some beggars in the city.
2. You would like some more bread.
3. She picked up some money from the floor.
4. He found some snakes in the forest.
5. There was some water in the well.
6. He saw some smiles on the faces behind him.
7. They brought back some sand.
8. There were some people there.
9. There were some cattle by the river.
10. There was someone looking for you.
11. Someone is waiting outside.

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12. I saw someone behind the house.
13. I put it somewhere amongst these papers.
14. There is something in this box.
15. There was someone to tell him where to go.

WRITTEN EXERCISE 32

1. He didn't see anybody there.
2. Did he ask anybody the way?
3. The driver didn't see anyone in front of him.
4. Is there anything on the table?
5. Was he sure there was anyone in the camp?
6. The treasury isn't anywhere near this tree.
7. He didn't feel anything.
8. Did he see anyone else in the corner of the room?
9. You wouldn't like any more blue ones, would you?
10. Is it anywhere in this room?
11. Don't give him any books.
12. He didn't see anyone going through the forest.
13. Have I forgotten anything important?
14. He didn't see anyone climbing the wall.
15. Were there any cattle by the river?
16. Are there any red books on the table?
17. You can't see anybody in the garden.
18. He didn't leave it anywhere in the house.
19. Don't give him any more food.
20. Did he borrow anymore money from the bursar?

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WRITTEN EXERCISE 33

1. any
2. any
3. anybody
4. any
5. any
6. any more
7. any
8. some
9. any
10. any
11. some
12. any how/any where
13. any more
14. any more
15. anybody
16. any where
17. any where
18. something
19. any
20. some
21. anything/any where/anyone/any more
22. any where
23. anyhow / any more
24. any more
25. any, any more

WRITTEN EXERCISE 34

1. any/any more
2. any/any more
3. much
4. some, any/any more
5. many
6. some / some more
7. any / any more
8. some
9. any / any more
10. any / many
11. some/some more
12. some / some more
13. man / much
14. any/any more
15. some / some more
16. any / any more
17. more / many more
18. many
19. any
20. some/some more

WRITTEN EXERCISE 35

1. What a good thing to remember her name!
2. What a nice coffee it was!
3. What a large number of people in the market!
4. What a crowded bus it was!
5. What a friendly people they were!
6. The following people were asked to run quickly; John, Mary, Matovu and Susan.
7. "Who is that man?" the policeman wanted to know.
8. He wanted to know if I was their relative.
9. Bring me that plate. It is a broken plate.

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10. He took the following subjects; English, Maths, Science, Geography and History.
11. These are the P7 girls who sat for the examination last year; Jabe, Getrude, Namale and Molly.
12. She is my younger sister.
13. Hello, Jimmy! Come lets go.
14. Some of these books are good for P7 candidates. They are; Uganda History Series, Writing English Composition and Revision English.
15. When I was coming to school, I met a short, brown lady going to the clinic for a medical check up.
16. What a lonely girl you are!
17. Dad, will you buy me that book?
18. How old are you, Molly?
19. Jackson is the closest brother-in-law of mine.
20. The commander-in-chief was told to come very early in the morning.

WRITTEN EXERCISE 36

1. a) The driver talking endlessly and the engine not starting.
   b) Musinguzi was worried because he thought the engine would not start and he would be late to meet his friend Kasaija.
   c) Kasaija planned to give Musinguzi a lift.
   d) Kasaija had just decided to wait for ten more minutes and after that he would leave for home.
   e) One reason that shows that Musinguzi had never visited a town before is that he continually stared at running vehicles, people, buildings and any other things that could attract his attention.
   f) Musinguzi was thinking about whether supper would be ready instead of paying attention to the traffic.
   g) When the bus came, Kasaija had waited for a long time.
   h) Punctual means to keep time.
   i) Alighted means **to come down, to come out.**
   j) Stared means ***looked at.***

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WRITTEN EXERCISE 37

a) Okello and Mukasa are brothers.
b) Okello's father wanted the two boys to catch fish.
c) Some distance from the boy's home.
d) Okello and Mukasa found two boys at the river.
e) Okello thought a big fish was eating the worms.
f) Okello caught a big tortoise.
g) No, Okello's family did not have a nice meal that evening.
   i) Excited means full of happiness.
   ii) Set off means to start going.
   iii) Dragged means to pull or pulled.
   iv) Swung means to throw.

