

PROTOTYPE



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

ENGLISH
LANGUAGE AND
LITERATURE
IN ENGLISH

SENIOR ONE

TEXTBOOK



LOWER SECONDARY
CURRICULUM

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Published 2020

This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

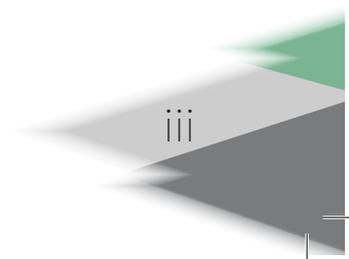
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Preface

This Learner's Textbook has been written in line with the revised English Language syllabus. The knowledge and skills which have been incorporated are what is partly required to produce a learner who has the competences that are required in the 21st century.

This has been done by providing a range of activities which will be conducted both within and outside the classroom setting. The learner is expected to be able to work as an individual, in pairs and groups according to the nature of the activities.

The teacher as a facilitator will prepare what the learners are to learn and this learner's book is one of the materials which are to be used to support the teaching and learning process.



Associate Professor Betty Ezati
Chairperson, NCDC Governing Council

Acknowledgements

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Learner's Textbook.

Our gratitude goes to the various institutions which provided staff who worked as a panel, the Subject Specialist who initiated the work and the Production Unit at NCDC which ensured that the work produced meets the required standards. Our thanks go to **Enabel** which provided technical guidance in textbook development.

The Centre is indebted to the learners and teachers who worked with the NCDC Specialist and consultants from Cambridge Education and Curriculum Foundation.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Learner's Book.

NCDC is committed to uphold the ethics and values of publishing. In developing this material, several sources have been referred to which we might not fully acknowledge.

We welcome any suggestions for improvement to continue making our service delivery better. Please get to us through P. O. Box 7002 Kampala or email us through admin@ncdc.go.ug.



Grace K. Baguma

Director, National Curriculum Development Centre

About this book

Dear learner, this book consists of both English Language and Literature in English. These two subjects have been combined because they complement each other.

English Language is the official language in Uganda and the medium of instruction at the secondary level of education while literature is one of the elective subjects to be offered at lower secondary level. As a medium of instruction, English language is used to learn all other subjects therefore it is very important to you. On the other hand, Literature in English helps you to develop your literacy skills of comprehension, interpretation, analysis, evaluation, application and organisation.

Each chapter in this book has key words whose meaning you are supposed to understand. There are also several activities for practice. Attempt all of them because these will help you to achieve the learning outcomes of each chapter through acquisition of the necessary skills as presented in the book. After going through a chapter, revisit the learning outcomes at the beginning of the chapter and check if you have achieved them. If there is any learning outcome you feel you have not achieved, do more practice to ensure that you achieve it. You will be expected to do a lot of personal practice using the several activities presented in the book and any other reading resources in your school library. Each chapter has an activity of integration which you will be expected to attempt at the end. This activity is used to assess whether you have acquired the competences, knowledge, values and skills to be learnt in a given chapter. The key skills you are expected to achieve are: Listening, speaking, reading and writing skills.

This book has 9 chapters which you will learn in senior one.

CHAPTER 1

PERSONAL LIFE AND FAMILY

MY FAMILY



INTRODUCTION

In this chapter, you will be writing a narrative about your personal experience and family life. You will learn how to use the verb 'to be' in the present tense, and personal pronouns so as to be able to communicate effectively in the English language.

When we meet people for the first time, we are always interested in knowing who they are, the things they like and dislike, and what type of families they come from.

Key words	Learning Outcomes
Family Like and dislikes Family Tree Relatives Abstract nouns Personal Pronouns	By the end of this Chapter you will be able to: <ul style="list-style-type: none"> • write information and ideas about families and family life. • interpret graphical and pictorial representation of families. • state likes and dislikes. • employ abstract nouns. • demonstrate the correct use of the verb ‘to be’ in the present tense. • apply all forms of personal pronouns in written and oral conversations. • identify how to interpret real life situations so as to be able to orally express like and dislikes. • recognise how to ask questions in order to extend their thinking. • know the basic poetic features such as stanzas, rhythm and rhyme schemes. • write own compositions based in questions asked.

Activity 1.1: Listening and Speaking

In pairs, introduce yourself to each other. Share with your partner your name, where you live, your former school, and what you like to do during your free time. Tell him/her about your family. State the family name, number of siblings, and the responsibilities of the different members of your family.

Activity 1.2: Writing

In small groups, share how your family works together to have a peaceful relationship. Write bullet points for your sharing and prepare a presentation for the whole class.

Activity 1.3: Writing

Families are usually beyond the nuclear one. Do you remember what you learnt about nuclear and extended families in Social Studies at the primary level?

In pairs, share two differences between nuclear and extended families and then write down two differences between nuclear and extended families.

We all started from somewhere. We had great grandparents on both our father's (paternal) and mother's (maternal) sides. We then have grandparents, aunties, uncles and cousins.

When you try to follow your origin or lineage it comes out as a family tree as shown in **Figure 1.1** below.

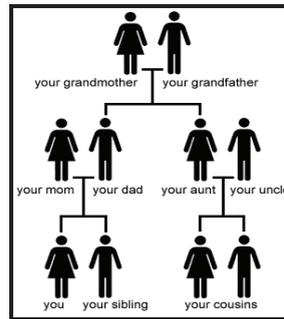


Figure 1.1 : Family tree

A family tree is a chart that indicates the relationship between the different members of a family.

Why is it important to know our family lines? Find out from your parents or guardians about the relationship you have with different people you closely relate with, and how they are related to you. Using the information you have gathered about your family, draw your family tree, and present it to the class.

You may use the computer graphics to design your family tree.

Activity 1.4: The present form of the verb 'to be'

The verb 'to be' refers to 'a state of being.' It shows an action or event that usually takes place. It is also described as a present or general state of being. The state of being can be temporary, permanent or even common. For example:

- I am happy.
- She is useful.

Using the verb 'to be', construct ten sentences expressing your feelings towards members of your family.

For example:

- I love my mother.

- Sometimes my big sister makes me angry when she leaves all the housework to me.

2. The verb 'to be' can also be used to refer to something that is true at the moment. For example:

- She is twenty years old.
- He is my father.

Tables 1.1 and 1.2 below show how the verb 'to be' is written in the affirmative and negative forms.

Table 1.1: Affirmative forms of the verb 'to be':

Subject Pronouns	Full Form	Contracted form
I	Am	'm
You	Are	're
We	Are	're
You	Are	're
They	Are	're

Table 1.2: Negative forms of the verb 'to be':

Subject Pronouns	Full form	Contracted form
I	am not	'm not
You	are not	'aren't
We	are not	'aren't
You	are not	'aren't
They	are not	'aren't

Activity 1.5: Writing

Fill in the blank spaces with the correct personal pronoun from the list provided in the brackets (you, he, she, it, we, and they):

1. Francis is my father, ----- isn't my mother.
2. Dorcas is my mother, ----- isn't my father.

3. My friend and I belong to the same clan. But ---aren't of the same family.
4. Our home is in Kiira, --- isn't in Kyambogo.

Fill in the blank spaces with the correct form of the verb 'to be' (am, are, is)

5. --- you his sister?
6. Yes, I ---.
7. Pearl and Carol ---- sisters.
8. My brother Eria and I ---- twins.
9. The food --- delicious.

Complete the sentences below with the correct form of the verb 'to be' in the negative or affirmative structures:

1. Is Julie Paul's sister? No, she ----.
2. How about Robert? Is he related to Julie? Yes, he ---.
3. Were Mr and Mrs Mugoya Alice's grandparents? No, they ----.
4. Does Mrs Mukasa live with her daughter in Masaka? No, she ---.

Activity 1.6: Writing

Write a short story in two paragraphs about your family and the things that they like and dislike. Use the correct form of the verb 'to be' that we learnt in **Activity 1.5**.

Activity 1.7: Writing

How many people in your family do you share the likes and dislikes with? Use your knowledge of sets, to show the individual preferences in your family.

 **Activity 1.8: Reading and Writing**

Read the following passage from a book called “A Dakar Childhood” by Nafissatou Dialo, a female writer from Guinea and answer the questions that follow.

I was born in Titene on the 11th of March 1941 in the area known as the ‘Guards’ camp. Don’t try to find this camp; it is now the Iba Mar Diop Stadium. Our house was one of the few civilian’s houses in that area where the policemen, who guarded the Medina and its surroundings, were stationed.

The camp was surrounded by a wall with two gates, one to the north and the other to the south, through which we passed, in and out. This wall separated the camp from the rest of the area which consisted of huts and sharks, which were in some places grouped together in confusion. Through this area ran narrow sand streets, crowded with people and domestic animals.

Inside the camp, everything was orderly and quiet. The policemen’s quarters consisted of small wooden houses, painted yellow, arranged in straight rows. There were coconut palms and well kept vegetable gardens which provided us with our farm produce. The calm quietness and simplicity of the scene was reflected in the peaceful attractiveness of our home. The large brick houses had been built by my grandfather and father who ran a business which employed most of the males in our family. My uncles, cousins and brothers all helped in the construction of the house and created the character of the place.

Every inch of floor was cemented and every single door was made, by their own hands. We were very fond of our house because it was our small world in the great wide world. It was our place of refuge and security.

There were large rooms, high ceilings and huge windows – as big as doors – space everywhere; the house made you want to run and jump and shout, a feeling I remember with fondness.

The house was divided into two quite separate parts. The north wing was reserved for my father and his temporary guests. I lived in the south wing with my grandfather and his two wives, one of whom was my grandmother, my sisters, brother, uncles, aunts and cousins.

The very large courtyard was planted with all kinds of fruit trees: mangoes, pomegranates, guavas, paw paws. It was like a farm with all the domestic animals: ducks, hens and cockerel; sheep and goats; numerous cats that never left our home even when we children mistreated them.



Figure 1.1: My home in the camp

Around the house there were two verandas, which, more than any of the rooms inside were the scenes of our sorrows and our joys: it was there that we had our meals and there that our family gatherings took

place. Many village folks who came to the capital to look for work always stayed with us for some time. We always gathered on the verandas after supper in the evenings, shivering with cold or sweating with heat, according to the season, wide awake or heavy with sleep. There we listened, calmly or excited, to the tales and legends my grandmother told us.

'Lèèbòn – once upon a time', she would begin.

'Lippòn – yes, yes!' we chorused.

'Amon na fi – there was a ...' she continued.

'Dana am – go on', we replied.

'... little girl called Kumba who had no mother and no father.'

That was our favourite story. We asked for it again and again. Sometimes she would tell us the legend of Leuk Daour, the one – legged horse, the local *jinnée* which, she said, galloped past the windows after midnight on Thursdays and Sundays. We were very afraid of this spirit. None of us would dare go outside after evening prayers on either of those days.

Question

Write a summary indicating who the author is, what their home looked like, and what they liked about their home.

Activity 1.9: Read and talk about it

Read the story below silently, and study the picture. Discuss with your partner the questions that follow. Share your answers in a group.

Musa was one of the rich men in the Buwaiswa village. He owned cows, goats, sheep and two donkeys. Yokana, Musa's son, used to look after those animals every day. He always took the animals to graze. He

would stay in the fields all day long. He got into a habit of calling for help even when he was not in danger. He would shout, “Lion, lion, please help, help ... heeeelp the lion has taken a goat.”



Figure 1.3: Yokana grazing animals

Whenever he shouted people came to help to chase away the lion but they found none. They always warned him not to lie about something as serious as that but he never listened.

One day, a tiger came and grabbed a goat. Yokana shouted for help as he usually did. But this time nobody came to his help. The tiger killed two goats and a sheep and went away with another sheep. He went home feeling very miserable and scared that day. When he told the story to his family, everybody blamed him for being naughty and a liar.

Questions

- 1) Where did Musa live?
- 2) Did he have children?
- 3) Name some of the animals Musa had.
- 4) Why was Yokana always calling for help?
- 5) Who used to help Yokana to chase away the lion?
- 6) Why didn't the tiger attack Yokana?
- 7) What do you learn from Yokana's behaviour?
- 8) Suggest a suitable title for the story.

 **Activity 1.10: Introduction to oral literature**

ORAL LITERATURE

Oral literature is literature that was/is expressed by word of mouth. Do you remember the traditional stories your grandparents, auntie and mother used to tell you when you were young; they are a good example of oral literature. Share with your neighbour any of the stories that you recall, and prepare to make a presentation to the class about one that you loved so much. In this chapter, you have learnt language related to personal and family life. Write your own story on this topic.

 **ACTIVITY OF INTEGRATION**

The head teacher of Nakatooke Secondary School has instructed the editor of the school magazine to ask all the S.1 students to write articles about their families, in preparation for the School Family Day celebrations.

1. Write a magazine article about your family using the present tense, personal pronouns and abstract nouns learnt in this chapter.
2. Include your personal family tree starting with your great grandparents and include their names.
3. Describe the responsibilities of the members of your family, and how each one of them helps in ensuring that there is no conflict in the home.

CHAPTER 2

FINDING INFORMATION

THE LIBRARY



INTRODUCTION

In this chapter, you will learn how to carry out a survey, and use the different sources of information to communicate your findings in written form. You will learn how to use the comparative and superlative forms of the English language while communicating your findings.

Key Words	Learning Outcomes
source of information, magazine, newspaper, newsletter, textbooks, atlas, charts, maps Journals Periodicals Encyclopaedia Library Internet Survey Consonants Superlatives Comparatives	By the end of this Chapter you will be able to: -identify different sources of information; -find sources of information in a library or the internet; -use media correctly and responsibly to find information; -extract and present information from a recorded material; -summarise printed materials; -appreciate the different language used in reference materials.



