

SENIOR TWO ENGLISH LANGUAGE LESSONS.

LESSON 1.

TOPIC: Auxiliary verbs in verb phrases.

LESSON OUTCOMES:

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

- a) **understand what auxiliary verbs are.**
- b) **use auxiliary verbs in sentences.**

INTRODUCTION

Auxiliary (or Helping) verbs are used together with a main **verb** to show the verb's tense or to form a negative or question. The most common auxiliary verbs are **have, be, and do**.

- a) **Does** Sam write all his own reports?
- b) The secretaries **have** not written all the letters yet.
- c) Terry **is** writing an e-mail to a client at the moment.

Main Verbs and Auxiliary Verbs

The **main** verb is the most important verb. The **helping** verb comes before it. Some Common auxiliary Verbs are; **am, was, has, is, were, have, are, will and had**.

The main verbs in the sentences below are in bold print. Auxiliary verbs are in italics.

1. Alfredo *is* **training** for the Olympics.
2. He *has* **run** five miles each day.
3. His coach *will* **help** him next week.

Activity 1.

Underline the **helping** verb with a **single** line and the **main** verb with **two** lines in the following sentences.

Here is an example for you:

I am reading about the Junior Olympics.

1. She was racing in a wheelchair race.
2. Sarah had joined the Wheelchair Athlete Club.
3. The racers were using special racing wheelchairs.
4. They are training several times a week.
5. They have lifted weights too.

'Used to' as an Auxiliary verb.

Used to helps to form a special tense. It is used to indicate the **past** and never the **present**. Here is an example:

In the olden days, people used to travel everywhere on foot or on horseback.

This tells us that people did something at different times in the past.

'**Used to**' is also used to indicate a length of time, never just one particular moment. Here is an example:

I used to like palm-wine, but now it gives me a headache.

This tells us that the speaker liked something all the time in the past.

'Used to' meaning 'familiar with'

'**Used to**' can also be used as an adjective to mean 'accustomed to or familiar with. For example:

The hoeing and digging soon made the clerk very tired, as he was not **used to** this sort of work.

Activity 2.

With reference to the current lockdown due to COVID 19, construct five sentences about the things you used to do in the past and five sentences about the things you have now become used to doing while at home.

NB : Ensure that what you have written are sentences (should give complete meanings).

Activity 3.

Write a brief description of your stay at home during the government lockdown. Use as many auxiliary verbs as possible.

Activity 4.

Identify the auxiliary verbs in the following sentences and use them to form sentences of your own.

1. Jerry caught his thumb in the car door as coffee spilled from his cup onto his favorite shirt.
2. Jerry is always spilling things.
3. Since Jerry is also accident prone, he should have been drinking coffee from a mug with a lid, which would not have spilled on his favorite shirt.
4. If he doesn't arrive on time, he'll have to take a later flight.
5. Unfortunately, our dinner has been eaten by the dog.

Activity 5:

(a) As you read the poem, state the importance of education.

EDUCATION

Education my bread earner,

Education my life giver,

Education the source of everything.

Everywhere you go there is education,

In schools there is education,

In hospitals education treats the sick,

Every office treasures education.

Without it there is misery,

Without it there is poverty,

Without it there is slavery,

Without it there is no liberty.

If you want money, get education,

If you want a job get education,

If you want a posh car get education,

If you want bread be educated.

It is a key to success,

It is a way to life,

It is a source of hope,

It is a path to eternity.

By Osiine Asenath Bamureeba

- (b) There are figures of speech in this poem which give education human characteristics. List the expressions that personify education. Look over your list and explain what each expression means in the poem.

Adopted from: Teaching and studying Poetry: A guide for Teacher Trainers, Teachers and students; Editor, Connie Hab'Lyalemye

Activity 6

Create a poster advertising your own charity organization that is to help people affected by COVID 19.

Follow up Activity

Imagine you are an LC1 chairman of your village. Write instructions to your community about how to avoid contracting COVID 19.

