

ENGLISH NOTES S1

ACDEMIC YEAR 2021

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FIRST TERM

LESSON I: SIMPLE PRESENT TENSE

1) Definition: the simple present is a present tense which indicates that an action is present now related to the speaker or the writer generally. Simply it is called **today tense**.

Form: subject personal pronouns/nouns+ infinitive-to (bare infinitive)

E.g. •I **go** to school every day.

•We **study** English.

•They always **drink** milk.

Notes: Generally on the third persons singular **he, she, and it**, we add **s** on a conjugated verb.⁴³

E.g.-Karangwa often **eats** potatoes.

-It **barks** loudly.

-Mary **cooks** potatoes.

But when a verb is ended by one of the following consonants: "s, x, ch, sh, and o", we add **es on that conjugated verb.**

E.g. -She **goes** to Kigali.

-He **finishes** his task.

-A boy **guesses** the subject.

-Our teacher **fixes** the date.

-Alpha **teaches** English well.

Verbs ending in "**e**" we add "**s**" on them to form their simple present.

E.g.-she **lives** in the city.

-It seldom **dies**.

-Peter **writes** a letter.

Verbs that end in **y** followed by a consonant the **y** changed in **i** and we add **es** in simple present.

E.g.-He **studies** English at school.

-It **flies** very fast.

-She often **cries** in the classroom.

2) Use of simple present tense

- Used to express a habitual action in present (repeated action)

E.g.-I **change** my library every week.

-He **takes** the dog out twice a day.

-We always **study** English.

- To express a universal, general truth, or scientific principle

E.g.-The earth **turns** around the sun.

-Water **contains** oxygen and hydrogen.

-The sun **rises** in the east.

-Ice **melts** above 0° Celsius.

- To talk about scheduled events in the near future (pre-planned action or future definite action)

E.g.-Our examination **begins** on next Monday.

-My class teacher **retires** in May next year.

- Used in proverbs

E.g.-Honesty **is** the best policy.

-Time and tide **waits** for no more.

-Empty vessels **make** much noise.

-Slow and steady **wins** the race.

- Used to indicate the future with conjunctions which show the time.

E.g.-Wait here till he **returns**.

-Play after you **finish** your work.

-Stay here before he **comes**.

Keywords (signal words) of simple present.

*Usually	*Every time	*in these days
*Often	*Never	*Nowadays
*Sometimes	*Only	*Ever
*Seldom	*Always	*Frequently
*Every day, month, week, year		
*Generally		
*Once a week		
*Twice a day		
*Thrice a day.		

LESSON II: COMPOSITION (BRIEF DESCRIPTIVE WRITING)

1) Definition: brief descriptive writing is a way of making the description of something (objects), someone (people), and places briefly.

a) Describing a person

When we describe people, we say how they look and their character in terms of:

- The physical appearance of him/her → size, skin color, the hair, clothes worn, and shoes.
- His or her actions → how he/she walks or eats.
- What he or she likes and dislikes.
- What others say about him or her.
- What you think about him or her.

b) Describing places and objects

We describe places and objects (things) in terms of:

- size: big, small, long, short.
- colour: green, brown, black, yellow.
- shape: square, oval, irregular, round.
- age: new, old, young.
- material made in: cotton, leather, wooden.

When it is food or beverage

- Smell: good, awful.
- Taste: sweet, bitter.

E.g. Description of my desk mate in not more than 15 lines.

This is my desk mate, we attend the whole daily lessons together, her name is NYIRAHABIMANA Olive, and she is a young girl with twelve years old, small size with 42 kilograms, brown skin, and black hair, she is wearing a white shirt, a sky blue skirt, and black good shoes. She walks very nice and peacefully, every day at her home, they like to eat potatoes, beans, rice and meat. She likes studying very hard, listening music and playing with others.

Our class mates often say that she is careless and arrogant girl because she doesn't like to talk with boys who want to disrupt her but me I always see that she is a very nice, intelligent, and peaceful girl because she likes studying and help me to explain for me what I don't understand and to give me pieces of advice where I have made a mistake.

To sum up Olive is my lovely best friend, peaceful girl and intelligent I wish she could be a role model to many of our class mates.

LESSON III: WH QUESTIONS

I) WH questions: are questioning words which start with or include **WH**.

2) Kinds of WH questions

They are subdivided into three types:-**interrogative pronouns**

-interrogative adjectives

-interrogative adverbs

A) Interrogative pronouns

I) an interrogative pronoun is a word which modifies a verb that is used to asking a question.

They include: **what, which, who, whom, whose, why, when, and where**

Notes: an interrogative sentence is always ended by a **question mark (?)** because the interrogative pronouns can also be used as relative pronouns.

II) Uses of interrogative pronouns

a) What: used to ask questions about objects (things) and animals.

E.g. **-What** do you want?

-What is your friend's name?

-What are you doing?

b) Which: used to ask questions about objects (things).

E.g. **-Which** do you prefer between primus and Fanta?

-Which is your favorite subject?

-Which are your choices?

It can be used to ask questions about people when It is followed by the **prepositions** or the word **one**

E.g. **-Which of** these ladies is your mother?

-Which one is your kid?

-Which among those boys is yours?

-**Which between** these girls is his?

c) **Who**: used to ask questions about people.

E.g.-**Who** is that?

-**Who** was driving the car?

-**Who** is your father?

d) **Whom**: this interrogative pronoun is rarely seen these days, but is used to asking questions about people. (It always goes with a preposition).

E.g.-**Whom** did you speak **to**?

-**Whom** do you prefer to vote **for**?

-**Whom** do you live **with**?

e) **Whose**: used to ask questions about people or objects, always related to possession (It shows the ownership or a possessor)

E.g.-**Whose** is this sweater?

-**Whose** are those parents?

-**Whose** is this bag?

-**Whose** is that boy?

f) **Why**: used to ask questions about the cause (reason) of something.

E.g.-**Why** are you crying?

-**Why** did you do that?

g) **Where**: used to ask questions about the place something or someone is found.

E.g.-**Where** do you come from?

-**Where** are going?

h) **When**: used to ask questions about the time.

E.g.-**When** will you come to visit me?

-**When** will you go to Kampala?

B) Interrogative adjectives

An **interrogative adjective** is a word that qualifies or describes a noun that is used to asking a question.

They include: what, which, and whose

E.g.-**Which** pen are you going to buy?

-**Which** book are they going to read?

-**What** kind has he chosen?

-**what** purpose do they have?

-**Whose** bag is this?

-**Whose** shirt is that?

Note: which as interrogative adjective can be used to ask about people.

E.g.-**Which** person do you want to talk with?

-**Which** boy did he beat?

C) Interrogative adverbs

An **interrogative adverb** is a word that can qualify a noun, a verb, an adjective and other adverb used to ask a question.

They include: how, how many, how much, how often, how far, and how long.

How: used to ask the manner of something or someone.

E.g.-**How** are you?

-**How** is your father?

How many: used to ask the number.

E.g.-**How many** books do you have?

-**How many** subjects do we study in senior one?

How much: used to ask the amount of uncountable things.

E.g.-**How much** money do you have?

-**How much** water left in the calabash?

-**How much** milk does our cow give?

How often (how many times): used to ask the times something happens, happened or will happen

E.g.-**How often** do you go to school in within a week?

-**How often** do they eat meat?