Activity 2.1: Listen and Write

Your teacher is going to read a text to you. Listen carefully to it and then answer the questions below:

1. Why is it said that, “knowledge is power”?
2. Which are the different sources of information mentioned in the passage?
3. What is the difference between a magazine and a newspaper?
4. What is a newsletter?



Activity 2.2 Listen and Say

/ʃ/, /ʒ/, /j/, /tʃ/, /dz/

Look at the following sounds and try pronouncing them correctly with your neighbour.

/ʃ/ sheep, ship, shoe

/tʃ/ chop, church, challenge, chew, cheap, chip

/dz/ jeep, jeer, joke

Write 3 sentences using words that have the sounds above. Read them in front of the class. The teacher will try to help you correctly pronounce them. You will need to use the dictionary so as to get the pronunciations right!



Activity 2.3: Writing and sharing

Sources of Information

Share with your partner where you would find information on any topic that you are not familiar with. Write the list and share with the other learners in class.

Information Box

Reference books, magazines, periodicals, journals, encyclopaedia, dictionary, thesaurus, newspapers, the Internet, maps, charts

- A. Find out what the materials in the information box are.
- B. Write which material you would use to look for the following information:
 1. The life of Jesus
 2. The meaning of a new word
 3. The latest fashions

4. The news for the day
5. What is happening elsewhere in the world
6. The capital cities of the countries in the world
7. The weather in a different city

Activity 2.4

A Visit to the Library

Do you have a library at your school? If not, have you been to a library before?

Visit the school library and listen to the librarian as he/she explains how you can access information from the school library. You will be introduced to the number system and how to locate particular sources of information using identifying numbers, titles or web addresses.

Imagine you have been chosen to be the library prefect, work with your partner to create rules for using the library.



Activity 2.5: Reading and writing

Read the extract below and write a paragraph summary about what a library is and what one expects to find in it.



Figure 2.1: Learners in a library

A **library** is a collection of sources of information. People in a community can borrow materials from the library for their research. Today a library provides both physical and digital access to materials. A library can be a building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, CDs, cassettes, videotapes, DVDs, e-books, audio books, databases and many other forms of materials.

A library is organised for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be used by people who choose not to or cannot afford to buy a variety of materials themselves, who need material that no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to having materials, libraries also have the librarians who are experts and may be used to help find and organise information that we may need.

Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are today becoming places where one can easily get information in many forms and from many sources. They are also providing materials beyond the physical walls of a building, through electronic means. The librarians help in navigating and analysing very large amounts of information with a variety of digital tools. *(From Wikipedia, the online free encyclopaedia)*



Activity 2.6: Reading and writing

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. 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 text, graphics, voice, video, and computer programmes.

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

Online video and **social networking** websites like Facebook and WhatsApp have played a big role in creating **traffic** on the internet as people spend a lot of time watching 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 from 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 wellbeing.

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 come from misusing the Internet.
6. Identify three main points from the passage on the use of the Internet.


Activity 2.7: Think and write
'Comparative' and 'Superlative' Forms of Adjectives

The comparative form of adjectives is used to compare two things, while the superlative is used to compare more than two things. Most adjectives have three forms as shown in Table 2.1 below. Fill in the blanks with more adjectives in each category.

Table 2.1: Adjectives

Simple Form	Comparative Form	Superlative Form
Adjectives that add '-er' to their comparatives and '-est' to their superlatives		
Tough	tougher	toughest
sweet	sweeter	sweetest
.....
.....
intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful
.....
.....
Adjectives that change completely		
Good	Better	Best
many	more	most
.....
.....



Activity 2.8: Work on your own

Put the words in brackets into either the comparative or superlative form as necessary. You may or may not use the article.

1. This is one of (beautiful) cities in the world.
2. Eria plays quite well but Martin is (good) player in the team.
3. Most/more babies die of malaria than any other disease.
4. Most/more birds can fly, but not all.
5. Which of these people is (important)?
6. I shall buy the car that goes (fast)
7. I can do most/more of the questions but not all.
8. He is (interesting) person I have ever met.
9. I am sure this is (good) of the two.
10. He is (skilful) Politician in/of the country.



Activity 2.9: Reading, Discussing and writing

Use of the Media to Find Information

Read about the media in the passage below, and answer the questions that follow with your partner.

Did you know that the media is another source of information? The advantage that the media has over the books that are found in the library is that it gives current information on a daily basis. It is however important to note that, at the end of it all, what a good student needs to know, is that, you need a variety of sources of information.

The media is a rich source of information because it covers any topic for as long as it makes news. The topics range from politics, health to entertainment and sports. But the media may many times not cover important issues if they do not make news. For example, important issues like; if there are rich people who are importing cheap things like

sugar which affect the farmers in that country or many young students who are dealing in and using drugs, or schools that lack teachers, these may not be discussed seriously on television or on the radio. This means that if you rely only on the radio or television than reading newspapers or using other sources of information like the Internet, you will not get proper information about these important issues. Yet these are the issues which affect our society.

According to Tannis McBeth (1986) a development psychologist, although watching television or listening to a radio is important, these two sources of information end up affecting one's intellectual capacity because they become addictions. Reading on the other hand makes one more intelligent and prepares one to take action.

To make the best of the media you need to make more use of the print media than television and radio since the newspapers usually have information that has been researched and edited before it is published.

Adapted from the Impact of Television by T. MacBeth 1986

Questions

1. What is the advantage of using the media as a source of information?
2. Why is the media a rich source of information?
3. What type of topics do the media usually cover?
4. According to this extract what are some of the important issues that are not taken seriously by the media and yet they affect our society?
5. According to Tannis McBeth, what is the benefit of reading newspapers over that of watching television or listening to the radio?

Activity 2.10: Speaking and listening

Conducting a Survey

Do you know what a survey is?

With your partner find out and discuss what a survey is, and why you think it is important to carry out a survey.

A survey is a method of gathering information from individuals. We carry out surveys when we want to gather information from the public other than from other sources such as reference materials. A survey could be carried out to:

- get real answers from the people and not from what somebody else has written or reported.
- get people to talk and discuss about an issue.
- get real or even undated information or facts.
- compare information such as that in other sources and that from the people themselves.

You are going to be in school for some time and some of you are going to be professionals in many fields. Today it is important that in whatever you do you carry out research so as to get the real facts. Carrying out a survey is one way of getting information from people.

Activity 2.11: Speaking, listening and writing

In groups, list the professionals who may need to collect information for their work using the survey method. Remember to share the results from your group with other groups.

Activity 2.12

Now that you know what a survey is, you are going to look at how to conduct a survey. Read the information below and discuss with your partner.

1. Planning

Doing some homework before you start surveying will be very helpful. Planning out the survey process will assure you of a good beginning of the survey and gets you the answers you need.

2. Success of a Survey

Before you sit down to write your survey, there are a few steps you should follow:

- i) **Ask yourself why.** The **FIRST** thing you should **ALWAYS** do before writing a survey is to figure out why you are using this method to gather information for your task.
- ii) **Know the people you are going to use in your survey.** To have a manageable task you should decide on who you will be asking to fill it out.
- iii) **How many people you will need.** Once you have known who you are asking, make sure you have enough of them! The number of people also known as the 'sample size' needs to be big enough so as to give you views from different people.
- iv) **Choose the right time.** The right time for the survey is important since the wrong time can give you results that are not really correct.

For example if you wanted to carry out a survey in a school, going there at the beginning of term or during examinations or during lunch time may not be wise.

3. Ways of Conducting a Survey

- Telephone
- Mail (post)
- Online surveys
- Personal in-home surveys
- Personal mall or street intercept survey
- Hybrids of the above.

Activity of Integration

The Christian Fellowship Club in your school is planning to give out story books to the neighbouring primary schools in your community to support the development of literacy. You have talked to the students in your school and they have promised to come with some of the story books which they have at home but are no longer using.

1. Find out the schools which need these story books, the number of learners in the schools, the number of students in your school who are ready to help you in this activity.
2. Develop a survey tool to gather this and more information that you think will help you do a good job.
3. Write a report on your findings which you will present to the Head teacher and the staff.

ORAL LITERATURE

In unit 1, we learnt about oral literature. The stories which you shared with the class can also be role played. In this way they turn into short plays or what is also known as drama in literature. In groups, look at the stories you shared in Unit 1, and prepare to present a short play or skit on the story. Your teacher will guide you on how to present the role plays.

CHAPTER 3

FOOD



Introduction

In this chapter, you will learn how to respond to extracts orally and in the written form. You will learn how to describe sequence of actions in recipes, how to use adjectives, verbs of preference, non-countable and countable nouns with quantifiers and appropriate sentence structures in describing sequence of events.

Key words	Learning Outcomes
food types recipes dishes adjectives etiquette verbs of preference vowel sounds	By the end of this chapter, you will be able to: <ul style="list-style-type: none"> ▪ identify the food that is grown in the different areas of Uganda. ▪ interpret recipes/articles/passages about food and nutrition. ▪ sequence actions/events. ▪ give clear instructions. ▪ apply 'some'/'any' to countable and non-

Key words	Learning Outcomes
	countable nouns. <ul style="list-style-type: none"> ▪ utilise adjectives to describe taste. ▪ identify and appreciate table manners and etiquette. ▪ apply verbs of preference. ▪ articulate correctly short and long vowel sounds. ▪ analyse and evaluate how speakers present points. ▪ understand basic poetic features such as stanza. ▪ analyse their response to poetry with reference to a particular poem.



Activity 3.1: Listen and say

Consonant Sounds

- (a) You are going to look at the use of the /b/, /p/, /d/, /t/, /k/, /g/ sounds. Your teacher will help you say these sounds. These pairs represent sounds which are usually interchanged. Repeat these sounds with your partner and note the difference in pronunciation.
- (b) Say the pair of sounds with your partner and notice the difference in the way they are pronounced.

i) **/b/, /p/**

Here are some of the words which use the sounds above:

/b/	/p/
bat	pat
bit	pit
bride	pride
bull	pull
beep	peep

- (c) Remember we are looking at the sounds that are made with these letters and not the way in which they are written. Can you now make sentences using the sounds above?

For example:

1. The bride was the pride of her village.
2. You will need to make that bull pull the plough if you are to get the work done.



Activity 3.2: Read and write

Read the following short passage silently and then aloud to your partner. The passage includes words which have the consonant sounds which you have just learnt in part (a) above.

Our School Sports Day

Our school sports day is normally held in September. It is one activity that everyone is always looking forward to. Before this month, various games are practised and my favourite games are netball, rope-pulling and kite-flying.

This year's sports day is going to be very exciting because the neighbouring school will attend to cheer us up. There will be goat roasting at the end of the day to celebrate the victory of the teams which will have won in the different games. I pray that my house will be among the best performers.

- (d) Can you identify the words which have sounds that you learnt in part (a)? Write them in your exercise book and share with your partner.

Consonant sounds /t/, /d/,

Here are words that end with /d/ and /t/ sounds.

/t/	/d/
hat	had
bat	bad
heart	hard
neat	need
bent	bend

Activity 3.3: Talk to your partner

Discuss with your partner the difference between food and cash crops
 List five types of foods grown in your area and put them in a table as shown in **Table 3.1** below.

Table 3.1: Types of foods grown in my area

Food crops	Cash crops
1. Irish potatoes	1. Pine trees

Describe how the different crops are grown.

Activity 3.4: Discuss and write
Consonant sounds /k/, /g/

Notice that the sound /k/ is different in the way it is written as seen in the table below. This sound is often confused with the /g/ sound.

/k/	/g/
came	Game
cave	Gave
duck	Dug
clue	Glue
rack	Rag

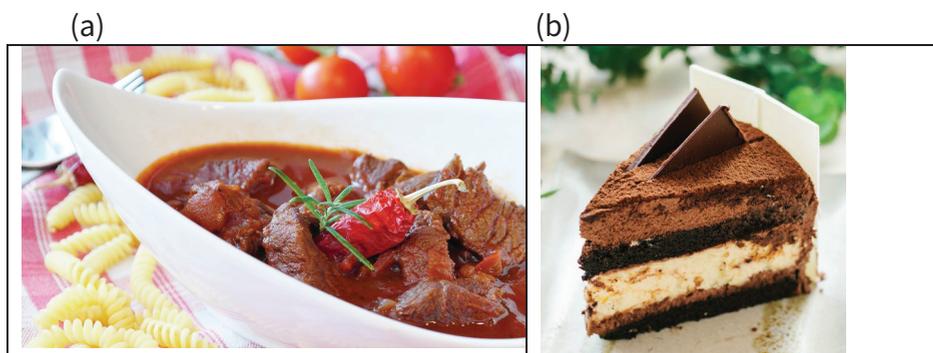


Figure 3.1a: Beef, Irish potatoes, vegetables Figure 3.1b: Cake

Look at the pictures above? Do you know what it is? Discuss with your partner about what type of food it is and how it is prepared.

Write a list of some of the dishes or products which can be made with the foods you have gathered in Table 3.1. Compare with other students in the class.

Activity 3.5: Discuss and write

Consonant Sounds /s/, /ʃ/

Here are more of those words whose sounds are usually confused.

/s/	/ʃ/
seat	sheet
so	show
saw	shore
said	shed
same	shame

Do you know the different ways in which food is prepared?

In groups, describe how to cook a selected food of your choice. Using information in Table 3.2 below, name the types of food cooked in the ways listed in the first row of the table.

Table 3.2: How to cook food

boil	Fry	steam	bake	grill	roast

Do you know that milk is considered as a food for some people? Read the instructions below on how milk can be prepared. Such instructions are called **recipe**.

