



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

**O'
Level**

SELF STUDY

English Language



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

ENGLISH SENIOR ONE

ENGLISH LANGUAGE LESSONS

SENIOR ONE

LESSON 1

TOPIC: ABSTRACT NOUNS

Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:

We are advised:

- *not touch our **soft parts** (eyes, nose, mouth) because the virus can pass through them and enter the body*
- *to wash our hands thoroughly with soap and water*
- *not to spit anywhere*
- *to cover our mouth with a tissue when we are **coughing***
- *to use a tissue for our nose when **sneezing**.*

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

1. tell the difference between abstract nouns and concrete nouns
2. identify abstract nouns from a given passage
3. compose sentences using abstract nouns

INTRODUCTION

Abstract nouns are words used to name things. An abstract noun cannot be detected by the five physical senses – you cannot see them or touch it. In short, an **abstract noun** is a quality, a concept, an idea, or maybe even an event unlike a concrete noun which is something physical and can be touched.

The following are examples of abstract nouns: **behaviour, brightness, civilization, happiness, ability**. As you have noticed, the above nouns cannot be touched or seen.

Activity 1

Let us begin by reading and enjoying the passage below.

The beauty of good manners

Last Thursday, a huge, tall man clad in a three-piece suit drove up to our school and parked his posh car outside the Principal's office. He got out of the car, strode into the office and announced his presence by shouting in a rough voice, "I want Shanguya."

"I beg your pardon, Sir," said Ms Pertet, the school secretary. "Do you mean you would like to see Mr Shanguya?"

"Yeah!" bellowed the man. "I want to see Shanguya, the boss."

"I am sorry, Sir," said Ms Pertet, "but Mr Shanguya is holding a meeting with the staff. Would you like to wait, please, while I contact him?"

"I can't wait," said the man irritably. "I have no time."

Before Ms Pertet could say anything else, the man brushed past her and flung open the door to the Principal's office. Maybe he thought that the Principal was there. But he was not. In fact, he was holding the meeting in the staffroom.

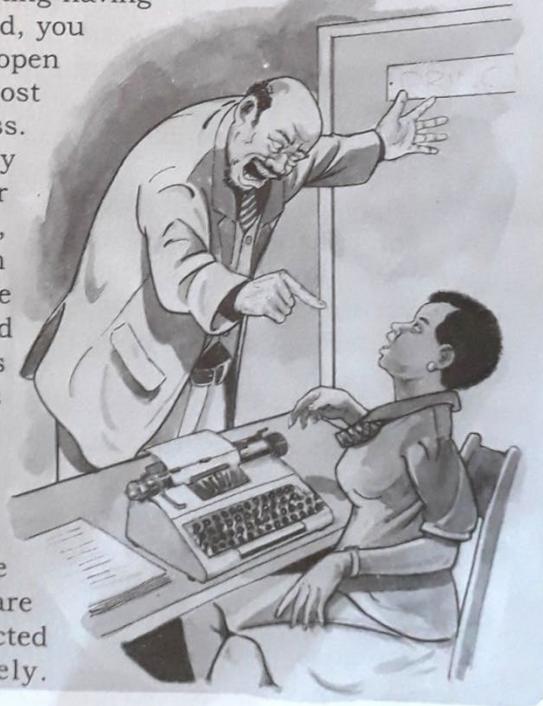
"Where is he?" asked the man, turning back to the secretary. Ms Pertet was now totally disgusted with the man's rudeness. She said to him coldly, "I'm sorry but I cannot be of any further assistance to you." Then she turned back to her work.

The huge man glowered at her for some moments but there was little else he could do. He stormed out of the office and drove off.

In the story above, the man who wants to see the Principal may be rich. He may be successful, as his elegant clothes and his expensive car suggest. But he is certainly not civilized or even educated, if we judge by his behaviour.

The clearest mark of a truly educated person is politeness or good manners. The essence of politeness is that you respect yourself and you respect other people. People who do not respect themselves and other people are impolite and ill-mannered. It is utterly disgusting having to deal with such rude people. Indeed, you can recognize them the moment they open their mouths, for language is the most obvious means of expressing politeness. In fact, everything we say, in any situation, shows other people whether we are polite or not. There are, especially, four little expressions which are the pillars of politeness. They are "excuse me", "please", "sorry" and "thank you". These are the four wheels on which the vehicle of good manners moves. Anyone who wants to drive smoothly through life must make sure that these wheels of polite speech are firmly fixed on their car.

Yet it is surprising how often people forget to speak politely. Whether you are strong, rich or powerful, you are expected to address other people politely.



Acknowledge people by greeting them and calling them by their right titles. If you require something, do not demand it. The best way is to ask politely. Saying "thank you" for every service and every kind act is a regular habit of every true lady and gentleman. It is never embarrassing to apologize for our mistakes. Indeed, it is one of the noblest things a person can do. After all, it is human to make mistakes.

To return to our four wheels of politeness, "excuse me" is a form of attracting attention. If you want to ask for information or assistance from someone, it is good to start by saying to them "Excuse me ...", then you proceed with whatever you wish to say to them. We also use "excuse me" to ask people to be patient with us and not to be upset about interruptions in our dealings with them. If you sneeze or cough in the middle of a sentence, for example, you say "Excuse me" to the person or persons listening to you. A person having to leave a room where they are meeting with other people will say "Excuse me a minute" before going out.

"Please" is the most important word in asking for anything. Even when you are giving orders, please, remember to say "please". If you are telling other people what to do, for example, it is important to say, "Sweep this house, please, and wash those clothes in the laundry basket."

Some rude and crude people often go to shops or restaurants and simply demand for services. They say things like "I want tea", or "give me bread". They think that it is not necessary for them to be polite because, after all, they are going to pay for the services. This is wrong. Although you are paying for the goods or services you get, you must show respect to the person who serves you. Would it not be much better to say to the shopkeeper, "Can I have a loaf of bread, please?" At a restaurant you can say to the waiter, "Give me a cup of tea and a samosa, please."

"Sorry" is for conveying apologies. Of course it is necessary to apologize.

"Sorry" is one little word which can get one out of a lot of trouble. If all people learnt to say "I am sorry" every time they made a mistake, a lot of conflicts would not arise. Yet a lot of people never want to apologize for their blunders. You feel sorry for them.

We also say "sorry" to people to show our sympathy with them over any inconvenience caused to them, whether by us or not. A shopkeeper may, for example, say, "I'm sorry the bread is finished." The waiter at the restaurant may tell the customer,



Adopted from Head Start Book 1

Activity 2

Read through the passage above again and write down all the abstract nouns which have been used.

Activity 3

Write two sentences for each of the abstract nouns you have written down in your notebook.

For example: Ms Pertet was now totally disgusted with the man's rudeness.

