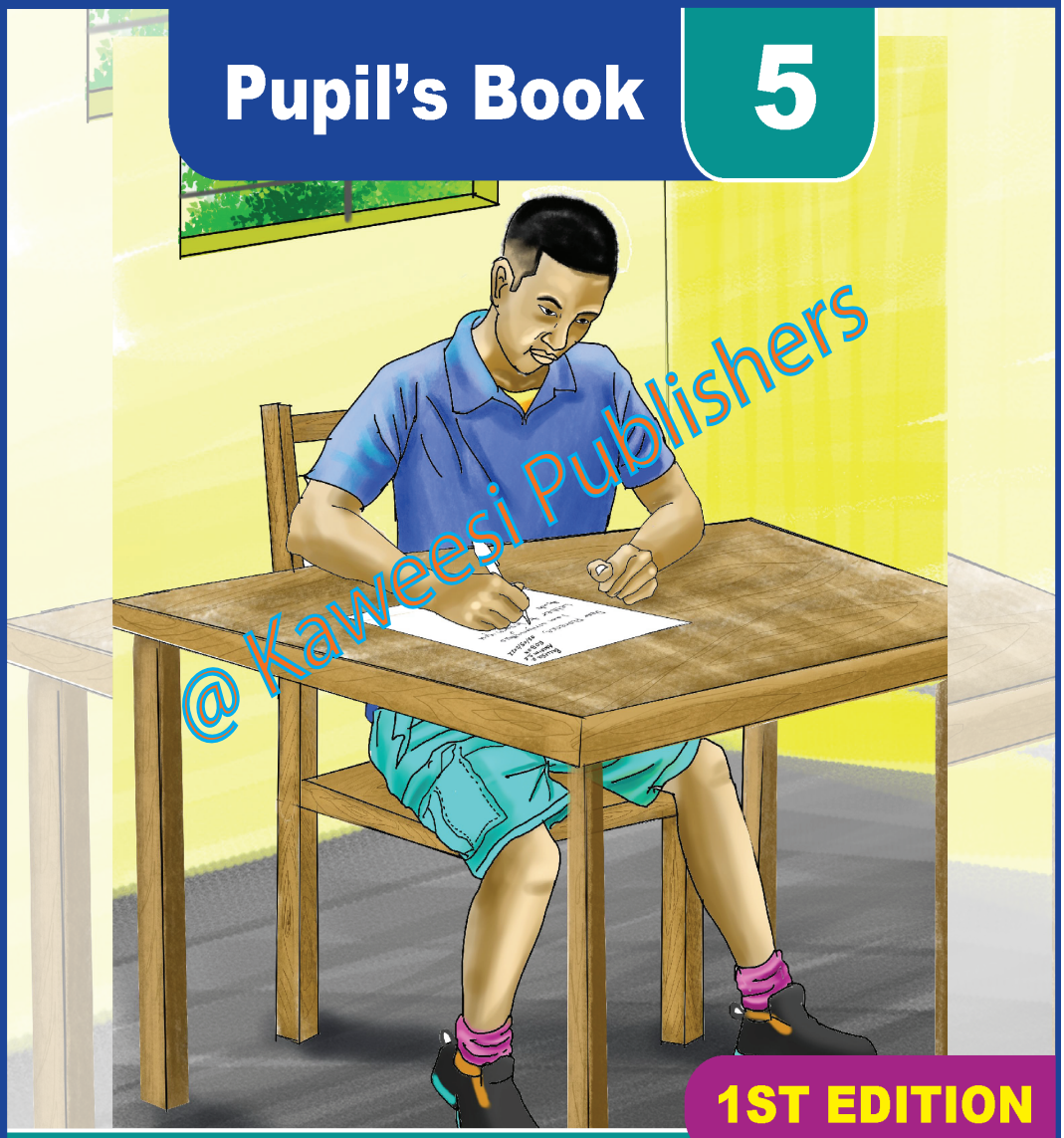
UNDERSTANDING ENGLISH

Pupil's Book 5



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1ST EDITION

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Topic 1: Vehicle repair and maintenance

Sub-topic 1A: Parts of a vehicle

Section 1.1: Vocabulary 1 (Parts of a car/vehicle)

Activity 1.1

Read these words and use them to make correct sentences.

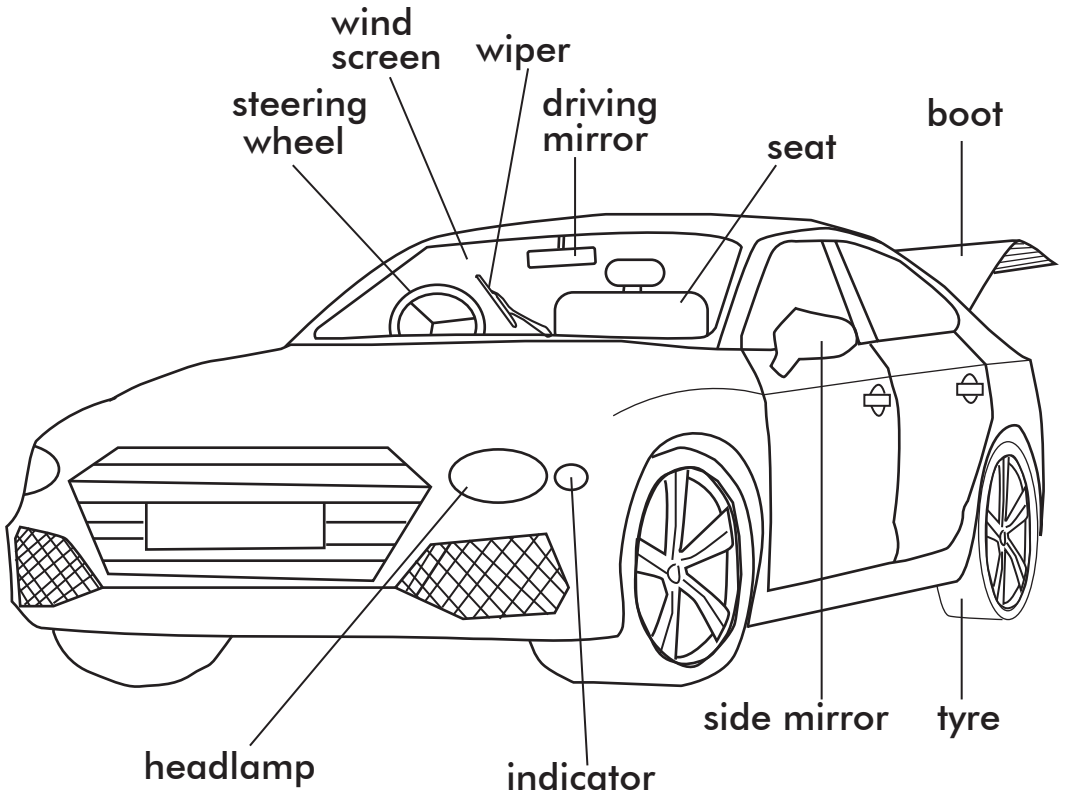
engine	tyre	steering wheel	head lamp
indicator	wiper	wind screen	driving mirror
seat belt	boot	seats	brakes
side mirror			

Examples of sentences using the above words

1. My father's car has a new tyre.
2. The driver is seated at the steering wheel.

Picture study

Look at the picture of a car and read its parts.



