

YUDESI PRIMARY

SCHOOL

P. 6 ENGLISH

LESSON NOTES

TERM 1 – 2014

SAFETY ON THE ROAD.

Vocabulary Development

accident	approaching	cyclist
crashed	regret	highway
statement	claim	mortuary
traffic	emergency	traffic rules
motorist	pedestrians	bend
crossroads	signal	junction
pavement	round-about	signpost
zebra crossing	unconscious	faint
exhausted	puzzled.	

Construction of oral sentences using the vocabulary

Oral sentences.

1. What do the traffic colours show:
 - a. Green-----
 - b. Red -----
 - c. Orange -----
2. What is the work of the traffic police?
3. What is the first thing you would do to someone who has got an accident?

Structures.

- (i) -----as soon as -----
 - (ii) I ----- immediately-----
 - (iii) No sooner -----
 - (iv) ----- because-----
- etc

Structure. first _____ next _____ then.

Study the example below.

First look right, next look left then right before crossing the road.
First wash your hands next pray then begin eating your food.

Study the following activities and then use the

Structure _____ first _____ next _____ then _____ to write sentences.

1. fetching water from the well
2. preparing breakfast
3. writing an examination

4. crossing the road.

Dialogue.

CROSSING THE ROAD (MK.Bk 6 Pg 11 – 12)

Read the dialogue and answer the questions in FULL sentences.

More questions.

7. Who are the other road users apart from drivers?
8. Why do you think Agaba needs more information about road safety?
9. Who says that drovers should be mindful of other road users?
10. What is the title of the dialogue?

Rewrite the sentences into plural form.

1. The thief stole Key from the shelf.
2. The negro removed the fly in the soup.
3. The Eskimo took a photo in the studio.
4. My child looked at the little mouse.
5. A fox angrily chased a goose.

Notice

Read the notice below and answer the questions that follow in FULL sentences.

GO SLOW. ACCIDENT AHEAD

The public is hereby informed that the road at Nalubaale (OWEN FALLS) Dam at Jinja is halfway closed as the major repairs are done for a fortnight.

Motorists and cyclists are asked to cooperate and follow traffic rules.

Any inconveniences caused are highly regretted.

A.G PERMANENT SECRETARY

Ministry of works and Housing

9th December, 2008.

Questions.

1. What is the notice about?
2. Who wrote the notice?
3. To whom is the notice addressed?
4. When was the notice addressed?
5. Why was the notice addressed ?

6. For how long will the road be closed?
7. What were the road users advised to do ?
8. What do you think would happen if the road users did not cooperate?
9. What is A.G in full?
10. Why did the writer regret the inconvenience?

passage.

A VISIT BY THE TRAFFIC OFFICER (MK bk 6 pg. 13 – 14)

Read the passage and answer questions about it in FULL sentences.

Rewrite the sentences as instructed in brackets.

1. Malewa saw a mad dog on the road. He cried for help.
(Begin: No sooner-----)
2. I cooked matooke. I did not eat matooke. (Join using-----although-----)
3. The chief arrested the thief. The police arrested the thief.
(Begin: Either-----)
4. The red dog ate the goose. (Rewrite ending-----dog.)
5. “Water boils at 100°C,” said the teacher.
(Begin: The teacher said that -----.)

TRAFFIC DANGERS.

Vocabulary Development:

side paths	Highway code
round about	first aid
careless	crossroads
traffic lights	road humps
ambulance	vehicles
trains	accidents
planes	side paths

- (a) Read and pronounce the above vocabulary correctly.
- (b) Construct sentences using the above vocabulary.
e.g There are many accidents at the traffic lights.

Complete the sentences below using the correct vocabulary from the above list.

1. Pedestrians should walk along the _____ so that vehicles don't knock them.
2. Every _____ has a circular shape.
3. If you want to study all the signs on the road, you must buy a _____.
4. When the _____ turned green, all the vehicles started moving.
5. All the accident victims were given _____ before they were taken to hospital.

Structure.....should always

Read the examples below.

- We need to be aware of the Highway Code.
- We should always be aware of the Highway Code.
- You need to be careful when crossing the road.
- You should always be careful when crossing the road.

Give the plural form of the following

- (i) side path
- (ii) vehicle
- (iii) Highway
- (iv) ambulance
- (v) train

Use the correct form of the word in brackets.

1. It is very _____ to travel at night.(risk)
2. Have you ever _____ a car. (to drive)
3. You should drive _____ to avoid accidents. (slow)
4. It is very _____ to cross the road while running. (danger)
5. That is a very _____ road. (dust)

Structures ----- may -----
----- so -----
----- so ----- that ----

Structurebecause

Read the sentences below.

1. David got an accident because he was driving carelessly
2. He drove badly because he didn't know the Highway Code.

Join the sentences below using.....because.....

1. Angella was knocked down. She crossed the road while running.
2. My father didn't drive a car. He was sick.
3. The victims died. They did not get any first aid.
4. The cyclists beat him. He had stolen a helmet.
5. Moses drank a lot of water. He was very thirsty.
6. I did not get the taxi. I woke up very late.

Structural Patterns

-----should not

e.g Children should not play on the road.

People should not tether animals near roads. etc----

----- must -----

-Parents must help their children cross the roads.

-Drivers must respect road signs etc----

----- **as soon as** -----

The driver stopped the car. The lights had turned red.

The driver stopped the car as soon as the lights turned red. Etc...

Comprehension

A POEM

Read the poem and answer the questions about it in full sentences.