LESSON 2

TOPIC: Descriptive Writing

LESSON OUTCOMES : By the end of this lesson, you will be able to:

Use adjectives, adverbs, active verbs and imagery in descriptive compositions.

Descriptive writing has got a number of purposes and can be meant for a number of audiences. The main purpose of any descriptive writing is to give readers a mental picture of what they are reading. When writing a description, you may wish to be either subjective (giving a personal point of view in which the feelings and reactions of the writer are an important part of the impression being created) or objective (standing back and trying to give a factual, unbiased account). When writing a description, we use adjectives, adverbs, action verbs and the proper tense.

Activity : 1.

At the end of the current lockdown, you return to school and your English teacher asks the entire class to write something about COVID 19. **Write a description of the effect of COVID 19 in your own community.**

Activity 2.

Write a short description of your home during this lockdown period and try to create a strong visual impression of what the place is like.

You might want to use the five senses namely: sight, touch, smell, taste and hear. Remember to use long sentences to create an impression of detailed description.

Activity 3.

Read and enjoy the following passage.

After the jackal and the lion had become friends, they often used to go out hunting together. But fearing that their friendship was not going to last very long, the jackal left his den and made a

house for his wife and children on top of a very high rock. This he used to climb by means of a long rope, which his wife would let down for him when he arrived back from his travels and gave a necessary signal.

The lion, of course, always took a lion's share of everything that he and the Jackal had captured. This sometimes made the jackal angry, especially when it was he who discovered the game and tracked it down, down and all that the lion had done was to kill it. Further, the lion had become so lazy that he would not even take the trouble to carry home his share 'Take all the best parts to my lair,' he used to say, 'and then you can come back and have the worst parts for yourself'.

The jackal resolved to pay the lion out for this, and one day, when they had brought down a splendid lot of game the jackal took all of it to his own wife. The next morning the angry lion came to the foot of the rock and said 'just throw down your rope. I want to come up and have friendly talk'.

The jackal's wife and children were very frightened when they heard the lion's voice and they all began to tremble. But the cunning jackal had thought out what he would do.

Calling out to the lion that he would lower a rope he let down a piece of weak cord, which broke in the middle just as the lion had got halfway up down fell the lion who was killed on the rocks.

Activity 4. Now use the above passage to answer the following questions.

1. Which sentence explains the phrase, "a lion's share of everything"?
2. How do you know that the jackal was cunning?
3. In one way, the lion was cunning, and in another, he was stupid. Explain.
4. How far up was the lion when the cord broke?
5. Explain what is meant by "a lion's share".
6. Give the meaning of the following words as used in the passage.
 - a) 'signal'
 - b) 'lair'
 - c) 'resolved'
 - d) 'cunning'
 - e) 'tremble'

Follow Up Activity:

Imagine your village has been invaded by a swarm of locusts. Write an email to your friend describing the damage caused by the locusts to the environment.

LESSON 3

TOPIC: Direct and Indirect Speech

LESSON OUTCOMES:

By the end of this lesson, you will be able to:

- a) understand the difference between direct and reported speech

- b) use speech marks to punctuate my direct speech
- c) Convert between direct and reported speech.

You will need a pen, pencil and paper.

In reported speech (sometimes called indirect speech), the words someone speaks are ‘reported’; the actual words spoken are not written down.

Let’s look at the following sentences:

1. ‘My favorite fruit is banana,’ she said.
2. She said that her favorite food was banana.

In the first sentence, the actual words spoken are written down. This is direct speech. In the second sentence, the words are reported. As the speech that is being reported happened in the past, the present tense of direct speech becomes past tense in reported speech. In this case, this means **my** becomes **her** and **is** becomes **was**.

Here are the rules that guide you when changing from direct speech to reported speech.