-**How often** will you attend the school meeting?

How far: used to ask the distance between two or more places.

E.g.-**How far** is your home to school?

-**How far** is from America to Rwanda?

How long: used to ask the duration of an action.

E.g.-**How long** does it take you to walk from home to school?

-**How long** did it take you to read that book?

-**How long** does it take to finish your homework?

LESSON III: AFFIRMATIVE AND NEGATIVE FORM IN SIMPLE PRESENT TENSE.

1) Affirmative form is a sentence that affirms a proposition. Simply it is a positive statement.

E.g.-We **study** English.

-Kalisa **is** a boy.

2) Negative form is a sentence that negates a proposition. Simply it is a negative statement.

E.g.-We **do not study** English.

-Kalisa **is not** a boy.

Note: Affirmative and negative forms are seen in the verb of a sentence.

3) Changing affirmative form to negative form.

Rule 1. Generally we change the affirmative form to negative form by putting the word “**not**” after the main verb but it is done on verb “**to be**” only.

E.g.	Affirmative form	Negative form
	-I am a boy.	I am not a boy.
	-Karangwa is a doctor.	Karangwa is not a doctor.
	-We are in the classroom.	We are not in the classroom.

Rule 2. For other verbs, we use an auxiliary “**to do**” to help in forming the negative form.

Form: subject+ do/does+ not+ bare infinitive of main (given) verb+ object.

E.g.	Affirmative form	Negative form
	-We study English	we do not study English.
	-Peter plays football	Peter does not play football.

Rule 3. Modal verbs in negative form

Form: subject+ modal+ not+ main (given) verb+ object.

E.g.	Affirmative form	Negative form
	-Many students can study English.	Many students cannot study English.
	-The teacher may beat the boys.	The teacher may not beat the boys.

Not can be written in contraction form as **n't**.

E.g.-The teacher must beat the boys.	The teacher mustn't beat the boys.
-We study English.	We don't study English.

-Mary **cooks** potatoes.

Mary **doesn't cook** potatoes.

There are some words which changes as follow:

Affirmative form

negative form

Some.....any

Somebody.....anybody

Someone.....anyone/no one

Somethinganything/nothing

Somewhere.....anywhere

Just/already.....not yet

With/within.....without

Some more.....anymore

LESSON IV: INTERROGATIVE FORM IN SIMPLE PRESENT TENSE.

1) Interrogative form is a kind of a sentence used when we are asking a question. It is always ended by a **question mark (?)**.

2) Kinds of interrogative form.

a) Interrogative form by using interrogative pronouns.

b) Interrogative form without using interrogative pronouns.

(a) Interrogative form by using interrogative pronouns.

Form: interrogative pronoun+ auxiliary verb+ subject+ main verb.

E.g.-What does science mean?

-Why do many girls like to dance?

-Whose does this bag belong to?

(b) Interrogative form without using interrogative pronouns.

Rule 1. Generally, we form interrogative form by making an “inversion of subject” but it is only done on verb “to be”.

Form: verb+ subject+ object+?

E.g.	Affirmative form	interrogative form
	-I am a boy.	Am I a boy?
	-Mary is a nurse.	Is Mary a nurse?
	-We are in the classroom.	Are we in the classroom?

Rule 2. For other verbs, we use an auxiliary “do” to help in forming interrogative form.

Form: Do/does+ subject+ main verb (given verb) + object+?

E.g.	Affirmative form	interrogative form
	-Julia plays tennis.	Does Julia play tennis?
	-All the people often need peace.	Do all the people often need peace?
	-I work at Serena hotel.	Do I work at Serena hotel?

LESSON V: RELATIVE PRONOUNS

1) Definition: a relative pronoun is a word which joins or link a noun with a statement or two statements. It is used after noun to make it clear which person or thing we are talking about.

They include: **who, whom, whose, which, and that**

There are also relative adverbs including: **where, when, and why.**

The information that follows the **relative pronoun/adverb** is contained in

what we call **relative clauses**.

2) Usage of relative pronouns

- We use relative pronouns **after noun**.
- We also use relative pronouns to make it clear which **person** or **thing** we are talking about.

Who: is used for people and it is always followed by a **verb** to be its **subject** and sometimes can be an **object**.

E.g.-The man **who** lent me the book.

-Peter is a boy **who** is the first in our classroom.

-The colleague **who** you are telling me about.

-Christophe Colom is a man **who** discovered America.

Whose: is used for people and things to show the possession or the ownership (Someone's thing or person and something's thing) and it is always followed by **subject nouns**.

E.g.-I saw a man **whose** head was exciting.

-The man **whose** book I borrowed.

-The dog **whose** leg was broken.

-There are some learners **whose** bags were cut.

That: used for people or things, it can be either subject or object when it is an object is always followed by **subject pronouns**.

E.g.-The man **that** I told you was amazing indeed.

-The man **that** lent me the book.

-There was a car **that** made an accident.

-Mr Kagabo has a dog **that** is able to bark every day.

Note: **that** can work as **who** and **which**.

E.g.-The colleague **who/that** you were telling me about.

-the book **which/that** I told you is long man.

Whom: used for people, it can replace **object nouns** or **pronouns**, is always followed by subject pronouns and it always goes with a **preposition**.

E.g.-She is the girl with **whom** I work.

-He is a person with **whom** I go.

-The man from **whom** I borrowed the book. (Very formal) Or the man **whom** I borrowed the book from. (Less formal)

Which: used for things, it can be either subject or object, when it is an object is always followed by **subject pronouns**.

E.g.-Peter has a dog **which** is very crazy. (Subject of a verb)

-The book **which** I told you is interesting. (Object)

-My father has a shirt **which** was cut by our young brother. (Subject of a verb).

Where (at which): used to mention the place and it is always followed by **subject pronouns** or **nouns**.

E.g.-He doesn't know **where** he is going to start from.

-Tell me the city **where** you visited last week.

-Mugabo really goes **where** the students will meet for meeting.

When (on which): used to denote the time and it is always followed by **subject pronouns** or **nouns**.

E.g.-The learners were told **when** they will start the exams.

-The head teacher told me to go outside **when** I made a mistake.

-We have been told **when** the Mayor will visit us.

Why (for which): used to express the reason (Cause of something) and it is always followed by subject **pronouns** or **nouns**.

E.g.-The Mayor of Rutsiro District told the people **why** forests are important to their lives.

-Mugisha explained **why** he has come late to school.

Note: “**what**” and “**how**” are not relative pronouns because they cannot come after noun, instead they replace a **noun** and a **relative pronoun** but sometimes they can be used to introducing relative clauses.

What=the thing which

E.g.-The sentence **what** I read in the book surprised me.

-The sentence **which** I read in the book surprised me. (Very formal)

-I have no idea on **what** you are talking about.

How=the manner in which

E.g.-I still remember **how** we met.

LESSON VI: ADVERBS OF FREQUENCY

1) Definition of an adverb: an adverb is a word that modifies the meaning of a verb, an adjective, another adverb, a phrase or a clause.

E.g.-The cook prepares dishes **quickly**.

-He is **very** fast runner.

-I have walked **all** through this estate.

-He runs **very** fastly.

Adverb **quickly** modifies the verb **prepares**, **very** modifies the adjective **fast**, **all** modifies the phrase **through this estate**, **very** modifies the adverb **fastly**.