Activity 4

Read the extract below and identify all the nouns and group them into abstract and concrete nouns.

Did you know that tongue-twisters do not tease only our tongues but they tease and twist all our speech organs: the lips, the teeth, the windpipe, as well as our ears and brains? The emphasis is mainly on the rattle of sound. Some tongue-twisters are short and easy to remember. All human beings love having fun and find the word-game in tongue-twisters a challenge.

For example: Betty made a bit of butter but the bit of butter that Mary made was very bitter.

Follow up activity

Create three tongue twisters and share with anybody at home. You can even use those in your local language.

LESSON 2

TOPIC: PERSONAL PRONOUNS

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

1. use personal pronouns to replace the proper nouns
2. identify the two types of personal pronouns
3. compose sentences using personal pronouns
4. compose sentences using verbs of preference to express preferences
5. read and correctly respond to a given passage.

INTRODUCTION

Personal pronouns are always used in the place of the names of people, places and things. Personal pronouns are used for people, objects, ideas and places.

Read the following examples of sentences using personal pronouns.

1. **We** wanted to talk to **her** but she refused to see **us**.
2. **He** wanted to invite **them** but **they** were out of town.
3. **I am** planning to buy **it** but **you** have not given **me** the money.
4. **They** want to employ **him** as a cleaner.
5. **You** asked **me** to come with **her**.

Activity 1

What is common about the words in bold ink? These words are called personal pronouns. They refer to human beings, objects, ideas and places.

Write 10 sentences of your own using any of the pronouns given in the sentences above.

Activity 2

Personal pronouns fall in two categories: the singular and the plural forms as seen in the table below:

Pronoun	Singualr form	Plural form
First Person	I, me	we/us
Second Person	You	You
Third Person	she/her/he	they/them

The personal pronouns are used, when the name of the noun has been used before. For example:

- James bought three motor cars. *He* really loves *them*.

In the first part of the sentence, there are proper nouns i.e. ‘James’ and ‘cars’. In the second sentence, there are two personal pronouns, which have replaced the proper nouns. These are "he" which takes the place of "James" while the personal pronoun "them" takes the place of the "car."

Subject and Object Pronouns

There are two cases of personal pronouns: **subject pronouns** and **object pronouns**.

Subject pronouns include **I, you, she, he, it, we, they**. Subject pronouns replace the name of the subject in the sentence. For example:

- *I* went to the market.
- *You* are my best friend.
- *He* studied hard but did not make it in life.
- *She* went to church with friends.
- *It's* a boy!
- *We* want to take part in the elections.
- *They* are not party of this team.

Object pronouns include **me, you, her, him, it, us, and them**. Object pronouns are used as the object in the sentence. Object pronouns are used as both direct objects and indirect objects. For example:

- Show *me* the book.
- Father will help you when you come back.
- Put *her* in bed after *her* meal.
- My sister will take *him* home.
- I went back to buy soap for *them*.
- The fruit we bought was not ripe so we gave it to the chicken.

Personal Pronouns

Personal pronouns are used instead of repeating the nouns which have been mentioned earlier. It is important to choose the correct personal pronoun. For example:

- President Museveni delivered a number of speeches to remind the public about the dangers of the COVID virus. *He* spoke for more than an hour.

It is important to know that personal pronouns are used according to number (singular or plural), person (first, second or third person), gender (masculine, feminine, neuter), and case (subject or object). For example:

- Paul and Jane were new in the school, but *they* were able to make many friends.

There are two subjects, "Paul and Jane," so the plural pronoun "they" is needed here. And as Paul and Jane are the subjects, we use "they" instead of "them."

Activity 3

Read the passage below. After reading, rewrite it in your note book replacing the repeated nouns with the appropriate personal pronouns.

MUSA THE RICH MAN

Musa was one of the rich men in Buwaiswa Village. Musa owned cows, goats, sheep and two donkeys. Yokana, Musa's son, used to look after those animals every day. Yokana always took the animals to graze. Yokana would stay in the fields all day long. Yokana got in a habit of calling for help even when Yokana was not in danger. Yokana would shout, "Lion, lion, please help, help ... heeeelp the lion has taken a goat."

Whenever Yokana shouted, people came to help in chasing away the lion but they found none. They always warned Yokana not to lie about something as serious as that, but Yokana never listened. One day, a tiger came and grabbed a goat. Yokana shouted for help, but this time nobody responded to his cry. The tiger killed two goats and a sheep and went away with another sheep.

Yokana went home crying and feeling very miserable and scared. When Yokana told the story to his family, everybody blamed him for being naughty. Musa blamed Yokana for always telling lies which act led to the loss of Musa's animals.

Activity 4

Every day in our lives we express, consciously or unconsciously, preferences, likes and dislikes about things, people or activities that are performed daily.

The most common verbs used to express these likes and dislikes are **love, enjoy, like** and **hate**. These are called **verbs of preference**. They are used in the simple present tense because they are routines or habitual actions.

1. Write sentences using the verbs **love, enjoy, like** and **hate**.
2. Write a composition about activities you, your parents or your friends enjoy doing.

LESSON 3

TOPIC: COMPARATIVE AND SUPERLATIVE ADJECTIVES

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

1. tell the difference between comparative and superlative adjectives
2. write sentences using comparative and superlative adjectives
3. read and correctly respond to a given reading comprehension.

INTRODUCTION

An **adjective** is a word that describes or qualifies or tells us more about a noun. When there is more than one noun we use **comparative adjectives**. For example: **Mary is shorter than Juma**. In doing so, the word '**than**' follows the adjective.

In cases where we want to compare more than two nouns we use **superlative adjectives**. Superlative adjectives are also used to compare one thing against the rest of a group. When using superlatives the article 'the' is used before the superlative and unlike the comparative adjective, the superlative is not followed with 'than'. For example:

Mary is the shortest learner in Senior One.

Activity 1

Complete the following sentences using the **comparative adjective+ than** construction.

For example: Sarah is (tall) than her brother.

Sarah is taller than her brother.

1. He is (young) his sister.
2. The river is (shallow) it was a month ago.
3. She speaks our local language (well) me.
4. Oranges are (cheap) than mangoes.
5. The new head teacher is (strict) the previous one.
6. Most people understand a language (well) they speak it.
7. His health is (poor) it was last month.
8. He reads (fast) Samuel.

9. Kampala is (big) Jinja.
10. John works (slowly) Opio.
11. My brother arrived (soon) I expected.
12. Peter has stayed in Arua (long) Freddie.
13. Water is (good) soda during the outbreak of the virus.

Activity 2

Adjectives of one syllable/beat, make the comparative and superlative by adding **-er** and **-est** as seen in the table below. An example has been given to you. Using the example, complete the table below.