Vocabulary 2 (Parts of a bicycle and motorcycle)

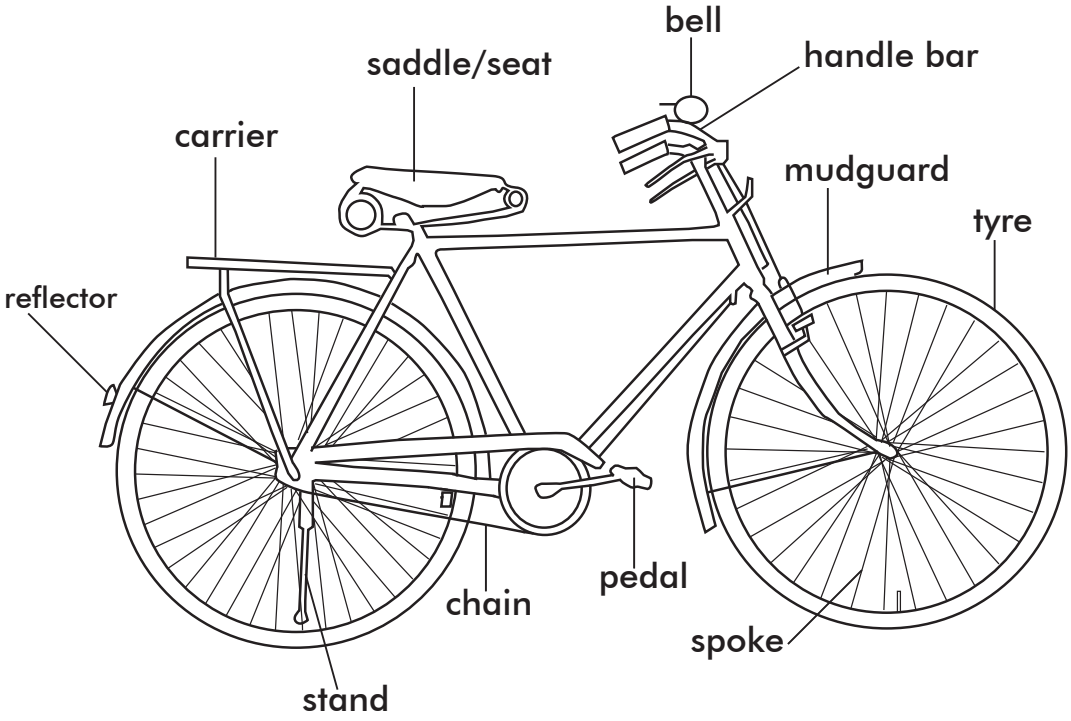
Activity 1.2

Read the words below and use them to make correct sentences.

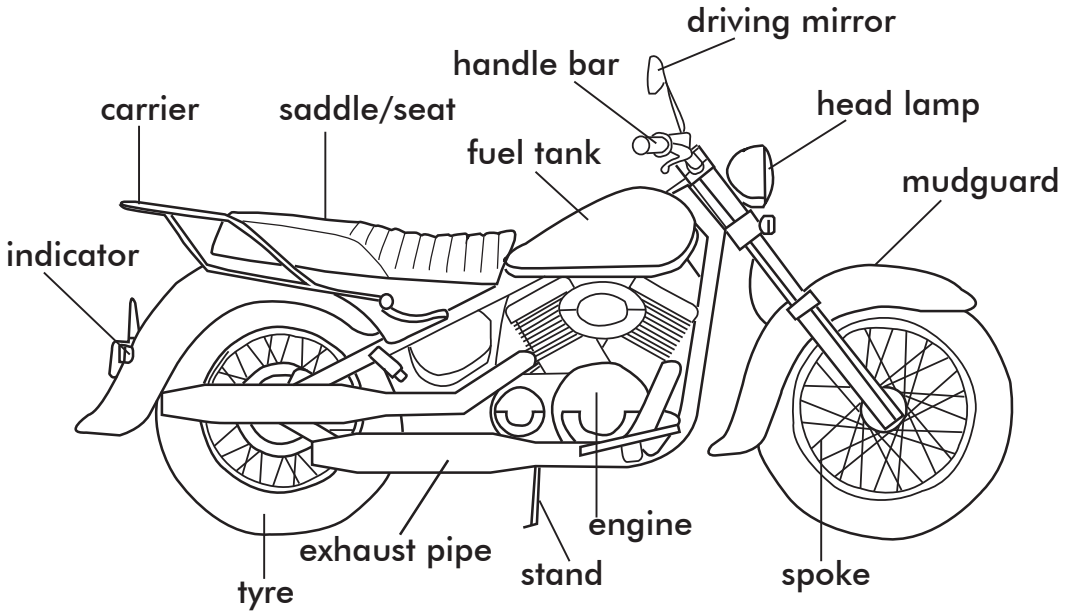
pedal	tyre	chain	spokes	mud guard
saddle	reflector	brakes	carrier	handle bar

Picture study

Study the pictures below and read their parts with your neighbour.



Parts of a motorcycle



Activity 1.3

Rearrange the given letters correctly to form words.

1. eats blet - seat belt
2. ectorfler - reflector
3. rpewi -
4. ndelah abr-
5. yret -
6. inegen -
7. askbre -
8. incha -
9. dedlsa -
10. ridvign rrmior -
11. mhadelap -
12. caindtoirs -

Secion 1.2: Verbs and tenses

A verb is a doing word. It explains what the noun is doing, did, does or has done. A verb can also be defined as an action word. A verb is of three main forms that is, present, past, and past participle.