Activity 3.6: Read

HOW TO MAKE SOUR FERMENTED MILK

Fermented milk is an important part of the African diet among the cattle keepers like the Masai. Read the recipe below of making sour milk also called maziwa lala among the masai.

Ingredients: 1 litre of pasteurized full cream milk.

Steps:

1. Pour the milk into a gourd or a 4 litres or 1-gallon plastic container and set aside at room temperature for 3 days.
2. Sit it down, rest the base of the gourd or bottle on one thigh, grasp the neck in one hand and rock it to and fro. Shake well for about 45 minutes so that the curdles can mix, and then spin the container around on its base, so that the butterfat clumps together and separates from the sour milk.
3. Pour into a jug and skim off the butterfat. Melt the fat in a saucepan over low heat, to form ghee. Cool and store in a jar. The ghee is now ready to be used to fry any food.
4. Pour the thick, smooth maziwa lala into glasses and serve cold with sugar if desired.

Senior 1 Fountain publishers

The use of ‘Much and Many’

Many and **much** are used in the negative and interrogative sentences. The difference between them is that **much** is used before uncountable

nouns in the plural form such as money, energy, time, ink. **Many** on the other hand is used before countable nouns in the plural form such as friends, cars, books, countries.

Complete these sentences using *much* or *many* correctly.

1. I am not very busy today. I haven't ----- to do.
2. The museum was so crowded. There were too ----- people.
3. Most of the town is modern. There aren't ----- old buildings.
4. The weather has been very dry recently. We haven't had ----- rain.
5. Did it cost ----- to have the car repaired?
6. Mr Kanu has ----- children to feed.

Activity 3.7: Read and enjoy

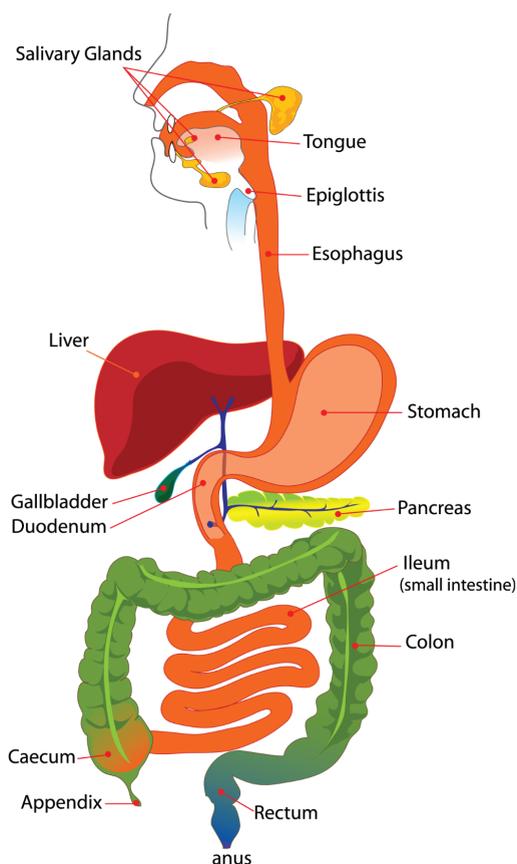


Figure 3.2: The digestive System

Do you remember what you learnt about the digestive system? Using the illustration above discuss with your partner the different parts of the digestive system and what happens to the food we eat at each stage.

Read and respond to this passage**There goes another sumbusa**

Have a sumbusa! You bite into it, you chew it, the saliva in your mouth mixes with it and it is turned into a mushy pulp. Suddenly it is no longer a sumbusa. The process of digestion has already begun.

When you swallow it, the sumbusa goes into your food pipe (called the **oesophagus**), which carries it to your stomach. The stomach is located just below the breast bone. There the pulp is mixed with an acidic liquid we call **gastric juice**, which helps to break it down even further. The food pulp is turned around in your stomach from two to six hours before it passes into the small intestine.

This intestine may be ‘small’ but it is certainly not short. About seven metres long – almost four times as long as the tallest person in the class – the small intestine is folded and packed to fit in quite a small space in your body. It is here that the **most important part of the digestive process** takes place. This is the breaking down of the food pulp into a form that can be absorbed through the wall of the intestine into your bloodstream, which carries it to other parts of your body.

The parts of the food which your body cannot use are passed from the small intestine to the large intestines, where some water is removed and absorbed into the bloodstream. What is left of the original sumbusa is pushed along to the narrow end of the large intestine – **the rectum** – and out of your body through the anus.

Adopted from Integrated English Book 1

Questions

1. Using the passage above, find other words for the following:

- oesophagus
- gastric juice
- the most important part of the digestive process
- the rectum

2. Copy the table below. Summarise the digestive process described in the passage by choosing the information from lists A and B and putting it in the table.

List A

Stomach
Large intestine, rectum, anus
Mouth
Small intestine

List B

Broken down, absorbed into the bloodstream
Chewed to pulp, mixed with saliva
Mixed with gastric juice
Water extracted, remains pushed out of the system

3. What is this text about?

Table 3.3: Summary of the digestive process

A. Part of the digestive system	B. What happens to the food
1.	1.
2.	2.
3.	3.
4.	4.

Activity 3.8: Read and write

The use of 'since' and 'for'

For

The preposition **for** is used to talk about an **amount of time or space**. The amount of time is usually not exact or clearly stated. Examples are

for the weekend, for ages, for a long time. For can be used when talking about the present, past or the future as in the examples below:

1. Last year, I travelled for 3 weeks. (Past)
2. I am travelling for 3 weeks. (Present continuous)
3. Next year, I will travel for 3 weeks. (Future)

Since

It is used to refer to a particular point in time or event in the past. **Since** is normally used in the present perfect and past perfect tenses. It is never used to talk about the future because it refers to a specific point in the past. See the examples below:

1. It has been raining since 8:00 o'clock in the morning.
2. I have been walking since 10:00 pm.
3. He had been waiting since morning when the doctor came in.

Complete the following sentences correctly using for or since.

1. I haven't seen him ----- I left Mbale.
2. We have been waiting ----- over half an hour.
3. Kenneth has worked hard ----- the day he joined secondary school.
4. His family have been farmers ----- generations.
5. He has been ill in bed ----- six days.
6. The library has been closed ----- the beginning of this week.



Activity 3.9: Read and work with words

When you were in primary you learnt about adjectives. Do you still remember what they are? An adjective is a word that describes a noun in terms of size, shape, taste, smell, colour etc. For example, **delicious** sauce, **sweet** fruit, **green** lemons, **small** tomatoes. Adjectives are used in writing to make our stories interesting.

Read the passage below and identify the adjectives used.

A Visit to Grandmother

My grandmother is a hardworking woman. She lives in the village far in the remote areas of Rakai. But her home is one that I look forward to visiting during my holidays. Grandmother has an art of cooking which makes you look forward to all her meals. As soon as you get there, she orders for fresh fish for lunch.

She does not fry it but it always tastes so fresh. When she prepares rice she adds onions and ghee causing an aroma that is so tempting that, you cannot wait for meal time.

Her pancakes are done so well and they are always sweet with little cooking oil used. The meat is first grilled and then steamed in banana leaves and it is always tender and delicious. At tea time, she uses milk from her small farm and may be because she only rears local cows, the tea is so appetizing that I feel like chewing the cup itself!

Kutesakwe Miriam



Activity 3.10

Find suitable adjectives to describe the following food

- a. cake b. juice c. rice d. meat e. samosa f. mango
g. grass hoppers h. milk i. maize j. lemons**



Activity 3.11: Improve your writing

Using the foods in Activity 3.5 above, write sentences using verbs of preference like hate, can't stand, prefer. Use the example below to guide you.

1. I prefer mangoes to cakes because they are healthy.

Activity 3.12: Using the right language

Dialogue

This chapter is about food. You looked at the types of crops grown in our country and discussed how some of the food is prepared. When eating food, we are expected to show good manners especially when we eat together as a group. Using polite language while at table is considered to be a sign of respect and good manners. Below is a dialogue about using the right language.

First read it on your own, then practise it with your partner in preparation for a whole class presentation.

Jane: John, you are welcome. Please join us for a meal.

John: Thank you Jane, that is kind of you.

Jane: We have a buffet. There is mushroom soup, rice, matooke, millet and posho. For sauce there is beef stew, fish and groundnut sauce. There is custard for dessert. Please come and serve yourself.

John: *(sits at the table)* Jane, there is different cutlery, what do I do?

Jane: Hold the fork in your left hand and the table knife in your right hand. Use the knife to cut into the food and place it onto the fork.

John: Can I use the spoon to eat, it might be easier than the fork and knife!

Jane: No, John. You will need one spoon for your soup and the other for the dessert. Don't forget to use the napkin to protect your shirt as you eat.

John: Wow! Thank you Jane for teaching me all this! You are indeed an expert!

Jane: You are welcome. Enjoy your meal.

John: (*after eating his meal*) Please excuse me; I need to take my leave. Thank you so much for the delicious meal.



Activity 3.13: Improve your writing

The use of 'neither... nor'

We can use '*neither*' as a conjunction with '*nor*'. It connects two or more negative alternatives. '*Neither*' and '*nor*' as conjunctions are always used in pairs and are therefore known as correlative conjunctions. The other types of conjunctions are called coordinating conjunctions because they link or join words or parts of a sentence together. Here are some examples of sentences written using *neither... nor*:

1. Neither the end of term tests nor mock examinations helped him to perform better.
2. Neither John nor Zebidayo fed the animals.

Now join these sentences using 'neither... nor' in your exercise books.

1. My brother will not join the race. My sister will not join the race.
2. I could not eat. I could not drink.
3. She did not attend the meeting. She did not send a message.
4. Nyandere failed to sleep. Nyandere could not sit.
5. The journey was not very comfortable. And it was not very interesting.

Activity 3.14: Literature

POETRY

Food! Food!
Life is about you
We toil so as to put you on our tables
We work hard because of you.

Food! Food!
We can never have enough of you
Even after a heavy meal
We are soon in need of you!

Food! Food!
Without you there is no life
We need you from the time we are born
We need you even when we are about to die!

Kutesakwe Miriam

The separate parts of a poem are called stanzas instead of paragraphs. This poem has got 3 stanzas. Look at any other poems either in the library or those that you have read before. They all have stanzas. Some have got only one stanza while others have more than one. This is one of the features of a poem and it makes poems different from plays or stories.

Activity

Read the poem above and then take note of the following:

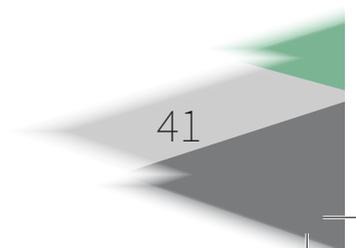
4. What is this poem about?
5. What are the other features of this poem?
6. Give a suitable title for this poem.



ACTIVITY OF INTEGRATION

You are planning to hold a birthday party for your mother.

1. Write a letter inviting your best friend, using adjectives and verbs of preference to describe what you plan to do so as to make it a memorable function for your mother.
2. In the letter include a recipe of your mother's favourite dish which you want her to prepare and bring to the party. The recipe should have countable and non-countable nouns for the ingredients to be used.
3. Write the actions taken to prepare the dish based on the proposed recipe.



CHAPTER 4



THE MARKET

Introduction

In this chapter, you will respond to passages related to the market. You will learn how to use persuasive language, the plural and singular forms of nouns, and the correct tense forms so as to communicate effectively in English language.

Key Words	Learning Outcomes
market supermarket stalls measures of quantity	By the end of this chapter you will be able to: <ul style="list-style-type: none"> ▪ identify the value of markets to communities. ▪ Join in conversations/role-plays about visits to the market. ▪ Extract information from conversations.

Key Words	Learning Outcomes
plural forms of nouns	<ul style="list-style-type: none"> ▪ understand stories/extracts about the topic. ▪ organise information. ▪ communicate and write about his/her personal experience. ▪ use vocabulary and tenses related to market scenarios. ▪ form plurals of nouns. ▪ utilise punctuation marks appropriately. ▪ understand advertisements and promotional materials. ▪ employ language to persuade. ▪ understand persuasive techniques related to selling a product or service. ▪ state personal opinions. ▪ hold a conversation that involves explaining and giving reasons for their views or choices.

A **market** is a physical place where foods are sold directly by farmers or market vendors to consumers. Farmers' markets usually consist of booths, tables or stands, outdoors or indoors. It is here that farmers sell fruits, vegetables, meats, and sometimes prepared foods and beverages. Farmers' markets are found everywhere in the world. They are part of the country's local culture and economy. Their size ranges from a few stalls to several city blocks. In some cultures, live animals, imported delicacies unavailable locally, and personal goods and crafts are sold.



Activity 4.1: Write

- a. Have you ever been to a market? Which stall or seller do you like best and why? Can you write at least 10 items that come from a market?

- b. Talk with your partner and later share your lists in your group.

A market is an interesting place. Some people earn a living by working in a market. Many of us visit the market at least once a week. Think about the activities which take place in a market. Can you describe what takes place in the market which you have either visited or seen in a film? In your description you can write about:

- the activities at the market.
- the different smells.
- the opening time of the market.
- the things sold in the market.
- the things found in a market that you may not find in a shop.

Activity 4.2: A skit at the market

At the market there is always a lot of conversation that takes place between the sellers and the buyers. Can you write five questions that might be asked at the market?

In your group share the questions which you have developed. Your teacher will guide you on how to play a skit about buying and selling at a market.