Simple Form	Comparative form	Superlative Form
Tall	Taller	Tallest
Big		
Fast		
Cheap		
High		
Early		
Good		
Tough		
Sweet		
Quick		
Clean		

Activity 3

Adjectives of two syllables/beats ending in **-y,-er and -ow and -le**, form the comparatives and superlatives with **-er and -est** respectively.

For example

Pretty Prettier Prettiest

Now use the example above to give the comparative and superlative forms of the following adjectives:

Clever

Narrow

Gentle

at school. Read the passage below about the use of the internet and correctly respond to the questions which follow.

The use of the Internet

In addition to the various books in the library, today we can get a lot of information on almost any topic and also communicate using the internet. The Internet is a means of connecting a computer to any other computer anywhere in the world through routers and servers. When two computers are connected over the Internet, they can send and receive all kinds of information such as texts, graphics, voice, video, and computer programmes.

Today the email has become the **most popular** way of communication. People are spending more of their everyday lives **online** than ever before in order to communicate. Such communication includes giving directions, checking **movie listings**, reading novels and getting the latest news. As the Internet becomes more and more **accessible** worldwide, the number of people using it continues to rise as they move to even conducting business online as opposed to offline.

Online video and **social networking** sites like Facebook and WhatsApp have played a big role in creating **traffic** on the Internet as people spend a lot of time watching online movies and communicating with each other.

Although the Internet has so many benefits, there is need to know how to make use of the benefits and not to be affected negatively by the misuse. The internet, when misused, can corrupt the mind, which could greatly affect one's academic, social and spiritual being. And yet the internet has lots of new information on whatever we learn and could easily be used to make learning more interesting and useful.

So be aware of what you do with the internet and stay away from the **sites** that may affect your well being.

Questions:

1. Give the meanings of the following phrases/words as used in the passage above.
 - i. **most popular**
 - ii. **online**
 - iii. **movie listings**
 - iv. **accessible**
 - v. **social networking**
 - vi. **sites**
2. Why is the Internet becoming the most popular way of getting information?
3. What type of information are people getting from the Internet?
4. Give any two benefits that you think could be got from using the Internet.

5. Give two dangers that could result from misusing the Internet.
6. Identify three main points from the passage on the use of the Internet.

SENIOR TWO ENGLISH LANGUAGE LESSONS.

LESSON 1.

TOPIC: Auxiliary verbs in verb phrases.

LESSON OUTCOMES:

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

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

INTRODUCTION

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

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

Main Verbs and Auxiliary Verbs

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

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

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

Activity 1.

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

Here is an example for you:

I am reading about the Junior Olympics.

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

'Used to' as an Auxiliary verb.

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

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

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

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

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

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

'Used to' meaning 'familiar with'

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

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

Activity 2.

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

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

Activity 3.

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

Activity 4.

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

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

Activity 5:

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

EDUCATION

Education my bread earner,

Education my life giver,

Education the source of everything.

Everywhere you go there is education,

In schools there is education,

In hospitals education treats the sick,

Every office treasures education.

Without it there is misery,

Without it there is poverty,

Without it there is slavery,

Without it there is no liberty.

If you want money, get education,

If you want a job get education,

If you want a posh car get education,

If you want bread be educated.

It is a key to success,

It is a way to life,

It is a source of hope,

It is a path to eternity.

By Osiine Asenath Bamureeba

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

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

Activity 6

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

Follow up Activity

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

LESSON 2

TOPIC: Descriptive Writing

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

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

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

Activity : 1.

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

Activity 2.

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

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

Activity 3.

Read and enjoy the following passage.

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

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

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

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

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

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

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

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

Follow Up Activity:

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

LESSON 3

TOPIC: Direct and Indirect Speech

LESSON OUTCOMES:

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

- a) understand the difference between direct and reported speech

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

You will need a pen, pencil and paper.

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

Let’s look at the following sentences:

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

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

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

Tense Changes in Reported Speech

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

Other Verb Form Changes in Indirect Speech

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

Changes in Time and Place in Reported Speech

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

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

Introductory Verbs in Indirect Speech

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

Changes of Pronouns in Reported Speech

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

Activity 1.

Put the following sentences into indirect speech:

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

Activity 2.

Change the following sentences from indirect into direct Speech:

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

Activity 3.

Read and enjoy the passage below.

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

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

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

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

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

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

Activity 4.

Now answer the following questions.

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

Follow Up Activity.

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

LESSON 4

TOPIC: Active and Passive Voice

LEARNING OUTCOMES:

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

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

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

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

Active voice examples

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

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

Passive voice

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

Passive voice examples

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

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

Activity 1.

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

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

Activity 2.

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

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

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

Activity 3

Change the following active sentences into passive voice.

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

Activity 4. Read and enjoy the following passage.

What is a myth?

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

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

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

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

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

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

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

Follow Up Activity.

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

ENGLISH SENIOR 3

Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:

We are advised:

- *not touch our **soft parts (eyes, nose, mouth)** because the virus can pass through them and enter the body*
- *to wash our hands thoroughly with soap and water*
- *not to spit anywhere*
- *to cover our mouth with a tissue when we are **coughing***
- *to use a tissue for our nose when **sneezing**.*

LESSON 1

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

1. use demonstratives as pronouns and as determiners
2. identify demonstratives from the given passage.

TOPIC: USE OF DEMONSTRATIVES

INTRODUCTION

Demonstratives are words that identify someone or something. A demonstrative word separates one thing from others or describes a noun. They tell who or what you may be referring to. There are four demonstratives: *this, that, these* and *those*. Demonstratives can be used as pronouns or determiners.

Examples of demonstratives as determiners. Here the demonstratives identify nouns.

- a. Who brought **this** marker here?
- b. Take **that** book to the library.
- c. We were advised not to watch **those** programmes.
- d. Take **these** clothes to the tailor.

Examples of demonstratives as pronouns. Here the demonstratives take the position of nouns.

- a. Do you want to eat **this**?
- b. Can you clean **that**!
- c. Hang **these** up.
- d. Give **those** to the electrician.

Activity 1

Read and enjoy the passage below.

Battle Against Televisions

Recently, I visited my sister who lives in Jinja. I arrived at about 3.00 **o'clock** in the afternoon. After asking around I was directed to her house. I knocked on the door for quite some time but no one answered. However, I could hear some music **playing** inside the house. I got frustrated, and being very tired, I decided to sit on the beautiful lawn that made up the large compound. I must have dozed off because the next thing I heard was my sister's voice waking me up.

'Mukisa, how can you travel all the way from Kagulu to come and sleep on the lawn? Let's go inside,' she said as she led me into the house.

I was surprised when we got inside the house only to find four children glued to the TV. My greetings were answered with sullen grunts. Only one or two looked up briefly to see who the stranger was.

My sister excitedly introduced me to the children as their uncle. They shouted and screamed, but I was scandalised to realise that I was not the cause of their excitement. Their pop star had just taken the stage in the music program they were watching, causing all the excitement. This infuriated me.