For example:

1. John <u>is drawing</u> a bicycle.
2. John <u>drew</u> a bicycle.
3. John <u>draws</u> a bicycle.
4. John <u>has drawn</u> a bicycle.

Regular verbs

Regular verbs are verbs which end in '-d', '-ed' or '-ied' in their Past Simple and Past Participle tenses.

(a) Regular verbs which end in '-e' form their Past Simple and Past Participle tenses by adding 'd' to the infinitive.

Activity 1.4

Complete correctly.

Present	**Past simple**	**Past participle**
Prepare	prepared	prepared
damage	damaged	damaged

decide	decided	decided
waste	.....	.....
shade	.....	.....
dye	dyed	.....
compare	.....	.....
name	.....	.....
replace	.....	.....
remove	.....	.....
capture	.....	.....
solve	.....	.....
refuse	refused	refused
receive	received	received
complete	.....	.....
describe	described	described
explore	.....	.....
lie (to decieve)	lied	lied
agree	.....	.....
die	.....	.....

(b) Regular verbs add 'ed' to form their Past Simple and past participle tense.

Activity 1.5

Complete correctly.

Present	**Past Simple**	**Past Participle**
clean	cleaned	cleaned
check	checked	checked
allow	.....	.....
paint	.....	.....
repair	.....	.....
perform	performed	.....

kick	.....	.....
defend	.....	.....
hang (to kill)	hanged	hanged
fasten	.....	.....
fix	.....	.....
lock	.....	.....
fail	.....	.....
defeat	defeated	defeated
greet	greeted	greeted

(c) Some of the regular verbs double their last consonants before adding 'ed' to form their Past Simple and Past Participle tense.

Activity 1.6

Complete correctly.

Present	**Past Simple**	**Past Participle**
stop	stopped	stopped
drop	dropped	dropped
skip	.....	.....
label	.....	.....
occur	.....	.....
slap	.....	.....
knit	knitted	knitted
pin	pinned	pinned
plan	.....	.....
rob	.....	.....
beg	.....	.....
stir	.....	.....
skid	.....	.....
expel	.....	.....
travel	.....	.....

transfer	trasferred	transferred
prefer	preferred	preferred
mop	.....	.....
counsel	.....	.....
cancel	.....	.....

(d) Regular verbs which end in 'y' change 'y' to 'i' and then add 'ed' to form their Past Simple and Past Participle tense.

Activity 1.7

Complete correctly.

Present	**Past Simple**	**Past Participle**
carry	carried	carried
marry	married	married
bury	buried	buried
hurry	.....	.....
rely	.....	.....
satisfy	.....	.....
multiply	.....	.....
terrify	terrified	terrified
copy	copied	copied
study	.....	.....
dirty	dirtied	dirtied
fry	.....	.....
cry	.....	.....
supply	.....	.....
occupy	.....	.....
apply	.....	.....
deny	.....	.....
worry	.....	.....
comply	.....	.....

Irregular verbs

These are verbs which change to their Past Simple and Past Participle tenses differently. Some change the spellings from their infinitive while others remain unchanged in all the three main forms.

(a) Here are irregular verbs which change their spellings in the Past Simple tense. These verbs have their Past Simple and Past Participle similar.

Activity 1.8

Complete correctly.

Present	**Past Simple**	**Past Participle**
sit	sat	sat
dig	dug	dug
breed	bred	.....
bring	brought	.....
teach	taught	.....
catch	caught	.....
feel	.....	felt
feed	.....	fed
fight	.....	fought
find	.....	found
light	lit	lit
lend	lent	lent
spit	spat	spat
swing	swung	swung
sting	stung	.....
spoil	spoilt	.....
shoot	shot	shot
bend	bent	.....
build	built	.....
deal	dealt	.....

buy	bought	.....
burn	burnt	burnt
learn	.....	learnt
lay (eggs)	laid	laid
hang(put up)	hung	hung
wind	wound	wound
strike	.....	struck
win	.....	won
creep	crept	crept
mean	.....	.....
sweep	.....	.....
get	.....	.....
grind	ground	.....
pay	paid	.....
say	.....	.....
tell	.....	.....
sell	sold	.....
understand	understood	understood

(b) Here are Irregular verbs which change completely in their Past Simple and Past Participle tense.

Activity 1.9

Complete correctly.

Present	**Past Simple**	**Past Participle**
begin	began	begun
ring	rang	rung
bite	bit	bitten
hide	hid	hidden
eat	ate	.....
fall	fell	fallen
draw	drew	drawn

sing	sang	sung
sink	sank	sunk
tear	.....	.....
wear	.....	.....
swear	swore	sworn
write	.....	.....
rise	rose	risen
show	showed	shown
speak	spoke	spoken
blow	blew	blown
give	.....	.....
freeze	froze	frozen
forget	.....	.....
forbid	forbade	forbidden
take	.....	.....
swim	swam	swum
drink	drank	drunk
drive	.....	.....
break	.....	.....
see	saw	seen
be	was/were	been
choose	chose	chosen
fly	flew	flown
grow	grew	grown
do	did	done
go	went	gone
ride	rode	ridden
mistake	mistook	mistaken
sew (clothes)	sewed	sewn
weave	wove	woven

(c) Look at those irregular verbs which do not change in any of the three forms.

Activity 1.10

Complete correctly.

Present	Past Simple	Past Participle
cut	cut	cut
cost	cost	cost
set	set	set
shed	.....	.....
burst	.....	.....
hurt	.....	.....
cast	.....	.....
spread	spread	spread
let	.....	.....
quit	.....	.....
split	.....	.....
shut	.....	.....
put	.....	.....
hit	.....	.....
telecast	telecast	telecast
broadcast	broadcast	broadcast

Activity 1.11

Use the correct form of the verbs given in brackets to complete the sentences.