Activity 4.3: Field work

Visit a market near your school and do the following:

- Take note of what it looks like.
- Take note of items sold there.
- The activities that are taking place there.
- The location of the market to the school, for example, along the main road or in a church compound.
- The days and time when the market opens.

Write a report and present it to the class.

Activity 4.4: Role play

At the market

Have you ever been to a market? Here is a conversation at the market. First read it alone and then read with your partner.

Read and act the conversation below.

Pearl: Good morning madam.

Market woman: Good morning. You have come early today. How much matooke do you want?

Pearl: Mother has said that we need a big bunch today because we have visitors coming over the weekend.

Market woman: This one here is the best that you could take. But it is going to be more expensive than what you usually pay.

Pearl: How much is it because I have so many other things to buy.

Market woman: It will cost 30.000/= but it is the best that I have today and will make a good meal for the visitors.

Pearl: If you say so I will take it. Where can I get tomatoes, onions, greens, rice, beef and fruits?

Market woman: Go ahead on the right hand side of this market and you will find the different stalls that sell everything you need. For the rice and all the food stuffs like sugar you will have to go to the stalls on the left hand side of the market.

Pearl: Thank you madam and have a nice day.

Market woman: Thank you too and greet your mother.

Pearl: Good morning sir.

Market man: Good morning, young lady. How can I help you?

Pearl: How much are the tomatoes, onions, greens and bananas?

Market man: This tin of tomatoes costs 5,000/=, that one of onions costs 6,000/=, the bunch of greens costs 4,000/= while this cluster of sweet bananas costs 3,000/=.

Pearl: So the total cost will be 18,000/=.

Market man: Yes, that is true.

Pearl: Here is 20,000/=

Market man: Thank you and here is your balance. Do you have a bag where I can put the things? These days we do not use the plastic bags any more. We have been told that they affect the environment.

Pearl: Yes, here is my basket. Mother has now bought baskets and bags made of cloth for us to use when we come to the market. Thank you for helping me pack my things.

Market man: You are welcome and come again another time.



Activity 4.5: Read and respond

Read the story below about the experience of a teenager like you and answer the questions that follow.

There is always an open-market near home every Wednesday. One day I accompanied my mother to this Wednesday market to buy some groceries that we needed for the Easter break.

When we arrived at the market we found the whole place as busy as a bee hive. So we had to struggle to move and to ensure that we held onto our handbags and did not lose each other.

Coming to the market towards the festive time was not a pleasant experience. The whole town seemed to be there.



Figure 4.1: An open market near home

Everyone had things to buy. So the prices of things had shot up. Worst of all, we had to struggle to get these things.

We made our way carefully through the various sections buying vegetables, meat, fish, rice, spices and other food stuffs. We had wanted to buy some chicken too but they were all sold out, despite the sky-rocket price.

The bags in which we had put our things got heavier and heavier. The crowd got thicker and thicker. The noise and heat was **overwhelming**. As we had nearly done all the shopping, I told my mother that I would wait at Maama Sarah's shop. I could not stand being among hundreds of **aggressive** shoppers anymore.

I carried the bags wearily to the shop and breathed a sigh of relief when I reached it. The shop area was cool since there was a shade and I was glad to be outside.

Fifteen minutes later, my mother also came from the market. She looked **exhausted**. We put the **groceries** onto a passenger motorcycle

locally called '*boda boda*' and got two other *boda bodas* and rode away from the noise, dust and crowd at the market.



Figure 4.2: *Boda bodas riding*

Questions

Look up the meanings of the words in bold as used in the passage above.

1. Sky-rocket-high
2. Overwhelming
3. Aggressive
4. Exhausted
5. Groceries



Activity 4.6: Write

After reading the extract above write an experience that you have had at a market in two paragraphs. Create a table or use a word processor to give similarities and differences between your experiences at the market with those of the writer above.



Activity 4.7: Vocabulary use

There is language used during shopping. Look at the words below and look them up in the dictionary if you do not know them. Write two sentences on each word so that you learn how to use them well.

- | | |
|-------------|-------------------|
| 1. Bargain | 6. Weighing scale |
| 2. Discount | 7. Cluster |
| 3. Purchase | 8. Bunch |
| 4. fingers | 9. Quantity |
| 5. Kilo | 10. Heap |



Activity 4.8: Letter writing

Do you remember what you learnt about letter writing in your primary school?

Let us recall what we should always have in an informal letter.

An informal letter is a letter you would write to a friend, a family member or anybody known to you.

Table 4.1: Parts of an Informal Letter

Address	
Opening word	
Body	
Conclusion	
Signature	

Below is an example of an informal letter:

Study it against the table above.

Ntinda, Kigoowa,
November 5th 2015

Dear Jane:

Oh! How I missed being with you during the holidays this year! Everything in my new school is different from what it was in my primary school. I don't know if I'll ever get used to living here. I'm so glad that 'O' level doesn't last for many years like primary. After my senior four, I will have to get an 'A' level school in my home area.

I've already made some very nice friends, but don't worry - no one could ever replace you as my best friend! After school, I sometimes go to my friend Fiona's house. We both enjoy the same type of music and movies that you and I like. In fact, Fiona and I have tickets for Judith Babirye's concert next month. I wish you were coming with us! Life is very different here.

Would you believe that we have to wear a uniform even over the week-ends? It is a blue skirt and blazer, a ridiculous checked tie, not to mention a pair of horrible, long, white socks. It's awful! Besides, there is nothing to do in the evening since the school has no co-curricular activities.

That is all for now. I must start on my homework for the English class tomorrow. The teacher wants us to write about how we spent the holidays. Please write soon and tell me all the news. I miss you.

Love,
Mary

After reading the letter above, write an informal letter to your friend telling them about a market you have been to. You may include a list of 5 things that attracted your attention most during the visit. Use the correct vocabulary and punctuation to make your letter interesting. You may use the internet to study how informal letters are written.

Activity 4.9 Language Use

Advertising

What is advertising? Share with your partner what you know about advertising. Look at the purpose of advertising and the ways in which it is done.

Get some newspapers, magazines and identify the adverts that have been included there and discuss with your partner the language and the illustrations used.

Adverts are different from other forms of information because of the language that is used in them. They usually use phrases or slogans, which draw us to the product so that we choose it over other similar products. Adverts often give opinions and not facts and sometimes the information in an advert maybe misleading.

Below are examples of such slogans. Study the illustrations and discuss the slogans with your partner.

	<p><i>“Kill your thirst with pure, fresh and tasty Sunlight juices. Why drink something else when there is Sunlight.”</i></p> <p><i>“Come to Jazz Cafe where the best chicken is. There is live gospel music on Saturdays and Sundays to accompany the chicken and the environment is clean, free of dust and noise.”</i></p>
---	---

Work with your partner to create an advertisement for a new market that is to open soon near your school. Follow the steps below:

- Decide what you want to say. Remember you want people to know where the market is, what it is that is going to be sold there that is not sold elsewhere, the benefits of shopping there.
- Remember to use advertising language as shown in the example above.
- Decide on the picture that you want to use for your advert. You may use the Internet to get images or use cut-outs from magazines or newspapers.
- You may use the Internet to get ideas of how to design your advertisement.



Activity 4.10: Listen and talk

Radio and Television Promotions

Apart from advertisements written in the newspapers, there are many that are run on the radio and television. With your partner, listen to the advertisement provided by the teacher/fellow learner and compare those that are broadcast on radio with those run on the television. What are the advantages and disadvantages of using the radio and the television?



Activity 4.11: Group work

In groups of six, design a radio or television advertisement and perform it in front of the class. Listen to the presentations and make comments on each of them for improvement. If you can you may also use already recorded advertisements for this exercise.



Activity 4.12: Writing

Formation of Plural Nouns

A noun is a word or a group of words used to represent a person or thing. Some nouns have regular plural forms (they follow a certain pattern to form their plural) while others have irregular plural forms (they do not follow any particular pattern). Below are some rules on how nouns form their plurals:

- a) Adding ‘-s’ to the noun, for example, bananas, tins
- b) Adding ‘-es’ to nouns ending in ‘ch’, ‘sh’, ‘s’, ‘x’, ‘z’ such as in churches, bushes, boxes
- c) Adding ‘-s’ to words ending in ‘-y’ as in boys, trays
- d) Dropping ‘y’ and adding ‘-ies’ to words ending in ‘y’ as in; parties, dummies, stories

- e) Adding ‘-s’ to nouns ending in ‘-f’ for example cliffs, beliefs, chiefs.
- f) Changing ‘-f’ to ‘-v’ then adding ‘-es’ to words ending in ‘-f’ or ‘-fe’ as in wives, knives, wolves.
- g) Adding ‘-s’ to some nouns ending in ‘-o’ as in, radios, pianos, solos with the exception of nouns such as tomatoes, echoes.
- h) Some nouns remain the same as in deer, sheep, and equipment.
- i) Some irregular nouns change their order completely in order to form the plurals, for example, ox – oxen, goose – geese, child – children.
- j) Other nouns do not change at all because they already have the -s such as, news, series etc.


Activity 4.13: Fill in the table

Complete the table below by providing the plural forms for the given nouns.

Table 4.2: Plurals for the given nouns

Singular	Plural	Singular	Plural
Bus		Sugar	
Goose		Salt	
Mango		Flour	

Meat		Chicken	
Sheep		Potato	
Fish		Cassava	
Greens		Yam	
Market		Box	
Loaf		Rice	
Chief		Grain	
Spice		Mutton	

Activity of Integration

Your community has grown since the time you started living there. Unfortunately, there is no market for the people to sell the products from their farm, and to buy the food stuff and other things which they do not grow. There is however land where the market can be set up.

1. Write a letter to your area Member of Parliament asking him to use his position to ask government to put up a market.
2. Your letter should persuade the M.P. that the market will be of great use to the community.

CHAPTER 5

CHILDREN AT WORK



INTRODUCTION

In this chapter, you will respond in both oral and different written forms, to passages about the different types of work done by children and express your opinions using adverbs of time in the correct tense.

Key Words	Learning Outcomes
work labour workplace interrogatives adverbs of time	By the end of this Chapter you will be able to: <ul style="list-style-type: none">• identify the kinds of work carried out by children in your communities.• apply vocabulary related to work and the workplace.• evaluate work in different settings.• express opinions in discussions.• Comprehend extracts/stories/magazine

Key Words	Learning Outcomes
	articles <ul style="list-style-type: none"> • name works that children do in different places. • discuss topics arising from their reading. • apply 'wh' interrogatives to question the views of others in a debate. • use adverbs of time correctly. • evaluate poems with a similar theme. • analyse their response to poetry with reference to a particular poem. • create opinions about a book in a review and other formats based on specific character and plot points. • analyse prose in order to identify themes and structures.

Activity 5.1: Talk and write

With your friend, talk about the above picture and then discuss the types of work that children do at home, school and in the community. Fill in the table below showing the type of work and make a presentation to the rest of the class.

Table 5.1: Types of work children do

Home	School	Community

These are examples of the chores you do as a member of the community or home. They include washing clothes, washing utensils, cleaning in and outside the home, helping in the garden, taking part in community work like helping the poor and cleaning the environment.

Children are expected to help in home chores because that is part of their responsibility in the home. What kind of work should children do?

It is important that the child's work should be according to age and ability.

Do you know that in many parts of the world young children are given a lot of work as labourers and yet they are not paid? Even when they are paid, the work which they do is more than the pay they are given. This is called child labour. Child labour is defined as that work that takes from children their right as children and is harmful to them.

If possible, use the Internet to read more about child labour and write dangers it poses to children's lives.

Activity 5.2: Read and find out

Use your library to find out more about child labour and write five dangers of child labour in your exercise book.

Activity 5.3: Discussion

Not all work done by children is classified as child labour. This is because the right kind of work provides you with skills and experience to prepare you to be productive members of society when you grow up. What kind of job would you want to do when you grow up? Give three features that you would look for in that job. Use the examples below to guide you.

I would like to be a teacher because teaching:

- is secure.
- gives housing to teachers.
- gives opportunities for 3 holidays in a year.

Here is a list of features that you could use to support the job of your choice:

- secure
- opportunities to travel
- opportunities for further training
- a good salary
- housing provided
- it is interesting
- a chance to meet other people
- long holidays

Share your list with your partner.

**Activity 5.4: Reading**

Read the passage below and do the tasks that follow.

A Girl's Escape

Marilaine grew up in a remote village where no family planning or public schooling was available. She was one of the 12 children born of impoverished parents who later separated. As Marilaine tells the story, one day when she was 10 years old, she walked to her father's house to ask him to help pay her school fees. Instead, he took her to the capital to work as a house help without telling her mother.

"My father didn't want to spend money on my school fees," Marilaine explained.

Where she worked, Marilaine slept on the floor and woke up at 5:00 am every morning to clean the house, fetch water and wash the dishes before leaving for school. She says she was beaten daily with electric cords.

Marilaine was allowed no contact with her family. She says, at one point she tried to run away but was caught and beaten. She had scars on her arms and legs from beating and at school she often cried.

Yet this system is not always slavery. Sometimes the child as was the case with Anna, gets more food and education than would have been the case in her own family. Anna says she was fed properly and that she was also allowed to attend a free afternoon school.

Many Haitian child labourers are treated much worse. One 12-year-old I interviewed said that she wakes up at 4:00 am each morning to get everything ready for the "princesses," as she calls the teenage girls in the house. Everyone in the house beats her, she says and they refuse to let her see her mother for fear that she might run away.

An aid group called the Restavek Freedom Foundation helped Marilaine escape from home and find refuge in a safe house for girls like her. The mood was festive in the beautiful home as the dozen girls

living there cheered Mariaine's arrival and hugged her. Marilaine picked up a book, telling me that she was not allowed to touch books at her old house. She tried on new clothes and slept in a bed.

