

PHASE TWO ENGLISH WORK FOR WEEK TWO 2020

STRUCTURE

THE USE OF: ... too ... to...

Lesson one

The conjunction: ... too ... to ... is used to join sentences with negative ideas.

Examples

1. The lady is very fat. She cannot run fast.
The lady is too fat to run fast.
2. Alex is very slow. He cannot finish his work on time.
Alex is too slow to finish his work on time.
3. Michael is very sick. He cannot eat food.
Michael is too sick to eat food.
4. Kato is very poor. He cannot buy a bicycle.
Kato is too poor to buy a bicycle.
5. Annabel is very old. She cannot walk upright.
Annabel is too old to walk upright.

Exercise

Join the sentences using: ... too ... to ...

1. The bone is very hard. The dog cannot bite it.
2. The food is very hot. The baby cannot eat.
3. An hare is very slow. It cannot catch a dog.
4. The road is very muddy. Nobody can get through it.
5. That room is very small. It cannot accommodate us all.
6. Mark is very shabby. He cannot go for a party.
7. It is very hot. We cannot go shopping.
8. That table is very heavy. Daniel cannot carry it.
9. That dog is very scary. I cannot feed it.
10. Merab is very short. She cannot climb a tree.
11. The tea is very tasteless. We cannot drink it.
12. Becky is very small. She cannot fit in that dress.

Lesson two

The use of: ... although ...

Although is used to both the positive and negative ideas in the same sentence.

- ❖ Whenever a sentence begins with **although** a comma is put in the middle of the sentence.
- ❖ When **although** comes in the middle of the sentence a comma is not needed.
- ❖ **Although** is used to replace **but** in a sentence.

Examples

1. She copied the exams **but** she failed.
 - ❖ **Although she copied the exams, she failed.**
 - ❖ **She failed the exams although she copied.**
2. It rained heavily. Amos walked to school.
 - ❖ **Although it rained heavily, Amos walked to school.**
 - ❖ **Amos walked to school although it rained heavily.**
3. Namaku did not go to school but she pays her children's school fees.
 - ❖ **Although Namaku did not go to school, she pays her children's school fees.**
 - ❖ **Namaku pays her children's school fees although she not go to school.**
4. Aeroplanes are very fast but they are expensive.
 - ❖ **Although aeroplanes are very fast, they are expensive.**
 - ❖ **Aeroplanes are expensive although they are very fast.**
5. Our father has a lot of cows but he cannot sell any.
 - ❖ **Although our father has a lot of cows, he cannot sell any.**
 - ❖ **Our father cannot sell any cow although he has a lot of them.**

Exercise

- a. Join the sentences beginning with: **Although ...**
- b. Join sentences using **although** in the middle.

1. He is cruel but he rarely beats children.
2. They live near the church. They don't go for prayers.
3. They are friendly but nobody likes them.
4. He went to school. He cannot read.
5. We have many clothes but we don't wear them.
6. Makula is rich. He does not have a bicycle.
7. Nantale went to the swimming pool. She did not swim.
8. Kato is a slow writer but he finishes his work.
9. Amanda is a fat girl. She runs fast.
10. We live far away from school. We reach school early daily.
11. An elephant is a big animal but it's not fierce.
12. Nancy is a lazy girl. She washes her clothes.

Lesson three.

Read the passage and answer the questions in full sentences

GENDER ROLES AT HOME

Salome and David are children from the same family. At home they help their parents to do different activities. Salome washes clothes, bakes cakes for breakfast and cleans utensils. David slashes the compound, milks the cows and later takes the milk to sell at the trading Centre

The parents always go to their farm to check on their animals and crops. When the parents return from the farm, David helps the father clean the car while Salome helps the mother cook supper. Salome and David also have a blind sister called Favour. She cannot see but does work with others. Favour can wash utensils together with her sister Salome. Sometimes the children do similar activities like mopping the house and ironing clothes.

Their parents are happy with them because they are hardworking and responsible.

The mother prepares a special meal every Sunday after prayers then the children are taken for swimming in the afternoon.

Questions

1. How many children are in this family?
2. What is the title of the passage?
3. Why does Salome bake cake?
4. Where does David take the milk?
5. What is the name of their blind sister?
6. Is the blind sister responsible?
7. What do the parents have on the farm?
8. Do you think this is a happy family?
9. What does the mother do every Sunday?
10. What activity does David help his father with?
11. Where do the children go to after lunch on Sunday afternoon?
12. Mention the activities the children do together.