1. The mechanic has ..... a new motorcycle. (buy)
2. My father ..... to town yesterday. (drive)
3. The citizens ..... their fellow citizen near the car bond.(bury)
4. Victoria..... on the headlamps of her car. (switch)
5. Betty ..... a new motorcycle in the last competitions. (win)

6. Ashley ..... to check the oil level of her car before setting off. (forget)
7. The driver ..... the brakes to stop the car. (apply)
8. We all .....our seat belts before the driver started the bus. (fasten)
9. Mr. Hare ..... on the saddle and rode the bicycle to the parish headquarters. (sit)
10. Isaiah ..... all the parts of the motorcycle correctly. (label)

The Present Perfect tense

- The Present Perfect tense is used to talk about actions that have just taken place.
- This tense uses '**has**' and '**have**' as helping verbs. '**Has**' is used with singular nouns and the pronouns while '**have**' is used on plural nouns and the pronoun 'I'.
- The helping verbs '**has**' and '**have**' are followed by the Past Participle tense of the main verb.

has/have + Past Participle tense of the main verb

For example:

1. Janat has bought a new motorcycle. (buy)
2. Willy and I have gone to the car bond to buy new cars. (go)
3. She has driven back home alone. (drive)
4. I have rung the bell clearly. (ring)

Activity 1.12

Fill in the gaps with the Present Perfect tense of the verbs given in brackets.

1. The girl has .....the oil. (pour)
2. My co-workers have ..... me a new bicycle. (give)
3. You have not ..... anything since morning. (do)

4. Shadia has ..... the windscreen of the car. (hit)
5. We have .....the head mistress' car thoroughly. (wash)
6. Have they ..... about parts of a vehicle? (learn)
7. The side mirrors of my mother's car have ..... off. (fall)
8. Musenero has ..... a very nice bicycle. (draw)
9. The wipers of my car ..... (break)
10. The children have just ..... taught about parts of a vehicle. (be)
11. Mirembe and Racheal have ..... to their parents requesting for new bicycle tyres. (write)
12. Timbo has been ..... from school for his bad behaviour. (expel)
13. Mark has carefully ..... his horse to the hotel. (ride)
14. Who has ..... my seat? (take)
15. Bruno and Bernard have been .....to two years imprisonment for not tying their seat belts while driving. (sentence)

Activity 1.13

Change the following sentences into the present perfect tense.

Example:
Joshua is riding a motorcycle.
Joshua has ridden a motorcycle.

1. We put our luggage in the car boot.
2. The driver fastened his seat belt.
3. The mechanic gave me a new mudguard to put on my bicycle.
4. The cyclist is ringing the bell.
5. Benjamin repaired his car engine.
6. Ruth is cleaning the windscreen now.
7. Benito drove to town.

The Passive Voice in the Present Perfect tense

In Passive Voice, we begin with the 'object', followed by the verb and then the 'subject'. The Passive Voice in the Present Perfect tense uses helping verbs, '**has been**' or '**have been**' which are then followed by the main verb in its Past Participle form.

For example:

1. Mr. Mopmop has bought a new bicycle.
   A new bicycle has been bought by Mr. Mopmop.
2. She has broken the driving mirror.
   The driving mirror has been broken by her.
3. Someone has damaged my car engine.
   My car engine has been damaged.

Activity 1.14

Change these sentences into the passive voice.

1. They have given me a brand new Toyota.
2. Mr. Fox has brought the bus home.
3. Has she eaten the oranges?
4. Teddy has turned on the indicators.
5. The conductor has put our luggage in the boot.
6. Matthew and Mark have removed the car tyres.
7. My mother has switched on the headlights.
8. The thief has stolen Maxon's car.

Section 1.3: The use of 'must' and 'mustn't'

- '**Must**' is used to give strong advice especially when something is necessary.
- '**Mustn't**' is also used to give advice to someone not to do something. It is the negative form of '<u>must</u>'. It is the short form of '<u>must not</u>'.

For example:

A. Use 'must' and 'mustn't' to construct sentences.

1. Ronnie must repair his vehicle.
2. You mustn't drive a car in a dangerous mechanical condition.
3. One must check the engine oil level before starting his vehicle.

B. Rewrite these sentences using:'must' or 'mustn't'.

1. Driving while drunk is not good.
   You mustn't drive while drunk.
2. Clean the driving mirror before you start the car.
   You must clean the driving mirror before starting the car.

Activity 1.15

A. Construct correct sentences from the table below.

You	must	fasten the seat belt while driving.
Melvin		ride the bicycle in darkness.
We	mustn't	drive carelessly on the road.
The driver		wipe the windscreen.
		switch on the headlamps when driving at night.
		apply grease on the chain.
		keep left while driving.

B. Rewrite the sentences below using 'must or mustn't'

1. Talking on telephone while driving is dangerous.
2. Reduce the speed when nearing a corner.
3. Do not ride a bicycle with flat tyres.
4. You should put enough oil in the engine before driving the car.
5. Hold the handle bars properly while riding a motorbike.
6. Replace broken spokes in the rim.
7. Sitting on the carrier when riding is bad.
8. Apply grease to the chain before riding.

Section 1.4: Comprehension

Activity 1.16: Passage

Read the story below and answer the questions that follow.

I cannot forget the day my father brought home our first vehicle. The memories of that day still run through my minds. My father used to come home early, quietly and looking very tired. That day he returned late in the night. The hooting at the gate took all our attention. Of course we could not guess who was at the gate. I rushed to the gate to check, only to see my great father behind the steering. I opened the gate and he cruised in. When he parked, I asked him and he confirmed it was our new ride.

Every part of the car was new. The steering and the seats were amazing. The tyres were inflated hard and the indicators shone brightly. Indeed, the grey Toyota Premio was beautiful.

Very early in the morning, I checked the car again to confirm the parts we had learnt about at school. Then I asked my father to open the bonnet for me to see other inside parts. He showed me the engine. According to my father, it was the new model. The radiator was full of water, I touched the water and it was warm. My father showed me other parts like battery, the oil filter and the air filter. My father promised to teach me how to drive soon. That would be really interesting. I cannot wait for that day to come. I thank God who gave my father a brand-new car.

Questions

(a) What memories does the writer have?

(b) At what time did the father return that day?

(c) What did the writer's father bring home that day?

(d) What type of car was it?

(e) Why do you think this family was excited that day?

(f) Apart from the steering, which other parts did the writer

check on the car that night?

(g) Why did the father open the bonnet?

(h) Mention one part of the car that the writer saw under the bonnet.

(i) Give another word or group of words to mean cruised as used in the story.

(j) Suggest a suitable title for the story.

Activity 1.17: Passage

Read the story below and answer the questions that follow.

It is always wise to do a few checks on the car before one starts driving it to the road. My mother and I faced it rough on our journey to Kivu, our home village.

What we were bothered about was having enough fuel in the car. Next, we ensured our spare tyre was in its right place. We thought that was all for our journey. We did not mind to check on other parts of the car like the tyres, the engine and the battery.