Whether by road or railway transport,
Passengers need safety on the road,
Drivers avoid over speeding,
Because it is the source of accidents.

Brothers and sisters,
Nephews and nieces,
Never play on the road,
Remember you are the leaders of tomorrow,
Guard your lives against accidents.

Pilots never fly the planes,
When the weather is bad,
Safety is important for all,
The young and the old,
Together we can reduce accidents.

Nambi Stecia.

Questions:-

1. What is the poem about?
2. How many stanzas does this poem have?
3. Which two types of transport are mentioned in the first stanza?
4. Who is the writer of the poem?
5. Why should brothers and sisters guard their lives?
6. What does the writer advise the pilots not to do in stanza three?
7. According to the poet, what is the source of road accidents?
8. Suggest a suitable title to this poem.

Read the poem and answer the questions about it in full sentences.

On the Road.

From dawn to dusk,
Roads are full of different road users,
Heading to various destinations,
In the city or village.

Pedestrians trek on the pavements,
Passengers sit comfortably in taxis and buses,
As they pass by,
Trees appear as if they were running backwards,
Yet they are stationary.

Hand signals, traffic lights, indicators,
And horns are used for communication,
The red light commands the driver to stop,
Orange lights alerts him to be ready,
While the green light tells him to move forward,
With an indicator, one can make a left or right turn,
Traffic officers help to keep law and order on the road,
Smartly dressed in their uniform,
They stand at the road junctions,
Because safety on the road is for all.

Kiiza Edrine

Questions:-

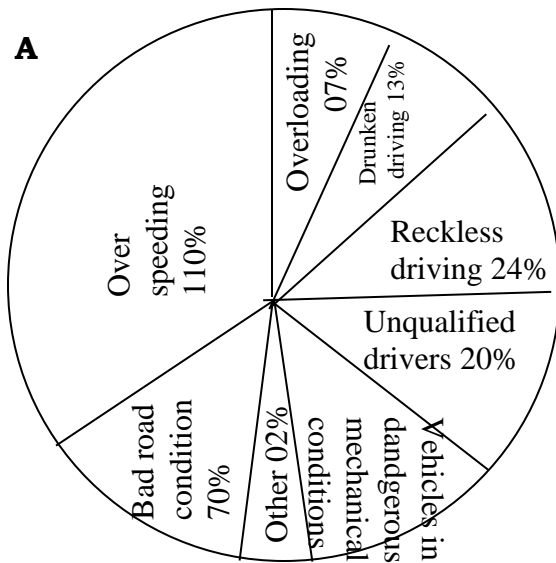
- a) How many stanzas does this poem have?
- b) Where must pedestrians walk?
- c) Who is the poet?
- d) Why is it not advisable to cross the road while running?
- e) Mention any one road user in the poem.
- f) Which traffic light tells the drivers to move forward?
- g) Give another word or group of words with the same meaning as the following words in the poem
 - i) destination.....
 - (ii) trek
 - (iii) Pedestrians
- h) What happens to trees as the passengers pass by?

Comprehension

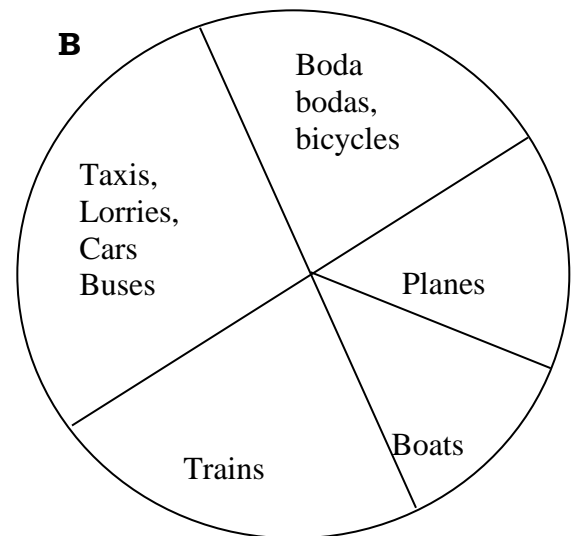
Causes of Road Accidents.

Study the pie-charts below and use them to answer the questions that follow in full sentences.

Causes of road accidents in Uganda



Different means of transport



(a) What is the pie-chart 'A' about?

- (b) According to the pie-chart, what is the major cause of road accidents in Uganda?
- (c) What percentage of accidents is caused by drunken drivers?
- (d) Suggest three possible ways of reducing road accidents in Uganda.
- (e) What is the percentage of unqualified drivers?
- (f) What is pie chart B about?
- (g) Name all the means of transport in the pie chart.
- (h) Do bad roads also cause accidents?
- (i) Name any two causes of road accidents (i) _____ (ii) _____

DEBATING.

Vocabulary Development

opposer	point of order	argue
point of inquiry	audience	speaker
point of information	debate	timekeeper
opinion	conclude	motion
Inquire	proposer	argument
rules	secretary	current speaker
previous speaker	etc.	

- (a) Read and pronounce the vocabulary correctly.
- (b) Construct your own sentences using the following words.
 - (i) argument
 - (ii) motion
 - (iii) conclude
 - (iv) opinion
 - (v) argue

(c) Fill in a correct word.

1. _____ the boys nor the girls won the debate.
2. The pupils were warned _____ escaping from school during debate time.
3. The opposers raised _____ points than the proposers.
4. It was such an educative debate _____ everybody learnt something.
5. The boys argued and came out with a very good _____ .