2) Kinds of adverbs

There are five main kinds of adverbs:

a) Adverbs of frequency (f)

b) Adverbs of manner (m)

c) Adverbs of place (P)

d) Adverbs of time (t)

e) Adverbs of degree (d)

F, M, P, T, D

a) Adverbs of frequency

Adverb of frequency are those ones which qualify the actions of the verbs in a sentence to reveal the frequency (times) of such actions. They show **how often (how many times)** or not something happens, happened or will happen in some time.

Simply, they answer the question “**how often?**”

They include: **Always/every day/ever, frequently/often/regularly, sometimes, seldom, rarely/hardly never, usually, once, twice, thrice, four times, five times, never, annually, daily, weekly, hourly, monthly, yearly, again, only, once upon time, occasionally, and a day.**

E.g.-I **often** take a bath in a day during the summer.

-The mason is **never** late for this work.

-We eat cassava **once** in a month.

-The schools are inspected **annually**.

Place/order of adverbs of frequency

They generally used in the middle of the sentence between **subject** and **verb** in compound tense the adverb is placed between an **auxiliary** and the **main verb**.

Form: **subject+ adverb+ verb+.....**

OR

Subject+ auxiliary+ adverb+ main verb+.....

E.g.-They **often** take their dogs to the beach.

-We **sometimes** pick up dinner on the way home.

- I **usually** visit my grandparents on Thursday.
- I **seldom** eat guavas.
- We **always** insist on well-cooked food.
- They **usually** go to church.
- She **often** studies English.
- Students **only** know their behavior.
- You **never** know who I am.
- Some people **ever** do their works.
- He **sometimes** sees an airplane.

Adverbs of frequency can also be used at the beginning or at the end of a sentence.

E.g.-He goes to school **often**.

- Sometimes**, we pick up dinner on the way home.
- Usually**, I visited my grandparents on Thursday.
- We have three meals **a day**.
- Mary eats fruits **frequently**.
- They work in the garden **weekly**.
- Peter eat a balanced diet **daily**.
- Kalisa learns English **monthly**.
- The teacher meets them on the road **every day**.
- Once upon time** I was in America, I saw a train.
- Sometimes** we go to school late.
- Every day** these children disobey their parents.

Sometimes **never** and **ever** come between an auxiliary verb and a main verb.

E.g.-karangwa has **never** gone to visit his grandfather.

-Mary and Mutesi have **ever** written apology letters.

-Homework is **never** done by mr John.

But we never put the adverb after a verb directly.

E.g.-We pick up dinner **sometimes** on the way home. (Mistake)

-Students are beaten **always** at school. (Mistake)

-They study Mathematics **usually** on Friday. (Mistake)

But: **twice, once, thrice, four times, five times, etc.** are used as **indirect object** since they come after **direct object** that follows the main verb and they can be used with other adverbs of frequency in the same sentence.

E.g.-They eat cabbages **twice** a month.

-Alpha goes to school **thrice** a week.

-We usually study Mathematics **once** in a year.

-You eat **five times** a day.

LESSON VII: COUNTABLE AND UNCOUNTABLE (NON-COUNTABLE) NOUNS.

A) Definition of a noun: a noun is a naming word or a name of something.

B) Kinds of nouns

-common nouns

-proper nouns

-countable nouns

-uncountable nouns

-concrete nouns

-abstract nouns

-compound nouns

Definition: countable nouns are the names of things which we can count. Simply they can be put in plural form.

-Friend -teacher -cow -mango

E.g.-One boy → two boys

-My → our

There are two types of number: a) singular number (form)

(a) Singular number (form).

E.g.-a pen -a table -an aunt -a father -a goose

E.g.-pens -tables -aunts -fathers -geese

There are different rules respected to change the number from **singular** to

plural.

Rule 1.

In general an “**s**” is added at the end of a singular noun to make it plural.

E.g.	Singular	plural
	-a pencil →	pencils
	-a cow →	cows
	-a tool →	tools
	-an elephant →	elephants
	-an egg →	eggs

Note: in plural number (form) **articles a** and **an** should be omitted.

Rule 2.

Nouns ending in “**s, sh, x, ch** and **o**”, we add “**es**” to form their plural.

E.g.	Singular	plural
	-a bus →	buses
	-a dish →	dishes
	-a branch →	branches
	-a box →	boxes
	-a mango →	mangoes
	-a tomato →	tomatoes

Rule 3.

Nouns ending in “**z**” the **z** is doubled and then we add “**es**”

E.g.-a quiz → quizzes

-a fez → fezzes

Rule 4.

Nouns ending in “**y**” and it is preceded by a consonant, the **y** changed in **i** and then we add “**es**”.

E.g.-a story → stories

-a hobby → hobbies

-a family → families

-a fly → flies

-a sky → skies

-a baby → babies

-a spy → spies

Rule 5.

Nouns ending in “**y**” and it is preceded by a vowel, we only add “**s**” to form their plural.

E.g.-a donkey → donkeys

-a toy → toys

-a day → days

-a play → plays

Rule 6.

Nouns ending in “**f** or **fe**” the **f** changed in **v** and we add **es** or **s** where there is **fe**.

E.g.-a thief → thieves

-a wife → wives

-a knife → knives

-a wolf → wolves

-a leaf → leaves

-life → lives

Rule 7.

Nouns ending in “e” we add “s” to make them plural.

E.g.-bottle → bottles

-a house → houses

-a mobile → mobiles

-a single → singles

-a title → titles

-a device → devices

Irregular plural forms

E.g.-a man → men

-a woman → women

-a foot → feet

-a mouse → mice

-a tooth → teeth

-a goose → geese

-an ox → oxen

-a child → children

-a person → people

2) Uncountable (non-countable) nouns.

Uncountable (non-countable) nouns are the names of things that we cannot count. Simply they can't be put in plural.

Liquids and some food: water, butter, rice, milk, beer, wine, juice, meat, salt, meal, maize, beans, wheat flour, bread, sugar, oil, chicken...

Ideas and concepts: love, fun, work, money, peace, safety,

Information: advice, information, news, knowledge, evidence, research,

hardware, software

Categories: music, furniture, equipment, jewelry, accommodation, expenditure, cattle, soil, people, sheep, deer, luggage, traffic, scenery, species

Body substances: saliva, weep/tears

LESSON VIII. DETERMINERS

1) Definition: a determiner is a word that comes before a noun to make it clear. It shows what the noun is referring to.

E.g.-**These** people. (To exhibit that group so as to be known well)

-**A lot of** milk. (To help to know how much is the milk or the amount of it)

There are several types of determiners.

2) Determiners of quantity or amount (Quantifiers).

A determiner of quantity tells us about the **quantity** or **certain amount** of something. They can also be called indefinite number adjectives.

Some of them are: **much, little, a little, many, few, a few, some, a lot of, and any,**

3) Usages of determiners of quantity

Quantifiers are used in different ways:

***Much, little, a little** are used before uncountable nouns.

Much: used before uncountable-large quantity nouns usually in questions and negative sentences.

E.g.-There isn't **much** rice.

-My father has given me **much** money.

-There were too **much** rain yesterday.

Little: used before uncountable-very small quantity nouns.

E.g.-I have **little** evidence. (**Very little**)

-They have listened **little** news about you.

A little: is used before uncountable-small quantity nouns to mean “**not much** and **not little**”.