Shortly after leaving home, we noticed something unusual with the car. Before my mother could park it on the roadside to find out what the trouble was, the engine went off. It could not ignite anymore. We looked for a nearby mechanic. When he came, he said he was going to jumpstart it. This was a new term for me. Mother explained that it meant to restart the car by connecting to the battery of another car. He checked the engine and said the engine oil level had dropped. He added part of the oil he had carried in his car. More water was also added to the radiator.

Lastly, he checked the tyres and realised one of the rear tyres had a sidewall damage. It also had some damage on the treads. After changing the tyre, the mechanic helped us to adjust the side view mirrors. We paid him and ignited the car to continue our journey.

Questions

(a) Where were the writer and his mother going?

(b) Why do you think it is wise to check the car before driving it?

(c) What didn't the writer and his mother check on the car before they started the journey?

(d) What happened to their car along the way?

(e) Who helped them to fix the mechanical problems on the car?

(f) How did the mechanic make the car restart?

(g) Give another word or group of words to replace these underlined words in the story:

(i) restart .....

(ii) rear .....

(h) Why was the car tyre changed?

Activity 1.18: Poem

Read the poem below and answer the questions that follow.

The wonderful invention
Full of wonders indeed
Sweeping through the road
All parts together to make a whole
So wonderful the car is!

Just a key and it is active
The steering to give the right direction
A little step on the pedal
And it is ready to accelerate
How amazing the car is!

Come rain, come sunshine
The driver is ready to ignite
Its treads on the tyres

Can manage the rough roads
The car, so fantastic it is.
Fuel is the only food
Engine oil to keep it in shape
Pressure in the tyres and you're good
And the honk that hoots out loud
The car, you are perfect.

(Mate Ben)

Questions

(a) What wonderful invention is mentioned in the poem?
(b) Where does it move?
(c) How useful is the key to the car?
(d) What determines its direction while moving?
(e) When is the car ready to accelerate?
(f) How does the driver make the car to stop?
(g) Mention one thing in the poem that makes the car good.
(h) Why is engine oil important to the car?
(i) Who is the writer of this poem?
(j) How many stanzas does the poem have?
(k) Suggest a suitable title for the poem.

Activity 1.19: Poem

Read the poem below and answer the questions that follow.

I thought I would be happy always
To have you by my side
I thought you meant heaven to me
Oh no! I was very wrong.

I thought I would never regret
You now make me wish
I had been born those days

The days of the horse and the cart.

My car, oh my dear
Fuel is like water to you
You consume it without sparing
What is wrong with your engine?

Always in Mr. Macaca's garage
When it is a punctured tyre
He asks me for so much
Before he fixes the tyre.

Again the transmission is at fault
Mr. Macaca gets his spanner
Straight to the bonnet to check the fault
And then a huge bill he gives me.

Jamenoka

Questions

(a) What did the writer think at first?

(b) Which days does the writer wish for?

(c) How does his car consume fuel?

(d) Where does he take the car for repair?

(e) What does the mechanic do to the punctured tyre?

(f) How does the spanner help the mechanic?

(g) Why does Mr. Makanika open the bonnet?

(h) Give another word or group of words to mean each of the words below as used in the poem:

(i) consume .....

(ii) fixes .....

(i) Suggest a suitable title for the poem.

(j) In how many stanzas is the poem written?