(d) Use the correct form of the word in brackets.

1. Moses always uses _____ words in the debate.(abuse)

2. Children learn a lot from the points of _____ (inform)
3. Both the opposers and the proposers spoke _____(clear)
4. We had a hot _____in the debate.(argue)
5. They _____ a debate in their class last week.(have)
6. Tom was allowed to raise his point of _____(inquire)
7. The speakers argued among _____(self)
8. In his _____, he was very clear. (speak)
9. The point of _____ he raised was good. (inform)
10. _____ at school is very educative. (debate).
11. The speaker made anfrom the chairman. (inquire)
12. There was an between the opposers and proposers. (argue)
13. The second proposer made a better than the first one. (conclude)
14. We expect to have a good of the term. (begin)
15. The chairman was full ofto the opposer's speech. (admire)

Structureeven though

Read the sentences below.

1. She stood up even though she had no point.

Even though she had no point, she stood up.

NB: Compare even though with although, though and but

Rewrite the following using even though.....)

1. The motion was very educative but the audience did not like it.
2. John spoke very well. John is in primary three.
3. The speaker amused the audience. The chairperson did not laugh at all.
4. Peter made a mistake. He did not apologise.
5. The girls debated very well. They did not win the debate.

Structure Whereas / whereas

Read the sentences.

The girls will oppose the motion whereas the boys will propose it.

Sonsomola recorded the points whereas Okecho chaired the debate.

Join the sentences using whereas.

1. Tom is very short. His brother is very tall.
2. Some pupils are hardworking. Others are lazy.
3. John likes cakes. Stella likes cakes.
4. The opposers gave many points. The proposers gave very few.

5. Tom came late. Bosco came early.

(b) Structureunless.....

Read the sentences below.

- My friend will not debate unless he is an opposer. Unless my friend is an opposer, he will not debate.
- Unless means ifnot. It is used in negative statements.

Rewrite the following using.....unless.....

1. My father will not come to school if he does not get the money.
2. The headmaster will attend the debate only if we invite him.
3. You should study hard. You will pass the test.
4. If we don't complete the work, the teacher will punish us.
5. He will not go to Dubai if he doesn't get a visa.

Use the correct form of the words in brackets.

1. If hetime, he will guide us. (getting)
2. The teacherif we don't complete the exercise.(punish)
3. If she comes today, Iher about the debate .(inform)
4. Tom will debate if heenough points. (collect)
5. If youyour friend, she will attend the friendly debate. (inviting)

Notice

Read the notice and answer questions about it. (MK bk 6 pg 57 – 58)

Conversation

Read the conversation interview between the Headmistress and Lapeny

- H/M: Where were you born, Lapeny
Lapeny : I was born in Kotido, Karamoja.
H/M: When did you start schooling?
Lapeny: I started schooling when I was four years old and now I am sixteen.
H/M: Where did you go to school?
Lapeny: I went to Kalongo public school.
H/M : Apart from school, what other activity do you do at home?
Lapeny: I look after cows, hunt birds and do fighting game.
H/M: What would you like to be if you are grown up
Lapeny: I would like to be a politician like our MP. He is known and respected in our village.
H/M: That is bright. Wish you well.

Lapeny: Thank you

Questions:-

1. Who are the people taking part in the conversation?
2. Where do you think the conversation took place?
3. Describe Lapeny's origin.
4. Where did Lapeny go to school?
5. If Lapeny is sixteen years in 2009, when did he start schooling?
6. According to you, what kind of character is Lapeny?
7. Why does Lapeny want to be like his MP (Member of Parliament)?
8. What are Lapeny's interests?
9. In which region of Uganda does Lapeny come?
10. Suggest a suitable title to the conversation.

Comprehension

Read the following passage carefully and answer in full sentences the questions that follow.

Every week, schools in Uganda hold debates. These debates are based on different topics called motions. The motion to be debated is however, chosen based on the ability and level of the class.

Last week, Kibimba Primary school held an inter-house debate. The motion was "Technology has done more good than harm". Dr. Albert Cook House proposed the motion whereas Captain Lugard House opposed it. The chief organizer of the debate was Mr. Waiswa Fred, the head of English Department at Kibimba Primary School.

At the beginning of the debate, the audience stood up and sang the National Anthem. The chairperson, Hon. Migadde Hamuza introduced his cabinet and the speakers from proposition and opposition sides.

The chairperson warned the proposers and opposers against breaking the rules of a debate. He also called upon the audience to participate by raising points like; point of inquiry, point information etc.

Among the people who attended the debate was Mr. Mugoya Pius, the head teacher, Kibimba Primary School. In his speech, Mr. Mugoya thanked the teachers and pupils for being involved in debating. 'I am going to buy a bull for

the winners and a goat besides a dictionary for the losers.” Said the headmaster.

During the debate, the secretary recorded the points raised by both the proposers and opposers. The speakers argued strongly for and against the motion.

In the end, Dr. Albert Cook House won the debate and took a bull.

Questions

- i. What is the passage about?
- ii. Who organized the inter-house debate according to the passage?
- iii. What prize did the winner get?
- iv. Which house won the debate?
- v. Where do you think the debate took place?
- vi. What did the audience do at the beginning of the debate?
- vii. Why do you think Dr. Albert Cook House won the debate?
- viii. What is the responsibility of Mr., Mugoya in the school?
- ix. How often is the debate held in this school?
- x. Give this passage a suitable title.