But the family that Marilaine had been working for was furious. I visited the lady of the house and she insisted that she had never beaten the girl and that Marilaine had in effect been kidnapped from her. A few days later, Marilaine was taken back to her village. When she stepped out of the car, family members and neighbours were stunned. They had assumed that she had died years ago. Her mother however was not at all thrilled. Marilaine made it clear that she did not want to stay because she wanted to continue with her studies. When the police told her that she had to stay, she burst into tears.

Marilaine will eventually have to go back because the fact is that what makes parents hand over their children to become labourers is poverty and also lack of free education.

(Adapted from Nicholas Krist of the New York Times January 2014)

Questions

- 1) Why did Marilaire's father take her to the capital to work?
- 2) Why do you think the family she was working for was angry when Marilaire escaped?
- 3) When Marilaire was taken back to her mother why wasn't she happy to see her?
- 4) What do you think can be done to stop children like Marilaire from being taken to work as labourers away from their homes?

Look up the Meanings of these Words

- remote
- impoverished
- refuge
- furious
- kidnapped
- stunned
- reunion
- thrilled

**Activity 5.5: Summary writing****CHILD LABOUR**

Millions of children around the world are trapped in child labour. This type of activity prevents them from enjoying their childhood, which includes good health and education, and binds them to a life of poverty and want. Of course, there is work that children do to help their families in ways that are neither harmful nor exploitative. But many children are stuck in unacceptable work for children, which is a serious violation of their rights.

About 168 million children aged 5 to 17 are engaged in child labour which includes slavery and slavery-like practices such as forced and bonded labour and child soldiering, sexual exploitation, or are used by adults in illicit activities, including drug trafficking.

Child labour has negative short and long term consequences for the fulfilment of children's rights guaranteed by the United Nations Convention on the Rights of the Child (CRC) – including denial of education and frequent exposure to violence.

Child labour is preventable and only requires placing children at the centre of programmes designed to protect children's rights by giving importance to what a child needs in order to have a good future.

Adopted from The Child Protection home page [www. Unicef.org](http://www.Unicef.org)

After reading the passage above write what you have learnt about children who work.

Activity 5.6: Debate

You are going to hold a debate and your teacher will help you prepare for it. As you recall during your days in primary school a debate has

two sides: the opposers and the proposers. In preparation for the debate, give four reasons each, for and against the following motion.

“It is better for children not to work so that they concentrate on growing up and preparing for adult life.”

After you have written your points you are going to have a class debate on the same motion.

Activity 5.7: Letter writing

In **Activity 3**, we looked at the jobs we would like to do and also gave the features that make those jobs attractive to us. Do you remember the job you chose? Write a letter to your friend mentioning the job you would like to do, why you have chosen the job and tell him/her what you would use the money you will earn for.

Activity 5.8: Adverbs of time

Adverbs of time tell how often an activity occurs. Such adverbs are; **always, often, generally, frequently, usually, sometimes, never, once in a while, everyday/week.**

We have been looking at children at work. Look at the table below and study what Winfred does every day of the week during the holidays.

Table 5.2: What Winfred does every day during holidays

TIME	MON	TUE	WED	THU	FRI	SAT
7.00 – 8.00am	Wash the previous night's utensils	-do-	-do-	-do-	-do-	-do-
8.00 – 10.30am	Wash the clothes	Go to the garden	Go with mother to the market	Wash clothes	Go to the garden	Wash clothes
10.30 – 12.00am	Prepare lunch and clean the house	-do-	Sort the foods from the market and prepare lunch	-do-	-do-	-do-
12.00 –	Revise her	-do-	-do-	-do-	-do-	-do-

1.00pm	books					
1.00 – 2.00pm	L	U	N	C	H	
2.00 – 4.00pm	Clean the utensils	-do-	-do-	-do-	-do-	-do-
	Rest	-do-	-do-	-do-	-do-	-do-
4.00- 6.30pm	Prepare evening tea and supper	-do-	-do-	-do-	-do-	-do-
6.30 – 8.00pm	Iron the clothes		Iron clothes and keep them in the wardrobe	-do-	-do-	-do-
8.00 – 9.00pm	Have a wash watch TV	-do-	-do-	-do-	-do-	-do-
9.00 – 10.30pm	Have supper says her prayers and prepare to sleep	-do-	-do-	-do-	-do-	-do-

Using the adverbs of time above, write 5 sentences about what Winfred does every day.

Activity 5.9: Write

Write three sentences giving how often you:

- study English at school?
- have assembly?
- have P.E?
- have tests?
- go for trips?

ACTIVITY OF INTEGRATION

You have been asked to participate in a school debate on the motion “children should be allowed to work as labourers so as to contribute to the wellbeing of the home.”



1. Write reasons for whether you agree or disagree in preparation for your presentation.

LITERATURE

Share with your partners how different poems are from stories. You could use a table like the one below to give three differences. An example has been given to you.

Poetry

Short sentences
Has rhymes

.....
.....

Story

long sentences
Has no rhymes

.....
.....

You are going to read two poems and after make a comparison between them.

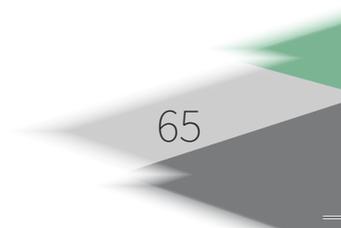
- 1) What is similar between them?
- 2) What is different?

Children at Work

Children should work
To be filled with luck
If you don't work
What to eat you will lack

Happy are those who are hard at work
If you don't work the future will be dark
So do not tire of doing some work
For life will be hard if you do not work.

Kutesakwe Miriam



The Song of the Engine



Figure 5.1: The song of the engine

With a snort and pant the engine
Dragged
Its heavy train uphill,
And puffed these words the while she
Puffed
And laboured with a will:

‘I think – I can – I think- I can,
I’ve got – to- reach-the top.
I’m sure – I can – I will – get there
I simply must not stop.’

At last the top was reached and passed,
And then how changed the song!
The wheels all joined in the engine’s joy
As quickly she tore along!

'I knew I could do it, I knew I could win,
O rickety, rackety, rack!
And now for a roaring rushing race
On my smooth and shinning track!
(by E. Worsely-Benson)

CHAPTER 6

ENVIRONMENT AND POLLUTION



INTRODUCTION

In this chapter, you will respond to issues raised in recorded and written texts about environmental pollution. You will learn to conduct research on causes and effects of pollution, and create your own articles about preservation. You will also learn how to use modal verbs and the relevant vocabulary to communicate in the English language.

Key Words	Learning Outcomes
Environment Pollution Research Posters Adjectives Adverbs Modals	By the end of this chapter you will be able to: <ul style="list-style-type: none"> • understand different environments. • distinguish types of pollution. • comprehend recorded articles/short talks on the topic. • conduct research employ adjectives and adverbs to describe the causes and effects of pollution. convey their opinions clearly on public issues. • utilise modals. • apply vocabulary related to pollution. • propose solutions to problems. • identify how to interpret real life experiences. • consider critically about what is unique about African poetry. • -appreciate and employ literary language effects in order to describe setting and character.

Activity 6.1

What is Environment?

According to the dictionary, environment is the surroundings or conditions in which a person, animal, or plant lives or operates. Look up other words that have the same meaning as environment. Did you find it to mean: habitat, territory, domain, surroundings?

**Activity 6.2: Listen and note**

You are going to listen to an article read to you by your teacher. The article is entitled, Protecting Our Environment and you will answer the questions written on the board. Now that you have learnt the different types of environments that exist, read from the library or the Internet on what is meant by the term **Natural environment**. Write two short paragraphs in your exercise book about it. Exchange your books with your neighbour and read each other's work. Briefly talk about what both of you have written.

**Activity 6.3: Read and respond**

Pollution is now a global concern and even here in Uganda, we have started to feel its effects. Read the extract below and answer the questions that follow.

Pollution in Uganda

Pollution is said to be the biggest killer in developing countries. Contaminated air, water and soil claim millions of lives every year. And with rapid urbanisation and economic growth come fears that these numbers will only rise in years to come. In Uganda, the effects of pollution on people are becoming more visible.

The World Health Organisation (WHO) says more than 8 million people die around the world each year as a result of living in a polluted environment. In Kampala, Dr. Kiggundu Tamale said the effects of air pollution are becoming more and more noticeable.

“Air pollution has become one of the biggest challenges faced in Uganda, especially in urban centres. The main cause of air pollution is transport, especially rapid motorisation that is being experienced in urban areas. But then there are other causes, like mining and open waste burning,” said Dr. Tamale.

Doctors say it is often difficult to associate someone's health problems specifically to air pollution. In recent years, though, doctors in

Uganda have seen an increase in the number of patients with lung problems.

Dr. William Worodria said air pollution has multiple effects.

“And particularly the lungs, the heart and other body systems. In the lungs you may have chronic lung disease, like bronchial asthma and chronic obstructed lung diseases. Even lung cancer has been reported to be associated with air pollution,” said Dr. Worodria.

Worldwide, the WHO says pollution kills more people than malaria, HIV and AIDS and tuberculosis combined. Yet, the population often remains not protected from pollution by government.

Studies by Ugandan scientists suggest about 14 percent of children between the ages of 8 and 14 living in Kampala have bronchial asthma. Dr. Worodria said researchers found similar results in one of Uganda's rural districts.

“They looked at other forms of pollution, which include indoor pollution from smoke and other things and again about 14 percent of inhabitants of that rural district had some forms of chronic obstructed lung diseases,” he said.

Scientists and health officials say, one of the reasons air pollution is not a higher priority is that it is less visible than other problems.

"For example, if you have poor road infrastructure, this is visible enough. If you don't have electricity, this is visible. So our politicians tend to focus more on problems that are visible, but air pollution is less visible and, therefore, our decision makers or policy makers do not see it as very important,” said Dr. Tamale.

Recently, however, Ugandan health officials and the government have started a campaign to raise awareness about lung disease caused by air pollution.

One suggested approach includes trying to get people out of their cars and walking, before Uganda becomes congested not only by cars but by their exhaust fumes.

Serginho Roosblad February 18, 2015

Questions

1. According to this passage, what is the cause of millions of deaths every year?
2. Where in Uganda is the biggest problem of air pollution being faced?
3. What are the 2 main causes of air pollution in Uganda?
4. Which type of disease has become common in Uganda as a result of air pollution?
5. What is the cause of lung diseases in the rural areas?
6. What is the danger of having many cars in the urban areas of Uganda like Kampala?
7. What, according to the passage, is the advantage of walking rather than using a car?
8. What are the other dangers of pollution if any?

Activity 6. 4: Read and know



Figure 6.1: Air Pollution



Figure 6.2: Water pollution



Figure 6.3: Soil Pollution

In the passage which you have read in **Activity 6.3**, you have seen some of the effects of air pollution in Uganda.

We now know that there are three main types of pollution namely; air, water and soil pollution. You listened to some of the effects of pollution. In the passage below you are going to find out more effects of pollution on humans like you.

The Effects of Pollution on People

Pollution effects are indeed **many** and wide-ranging. There is no doubt that excessive levels of pollution are causing a lot of damage to human and animal **health**, tropical **rainforests**, as well as the wider **environment**.



Figure 6.4: Playing with pollution

All types of pollution – air, water and soil pollution – have an impact on the living environment.

The effects in living organisms may range from mild discomfort to serious diseases such as cancer, to physical deformities, such as extra or missing limbs in frogs.

Experts admit that pollution effects are quite often underestimated and that more research is needed to understand the connections between pollution and its effects on all life forms.

Environmental Pollution Effects on Humans

We know that pollution causes not only physical disabilities but also psychological and behavioural disorders in people.

The following pollution effects on humans have been reported:

Air Pollution Effects

- Reduced lung functioning
- Irritation of eyes, nose, mouth and throat

- Asthma attacks
- Respiratory symptoms, such as coughing and wheezing
- Increased respiratory disease, such as bronchitis
- Reduced energy levels
- Headaches and dizziness
- Disruption of endocrine, reproductive and immune systems
- Neuro behavioural disorders
- Cardiovascular problems
- Cancer
- Premature death

Water Pollution Effects

Waterborne diseases caused by polluted drinking water:

- typhoid
- hookworm

Waterborne diseases caused by polluted beach water:

- rashes, ear ache, pink eye
- respiratory infections
- hepatitis, encephalitis, gastroenteritis, diarrhoea, vomiting, and stomach aches

There are conditions related to water polluted by chemicals, such as pesticides, hydrocarbons, persistent organic pollutants, heavy metals, etc. such conditions can lead to some of these:

- Cancer
- Hormonal problems that can disrupt reproductive and developmental processes
- Damage to the nervous system
- Liver and kidney damage

Water pollution causes problems to every category of human beings.

- *To the unborn it* may cause neurological problems including slower reflexes, learning deficits, delayed or incomplete mental development, autism and brain damage.

- *In aging adults:* Parkinson's disease, multiple sclerosis, Alzheimer's disease, heart disease, and even death.

Soil Pollution Effects

Most of the pollution in the soil relates to the metals found in particular places.

Research has been recorded showing that this type of pollution causes health problems which include cancers such as leukaemia. Other minerals also affect human beings, for example:

- Lead in soil is especially hazardous for young children causing developmental damage to the brain.
- Mercury can increase the risk of kidney damage.
- Cyclodienes can lead to liver toxicity.

Soil pollution can also cause neuromuscular blockage, as well as depression of the central nervous system, headaches, nausea, fatigue, eye irritation and skin rash.