For the next three days I witnessed the children wake up early in the morning and watch TV till late into the night. I observed that during prayers for meals, all the children did was to mute the sound on the TV and then pretend to be praying while they continued to watch the TV. I heard very little conversation either among themselves or their mother. These children had become 'TV zombies'.

On the last evening of my visit I decided to intervene. After supper I demanded that they switch off the TV. This was met with disbelief and open hostility. Nobody made any effort to switch off the TV, but I was not going to relent. So I took the remote control unit and switched off the TV.

'What is wrong with watching TV?' the eldest girl protested, looking at me with murderous eyes.

'The TV itself is not the problem,' I said firmly, 'but the way you use it'.

At least I now had their attention. The house was **deadly** silent. This was the first time in three days that the children were talking with me, albeit in a hostile environment.

I explained to them that television was a positive tool only to a certain extent. First, it is certainly a good source of education. There are many well researched documentary programmes which viewers can benefit from. Second, TV is a good source of entertainment. There are numerous sports and drama programmes which are quite entertaining.

On the other hand, TV can be a negative force. When you sit for hours on end watching every programme without discrimination, thus this is very dangerous. Some of the programmes may not be appropriate and may corrupt your morals. You also run the risk of becoming a zombie.

'Since I came here three days ago none of you has had time to talk with me, yet I am your only maternal uncle' I reasoned with now attentive children. 'I am leaving tomorrow morning but none of you even knows my name!' I continued.

'I am sorry, uncle,' the youngest child pleaded.

'I am not against your watching TV, but you need to plan your time properly so that you don't end up watching TV the whole day. You must select the programmes you are going to watch carefully; otherwise you'll end up watching all the programmes, including those meant for adults only!' I concluded.

As I went to sleep that evening, all the children followed suit. The next morning, as my sister and her four children escorted me to the bus station, I told her that she needed to create time to discuss with the children what they watched on TV.

Activity 2

Reread the passage and write down the demonstrative pronouns used.

Activity 3

Write two sentences using each of the demonstratives as determinants and as pronouns.

Activity 4

In a paragraph of about 50 words, summarise the effect that unlimited watching of TV has had on the children and the entire family.

LESSON 2

LESSON OUTCOMES:

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

1. identify derived nouns used in the passage.
2. derive nouns from nouns
3. derive nouns from verbs
4. derive nouns from adjectives

TOPIC: USE OF DERIVED NOUNS

INTRODUCTION

What are derived nouns? They are nouns formed from other words. To derive is to form/obtain/get/create something from another. Therefore, these are nouns obtained from other words that could be other nouns, verbs or adjectives. For example:

- *Motherhood* is a noun derived from another noun, *mother*
- *Information* is a noun derived from the verb, *inform*
- *Popularity* is a noun derived from the adjective, *popular*

Activity 1

Read and enjoy the passage below.

The Man with Loud Hiccups

When little children know terror, it usually comes in forms that, as they learn later in life, are harmless. As a little boy, Pamba's terror came in the form of an old man who had a terrifying condition of loud hiccups.

It was said that since he was a boy, the old man had hiccups that progressively grew louder and became more frightening as he grew older. As a grandfather, the hiccups were loud and pronounced. They popped out in loud bursts so that he seemed to purr like a motorcycle, as he walked.

The hiccups came in phases. At one time the man would have the calmness of a swimming pool. At other times he would break out in loud, sporadic hiccups that would bring contortions to the old man's face that one would have thought was pain. When he was in that state, he could not talk. His face, already furrowed with old age, would become rough and unpleasant to look at.

The old man never minded his hiccups. In fact, he seemed to enjoy them, and he was never bothered when people wondered why he would occasionally explode into loud sounds. Sometimes he used the hiccup to tease and scare children. For good measure, parents used him to terrorize wayward children. The man's hiccups were easily the worst form of terror that many little children had ever encountered in their lives.

Pamba first encountered the terror of the man's hiccups one fine morning. The old man was headed for the garden. From a distance, the hiccups started rolling out like muted gunshots: 'hic, hic, hic, hic, hic,' the man went. As he hiccupped, he grimaced in a way that made him look subhuman. The hiccups gathered speed as they rolled out so that the time lapse between one and the next became almost non-existent.

Pamba had heard stories of people who ate others. He was convinced that this old man was one of the man-eaters that he had heard about. As the man drew closer, the hiccups grew louder and more rapid in their frequency. The man sounded like a machine that was stirring to life. Pamba looked back hoping there would be some people to rescue him from the man whom he was convinced would now devour him. He looked behind. There was no one there. He looked sideways, there was no one either, though there was a small path he could sneak into.

Pamba could not understand the old man's excitement at his fear. The man rejoiced at seeing terror in small boys. He approached Pamba theatrically. This, as Pamba learnt later, was what used to give the man the energy to go on with his life. The terror that formed on children's brows rekindled his energy and rejuvenated him. Since he knew that he was essentially harmless, he used terror as the only connection between him and the children. The children feared him. In their minds, he was the representation of all that was terrible.

The old man knew this and he used it to his own advantage. First was as if he had entered into a secret pact with parents whereby he would be used as a whip to beat back to line wayward children. So when Pamba saw the man coming at him he started to run away. The man went after him, hiccupping louder and louder as he ran. Pamba had never known that kind of terror. He ran as fast as he could, but he could still hear the man behind him. When he realised that the man would catch up with him anyway, he started wailing, but he did not stop running.

When he reached home, he realised that the man was not behind him. Unbeknown to him, the man had branched off into another path and gone on with his business. Pamba's brother later told him that it was not only his eyes that were wet, but his pants too. They say that if you see a child wetting his pants, he must have been in an acute state of fear. Shortly afterwards, Pamba went to bed, wondering how he was expected to live with the man with loud hiccups always appearing on his way.

Today, Pamba looks at the whole episode as a moment of stupidity in his growing up. But he also realises that little children can be knocked into shape by something as harmless as an old man with hiccups.

Activity 2

Go through the passage above and write down all the derived nouns that have been used.

Activity 3

Write two sentences using each of the derived nouns you have written down in your note book.

Activity 4

Re-read the passage above, identify the words and expressions that are new to you. Study how they have been used and explain their meaning.

Follow up Activity

Create sentences using the new words and expressions identified above.

LESSON 3

LESSON OUTCOMES:

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

1. differentiate between the subjective and objective cases.
2. identify the subjective and objective cases from the given passage.
3. compose sentences using the two cases.