Tense Changes in Reported Speech

- a) **Present Simple Tense** into **Past Simple Tense**
- b) **Present Continuous Tense** into **Past Continuous Tense**
- c) **Present Perfect Tense** into **Past Perfect Tense**
- d) **Past Simple Tense** into **Past Perfect Tense**
- e) **Past Continuous Tense** into **Past Perfect Continuous Tense**
- f) **Past Perfect Tense** (The tense remains unchanged)
- g) **Will** into **Would**
- h) **Will be** into **Would be**
- i) **Will have** into **Would have**
- j) **Will have been** into **Would have been**

Other Verb Form Changes in Indirect Speech

- a) **Can** into **Could**
- b) **Could** (The verb remains unchanged)
- c) **Have to** into **Had to**
- d) **Must** into **Must/Had to**
- e) **May** into **Might**
- f) **Might** (The verb remains unchanged)
- g) **Should** (The verb remains unchanged)

Changes in Time and Place in Reported Speech

- a) *Now* turns into *then*
- b) *Today* becomes *that day*
- c) *Here* turns into *there*

- d) *This* becomes *that*
- e) *Tomorrow* becomes *the following day/the next day/the day after*
- f) *Next week* becomes *the following week/the next week/ the week after*
- g) *Yesterday* becomes *the previous day or the day before*
- h) *Last week* becomes *the previous week/the week before*
- i) *Ago* becomes *previously or before*
- j) *Tonight* becomes *that night*.

Introductory Verbs in Indirect Speech

- a) Tell, say, ask
- b) Verb + that + clause: complain, deny, explain, exclaim, remark, promise, boast, inform somebody, claim, agree, suggest
- c) Verb + to + infinitive: agree, offer, refuse, demand, threaten, promise, claim
- d) Verb + indirect object + to + infinitive: advise, allow, beg, command, encourage, forbid, invite, want, instruct, permit, urge, order, remind, warn.
- e) Verb + "ing" form: admit (to), accuse somebody of, apologize for, boast about/ of, complain to somebody of, deny, insist on, suggest.
- f) Verb + how: explain to somebody.
- g) Wonder.

Changes of Pronouns in Reported Speech

- a) *I* becomes *he* or *she*
- b) *we* becomes *they*
- c) *you* becomes *I, she, he, we, they*
- d) *she* remains *she*
- e) *he* remains *he*
- f) *it* remains *it*.
- g) *my* becomes *his/hers*
- h) *our* becomes *their*
- i) *ours* becomes *theirs*
- j) *mine* becomes *his/hers*

Activity 1.

Put the following sentences into indirect speech:

1. Mr West said, "I am very tired."
2. He said, "I am flying to Rome tomorrow."
3. George said, "I have lived in this village all my life."
4. Helen said to me, "I hope you have enjoyed yourself."
5. 'I will see you tomorrow,' said Sarah.

Activity 2.

Change the following sentences from indirect into direct Speech:

1. He asked me if I knew the manager.
2. She asked me if I liked her new house.
3. She asked the driver to give her a lift.
4. Helen said that she would give up trying.
5. George said he would do his best.

Activity 3.

Read and enjoy the passage below.

When Apire placed the gun clattering on the desk top, the policeman leaped up, eyes wide open with fear, and began backing towards the wall behind him.

‘Hey, Officer,’ Apire said, ‘there’s nothing to fear. I’m not mad, if that is what you think, I’m here only to report a crime I committed last night. Do you hear me?’

‘What the hell do you mean by a crime you committed?’ the cop finding his voice at last, bawled.

‘I told you, didn’t I? I killed a man and a woman last night. My wife and her boyfriend. I caught them in the act. I want to make a statement.’

‘I’m not going to make a statement from someone who might be demented for all I know.

‘Then you may lock me up and go on to investigate.’

Activity 4.

Now answer the following questions.

1. Why did the policeman leap when he saw Apire?
2. Describe Apire’s reaction when he saw the policeman.
3. Why did Apire commit the crime?
4. Describe the policeman’s attitude towards Apire.

Follow Up Activity.