WRITTEN EXERCISE 38

a) The name of the passenger was Tinka Samson.
b) He was going to Jinja.
c) He was a teacher at Ibanda.
d) Julius finished Primary Seven in 1970.
e) Yes, Julius was taken to King's College Buddo.
f) He studied Electrical Engineering at Makerere University.
g) Julius was going to check on the electrical wiring of a soap factory in Jinja.
h) Julius likes his job because he has been given a good house and a loan for buying a car.
   i) Scholarship means a chance for free education.
   ii) Retired means left the job on finishing the term of service.
   iii) Loan means money given to be paid back in instalments.

WRITTEN EXERCISE 39

a) They got their first puncture a few minutes after leaving the DC's Office.
b) They were not worried about the dust because it had rained heavily the night before.

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c) If they had driven fast, they would have skidded because there was too much water and mud on the road.
d) The Karamojong people are very busy in their gardens in a wet season.
e) They were afraid of the sharp small stones because they would cause a puncture on their tyres.
f) i) Puncture: means having a hole on their tyre.
   ii) Rained heavily: means receiving much rainfall.
   iii) Junction: means where roads join.
   iv) Lonely: means alone or without anyone around.
g) The two men were helpful to the travellers in lifting the vehicle.

WRITTEN EXERCISE 40

a) The town was at the bottom of the hill because the driver stopped the car at the top of the hill.
b) The town was so busy because it was a market day.
c) People were travelling in four ways: on foot, on bicycles, on lorries and in cars.
d) The passing cars and lorries caused the people on foot or on bicycles to be covered with dust.
e) These people did not stop on the way because they wanted to reach the market as quickly as possible.
f) The author left his car on top of the hill and went down to the market.
g) The buyers argued with the sellers because they demanded too much money from the buyers (or because they wanted to get a fair price).
h) The big market takes place every after fourteen days.

WRITTEN EXERCISE 41

a) The friends and relatives are responsible for the welfare of the sick man.
b) The children who would be excused from paying their last respects are the ones who reside overseas.
c) The mourning period lasts for six months.
d) Remain

e) Has already a child

f) They are called to pay their last respects.

g) The widow must wear a black mourning dress.

h) i) She can talk to any man coming from the two families.

ii) One of the late man's brothers marries such a widow.

1. Offence means a crime.
2. Mourning means a period of sorrow.
3. Benevolence means kindness, generosity.
4. Widow means a woman whose husband is dead.

WRITTEN EXERCISE 42

a) The young man jumped on the lorry because he wanted a lift.

b) He sat on a long box.

c) Because he realised it was a coffin.

d) Sitting on the wet floor of the lorry.

e) Because the coffin was opening slowly and a hand was coming out.

f) A voice from the coffin.

g) By falling into a ditch.

h) i) A lift: means being carried in a vehicle.

ii) Turned out: means to happen to be / to end up.

iii) To get shelter from: means to be free from rain / to take cover from rain / to keep off from rain / to protect from rain.

iv) Coffin: A wooden box where dead bodies are laid.

WRITTEN EXERCISE 43

a) The writer lives in Uganda.

b) The writer is fond of his country Uganda.

c) The lakes are strange and still.

d) The beautiful birds found in Uganda are: the crested crane, the eagle, the dove.

e) The animals found in Uganda are: the golden lion, swift footed deer. the elephant, the *dik dik* and the leopard.

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f) The colour of the elephant is grey.

g) Another word for golden is glittering.

h) The deer is swift.

i) The birds fly up in air while crying.

j) The writer is a Ugandan.

WRITTEN EXERCISE 44.

a) The name of the writer was George Ayella.

b) The father's occupation is "teaching".

c) From Kitgum, Kampala is in the South direction.

d) George was a nephew to his uncle.

e) Another name for a single man is a bachelor / unmarried.

f) Technology is the study of machines and how they work.

g) A boy whose mother and father are dead is called an orphan.

h) George stayed with his uncle for several years.

i) George's home town was Kitgum.

j) George was twenty two years old when he wrote this passage.

WRITTEN EXERCISE 45

a) The name of the rock is Tiptip rock

b) The writer was six years old.

c) The two boys wanted to climb the rock so that they could see where the sun slept.

d) Because they would interfere with their plan and laugh at them.

e) No, the writer was not happy with his brother because he wetted their sleeping mat.

f) They opened the door carefully so that the people could not wake up.

g) Pake was a drunkard herdsman.

h) The writer woke up at that time because Sam had wetted their sleeping mat.