Study the notice below and answer the questions about it in full sentences.

NAMAYUMBA C/U PRIMARY SCHOOL
INTER-CLASS DEBATE
P.6 VS P.5
VENUE: SCHOOL MAIN HALL
TIME: 2:15pm – 4:15 pm
DATE: 1ST APRIL

MOTION: "A NUCLEAR FAMILY IS BETTER THAN AN EXTENDED FAMILY"

CHAIRPERSON

Hon: Ssemujju Nathan

SECRETARY

Hon: Nambooze Ruth

TIME KEEPER

Hon: Okum Pascal

CHIEF WHIP

Hon: Ciconco Hope

Proposers

Hon: Asaba Tom

Hon: Bayiga Ann

Hon: Were Peter

Opposers

Hon: Akello Peace

Hon: Kakembo Isa

Hon: Musumba Salama

Main speakers: 5min :Floor speakers: 3min

Mr. Muzaale paddy

PATRON DEBATING CLUB.

Questions:-

- a) What is the notice about?
- b) Where is the seminar held?
- c) How long does the seminar take?
- d) Who wrote the notice?
- e) To whom is the notice addressed?
- f) In which newspaper did the notice appear?
- g) How often is the seminar conducted?
- h) Give another word or group of words with the same meanings as the following words in the notice;
 - (i) venue.....
 - (ii) noon
- i) Why do you think the above seminar is organised?

Group discussion;

In groups of two or three, discuss the importance of debates to children.

Picture composition. (MK 6 Pg 15)

Composition writing.

In not less than 150 words, write a composition about an accident.

Imagine you saw/experienced a road accident. Write a composition about it in not less than 150 words.

Points

- 1- title
- 2- where it took place and when.
- 3- people and vehicles involved, assistance given, how the police came in , etc--
- 4- conclusion (your feelings)

The pictures A – F tell a story. Study them carefully and write one sentence to describe what happening in each picture. You may use the following words to help you.

children, approaching, ambulance, doctor, running, lying, playing, first aid, treating, giving, carrying, ball.

- a) Picture A
- b) Picture B.....
- c) Picture C
- d) Picture D
- e) Picture E
- f) Picture F
- g) What mistake did the children make?
- h) Where do you think the little boy was taken after the accident?
- i) Who caused the accident in picture C?
- j) Give a suitable title to this story.

Fill in the blank spaces with the correct words chosen from the box.

A FATAL ACCIDENT

Last, there was a fatal accident in Mabira forest along Kampala – Jinja Highway. Thewas caused by adriver. He did not also have a valid driving.....

This driver had been driving the taxi at a very high speed. At the same time, he wanted to overtake at the bend, a trailer that was carrying petrol to Kampala.....,there was a head-on collision with a Tata Lorry registration No. UED 188D. The Total lorry was carrying sugarcanes to Lugazi Sugar works. Nine.....died on the spot and others wereinjured. Immediately, thepolice was called. The O.C traffic Lugazi came to the scene. He blamed the driver for the accident. The O.C advised the passengers to be vigilant on the road at all times.

After they had been given first, the casualties and the dead were rushed to Kawolo.....for treatment and post mortem.

eventually	aid	passengers	critically
traffic	hospital	accident	permit
Christmas	drunken		

Below is a guided conversation between the O.C and a taxi driver. Complete it by filling in what you think were the O.C's questions.

O.C: Traffic arrests a Taxi driver

O.C: _____

Taxi driver: Good morning, officer.

O.C: _____

Taxi driver: I am thirty three years old.

O.C: _____

Taxi driver: Yes, I have a driving permit.

O.C: _____

Taxi driver: No, officer, this taxi is not mine

O.C: _____

Taxi driver: It belongs to my uncle.

O.C: _____

Taxi driver: There are eighteen passengers in the taxi, sir.

O.C: _____

Taxi driver: I am coming from Kasese.

O.C: _____

Taxi driver: This taxi is licensed to carry fourteen passengers.

O.C: _____

Taxi driver: I am sorry officer. I know very well that over loading and speeding are very serious offences and cause accidents.

O.C: _____

Taxi driver: Please officer, don't take me to court now. Do me a favour. There is something for you, sir

O.C: Shut up your mouth! Officers don't take bribes.

Jumbled sentences.

Re-write the following sentences in the correct order so as to make a good composition about "Why some pupils are more confident and fluent than others"

- a) Perhaps the best answer would be 'Environmental factors'.
- b) Finally, the children themselves must be very interested in speech exercises like debating and dialogues.
- c) First of all, the teachers should play their roles properly.
- d) Pupils must also emulate their teachers.
- e) This is really a very difficult question to answer.
- f) Why are some pupils more confident and fluent than others?
- h) Secondly, the pupils must be obedient to their teachers.
- i) In addition, teachers should be exemplary.
- j) With this obedience it is easy for teachers to transform them.

Guided Composition.

Below is an incomplete passage. Read it carefully and fill in the blank spaces correctly with the given words in box. Each word should be used only once.

.....in schools is a very interesting activity. Debating promotes self expression, critical thinking, reasoning and confidence among learners. It also prepares children for further formal discussions and studies. Learners express their.....freely and develop theof debating.

The teacher in charge of the debating.....usually suggests two or three.....for the debate then the pupils themselves choose the one they like most. Sometimes the pupils suggest the motion themselves.

After selecting the motion, some of the pupils propose while others oppose the motion. The proposers andorganise their.....who are always referred to as principal or main speakers. Then the different speakers prepare themselves for the debate.