TOPIC: USE OF PRONOUNS AND CASE

INTRODUCTION

A case is the function that a pronoun performs in a sentence. Therefore, the pronouns used to refer to the same person or people differ because of the function the pronouns have in those sentences. A pronoun can be either a subjective case or objective case. In the subjective case the pronoun acts as the subject of the sentence while in the objective case the pronoun takes the place of objects. For example:

- a. She likes Mathematics. *She* is the subject. It is in the subjective case.
- b. The policeman arrested *them*. *Them* is the object. It is in the objective case.

Activity 1

Read and enjoy the following passage.

A Careless Cook

It was the satisfied ducklings of chickens finishing the remains of a great feast that reminded me of the groundnuts. Yes, every nut was gone. How stupid I had been to leave them uncovered with the kitchen door wide open. But such self-reproach did not occur to me at the time, for I was filled with a terrible anger and an overwhelming desire to punish the greedy offenders.

I seized a pestle and raised it high above my head. By this time, they had seen me and were flying in disorder all over the kitchen. They tumbled over each other through the doorway. I let

down my powerful weapon just in time to hit the last one right on the head. I did hit! It was the most active hen of the lot and therefore my bitterest enemy. 'Got you this time!' I gasped in triumph as it croaked painfully. But my victory song did not last, for in a minute the poor thing was staggering about the kitchen, and after a while it fell lifeless just near the fire. I leapt to rescue it from the eager flames. I shook it, examined it, shook it again and then tried to open its closed eyes with my finger. It would not move.

I raced with it to the house, got hold of the baby's Vaseline and rubbed a lump on the wound. No response. I put it down to try and make it walk but it gave a feeble 'coo' and fell over. I applied another lump of Vaseline, and carried it to the quiet part of the garden, rocking it like a baby. Seeing this had no effect I put it down and fanned it with a banana leaf.

All this time I was dreading what my father would do to me. Of course the hen had offended and deserved a punishment, I told myself. Mother would be angry with me because of the groundnuts which were to make up the sauce for supper. But then punishing or killing the hen would not make her less angry with me. In short I was going to bring both my mother's and, worse still, my father's anger against me by my foolish action. After five minutes' vigorous fanning without any change, a thought struck me. Back to the kitchen I raced and returned with a basin of water in which I dipped the poor thing. At long last, I was rewarded. Having drunk some water, the hen became normal again although it showed great disgust at my conduct especially at being wetted ruthlessly.

'I could have sworn there were no groundnuts in that source last night,' said my mother the next morning. 'One could detect the tomatoes and eggplant all right, but no groundnuts.' I kept quiet.

Activity 2

Go through the passage again and write down all the subjective and objective cases which have been used.

Activity 3

Write three sentences using each of the cases that you have listed in your notebook.

Follow Up Activity

Imagine your classmate has lost his father and you are the leader of a group of five representing your class for burial. Write a condolence message that you will read out at the funeral.

SENIOR 4

Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:

We are advised:

- *not touch our **soft parts (eyes, nose, mouth)** because the virus can pass through them and enter the body*
- *to wash our hands thoroughly with soap and water*
- *not to spit anywhere*
- *to cover our mouth with a tissue when we are **coughing***
- *to use a tissue for our nose when **sneezing**.*

LESSON 1

TOPIC: The Use of Nouns

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

1. use nouns as subjects and objects in sentences
2. use nouns as complements in sentences

INTRODUCTION

The subject of a sentence is the part which names the person or thing that we are speaking about. Usually the subject comes first in a sentence, just before the verb. For example:

1. **Mary** has a good memory.
2. **Nature** is the best cure.

In the examples above, *Mary* and *Nature* are the subjects in the two sentences, Sometimes, however, other introductory phrases can come before the subject. When this happens, the introductory phrase is separated from the subject by use of a comma. For example:

1. On Monday morning, **Winfred** left for Nairobi.
2. When the pandemic was over, **the schools** reopened.

In questions, the auxiliary verb comes before the subject as shown in the following examples:

1. Has **Winfred** left for Nairobi?
2. Did **the schools** reopen after the pandemic?

In compound and complex sentences, which have more than one clause, each clause has its own subject. For example:

1. Although **Paul** *came* in late for the lesson, **the teacher** *looked* calm.
2. **Martin** will *tell* his mother the truth before **Habiba** is *punished*.

For the sentences above, the words in thick ink are the subjects while those in italics are the verbs.

Activity 1

A) Identify and underline the subject in each of the following sentences. Number 1 has been done for you as an example.

1. The early bird catches the worm.
2. Wooden houses are temporary.
3. Muzeeyi Kyijana was a man of courage.
4. After we had been waiting for three hours, the guest of honour arrived.
5. The concert ended at midnight.
6. Should physical education be examined in the examination room?
7. Developed countries attract job seekers from developing countries.
8. Mathematics lessons should always be taught in the morning.
9. The little girl in a red dress is my niece.
10. Do the inhabitants of the islands grow food crops?

B) Use the following nouns and noun phrases to make sentences. The noun or noun phrase should be the subject of your sentence.

1. Swimming girls
2. The school captain
3. Water
4. Mrs Baale
5. The papers on the table

Activity 2

Look at the words in italics in each of the sentences below:

- i. The doctor treated *the patient*.
- ii. The students took *the books*.
- iii. The Board of Governors built *the classroom*.

The nouns in italics in each of the sentences above is the **direct object** of the verb in that sentence. Some verbs in English have two objects. For example:

- i. Mwesigwa gave *Apio oranges*.
- ii. The tailor made *Raynor a new suit*.
- iii. The students cooked *the parents a tasty meal*.

In each of the sentences above, the verbs: **gave**, **made** and **cooked** have two objects which are written in italics. However, while the nouns **oranges**, **new suit** and **tasty meal** are **direct objects**, the nouns **Apio**, **Raynor** and **the parents** are **indirect objects** which answer the questions **to whom**, **for whom** respectively.

Activity 3

In these sentences below, identify the *verb*, the *direct object* and the *indirect object*.

1. The minister donated to the school many books.
2. The headmistress asked the new teacher a number of questions.
3. The citizens lent the school money after the pandemic.
4. The speaker promised the listeners cash awards.
5. My grandmother told George an interesting story.
6. The school bought us new textbooks this term.
7. I will write Mother a letter soon.
8. The missionaries built the community a nursing home.
9. The magistrate gave the lawyer a warning.
10. The doctor wrote the patient a prescription.

Activity 4

Rewrite each of the following sentences using the italicized noun as the subject of your sentence.

1. The head teacher gave the street children *food*.
2. Auntie Jessica baked Cissy a cake.
3. My mother sold *the stranger* ripe tomatoes.
4. Racheal will write the manager *an application letter*.

5. The government built *the street families* houses.

Activity 5

Look at the sentences below:

- i. Anna Mugoya is *the director* of Kampala Medical Centre.
- ii. She became a *professor* of infectious diseases at the University of Bostwana.
- iii. She will remain *the director* of Kampala Medical Centre for four years.
- iv. The United Nations General Assembly elected her *director*.