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i) Famous means popular / well known / common.

j) Went to sleep means go to bed / lie down to rest / not awake.

WRITTEN EXERCISE 46

1. Tonny and his brother were playing football inside their house.
2. It was raining outside.
3. They kicked the ball hard.
4. It knocked down a vase of flowers on a nearby table.
5. The vase was smashed into four pieces.
6. Quickly the two boys glued the pieces of the vase together.
7. Then they filled it with water and put the flowers back in it.
8. While the family were having dinner, water flowed out through the cracks in the vase.
9. Everyone was surprised, but the two boys looked ashamed of themselves.
10. From then on, the two boys learnt to be more careful.

WRITTEN EXERCISE 47

1. The main road from Kampala to Jinja crosses a big concrete dam.
2. This dam is nearly $\frac{3}{4}$ kilometres long and 50m high.
3. It is the Owen Falls Dam on the River Nile.
4. It is near Lake Victoria.
5. It was built about fifty years ago to control the water of the Nile as it flows out of the lake.
6. At the dam there is a power station which makes electricity.
7. The electricity is sent by copper wires to many parts of Uganda and Kenya.
8. It drives machines in factories.
9. It is also used for lighting streets and houses.
10. From all this we can see that electricity is very useful.

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WRITTEN EXERCISE 48

1. James asked Bob what he was doing.
2. "I am reading Robinson Crusoe," said Bob.
3. Who gave you that book?
4. My father gave it to me.
5. What is it all about?
6. It is about a man wrecked on an island?
7. Is it an interesting book?
8. Oh, yes, it is.
9. Shall I borrow it?
10. Certainly, I will lend it to you.

WRITTEN EXERCISE 49

1. The other day, Christine was sent to the market to buy some tomatoes.
2. Upon reaching there, she found the place full of sellers and buyers of different things.
3. She went to a corner where there were tomatoes and onions.
4. She wished she had been given enough money for both items.
5. Every seller of tomatoes wanted her to buy hers.
6. Some were even trying to pull her.
7. She decided to buy the ones which were being sold by a very old woman.
8. Why she did so nobody could tell.
9. All the same she decided to select the best tomatoes to buy.
10. It was easy.

WRITTEN EXERCISE 50

1. Today I woke up at seven o'clock in the morning.
2. First I swept the room.
3. Then I helped my mother in the house.
4. She was preparing breakfast.

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5. Next I went to bathe
6. After bath, I had breakfast with my sister, Mary.
7. After finishing the meal, we put on our school uniform and left for school.
8. It took us more than half an hour to reach the school.
9. Having found the teacher in the classroom, I feared to enter.
10. Time went on until it was discovered that I was missing from the class.

WRITTEN EXERCISE 51

1. Isaac and Moses were friends.
2. One day last week.
3. The children were playing.
4. After seeing a snake.
5. Moses screamed.
6. The snake was really big.
7. Lucky enough mummy was passing by.
8. Mummy killed the big snake.

WRITTEN EXERCISE 52

1. It was early on Thursday morning last week.
2. As I was walking to school, I saw a man lying on the ground.
3. Having been knocked by a fast running car.
4. He had fallen off his bicycle.
5. Many people were looking at him shaking their heads while others were giving him first aid.
6. He looked dead and besides him was a damaged bicycle.
7. He was bleeding all over, and his clothes were badly torn.
8. An ambulance was called from the nearest hospital and his friends accompanied him to the hospital.
9. I kept on thinking and dreaming of the accident the whole day and night.
10. I do hope he got better after sometime.

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WRITTEN EXERCISE 53

1. The P7 class met under a tree to discuss where they could go for a trip.
2. They decided that visiting Tororo was better than going to a zoo.
3. After discussing the matter they agreed to pay Sh. 400 each.
4. Back into the classroom, the monitor informed the teacher of their discussion.
5. On the 6th June, they set off for Tororo.
6. They were soon seen off by the whole school.
7. On their way, the children wrote interesting - things in their diaries.
8. They first visited the Uganda Cement Industry Tororo (UCI).
9. Then they visited the jute and fertilisers factories.
10. Finally they thanked the officials for allowing them to visit their factories.