E.g.-There is **a little** water in the calabash.

- We left with **a little** sugar in the cup.

***Many, few, a few:** are used before countable nouns.

Many: is used before countable plural nouns, mainly in affirmative and negative sentences, even in questions.

E.g.-Peter has **many** books.

-There are **many** people in the bus.

-She hasn't **many** friends at school.

-Do you have **many** students in your class?

Few: is used before countable-plural nouns to mean “**very few/very small number**”, at least **two**, in affirmative, negative, and interrogative sentences.

E.g.-She has **few** bags. (2 bags)

-There are **few** houses. (2 houses)

A few: is used before countable-plural nouns to mean “**not many** and **not few**”, in both affirmative and negative statements.

E.g.-Peter has **a few** pens. (They can be 3, 4, 5, and 6)

-I have not got **a few** marks.

***Some, any, and a lot of (lots of)** can be used before both countable and uncountable nouns.

Some: is used before countable-plural nouns, uncountable nouns to mean “**not all**” mainly in questions and negative sentences. It can replace “**a little**”

or "**a few**".

E.g.-There aren't **some** books in the library.

-Give me **some** water.

-Does the teacher have **some** chalks in the box?

A lot of/lots of: is used before countable- plural nouns, uncountable nouns, in affirmative, interrogative, and negative sentences. It can replace "**much**" or "**many**" to make formal speaking or writing.

E.g.-There is **a lot of/lots of** sugar. (To mean **much**)

-Mary hasn't **a lot of** money.

- Are there **a lot of** passengers in my bus?

-I have **a lot of** books. (To mean **many**)

Any: is used before countable-singular and plural nouns, uncountable nouns, in negative and interro-negative sentences.

E.g.-There isn't **any** eggs in the box.

-I haven't given him **any** bag.

-Doesn't he play **any** game?

-peter doesn't have **any** money in his pocket.

None: is used before countable-plural nouns, uncountable nouns, is always used negatively and it is followed by a preposition "**of**".

E.g.-**None** of money has been used.

-**None** of the teachers wants failure for students.

-**None** of the students wants to fail.

-**None** of the bottles is there.

SECOND TERM

LESSON IX: ADVERBS OF TIME (DURATION).

1) Definition: adverbs of time are those ones which reveal the time of action pertaining to the verb. They tell us when something happened.

They include: -**Today, yesterday, tomorrow, next day/week/month/year, last night/day/week/month/year, at present, now, at this moment, since, for, before, after, lately, soon, an hour, still, then, finally, ago, yet, already, never, eventually, when, while.**

Adverbs of duration include: **one-week, two-year, month-long, day-long, since, for, one year, two days, two weeks, three weeks, four months.**

E.g.-Mary hasn't seen him **since** 1999.

-Tom has stayed in England **for one year.**

-I will do it in **three weeks.**

2) Uses of adverbs of time

These adverbs are often used:

●to talk about the past: **yesterday, ago, finally, the day before, last day/week/month/year, in 1995, in the 19th century, late, formerly, while, when.**

E.g.-John went to the cinema **yesterday.**

-He had to work **the day before.**

-**Last week** he was on vacation.

-**In 1995**, Rwanda became a Belgian protectorate.

-**In the 19th century**, Europeans colonized Rwanda.

-I had gone to bed **when** someone rang the bell.

-**While** Mary was cooking, his arm caught fire.

●to talk about the present: **still, yet, while, never, already, just, an hour, since,**

for, now, before, after, lately.

E.g.-**When** Julia talks to her boyfriend, she is really happy.

- It is **still** changing day to day.
- She hasn't seen him **yet**.
- I have **just** received my documents.
- They have **already** seen in primary school.
- we have been driving for about **an hour**.
- I have worked in Serena hotel **since** 2014

●to talk about the future: **soon, then, in two days, tomorrow, eventually, the day after tomorrow, next day/week/month/year/decade.**

E.g.-The family will go on vacation **soon**.

- Next month** they will go to Italy.
- Then** they will find it there.

3) Adverbs of time order

Usually, adverbs of time come after the verb and the object and sometimes between auxiliary and main verb. In many cases at the end of the sentence. However you can also put the adverb of time at the beginning of the sentence.

The position of the adverbs depends on your intention:

●If you want to **point out a fact**, like an action, you use the usual word order in the sentence: **subject+ verb+ object+ adverb**.

E.g.-John went to the cinema **yesterday**.

S V O

-He had to work **the day before**.

S V O

●If you want to **point out the time**, you put an adverb of time at the

beginning of the sentence: **Adverb+ subject+ verb+ object.**

E.g.-**Yesterday** John went to the cinema.

S V O

-The day before he had to work.

S V O

LESSON X: SIMPLE PAST TENSE

1) Definition: simple past tense is a past tense which is used to express an action that took place in the past. Generally it is formed by adding “ed” or “d” to a verb. Simply it is called **yesterday tense**.

Form: -regular verbs+ ed or d

-irregular verbs (to be memorized), the second column.

E.g.-I **played** football yesterday.

-Last week he **saw** an elephant.

-We **travelled** to Delhi.

2) Exceptions to some verbs

●Generally, we form the simple past tense by adding “ed” to the verbs in their base form.

E.g. **Verb** **simple past**

- Stay → stayed

- Pack → packed

- Visit → visited

●The verbs ending in “e” we add **d** to form their simple past.

E.g. **Verb** **simple past**

Invite → invited

Arrive → arrived

Lodge → lodged

- Some verbs, we double the last consonant and then “**ed**” is added to form their simple past.

E.g.-plan → planned

-travel → travelled

-omit → omitted

-commit → committed

-stop → stopped

- The verbs ending in “**y**” preceded by a consonant, the **y** changed to **I** and **ed** is added to form their simple past.

E.g.-hurry → hurried

-party → partied

-study → studied

-supply → supplied

3) Uses of simple past tense

- Used to talk about a specific moment in the past.

E.g.-I **saw** it **last week**.

-Yesterday, I **went** to the market.

-We **studied** this lesson **last year**.

- Used to talk about a past habitual action (past repeated action).

E.g.-When I was a child, I **fetched** water.

-Every day, last week Mary **broke** one cup.

-When he was in p6, he **studied** hard.

- Used to list a series of completed actions in the past.

E.g.-He **finished** works, **walked** to the road, and **found** a big shop to purchase.

Key or signal words of simple past tense.

- Yesterday
- Last day/week/month/year
- In 1980
- last in 2001
- ago
- long ago
- two years ago
- one day last week/month/year
- once
- in ancient time

LESSON XI: SIMPLE PRESENT TENSE WITH FUTURE MEANING

Sometimes simple present tense can have a future meaning, when we want to talk about **scheduled (planned) events** in the near future (**future definite time actions**).

But those actions which will happen in the future are talked about as if they happen today.

E.g.-Our family **moves** to Sandy Beaches Estate next month.

- My brother **travels** to South Africa for a holiday in two weeks.
- The president **visits** our district next week.
- Our examination **begins** on next Monday.
- The staff **meets** the Minister of Education when the school closes for the holidays.
- Our national team **plays** against Argentina next week at Amahoro

Stadium.

LESSON XII: COMPOSITION (ESSAY WRITING).

1) Definition: a composition (academic essay) writing is a way of collecting together different ideas to make one text which gives the message to the readers.