Written by: Irina Gray of Tropical-Rainforest-Animals.com Publication

Date: April 2008 Updates: October 2012

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You may use the Internet to search for more information about the three types of pollution and their effects on our lives.

Write a summary of about eight sentences on the effects of each type of pollution on human lives. Try to use your own words as much as possible.



Activity 6. 5: Write

Now that you have learnt about the effects of pollution on our lives, in groups, read from the library or the Internet the causes of each type of

pollution on humans, plants and animals. Present your findings in a table form.

Table 6.1: Effects of pollution on our lives

Type of pollution	Effect on humans
Soil	
Air	
Water	

Activity 6.6: Think and write

In my opinion

We have read much about our environment, the causes of pollution and the effects that it has on life. In pairs, discuss what you think should be done to stop pollution of the air, water and the soil.

After the discussion, write in your exercise books what you have agreed should be done. Remember that what you are giving are your opinions and so this is how you will write your sentences:

1. In my opinion, I think every home should contribute towards their rubbish disposal.
2. In my view, factories should have proper disposal places for their waste.

Activity 6.7: Use of modal verbs

Work on your Language

Perfect Modals

A Look at this sentence:

1. We ought to solve the problem of pollution in our community. In which tense is this sentence written, past, future or present?

Compare it with the following sentence:

2. We ought to have solved the problem of pollution in our community. Is this a suggestion or a complaint?

B Compare these two sentences below:

1. We shouldn't burn polythene bags; it pollutes the air.
2. We shouldn't have burnt polythene bags, now our people are suffering from lung diseases.

One sentence offers advice; the other sentence does not offer advice because it is too late! Which sentence is which?

Compare these two sentences:

- (a) We could stop air pollution if we planted more trees.
- (b) We could have stopped some of the air pollution, but we didn't think of planting more trees.

Which sentence says it is too late to stop the air pollution?

C Compare these two sentences:

1. It would be a good idea not to pollute our lake.
2. It would have been a good idea not to pollute our lake.

Which sentence says the lake has already been polluted?

Read this dialogue and choose the correct form of the verbs in brackets.

- A. Proper disposal of wastes is something that the government should have (promoted/promote) many years ago. Now it is too late!
- B. I disagree, my friend. Of course, it (would be/would have been) better to start years ago, but it is never too late!
- A. Perhaps you're right. Anyway, the government (ought to start/ought to have started) right now, or it will be too late!

- B. Why only the government? What about us? Now we know more about the causes and effects of pollution, we (could help/could have helped) ourselves.
- A. What (could we do/could we have done)?
- B. Dispose of waste properly; not pollute our rivers and lakes – all the things that we (should do/should have done), but didn't. Now is our chance to cause a change!

Activity 6.8: Write

Complete these sentences with a suitable modal together with the correct form of the verb in brackets.

1. That was the wrong way to do it. You ... it like this. (do)
2. There were several possibilities: we ... a smaller one, for example. (buy)
3. I don't know what you will decide, but in your position I ... to the meeting. (not go)
4. Our father ... more trees if he had understood the part they play in cleaning the air that we breathe in. (plant)
5. I think that in future we ... the government's advice. (follow)
6. We have already bought some seedlings, so one thing we ... is use them to replace the trees we cut down. (do)

Complete the following sentences by choosing the appropriate form of the words given in the brackets.

1. After being diagnosed with cancer, she realised that her life (would /would never) be the same.
2. We (should / should not) boil the water we drink.
3. Although we tried very hard to persuade him, he (would/would not) stop throwing plastic bottles through the car window.
4. Secondary school students of English (ought to/ should not) spend several hours each week reading novels.

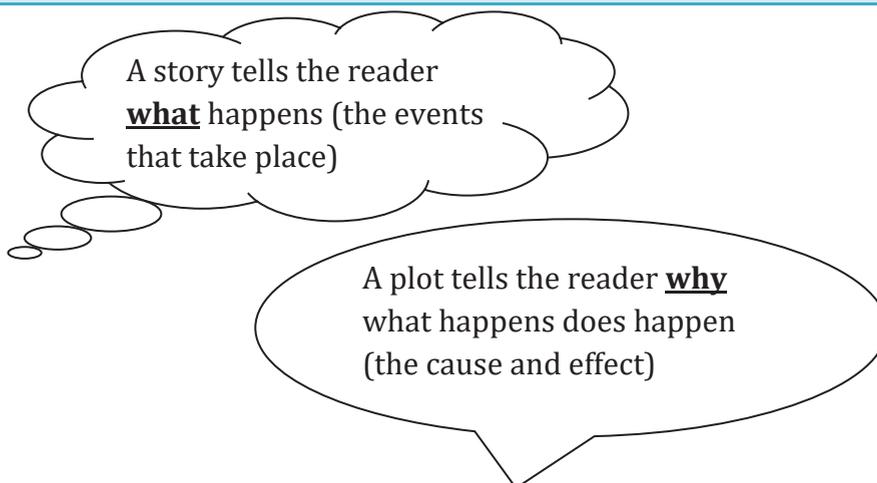
Complete these sentences with the correct modals.

- a. We set out early so that we ... arrive early.
- b. She ... go without food part of the day to save for school fees.
- c. In our school the prefects ... guide the new students to all places on the first day of the term.
- d. ... you let us go to church on Christmas day this year?
- e. They ... not go home as it was raining.

Change the verbs in the brackets to the correct tense to complete the following sentences.

1. She (be) married for ten years now and they have not broken up.
2. My brother (be) in the US for five years by the time he invited me to visit him.
3. Nowadays most African countries (is) members of the African Union.
4. Uganda (be) independent for since 1962.
5. Easter (not come) on the same date every year.

Activity 6.9: Literature



You have been reading a text that was given to you by your teacher. Write brief notes on the following:

1. The characters/people in the book that you have been reading. What they do and their behaviour.
2. The story/plot, giving the events that take place.

Activity of Integration

Keeping the environment clean is now an important issue for discussion everywhere in the world. You have read and listened to the dangers that will arise if we continue to disregard this matter. Your school has started a campaign to ensure that the school environment is kept clean so that you study in a healthy environment.

1. Write a letter of one page telling a friend you were with at primary school about what?.
2. In the letter give how you preserve the environment in your new school.

LITERATURE

Your teacher will give you poems written by the western world and those written in Africa. After reading the poems in groups identify:

1. The main ideas which are called themes, in the poems you have read.
2. The way in which the poems are written.
3. The main differences between the poems written by Africans and those written by non-Africans.

CHAPTER 7

URBAN AND RURAL LIFE

INTRODUCTION

In this chapter, you will learn to respond to issues related to urban and rural life. You will learn to use regular and irregular verbs, adverbs, sentence connectors and conjunctions, adjectives and conditionals to create imaginative accounts of life in either setting.

Key Words	Learning Outcomes
Urban Rural Advantages Disadvantages Regular Irregular Consonant sounds Adverbs of time, manner and frequency Connectors Conjunctions	By the end of this Chapter you will be able to: <ul style="list-style-type: none"> • state advantages and disadvantages of urban and rural life; • take part in conversations / role-plays about rural and urban life; • appreciate written accounts of young people's experiences of success in different settings; • use regular and irregular verbs; • pronounce consonants sounds that are often confused; • conduct a debate on a motion related to rural / urban life; • use adverbs of time, manner and frequency; • use the appropriate vocabulary and tenses; • defend his / her views in writing; • use sentence connectors and conjunctions; • use conditionals; • express the future in different verb forms; • compare poems with a similar theme; • analyse their response to poetry with reference to a particular poem.

Activity 7.1: Listen and Say

Some people live in the urban areas while others live in the rural areas. There are both advantages and disadvantages of living in either area as you may already know. You are going to read two poems and learn more. As you read take note of the message and the way in which it is written. Read the poem aloud to your partner and take note of the pronunciation of the words.

Urban Life



Figure 7.1: Urban life

People shouting
Factory pollution
People rushing for the bus.
An accident here.
Vehicle inspection there.
Hooters – nonstop.
Thin dogs wander
Through dirt and litter.
Water comes from a tap.
You hardly see a rabbit
Or a buck.

You never see real darkness.

You pay for everything.

Your food, your fun,

And people

Keep spitting on the pavement.

(By Webster Mubonwa)

The Village



Figure 7.2: Village life

Kanyariri, village of Toil,

Village of unending work.

Like a never drying spring

Old women dark and bent

Trudge along with their hoes

To plots of weedy maize,

Young wives like donkeys

From cock crow to setting of the sun

Go about their timeless duties

Their scraggy figures like bows set in a row,
 Plod up and down the rolling village farms
 With loads on their backs
 And babies tied to their bellies...

(By Marma Gashe)

Activity 7.2

Questions about the two poems

1. From the two poems give the points that give a true picture of life as it really is in either the town or the village.
2. Which of the places would you prefer to be in and why?
3. Look at the adjectives in this box and put them in a table as shown. An example has been given to guide you.

**noisy, fun, exhausting, hard, busy, relaxed, clean, expensive, safe,
 cheap, dangerous, polluted, monotonous, difficult**

Urban life	Village life
Noisy	Hard

Activity 7.3: Work with a partner

Work with a partner and list five advantages and five disadvantages of rural life and urban life later share with another pair of learners.

Many people live either in the urban or rural settings. However, there are also those who wish they could change places and be somewhere else. What are some of the reasons that they give for wanting to change places?

In groups, share the experiences of people who have moved from one setting to another and some of the factors that could have led to their movement.

1. Discuss the benefits of such movements and write a list which you are going to present to the rest of the learners in class later.

Activity 7.4: Debate

You have now discussed much about urban life and rural life. You are going to participate in a debate and the teacher will help you prepare for it. Meanwhile you need to organise yourself as either a proposer or an opposer.

Activity 7.5: Getting it right

The Future Tense

You are going to look at the different forms of the future simple tense. Here are sentences that provide the ways in which the future tense may be used:

1. I shall get my salary tomorrow.
2. I will get my salary tomorrow.
3. I'll get my salary tomorrow.
4. I'm going to get my salary tomorrow.
5. I'm getting my salary tomorrow.
6. I'll be getting my salary tomorrow.

An important rule about the use of the future tense is as follows: Do not use '*shall*' except with **I** and **we**. Note that '*will*' can also be used with **we**.

For example:

1. I shall be going to Arua next week.
2. Mary will be going to town with John.
3. We shall have supper at seven in the evening.
4. I will be visiting my parents during the Easter break.
5. We shall visit the children in April.

Activity 7.6: Work on your own

Choose between ‘will’ and ‘shall’ according to the general rule that you have just learnt above, to rewrite the following sentences correctly.

1. We *shall/will* be sorry to leave the village.
2. Eria *shall/ will* have to stay in the city this holiday.
3. Everyone *shall/ will* know that I have failed to live in the city.
4. You *shall/will* need somebody to take me to the village.
5. Cattle farming *will/shall* bring him plenty of money, now that he is back in the village.
6. The rain *will/shall* spoil everything that we have done.
7. We *shall/will* be able to judge for ourselves how they manage life in the city.

Activity 7.7: Write

Now that you have learnt about the three different forms of expressing the future, try out the following summary exercise.

Choose the alternative which best suits the sentence as a whole.

1. Don't eat any more, or *you'll/you're going to* fall sick.
2. 'I think *I'll/I'm going to* have a bath', said mother.
3. He is putting his hand up because *he'll/he is going to* ask a question.
4. Open the cupboard and *you'll/you're going to* find a piece of string on the left-hand side.
5. The wind is rising. There *will/is going to* be a storm.
6. *I shall/I'm going to* be very pleased to see you at any time.
7. If you do not eat or drink, *you will/are going to* fall sick.

Fill in the blanks in the dialogue below using either 'shall' or 'will'.

- i) **Theresa:** Where ... you go for your holidays?
- ii) **Bernadette:** I ... go home to spend the holidays with my parents.
- iii) **Theresa:** Do you think you ... be able to do your homework?
- iv) **Bernadette:** I ... try to otherwise I ... be in trouble with the teachers.
- v) **Theresa:** You... have to do the work during the day since there is no electricity in your village yet.
- vi) **Bernadette:** Right.... we start on it now before I leave for the village.
- vii) **Theresa:** Okay. But I ... not be able to stay long. I need to look after my little brothers at home.

Activity 7.8: Read and write

The Use of 'going to'

The use of 'going to' can be called 'the future of anticipation.' In this case, you know in advance that it is going to happen, because of something you can see or feel now. It is also important to note that 'going to' is not a tense, but a special phrase we use to talk about the future. This future is often certain. Here are some examples:

1. *I'm going to sneeze.* Although the sneezing is going to take place in the future, this statement tells us how the speaker is feeling right now in the present.
2. *That tree's going to fall.* This statement means that the speaker perhaps has seen it swaying or has heard it crack now in the present.

3. *She's going to have a baby.* The baby is coming in the future but the speaker by looking at the pregnant state of the woman now, can anticipate the future.

Change the following sentences into the 'going to' form of the future.

1. John will wait for us there.
2. We shall write the invitation letters in the afternoon.
3. He will lend me the money to go to the village.
4. My father will build a new house in the city.
5. I'm afraid it will cost a lot of money.
6. They will grow beans in their garden.
7. We'll work harder next year.
8. The dining-room will be painted next week.
9. I shall have three weeks holiday this year.
10. Our house in the village will be pulled down soon.

Activity of Integration

Your school has learners from both the rural and urban settings. You have learnt about the benefits of both settings and you have been asked to talk to the rest of the school about the benefits so as to remove the bias that the urban area is better than the rural.