Sub-topic 1B: Equipment used in vehicle repair

Section 1.5: Vocabulary

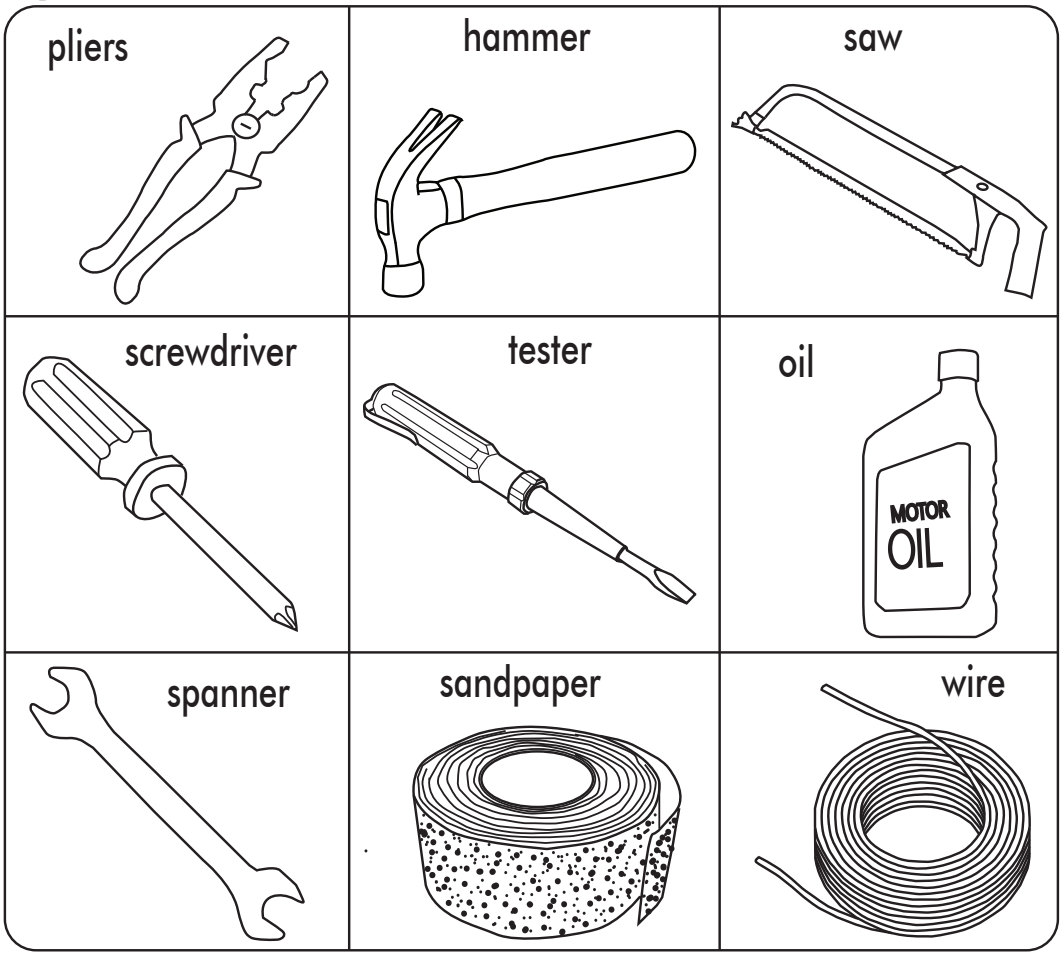
Activity 1.17

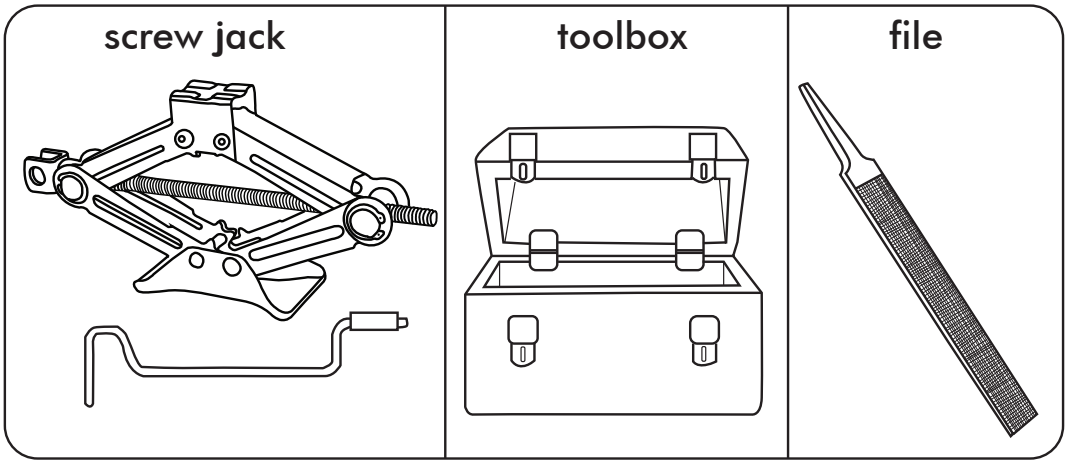
Read these words

spanner	screw driver	pliers	hammer
tester	grease	file	carjerk
sandpaper	toolbox	wire	saw
oil	hand tool		

Activity 1.18

Study the pictures of the tools/equipment used in vehicle repair and tell their uses.





Section 1.6: Conditional If - clause I

- A conditional clause for example If I, states that a certain condition has to be fulfilled before a certain result is obtained.
- If talks about the possibility of something happening provided a named condition is fulfilled.
- We use two tenses when using If clause, that is, Present Simple tense and Future Simple tense.
- The Present Simple tense is used in the 'if clause' while the Future Simple tense is used in the "main clause".

If + Present + Future

Example

If my father gets money, he will buy a new car.

if clause main clause

The use of 'if'

When using 'if' at the beginning of the sentence, a comma is applied immediately after the if clause.

For example:

1. Martin will get a pair of pliers. He will cut the wires.
   If Martin gets a pair of pliers, he will cut the wires.
2. Solomon will see the toolbox. He will remove the screwdriver.
   If Solomon sees the toolbox, he will remove the screwdriver.
3. My car will break down. I will take it to the garage.
   If my car breaks down, I will take it to the garage.
4. I will grease the chain of my bicycle when I get grease.
   If I get grease, I will grease the chain of my bicycle.

Activity 1.19

Rewrite the following sentences as one beginning with If

1. The mechanic will repair the bicycle. Father will take the bicycle to the garage.
2. You will buy a carjack. You will go to town.
3. When I get money, I will buy a new tester.
4. The boy will bring the toolbox and the mechanic will pick a saw.
5. Get the spanner and loosen the wheel nuts.
6. Patricia will use a sandpaper and make the metal smooth.
7. I will not turn on the headlamps and I will not see at night.
8. Allan will not fasten the seat belt. He will get serious injuries in case of any accident.
9. Bonny will go to the city. He will buy spare parts for the vehicles.

The use of '... if ...'

When using 'if' in the middle of the sentences, no comma is applied between the two clauses.

For example:

1. If Byenkya drives carefully, he will reach home safely.
   Byenkya will reach home safely if he drives carefully.

2. She will sharpen his tools. She will get a file.
   She will sharpen his tools if she gets a file.
3. You will not pay for the service. The mechanic will not give you back your motorcycle.
   The mechanic will not give you back your motorcycle if you do not pay for the service.

Activity 1.20

Rewrite the sentences below as instructed in the brackets.

1. If you drive fast, you will cause an accident. (Begin: You will ...)
2. Jovanisi will attend the burial. She will see the deceased. (Use: ... if ...)
3. Ntambi will get a hammer. He will hit the nails. (Begin: Ntambi will hit ...)
4. I will wait. My car may be repaired. (End: ... I wait.)
5. If I don't go to the garage, the mechanic will not work on my car's broken wheel. (Begin: The mechanic ...)
6. When I read hard, I will pass the engineering course. (Use: ... if ...)
7. You should come early and see the rallies. (Begin: You will ...)
8. Make an appointment and meet the mechanic. (Rewrite and end: ...appointment.)
9. Mukisa will get a tester and test for the presence of current in the battery. (Use ... if ...)
10. If I get money, I will repair my car. (Use... if ...)

Section 1.7: The use of 'in order to and so as'

'in order to' and 'so as' are used to introduce the purpose or reason for doing something. These structures are used in the past simple and present simple tense. They are used in the same way.

For example:

1. • The lady went to the mechanic. She wanted to repair her car.
   • The lady went to the mechanic in order to repair her car.
   • The lady went to the mechanic so as to repair her car.
2. • Mutema saved his money. He wanted to buy a carjack.
   • Mutema saved his money in order to buy a carjack.
   • Mutema saved his money so as to buy a carjack.

Activity 1.21

Join the following sentences using: in order to and **so as**

1. Joy goes to the garage. She wants to repair people's cars.
2. My mother gave me money. She wanted to make me happy.
3. The driver went to the park. He wanted to get passengers.
4. I went to town. I wanted to buy a spare tyre for my car.
5. She opened the car boot. She wanted to remove her luggage.
6. Matilda went to the technical school. She wanted to learn mechanical engineering.
7. We borrowed files from the garage. We wanted to sharpen our pangas.
8. Alosious used a saw. He wanted to cut the metal.
9. The driver braked. He wanted to save the dog that was crossing the road.
10. The mechanic got oil. He wanted to lubricate the vehicle parts.

Section 1.8: The use of 'in order to'

When using this structure at the beginning of the sentence, a comma is applied immediately after the first clause.