The debate is chaired and controlled by theDuring the debate, the secretary records theraised by both sides. Each speaker is allowed three minutes and the timekeeper takes note of the time allocated.

The audience cheers and applauds the speakers from the sides they support. The audience raises points such as 'point of inquiry', 'point of' and 'point of order' among others. When the debate is about to end, the chair person calls upon one speaker from each side make aLastly, the secretary announces the points each side has declares theand the losers.

winners, motions, club, information, chairperson,
opposers, debating skills, speakers, conclusion, points, opinions.

Free composition.

In not less than 150 words, write a composition about a debate you have attended in your school. The guidelines below may help you

1. title
2. when and where the debate took place
3. Which classes participated.
4. Who proposed / opposed?
5. Which side had more points
6. who announced the winners
7. conclusion.

Discussing motions

Imagine that you have been given a motion 'CORRUPTION HELPS A COUNTRY TO DEVELOP VERY FAST' write a composition about the motion either opposing or proposing it. Remember that for each point you suggest , must be written in a paragraph form.

PASSIVE AND ACTIVE VOICE

Active voice: here we are interested in the doer where as in passive we are interested in the object and the section of the verb.

In passive voice we use past participles.

The passive with the present simple tense.

Object + is/are + part 3 doer if necessary.

Examples.

A Mr. Nkamba sets the midterm exams.

P The midterm exams are set by Mr. Nkamba

A a supervisor manages the conduct of an exam.

P The conduct of an exam managed by a supervisor.

Sentence practice

Change the following sentences to passive voice.

1. The deputy manages the conduct of academic programs.
2. The candidates are writing an examination.

3. He does homework everyday.
4. He is doing homework now.
5. The UNEB secretary releases PLE results every year.
6. Victor is washing my car.
7. They are arranging the hall for an examination.
8. Philip is carrying away the examination papers.
9. Joy teaches English everyday.
10. The hens lay eggs in the basket.

The passive with the present perfect tense.

Object + has/have been + parts 3.

Study the following sentences.

- A Maria has drawn a nice picture.
P A nice picture has been drawn by Marial.
A The invigilator has stopped the examination.

Sentence practice;

The passive with the past simple tense.

Object + was/were+ part 3 + does if necessary.

- A The candidates did the beginning of term exams.
P the beginning of term exams were done by the candidates.
A The teacher punished the stubborn boy.
P The stubborn boy was punished by the teacher.

Practice

Change the sentences into their passive form.

1. The learners have done the holiday work.
2. The learners did the holiday work.
3. The pupils did the English paper yesterday.
4. The farmer has milked the cows.
5. Daphine has sung the school Author.
6. The residents have protected the environment.
7. Our team played netball on Sunday
8. The tailor has mended the shorts.
9. The bees stung the two boys.
10. The gatekeeper has kept the keys.

The passive with the past continuous tense.

Object + was/were being + part three + doer.

- A Mwanje was making the holiday program.
P The holiday program was being made by Mwanje.
A The candidates were writing an examination.
P An examination was being written by the candidates.
A A hen was laying an egg.
P An egg was being laid by the hen.

The passive with the future simple tense.

Object +will/shall be + part 3 + doer in necessary.

Study the following sentences.

- A My aunt will post a letter tomorrow.
P a letter will be posted by my aunt tomorrow.
A The invigilator will conduct the examination process.
P The examination process will be conducted by the invigilator.
A Mr. Magero will teach us formal letters tomorrow.
P We shall be taught formal letters tomorrow.

Sentence practice

Write the passive form of the following sentences.

1. The headmaster was addressing the school.
2. My mother was preparing lunch.
3. The children were making kites yesterday.
4. My father will sell all the eggs to the market.
5. The dog will chase the stranger.
6. The teacher will punish the children without holiday work.
7. She will buy the wedding gown next week.
8. The carpenter was making new tables.
9. The policeman was arresting the criminal.
10. The waitress will prepare the dinning hall.

Changing from passive to active voice.

Here the object becomes the subject and the subject become the object.
The particles are changed back to the corresponding tense.

Study the following changes.

- P Meals are served by the waitresses

- A The waitresses serve the meals.
P The dough is being kneaded by the baker.
A The baker is kneading the dough.
P A formal letter has been written by Tom.
A Tom has written a formal letter.
P The reports were written by the assistant class teacher.
A The assistant class teacher wrote the reports.

Sentence practice

Change the following sentences from passive to active form.

1. The red pen will be chosen by you.
2. The house is being cleaned by Lugard.
3. The car was driven careless by Otim.
4. The environment has been protected by the community.
5. The baby is being stung by a swarm of bees.
6. The chalkboard was being cleaned by the form captain.
7. The car was stolen by a Nigerian man.
8. Meals are being served by mother Maryen.
9. A letter has been posted by Ogutu.
10. The herdsman will milk the cows.

DIRECT SPEECH

Direct speech means quoting the actual words spoken by a person. The speech marks are used to enclose the speaker's words ("") for example:

- 1) "I am a Nigerian," he said.
- 2) The teacher said, "We shall break up for holidays soon."

When writing direct speech, you should take note of the following.

- 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, exclaimed.
- b) The actual words begin with a capital letter.
- c) The speaker's words begin with opening quotation marks and closes with closing quotation marks. ("...")
- d) The quotation marks only enclose the actual speech and not the reporting verb.