The words in italics are used as **complements**. They describe a noun or pronoun in the earlier part of the sentence. The *director* in (i), refers to *Anna Mugoya*; a *professor* in (ii) refers to the pronoun *she*; *the director* in (iii) refers to the pronoun *she*; and *director* in (iv) refers to the pronoun *her*.

The director in sentence (i) and *a professor* in sentence (ii), are called **subject complements**. *Director* in sentence (iv) which refers to *her* is called **an object complement**.

Now identify the nouns used as complements in the following sentences.

1. Dushabe became a director last year.
2. Kasule was appointed principal this year.
3. The meeting named my father a national representative.
4. Judas turned traitor when he found he could earn money that way.
5. Luzze is a medical doctor.
6. The singer was a rebel soldier.
7. They named the baby Emmanuel.

Follow Up Activity

After the pandemic you have realized that you need to come up with a family business to support the money earned by your guardian/parents. Write a letter to the manager of an investment bank in your area, requesting for a loan for a business project. Include in your letter the following:

- i. Start by saying who you are and mention very briefly what you need the loan for.
- ii. Summarize in a couple of sentences your business plan.
- iii. State your own contribution to the project (what you are going to provide).
- iv. State exactly how much you need to borrow and what you need the money for.
- v. Mention that you have enclosed a copy of your business plan.
- vi. Request for an appointment at the bank to discuss your business plan.
- vii. Close the letter.

NB: Remember that this is a formal letter and should include the address of the manager.

LESSON 2

TOPIC: Interrogative pronouns

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

1. use interrogative pronouns in direct questions
2. use interrogative pronouns in indirect questions

INTRODUCTION

Interrogative pronouns are used when asking questions. Words such as **what, who, which** and **whom** are some of the interrogative pronouns used with different meanings. Interrogative pronouns are used with direct and indirect questions. We usually use **who, whom, whose** to ask direct questions about people. For example:

- i. *Who* is at the door?
- ii. *Whom* did you see in the morning?
- iii. *Whose* shirt was sold yesterday?

We use **what** to ask questions about things. For example:

- i. *What* are you talking about?
- ii. *What* did father buy at the market?

Which is used with both people and things. It is used to ask questions about a fixed number of things or people. For example:

- i. *Which* is your friend?
- ii. *Which* is your pen?

Interrogatives are also used to ask indirect questions. However the difference between the direct and indirect questions is that the indirect questions do not need a question mark. For example:

- i. He asked me *what* the problem was.
- ii. Eria wanted to know *which* team had won the match.
- iii. My boss wanted to know *whom* I had met at the interview.
- iv. Ruth wanted to know *who* was attending the party.

Study the table below and see the difference between the interrogative as it is used in the direct and indirect questions.

Direct question	Indirect question
1. Whom do you want to see?	He/She asked me whom I wanted to see.
2. What do you want?	He/She/They asked me what I wanted.
3. Who is reading the novel?	He/She asked me who was reading the novel.

In the direct question, the interrogative pronoun is at the beginning of the sentence and is followed by an auxiliary verb. In the indirect question, the interrogative pronoun is at the beginning of a subordinate clause and is followed by the subject.

Activity 1

Complete each of the questions below using an appropriate interrogative pronoun.

1. ----- knows what will happen next?
2. ----- is better, honour or riches?
3. ----- have you decided to do?
4. ----- of the schools voted against holiday work?
5. ----- is to blame for wasting so much public funding?
6. ----- else knew of the existence of the plans?
7. ----- else did you see during your journey to West Africa?
8. ----- was the head teacher talking about?
9. ----- about stopping for a cup of tea?
10. ----- is this?
11. ----- am I speaking to, please?
12. ----- of these boys did you speak to?
13. ----- did she say is the winner?

Activity 2

Fill the gaps in the following sentences with the appropriate interrogative pronoun.

1. The doctor asked me ----- had happened to my eye.
2. The police officer wanted to know -----had invited the troublemaker to the party.
3. His boss asked him ----- he spoke to at the airport.
4. The head teacher asked the senior teacher ----- class the new student had joined.
5. The leader of the band wanted to know ----- I thought of the performance.
6. We don't know ----- uniform was found hidden near the gate.
7. I want to find out ----- match will be played in the afternoon.

Activity 3

Complete each of the following sentences by supplying the correct interrogative pronoun.

1. ----- dress is yours and ----- is mine?
2. ----- is the matter with Jane?
3. ----- is performing tonight?
4. ----- of those four actors is still in primary school?
5. ----- wrote this book?
6. ----- subject do you like most in school?
7. ----- bus goes to the showground?
8. ----- knows the answers to both questions?
9. ----- colour is the gate?

10. Here are the books. ----- is yours?

Activity 4

Read the passage and answer the questions which follow.

Why Is Africa So Poor?

What is poverty? Is it the horde of chokoras struggling at the rubbish heap for morsels of rotten food? Or is it the army of underpaid labourers; barefoot, in ragged trousers and tattered shirts, toiling away with crude implements in the scorching sun? One could also suggest that the myriads of scruffy people crammed in hovels in smelly, unhygienic slums are a face of poverty. Out in the countryside, a caring observer may be left heartbroken by those scenes of the semi-starved peasants scratching the denuded soil with sticks and worn-out jembes, trying to eke out a living from what they call ‘agriculture’. A herdsman chasing around a few head of scrawny cattle in the name of livestock-keeping is yet another image of poverty. Then you have the perennial gallery of spindle-limbed children with bloated stomachs and wrinkled faces, dying of kwashiorkor, diarrhoea, malaria, measles whooping cough and a hundred other preventable diseases, just because their parents cannot afford available simple cures.

Are these familiar scenes in Africa? That is perhaps an understatement. They are the most familiar images of Africa. Poverty seems to be almost synonymous with Africa. Even the most optimistic and sympathetic assessments of the state of the world’s economy list Africa as the poorest continent on the planet. The situation begs three important questions. The first is: Why is Africa so poor? The second is whether we are going to let the situation continue like this forever, or if we can and should do something about it. The last, of course, is: What can we do and how do we go about it?

The reasons for Africa’s poverty are many and varied. Some are historical, some political and others psychological. Historically Africa was, over 500 years, subjected to the dreadful evils of slavery and colonization. First, people came from outside Africa, captured a large number of Africans and took them to their countries to work for them. Since it is obvious that the slavers wanted people who could work, it can be argued that Africa was robbed of its best human power and labour force. Then when the outsiders came and settled in Africa. They took the best African lands to themselves, collected all her riches, including gold, diamonds and other precious minerals, and took them to their countries. Thus Africa was not created poor, and was not always poor. It became poor because it was plundered of its human power and its natural resources.