For example:

1. He bought a toolbox. He wanted to keep his tools safe.
   In order to keep his tools safe, he bought a toolbox.
2. Henry borrowed a spanner. He wanted to loosen the car bolts and nuts.
   In order for Henry to loosen the car bolts and nuts, he borrowed a spanner.

Activity 1.22

Rewrite the following sentences as one beginning: In order

1. Mercy went to the clinic. She wanted to buy some vitamin C tablets.
2. Matthew is taking an engineering course. He wants to become a mechanic.
3. The driver switched on the headlamps. He wanted to see what was ahead.
4. He went to the petrol station. He wanted to buy fuel for his car.
5. Mark goes to the internet cafe. He wants to know the latest products on the market.

Section 1.9: Comprehension

Activity 1.23: Passage

Read the following passage and answer the questions that follow.

'WELCOME TO KK AUTO GARAGE' is the big signpost that welcomes you to Kagolo's garage. It is located in Sonko Division, behind the central market.

In his garage, he has a special room where he sells different parts and tools used in vehicle repair. While in this shop, the eyes never cease to look at amazing things. He displays the items according to their functions. The spare parts of the engine are put in the middle. Others like wipers, mirrors and spanners are laid out separately.

Special equipment like pliers, wire cutters, screwdrivers, wrench sets and power tools are kept in their special boxes to protect them from damage. They are arranged in their tool belt which he also sells to buyers. Other tools are kept in the toolboxes. He also has his special toolbox which he uses when repairing vehicles.

Outside the shop, he has tyres for big and small cars. When a customer brings a car for the tyre to be changed, he uses the jark to raise the car off the ground. Then he uses the impact drill to remove the tyre and replace it. The wheel wedges help him to keep the car in one position. His shop is always busy with customers. He is liked because he treats them fairly. "KK Auto Garage, our car clinic," is what everyone calls his shop.

Questions

(a) What shop is talked about?

(b) Who is the owner of the shop?

(c) Where can one find this shop?

(d) What does Kagolo do in the special room?

(e) How are the items in Kagolo's shop displayed?
(f) Mention one item in the passage used to repair vehicles.
(g) Why does Kagolo keep some items in boxes?
(h) When does he use the jerk?
(i) Which item does this mechanic use to loosen and tighten nuts?
(j) Suggest a suitable title for the passage.
(k) Why do you think Kagolo has very many customers?

Activity 1.24: Passage

Read the following passage and answer the questions that follow.

During the COVID-19 lockdown of 2021, Shakin found life very boring at home. He woke up every morning to do nothing. Watching Nickelodeon television was the major work he had since schools had been closed.

One day, he made up his mind to look for something to do in the nearby trading centre. He went to Sande's garage and said he wanted to learn some skills about vehicle repair. The following day, his first day as a mechanic, Sande told him to remove old wipers from a car. However, Shakin did not even know what wipers looked like. Sande guided him to use a pair of pliers. He slowly removed the wipers but failed to fix new ones.

Then Shakin was to inflate a tyre of a motorcycle, which he did easily. Time came to remove a punctured tyre and fix the spare tyre. "Sir, are we going to turn the car upside down first?" asked Shakin innocently. Everyone laughed and Shakin got puzzled. Sande told him that they needed a jark. He was sent to fetch the jark. Poor boy had never seen one. He thought jack was some strong man who could lift the car. The small size of the jark surprised Shakin. "This thing is very small, the car could break it and fall,". said Shakin. Shakin was again sent for the toolbox. Shakin asked why it was very heavy and was told it keeps most of the equipment needed in vehicle repair.

Shakin was shown the screwdriver and the wrench which are needed to replace tyres. He was amazed to see the jark lift the vehicle. Shakin has become a very serious mechanic at this garage.

Questions

(a) When did Shakin go to Sande's garage?
(b) Why was life very boring for Shakin?
(c) What was his first task at Sande's garage?
(d) How was Shakin able to remove the wipers?
(e) Which activity did he do very easily?
(f) Why was Shakin puzzled about the jack?
(g) Why was Sande's toolbox heavy?
(h) Which tools were used to replace the tyre?
(i) Suggest a suitable title for the story.

Activity 1.25: Passage

Read the following passage and answer the questions that follow.

My Mother's Car Gets a Fault

My name is Joy. I am in primary five at Ntabalo Primary School. One day my mother and I woke up very early in the morning. I was going to school and my mother was going to her place of work.

After preparing ourselves, my mother went to the garage to pick her car so that we could set off off the journey. On reaching the garage, she noticed a leaking engine because of the oil that had spread all over the floor. When she checked the fuel tank, it was also leaking and the fuel was almost drained from the tank.

My mother got worried about her car's condition. She immediately called the mechanic to come and repair it. She

also got a *boda-boda* to rush me to school so that I would be in time for the lessons. When the mechanic came, he got tools from the toolbox, repaired my mother's car and then asked for forty two thousand shillings for the service. My mother pulled out the money from her purse and paid the mechanic. She then dropped the mechanic to his garage and headed to work.

Questions

(a) Who is telling the story?
(b) In which class is the writer of the story?
(c) To which school does the writer go?
(d) Where was the writer's mother going?
(e) What did the writer's mother notice on entering the garage?
(f) How many parts of the mother's car had faults?
(g) What did the writer use to go to school?
(h) How much money did the mechanic ask for repairing the car?
(i) Do you think the writer's mother was happy when the car was repaired?
(j) Give another word or group of words to mean the same as garage as used in the passage.

Activity 1.26: Poem

Read the poem below and answer the questions that follow.

Poor mechanic!
Always waiting for cars to repair
At times taking on more than he can bear
Handling tool after tool
Dressed in filthy clothes like a fool.

Tirelessly he always works
Under the huge car he lies

Cutting and connecting every wire
Tightening after loosening every nut
Just to bring that big car back to life.

Sometimes I really wonder
That man called a mechanic
He doesn't mind oil leaks on his face
All he cares about is to fix the mess
Like a great surgeon in the theatre.

And finally when the work is done
Smiles are all over the owner's face
The key goes straight into the ignition
To drive off at ninety kilometres per hour
After a small pay to the poor mechanic.

Dante

Questions

(a) Who is talked about in the poem?
(b) What does he do according to the poem?
(c) What does he handle when doing his work?
(d) Where does the mechanic lie?
(e) Why does he tighten the nuts?
(f) What leaks onto the writer's face?
(g) To whom is the mechanic compared in the poem?
(h) What happens when the mechanic is done with his work?
(i) Give another word to mean <u>filthy</u> as used in the poem.
(j) Suggest a suitable title for the poem above.