- e) A closing quotation mark is placed clearly away from the nearest punctuation mark, a comma, a full stop, a quotation mark, or an exclamation mark.

Exercise

Punctuate the following sentences correctly.

1. Juma said holidays is time to relax.
2. There are three holiday periods said the teacher.
3. We are making holiday plans they answered.
4. He said the term one holiday is shorter than the third term holiday.
5. Pupils should do house work during holidays said Martin.
6. I am watching a movie said Charlene.
7. You should learn computer during holidays said my aunt.
8. I am going to have holiday studies said Alvin.

Patterns of direct speech.

There are three patterns of writing direct speech. i.e. pattern I, pattern II, pattern III.

Pattern I

Reporting verb begins and end with speaker's words.

He said, "cl _____."

He said, "Every living thing needs a holiday."

They said, "We normally go for holidays in the village."

Pattern II

Begin with speakers words and end with the reporting word.

"cl _____," he said.

1. "I work with bank of Uganda," said Adrian.
2. "She will write her exams tomorrow," said Moses.

Pattern III

Refers to as broken sentence. The reporting verb comes in the middle of the sentence. (ie)

"CL _____," he said, "sl _____."

1. "I think," said Hary, "we shall go for holidays soon."
2. "Why," asked the headmaster, "haven't you done holiday work?"

Punctuate the sentences indicating the pattern used:

1. Please hand in your work said the class captain.
2. I think said Hanifa we shall go for holidays tomorrow.
3. Do you come here often he asked.
4. After holidays said Atim, we shall get ready for beginning of term exams.
5. I shall miss you when you have gone whispered James.
6. When is the term ending asked the nurse.
7. I think said Barry we shall have our end of year party on Friday.
8. The old lady said the new teacher teaches well.
9. I asked Patrick what do you want from here.
10. The P.E. teacher asked do you like football or netball.
11. I saw you take the sweets said the store man.
12. Please said the school boy politely take my seat.

INDIRECT SPEECH

This is reporting without quoting the words of the speaker for example.

D "I write to my penpal during holidays," said Brian.

IND Brian said that he wrote to his penpal during holidays.

D "I didn't get a holiday last year," said Allen.

IND Allen said that he had not got a holiday the previous year.

Changes;

Three major changes occur ie.

- i) Time adverb changes.
- ii) Pronoun changes
- iii) Tense changes.

1) Time adverb changes.

Direct

1. today
2. yesterday
3. tomorrow
4. yesterday afternoon

Indirect

- that day
- the day before / the previous day.
- the next day/ the following day.
- the afternoon before

- | | |
|---------------|--|
| 5. last night | the previous night
the night before |
| 6. here | there |
| 7. ago | before |
| 8. now | then |

2) Pronoun changes

Direct

I
We
My
Our
You
This
Those

indirect

he/she
they
his/her
their
me/us
that /the
those/ the

3) Tense changes

When the reporting word is in the past simple tense, the present tense is changed to past.

- a) Present simple – becomes past simple
1. He said, “I am a teacher.”
He said (that) he was a teacher.
 2. “We are in our holidays,” said the pupils
The pupils said that they were in their holidays.

Do	more	oral	practice
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EXERCISE

Change these sentences in indirect speech.

1. They said, “we walk to school every Monday.”
2. The boy said, “we speak English while at school.”
3. He said, “I bring coloured pencils in every art lesson.”
4. “ I take this to school every Thursday ,” said Odeke.
5. “We go for holidays after exams,” said Okello.

When the reporting word is in present form i.e. says the tense doesn't change for example.

D "I plan my holiday activities before the end of the term," says Allen.

IND Allen says that she plans her holiday activities before the end of the term.

D She says "I play out door games during holidays."

IND She says that she plays out door games during holidays.

The present continuous becomes past continuous.

D (1) "I am planning my holiday activities," said Zoe.

IND Zoe said that he was planning his holiday activities.

2) "I am completing my homework now," said George.

George said that he was completing his homework then.

Exercise

Change the following sentences to reported speech.

1) She says, "I am writing my holiday work."

2) She said, "I am writing my holiday work."

3) "I am taking these books home now," said Angella.

4) "We are driving home now," said Odot.

5) The class monitor said, "I am collecting the books after the lesson."

6) She said, "Joan is sleeping in the classroom today."

7) "Babirye helps her parents during holiday," says Kato.

8) "She is getting ready for her holiday," said Mary.

The present perfect tense.

The present perfect – changes to past perfect tense.

For example.

D (1) The teacher said, "I have marked my books."

IND The teacher said that he had marked his books.

D (2) "We have made our holiday plans," said the candidates.

IND The candidates said that they had made their holiday plans.

The past simple tense.

The past simple also becomes past perfect.

Examples

D "I met Obadiya in the holidays," said Oloya.
IND Oloya said that he had met Obadiya in the holidays.

D "I worked hard last year," she said.
IND She said that she had worked hard the previous year.

Exercise II

Change the sentence in indirect speech.

- 1) "I have lost the way to my father's farm Juma said.
- 2) He said, "I have designed your compound today."
- 3) "Nambasa has lost her ring," said Miriam.
- 4) Elna said, "I lost my bag yesterday."
- 5) He said, "My brother passed PLE last year.
- 6) I said, "I slept for a long time last Sunday."
- 7) The lazy boy said, "I didn't complete my holiday work."
- 8) The girl said, "the dog has bitten this baby today."
- 9) "I received this gift from my aunt yesterday," said Sarah
- 10) "The holiday has ended today," said Angella.