Though many African countries got their independence over 40 years ago, the ‘independent’ Africa which the colonialists left behind was a continent riddled with problems. To begin with, it was-- and still is -- fragmented into tiny ‘states’ and areas of influence, all competing and often fighting against each other and geared towards the interests of their ‘home’ countries. Africans were never pins to aeroplanes – from Britain, France or America. This situation has not changed much since independence.

Indeed, some people argue that the colonialists all never left at all! They left by the front door, only to come back through the back door. This is what is called ‘neocolonialism’; a new form of

colonialism. This becomes obvious when you look closely at the people who took control business and trade in Africa, and the economy in general. These are mostly from the same old countries which enslaved and colonized Africa. These days they do not come directly as rulers, but as transnational monetary organizations or international monetary organizations. These companies and organizations have a lot of money and power. Once they are in Africa, they tell us what they want us to do or not to do, if we want to get any of their money. Quite often, what they want us to do is not what is best for our people, but is likely to benefit them and their countries.

What can Africa do in the face of such disadvantages? First and foremost, we must free our minds from the dependency syndrome. We can, and we must, learn to do things for ourselves. We cannot always run to our former enslavers and colonizers, and beg them to give us knowledge, technology and money. As long as we continue doing that, the neocolonialists will continue to despise and exploit us. If Africans can show that we can stand on our own and run our own business, outsiders will cooperate with us fairly and respectfully. Otherwise, beggars cannot be choosers.

Secondly, Africa must unite. The scores of tiny units into which Africa was broken by colonialists, without any consideration for the interests of the Africans, are a major cause of African weakness and poverty. To begin with, a lot of resources are squandered on running services and institutions for tiny countries, some of them with less than a million people. Besides, these countries impoverish one another and the ordinary African by placing all sorts of barriers in the way of anyone who wants to do business and earn a living across artificial borders created by the colonialists. If Africa was united into one, viable, political and economic entity, or at least into large, viable regions, Africans would find it great deal easier to earn a living anywhere on the continent. We would be building up our resources instead of squandering them on petty competitions against one another. Moreover, even those outsiders who want to exploit us would find it difficult to bully and exploit us would find it difficult to bully and exploit a big, strong united Africa. Today, the transnationals and other international bodies can intimidate any African country because none of these countries is big or strong enough to stand up to them on its own.

Finally, Africans must start getting their priorities right. Many Africans, especially African leaders, are not poor. Some of them, indeed, are very rich. But what they do with their riches? They kept their money in Swiss bank accounts. Some buy houses and castles in Europe. Others buy fleets of limousines, even in countries where there are no roads fit for use even by bicycles. Do these people, especially in leadership positions, ever stop to ask themselves which is more important; buying a new customized limousine for their teenage daughter or son, saving five thousand starving children who could be fed for the next twelve months using the money spent on the car?

We are not talking about charity. We are talking about honesty and fairness. The starving, diseased and dying people did not elect those leaders so that the leaders could enrich themselves at the people's expense. The people expect their leaders to be selfless and lead the way out of the cycle of poverty. Much of the so-called African destitution is not due to lack of resources. It is

due to the greed and dishonesty of some African leaders who loot and hoard all the available resources for their selfish gratification.

Adopted from: Head Start Secondary English Form 4 by Austin Bukonya, Angelina Kioko and David Njeng'ere

Now answer the questions below:

1. Find the sentences in the passage containing the following words and work out their meanings.
 - a) Horde
 - b) Morsels
 - c) Denuded
 - d) Scrawny
 - e) Understatement
 - f) Squandering
 - g) Hoard
 - h) Gratification
2. How does the author's description of the labourers show their poverty?
3. In about 30 words, explain how historical factors made Africa poor.
4. Do you agree with the writer that African destitution is not due to lack of resources? Explain your answer.

Follow Up Activity

Read the following text and then paraphrase it. Notice that in a paraphrase you need to:

- i. rewrite the original text in your own words
- ii. convey the content of the original text accurately.
- iii. use reported speech

What is poverty? Is it the horde of beggars struggling at the rubbish heap for morsels of rotten food? Or is it the army of underpaid labourers, barefooted and in ragged trousers and tattered shirts, tolling away with crude implements in the scorching sun? One could also suggest that myriads of scruffy people crammed in hovels in smelly, unhygienic slums are a face of poverty. Out in the countryside, a caring observer may be left heartbroken by those scenes of semi-starved peasants scratching the denuded soil with sticks and worn-out jembes. Trying to eke out a living from what they call 'agriculture'. A headsman chasing around a few herd of scrawny cattle in the name of live-stock-keeping is yet another image of poverty. Then you have the perennial gallery of spindle-limbed children with bloated stomachs and wrinkled faces, dying of kwashiorkor, diarrhea, malaria, measles, whooping cough and a hundred other preventable diseases, just because their parents cannot afford the available simple cures.

LESSON 3

TOPIC: Relative Clauses

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

1. use relative clauses as subjects and objects in sentences
2. use relative clauses as conjunctions in sentences
3. know when to omit a relative clause.

INTRODUCTION

Relative clauses are sometimes called adjective clauses and follow the noun which they describe. They are dependent clauses which give additional information about a noun in the main clause, and they follow that noun in the complex sentence they create. Dependent clauses start with a relative pronoun: **that, which, where, when, who. Whose** is also used as a relative pronoun but must be followed by a noun in the dependent clause. The correct relative pronoun depends on what noun the relative clause describes.

For example:

1. I saw the man *who* came yesterday.
2. I saw the man *whom* you met at the river.
3. Wambuzi bought the car *which* was on sale.
4. The books *that* you gave me are here.

In each of the sentences above, the relative pronouns in italics refer back to a noun in the same sentence without repeating the noun. This repetition is clearly seen in the sentences below which do not have the relative pronouns used. From these sentences you can see how ridiculous the sentences are as a result of the repetition of the noun phrases: **the man, the car and the books.**

1. I saw the man. **The man** came yesterday.
2. I saw the man. You met **the man** at the river.
3. Wambuzi bought the car. **The car** was on sale.
4. The books are here. You gave me **the books.**

These examples show that the noun phrases that are replaced by relative clauses in numbers 1 and 3 are subjects, while the nouns replaced by relative clauses in 2 and 4 are direct objects.

The relative pronoun **who** is always used as a subject, **whom** is always used as an object, while, **which** and **that** can be used as either subject or object pronouns.

When the relative pronoun is an object, it can be left out without losing the meaning of the sentence. In this case sentences in 2 and 4 can be rewritten as follows:

- I saw the man you met at the river.
- The books you gave me are here.

Relative pronouns are also used to link clauses. They function as **clause connectors** by linking a relative clause to a main clause. See the following examples:

1. a. The coffee is from Tanzania. I bought the coffee from the supermarket.
b. The coffee which I bought at the supermarket is from Tanzania.
2. a. James found the keys. My brother had lost the keys.
b. James found the keys that my brother had lost.