Lesson four

ADVERBS

Adverbs are words that explain more about verbs, adjectives and other adverbs.

Types of adverbs

- a. Adverbs of manner
- b. Adverbs of place
- c. Adverbs of time

Adverbs of manner

These tell how an action is done. They are formed by adding **ly** to an adjective.

Examples

Formation of adverbs

sweet	sweetly
swift	swiftly
quiet	quietly
painful	painfully
careless	carelessly
careful	carefully
soft	softly
proud	proudly
loud	loudly
soft	softly
slow	slowly
quick	quickly
bad	badly
short	shortly

Read these sentences loudly.

1. The dog barked at us **loudly**.
2. The teacher speaks **softly**.
3. The birds sing **sweetly**.
4. The chameleon moves **slowly**.
5. That man drives the car **carelessly**.

Construct more sentences using the adverbs on the table.

Exercise

Complete the table correctly

brief	
proper	
narrow	
annual	
bad	
clear	
correct	
great	
sad	

kind	
------	--

Fill in the gaps with the correct adverbs

1. The government pays the workers ----- . (month)
2. We celebrate Christmas ----- . (year)
3. The dog ----- fell into the ditch. (near)
4. The exercise was ----- done. (poor)
5. Monica shouted ----- . (loud)
6. The boy fell down ----- . (sudden)
7. He was hurt ----- in the accident. (bad)
8. The driver overtook ----- in the corner. (danger)
9. The groom was ----- dressed. (smart)
10. Our parents ----- look after us . (proud)

Lesson five

Formation of adverbs from adjectives that end with **y**.

To form these adverbs you have to drop **y** before adding **ily**.

Examples

happy	happily
noisy	noisily
easy	easily
busy	busily
heavy	heavily
hurry	hurriedly
angry	angrily
day	daily
ready	readily
greedy	greedily
steady	steadily

Formation of adverbs from adjectives that end with **e** add **ly** form an adverb.

Examples

late	lately
able	ably
love	lovely
polite	politely
nice	nicely
safe	safely
free	freely
wide	widely
immediate	immediately
brave	bravely

Exercise

Fill in the gaps correctly.

1. The teacher kept our books ----- . (safe)
2. She ----- did her work. (able)
3. He welcomed us ----- to his house. (nice)
4. The cows graze ----- . (day)
5. We ----- walked through the town. (easy)
6. It ----- rained last night. (heavy)
7. We put on our new dresses and we looked ----- . (love)
8. Abby asked for permission ----- . (polite)
9. We read newspapers ----- . (week)
10. The road was constructed ----- . (wide)
11. You must not sleep ----- . (loud)
12. He arranged his clothes in the suitcase ----- . (neat)
13. He called the police ----- the house caught fire. (immediate)
14. Patrick ----- fought the lion. (brave)
15. Donald ----- left the party for home. (hurried)

Lesson six

CULTURE AND GENDER IN OUR DIVISION

Vocabulary

dance

appreciate

custom

culture

circumcise

flute

Read and make sentences using the words above.

READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS IN FULL SENTENCES

My name is Masaba. I come from Sironko District. I go to Kasarem Primary School and I am in primary three with my friend Julius.

Among the Bamasaba people, there is a strong culture which is Imbalu. It means circumcision among the boys.

Last holiday, we went to the village. It was time for Julius to be circumcised. It was very interesting to see people sing and dance. It was Kadodi music everywhere. We joined the fun and danced. Young boys were playing drums while others were blowing flutes as they danced. It was my first time to see a boy being circumcised. Julius was circumcised by his uncle.

After circumcision, Julius cried because of the pain he felt. Many friends thanked and gave him gifts. There after people ate and drank to celebrate the ceremony.

QUESTIONS

1. What is the name of the boy in the passage?
2. In which school were the boys?
3. What ceremony is talked about in the passage?
4. Who circumcised Julius?
5. In which class were the boys?
6. What instrument did the young boys play?
7. Did people celebrate?
8. Why did Julius cry?
9. When did Masaba go to the village?

- 10.** Was it an interesting ceremony?
- 11.** What is the name of the dance?
- 12.** Which tribe celebrates that ceremony?