1. Write an article in which you give three benefits of living in the rural and urban settings as a way of showing that both settings are ok as long as you make use of what is there.
2. Use regular and irregular verbs, adverbs and adjectives correctly in your article.

Literature: Work in Pairs

Read the poem below aloud.

Life in our village

In our little village
When elders are around
Boys must not look at girls
And girls must not look at boys
Because the elders say
That is not good.

Even when night comes
Boys must play separately.
Girls must play separately,
But humanity is weak
So boys and girls meet.

The boys play hide and seek
And the girls play hide and seek.
The boys know where the girls hide
And the girls know where the boys hide-
So in their hide and seek,
Boys seek girls,
And each to each sing
Songs of love.

Markwei Martie, Ghana

1. Discuss with your partner the differences between a poem, story and a play. Write those differences and share them with another pair.
2. Write a poem of your own in your exercise book, about either urban or rural life.

CHAPTER 8

TRAVEL



INTRODUCTION

In this chapter you will learn how to use adverbs, adjectives, conjunctions, real and unreal conditionals to respond to experiences

related to travelling such as means of transport. You will learn how to fill in travel documents, make reservations and give directions.

Key Words	Learning Outcomes
travel travel instructions travellers real and unreal conditionals travel announcements travel symbols reservations formal letter	By the end of this chapter you will be able to: <ul style="list-style-type: none"> • employ appropriate vocabulary and language to describe travel experiences. • employ adverbs and adjectives related to the topic appropriately. • comprehend travel instructions given orally and in writing. • understand specific details in broadcast information related to travel. • obtain information while travelling from other travellers and officials. • apply action verbs related to giving directions correctly. • fill in application forms correctly. • make reservations using different media and for different purposes. • identify the language of different greetings cards. • examine the themes and techniques of a range of selected plays using basic drama terminologies. analyse events in plays to deepen understanding of themes and characters and to enrich a performance.

Activity 8. 1: Listening Comprehension

Your teacher will read to you an experience of a young person like you who travelled far from home for the first time.

Listen attentively to the story and then answer the following questions.

1. Where did the writer go for the further studies?
2. What were his feelings as he prepared for the journey?
3. What two things did he have to do before he could leave his country?
4. What means of transport did he use?
5. How long was the flight?

Activity 8. 2: Group work

In groups, discuss:

1. the means of transport that exist in terms of comfort and speed.
2. the means of transport that you would prefer when going for
 - a. a short journey for example from your home to Kampala.
 - b. a long journey for example from your home to your village in another district giving reasons why you prefer such means.

Write your answers, and later present to the rest of the learners in class.

Activity 8. 3: Speech work

Get it right!

/b/, /p/

Read the following pairs with your partner and listen to the difference in sound between them.

/b/

/p/

Big	pig
Bin	pin
Bill	pill
best	pest
robe	rope
Rib	rip

Construct three sentences using each of the pair of words in the table.

For example:

1. Take the big pig to the market today.

Activity 8.4: Work with words

Who am I?

1. I am made of metal and yet I am light enough to be used in the air to move people from one place to another. Who am I?
2. I am used to transport people and things especially in the villages. You cannot ride me up hill but it is easy downhill. Who am I?

Now in your groups, compose your own riddles about means of transport as the rest of the group members provide the solutions.

You may use the Internet to get more riddles and share with your partner. Remember to get those related to the chapter.

Activity 8.5: Speeches

Get it right!

/k/, /u/

Here are more words whose sounds are easily confused.

Read them with your partner and listen to the difference between their sounds.

/k/

/u/

buck	bug
Dug	duck
Leak	league
pluck	plug
Luck	lug

Make three sentences using any pair to show that you know the differences between the words. You may use the Internet to get more words with the /k/ and /l/ sounds.

For example:

1. The duck dug a hole in the pond.

Activity 8.6: Dialogue

Recite and act out the following dialogue.

Musa: How are you Rupert? Why are you in a hurry and where are you going?

Rupert: Musa I'm supposed to be leaving for Mombasa tomorrow and I'm going to the bus terminal to pay for my ticket.

Musa: What type of ticket is that? I didn't know that one needs a ticket when travelling in a bus.

Rupert: You need to pay for your seat before the travel day. This is called booking.

Musa: What would happen if I just got to the stage and got onto the bus and paid after getting my seating?

Rupert: For buses travelling long journeys like the one I'm planning to make, you would not be allowed to board if you did not book earlier.

Musa: How long is the journey from Kampala to Mombasa?

Rupert: I have been told that it will take us two days but we shall have stops in between the journey.

Musa: Wow! That is really a long journey! Make sure that you move with a novel to read and a camera to take pictures of some of the interesting features along the way.

Rupert: Thanks Musa for the reminder. I just need to get a book to read otherwise my phone has a camera that I will use.

Musa: Wish you a safe journey and as they say in Kenya ‘safari njema!’

Rupert: Thanks, Musa and ‘Asante saana tutawonana weki njema.’

Activity 8.7: Reading comprehension

AIRPORT ANNOUNCEMENT

This is an announcement for passengers on flight number 17 bound for Entebbe with stops in Nairobi and Kigali. The departure gate has been changed to gate 30B. There will be a slight delay in the departure time due to severe weather outside. The ground crew is in the process of fuelling the plane in preparation for departure. There is a promotion running today so we are offering complimentary tickets to a few passengers willing to fly first class. We should be boarding in about a quarter to the hour. Thank you for your patience.

Look up for the meanings of the words that are underlined in the passage above.

TRAIN ANNOUNCEMENT



Figure 8.1: A train announcement

“This train is made up of six carriages. We would like to remind passengers that a no-smoking policy is in force on this train.

Please ensure that you have taken all your belongings with you when you exit the train. Thank you for using Uganda Railways and enjoy your ride. Thank you.”

Read the two announcements above and identify the similarities and differences between them. Write your answers in your exercise book.

Activity 8.8: Role play asking for directions

You are going to role play how to ask for directions. When we are travelling sometimes we may not be very sure of where we are going. It is always safe to ask for directions. However, how you ask may determine the help that you get. It is important to use polite language when requesting for help. You learnt much about polite language in your primary school and it is still important even at the secondary level.

Read the dialogue below and note how polite language is used and then later write a dialogue of your own using phrases like *may I.../Can I.../please.../if possible I would like to...*

Girl: Excuse me sir, can you please direct me to the bus going to Arua?

Man: The buses are on your right after the market that is just after the post office.

Girl: Do you know how much it costs to get to Arua?

Man: It is 50.000/= if you are going to Arua town but you will need to find out the current fare because I was there last year and the fare could be different now.

Girl: Oh my God! I don't think I have enough money. Please sir, if possible I would like to use your phone to call my brother.

Man: Here you are but be quick for I have to go to work.

Girl: Thank you sir.

Girl: Here you are sir he is coming to the park to give me the money.
 Thank you once again.

Man: You are welcome and have a safe journey.

Activity 8.9: Speech

Get it right! /r/, /l/

Read the following pairs with your partner and listen to difference between them.

/r/

/l/

Road	load
Rice	lice
Right	light
Rake	lake
Play	pray
Rock	lock

Make three sentences using any pair to show that you know the differences between the words.

For example:

You need to use the right light to read. You may use the internet to get more words with the /r/ and /l/ sounds.

Activity 8.10: Read and write

A Guide Book

A **guide** book or **travel guide** is "a book of information about a place, used by **visitors** or tourists". **Travel guides** can also take the form of **travel** websites such as the free and open Wikivoyage. It will usually include full details relating to accommodation, restaurants, transportation, and activities. Below is an example of information you would find in a guide book.

Answer the following questions:

1. Of what use is a guide book?
2. What is another name for a guide book?
3. What type of travellers will need a guide book?
4. Which are the countries mentioned in this guide book?
5. Mention 2 things written about Uganda in this guide?
6. Look at the map in this guide and write the features that have been used.
7. Which of the destinations mentioned would you like to visit and why?

Countries and territories



Figure 8.2: A map

Burundi

On the shores of Lake Tanganyika, it's the beating heart of Africa.
Holds the source of the famous Nile River.

Djibouti Small country across the Gulf of Aden from Yemen and
largely Arabic in nature

Eritrea

This relatively small nation has heavy Arab and African influences

Ethiopia

Africa's second largest population; an old Christian country, home to
castles, beautiful monasteries, and wonderful food

Kenya

Known for its world-class safaris and beautiful beaches

Rwanda Gorillas in the mist

Somalia Despite dangers from Pirates, Somalia has many wondrous
beaches as it has the longest coastline in Africa. The country also
some game parks to the south

Tanzania

Mt. Kilimanjaro and major game parks

Uganda

Wildlife abounds and this is the best place for treks into the Congolese
jungle to visit the nearly extinct mountain gorillas

Islands

Seychelles, Madagascar, Mauritius, Mayotte, Europa, Vamizi, Comoros, Reunion

Activity 8.9: Filling in a form



Figure 8.3: Entebbe International Airport

Have you ever had to fill in a form? This could have been when you joined this school. If you are to travel outside your country, you will need to fill in a form. In this form you are expected to provide information regarding where you are going, how long you will take and the means of transport you are going to use. Look at the form below and discuss with your partner the features on this form. Then try filling it in to practise how to fill in forms.

The image shows two identical travel forms side-by-side. The left form is labeled 'ARRIVAL CARD' and the right is 'DEPARTURE CARD'. Both forms have a header with the flight number 'RI27766247' and a barcode. Below the header, there are several sections of data entry fields:

- Personal Information:** FULL NAME (as appears in Passport), SEX (MALE/FEMALE), NATIONALITY, PLACE OF BIRTH, DATE OF BIRTH (DD-MM-YYYY), PASSPORT NUMBER, DATE OF EXPIRY (DD-MM-YYYY), COUNTRY OF RESIDENCE, and LAST PLACE / PORT OF EMBARKATION.
- Travel Details:** FLIGHT NO. / VESSEL NAME / VEHICLE REG. NO., INTENDED LENGTH OF STAY (Days), and ADDRESS IN INDONESIA.
- Official Use:** FOR OFFICIAL USE (BVKS, VITAS, VOA, VS, VK) and PASSENGER SIGNATURE.
- Accommodation and Purpose of Visit:** OCCUPATION* (Professional/Technical, Management/Administration, Sales/Clerical, Student, Housewife, Others), PURPOSE OF VISIT* (Business, Official mission, Convention, Holiday / Visiting friends / relatives, Education, Leisure, Others), and ACCOMMODATION* (Hotel, Residence of friends / relatives, Apartment, Others).

Figure 8.4: A travel form

Answer the following questions about the form above.

1. Look up the meanings of the following: *nationality, place of issue, flight number, date of expiry, occupation, country of residence*
2. What is meant by arrival and departure card?
3. For what means of transport is this card used and how do you know this?

Activity 8. 11: Read and write

When we are planning to stay away from home and in a place like a hotel, we need to call the hotel to make a reservation. Find out from the dictionary and the Internet what reservations are.

Reservations also known as bookings may be made so that when we get to the hotel we do not get disappointed. Hotels are busy places and many people go there so the managers need to know and prepare for the guests who are to visit. These bookings can be made by phone,

email, which are modern ways or through the post office. Below are some of the things one needs to do when making a booking in a hotel:

1. Check rates and book a hotel reservation long before the date when you will be there.
2. Use an online/Internet travel site to identify hotels in the place you are visiting or near a specific attraction.
3. Determine whether you need a standard room, one-bedroom, two-bedroom or something larger.
4. Confirm your arrival and departure dates as well as how many adults and children will be staying in the rooms.
5. Look at the photos and virtual tours available online to get a feel of what the hotel and its rooms look like.
6. Book the hotel room online or by phone.

Now write an imaginary letter to Top of the World Cottages and Campsite to make a booking. Give details of the number of people that you will be travelling with, the number and sizes of the rooms that you need and the number of days that you will spend there. Share your writing with your neighbour.

Activity 8.12: Writing

Have you ever seen a greetings card? What is usually written on it? These are informal messages but written on a card. Look up types of greetings cards and bring them to the class.



Figure 8.5: Greeting cards

Greetings cards are also sent by a person who has travelled, to give messages about how they are and how their holidays are. However, a greetings card does not have room for a lot of writing so the sender has to be brief but to the point.

What to write inside greetings cards

Greetings cards should have a personal tone just like an informal letter. Below are examples of words that could be written in a greetings card.