Structure

Hardly, scarcely and Barely.

These structures take the helping verb 'had' and 'when' as a time adverb.

For example

1. Hardly had we got our reports when the bell for break rang.
2. Scarcely had they reached the stage when the bus left.
3. Hardly had I called on my penpal when he sent me a message.

EXERCISE

Rewrite the sentences using the structures (Hardly, scarcely or Barely)

- 1) The teacher read out the best mark. All the candidates clapped their hands.
- 2) We went home as soon as the headmaster addressed us.
- 3) The pupils sat down when they received their reports.
- 4) We all went to play immediately we heard the bell.
- 5) The learners saw a snake. They shouted loudly.
- 6) The form captain rubbed off the black board as soon as we completed the exercise.

- 7) The players started the game immediately the referee blew the whistle.
- 8) We ended the exam as soon as we heard the bell.
- 9) I wrote to my aunt the moment I received an a message.
- 10) We dispersed immediately we saw a stranger.

The future simple tense;

Given the future simple tense to change to indirect speech the 'will or 'shall' changes to would.

For example

- 1) D "We shall go for holidays next week," said Albert.
IND Albert said that they would go for holiday the following week.
- 2) D "I will visit you during the third term holiday." Promised Menya
IND Menya promised that he would visit me during the third term holidays.
- 3) D "We shall finish this lesson tomorrow," said the learners.
IND The learners said that they would finish that lesson the next day.

EXERCISE

Change the sentences to reported speech.

1. "They will go camping tomorrow," said the guide.
2. She said, "I shall see him soon."
3. "We shall break up for holidays next week." Said Alvin.
4. "I will begin the journey from home," said Kakya.
5. "She will tell you the story" said Marian.
6. "I shall go alone to that shop," said the small boy.
7. "We shall meet at the function," said Golola.
8. "The dog will bite you if you shout," said the farmer.
9. "The visitors will find us there," mum said.
10. "He will stay with us during holiday," said dad.

REPORTING QUESTIONS.

Questions that begin with wh, the question adverb must appear in the sentence in reported speech.

For example.

- 1) D "Why have you come late today?" asked the teacher.
IND The teacher asked me why I had gone late that day.

- 2) D “Why is the baby crying?” asked mother.
IND Mother wanted to know why the baby was crying.

When the sentence begins with a helping verb e.g. has, have, had, is, are, was, were, you include if/whether in the reported speech sentence.

For example

- (1) D “Have you already made the holiday plans?” asked Tendo.
IND Tendo asked me whether I had already made the holiday plans.
(2) D “Are the children in class now?” asked the headmaster.
IND The headmaster wanted to know whether the children were in class then.

Exercise

Change the question forms from their direct speech to indirect.

- 1) “Why haven’t you come with your report card?” asked the dad.
- 2) “Were you involved in the motor accident?” inquired Mirembe.
- 3) “How old are you?” she asked me.
- 4) “Who brought you to school yesterday?” she asked.
- 5) “How long does it take you to complete the exercise?” asked the teacher.
- 6) “What will you do during holidays?” my uncle asked me.
- 7) “Did you take your breakfast?” asked the nurse.
- 8) “Do you go to church every Sunday?” mum asked me.

CHANGING FROM INDIRECT TO DIRECT SPEECH

The same changes have to be made i.e. time adverb, tenses and pronouns.

For example

- 1) D “The teacher asked him why he didn’t go on a trip.
IND “Why didn’t you go on a trip?” the teacher asked him.
- 2) He told me that what I had heard was not true.
- 3) He asked me to tell him when the train would leave.
- 4) I wanted to know whether he had enjoyed the first term holidays.
- 5) He answered that his father is a doctor.
- 6) She said that her wedding would take place the following year.
- 7) The mourners said that they didn’t have lunch.
- 8) They said that they didn’t have enough time to complete their holiday work.

Question tags

Question tags are short responses demanding either yes or no. they are used when the speaker shows his opinion or belief or what he thinks. He now wants the listener to do nothing else but to agree with him.

There are two types of question tags and these are:-

a) Positive/affirmative.

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

1. I don't like swimming, do I?
2. I am not a Rwandan am I?
3. We didn't enjoy our last holiday, did we?

Negative

This is when the speaker's statement is positive.

Examples;

1. I am a tall man, aren't I?
2. We had a nice holiday, didn't we?
3. She can write a formal letter, can't she?

Requirements of question tags.

- There must be a comma separating the statement from the questions tag.
- There must be a question mark at the end of every question tag.
- A question must begin with a small letter.

Supply a suitable question tag.

1. You are coming with us, _____?
2. Claire has not paid for the film, _____?
3. They play football every Sunday, _____?
4. He should write a letter, _____?
5. He is studying English, _____?
6. You will read his letter, _____?
7. He lives with his parents, _____?
8. I am better at tennis than he is, _____?
9. He must come today, _____?
10. Zedhi ate food quickly, _____?
11. She is kneeling down, _____?
12. They always work hard, _____?
13. You will write to him, _____?
14. It is raining, _____?

15. Bitu has many books, _____?

Affirmative question tags.

Following the examples given, supply the right questions tags.

1. He mustn't come to see you, _____?
2. Macron didn't invent the telephone, _____?
3. You wouldn't like a sweet, _____?
4. He doesn't need this book, _____?
5. I didn't take your pen, _____?
6. She doesn't have money, _____?
7. I am not going with you, _____?
8. He does not like this idea, _____?
9. You don't write well, _____?
10. She never obeyed her parents, _____?
11. It doesn't last long, _____?
12. He can't drive that car, _____?