Before writing a composition

- There must be a **topic** to write on.
- Prepare an outline or diagram of your ideas.
- To have a critical thinking about how you are going to lengthen or expand your topic.

Parts of a composition

It has four parts: a) Title

b) Introduction

c) Body/development

d) Conclusion

(a) Title

This is a short phrase that summarizes the entire topic. It can be in one or two phrases and it must be underlined.

(b) Introduction

It is the starting part of a composition that defines the topic and show your entrance in writing. It is one paragraph.

In this part: - we define the topic (definition of the topic).

-we mention (show) the ideas or arguments that are going to be talked about in the body/development.

(c) Body/ development

It is the second part of a composition in which ideas or arguments are talked about in expanded manner (Detailed text).

In this part:-one idea=one paragraph

-3 ideas=3 paragraphs

-Paragraph should have coherence (**avoid contradiction or off-topic**).

(d) Conclusion

This is the last part of a composition in which a writer says briefly what have been said in the body. Simply it is a one paragraph summary of the body.

In this part: a writer shows his side about the topic when necessary and give some pieces of advice.

Ways of introducing body's paragraphs.

●Firstly.....
.....
.....
.....

●Secondly.....
.....
.....
.....

●Thirdly.....
.....
.....
.....

●Lastly(finally).....
.....
.....

How to conclude a composition?

Conclusion signals: -To sum up

-To conclude

-To end

-In conclusion

-Finally

-In/at the end,

Writing styles

-British style: to start writing at extremity of a paper.

●.....
.....
.....
.....

●.....
.....
.....
.....

-American style: to start writing in the middle of the paper.

●.....
.....
.....

●.....

LESSON XIII: PRESENT CONTINUOUS TENSE.

1) Definition: present continuous tense is the present tense used to show that we are in the middle of an action, to mean that the action is in progress at this time. Simply the words and the actions happen at the same time.

Form: verb "to be" in simple present+ main (given) verb+ ing form

I+ am+ main verb+ ing form

He, she, it+ is+ main verb+ ing form

We, you, they+ are+ main verb+ ing form

E.g.-I **am going** to school.

-He **is walking** on foot.

-We **are eating** cassava.

- A Lion **is shouting** loudly.

2) Use of present continuous tense.

●Used to express an action that is going on at the time of speaking.

E.g.-He **is working** in the garden now.

-The boys **are watching** a cricket match at present.

-The children **are playing** games at this time.

●Used to express future actions, simply which are possible or impossible in the near future.

E.g.-The aunty **is going** to Mumbai tomorrow.

-My father **is coming** from Delhi next Monday.

-We **are doing** our test on Tuesday.

Note: some verbs we double their last consonant when used in continuous tenses. Are those ones which consist of **consonant + vowel + consonant** (CVC)

E.g.-put, cut, hit, sit, commit, and dig....

Key/signal words of present continuous.

-Now	-still now	-any longer
-Still	-at this moment	-anymore
-At present	-even now	-until/till now

LESSON XIV: WH CLAUSES

1) Definition of a clause: a clause is a part of a sentence that contains the **subject** and the **predicate** (verb+ its object).

Kinds of clauses

There are two types of clauses:-independent clause (main clause)
-dependent clause (subordinate clause)

I) Main clause is a clause that can stand alone to be meaningful.

E.g.-I give you a gift.

II) Subordinate clause is a clause that can't stand alone to be meaningful.

E.g.-because you are my friend.

Types of dependent clauses

(a)Noun clause

(b)Adjective clause

(c)Adverb clause

(B) Relative or WH clauses (Adjective clauses).

Definition: a **relative or WH clause** is one kind of dependent clause which

has a subject and a predicate but can't stand alone as a meaningful sentence.

- it functions as an adjective that's why it sometimes called an **adjective clause**.

- It always begins with a **relative pronoun** which substitutes for a **noun** or **pronoun**.

Some of relative pronouns that start a relative clause are: **who, whom, whose, which, that where, when, and why**.

a) Who: is used for people and it is always followed by **a verb** to be it **subject**.

E.g.-The man **who** lent me the book.

- Peter is a boy **who** is the first in our classroom.

- Karangwa is a boy **who** makes noise in our classroom.

- Christophe Colom is a man **who** discovered America

b) Whose: is used for people and things to show the possession or the ownership (Someone's thing or person and something's thing) and it is always followed by **subject nouns**.

E.g.-I saw a man **whose** head was exciting.

- The man **whose** book I borrowed.

- The dog **whose** leg was broken.

- There are some learners **whose** bags were cut.

.

c) That: used for people or things, it can be either subject or object when it is an object is always followed by **subject pronouns**.

E.g.-The man **that** I told you was amazing indeed.

- The man **that** lent me the book.

- There was a car **that** made an accident.

-Mr Kagabo has a dog **that** is able to bark every day.

Note: **that** can work as **who** and **which**.

E.g.-The colleague **who/that** you were telling me about.

-the book **which/that** I told you is long man.

d) Whom: used for people, it can replace **object nouns** or **pronouns**, is always followed by subject pronouns and it always goes with a **preposition**.

E.g.-She is the girl with **whom** I work.

-He is a person with **whom** I go.

-The man from **whom** I borrowed the book. (Very formal) Or the man **whom** I borrowed the book from. (Less formal)

e) Which: used for things, it can be either subject or object, when it is an object is always followed by **subject pronouns**.

E.g.-Peter has a dog **which** is very crazy. (Subject of a verb)

-The book **which** I told you is interesting. (Object)

-My father has a shirt **which** was cut by our young brother. (Subject of a verb).

f) Where (at which): used to mention the place and it is always followed by **subject pronouns** or **nouns**.

E.g.-He doesn't know **where** he is going to start from.

-Tell me the city **where** you visited last week.

-Mugabo really goes **where** the students will meet for meeting.

g) When (on which): used to denote the time and it is always followed by **subject pronouns** or **nouns**.

E.g.-The learners were told **when** they will start the exams.

-The head teacher told me to go outside **when** I made a mistake.

-We have been told **when** the Mayor will visit us.

h) Why (for which): used to express the reason (Cause of something) and it is always followed by subject **pronouns** or **nouns**.

E.g.-The Mayor of Rutsiro District told the people **why** forests are important to their lives.

-Mugisha explained **why** he has come late to school.

Note: “**what**” and “**how**” are not relative pronouns because they cannot come after noun, instead they replace a **noun** and a **relative pronoun** but sometimes they can be used to introducing relative clauses.

What=the thing which

E.g.-The sentence **what** I read in the book surprised me.

-The sentence **which** I read in the book surprised me. (Very formal)

-I have no idea on **what** you are talking about.

How=the manner in which

E.g.-I still remember **how** we met.

LESSON XV: PRESENT PERFECT TENSE

1) Definition: Present perfect tense is the present tense which shows that an action has finished in a short (few) passed time.

Form: verb “to have” in simple present+ past participle of main (given) verb.

I/you/we/they: **have**+ past participle of main (given) verb.

He/she/it: **has**+ past participle of main (given) verb.

E.g.-I **have finished** my task.

-Mary and Mutoni **have done** many exercises.

-He **has studied** English.

-My brother **has not come** since 1997.

-There **has been** no rain for six months.

2) Usage of present perfect tense.

•Used to describe general experience in the past or an action happened at an unspecified time before now.