Imagine you have listened to or watched the president of Uganda give his weekly address about COVID 19. Write a 10 line paragraph reporting what the president has said about the government’s decision to control the spread of corona virus.

LESSON 4

TOPIC: Active and Passive Voice

LEARNING OUTCOMES:

By the end of this lesson, you will be able to:

1. Understand meaning of voice
2. Distinguish between active and passive voice
3. Construct own sentences in active and passive voice.

Active voice means that a sentence has a subject that acts upon its verb.

Passive voice means that a subject is a recipient of a verb's action.

Active voice examples

- a) Monkeys adore bananas.
- b) The cashier counted the money.
- c) The dog chased the squirrel.

All the three sentences have a basic active voice construction: subject, verb, and object. The subject *monkey* performs the action described by *adore*. The subject *the cashier* performs the action described by *counted*. The subject *the dog* performs the action described by *chased*. The subjects are doing, doing, doing—they *take action* in their sentences.

Passive voice

A sentence is in the passive voice, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of *to be* plus the verb's past participle. Doing this usually generates a preposition as well.

Passive voice examples

- a) Bananas are adored by monkeys.
- b) The money was counted by the cashier.
- c) The squirrel was chased by the dog.

Let's take a closer look at the first pair of sentences, "Monkeys adore bananas" and "Bananas are adored by monkeys." The active sentence consists of *monkeys* (subject) + *adore* (verb) + *bananas* (object). The passive sentence consists of *bananas* (object) + *are adored* (a form of 'to be' plus the past participle (*adored*) + *by* (preposition) + *monkeys* (subject).

Activity 1.

Decide whether each of the following sentences is active or passive.

- a) The golf ball was driven down the fairway.
- b) The train crashed into the buffers.
- c) The film was released nationwide at the beginning of the month.
- d) The managing director congratulated the staff on their work.
- e) The staff were congratulated on their work by the management.

Activity 2.

Fill in the gaps in the following sentences with an active or passive verb, whichever is correct in the context. Indicate whether the verb you have used is active or passive.

- a) The pilot (verb).....the signal to land.

- b) The dog (verb).....the bone in the garden.
- c) The experiment (verb).....by the chief scientist at the plant.
- d) In the ensuing confusion, the secret plans (verb).....by the spy.
- e) In the lush green field the cattle (verb)contentedly.
- f) The lawn (verb).....by the gardener.

Activity 3

Change the following active sentences into passive voice.

- a. I did not beat her.
- b. I will never forget this experience.
- c. Mother made a cake yesterday.
- d. The boy teased the girl.
- e. Did she do her duty?

Activity 4. Read and enjoy the following passage.

What is a myth?

Long, long ago when the world was very young, Nanabozo, the creator, as the Indians believed, found himself very much alone. There was nothing but water and air everywhere. He became very lonely. So as not to be alone, he created the muskrat, beaver, and otter, but soon they grew tiresome as companions.

He wondered why he grew tired of their company. He decided he needed different creatures as companions. But there was too much water.

‘The water is not solid enough,’ he said to himself. ‘I need something on which to rest my feet. I think that if I could stand on something solid, I could put one foot in front of the other and walk around.’

After further thought, he tied his longest fishing line to the muskrat, and told him to dive as deep as he could and try to bring something up from the bottom of the water. The muskrat was gone a long, long time, and when he finally came up he was so tired that he died. But Muskrat did not fail, because between his tiny paws was a little ball of mud.

Nanabozo took this little piece of mud and rolled it, and rolled it and shaped it until it grew larger and larger and larger. When he was through with rolling and kneading and molding, the ball of mud was so large that thousands and thousands of creatures could live with Nanabozo as companions. Plants could grow and rivers could flow.

Being in such a hurry to create, Nanabozo left wet stretches here and there which will never be dry. These lands we know as muskeg.

Nanabozo could now rest happily and proudly because of his handiwork. He had more companions and he could put one foot in front of the other and move about the beautiful world which he had built.

Follow Up Activity.

Write about any two myths you have heard about in your community.