NB: need, dare, needn't and used are not used to supply question tags. Instead they take do, don't, does, doesn't, did, didn't.

For example

1. He dared to fight a leopard, didn't he?
2. You need to see a doctor, don't you?
3. She needs to write to her uncle, doesn't she?
4. I need to listen to elders, don't I?
5. Mr. Muledhu used to be our class teacher, didn't he?

The following modal verbs remain in the tag that is must, ought

For example:-

1. You must complete your holiday work, mustn't you?
2. You mustn't come to school on Saturday, must you?
3. You ought to make a good holiday play, oughtn't of you?

Exercise

Supply a suitable question tag to the following sentences.

1. You needn't have left your books at school, _____?
2. They need to revise for the exams, _____?
3. She must write to her father, _____?
4. He dared to travel on water, _____?

5. She ought to check on her sick parents, _____?
6. He needs to improve on his spellings, _____?
7. You needn't pack those books in one bag, _____?
8. He wouldn't have missed the party, _____?
9. It was raining at that time, _____?
10. Mototo couldn't tell lies, _____?

NOUNS

Review what nouns are.

Types of nouns.

These include

- Proper nouns
- Common nouns
- Collective nouns
- Abstract nouns

Proper nouns

These are particular names of people, places, mountains (Mt. Elgon), rivers (River Nile), countries (Uganda).

Common nouns

These are names of ordinary things e.g. city, town, school, village, hospital, country, etc.

Collective nouns.

A collective noun is a group name of people or things.

e.g.

A team of players.

A flock of birds

A block of flats.

A bevy of beautiful girls

A fleet of ships

A herd of cattle

A bouquet of flowers

A bench of magistrates

A choir of singers

A bunch of keys

A crew of sailors

A board of directors

A host of Angels

A company of directors.

A congregation of people in church.

Exercise I

Supply a collective noun to complete each phrase.

1. A _____ of ships
2. A _____ of sailors
3. A _____ of cattle
4. A _____ of sheep
5. A _____ of vehicles
6. A _____ of fish
7. A _____ of bees
8. A _____ of soldiers
9. A _____ of flowers
10. A _____ of firewood.
11. A _____ of monkeys
12. A _____ of stamps
13. A _____ of thieves
14. A _____ of Bishops
15. A _____ of wolves.

More practice in Jr. Eng. Revised.

Abstract nouns:

These are names of ideas or feelings e.g. kindness, stupidity, happiness, cleverness, etc.

FORMATION OF NOUNS

Nouns can be formed from verbs, adjectives, and even from nouns. This is done by using suffixes.

Nouns from verbs are formed by using the following suffixes, ment, tion, ance, al, age, ence.

Study the following examples

Verb	noun
enjoy	enjoyment

manage	management
commence	commencement
judge	judgment
move	movement
postpone	postponement

tion

abolish	abolition
create	creation
pronounce	pronunciation
converse	conversation
oppose	opposition
publish	publication

sion

admit	admission
permit	permission
omit	omission
divide	division
extend	extension
persuade	persuasion
transmit	transmission

ance

assist	assistance
perform	performance
resemble	resemblance
resist	resistance
appear	appearance

More formations in Junior English Revised. Pg 30

EXERCISE

Complete the sentences with the correct noun formation.

1. They played enough _____ to their supervision. (loyal)
2. They went for _____ in Dubai (busy)
3. His _____ prevented us from talking the truth. (cruel)
4. _____ of work wastes times. (repeat)

5. The new road had a good _____(expand)
6. Musa's _____ over the matter was very good. (reveal)
7. It was her _____ that enabled her to win the case. (innocent)
8. Katono's rapid _____ is surprising everybody. (grow)
9. He was very weak at his _____. (child)
10. The manager gave me a _____ of five hundred thousand shillings.
(lend)
11. Mary's _____ to Womono was the poorest. (mary)
12. He was very stubborn during his _____ (young)
13. Their _____ didn't last long. (friend)
14. There is _____ of food in Bushenyi. (scarce)
15. She has already made the _____ for the job. (apply)

Formation of nouns.

More practice will be done stupid/stupidity.

true	-	truth
curious	-	curiosity
clean	-	cleanliness
repeat		repetition
close	-	closure
please	-	pleasure
modern	-	modernity
organize	-	organization.
admire	-	admiration
advertise	-	advertisement
complete	-	completion
conclude	-	conclusion
explain	-	explanation
explode	-	explosion
expel	-	expulsion
measure	-	measurement
employ	-	employment
continue	-	continuation

More exercises for practice.

Use the correct form of the word to complete the sentences.

1. Their _____ resulted into a quarrel. (argue)
2. The teacher's _____ was not clear. (explain)

3. She left school without _____ (permit)
4. It is my _____ host you in my home. (please)
5. The _____ took place in Masai land. (rebel)
6. Our doctor is a very _____ person. (competence)
7. I shall take the _____ given by the headmaster. (advise)
8. We are looking for _____ as we put security light. (safe)
9. She was unhappy because of his _____. (poor)
10. The Northern by pass _____ left many people homeless. (extend)
11. The president sent a four man _____ to Nairobi. (delegate)
12. Our _____ letters were sent through the post office. (admit)
13. The rain delayed the _____ of the plane. (fly)
14. The _____ of the train made us reach late. (depart)
15. You don't have full _____ over that car. (own)