Note that the second sentences given in part 'a' are made into a relative clause and joined to the first sentences to make the sentences in 'b'.

Activity 1

Use relative pronoun to join each of the following pairs of sentences.

1. I know a man. The man has been to the moon.
2. My friend migrated to Zambia. I loved my friend.
3. I saw a soldier. He has lost an arm.
4. The man is deaf. You spoke to the man.
5. The ladies have arrived. I was speaking of them.
6. I heard some news. The news astonished me.
7. This is my cousin. I was speaking of her.
8. We got into a bus. It was full of people.
9. A man came running up. He heard me calling.
10. The grapes were very sweet. You bought them.

Activity 2

Fill in the blanks with the suitable relative pronoun.

1. He has gone to Tororo ----- is his home district.
2. I do not know the man ----- answered the question.
3. I know the girl ----- left a message for you.
4. Is this the road --- leads to Kamdin?
5. Truth provokes those ----- it does not convert.
6. Bring the letters ----- the postman delivered.
7. We met the sailors ----- ship wrecked.
8. He plays the game ----- he liked best.
9. Only she ----- bears the burden knows the weight.
10. I know to ---- this box belongs.

Activity 3

Rewrite the following pairs of sentences into relative clauses. Use a relative pronoun only when necessary and remember to use the essential commas.

1. This is a beautiful piece of music. It was composed by Beethoven.
2. The bomb exploded in the cinema yesterday evening. At the time there were several hundred people present.

3. The official gave me a travel warrant and some other documents. I needed them for my journey.
4. She bought a new tennis racquet. It was quiet expensive.
5. Do you like suit? I've just bought it.
6. Here are the tablets. The doctor prescribed them.
7. We crossed the river. We crossed it at a point where it was narrow.
8. He learnt to speak French. It is the official language in some West African countries.
9. He didn't give me any reason. He said I should wear a tie.
10. You were telling me about a singer. How old is he?

Activity 4

Read and enjoy the passage below.

Traditional African Values

This text is written by the first president of Zambia, Dr Kenneth Kaunda. In it, he describes traditional values and compares them with those of modern Western society.

The traditional community was an accepting and inclusive community. It did not take account of failure in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life, provided that they were socially well-behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society, people were values not for what they could achieve but because they were there. Their contribution, however limited, to the material welfare of the village was acceptable, but it was their presence not their achievement which was appreciated.

Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the Western phenomenon of old people's homes. In traditional societies, old people are respected and it is respected and regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have valued and constructive role play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or not as alert as they used to be or even have developed the handicaps of old age, in no way affects our regard for them. We cannot do enough to repay them for all they have done for us.

The experts have all kinds of standards by which judge the degree of civilization of a people. In African traditional society the test is this. How does that society treat its old people and, indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so-called advanced societies have a lot to learn that the so-called backward societies could teach them.

The traditional society was an Inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the

immediate family, and it may be a self-entire little universe, preventing the acceptance of wider commitments.

Here is an example of the inclusiveness of the traditional society. An African does not restrict the title 'father' to his male parent. He also addresses his father's brothers as father. And he calls his mother's sisters as 'mother' also. Only his father's sisters would be addressed as 'aunt' and his mother's brothers as 'uncle'. 'Brothers' would include not only male children but also certain cousins and even members of the same clan who have no blood relationship in the western sense. Now the eastern mind, confusing state affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of 'father', for example, goes all the responsibilities of parenthood and in return all the 'fathers', receive parental devotion. Hence, no child in a traditional society is likely to be orphaned. Should his literal parents die, then others automatically assume the responsibility for his upbringing? By the same token, no old person is likely to end his days outside a family circle. If his own offspring cannot care for him then other 'children' will accept the duty and privilege.

The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small-scale societies have been described and it could be argued that such a scheme would not work where hundreds of thousands people are gathered together in cities and towns. But the attitudes to human beings as described above are not solely a function of social organization. They are now part of the African psychology.

From; Kenneth Kaunda: *Humanism in Zambia Adopted from English in Use by B Webb, et al.*

Activity 5

Now answer these questions

1. In what ways do you think modern society (for example, in towns) is different from traditional society (in rural areas)? Make a list.
2. What do you think are the writer's attitudes towards traditional and modern societies? Find evidence from the passage to support your choice of attitude.
3. Comment on what the author means by these phrases:
 - a) Socially well-behaved (paragraph 1)
 - b) Old people's homes (paragraph 2)
 - c) The handicaps of old age (paragraph 2)
 - d) The so-called advanced societies (paragraph 3)
 - e) Literal parents (paragraph 5)
4. Explain the following in your own words.
 - a) Horrified (paragraph 2)
 - b) Acquaintance (paragraph 2)

- c) Counsel (paragraph 2)
- d) Infirm (paragraph 2)
- e) Alert (paragraph 2)

5. Do you agree with the writer’s viewpoint about the advantages of the extended family?
6. Do the traditional values the writer describes in the text apply to your society in today’s modern world?

Follow Up Activity.

The Local Council chairperson has identified you to help develop a radio announcement to help the members of the community to stay safe during the CORONA virus pandemic. Write the announcement which will be aired on the local FM station in your area.

LESSON 4

TOPIC: Forming adjectives from other words

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

1. form adjectives from nouns
2. form adjectives from verbs and other adjectives

Introduction

There are many adjectives that are formed from other words. Such adjectives are easy to identify because they have typical endings. We will start with adjectives formed from nouns. These are formed by the addition of a suffix to a noun as seen in **Table I** below:

Table I

suffix	noun	Adjective	Sentence example
-al	environment	Environmental	Environmental factors influence character.
-ial	Influence	influential	Mazrui is an influential scholar.
-ual	Fact	factual	Scientist give us factual information.

There are also adjectives formed from other adjectives as seen in **Table II** below:

Table II

suffix	verbs	adjectives	Sentence example
-able	manage	manageable	The work I need to do today is manageable.
-less	relent	relentless	The rebels were subjected to relentless bombarding by the loyal

			soldiers.
-ful	resent	resentful	She was resentful at having been ignored at the party.

Lastly there are a few adjectives formed from other adjectives such greenish from the adjective green; wearisome from the adjective weary and elderly from the adjective elder.

Activity 1

Draw a table similar to the Table I and II above and use the following suffixes to create your own examples of nouns, adjective and sentence examples. **-al, ial, -ual, -less, -en, -ese, -ful, -ly, -ic, -some.**

Activity 2

Form adjectives from the following words:

Compassion hope swell demonstrate examine awe child rebel prevent fear.

Activity 3

Use the adjectives you have formed above to make sentences.



National Curriculum
Development Centre ,
P.O. Box 7002,
Kampala.
www.ncdc.go.ug