Activity 1.27: Poem

Read the poem below and answer the questions that follow.

That vehicle!
A wreck it was
Drawn from the scene by a crane
Straight to the busiest garage
For the mechanic to fix
And repair its crashed body.

That vehicle!
Very heavy it was
Crashed beyond repair
But towed to the nearest garage
For the repairer to mend
And make it move again.

That vehicle!
So hard it was to mend
But his toolbox in hand
Ready for the job he was
The wreck became a good car again.

Stander

Questions

(a) Which special person is talked about in the poem?
(b) Where does this person work?
(c) What was repaired by this person?
(d) What kind of vehicle crashed?
(e) How was the crashed vehicle carried to the garage?
(f) Why was the crashed vehicle taken to the garage?
(g) Which vehicle do you think towed the wreck to the nearest garage according to the second stanza?
(h) Why was the repairer able to mend the car?
(i) How many stanzas make up this poem?
(j) Give another word to mean repairer.

Activity 1.28: Poem

Read the poem below and carefully answer the questions that follow.

Car! Car!
What an important object you are!
With a variety of useful parts
The steering wheel for control
Seat belts for keeping me safe in case of an accident
And the headlamps for lights in the dark.

Car! Car!
An object with four strong wheels holding it
Enabling it to move from place to place
With the trunk at the back of it
To carry luggage to its destination
And wipers
To clean or wipe the windscreen.

Car! Car!
Useful to all mankind
Carrying people to their destinations
Carrying patients and casualties to hospitals
Transporting farmers' produce to the market centres
And earning car dealers lots of money after sale.

Jenifer Lucky, P.5 North

Questions

(a) What is the poem about?
(b) How is the steering wheel important to the car driver?
(c) Which part keeps one safe in case of an accident?
(d) What are the headlamps for according to the poem?
(e) Where is the luggage carried to its destination?
(f) How many stanzas make up this poem?
(g) According to the poem, how many wheels does a car have?
(h) Write two parts of a vehicle mentioned in the poem.

(i) Why do you think patients and casualties are taken to hospital?

(j) What do cars take to the market centres?

(k) Who wrote the poem?

(l) In which class is the writer?

Activity 1.29: Poem

Read the poem below and answer the questions about it.

Whether it rains or shines,
I don't need to mind,
It is my job after all,
Under the vehicle I lie.

With a spanner and a jark,
To remove car tyres,
All my body dirty with engine oil,
Still I don't mind.

Always dressed in a dirty overall,
You don't want to touch me,
For you think I am dirty,
But who cares,
After all pockets are full of coins and notes after work.

Ampulira Arnold

Questions

(a) What is the poem about?

(b) Why does the writer lie under the vehicles?

(c) Who is talking in the poem?

(d) What do you think the writer uses to remove the tyres?

(e) What does the writer always wear?

(f) What makes his body dirty?

(g) How many stanzas does the poem have?

(h) Why do you think the writer is happy with his job?

(i) Who is the poet?

(j) Give one word to mean the same as '<u>coins and notes</u>' as used in the poem.

(k) Suggest a suitable title for the poem.

Activity 1.30: Jumbled story

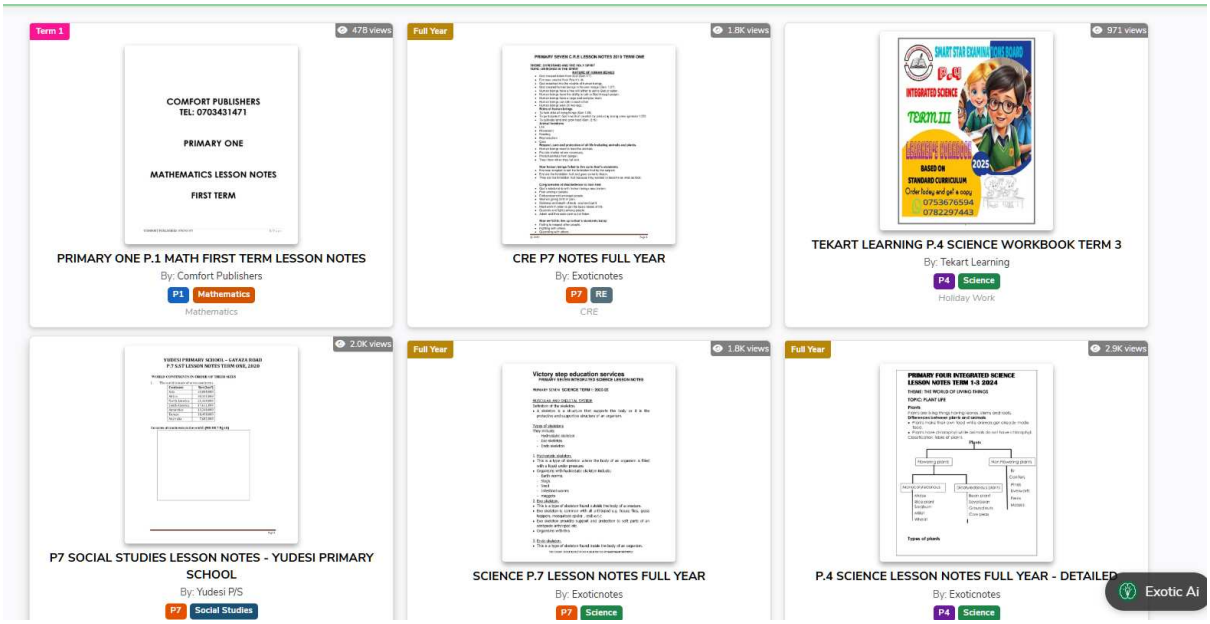
Rearrange the sentences below to form a flowing story.

1. He checks the condition of the engine.
2. Martha's father then sits in his car and fastens the seat belt.
3. Martha's father has a nice car.
4. When he reaches the work place, he carefully parks his car in the parking yard where he picks it up in the evening after work.
5. The car sleeps in the garage at home.
6. Next, he dips a dipstick in the oil tank to check the oil level.
7. Every morning before driving his car, he first checks its mechanical condition or state.
8. While going back home, he first picks Martha up from school and drives home.
9. He then starts the car engine and drives to his work place.
10. This keeps him safe in case of an accident.

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