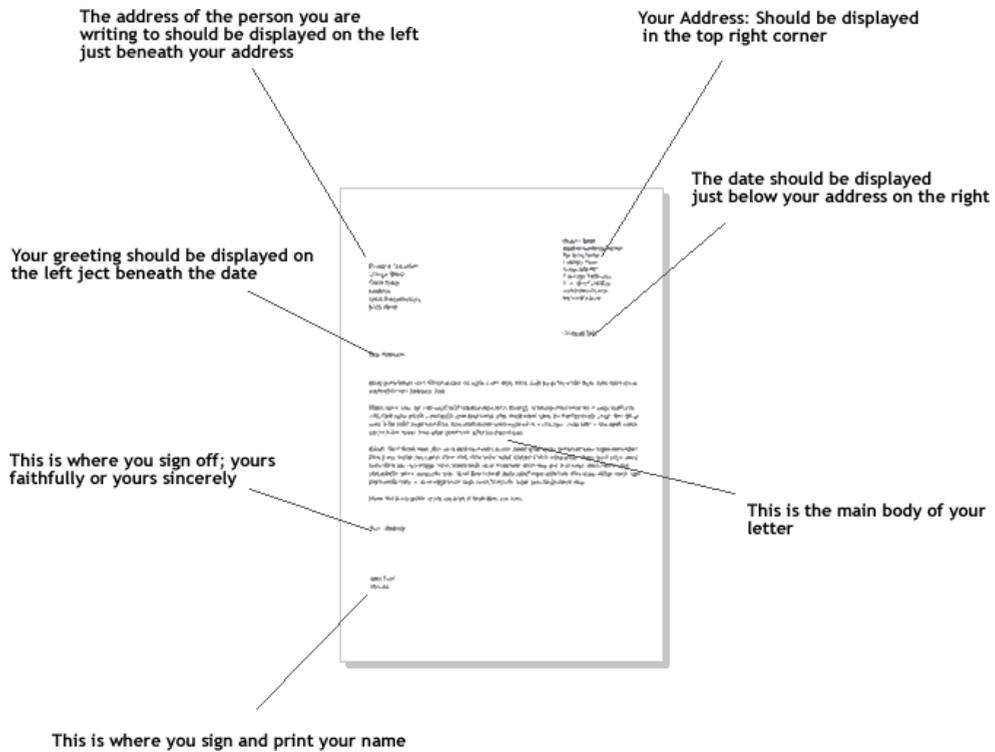
- With special thanks and much appreciation for the memorable visit. God bless you.
- Sincere thanks for your extra efforts. I was able to get the visa and I'm leaving next week.
- Your thoughtfulness is appreciated so much more than words can say.
- With sincere gratitude for all you have done during my studies. Thanks so much. God bless you all.
- It was a pleasure talking with you. I hope we can speak again soon.
- Thanks for your time. If you need anything, don't hesitate to call me.
- Thinking of you—hope all is well. We are having fun at the national park.
- Sorry I wasn't able to tell you but I will be away for two weeks.
- Just touching base with you. I will be travelling back on Monday. Take care.
- I arrived safely and enjoying my stay with grandma and pa.
- Reaching across the miles to wish you happy holiday season and wonderful New Year
- May all your hopes and dreams come true during the New Year
- Hoping your New Year celebration is the start of a wonderful year
- May your New Year be full of friends, family and fun

Imagine you have gone away for a tour to one part of Uganda that you had never been before. Design a greetings card and let your friend know about the tour. Remember that you have to be brief. You may use the Internet to get designs for greetings cards.

Activity 8.13: Writing

Formal Letters

You have already learnt how to write an informal letter. Discuss with your partner what an informal letter is. Today you will look at what formal letters are and when they are used. But first look at the example below and discuss with your partner the different parts of the letter.



Write a formal letter **either** asking for information from a tour and travel company about a trip you are supposed to make for a function outside the country **or** making a booking with a travel company regarding a journey that you are planning to make.

Remember to use polite language, and to be clear about what you want. You may use the Internet to see how formal letters are written.

Activity 8.14a: The real and unreal conditionals

If (1)

When we want to say that something is going to happen if a certain condition is fulfilled, we normally use a Future simple tense in the main clause and a Present tense (Simple, Continuous or Perfect) in the 'if' clause.

We usually use the future simple tense and a present tense to talk about something that may happen if a certain condition is fulfilled.

For example, "I shall go if I have time".

Exercise

Complete the following sentences in as many different ways as you can using 'must', 'need not', 'may not', 'may' or 'can'.

For example: If you come early, you may see the head teacher.

1. If you don't want to see him, ...
2. If he arrives tomorrow, ...
3. If he misses the train, ...
4. If they want to see the doctor, ...
5. If she complains, ...

If (2)

There are conditions that cannot be fulfilled and then to imagine what might happen if the impossible came true.

To show that the condition is impossible and we are only imagining the result and not expecting it to come true, we use the **past simple tense** in the '**if**' clause and a "**would**"

tense in the **main** clause. In such sentences we use '**were**' instead of 'was', which emphasizes the impossibility.

We use the present/future tense, if the condition sounds likely to be fulfilled but we want to imagine what might happen if the impossible happened.

For example:

1. If he were a river, he would be too lazy to reach the sea.

Exercise

Complete the following sentences in as many different ways as possible. Be careful, because some are impossible and some are quite likely.

1. If I were a king ...
2. If I am ever a teacher ...
3. If horses had eight legs ...
4. If that cow has a broken leg ...
5. Unless you tell me ...
6. If I lived in London ...
7. If I were my father ...
8. If I had two heads ...
9. If I see you this afternoon ...

Activity 8.14b: Write

If (3)

In this case all the sentences are in the past to show that what is supposed to happen did not.

For example:

1. If I had seen him yesterday, I should have told him; If he had gone, I would have gone with him.

When we want to write or talk about things that were supposed to happen but did not, we use If 3.

For example:

1. If I had seen him yesterday, I should have told him.
2. If he had gone, I would have gone with him.

Exercise

Change the following conditions from present or future time into past time.

1. If he goes, I shall go with him.
2. If my mother doesn't write, I shall send her a greetings card.
3. If the young man wants to see me, he can come to my office.
4. If Eria is late the bus will not wait.
5. If the bus is on time, they will catch the ferry easily.

6. If the driver drives carefully, there will be no danger of an accident.
7. If he goes, he will let us know.
8. If she plays netball all day, she will get tired.
9. If he doesn't want to know, he needn't ask.
10. If he learns to swim, his mother will give him a new pen.

Activity 8.15: Language use

Conjunctions

In your primary school, you learnt about conjunctions. Do you remember what we use them for? Can you give examples of conjunctions? Conjunctions are joining words. They are used to join words, phrases or sentences. Examples of conjunctions are: **and**, **but**, **or**. These are also known as coordinating conjunctions.

Join the following sentences using the conjunctions '**and**', '**but**' and '**or**' correctly.

1. All the village children were delighted to see the new classrooms. They were prepared to go for lessons.
2. Kato admired the girl. He could not talk to her.
3. Amina could run faster than any of the girls. She did not join the race.
4. The baby drank the milk. He then lay down and slept.

The second type of conjunctions is correlative conjunctions. They join similar words or ideas together. These conjunctions are always used in pairs. They include:

'both ... and'

'either ... or'

'whether ... or'

'enough ... to'

‘too ... to’

‘so ... that’

‘neither ... nor’

Rewrite the following as instructed without changing the meaning.

1. Simon passed the examinations. Sarah passed the examination. (Join beginning; Both...)
2. They do not like each other but I invited them to my party. (Use: ... both ...)
3. We can travel by bus. We can also go by taxi. (Join using: ... either ...)
4. I did not see his sister. And I did not see his brother. (Begin: I did not see either...)
5. Rogers did not know the answer. And Amos did not know the answer. (Begin: Neither Rogers ...)
6. My new car was not expensive. It was not high class. (Begin: My car was neither...)
7. My sister is very short. She cannot touch the roof. (Join using: too ... to)
8. The athlete is very slow. He cannot win the race. (Join using: too... to)
9. My mother is still strong. She can join school. (Join using enough)
10. Their parents did not have a lot of money. They did not take them to school. (Join using: enough).

Activity 8.16: Language use

The use of Adjectives and Adverbs

*Discuss with your partner what adjectives and adverbs are and give examples of each. Examples of such words are: **horrible, short, long, old, bad, slippery, slowly, carefully, often, well, early.** Do you know which are the adjectives and adverbs?*

1. Construct three sentences using adjectives and adverbs from the list above.

Activity of Integration

The Rotary Club of Kampala is organising exchange visits for secondary school students to share experiences of their lives in secondary schools.

1. Write a letter to your mother.
2. Tell her where you will be going, how you are going to travel and what you need to do before you set off.
3. Remember to use the correct adverbs, adjectives, conjunctions and the conditionals in your letter.

Literature: Drama

In this chapter, you are going to be introduced to drama or plays in literature. What do you know about drama? Your teacher will give you some short plays.

After you have read your teacher will introduce you to the following features which are connected to plays:

- stage directions
- characters
- dialogue
- monologue
- themes
- plot

CHAPTER 9

MY EXPERIENCE IN A SECONDARY SCHOOL



INTRODUCTION

In this chapter, you will learn how to use comparative and superlative adjectives, possessive and reflexive pronouns and the past tense, to respond to both oral and written extracts about your experiences and those of other learners about secondary school life.

Key Words	Learning Outcomes
Experience Possessive pronouns Reflexive pronouns Past tense Comparatives Superlatives	By the end of this Chapter you will be able to: -identify spoken and written information, instructions and rules about a new school; -use possessive and reflexive pronouns; -use simple past tense; -guide a visitor around the school and give relevant information; -compare and contrast schools; -use the comparative and superlative forms; -appreciate oral accounts of the experiences of other learners in a new school; -analyse their response to poetry with reference to a particular poem.

Activity 9.1: Listen and write

What was your experience when you joined your new school? Discuss with your partner what your fears and expectations were.

Activity 9.2: Role play

Read through this role play silently and later choose which part you want to take. Role play the dialogue with your partner.

Peter: Good morning sir.

Parent: Good morning. I'm trying to get to the head teacher's office. Can you please direct me to where it is?

Peter: Yes, I can. Just go down the path and turn right. You will get to the block which is the administrative block. Go down the corridor and the second door on your left is the head teacher's office.

Parent: Thank you very much and what is your name?

Peter: My name is Peter Bukasa and I am the head boy of this school.

Parent: Glad to meet you Peter. I am a new parent to this school and this is my daughter Miriam who is joining the school in Senior 1.

Peter: You are welcome to our school and we hope that Miriam will enjoy being part of the family of St. Francis Secondary school.

Parent: Thank for the assistance and God bless you.

Peter: God bless you too.

Activity 9. 3: Language use

Look at the sentences below:

1. Those things he is carrying are *mine*.
2. This country is *theirs* as much as it is *ours*.
3. I have picked enough mangoes, the rest are *yours*.
4. She borrowed my car this morning because *hers* is at the garage.
5. Juma claimed that the loaf of bread was *his*.

The words in italics in the sentences above show that something belongs to someone. They show possession. These words are called *possessive pronouns*.

Complete the following sentences using the correct possessive pronoun.

1. This desk belongs to me. It is -----.
2. This hall belongs to us. It is -----.
3. This book belongs to you. It is -----.
4. This ruler belongs to Kapere. It is -----.
5. This dress belongs to Nankya. It is -----.
6. This ball belongs to the children. It is -----.
7. This tyre belongs to that car. It is ----- tyre.

Activity 9. 4

Imagine that you are in charge of welcoming new students to your school. Write a guide in which you give information on:

1. Where to find important places like the head teacher's office, the classrooms, the dining room, the school canteen and the sick bay. (You can also draw a map).
2. The school rules, mission and vision.

Activity 9. 5: Talk about it

Compare your new school with your former school and write their similarities and differences. Present your write up to the learners in your group.

You are aware that there are both day and boarding schools. However, what is taught there is the same because they all use the national curriculum to teach the learners. Discuss in groups, the advantages and disadvantages of both the day and boarding schools. Have a chairperson to manage the discussions and a secretary who will record, and then later present the group discussions to the rest of the class.

After the presentations, write the disadvantages and advantages of both day and boarding schools in your exercise books.

Activity 9. 6: Language use**Reflexive Pronouns**

Look and read the sentences below.

1. We made *ourselves* comfortable at the party.
2. This made Tom feel secure and ready to surrender *himself* to the will of the group.
3. And did you get *yourself* a good house to stay in?
4. All the boys and girls got *themselves* books to read from the library.
5. Sarah hated *herself* when the accident happened.
6. I love treating *myself* to good things.

In the sentences above, the words in italics refer to the same person(s) mentioned earlier in the same sentence.

For example:

1. We – ourselves
2. Tom – himself
3. You – yourself
4. Boys and girls – themselves
5. Sarah – herself
6. I – myself

The reflexive pronouns in the sentences above are either in singular or in plural form. That is ‘myself’, ‘himself’, ‘herself’ are in the singular while ‘ourselves’, and ‘themselves’ are in the plural form.

Fill in the blanks in the following sentences with the correct reflexive pronoun from the box.

**myself ourselves yourself yourselves himself herself
themselves itself**

1. I dried --- using an old towel.
2. Okello blamed --- for the burned cake.
3. We must always remind --- of the school motto.
4. Simon hurt --- badly in the game.
5. The head teacher reminded us to conduct --- well at the showground.
6. You can entertain --- this evening at the National Theatre.
7. The rat hid --- in the cupboard.
8. “You can do it ---,” Ambani told his son.

Activity of Integration

As a result of the excellent performance made by last year's Senior Four candidates, the number of Senior One students has increased this year. However, you as the prefect in charge of welfare have noticed that many of them are joining boarding school for the first time and they are taking long to adjust to the new environment.

1. Write a message in the school magazine welcoming the new students to their new school.
2. Use comparatives and superlatives in the article.
3. In your message make the new students feel welcomed and eager to be part of the school.

Literature

A poem about the school

Literature introduces you to the different ways in which we can write. We have seen that you may use drama as in the role plays that we have used this year; we could have stories and poems.

The way we decided to write is determined by what the message is, and who it is meant for.

Here is a poem that you should read aloud to get the rhythm and the message. A poem has got verses instead of paragraphs and in each stanza there are lines instead of sentences. Sometimes the lines are not written in correct grammar but they still make meaning. After reading, answer the questions that follow.

First Day at School

A million billion willion miles from home
Waiting for the bell to go.

Why are they all so big, other children?

So Noisy? So much at home they

Must have been born in uniform.

Lived all their lives in playgrounds.

Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up.

(First verse of a poem by Roger McGough)

Questions

1. How many verses does this poem have?
2. How many lines does the poem have?
3. Which words in the poem rhyme?
4. Which words do you think are made up by the poet?
5. In one sentence say what you think the poem is about.



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