WRITTEN EXERCISE 54

1. We requested our neighbouring school for a friendy match.
2. They accepted our request.
3. The games master then organised his team ready to challenge us.
4. On the agreed date we travelled to their school.
5. We met them first and exchanged greetings.
6. We then walked to the field which was nearer to where we exchanged greetings.
7. We played carefully and tactfully then.
8. The match ended in a victory for us.
9. We then returned to our school singing victory songs.
10. Lastly each of us went to his own home.

WRITTEN EXERCISE 55

1. Every living creature needs some rest.
2. Without it, it may not be possible to do any job well.
3. A pupil whose brain is very tired cannot pass his examinations.
4. The one who has enough rest before examinations usually scores high marks.

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5. It is important that both teachers and pupils are given enough time to rest.
6. There are always three holidays in a year.
7. None of them however, is shorter than two weeks.
8. The second and third term holidays are each longer than the first.
9. At the end of every school term, pupils are happy.
10. This is so because they are soon going for holidays.

WRITTEN EXERCISE 56

a) There is one square to the right of the long line.
b) There are four triangles to the left of the long line.
c) There are four circles to the left of the long line under the short thin line.
d) There are two circles above the short thin line.
e) There is one circle above the thick line and to the right of the long line.
f) The short thin line.
g) There are five more circles to the left of the long line than there are below the thick line.
h) There are four more triangles to the left of the thick line.
i) Triangle.
j) The figures are the triangles and the circles.
k) Rectangle and circle.

WRITTEN EXERCISE 57

a) Musoke started his journey from school.
b) He turns to the right.
c) Yes, he does.
d) After living the shop he goes to the football ground.
e) He turns left.
f) He crossed the main road before reaching point D.
g) Musoke enters the church to pray.

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After coming out of the church, Musoke turns left at point f.
Musoke stops at point g to branch to his house.
Musoke's journey ends in his house.

WRITTEN EXERCISE 58

a) Bongole sold most goats on Saturday.
b) He sold the least goats on Thursday.
c) 40% of the goats sold on Thursday were 12 goats.
d) He sold the same number of goats on Tuesday, Wednesday and on Friday.
e) He did not sell any goats at all on Sunday.

WRITTEN EXERCISE 59

a) After leaving home Mutebi takes South direction.
b) The building labelled A is used for medical treatment.
c) Mutebi sees four houses at B when he turns Eastwards.
d) No, Mutebi passes near the market.
e) Mutebi is likely to meet the train moving along the railway line D.
f) After crossing line D before reaching line E, Mutebi walks for two hundred metres (200 m).
g) He turns the corner at point F.
h) Mutebi passes through the forests before reaching the Bookshop.
i) He entered the bookshop to buy books or to check on books.
j) He will enter one of the shops around and return home.

WRITTEN EXERCISE 60

a) Kato is a wholesale trader.
b) Opolot is a retail trader.
c) A dozen packet of biscuits in Kato's shop costs sh. 360.
d) He will get the same amount as Opolot.
e) I will go to Opolot's shop.
f) He would go to Kato's shop.
g) Opolot sells tea leaves but Kato does not.

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h) Oketa will buy a crate of Pepsi Cola, a dozen of biscuits, blue bai

i) There are one hundred and forty four items in a gross.

j) He will get sh. 350.

WRITTEN EXERCISE 61

a) Mathematics lesson is 45 minutes.

b) There are four English lessons.

c) Geography lesson begins at 11.15 a.m.

d) Seven subjects are taught excluding games.

e) Mathematics and English are taught in the early morning.

f) Play time break is 30 minutes, i.e 12.30 -1.00 pm.

g) It is from 12.30 to 1.00 pm.

h) He tells the children about punctuality, discipline, concentration on stu

i) The school assembly is five times a week.

j) Football skills, netball skills, volleyball skills, etc.

WRITTEN EXERCISE 62

i) Studio Five has put up this advertisement.

ii) The performance will be a live music presentation.

iii) The artistes have come from Italy and Germany.

iv) The Big Five will put their show at Neeta Cinema.

v) Guest artistes will be the participants.

vi) The show will be on three days.

vii) The tickets will be sold at Studio Five.

viii) Each show will last 2 hours and 15 minutes.

ix) Presents means produce / give / show / stage / display.

x) Witness means to be around / to see.

WRITTEN EXERCISE 63

i) The name of the film is "Hands and Brains".

ii) The film will be shown on Sunday, twenty sixth August, two thousand a one.

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