E.g.-I **have heard** that song twenty times.

-I think he **has met** him once before.

•Used with **for**, for something that started in the past and continues in the present

E.g.-They **have sold** English newspapers in Rwanda for many years.

-Raja **has lived** in Salem for three years. (To mean Raja is still in Salem)

•With **since** for something that started in the past and is still happening

E.g.-The journalist **has worked** in RBA since he left University.

-I **have not met** my grandmother since June.

•When talking about an experience up to now

E.g.-This is the most interesting article I **have ever read**.

Key/signal words of present perfect.

-Just	-until/till now	-in the past week
-Already	-not yet	-in the last few years.
-Yet	-so far	-up to now
-Never	-recently	-early
-Ever	-this year (until now)	-for
-Today (until now)	-since.	

LESSON XVI: MODAL VERBS/AUXILIARIES

A **modal verb** is a kind of an auxiliary verb which assists the main verb to indicate **possibility, potentiality, ability, permission, intention, expectation, and obligation**.

They include: can/could, may/might, will/would, shall/should, must/ought+ infinitive, have to/had to+ bare infinitive, need+ infinitive, used to+ bare infinitive (that express an action took place in the past).

E.g.-I **may** want to talk to you again.

-They **must** play their best game to win.

-You **should** call him.

-I **will** go there.

-Peter **can change** his behavior to succeed.

-The teacher **need** to be smart.

-The learners **have to** study hard so as to become tomorrow's Ministers.

-I **used to** be a class monitor when I was in primary six.

Notes: •Modal auxiliary verbs never change the form, but they a different form of past tense.

Present tense

past tense

Will.....would

Can.....could

Must/have to.....ought+ to infinitive/had to

May.....might

Shall.....should/ought/had better

Need+ to infinitive.....needed+ to infinitive

Used to.....used to+ bare infinitive

Dare+ to infinitive.....dared+ to infinitive

- they can't stand alone they always need main verbs.

- they don't undergo change according to the person, to all persons the conjugation remains the same.

E.g.-I **must** read a novel.

-You **must** read a novel.

-He **must** read a novel.

-She **must** read a novel.

-It **must** read a novel. (Where possible)

-We **must** read a novel.

-You **must** read a novel.

-They **must** read a novel.

Using "can... by+ ing form" and "should...by+ ing form"

●Can+ by+ ing

Form: subject+ can+ bare infinitive+ by+ ing form.

We can use this construction to talk about different things such as:

- Prevention of diseases.

E.g.-You can prevent malaria **by sleeping** in bed net.

-We can prevent cholera **by boiling** drinking water.

-You can prevent HIV/AIDS **by abstaining** from sex.

-Ways of transmission of diseases.

E.g.-We can get typhoid fever **by drinking** stagnant water.

-You can get tooth decay **by not brushing** them.

-Children can get kwashiorkor **by eating** unbalanced diet.

-Giving guidance about something, talking to others' behavior, and giving

pieces of advice.

E.g.-**You can** write these notes **by using** well-writing pens.

-**You can** reach at home quickly **by travelling** by bus.

-**Peter can** succeed National examination **by studying** hard.

●**Should+ by+ ing**

Form: subject+ **should+ bare infinitive+ by+ ing form.**

We can use this construction to give obligation (order) about different things such as:

-**Prevention of diseases.**

E.g.-**You should** avoid typhoid fever **by eating** clean and well-cooked food.

-**We should** protect ourselves from skin diseases **by bathing** regularly.

-**You should** lower your chances of having heart attack **by eating** fish and exercising.

-**Giving ordering advices.**

E.g.-**You should** dig this garden **by using** all your energy.

-**Students should** write their notes **by using** well-writing pens.

LESSON XVII: CONDITIONAL CLAUSES (IF CLAUSES)

I. Definition: conditional clauses (if clauses) refer to two actions, one occurs when there is a condition to be fulfilled by the other one.

2. Types of if clauses

There are four types of if clauses:-zero if or zero conditional

-if (1) or first conditional

-if (2) or second conditional

-if (3) or third conditional

A. If (1) or first conditional

In this type, it is possible to fulfill a condition which is given in **if clause**.

Form: If clause main clause

If+ simple present.....simple future

E.g.-If I **have** money, I **will buy** a car.

-If you don't eat enough vegetables, you **will suffer** from vitamin-deficiency diseases.

-If I **study** hard, I **will pass** the exams.

-If Peter **is** a boy, he **will beat** you.

Note 1: if clause can come at the beginning and at the end of a sentence, when it is at the beginning of a sentence we have to put **a comma** and when it is at the end we don't put **a comma**.

E.g.-I will buy a car if I have money.

-He will beat you if Peter is a boy.

-You will suffer from lack of energy if you don't eat enough potatoes.

Note 2: we can use **if clause** negatively to mean **unless** or **if...not**.

Form: Unless+ affirmative form..... or + unless+ affirmative form

E.g.-**Unless** you **work** hard, you will not succeed my exam.

-I will not leave your house **unless** you **pay** me.

-Unless I have money, I will not buy a car.

-Unless Peter is in the class, the teacher will punish him.

LESSON XVIII: PAST CONTINUOUS TENSE

1. Definition: the past continuous tense is a past tense used to express a continued or an ongoing action in the past.

Form: verb “to be” in simple past+ main (given) verb+ ing form.

I/he/she/it: was+ main verb+ ing form.

We/you/they: were+ main verb+ ing form.

E.g.-I **was running** very fast.

-Peter and Karangwa **were shouting** loudly.

2. Use of past continuous.

- Used to express an action going on at some time in the past.

E.g.-I **was reading** a story for a long time yesterday.

-They **were playing** football last week.

- Two parallel actions happening at the same time in the past, we use **past continuous** on both actions.

E.g.-I **was studying** while she **was making** dinner.

-While others **were reading** the books, John **was watching** a television.

- Two simultaneous actions happened in the past, one is long other is short, we use **past continuous** on **long action** and **simple past** or **past perfect** on **short action**.

E.g.-He **was watching** T.V when I **called** him.

-While they **were having** a picnic, it **started** to rain.

- If a subordinate clause starts with “**while**” **past continuous** should be used in it.

E.g.-While she **was cooking** vegetables, I **danced** pop.

-All the students **fell** in the river **while** they **were crossing** the bridge.

Key (signal) words used in past continuous.

-All last night

-all yesterday

-From two o'clock to four

-all morning yesterday

-All last week

-at 9 o'clock this morning

-All last month

-For a long time yesterday.

LESSON XIX: TIME CLAUSES WITH SIMPLE PAST AND PAST CONTINUOUS TENSE

We can use adverbs of time with simple past tense to make adverbial clauses of time.

E.g.-**Formerly**, Rwanda **was** under a king.

-**when** I **was** young, I fetched water.

1. Time clause “when” with simple past tense.

In this clause the time is shown by the adverb of time “**when**” and it is always started by it.

E.g.-**When** the war **ended**.

-**When** the king **ruled**.

Remember that a **subordinate clause** can’t stand alone because it is a part of a complete sentence, it needs a **main clause** to be meaningful.

E.g.-**When** I **was** young, I **fetch**ed water.

-I **played** football **when** I **was** in primary six.

*In this case the verb included in **time clause** started by “**when**” should be conjugated in **simple past** and that one included in main clause should be in **simple past** also or in **past perfect**.

Form: When+ subject+ simple past....., subject+ simple past or past perfect.....

E.g.-**When** the war **ended**, we **started** to leave peacefully.

-The leaders **were** in the meeting **when** Rwanda **became** a member of UN.

Note: a **comma** should be used when an adverb of time “**when**” starts a sentence but it should not be put when it is in the middle of the sentence.

2. Time clause “while” with past continuous tense.

In this clause the time is shown by the adverb of time “**while**” and it is usually started by it.

E.g.-**While** Rwanda **was liberating** itself.

-**While** I **was sleeping** in the dormitory.

*In this case the verb included in the **time clause** started by “**while**” should be conjugated in **past continuous** tense and that one included in the main clause should be in **simple past** or in **past continuous** also.

Form: **While**+ subject+ **past continuous**....., subject+ **simple past** or **past continuous**.....

E.g.-**While** she **was crossing** the bridge, his father **looked** her.

-He **sang** loudly **while** he **was listening** the music.

-We **were escaping** to other places while the war **was going** on.

THIRD TERM

LESSON XX: VOICE

1) Definition: voice is the **form** a **transitive verb** takes to indicate whether the subject of the verb performs or receives the action.

E.g.-John **waters** the plants. (The subject John performs or does an action)

-The sugar cane **is eaten** by a boy. (The subject sugar cane receives an action)

2) Types of voice.

There are two types of voice in English:

a) Active voice

b) Passive voice

a) Active voice

Indicates that the subject of the verb is **acting** or **performing** an action, the action is included in the verb and the object **receives** that action.

Subject → a doer/ a performer of an action

Verb → an action

Object → a receiver of an action

E.g.-Alpha teaches English.

S

V

O

(A doer) (Action) (A receiver)

-Kato plays football.

-Students make noise.

Note: the verbs used in active voice should be **transitive (action)** verbs.

b) Passive voice.

In passive voice show what happened to the **object**. In this voice the subject and object **flip-flop** or **get interchanged**. We take an auxiliary verb "**to be**" in active voice tense plus past participle of main (given) verb preceded by the preposition "**by**".

Form: active voice → S

V

O

Passive voice → O

V

S

Verb changing form: **auxiliary verb "to be" in active voice tense+ past participle of main verb+ by.**

(i) Passive voice with simple present tense.

Form: am/is/are + past participle of main (given) verb.

E.g.-Kato plays football.

→ **Football is played by Kato.**

-Tourists see gorillas in the volcanoes National park.

→ **Gorillas are seen in the volcanoes National park by tourists.**

-Rwanda receives long rain between March and May.

→ **Long rain is received between March and May by Rwanda.**

-Farmers cut down trees for agriculture.

→ **Trees for agriculture are cut down by farmers.**

-They beat me.

→ **I am beaten by them.**

Note 1: avoid omitting prepositions when using verbs require prepositions instead the prepositions follow directly the verb.

E.g.-Rwanda exports agricultural products to Europe.

→ **Agricultural products are exported to Europe by Rwanda.**

Note 2: when the object is a pronoun we can omit it.

E.g.-Somebody lifts the luggage.

→ **The luggage is lifted.**

-He teaches sciences.

→ **Sciences are taught.**

Note 3: when there is an adverb in active voice, it comes at the end of a passive voice but when it starts an active voice sentence it is still being in its place.

E.g. -People listen the news carefully.

→ **The news are listened by people carefully.**

-Every day, Rwanda imports machinery from China.

→ Every day, machinery are imported from China by Rwanda.

Pronoun changes

Active voice

passive voice

Ime

You.....you

He.....him

She.....her

It.....it

We.....us

You.....you

They.....them

(ii) Passive voice with modal auxiliaries (verbs)

Rule: modal verb+ be + past participle of main verb

E.g.-The teacher may punish the boys.

→ The boys may be punished by the teacher.

-You must take your shirt off.

→ Your shirt must be taken off. (By you)

ii.a. Passive voice with modal verbs and comparatives.

A comparative is used to comparing two things using “more.....than”

Rule: modal verb+ be+ more+ past participle of main verb+ 1st thing compared thing+ than+ 2nd compared thing.

E.g.-People can generate more electricity at Ntaruka power station than at Mukungwa II power station.

→ Electricity can be more generated at Ntaruka power station than at

Mukungwa II power station by people.

-They might receive more rain in Kigali than in Nyamata.

→ **Rain might be more received in Kigali than in Nyamata. (By them)**

-Many students would get more marks in Mathematics than in Physics.

→ **Marks would be more got in Mathematics than in Physics by many students.**

ii.b. Passive voice with modal verbs and superlatives.

Superlative is a comparison among three or more people, places, and things. In superlatives we refer to what is **most** outstanding.

Rule: modal verb+ be+ past participle of main verb+ most/adjective+ est(st).

E.g.-They can produce food cheaply than clothes and shoes in Kitabi.

→ **Food can be produced most cheaply in Kitabi. (By them)**

LESSON XXI: ADJECTIVES

1) Definition: an **adjective** is a word which qualifies or describes a **noun** or a **pronoun**. It adds something on the meaning of them

E.g.-Peacock is a **beautiful** bird.

-He is a **handsome** actor.

-The **malnourished** boy is abusing drugs.

-The **plump** girl is taking alcohol because she thinks it will make her **popular**.

2) Types of adjectives

-Possessive adjectives: **my, your, his, her, its, our, your, their**

-Interrogative adjectives: **what, which, and whose**

-Demonstrative adjectives: **this, that, these, those**

-Numeral adjectives: **five, third, some, a few, much, each, every, several**

-Descriptive adjectives: **big, good, beautiful, thin, poor, rich, interesting, comfortable, careful, long, tall, short, high...**

3) Formation of adjectives

The formation of adjectives is similar to nouns. It is done by adding **affixes (suffixes and prefixes)**.

•Some of the **suffixes** used include the following: **-able, -ful, -ly, -ic, -ive,-ant, -ible, -ical, -ish,-ous, -al, -ed/d, y.**

Noun, verb or adjective	adjective
manage	manageable
fashion	fashionable
peace	peaceful
success	successful
lone	lonely
friend	friendly
energy	energetic
attract	attractive
attention	attentive
hesitate	hesitant
relevance	relevant
Permission	permissible
vision	visible
history	historical
economy	economical
fool	foolish

child	child ish
humor	humor ous
courage	courage ous
danger	danger ous
addition	additional
tradition	traditional
assist	assisted
frustrate	frustrated
naught	naught y
health	health y

Note: a simple past form can be an adjective when it follows directly another verb.

E.g.-She felt **frustrated**.

-I became **assisted** by my father.

●Some of the prefixes used include the following: **un, in, il, im, dis, ir**

E.g.-cook**un**cooked

-imaginable.....**un**imaginable

-capable.....**in**capable

-human.....**in**human

-legal.....**il**legal

-legible.....**il**legible

-moral.....**im**moral

-practical.....**im**practical

-possible.....impossible
-honest.....dishonest
-agreeable.....disagreeable
-responsible.....irresponsible
-regular.....irregular

LESSON XXII: DEGREES OF COMPARISON.

1) Definition: **comparison** is a way of comparing people, things (objects), and animals related to the levels they are in.

It is done using **descriptive adjectives** which are expressed in three degrees:

(a) **Positive degree**

(b) **Comparative degree**

(c) **Superlative degree**

Descriptive adjectives: are those ones which show the quality of a noun.

E.g.-tall -short -long -small -old -important -young

-Cheap -hard -late -simple -fine -difficult

-Beautiful -intelligent.

(a) Positive degree

This is used when no comparison is made, it is the original adjective.

E.g.-Akello is a **tall** girl.

-English is **important** to us.

-That river is **long** in our sector.

(b) Comparative degree

This is when two people, animals, or things are compared, it is classified in three types:-**comparative of inferiority**

-comparative of superiority

-comparative of equality

(i) Comparative of inferiority

Comparative of inferiority is used to showing that one side is on less level comparing with the other side.

Form: **A+ verb+ less + adjective+ than+ B**

E.g.-Desire is less intelligent than Rachel.

-Father is less old than grandfather.

(ii) Comparative of superiority

Comparative of superiority is used to mentioning that one side is on high level comparing with the other side.

Forms: - **A+ verb+ short adjective+ er+ than+ B**

- **A+ verb+ more+ long adjective+ than+ B**

E.g.-Mary is taller than Juliet.

-Physics can be more difficult than Mathematics.

(iii) Comparative of equality

Comparative of equality is used to mentioning that both sides are on the same level.

Form: **A+ verb+ as+ adjective+ as+ B**

E.g.-Ram is as short as Raj.

-Kinyarwanda is as important as English.

(c) Superlative degree

This is used when one person, thing, or animal is compared with many or a group.

Forms: -**A+ verb+ the+ short adjective+ est/st+ B (group)**

-**A+ verb+ the+ most+ long adjective+ B (group)**

E.g.-Kato is the shortest in our class.

-Rita is the tallest in three girls.

-English is the most important in all subjects.

-Rita is the most beautiful in the three girls.

More example showing the three degrees in the table

●**Short adjectives**

Positive	Comparative+ er	Superlative+ est/st
-small	-smaller	-smallest
-tall	-taller	-tallest
-long	-longer	-longest
-short	-shorter	-shortest
-cheap	-cheaper	-cheapest
-hard	-harder	-harder
-clever	-cleverer	-cleverest
-bright	-brighter	-brightest
-fast	-faster	-fastest
-rich	-richer	-richest
-poor	-poorer	-poorest
-great	-greater	-greatest
-few	-fewer	-fewer

●**Long adjectives**

Positive	Comparative	Superlative
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-important	-more important	-most important
-beautiful	-more beautiful	-most beautiful
-intelligent	-more intelligent	-most intelligent
-careful	-more careful	-most careful
-dangerous	-more dangerous	-most dangerous
-interesting	-more interesting	-most interesting
-difficult	-more difficult	-most difficult
-exciting	-more exciting	-most exciting
-comfortable	-more comfortable	-most comfortable

Exceptions

- Some adjectives we double the last consonant (C V C adjectives: consonant+ vowel+ consonant)

E.g. Positive	comparative	superlative
-big	bigger	biggest
-thin	thinner	thinnest
-hot	hotter	hottest
-fat	fatter	fattest

- Adjectives ending in “e” we add “r” in comparative and “st” in superlative

E.g. Positive	comparative	superlative
-large	larger	largest
-fine	finer	finest
-simple	simpler	simplest

- Adjectives ending in y the y changed in i and we add er in comparative and est in superlative.

E.g. Positive	comparative	superlative
-easy	easier	easiest
-dirty	dirtier	dirtiest
-happy	happier	happiest
-angry	angrier	angriest
-hungry	hungrier	hungriest
-ugly	uglier	ugliest
-heavy	heavier	heaviest

●Irregular adjectives

Positive	comparative	superlative
-good	better	best
-bad	worse	worst
-much	more	most
-many	more	most
-little	less	least
-far	farther	farthest

LESSON XXIII: CONNECTORS (CONJUNCTIONS)

1) Definition: a **connector** is a word that joins or links the nouns, sentences, phrases and clauses. It is there for linking the words of the same **nature**.

E.g.-Peter **and** Mary are my learners.

A **noun** a **noun**

-I give you this gift **because** you are my friend.

A clause

a clause

2) Types of connectors

(a) Coordinating connectors

(b) Correlative connectors

(c) Subordinating connectors

(a) Coordinating connectors: they link independent clauses or individual words of the same nature and they are called simple **connectors**.

They include: **and, but, or, so, nor, for, also, either, neither, the, yet**

(b) Correlative connectors: they are used in pair.

They include: -not only.....but also

-either.....or

-neither.....nor

-both.....and

-no sooner.....than

-scarcely.....when

-so.....that

(c) Subordinating connectors

They connect two clauses and they are divided into different types.

(i) Subordinating connectors of cause or reason

They are used to mentioning the reason or the cause of something.

They include: **because/as/since+ subject (noun or pronoun)**

Because of/due to+ subject (noun or pronoun) gerund, adverb and adjective.

E.g.-I cannot succeed **because** I didn't study well.

-They eat thrice a day **as** poverty has reduced.

- She started smoking **since** she thought it was funny.
- His family can't pay for him the school fees **because of** poverty.
- We were not able to study **due to** corona virus pandemic.
- My father did not take care of me **because of/due to** my laziness.

(ii) Subordinating connectors of purpose or goal

They are used to reveal the aim of someone or something.

They include: **-in order to+ bare infinitive**

-so as to (not to) + bare infinitive

-in order that+ subject+ verb+ object

E.g.-I study hard **in order to** succeed the exams.

- Romeo stopped smoking **so as to** be healthier than before.
- Mary should stop drugs **so as to** think clearly.
- John likes playing football **in order that** he becomes a super star.
- We are shouting in the class **in order that** our teacher be angry with us.

LESSON XXIV: GERUNDS

1) Definition is a verb form that can take the place of a noun in a sentence. Simply it acts as a **noun**. That verb form ending in “**ing form**”.

E.g.-**Painting** is my favorite work.

-**Reading** is a good habit.

-I like **playing** football.

Note: the negative form is formed by adding **not** before the gerund.

2) Usage of gerund.

- It is used as a noun, subject, and object.

E.g.-Reading is fun.

Noun (subject)

-Your car needs washing.

Object

●It is used after prepositions.

E.g.-The child is fond **of playing** chess.

-Our teacher is good **at teaching** English.

●Is used after certain verbs such as: **like, spend, waste, avoid, admit, forgive, enjoy, keep...**

E.g.-We should **avoid making** mistakes.

-He **spends** his free time **digging** the garden.

-I **like playing** football.

LESSON XXV: CONNECTORS OF TIME

1) Definition: connectors of time are those which indicate the time aspect of a procedure/process or sequence.

They include: **before, after that, when, while, first, then, meanwhile, later, finally, until/till, after, as soon as, as long as, as much as, by the time, whenever.**

E.g.-**First**, the coltan is mined near Kamonyi. **Then** the ore is weighted. **After that**, the coltan is taken to factories. **Finally**, it is offloaded **then** smelted.

-**When** we go to school, we study English.

-**Whenever** you do your quiz, you can't succeed.

-We were shouting **before** the coming of our teacher.

-Peter will achieve his purpose **as much as** possible.

-**After** failing the exam, I cried.

-Karenzi was being quiet **by the time** he is starting to be active.

-Sit here **as long as** our father comes.

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